MOBILISING COMMUNITIES ON YOUNG PEOPLE'S HEALTH AND RIGHTS

AN ADVOCACY
TOOLKIT
for Programme Managers

FAMILY CARE
INTERNATIONAL

Table of Contents

Acknowledgements

Abbreviations

AIDS	Acquired Immunodeficiency Syndrome
BCC	Behaviour Change Communication
CBO	Community-Based Organisation
DHS	Demographic and Health Surveys
HIV	Human Immunodeficiency Virus
FBO	Faith-Based Organisation
IEC	Information, Education and Communication
ICPD	International Conference on Population and Development
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
SRH	Sexual and Reproductive Health
STI	Sexually Transmitted Infection
UN	United Nations
UNAIDS	United Nations Programme on HIV and AIDS
UNFPA	United Nations Population Fund

Introduction

The Toolkit

This Toolkit is designed to assist programme planners and managers in designing, conducting, and evaluating **advocacy campaigns to advance the implementation of existing policies**, with a specific focus on young people's sexual and reproductive health (SRH) and rights. The international community and many national governments have endorsed young people's rights to reproductive and sexual health information and services. SRH laws, strategies, and policies have been passed in over 150 countries; unfortunately, in many countries, these commitments have not been translated into programmes and services on the ground.

Advocacy initiatives that focus on policy implementation may be a much-needed catalyst for the development of new programmes or services. They can also help ensure support of policy activities among community leaders and community members who may otherwise be ambivalent about or opposed to interventions addressing young people's sexual and reproductive health and rights. This Toolkit is intended to motivate and guide others who are actively working to ensure that young people everywhere can make informed decisions, stay healthy, and realise their dreams.

This Toolkit is also based on the belief in the power of partnerships—partnerships between national and community-based organisations, and between adults and youth. Such partnerships can offer immeasurable benefits, including the chance to strengthen the knowledge and capacity of grassroots activists and to empower a new generation with skills and leadership qualities.

How to Use this Toolkit

The Toolkit is organised to lead the user through each stage of planning and implementing an advocacy campaign that is focused on ensuring that existing government commitments are translated into programmes that meet young people's needs. Each chapter addresses different steps and aspects of the design and implementation of an advocacy effort.

• **Chapter 1: Advocacy for the Implementation of Policies**, provides an overview of the history of SRH rights (and development of related policies), and the role that advocacy can play to ensure that the policies are enacted.

- **Chapter 2: Conducting a Situation Analysis for an Advocacy Campaign**, describes the key elements of a situation analysis on sexual and reproductive health (background research, policy analysis, and in-depth discussions with key informants) and provides some general guidance on analysing and using the findings to formulate advocacy goals and objectives.

- **Chapter 3: Working with Partners on an Advocacy Effort**, reviews criteria for assessing the need for partners in an advocacy effort and different types of partnerships that may be considered. It also provides an overview of the special benefits and challenges of partnering with youth groups.

- **Chapter 4: Training on Advocacy for Policy Implementation**, offers suggestions and guidance for training community-based partners in advocating for policy implementation, including preparing for, evaluating, and following up on an advocacy training workshop.

- **Chapter 5: Translating Advocacy Objectives into Activities and Materials**, outlines the steps involved in identifying appropriate activities and materials for an advocacy campaign. It also provides guidance on identifying and analysing target audiences and selecting a mix of activities and materials to reach them with advocacy messages.

- **Chapter 6: Preparing Advocacy Messages, Materials, and Other Media**, provides an overview of the steps involved in crafting advocacy messages, developing printed materials, and preparing non-print advocacy materials and media.

- **Chapter 7: Monitoring, Evaluating, and Implementing an Advocacy Campaign**, provides an overview of key strategies for effective monitoring and evaluation (M&E), as well as the importance of developing an implementation and M&E plan.

Each chapter **outlines key issues involved in each step of the advocacy process** and offers suggestions and tips for conducting an advocacy campaign to advance the implementation of existing policies and guidelines. In addition, the Toolkit provides **prototype tools**, including worksheets, discussion guides, a training guide, and a radio programme guide, that can be used or adapted for similar efforts in other settings. The tools can be found at the end of each chapter.

The Training Guide

Mobilising Communities On Young People's Health and Rights: An Advocacy Training Guide was developed after a review of existing advocacy training guides highlighted the dearth of advocacy training materials for policy implementation and designed for use with grassroots community-level partners and youth groups. The Training Guide was

developed with the view that community-based advocacy is a crucial intervention and that much more needs to be done to equip grassroots groups, networks, and organisations with the information and advocacy skills to demand that community needs and priorities be addressed.

The Training Guide is specifically designed for use with community-based organisations, youth groups, and other grassroots partners that are interested in improving access to SRH information and services for youth. The five-day training leads participants through the essential steps in designing and planning an advocacy campaign. The Training Guide includes a number of tools specifically designed to help grassroots partners formulate advocacy goals and objectives, and map out a comprehensive advocacy plan.

Applying this Toolkit and Training Guide to Other Health and Development Priorities

As mentioned, this Toolkit uses young people's rights to SRH information and services as the framework with which to review the steps to implement an advocacy effort for policy implementation. While this Toolkit focuses on the issue of sexual and reproductive health, the advocacy process and tools provided here could be used for any number of other social and development priorities, such as maternal health, gender-based violence, access to anti-retrovirals (ARVs), child marriage, and many other issues.

CHAPTER 1

Advocacy for the Implementation of Policies

CHAPTER OVERVIEW
1. Introduction
2. Translating policies into action
3. The role of advocacy

Introduction[*]

At the 1994 International Conference on Population and Development (ICPD), governments from around the world recognised the critical importance of young people's sexual and reproductive health (SRH) and rights for the attainment of better health and well-being, and to break patterns of high fertility, poverty, and dependency that inhibit national development. Governments proclaimed, for the first time, that countries should protect and promote the rights of young people, and recognised their need for:

- Counselling in the areas of responsible sexual behaviour and contraception for protection against unwanted pregnancy and sexually transmitted infections (STIs) including HIV, family life, reproductive health, gender relations and equality, and violence against young people;

- Family planning and reproductive health information and services; and

- Support mechanisms for the prevention and treatment of sexual abuse and incest.

In 2007, the importance of young people's sexual and reproductive health was also affirmed by the United Nations (UN), with the addition of new indicators related to access to SRH services and adolescent birth rates to Millennium Development Goal (MDG) 5, improving maternal health.

Much progress has been made to translate the commitments articulated in these international agreements into national laws and policies that set out priorities and strategies

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[*] For the purpose of this Toolkit (and the accompanying Training Guide), the terms "youth" and "young people" are used interchangeably to refer to individuals ages 10-30. Nonetheless, we recognize the UN definition of young people as 10-24 years, youth as 15-24 years, and adolescents as 10-19 years.

for improving the sexual and reproductive health and rights of young people. Policy makers, programme planners, and activists in countries around the world have mobilised support and pushed governments forward in translating the ICPD vision into national-level commitments to action. Policy reforms have been undertaken to ensure the rights of young people to SRH information and services. In addition, there are more efforts to provide sexuality education, including life skills, in and out of schools; to promote livelihood opportunities for adolescents and youth; and to encourage youth participation in policy and programme development. In 2004, a ten-year review of national progress in implementing the ICPD Programme of Action found that of 151 countries, 85 (61%) had advanced policies or legislation on reproductive rights and the SRH needs of adolescents.[1] Another review of progress conducted by the Economic Commission for Africa (ECA) found that 79% of member states participating in the survey had enacted laws and measures to reduce barriers to contraception for young people.[2]

As encouraging as this progress is, further action is needed to make sure that these international commitments and national laws and measures are actualised for the world's youth so that they have real access to reproductive and sexual information, as well as counselling and services in the communities where they live. Too many of the enacted laws have not been implemented, and youth often do not reap the benefits of the legislative process.[3] For many of the world's youth, programmes and services are concentrated in capital cities and towns, leaving them little access to the information and services that would enable them to make safe, healthy choices in their sexual and reproductive lives.[4]

The escalating toll of the AIDS epidemic among youth worldwide serves as a stark reminder of the gap between policies and programmes on the ground. For example:

• Half of all HIV infections now occur among young people aged 15 to 24.

• Young women are particularly at risk, making up the majority of new HIV infections.[5]

The situation in sub-Saharan Africa is particularly urgent. More than two-thirds of all people who are HIV-positive live in this region.[6] Without significant progress to make policy commitments a reality, the AIDS epidemic threatens not only to unravel social and economic gains achieved over the past several decades, but also to jeopardise the present and future of today's young people.

[1] United Nations Population Fund (UNFPA). *Investing in People: National Progress in Implementing the ICPD Programme of Action, 1994-2004.* New York: UNFPA, 2004.

[2] United Nations Economic and Social Council. *ICPD 10th Anniversary: Africa Regional Review Report, Economic Commission for Africa.* New York: United Nations Economic and Social Council, 2004.

[3] The Center for Reproductive Law and Policy. *Women of the World: Laws and Policies Affecting Their Reproductive Lives, Anglophone Africa.* New York: Center for Reproductive Law and Policy, 1997.

[4] UNFPA. *State of the World Population 2003.* New York: UNFPA, 2003.

[5] UNAIDS, *Report on the Global AIDS Epidemic 2006,* Geneva: UNAIDS, 2006.

[6] UNAIDS, *AIDS Epidemic Update 2007.*

Translating policies into action

While many countries have policies in place that provide a basic framework for programmes to address young people's needs for comprehensive information about sexuality and reproductive health, too often those responsible for implementing these policies are not aware of the policies or their mandate to implement them. Particularly with the decentralisation of government planning and programming in health, education, and other sectors, there continues to be a gap between policy commitments and action. Regional- and district-level officials have increased responsibility for planning and managing programmes to meet the needs of their populations, yet they often have little information on the policies they are charged with implementing. Moreover, they may have limited access to up-to-date information on best practices and evidence-based programming. The beneficiaries of policies are also often not aware of the policies that have been enacted for their health and well-being.

For policy areas, such as young people's sexual and reproductive health, that are contentious and sensitive in many settings, local-level officials face another challenge. The reactions of key stakeholders—opinion leaders and the general public alike—can be unpredictable. Without broad-based support, well-intentioned initiatives to introduce sexuality education or youth-friendly SRH services can experience conservative backlash and may collapse or falter as a result.

The role of advocacy

Advocacy—the process of building support for an issue or cause and influencing others to take action—is generally perceived as a means to achieve policy change. However, advocacy can also do the following things:

- Advocacy can play a key role in ensuring that key decision makers are informed about existing policies and their responsibility for implementing them.
- Advocacy can help ensure that the necessary financial resources are allocated for programmes and services.
- Advocacy can help persuade policy-actors to prioritise particular programme approaches (or services).
- Advocacy can also be instrumental in creating support among community members and in generating demand for the implementation of government policies—demands that are often a much-needed catalyst for the translation of policies into programmes and services. Advocacy at the grassroots level can be used to inform the general public and opinion leaders about a particular issue or problem and to mobilise them to apply pressure to those in the position to take action.

Thus advocacy can be an important strategy for ensuring that policy commitments are translated into actions that reach the intended beneficiaries. Advocacy is essential in order to press key decision makers and leaders to meet young people's needs for SRH information and services. Advocacy is also necessary in order to generate wide-spread support among those at the community level who have a stake in adolescent health, from young people and their parents to teachers, health workers, religious leaders, and community officials.

It is important to distinguish advocacy from Behaviour Change Communication (BCC) as well as Information, Education, and Communication (IEC). Advocacy, BCC, and IEC initiatives are similar in that they all are focused on raising awareness about a particular issue. However, BCC and IEC are ultimately aimed at changing behaviour at the individual level, whereas advocacy activities are aimed at mobilising collective action and promoting social or legislative changes at the national, district, or community levels.

CHAPTER 2

Conducting a Situation Analysis for an Advocacy Campaign*

CHAPTER OVERVIEW

1. Introduction
2. Conducting background research to understand the problem
3. Analysing existing government policies and commitments
4. Exploring the perspectives of key institutions and actors
5. Analysing the results of the situation analysis
6. Formulating advocacy goals and objectives
7. Staying on track: questions for review

Introduction

Like any other intervention, an advocacy effort should be based on a clear understanding of the issue or problem and the overall context in which it needs to be addressed. Thus, conducting a careful situation analysis is an essential first step for planning and implementing an advocacy campaign.

A situation analysis is comprised of various information-gathering activities to define the scope of the problem and appropriate solutions. The purpose of a situation analysis includes understanding government policies that relate to the issue and identifying key partners who are also working to address the issue and who might be allies in the advocacy effort. Specifically, a situation analysis generally involves three types of information gathering:

- Background research on the problem or issue
- A review or analysis of existing policies and who has the power over the implementation of those policies
- Interviews with representatives from relevant institutions to help describe and interpret the current situation and to identify what types of interventions might be valuable from

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* Resource materials used in drafting this chapter include: *Advocating for Adolescent Reproductive Health in Sub-Saharan Africa,* Advocates for Youth (1998).

the perspective of those actively involved in the field. These interviews may be the best means to gauge how well existing policies are being implemented in practice.

It is important to note that there is no specific sequential order for these three research activities. It is probably most effective to undertake them concurrently because each type of research may yield important information on issues to explore through other research or information-gathering strategies. For example, analysing existing policies may help identify particular governmental and non-governmental actors or institutions who are involved with the implementation of a particular policy. Similarly, interviewing colleagues from various organisations (e.g. government ministries, non-governmental organisations (NGOs), donors, etc.) may highlight other policies and programmes that should be reviewed as part of the situation analysis.

This chapter provides an overview of the steps involved in the initial situation analysis, as well as how to evaluate the findings and use them to define advocacy goals and objectives.

Conducting background research to understand the problem

Even for organisations that have considerable experience working on a particular issue or problem, it is important to compile data that documents the scope of the problem and confirms the efficacy of any strategies that will be promoted through advocacy. These types of data will serve as a foundation for all stages of the advocacy campaign. For example, during the situation analysis, in-depth knowledge of existing data may be helpful in convincing some key informants that there is a problem that needs to be addressed or in securing their support for proposed interventions. Similarly, this data will be useful in the development of advocacy messages and materials to convince target audiences of the seriousness of the problem and the need for a specific intervention to address it.

The type of data to be collected depends on the particular issue or problem that is being addressed. However, it is important to find data that is directly relevant to the population and geographic area of interest. This data should help answer some of the following questions: How widespread is the problem among the target group? What services are currently available to deal with that problem? For example, for a national-level initiative aimed at ensuring that sexuality education is provided in primary schools in accordance with existing government policies, it would be important to collect information on a wide range of issues, including:

- The number and proportion of youth in the country who are enrolled in primary school.
- Current levels of knowledge about SRH issues among in-school youth.

- Young people's current sources of information about SRH issues.
- Average age of sexual debut among young people.
- Prevalence of SRH problems (STIs, including HIV, early pregnancy, unsafe abortion, sexual violence, etc.) among adolescents.
- Availability of curriculum and teaching materials for the sexuality education programme.
- Number and proportion of teachers who have been trained to teach sexuality education.
- The extent of sexuality education currently taught in primary schools.

In contrast, for a district-focused initiative to improve the availability of SRH services for youth, initial research might focus on issues such as:

- The number of adolescents in the district and the proportion of young people in the population.
- Average age of sexual debut among young people in the district and nationally.
- Prevalence of SRH problems (STIs, including HIV, early pregnancy, unsafe abortion, sexual violence, etc.) among adolescents in the district and nationally, as well as the prevalence of SRH problems among specific sub-sets of adolescents and youth, such as in-school adolescents, out-of-school youth, married adolescents, etc.
- The number of health facilities that provide youth-friendly services.
- The number and proportion of health providers who have been trained in young people's SRH services.
- Young people's practices and preferences related to SRH services.

In compiling data on the scope of the problem and on the efficacy of any programmatic interventions that are being recommended through an advocacy initiative, it is important to find reliable, credible sources of information. Thus, identifying existing studies or research that may have been done is generally more strategic—and cost-effective—than trying to undertake original research as part of the situation analysis.

Considerable data is available from relevant government ministries, such as the Ministries of Health, Education, and Youth, as well as from a range of local and international organisations that work on SRH issues, such as United Nations agencies, and other organisations working on issues related to social and economic development. Other advocacy groups, including international groups such as the Center for Reproductive Rights or Advocates for Youth, may also have useful information. The Internet, where available, is an increasingly practical tool for identifying and obtaining data from studies that have been conducted. It is important to remember that data may also be available locally. For example, the district health administration or the district education officials may have considerable information that is not available elsewhere.

Analysing existing government policies[*] and commitments

Reviewing existing government policies is essential in order to identify exactly what the government's position is on the issue or problem, and what specific steps it has committed itself to take to address it. Some countries have comprehensive policies focused specifically on the health and well-being of adolescents and youth. However, in other countries no such comprehensive policies exist, and instead there may be a range of national policies, guidelines, strategic plans, and parliamentary acts, laws, or decrees that address various aspects of young people's sexual and reproductive health (see below).

SOURCES OF INFORMATION ABOUT POLICIES RELATING TO YOUNG PEOPLE'S SEXUAL AND REPRODUCTIVE HEALTH

Type of document	Source
National Health Strategic Plan/Road Map or Reproductive Health Strategy	Ministry of Health
Adolescent or Youth Reproductive Health Policy/ Plan of Action	Ministry of Health Ministry of Youth
Youth Policy	Ministry of Youth
Population Policy	Ministry of Health Ministry of Planning
Development Policy	Ministry of Planning National Commission on Development and Population
Norms and Standards or Guidelines for Health	Ministry of Health
National Guidelines on HIV Prevention	Ministry of Health National AIDS Programme or Committee
National Education Policy	Ministry of Education
Decrees or Laws mandating young people's SRH services	Ministry of Health Parliament Office

NOTE: *UNFPA and other UN agencies, such as World Health Organization (WHO), UNAIDS, UNICEF and donor agencies, are also good sources for government policies on young people's sexual and reproductive health.*

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[*] For the purpose of this Toolkit (and the accompanying Training Guide), the term "policy" refers to national government documents, including laws, strategic plans, or guidelines that provide guidance for public programmes and activities.).

In some cases, government policies and regulations are not complete or consistent with each other. For example, a reproductive health strategy may call for the provision of a full range of preventive and curative SRH services to young people, whereas SRH service-delivery guidelines may only recommend the provision of counselling to youth to encourage them to delay sexual activity. It is important to review all relevant policy documents in order to identify the documents and sections that provide the strongest support for the positions promoted through the advocacy effort. A policy analysis worksheet can be used to review and record relevant information about each policy or guideline, including the goals and objectives of the policy, key actors, and activities, and the strengths and weakness of the policy (see Tool 2.1: Policy Analysis Table).

To identify gaps and contradictions in policy, as well as strong policy commitments, it is helpful to closely review each policy by looking at each sentence or paragraph that concerns the issue or problem. This information can be compiled in policy analysis grid (see Tool 2.2: Policy Analysis Grid and example below), which makes it easier to compare the content of different policies and identify the policies that offer the strongest support for the approach or intervention that will be promoted through the advocacy effort. It should be noted that some government policies may be vague or unspecific, so it is good to include any statement from the policy that is generally supportive, even if it does not

TOOL 2.2 / POLICY ANALYSIS GRID-EXAMPLE

ISSUE	POLICY 1: Youth Policy	POLICY 2: National Reproductive Health Strategy	POLICY 3: National AIDS Policy	POLICY 4: National Population Strategy
Sexuality education for secondary school students	Policy commitment: *Integrate sexuality education into the curricula of all education and training centres.*	Policy commitment: *Formulate and implement counselling for youth programmes at health facilities*	Policy commitment: *Teach about HIV and AIDS in schools and colleges*	Policy commitment: *Adolescents should be given information about reproductive health*
	Designated sector or actor(s): *N/A*	Designated sector or actor(s): *District Medical Office*	Designated sector or actor(s): *Ministry of Education*	Designated sector or actor(s): *Ministry of Education, Ministry of Health*

specify clear goals or actions to address the problem. The Policy Analysis Grid would also highlight any contradictions within policies. If available, information on the specific sectors or actors who are responsible for carrying out the policy should also be included because these institutions or sectors may ultimately be partners in or targets for advocacy efforts.

It is also important to review any international commitments that the government has signed onto. Some of these commitments may be legally binding, such as treaties that the government has signed and/or ratified, while others, such as the ICPD Programme of Action, rely on the political will of governments for their implementation. Such commitments are important and can be highlighted as part of an advocacy campaign.

Power Analysis

After reviewing and analysing the policy documents, it is important to think about who has the power in relation to these policies. At every level—national, district, and local—there are a broad range of decision makers and stakeholders who can influence the implementation of policies and programmes. For young people's SRH policies, this includes those directly involved in the implementation of government policies related to youth, such as health and education officials, as well as representatives from other government ministries dealing with youth affairs.

In addition to these official government representatives, there may be a range of non-governmental partners that play a role in meeting young people's needs for sexuality education and SRH counselling and services, such as NGOs, religious organisations, community-based organisations, youth organisations and others. There are also many individuals at the community level—community leaders, parents, teachers, health workers, religious leaders, youth group representatives and others—who can apply pressure to both governments and NGOs and who can demand that these partners meet the needs of young people in their community. Alternatively, if they are not aware of the risks facing young people or the benefits of sexuality education and SRH services for youth, some of these same groups (parents, community leaders, teachers, religious leaders, etc.) can be potential sources of opposition to such initiatives.

A power analysis table (see **Tool 2.3: Policy Power Analysis Table** and example on the next page) can be used to analyse institutions and key stakeholders that have influence over if and how policies and policy activities are implemented. These stakeholders would include the decision makers who have direct influence over the policy and those who have influence over the decision makers.

TOOL 2.3 / POLICY POWER ANALYSIS TABLE-EXAMPLE

Stakeholder/ Decision maker	Role or activities that affect policies or policy activities	Degree of influence on policies or policy activities (High, Medium or Low)	Degree of support or opposition for the policy or policy activity (Strongly support, Moderately support, Strongly oppose, Moderately oppose, Unknown)	Reasons for support or opposition (Motivating Interests)
District Health Manager	- Translates policies into programmes - Allocates funds to activities	High	Moderate Support	- Has limited budget to implement programmes - Wants to follow the lead of the Provincial Medical Office
Religious Leader	- Is a respected community leader - Delivers sermons	Medium	Strongly oppose	- Believes that access to contraception leads to promiscuity - Believes that only abstinence should be taught in schools

Exploring the perspectives of key institutions and actors

As noted earlier, interviews and discussions with a range of governmental and non-governmental organisations that are working in the area of interest is a critical step of the situation analysis—one that will help sharpen the focus and relevance of a planned advocacy initiative and help ensure that it addresses key gaps and priority needs. The main purpose of these interviews and discussions is to solicit a range of perspectives on issues such as:

- Key problems and health risks facing adolescents in the area of focus, as well as existing research that should be reviewed.

- Relevant policy commitments at the national level, as well as gaps in the content of existing policies, strategies, and guidelines.

- The extent to which government policies related to young people's sexual and reproductive health are being implemented, as well as the barriers to implementation.

- Key institutions and actors involved in young people's sexual and reproductive health, as well as current young people's SRH programmes and projects underway nationally or in the geographic area of interest.

- Potential partners that may be interested in supporting or collaborating with a planned advocacy initiative.

- Priority areas for focus (such as geographic or population), given the needs in a particular area and/or the complementary programmes/initiatives being implemented by other partners.

- Potential sources of opposition and strategies for addressing or working with them.

A wide range of individuals should be targeted during the situation analysis so that a variety of perspectives and insights can be explored. Key people to interview may include:

- Government officials (e.g. representatives from relevant ministries such as the Ministry of Health, Youth, and Education, including those at the district level). These officials can provide information on steps the government is taking to implement policies, challenges they are facing, and identify key partners working on young people's sexual and reproductive health nationally and in specific districts or regions. They may also be able to supply information on new policies under development or soon to be released that may provide opportunities to heighten awareness of young people's SRH issues.

- Representatives of youth-serving and development organisations and donor agencies working on young people's sexual and reproductive health. These organisations can provide information about the most pressing issues facing young people in the areas where they are working. In addition, they may offer important insights on the extent to which government policies are being implemented, barriers to implementation, and recommendations for strengthening policy implementation. They may also be aware of upcoming national or international events (such as World Health Day) that could provide an opportunity to draw attention to particular issues or problems and proposed solutions.

- Youth representatives. Young people are often best positioned to identify their own needs, and they may have important perspectives on the extent to which existing policies are being implemented. Identifying and meeting with local youth leaders and youth groups can provide a forum for getting information on their needs, their experiences in accessing SRH services, and sexuality education, both in and out of school.

- Health care workers and teachers. Interviews or discussions with health care workers and teachers can provide important insights regarding the extent to which current policies are being implemented on the ground. For example, these representatives may be fully aware of and actively trying to address the government policies in the area of interest, and they could potentially be allies in the advocacy effort. Alternatively, they may not even know of the policies.

Different methods can be used to solicit information on the perspectives of key informants for the situation analysis (see "Approaches for gathering information from individuals" below). Logistically, it is simplest to schedule informational meetings or interviews with key informants. It is also possible to organise roundtable discussions if more of a dialogue or debate is of interest. Regardless of the method used, it is important to develop a set of questions or an interview guide to ensure that discussions focus on key issues of interest and that the same issues or topics are explored with a range of different respondents.

APPROACHES FOR GATHERING INFORMATION FROM INDIVIDUALS

Informational meetings and interviews: Individual interviews can be used to gather detailed information from local, national, and international organisations, as well as with government representatives. It is important to prepare a detailed interview guide in advance, as well as to be able to succinctly and clearly describe the purpose of the meeting or interview to key informants and say how the information will be used.

Roundtable discussions: Roundtable discussions may provide a useful forum for soliciting a variety of perspectives from policy experts, government representatives, and non-governmental partners, and for generating dialogue between these groups about priority interventions or strategies. Such roundtable discussions necessarily involve considerably more planning, preparation, and expense to ensure that desired key informants are able to attend and the forum serves as a venue for constructive dialogue about the problem or issue. It is necessary to carefully plan the agenda for the meeting and select speakers and facilitators appropriately to ensure that key questions of interest are explored. In addition, it may be necessary to develop a background paper to ensure that the discussion will be focused and relevant. It is also important to be aware of the dynamics between participants.

Analysing the results of the situation analysis

The background research, policy analysis, and interviews and discussions with key informants should yield a clear picture of the issues facing adolescents in the geographic area of interest including:

• Reliable statistical data on the health needs and risks of adolescents.

• Relevant government policies and gaps in policy implementation.

• New political trends or policies under development whose releases may provide opportunities for heightening attention to the particular issue or problem.

• Key partners and institutions actively working in the area of interest, as well as the extent to which they are addressing the documented needs of adolescents.

• Potential partners and sources of support for an advocacy initiative.

• Potential sources of opposition, as well as approaches or strategies for addressing them.

This information should help confirm whether advocacy is indeed an appropriate intervention strategy. It should also illuminate which key actors and institutions should be targeted in an advocacy effort to advance implementation of existing government commitments and policies.

DEALING WITH OPPOSITION

Advocates for the implementation of SRH programmes and activities for young people need to be prepared to deal with opposition to their advocacy efforts. It is very important to know who opposes the programme or activity under consideration, why they do so, and what arguments and strategies these critics will use. It is always important to be as informed as possible about the opposition's specific issues and base of support and to pre-empt oppositional efforts with messages that anticipate and refute the opposition's arguments.

Clear and accurate information is the most important tool in dealing with opposition. People form opinions based on the information they have; giving them more information may help them re-evaluate their opinions. Dealing with opposition should also be considered an opportunity to educate people about the young people's sexual and reproductive health. Even some opponents of SRH programmes can be made supporters if they receive information, have their questions answered, and are invited to contribute to the debate. Providing information, listening to others, answering questions, and responding to concerns provide the best chance of building support in a community.

Unfortunately, some people may never support SRH programmes, no matter what information they receive. Attempting to convince them can be a waste of time. It is far more important to reach out to people who are undecided or unaware of the importance of the proposed programme. They may not initially agree with advocates' position, but may be willing to reconsider if given more information.

Adapted from: Advocates for Youth. *Advocating for Adolescent Reproductive Health in Sub-Saharan Africa*. Washington DC: Advocates for Youth, 1998.

Formulating advocacy goals and objectives

Although some general goals and objectives may have been formulated at the outset of the situation analysis, the results of the analysis should be used to refine advocacy goals and objectives to ensure that they are specific and relevant.

Goals

A **goal** is a broad statement of general outcomes sought by the advocacy campaign. Goals are often long-term in nature and convey a vision or dream for the future, such as improved sexual and reproductive health among young people or reduced maternal mortality among adolescents. Though a direct causal link between a programme and its goal(s) should be plausible, it may be difficult to prove or measure such a relationship.

Objectives

An **objective** is a more specific statement that clearly describes particular results or outcomes that will be pursued in a certain period of time. Good objectives are "SMART"— i.e. they are:

Specific. They clearly spell out what needs to be done in order to achieve the goal.

Measurable. Progress or results can be assessed or quantified.

Achievable. They are possible to meet and likely to be accomplished successfully.

Realistic. The desired results are feasible given the resources and capabilities of the organisation and the context in which the advocacy effort will take place.

Time-bound. There is a clear timeframe for achieving the desired results.

ADVOCACY GOALS AND OBJECTIVES-EXAMPLES

Goal: Reduced rates of new HIV infections among youth.
Objective: Convince the national Ministry of Health to increase the funds it allocates to HIV prevention activities for adolescents by 10% in its next annual budget.

Goal: Improved sexual and reproductive health among youth.
Objective: Persuade 20 school principals in Anaturma District to introduce sexuality education into their curriculum within two years.

It is important to note that when various institutions and partners are working together on an advocacy initiative, there will be some overarching goals and objectives of the advocacy effort, while each partner may also define separate, complementary goals and objectives that are subsets of the broader objectives (See Chapter 3 for more information on working with partners).

Defining clear advocacy goals and objectives can be challenging, but it is an important step and one that will help ensure that an advocacy effort is focused and disciplined. Clear advocacy goals and objectives provide a framework for identifying specific audiences to target through the advocacy campaign, as well as for monitoring changes in the area of interest, and evaluating the advocacy campaign.

Staying on track: questions for review

Below are some key questions to help identify whether or not the situation analysis is complete:

1. What data confirms that the specific issue is a serious problem or concern?

2. What evidence confirms that the type of intervention or programme that will be promoted is effective and appropriate?

3. Which government policies or commitments call for the implementation of strategies or interventions like the one that will be promoted through the advocacy effort?

4. What factors are impeding the implementation of existing policies in the geographic area of interest?

5. What key policy or programme gaps can be meaningfully addressed through advocacy? Which stakeholders or decision makers are in support of or opposed to the implementation of SRH policy activities for young people?

6. Which organisations and institutions are actively working on young people's SRH issues in the geographic area of interest?

7. What types of opportunities exist for heightening awareness of the advocacy issue and for promoting the implementation of relevant policies?

8. What goals and objectives are appropriate for the advocacy effort?

9. What potential partners are available for collaboration or support during the advocacy effort? What potential sources of opposition exist in the area of interest?

10. Why is advocacy an appropriate strategy for addressing the issue or problem of concern?

TOOL 2.1 / Policy Analysis Table

POLICY NAME		
Young people's SRH issue(s) the policy promotes:		
Goal and objectives of the policy:		
Key actors and stakeholders:		
Key activities and strategies:		
Strengths of the policy:		
Weaknesses of the policy:		
Policy activities, related to the young people's SRH issue, that are not being implemented:		

TOOL 2.2 / Policy Analysis Grid

ISSUE	POLICY 1:	Policy 2:	Policy 3:	Policy 4:
1.	Policy commitment: Designated actor(s):	Policy commitment: Designated actor(s):	Policy commitment: Designated actor(s):	Policy commitment: Designated actor(s):
2.	Policy commitment: Designated actor(s):	Policy commitment: Designated actor(s):	Policy commitment: Designated actor(s):	Policy commitment: Designated actor(s):

TOOL 2.3 / Policy Power Analysis Table

Stakeholder/ Decision maker	Role or activities that affect the policy or policy activities	Degree of influence on the policy or policy activities (High, Medium, Low)	Degree of support for or opposition to the policy or policy activity (Strongly support, Moderately support, Strongly oppose, Moderately oppose, Unknown)	Reasons for support or opposition (Motivating interests)

CHAPTER 3

Working with Partners on an Advocacy Effort*

CHAPTER OVERVIEW
1. Introduction
2. Assessing the need for partners
3. Considerations in identifying appropriate partners
4. Partnerships
5. Working with youth groups
6. Staying on track: questions for review

Introduction

By working through the situational analysis, the advocacy goal or goals have been deter-mined based on the existing needs and policy environment, and the advocacy objectives have been identified. The situation analysis may also have helped identify partners who can work to help achieve the advocacy objectives. This chapter contains information to help assess the need for partners, review different types of partnerships that may be strategic in an advocacy campaign, and determine how best to identify and engage partners.

In addition, the chapter discusses strategies for engaging and working with youth groups, which can both offer benefits that may not exist in other kinds of partnerships and pres-ent challenges. Some youth groups may be less-formally organised and/or may require additional capacity-building to become effective advocates. However, as a general principle, youth partners deserve special consideration in an advocacy effort for young people's sexual and reproductive health because it is, after all, their well-being that is at stake and, young people are often their own most effective and passionate advocates.

*Resource materials used in drafting this chapter include: *Introduction to Advocacy: Training Guide*, Ritu Sharma (1997); *Advocating for Adolescent Reproductive Health in Sub-Saharan Africa*, Advocates for Youth (1998) and "Building Effective Youth-Adult Partnerships." Jane Norman, *Transitions*, 14 (1), (2001).

Assessing the need for partners

Partnerships with other organisations can play an important role in advocacy on young people's SRH issues. Working with a wide range of partners provides the opportunity to tap into diverse ideas, expertise, and resources, thereby multiplying the **inputs** of a project, which can greatly strengthen an advocacy effort by increasing the potential *outputs*. Partnerships are powerful: they enable different groups to work together towards a shared goal by coordinating strategies and pooling resources. When advocacy partnerships are successful, all partners benefit.

In addition, partnerships that include a range of organisations and groups demonstrate to decision makers that there is wide support for the advocacy effort. Young people's sexual and reproductive health is often a controversial issue and cultivating a wide-range of partners, such as faith-based organisations (FBOs), community leaders, and parents, can help minimise or deal with backlash and opposition.

In assessing the need for partners in an advocacy effort, it is important to have a clear idea of the benefits that different types of partners can bring to the efforts and how different organisational strengths can complement each other.

- What range of skills and expertise could potential partners bring to the effort?
- How could the partners strengthen the effort and help achieve the advocacy goals and objectives?
- What contacts do they have that could enhance the effort?
- Can they add credibility to the effort?
- How can the advocacy effort benefit them and their work?
- How can potential partners complement each other and help fill any gaps in knowledge or expertise?

Referring back to the situation analysis at this stage is important to ensure that potential partners will meet the needs identified.

To increase the effectiveness of the advocacy effort and to build ownership among all the partners, the strategies to be employed throughout the implementation of the advocacy effort should be developed in collaboration with the other partners. This will help reduce conflicts and misunderstandings that can come about from working in a partnership.

Considerations in identifying appropriate partners

A provisional list of potential partners will likely have already emerged from the situation analysis. The selection of partners should be driven primarily by the goals and objectives of the advocacy effort—potential partners should be those who can directly contribute the achievement of these goals and objectives. It is useful to consider these additional criteria for potential partners:

1. Institutional capacity. Does the potential partner have adequate staff and infrastructure (i.e. office, means of communication, resources, etc.)?

2. Technical capacity or programmatic experience in young people's sexual and reproductive health. What is the organisation's level of knowledge and experience with the issues? What is its track record? Has it conducted research or implemented programmes on young people's sexual and reproductive health? Does it have expertise in an area related to the objectives, e.g. sexuality education in schools, providing youth-friendly services, etc.?

3. Prior experience in advocacy. The same criteria and questions that apply to technical capacity and programmatic experience also apply to experience in advocacy. What is the organisation's experience in conducting advocacy? What is its track record? Is it effective?

4. Reach and network. How much power do they have? How well-known is the organisation? Does it have potentially beneficial ties to other institutions?

When approaching potential partners, it is important to be able to articulate clearly the overall advocacy goals and objectives, while also leaving room for the partner to contribute what would be of interest to his or her organisation in the effort. Goals and objectives may be refined to reflect input from partners. Though building consensus can be a time-consuming process, weighing the different options that are proposed serves to make the advocacy plan stronger. Ultimately, establishing an open dialogue and allowing for contributions from partners is crucial in order to ensure a successful partnership and achieve the advocacy goals and objectives.

Partnerships

Partnerships can take a number of forms; they can be permanent or temporary, single- or multi-issue, formally or informally organised, and so on. Naturally, different kinds of partnerships offer different advantages and disadvantages that will need to be considered as the various possibilities for collaboration in the advocacy effort are explored.

The possible types of partnerships vary widely. Partnerships can consist of a long-term supportive relationship with a colleague organisation with a similar mission, or it can be a one-time collaboration on a project, or when developing programmatic material. A situation analysis will reveal the organisations that conduct similar work in the geographic area of the advocacy effort. It may be beneficial to take advantage of other on-going projects in the area and propose a collaborative relationship with one or a few like-minded institutions. For example, if there is another organisation working with similar advocacy objectives, it may be advantageous to share or jointly develop materials with it, drawing on the expertise and human and financial resources of both organisations. Similarly, if two organisations identify the need to train youth in advocacy skills, it may be strategic and cost-effective to jointly organise such a training.

All collaborations do not necessarily involve agencies working in the same field; it is possible that for-profit companies or non-profit organisations working in other areas will offer fruitful partnerships. For example, a media group could offer invaluable help in the development of printed advocacy materials or a radio series. The right form of partnership will depend entirely on the context of the advocacy effort. Partners may want to collaborate to raise money for the campaign, or they may want to individually finance the activities of their organisations. If an organisation wishes to expand the scope of its activities and has the funds to subcontract with another organisation that can carry out advocacy activities, subcontracting may be most effective. Subcontracting is a type of partnership that often has the added advantage of building the capacity of the partner organisation. Youth partners may especially benefit from such support and capacity building.

Coalitions

A coalition is a group of organisations working together in a coordinated fashion toward a common goal. A coalition can be set up with a permanent formal structure or created for a defined period, such as for the duration of the advocacy effort. In the latter situation, the coalition may decide to take on a more formal and permanent nature if the members decide to undertake further advocacy or other related efforts.

The following are suggested actions for effectively running a coalition:

• Involve all founding members in defining the goals and objectives of the coalition and ensure that these are clearly communicated to new members.

• Assess the strengths and potential contributions of the coalition members.

• Define clearly the purpose and goals of the coalition, what is expected of the members, and how they can expect to benefit from the coalition.

• Set achievable goals and objectives that are also agreed upon by consensus. This will increase the chances of early success for the coalition, which will give the group confidence and credibility, and make it easier to enlist further support.

• Maintain frequent communication and contact with coalition members. This is essential in order to keep everyone feeling connected and informed about developments related to the project or issue.

• Become familiar with the different coalition members and their positions and opinions.

• Form subgroups to deal with specific issues or tasks without stretching group members too thinly by delegating too many subgroup responsibilities.

• Involve powerful coalition members in all decision-making.

• Keep meetings focused on the agenda and on schedule, make sure all voices are heard during meetings, and record ideas and action items in the minutes. Frequent, lengthy meetings are usually not the most effective or efficient way to conduct coalition business.

• Be transparent about financial issues, including the funds that each member has raised or contributed to the advocacy effort and how these funds are being used.

• Do not be afraid to tackle difficult issues. The best policy is to address them through open, positive communication, either in meetings or individually, if the issue is too sensitive.

ADVANTAGES AND DISADVANTAGES OF WORKING IN A COALITION

Advantages	Disadvantages
- Enlarges base of support.	- May take time to organise and manage.
- Provides safety in numbers for sensitive issues, especially for members who cannot act alone.	- May require compromise on certain issues or strategies.
- Maximises existing resources by pooling them together and distributing tasks among a larger group of people.	- Potential power struggles may develop between members as some groups may be larger than others and therefore more influential.
- Enhances credibility and influence of the advocacy effort and of the coalition members themselves.	
- Helps develop new leadership, especially if working with youth groups.	

In some situations, it may be possible to join an existing coalition whose goals match those of the advocacy effort and whereby being a member will help achieve the advocacy objectives. In this case, the following steps are important to take:

• Before joining, understand clearly who runs the coalition, who the members are, what the goals and positions are, and what contributions (financial, programmatic, staff-related, etc.) each member is expected to make.

• Weigh the advantages and disadvantages of being a member of the coalition, and the specific benefits in relation to the advocacy issue of interest.

• Have enough time and resources to participate, including attendance at all coalition meetings, particularly when decisions are being made.

Subcontracting

Sometimes it may be strategic to provide funding to enable partners to carry out activities—partners such as community-based organisations (CBOs) or youth groups that otherwise do not have the financial means to carry out advocacy activities. Subcontracting or sub-granting as it is sometimes called when the grant-making agency itself is funded by a grant—not only allows for the inclusion of a broad range of actors in the advocacy effort,

but also provides an opportunity to build the capacity of other smaller institutions and enables them to develop new areas of expertise.

If multiple partners are being considered for a sub-grant, it is useful to establish a list of criteria in selecting grantee partners (see below). Also, it is highly recommended to agree on and sign a written memorandum of understanding or contract that lays out the roles and responsibilities of each partner and also addresses the financial terms of the arrangement.

CRITERIA FOR SELECTION OF GRANTEES

In selecting organisations as potential grantees, establishing a **set of criteria** is useful to ensure that the organisations can be effective in achieving the advocacy objectives. Possible criteria include:

1. Demonstrated experience and/or interest in advocating for adolescents and youth, as evidenced by their mission statement and prior and/or current projects and programmes

2. Commitment to youth access to SRH information and services, as demonstrated by the content of their activities and their approach to working on young people's sexual and reproductive health (comprehensive vs. narrow approach, etc.)

3. Knowledge and understanding of advocacy as demonstrated by an action plan with clear objectives, targets, and activities (or willingness to participate in a prescribed training)

4. Proven ability to manage budgeted funds—i.e. accounting staff and financial management staff and management systems, including a bank account in place

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Working with youth groups

Because they are directly affected by these issues, young people can be particularly effective advocates for the implementation of policies and programmes related to their health and futures. Additionally, youth involvement increases the likelihood that the project will stay true to the needs of youth. Young people should be involved from the beginning of the planning process through the implementation of activities. This will ensure that their perspectives are included throughout the advocacy campaign.

In addition to strengthening the campaign, empowering young people to make changes in their communities can create life-long advocates. Having effected change, they are more likely to undertake future advocacy efforts and to continue pursuing the cause on their own initiative, thereby increasing their skills, knowledge, sense of ownership, and power to make change. Working with young advocates may take special effort but it will

strengthen the advocacy campaign by ensuring that it reflects young people's concerns, and it will also have longer-term benefits for the young people involved.

While there are an increasing number of youth groups found at the community level, these groups often lack formal organisational structure and staff. This may present unique challenges for the creation of formal partnerships and for ensuring youth involvement in an advocacy effort.

Recommended steps when working with youth groups include:

- Seek to identify youth who are, or have the potential to be, committed, reliable, and effective.

- Actively involve the youth in decision-making processes. If they do not get to make decisions, they are not engaged in a full partnership.

- Clarify roles and responsibilities of both the organising agency and the youth partners, so that all participants fully understand what is expected of them.

- Be sure to recognise the strengths, skills, and contributions the young people bring to the efforts.

- In settings where age connotes status and respect, help youth partners strategise about the role they can play and ensure that they are equipped with the information and skills needed to overcome barriers they may encounter.

- Do not set up young people to fail by asking them to do a task that they are not equipped to do. Actively provide ongoing capacity building, including training, for youth partners. This may include support that is not directly related to the advocacy efforts, such as helping youth formally structure their group.

- Look for creative ways of overcoming challenges. For example, if a youth group does not have a bank account or the capacity to manage a sub-grant, an alternative might be to disburse funds for specific activities and work with them to monitor and report on the use of the funds, thereby strengthening their financial management skills.

Staying on track: questions for review

Below are some key questions to help identify whether the critical steps have been taken to ensure a successful partnership:

1. Has careful consideration been given to determine the need for or usefulness of enlisting partners for the advocacy efforts?

2. Are there youth groups in the intervention area that could participate in the advocacy efforts? If so, have they received priority consideration as project partners?

3. Do the types of partnership considered or chosen appear to be most appropriate for the effort?

4. Have roles and responsibilities of each of the partners been clearly defined, including those of the lead organisation?

5. Does the lead organisation have the capacity to respond to partners that may have special needs for training, guidance, and other support?

CHAPTER 4

Training on Advocacy for Policy Implementation

CHAPTER OVERVIEW
1. Introduction
2. Preparing and implementing a training workshop
3. Evaluating and following up on the training
4. Staying on track: questions for review

Introduction

This chapter will discuss how to prepare for, implement, evaluate, and follow up on an advocacy training workshop. Programme managers can also refer to *Mobilising Communities on Young People's Health and Rights: an Advocacy Training Guide* for further detail on conducting an advocacy training workshop. The Training Guide was developed in conjunction with the Toolkit for training grassroots partners in advocating for the implementation of young people's SRH policies.

An advocacy training should be considered for two reasons. First, current partners in an advocacy effort may have a wide range of experiences and backgrounds. Some partners may be very strong in both young people's sexual and reproductive health and advocacy, while others may have limited experience in one or both areas, especially new and informally-organised groups. Second, it may be strategic to develop the skills of potential partners, especially at the community level, in advocating for young people's sexual and reproductive health. CBOs may be best positioned to influence community leaders and district officials, and strengthening CBOs' advocacy skills can be strategic in ensuring that there is a voice for young people's sexual and reproductive health at the community level.

Preparing and implementing a training workshop

Preparing for a training workshop involves a range of activities, including deciding on and reviewing training materials, selecting participants, reviewing and compiling reference materials such as copies of existing policies, and arranging logistics for the training itself.

Selecting a training manual

There are a number of training manuals and guides that have been developed by various organisations over the years. Some training manuals are designed to train programme managers, while others are meant for CBOs. Advocacy training manuals have different objectives, including training participants in advocacy for policy change, policy creation, or policy implementation. Given the variety of training manuals available, it is important to select a manual that is appropriate given the needs of the advocacy campaign and the advocacy partners.

**MOBILISING COMMUNITIES ON YOUNG PEOPLE'S HEALTH AND RIGHTS:
AN ADVOCACY TRAINING GUIDE**

Mobilising Communities on Young People's Health and Rights: ***an Advocacy Training Guide*** is an accompanying tool to this Toolkit. It was developed for strengthening the advocacy skills of community-based partners, with a specific focus on advocacy around the implementation of existing policies related to young people's sexual and reproductive health and rights.

 The objectives of the training are to:

- Explore the role of advocacy in ensuring that government policy commitments are translated into programmes and services for intended beneficiaries.

- Build participants' understanding of advocacy in relation to Behaviour Change Communication (BCC) or Information, Education, and Communication (IEC) strategies.

- Equip participants with the knowledge and skills to plan, implement, and monitor and evaluate a community-based advocacy campaign on behalf young people's sexual and reproductive health and rights.

The topics covered in the Training Guide include a review of the SRH risks and challenges facing young people, an introduction to policy and advocacy, how to develop effective advocacy messages and activities, how to develop and implement an advocacy action plan, and how to monitor and evaluate the advocacy activities.

Selecting trainers

It is generally recommended that a team of at least two trainers conduct any training. In addition to prior experience in facilitating trainings, the team of trainers should combine

expertise in both young people's sexual and reproductive health and advocacy. Both trainers should be present at each session, with one leading the session and the other performing backup duties, including helping to monitor and support small group work and assisting with logistical support, such as distributing handouts and newsprint, etc. The division of sessions between the trainers should reflect their expertise. The training team should meet at the end of each day to review the day's work and adjust plans for the next day as needed.

Selecting participants

Participants may either be drawn from the advocacy partners previously identified or other community advocates who have an interest in promoting young people's sexual and reproductive health. In some cases, it may be strategic to invite an organisation's leader for protocol reasons, even though he or she will not be involved in implementing advocacy activities. In that case, it is important to ensure that the persons who will be implementing the advocacy activities are invited as well.

Partners in an advocacy effort may have different levels of experience. In this case, a decision will have to be made as to whether to train all partners together or hold separate trainings based on experience level. Training participants with different levels of experience together, such as adults and youth, may provide ways to foster linkages between groups that have not traditionally worked together. However, when differences in knowledge, experience, or language are too great, a joint training may be ineffective as some participants may find it difficult to fully participate.

If selected training participants have a background primarily in BCC or IEC activities, it is important to emphasise and clarify how advocacy differs from those activities as many people often confuse advocacy and BCC and IEC activities.

Identifying policies and current data

If the training is focused on advocacy for policy implementation, it will be important to gather current national policies on young people's sexual and reproductive health and rights before the training course begins. Potential sources of policy information are:

- Government ministries (Ministry of Health, Education, Youth, Department of Family Health, etc). Ask these government ministries/departments who is in charge of young people's SRH programmes.
- NGOs—especially youth-serving and women's NGOs
- UN agencies (in particular, see *Country Profiles for Population and Reproductive Health: Policy Developments and Indicators* available from UNFPA)
- Universities
- The World Bank
- Donors

Newspapers and other periodicals are often good sources of information, although it is important to know about the reliability of the publications that are used, and whether they have any kind of political bias that might affect their accuracy. Useful information can also be obtained by studying texts of speeches made by public officials.

To put the training in context, it will also be helpful to have current data related to young people's sexual and reproductive health to share with participants. Many of the previous sources may also have data on young people's sexual and reproductive health. Other useful sources that can be found on the internet include: Demographic Health Surveys (DHS) at **http://www.measuredhs.com/**, UNAIDS at **http://www.unaids.org** and the World Health Organization (WHO) at **http://www.who.int/research/en/**. Appendix B also lists other useful sources and websites where data on sexual and reproductive health can be found.

Involving guest speakers and experts

Involving guest speakers or experts can strengthen the training by providing first-hand insights and experiences relating to the issues under discussion. For example, they can vary from policy-makers with expertise in young people's sexual and reproductive health to teachers to health workers to groups of young people who are directly involved with and affected by the issues. Having a guest speaker with local expertise in advocacy can also help build relationships with other social movements. It may be worthwhile to reach out to advocates from other successful movements such as AIDS, environment, or human rights movements.

For guest speakers to be effective additions to the training, some preparation is required. First, it is recommended that the organiser of the training work closely with the trainers to identify and select appropriate guest speakers. Second, it is important to be familiar with proposed guests and especially to know their positions on any sensitive topic, to ensure that they are appropriate for the training. After a guest has been identified, a written invitation should be issued specifying the date, time, and location of the training, the expected duration of the presentation or participation, the topics or issues to be addressed, and any other pertinent logistical information. The invitation should provide background information about the advocacy initiative, as well as a profile of the training participants to allow the guest speaker to prepare accordingly. It should also specify the topic or issue that the guest speaker is expected to address, including type and length of presentation or session. Even if the guest speaker is someone that the organiser knows well, they should receive a formal written invitation so that copies can be made as part of the project record.

Logistics

To ensure that the training runs smoothly, each logistical detail should be assigned to a specific person or persons to make sure all essential arrangements are completed on time. These arrangements include:

• Planning the training programme with the trainers, including identifying and inviting guest speakers.

• Issuing invitations to the participants and sending them all the required documents prior to the training.

• Arranging a training site and making arrangements for housing, meals and accommodations.

• Collecting background reference documents and other training materials.

• Making copies of handouts.

• Managing financial arrangements, including per diems, venue fees, etc.

• Being available during the training to troubleshoot.

Evaluating and following up on the training

It can be constructive to carry out evaluations during and at the end the training. Conducting evaluations during the training can ensure that the training objectives are being met and will also give participants the opportunity to share any issues or problems that need to be addressed. An end-of-training evaluation will help to improve future trainings, identify areas for follow-up, and inform donor reports.

An objective of many advocacy campaigns, particularly those at decentralised levels, is to strengthen the advocacy capabilities (or other organisational capacities) of local groups and associations. If this is a project objective, it should be included in the evaluation plan, and a plan should be devised to measure whether it is taking place. A pre-and post-test or questionnaires before and after the training can help assess changes in participants' knowledge and opinions.

Another way to evaluate the training is to review any advocacy plans developed by participants, which can be used to identify participants' capacity and readiness to plan and carry out an advocacy campaign and where more follow-up and support (i.e. additional capacity-building) is needed. While participants may have time to work on and revise their advocacy plans during the training, some may not be able to complete them during this time, and may require additional support in finalising the plans after the training.

Depending on the experience and capacity of the grassroots advocacy partners, additional support may also be required in implementing the advocacy plans, including developing appropriate and effective advocacy messages and tools (see Chapters 5 and 6 for more information). In addition, less-experienced partners may require support in developing and implementing their M&E plans. Finally, inexperienced partners, including recently-established youth groups, may require additional institutional strengthening that is beyond the immediate scope of the project (e.g. financial management systems and/or logistical and administrative support), but is essential to their being able to undertake their advocacy efforts.

Staying on track: questions for review

Below are some key questions to help identify the critical steps in preparing a training on advocacy:

1. Which participants have been selected to participate in the training? How has their current knowledge and experience in sexual and reproductive health and advocacy been assessed?

2. What are the training backgrounds and areas of expertise of the trainers? Has the team of trainers worked together before? If not, what steps can be taken to ensure that they will work well as a team? Have the trainers been provided with copies of the training manual and all necessary supporting documents? What preparation are the trainers required to do prior to the training?

3. How has the training manual been adapted to ensure that the needs of the participants and the advocacy project will be addressed? Has a training plan been developed that best meets the needs of the participants?

4. Does the training plan require guest speakers? What are the most appropriate places in the training program for guest speakers? What issues and skills areas will the guest speakers be addressing and adding to the training? Have guest speakers been adequately informed so that they can focus their contributions on these specific issues or skills?

5. What is the expected duration of the training? Has a training site been identified? Is there enough space or rooms for small group work? If the trainers will be using AV equipment, does the site have an adequate supply of electricity? Will they have access to a computer, printer, and photocopier during the training? If not, have alternative arrangements been made? Does the site have clean toilet facilities? Have transportation, accommodation, meals, and per diems been arranged?

CHAPTER 5

Translating Advocacy Objectives into Activities and Materials

CHAPTER OVERVIEW
1. Introduction
2. Identifying target audiences
3. Identifying appropriate advocacy activities and materials
4. Staying on track: questions for review

Introduction

Advocacy can take many forms—ranging from individual and group meetings and discussions to high profile events at either the community or national level. In addition, advocacy messages can be communicated through a wide variety of materials: fact sheets, briefing cards, talking points, as well as more interactive media, such as radio programming, drama, and other performing arts media. Advocacy messages can also be communicated through apparel, such as t-shirts, caps, bags, and traditional clothing such as khangas/kitenge/pagne, etc.

As outlined in this chapter, it is important to identify advocacy activities and materials that are best suited for the specific audiences being targeted. In fact, choosing advocacy activities and materials is as important as the messages that will be conveyed through these channels (see Chapter 6).

Identifying target audiences

An essential first step in the selection of advocacy activities and materials is to identify which audiences should be targeted to achieve advocacy goals and objectives. A review of the policy power analysis is a good place to start in identifying the audience for advocacy activities. This analysis should include distinguishing between primary and secondary audiences. The **primary audience** includes the decision makers with the authority to affect

the outcome of the objective directly. These are the individuals who must actively approve the policy implementation. The **secondary audience** includes individuals or groups that can influence the primary audience. The opinions and actions of these influential individuals are important in achieving the advocacy objective in so far as they affect the opinions and actions of the decision makers.

It is probably not possible to target every audience at every level, so decisions must be made about who is best positioned to take the actions needed for the achievement of the advocacy goals and objectives and who is most likely to be convinced by an advocacy campaign to take action. Audiences who are unlikely to be influential and those who are unlikely to support the cause may not be priority audiences for advocacy activities or materials. On the other hand, audiences that may potentially become a source of serious opposition may be a priority because educating and informing them about the issues may avert conflict and create allies.

It is important to include youth perspectives in identifying priority audiences for an advocacy campaign related to young people's sexual and reproductive health. Young people are likely to have different and important insights into who should be targeted and why.

Identifying appropriate advocacy activities and materials

It is also critical to be informed about the audiences themselves. **The characteristics of the target audience determine what types of advocacy activities and materials will be most effective in communicating advocacy messages**. Some key characteristics that should be examined for each target audience include literacy levels, age, social standing or position, access to mass media, and knowledge about the advocacy issue. In some cases, the social standing of the advocates in relation to their target audience may also affect what types of activities, materials, and media are appropriate. For example, in settings where cultural norms make it difficult for youth to advocate directly to adults, young advocates may find it more strategic to convey advocacy messages to local officials and decision makers through mediums such as performing arts, as opposed to meetings and speeches (see **Case Study: Drama as an advocacy medium for youth advocates in Mali** on the next page). When developing these activities, it is especially important to ensure that the messages are advocacy activities and not BCC or IEC activities.

CASE STUDY: DRAMA AS AN ADVOCACY MEDIUM FOR YOUTH ADVOCATES IN MALI

For a group of youth advocates in Bamako, Mali, forum theatre—also known as participatory theatre—offered a unique way to address local leaders and officials in a cultural context where young people find it difficult to address or question figures of authority.

Forum theatre, traditionally called kotèba, has long served an important social role in Mali, because it provides an opportunity to freely discuss and debate social issues, unconstrained by the social hierarchies that govern day-to-day interactions. Through forum theatre, an issue is presented through drama, and then the audience is involved in discussions about the issue, and sometimes even in acting out parts of the play, to reflect their views and perspectives. Social hierarchies are temporarily suspended for the duration of the drama, giving free reign to the voices of Malian citizens as they offer critiques of their leaders, policies, or social norms. Since this art form provides a safe space for participants to question figures of authority, it was the perfect choice for youth advocates.

Because the youth advocates had little prior experience in forum theatre, an intensive training was conducted to build their skills in drama and communicating messages. Involving an actor from the National Drama Troupe of Mali, the training focused on performance basics, such as diction and movement, as well as developing scripts and messages. The youth were given the opportunity to see their country's greatest performers in action, taking excursions to the National Institute of the Arts and other performing-arts spaces. At the end of the training, the youth showcased their dramas to youth colleagues and family members to gain experience performing in front of a live audience and to get feedback.

When the young people gave their public performances as part of their advocacy campaign to address the SRH needs of youth in the informal sector, they were received enthusiastically by their audiences. Audience members expressed agreement with the issues brought up by the youth, and more than half of the time spent at these sessions was devoted to lively discussions after the performances among the actors, audience members, and health centre representatives who attended. At the end of each session, the advocates presented a statement of commitment enumerating specific actions that could be taken by administrative leaders for those leaders in attendance to sign. The reactions of audience members and the dialogues that followed demonstrated the ability of forum theatre to draw attention to and create support for the issues undertaken by the young people's advocacy campaign.

Based on the characteristics of the targeted audience(s), the following types of advocacy activities can be used:

• **Mass media, such as radio, television and newspapers**, has unparalleled potential for reaching large numbers of people with information. Mass media has the potential for turning members of the general public into pressure groups who can encourage officials to take action. At the same time, however, it generally reaches very broad audiences—audiences who represent a wide spectrum of society, rather than a particular group. Thus, it may not be an appropriate communication channel for reaching a narrowly-defined audience, such as religious leaders, policy makers, etc. unless messages for these audi-

ences are also intended for general audiences. If mass media is selected as a channel for communicating advocacy messages, it is especially important to target the particular newspapers, radio stations, or listening times that attract the target audiences. Mass media campaigns can be very expensive, and therefore it is critical to use them strategically to reach as many members of the target audience as possible.

- **Meetings and workshops**. Small meetings with local officials or opinion leaders, or larger workshops with key representatives of particular target audiences can also be effective channels for communicating key advocacy messages and mobilising a particular group to take action. Whether big or small, such events require thorough preparation in order to ensure that they both run smoothly and convey advocacy messages appropriately. Because such activities generally involve discussion and debate, it is particularly important for advocates to be able to select participants strategically, present information and messages clearly, and be adept at managing difficult group dynamics or competing objectives or agendas that different participants may bring to the meeting. It is also critical to have a clear objective for the meeting or workshop so that people know why they have been brought together and what they need to accomplish.

- **Events for the public.** A range of advocacy events can be held to engage the general public in an advocacy campaign. These events can include marches and rallies, performing arts (drama, dance, and song), and sports competitions and tournaments. These types of events have the capacity to reach both large and small and literate and non-literate audiences, and they can attract media attention, which also helps to advance advocacy messages. These events require extensive planning and preparation because multiple activities (speeches and various forms of entertainment) need to be coordinated, with each activity carefully designed to reinforce key advocacy messages and mobilise people to take action. In addition, extensive preparation is needed to ensure that such events are well-attended by the target audience(s). If media coverage is desired, it is important to "market" the event to various media representatives to convince them of the importance of the event, and in some settings, media representatives expect to be reimbursed for any costs they incur for covering the event (i.e. costs of transport, meals, etc.).

While advocacy is sometimes perceived as simply producing a fact sheet or brochure, or holding a meeting or event, an effective advocacy campaign usually involves a range of different activities and materials that convey essential information and messages to the specific audiences of interest. Some target audiences may be reached through only one activity or event, whereas another audience may be targeted through multiple activities or materials, depending on the importance of the audience to the advocacy campaign's goals and objectives and their need for information about the advocacy issue.

Written or printed materials are generally prepared to support advocacy activities such as those outlined above. For example, fact sheets or briefing cards might be developed for distribution at a series of workshops and meetings with key target audiences to reinforce comments made by speakers and remind them of priority areas for action. Similarly, leaflets, posters, billboards and promotional materials (e.g. t-shirts, caps, buttons, and other apparel) with slogans and messages might be distributed at public events to heighten awareness and interest in a campaign. Generally, it is not effective to produce written advocacy materials unless there are specific events or activities at which they can be disseminated to the target audience(s).

SELECTING ADVOCACY ACTIVITIES AND MATERIALS BASED ON AUDIENCE CHARACTERISTICS

Audience characteristic	Types of advocacy *activities* that may be appropriate if target audience is/has…	Types of written advocacy *materials* that may be appropriate if target audience is/has…	Considerations
Literacy	High literacy levels - *Mass media (newspaper editorials, letters to the editor, adverts, radio and television broadcasting, on-air policy discussions, etc.)* - *Planning meetings/ workshops* - *Town meetings/ discussions* Low literacy levels - *Radio broadcasting/ television* - *Public events (sporting events, drama, song, poetry, etc.)* - *Meetings/discussions*	High literacy levels - *Fact sheets* - *Briefing cards* - *Newspaper editorials, letters to the editor, adverts, etc.* Low literacy levels - *Billboards* - *Posters* - *Apparel (caps, t-shirts, etc.)*	Written materials that present "hard data" and a fact-based argument about the advocacy issue may be most compelling to audiences with education and high levels of literacy. In contrast, performing arts, verbal communications (e.g. speeches, meetings, etc.), and low-literacy media, such as posters, billboards, apparel, etc. are more accessible to audiences that have low or little literacy.
Social and political standing	Government officials, politicians, local leaders, etc. - *Meetings/discussions* - *Radio broadcasting/ television* Community members, parents, teachers, etc. - *Radio broadcasting/ television* - *Community events (rallies, performances, competitions, etc.)* - *Posters, billboards, etc.* - *Meetings/discussions*	Government officials, politicians, local leaders, etc. - *Fact sheets* - *Briefing cards* - *Newspaper editorials, letters to the editor, adverts, etc.* - *Personal testimonies* Community members, parents, teachers, etc. - *Personal testimonies* - *Billboards* - *Posters* - *Apparel (caps, t-shirts, etc.)*	Written materials that present "hard data" and a convincing argument about the advocacy issue may be both compelling and useful to government officials, programme planners, community leaders, etc. Raising the issue through the mass media via radio broadcast, newspaper editorials, letters to the editor, etc. can also attract the attention of government officials and policy makers. Community members, such as parents, teachers, local leaders, elders, etc. may be effectively targeted through mass media, and these groups can pressure officials to act.

SELECTING ADVOCACY ACTIVITIES AND MATERIALS BASED ON AUDIENCE CHARACTERISTICS

Audience characteristic	Types of advocacy *activities* that may be appropriate if target audience is/has…	Types of written advocacy *materials* that may be appropriate if target audience is/has…	Considerations
Access to mass media	Access to mass media - *Radio and television broadcasting** Little access to mass media - *Performing arts & sporting events* - *Meetings and workshops*	Access to mass media - *Newspaper editorials, letters to the editor, adverts, public service announcements, etc.* Little access to mass media - *Billboards* - *Posters* - *Apparel (caps, t-shirts, etc.)*	For audiences that have access to radio and other forms of broadcast media, it is important to assess their listening habits, and to ensure that advocacy messages or programmes are broadcast at times when the target audience is most likely to be listening. Similarly, advocacy messages conveyed through newspapers should appear in those newspapers most likely to be read by the target audiences. For audiences with little access to mass media, organising local events in the community may be the best way to disseminate advocacy messages and materials.

* NOTE: *Radio and television have very different access patterns, with radio generally being more accessible—particularly in rural areas—than television broadcasting.*

Staying on track: questions for review

Some key questions to consider before developing advocacy activities and materials include:

1. Which target audiences are the most important priorities for the advocacy campaign and why? Which groups are directly involved in the implementation of policies related to youth? Which groups can apply pressure to government or non-governmental institutions in support of such policies or programmes?

2. What types of advocacy activities and materials are most appropriate for conveying key advocacy messages to the target audiences? Are the planned advocacy activities and materials appropriate given the target audiences' characteristics (i.e. literacy, social and political position, access to mass media, etc.)?

3. Have the anticipated audiences for each planned activity been identified so that the preparation and production of supportive printed advocacy materials can be based on realistic estimates of the number of people who will be reached?

CHAPTER 6

Preparing Advocacy Messages, Materials and Other Media*

CHAPTER OVERVIEW

1. Introduction
2. Identifying the interests and concerns of target audiences
3. Developing advocacy messages
4. Developing print advocacy materials
5. Preparing other (non-print) advocacy materials
6. Staying on track: questions for review

Introduction

Advocacy messages and materials are at the heart of an advocacy campaign, and they must be carefully researched, prepared, and field-tested to ensure that they convey information in a powerful and compelling manner that motivates the audience and resonates with people's experience and concerns. In addition, it is crucial to ensure that all advocacy messages and materials contain a clear and specific call to action so that the intended audience knows what they can do to support or help the cause.

It is also important to ensure that there is a strong and logical connection between the project's objectives and the advocacy messages and materials, and how they will help achieve the objectives. When developing each message and material, consider how well it contributes to the project objective(s), and make modifications where needed. Once the activities are underway and materials printed, etc., it will be more difficult to make changes.

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* Resource materials used in drafting this chapter include: *Advocacy: Building Skills for NGO Leaders*, CEDPA (1999); *Getting the Message Out: Designing an Information Campaign on Women's Health*, Family Care International (1995); and *An Introduction to Advocacy: Training Guide*, Ritu R. Sharma (1997).

Identifying the interests and concerns of target audiences

Once specific audiences for the advocacy campaign have been identified, it is necessary to analyse the interests, concerns, and the possible risks that each target audience may face in supporting the advocacy issue (see **Tool 6.1: Audience Analysis Worksheet**). For example, district officials may be cognisant of the SRH risks facing young people, but they may not be aware of recent government policies related to service provision and sexuality education or they may have little information on effective strategies for reaching young people with SRH information, counselling, and services. Similarly, religious leaders may want to reduce high rates of HIV among young people, but they may also feel hesitant about calling for the provision of SRH services to adolescents if they perceive these services to be primarily focused on providing contraception or condoms. Teachers also may be willing and committed to providing sexuality education, but they may have concerns about how such efforts will be received by their students' parents. They also may feel uncomfortable and under-informed about the topics they would need to teach.

It is also important to understand how each target audience perceives the world around them. For example, in many remote settings, people have few opportunities for travel and have little contact with people from other places. In such settings, advocacy messages that refer to global or even national statistics may have little relevance or meaning for the target audience, and may not be effective in convincing them that the advocacy issue or problem is one that is affecting their own community. For such audiences, it may be important, therefore, to focus on the extent of the problem in their particular geographic area so that information and messages can confirm the audience's own experience and observations. On the other hand, for some audiences, referring to national or global statistics may be perceived as more convincing than local data from a small geographic area.

Finally, it is important to think about what action the audience should take to help bring about the advocacy objectives. For example, what can the primary audience do to implement the policy? What can the secondary audience do to influence the primary audience?

Focus group discussions and in-depth interviews

Developing good advocacy messages may require some research. This research will help analyse how best to influence the target audiences. The perspectives and concerns of key target audiences can be explored through focus group discussions and in-depth interviews. **Focus group discussions** are loosely-structured discussions with a small group of people which can provide valuable information on prevalent beliefs, attitudes, and values within a particular group. **In-depth interviews** can provide an opportunity to explore these attitudes in greater depth, and particularly to explore why people hold a particular belief or attitude. In-depth interviews use open-ended questions to gather

detailed and explanatory information, which can inform decisions about what issues to focus on or how to present an issue.

Focus group discussion and in-depth interview data can help inform decisions about what issues to focus on for a particular audience or how to present an issue. They can also help advocates identify key sources of support and potential opposition, and they can provide invaluable insights into the views and attitudes of the target audience. In addition, focus group discussions and in-depth interviews can provide an opportunity to begin testing advocacy messages to see if they resonate with different audiences.

This type of research does not need to involve a large number of respondents or great expense. Focus group discussions are most effective when the group is between 8 and 12 people. Larger groups become difficult to manage because it is hard for everyone to have a chance to express their views. Smaller groups may also be difficult because there may not be enough variety of perspectives to generate a real discussion.

Planning and preparing for focus groups and interviews

Although qualitative research methodologies tend to be flexible, it is often effective to start by conducting focus group discussions with a particular type of group (e.g. teachers, health service providers, religious leaders, district officials, parents, etc.) to identify and explore key issues, and then to follow up with in-depth interviews with a few key representatives to discuss certain topics in more detail. If each interviewee offers dramatically different opinions and perspectives, it may be appropriate to interview additional people. On the other hand, if most interviewees offer very similar feedback, it is probably not necessary to conduct additional interviews.

To guide the focus group discussion or interview, it is useful to draft a list of questions, as well as some messages that could be tested during this initial research to see how they are received by the target audience (see **Tool 6.2: Sample Questions for Focus Group Discussions and In-depth Interviews**). To keep interview questions focused and specific, it also may be helpful to draft some overall research objectives—namely to identify the goal of the research and the type of information needed from the research. These research objectives can help guide the formulation of questions, as well as the prioritisation of questions. If the interview guide becomes too long, questions that do not clearly relate to the overall research objectives should be omitted. Having specific research objectives in mind may also be advantageous in conducting the interviews, as they enable one to clearly summarise the purpose of the interview, and they can help keep the discussion focused on key topics of interest.

Some questions that can be explored through focus group discussions and in-depth interviews include:

- How do representatives of each target audience view the advocacy issue? Do they think there is a problem? If so, how do they think it should be addressed?

- Are members of the target audience aware of government policies related to the issue? Are they generally supportive of government policies or do they perceive the government as an adversary or threat?

- Who does the target audience believe should take action to address the problem?

- What concerns do representatives of each target audience have about the issue? What do they find compelling about the issue? What are their personal experiences and observations about the issue? What messages resonate most with them?

- What types of information sources are most trusted by each target audience (e.g. radio, newspaper, communication from religious leaders, communication from government officials, etc.)

- What characteristics of the target audience influence how they receive information? Are they literate? Do they regularly read a newspaper? Do they listen to a radio? When do they listen to radio programming? Do they attend festivals, matches or other events in the community?

Conducting focus group discussions and interviews

When conducting focus group discussions or interviews, it is important to make a clear distinction between what a respondent says regarding his or her individual beliefs or attitudes and when he or she may be generalising about the beliefs and attitudes of other people in similar positions. For example, in exploring a religious leader's attitudes towards sexuality education, it may be strategic to ask for his or her perspectives on what information should be provided to adolescents, how this information should be provided, and what concerns he or she has about providing such information. At the same time, it is valuable to explore his or her perspectives on how *other* religious leaders are addressing this issue, as well as what types of leaders may be supportive of your cause, and what concerns may make others reluctant to support your cause. Make the most of any interview by using it to assess an individual as a possible ally or target, as well as to gather their insights as a group representative.

INVOLVING YOUTH PARTNERS

Youth partners and advocates can play an important role in identifying the interests and concerns of target audiences, and involving them in such efforts can serve as an empowering activity that strengthens their capacity to conduct advocacy. At the same time, it is critical that youth partners are trained and well-prepared. Organisations working with such partners should ensure that they have the training and skills needed to:

- Clearly articulate the overall advocacy campaign's goals and objectives, and their role in the effort.

- Explain the purpose of the focus group discussion or in-depth interview and how the information will be used.

- Develop and use a questionnaire to guide the interview or focus-group discussion.

- Elicit detailed responses, using questions to probe for clarification and explanation where needed.

- Manage difficult respondents with respect and tact.

Developing advocacy messages

After analysing the interests, concerns and characteristics of each target audience, appropriate advocacy messages should be developed for each audience. Advocacy messages should both address concerns that a target audience is known to hold and reinforce any attitudes or beliefs that make them supportive of the advocacy goal. An effective advocacy message is one that:

- **Informs** the audience about the advocacy issue or problem that is being addressed.

- **Persuades** the audience that the advocacy issue is a problem that needs to be addressed, that the benefits of addressing the issue outweigh any risk, and that the proposed solution(s) are appropriate and effective strategies.

- **Moves the audience to action.** A successful message is one that gives a clear call to action and inspires the audience to actually take the action or actions that are proposed.

ADVOCACY MESSAGES VS. BCC AND IEC MESSAGES

In developing advocacy messages, it is critical to remember the distinction between **advocacy, Behaviour Change Communication (BCC)**, and **Information, Education, and Communication (IEC)**. Although many people equate advocacy with BCC or IEC, advocacy is fundamentally different in that it is generally aimed at motivating people to take an action for collective good, whereas BCC and IEC activities are aimed at educating and motivating people to take an action for their individual well-being. For example, while BCC or IEC messages may focus on heightening knowledge about HIV and how one can protect oneself against infection, advocacy messages may focus on motivating others to ensure that programmes and services are available for increasing awareness of the problem of HIV infection amongst a particular group.

Gathering supportive evidence

To successfully inform, persuade, and move an audience to action, effective advocacy materials generally appeal to both logic and emotion, often combining factual information or data with personal testimonials or appeals. Effective advocacy materials speak to the experience and world views or truths of the intended audience. Thus, in addition to understanding the target audience's perspectives and concerns, it is critical to gather supportive evidence so that the advocacy messages will be logical and convincing to the target audience. This includes:

1. Reviewing the relevant policy documents and identifying those that make the strongest statements in support of the advocacy cause or the recommended actions that are being proposed through the advocacy campaign (see policy analysis steps in Chapter 2).

2. Compiling data that convey the problem. In identifying such data, it is better to use a few relevant statistics that help make a clear case about the advocacy problem than to present too much data that will be difficult for the target audience to piece together into a coherent argument. It is also recommended that reliable sources (e.g. government ministries, well-known research institutions, etc.) be used to minimise chances that the data source will become the subject of debate, which would distract the target audience from the advocacy issue and focus their attention instead on the credibility of the information in the materials (see discussion on conducting background research in Chapter 2).

3. **Collecting testimonials and/or statements that add a human dimension to the advocacy issue.** People are rarely convinced by facts alone. Individuals who are personally affected by the issue are often best positioned to discuss it in a way that moves others to take action. Similarly, prominent individuals who are well-respected can garner support for an issue simply by speaking publicly about it. In collecting testimonials or identifying spokespeople, it is important to assess who within a group or coalition is best positioned to approach different types of individuals for a statement and to keep in mind that young people are often best positioned to collect testimonials from other young people (see **Tool 6.3: Sample Questions for Collecting Testimonials**).

The advocacy message

There are a few key points to keep in mind when developing the message.

1. It is important to ensure that the message has a specific "call to action" that clearly outlines what the target audience can do to address the problem or issue. The message should ensure that the audience feels knowledgeable about what they can do and motivated to do it.

2. The language in the message should also be one that the audience understands, and should not include technical terminology or jargon.

3. The message should detail why the audience should heed the "call to action"; posing the question: what are the benefits of this call?

4. Finally, the message should be short and concise. Too many messages may cause the audience to forget them all.

EXAMPLES OF ADVOCACY MESSAGES

Unclear Message		Clear Message	
Benefits of proposal vague…	Ensuring that sexuality education is available to all young people is a critical issue that we are working on as part of our sexual and reproductive health framework. There are many benefits to be gained from having sexuality education programs; we have seen long-term impacts on young people who have been part of sexuality education programs. We hope that you will keep sexuality education programs. We hope that you will keep sexuality education in mind as a top priority for your community.	*Concise…*	Help ensure that young people have the knowledge they need to protect themselves against HIV infection and other risks. Research has shown that young people who receive comprehensive sexuality education are more likely to report contraceptive use at first inter-course than young people without sexuality education. Please talk to your local Minister of Education official and ask him/her to ensure that the secondary schools in your district offer comprehensive sexuality education.
		Documents benefits…	
No clear request for action from the audience…		*Makes a specific request…*	

Other elements of messages

Content is only part of a message. Other non-verbal factors such as who delivers the message, where a meeting takes place, or the timing of the message can be as or more important than the content alone. The source or messenger should be one that the audience finds credible. The format in which the message is delivered should be one that has a maximum impact. The time and place of message delivery should also be considered. Is there a time or place to deliver the message that will enhance its credibility or give it more political impact?

Adapting messages

Although some general messages form the core of an advocacy campaign, these messages may need to be tailored to each particular target audience to ensure that they are convincing and compelling. Each audience may have unique perspectives and opinions, and they may be positioned to take different actions to promote the advocacy issue. Thus, to be effective in changing opinions and stimulating change, messages must be adapted for a specific audience, addressing their particular concerns and opinions and encouraging them to take actions that they are uniquely positioned to take.

For example, while school teachers, health providers, and religious leaders can all play an important role in fostering behaviour change among youth, they should not necessarily be called upon to take the same actions. School teachers may be best positioned to provide general sexuality education, whereas health providers may be able to provide more

specific counselling on condom negotiation or use, and religious leaders may be positioned to help young people assess their relationships in view of their beliefs and values. Advocacy messages for these three audiences would therefore need to be different, calling upon each to take somewhat different—though complementary—actions that support the advocacy goal or cause.

The size and type of an advocacy event or activity may also influence the formulation of advocacy messages. For example, in using the mass media and in preparing for an event targeting a large group of people, it is important to ensure that advocacy messages conveyed through speeches, performances, leaflets, banners, or apparel (e.g. hats, t-shirts, etc.) are appealing and accessible to a diverse group of people who may respond to different aspects of the advocacy issue. In other words, it may be strategic to focus on topics that are less contentious and that are easily explained, rather than topics that require detailed explanation or extensive data. It is generally more effective with a large group to combine advocacy messages with entertainment, rather than simply give speeches.

In contrast, if an advocacy event involves a small or homogenous group, messages can be more specific or targeted for the particular audience. Smaller groups usually facilitate more questions and discussions, so speeches or presentations can be a bit more detailed if there will be time to clarify participants' questions.

Developing print advocacy materials

As noted earlier, advocacy messages can be communicated through a broad array of written or print materials, such as fact sheets, briefing cards, posters and billboards, newspaper editorials, paid advertising, and other documents. Actually developing printed advocacy materials generally takes longer than anticipated because considerable attention must be given to the formulation of the messages and to pre-testing the materials to ensure that they resonate with the target audiences.

In preparing written materials, it is most effective to present the information in a concise and organised fashion and to first and foremost present the most compelling information that will capture people's attention. If the beginning of the material appears to be dull or tedious, people are unlikely to continue reading. Therefore, try to present the information that people are most likely to relate to or empathise with first. For example, if the target audience is most likely to respond to personal testimonies or to comments made by a particular individual, it may be effective to use these statements first, followed by statistics or data that shows the extent of the problem. In contrast, if the audience is one

that is most likely to be moved by statistics that reveal the extent of the problem, it may be advisable to present the "hard data" first, and then present personal testimonials that convey how the problem is affecting people's lives.

Other essential steps in developing written advocacy materials include:

- **Fact-checking.** It is very important to ensure that all information presented is factually correct. Double-check all statistics, and ensure that any policies or statements that are quoted are correctly written.

- **Pre-testing.** It is always essential to pre-test materials with the intended audience to ensure that they are well-liked and well-understood (see the table on the following page for further guidance). Pre-testing can help identify areas where the text is unclear or where advocacy messages are being misinterpreted. Pre-testing can be done before the materials have been laid out in a final design or afterwards—or both.

- **Layout & design.** Written materials can either be simple, typed documents or they can include graphics that make them more visually interesting. Generally, a document that has some colour or graphics is more likely to inspire someone to read and keep it. However, if funds are not available for graphic design, even a typed document can still be very effective; and most computer word-processing programmes have design elements that can be used to make attractive documents. Whatever type of design is used, it is important to avoid using very small text and cramming too much information on a page. Keep the margins of the document large enough so that the amount of text is not over-whelming. Wherever possible, try to cut down the amount of text.

- **Proofreading.** Materials with spelling errors and other mistakes appear less professional and less credible. Therefore, it is important to carefully proofread all documents before producing them. Ask several people to help proofread each document since different people catch different errors. The person who wrote the text may be the least likely to catch errors, so try to find someone who can review the materials with a "fresh eye."

- **Production.** In planning for the production of materials, it is important to research options carefully. For example, even if the project budget is small and only simple leaflets or brochures are being developed, it may prove more cost-effective to produce them at a printer than to photocopy thousands of copies. Once the scope of the job is known (how many copies, whether they are colour copies or simple black and white copies, etc.), it is important to meet with representatives from printing companies and copy centres to determine who can do the job best at the lowest price.

PRE-TESTING MESSAGES AND MATERIALS

Pre-testing messages and materials with members of the target audience helps illuminate what changes need to be made to ensure that people understand and respond to them. A pre-test examines WHAT a message says (the information given), as well as HOW the message is conveyed. Pre-testing can be done either through individual interviews or through focus-group discussions. For example, key questions that might be asked when pre-testing a fact sheet may include:

- What do you think about this fact sheet? What do you like or dislike about this fact sheet?
- What do you feel is the main message being expressed?
- Is there any information that you think is unclear?
- Is there any information that you think is not relevant?
- For whom do you think this fact sheet is intended?
- What do you think about the design of this fact sheet? Is it attractive? Is this something that you would pick up and read if you saw it lying somewhere?
- What are your suggestions for improving this fact sheet?

Based on pre-testing feedback, materials should be revised and, if possible, pre-tested again until most participants:

- Understand what they are supposed to understand from the text.
- Like the text, illustrations or design.
- Do not have any changes to suggest.

Preparing other (non-print) advocacy materials

The same elements that are used for written materials—namely policy statements, data, testimonials and a call to action—can also serve as the basis or foundation for non-written advocacy communication, such as meetings and workshops, theatre and other performing arts, radio programming, and parades, rallies, and high-profile events involving prominent leaders or well-known individuals. For example, a speech written for an event or workshop can easily include data that shows the seriousness of the problem, personal statements or stories that reflect how the problem is affecting people, as well as policy statements and a clear call to action to address the problem. Similarly, a dynamic radio programme format can be achieved by combining testimonials of those affected by the issue with interviews and discussions with policy and programme experts who can share various perspectives on the scope of the problem, related government policies, and effective strategies for addressing the issue at various levels.

As with printed materials, extensive preparation is required for non-print forms of communicating advocacy messages. It is critical to identify the specific messages that should be conveyed through an event or a mass media programme, and ensure that all involved are adequately briefed and prepared to communicate this information. These messages or points can be written up as talking points that the speaker can use to remind him- or herself of key information and messages. It is also strategic to identify questions or counter-arguments that could potentially be raised during a workshop or an on-air discussion and to determine the most strategic way to respond to these questions. Without such preparations, it is easy for speakers to diverge from the planned topics or themes or to provide information that is either contradictory or not fully supportive of key advocacy messages. Talking points can help speakers present their views clearly and coherently, and can help them respond to opponents in a thoughtful and convincing way.

Radio and television

Radio and television programming requires considerably more preparation than other kinds of advocacy events, and it is advisable to map out a detailed programme plan to clarify what specific messages are to be conveyed through the programme, as well as the topics to be addressed, information to be conveyed, and the format of the radio programme (e.g. talk show, call-in show, educational show, etc.). Mapping out some initial ideas about these details will be invaluable for discussions with a radio or television programming manager because it will give him or her a clear idea about what is wanted and will help ensure that the programme is ultimately effective in meeting the advocacy objectives.

Key steps involved in designing a radio or television programme include:

1. Selecting the topic that will be featured. Generally it is important to keep a programme focused on a specific topic or theme, rather than try to address too many issues that are not clearly linked together. For example, instead of producing a multi-part programme on 12 different issues related to young people's health (i.e. ranging from sexuality education and SRH services to female circumcision, substance abuse, and gender-based violence), it may be more effective to focus on one or two issues and to explore them in enough detail that listeners' assumptions and attitudes can be challenged and influenced.

2. Identifying key messages to be conveyed through the programme. Articulating the specific messages that are intended to be conveyed will help ensure that everyone involved has a clear understanding of the communication objectives.

3. Determining what type of programme format will be most effective in conveying the messages to the target audience. Radio or television programmes can take many different formats. They can consist of one person simply giving information, or they

can involve many different people, as well as music, and calls from listeners. To capture interest and a group of regular listeners, it is strategic to make the format as dynamic and varied as possible because simply listening to one person for a 30-to 60-minute show can be tedious, and listeners may lose interest.

4. Identifying the number of sessions or programmes that will be aired. Depending on the budget and the topic(s) under discussion, the programme may consist of a single show or a series of shows. Therefore, it is important to explore costs with broad-casters and determine what length programme is appropriate and feasible.

5. Identifying specific information that will be conveyed during each session of the programme. Once the number of shows or segments have been determined, it is useful to develop a detailed programme that outlines what specific information will be conveyed in each show. Try to ensure that each show builds upon the previous one so that the series as a whole progressively moves opinion towards support of the advocacy issue (see Appendix A for a sample radio programme outline).

6. Identifying suitable participants (e.g. experts, youth spokespersons, government representatives, etc.) to feature on the programme. Based on the specific information that will be communicated, identify appropriate people who can help raise these specific points, and who will have credibility speaking about the issue. If the programme concerns youth, it is always important to include young people who can speak about their own needs and priorities.

7. Brief the programme host or journalist on the goals, objectives, and key messages of the advocacy effort. This will ensure that the host is well-informed about the advocacy effort as a whole and can appropriately moderate and guide the discussion during the show.

8. Draft discussion questions and talking points for guests who will be featured on the show. These preparations can help ensure that both the show's host and the guests will be able to articulate messages clearly and avoid getting "off message" by mistake.

9. Meet with all featured guests before they go on air. Even if detailed talking points have been prepared, it is important to meet with all guests and presenters—as well as any station hosts or personnel who are featured—to clarify any questions and ensure that everyone understands the key messages they are expected to communicate. If the planned show features calls from listeners, it may also be useful to brainstorm challenging questions or counter-arguments that guests and presenters may need to rebut or address. Media training for on-air guests can also be considered if time and resources are available.

Pre-testing radio or other mass media programmes is challenging, but key messages can be pre-tested in advance by meeting with representatives of the target audience and soliciting their feedback on the messages that will be used. This can provide invaluable feedback on what wording and messages are most effective for communicating the issue.

PLANNING A MULTI-SEGMENT RADIO PROGRAMME

Producing a serial radio programme can be challenging given that a large number of people need to work together while communicating a set of messages clearly and consistently. Ideally, each segment or show should build on the previous one, while at the same time, include a core set of messages in each segment—given that most listeners will not hear every episode or show. In planning such a radio programme in Kenya, FCI and its partner, the Kenya Association for the Promotion of Adolescent Health (KAPAH), drafted a detailed outline (see Appendix A) for an eight-segment show as the starting point for meeting with radio-station producers. The outline clarified the overall communication objectives of each segment of the show and proposed what formats would be used, including round-table discussions with guest experts, interviews with young people, and calls from listeners. In addition, key messages for each show were also identified so that the radio station on-air hosts and all invited guests and speakers were adequately briefed on the broader communication objectives.

After preparing this outline, the project team met with radio producers to discuss the project. Having the detailed outline helped the radio producers understand quickly what the show would involve, and what the costs would be. In addition, as the programme went on air, the outline helped ensure that everyone—the producers, on-air hosts and guest experts—stayed on message.

Performing Arts

Like radio, drama and other performing arts can be effective ways to communicate advocacy messages in an engaging way. However, they too require extensive preparation and planning to ensure that skits or songs are engaging and informative, and that performers are well-trained and prepared. Preparatory steps involved include:

• Identifying the performance group. Based on the resources and partners locally available, as well as the objectives and priorities of an advocacy campaign, drama and other performances may involve either professional actors or amateurs, such as youth advocates. Young people are often the most optimal choice, and with good training in performance, public speaking, and communication of effective and entertaining messages, they can be the most convincing and passionate advocates for their own issues.

• Conducting a training workshop. It is important that a training workshop or session address both advocacy and performance skills. Even with professional performers it is essential to orient them to the advocacy issue and the campaign's goals and messages, and to help them fine-tune strategies for conveying the messages in a performance.

Participants with little theatre experience will require training in basic theatre skills, such as diction, movement, and interaction with the audience, in addition to training on the core advocacy messages and strategies for conveying these messages in a performance.

- Developing a script and refining advocacy messages. Often, as part of their training, performers will develop ideas and messages into a script or storyline, which they will then need to refine to ensure that it is engaging and relevant for the target audience. Through rehearsals and feedback, the scripts and messages can be strengthened to have maximum impact.

- Pre-testing. Before performing in front of the target audience, participants should pre-test their drama. They can rehearse in front of family, friends, and colleagues who can then offer feedback on the storyline, performance, and messages. This kind of rehearsal can be extremely valuable to participants, especially for those who have never performed in front of a live audience before, as it provides an opportunity to see how audiences will react to the performance and its messages.

- Performing for the target audience. At performances for the target audience(s), it is important to situate the drama within the broader advocacy campaign and ensure that the audience has clear information on what they can do to support it. It is also effective to engage the audience in a discussion or debate on the issues and enlist their support in the advocacy effort. Dramatic formats such as forum theatre, which incorporates audience participation and discussion, are ideal for advocacy campaigns because they offer a natural transition from the performance to a discussion of action and next steps.

GENERAL TIPS FOR PREPARING FOR ADVOCACY EVENTS

Type of advocacy activity	Recommended strategies	Things to avoid
Meetings/ workshops	- Identify the desired outcomes in advance of the meeting and ensure that they are feasible and appropriate. - Carefully identify and select meeting participants who are in a position to support and contribute to meeting the workshop objectives. - Tailor advocacy messages to the particular audience that is participating in the meeting. - Prepare a detailed agenda and assign responsibilities so that all facilitators know what role they will play. - Invite a prominent official or local leader who is supportive of the advocacy goal to open the meeting. - Prepare all talking points and speeches in advance and practice delivering speeches to ensure that they are not too long or difficult to follow.	- Avoid contentious issues that can potentially derail the meeting or discussion. - Do not use generic advocacy messages that are not directly relevant to the group being targeted
Event for the public (e.g. sporting competition, perform- ance, rally, etc.)	- Design a programme for the event that includes a mix of infor- mational and entertaining activities. - Invite prominent officials or local leaders who are supportive of the advocacy goal to launch and participate in the event. - Prepare all talking points and speeches in advance and practise delivering speeches to ensure that they are not too long or difficult for listeners to follow. - Keep speeches short and focused. - Ensure that speeches, presentations, and performances articulate a clear "call to action." - Rehearse and pre-test all performances to ensure that performers are well-prepared and to ensure that key messages are conveyed clearly through dramas/songs/poems, etc. - If media coverage is desirable, meet with media representatives in advance to learn how they operate and to invite their partici- pation in the event. - Keep track of number of people invited so that necessary mate- rials (e.g. leaflets, t-shirts, caps, etc.) can be budgeted for appropriately. Allow some "margin for error"—i.e. ensure that extra supplies will be on hand in case the turn-out for the event is larger than expected.	- Do not include excessive statistical data in speeches. - Do not allow speeches to go on for too long. - Avoid focusing on complex or divisive issues that are better addressed in a smaller setting where discussion is possible.

Staying on track: questions for review

Below are some key questions to remember when identifying the target audience and developing appropriate activities and materials:

1. What are the most important beliefs, attitudes, and concerns of each target audience in relation to the advocacy issue or problem?

2. How are the concerns of each target audience addressed through advocacy messages? How do advocacy messages reinforce the audience's pre-existing beliefs and attitudes that are supportive of the advocacy goal?

3. What specific actions are needed on the part of target audience? How clearly are these actions conveyed through advocacy messages and materials?

4. Do messages and materials appeal to both logic and emotion effectively? Do they combine factual data with personal testimonials that will help the target audience understand the importance of the issue and care about it?

5. Are advocacy messages tailored appropriately for particular audiences and the activities through which they will be targeted?

6. Have all messages and materials been pre-tested to ensure they are well understood by the target audience and are perceived as appealing and relevant?

7. Have all print materials (fact sheets, brochures, speeches, talking points, scripts, etc.) been double-checked to ensure they are factually correct and contain no typographical errors?

8. Have all non-print materials and activities been adequately prepared?

TOOL 6.1 / Audience Analysis Worksheet

Primary audience The individuals and/or body with decision-making authority (re: advocacy objective)	Level of knowledge about the issue (High, Low, Unknown)	Degree of support for or opposition to your position (Support, Oppose, Neutral, Unknown)	Potential benefits or risks to the audience if they support the issue	Action that you want the audience to take

TOOL 6.1 / Audience Analysis Worksheet (continued)

Secondary audience The individuals and/or body that can influence the primary audience	Level of knowledge about the issue (High, Low, Unknown)	Degree of support for or opposition to your position (Support, Oppose, Neutral, Unknown)	Potential benefits or risks to the audience if they support the issue	Action that you want the audience to take

TOOL 6.2 / Sample Questions for Focus-Groups and Interviews

1. What do you think are some of the reproductive health issues facing young people in this community?

2. What types of information do you think young people need to know to help them to make good decisions about their reproductive health?

3. Where do you think young people should get reproductive health information in this community?

    [Note: Either present this question open-ended or provide participants with a list of possible answers, such as: primary school, secondary school, both primary and secondary school, peers/friends, place of worship, community health centres, community activity/youth centres, from parents/adult family member, etc.]

4. In your opinion, does this community support young people having access to reproductive health information?

5. Who do you think are main barriers to young people getting access to reproductive health information in this community?

    [Note: Either present this question as open-ended or give them potential answers.]

6. What do you think are the most important reasons why some of the people you mentioned above may not want young people to have information about their reproductive health?

7. Of the people you mentioned above, what do you think would convince or persuade them to support [specify advocacy goal or objectives as appropriate]?

    [Note: This question can either be open-ended or you could provide potential answers, such as: information and awareness about reproductive health issues concerning youth, information and awareness about national policies addressing young people's sexual and reproductive health and rights, training, etc.]

8. In your opinion, who do you think are some of the most influential leaders in this community?

9. In your opinion, what are some of the most effective ways to communicate young people's reproductive health needs to community leaders?

   [Note: Allow person to answer as many as apply.]

10. In your opinion, is it important to leaders in this community that the government calls for [**specify policy and provision as appropriate**]?

The following questions can be repeated for all policies related to the advocacy effort.

11. Do you think that if more leaders in this community knew about these policies they would be more likely to support [**specify advocacy goal or objectives as appropriate**]?

12. In your opinion, what would be some of the most effective ways to communicate the [**specify policies of interest**] to community leaders?

13. I am going to read some sample messages that we are working on for our advocacy materials. After I read each message, please tell me what you think. Do you think this statement would convince local leaders to be supportive of [**specify advocacy goal or objectives as appropriate**]?

The following questions can be repeated for all advocacy messages to be tested.

14. Would you, or someone you know be interested and available to make public statements supporting young people's access to reproductive health information services in this community either at local meetings or on radio?

15. What specific type of information would *you* need about young people's reproductive health in order to do so?

   [Note: Ask for details]

16. Do you have any questions of me about this advocacy work?

   [Note: If yes, record questions from respondent]

TOOL 6.3 / Sample Questions for Collecting Testimonials

TEACHERS

1. Why do you think our young people are at risk of getting STIs, including HIV?

2. Do you think young people have the necessary information to protect themselves from HIV and other STIs?

3. Why do you think schools are a good place for young people to get information about their sexuality?

4. How do you think parents, in their role to help young people understand their sexuality, could be helped by teachers?

5. How do you feel about the introduction of sexuality education in schools?

6. What have you been doing as a teacher to ensure that your students get the necessary life skills and information about their bodies and sexuality to lead healthy lives?

7. What do you think you and other teachers need in order to be able to teach youth in your area about sexuality, reproductive health, and HIV and AIDS?

PARENTS

1. Do you have children who are adolescents (between the ages of 10 and 19)?

2. How do you think the way society deals with issues of sexuality and reproductive health has changed since you were young?

3. Have you been affected directly or indirectly by the death of a young person due to AIDS-related illnesses (in your neighbourhood, community)?

4. How do you think parents should help their children understand their sexuality, their bodies, and issues concerning their reproductive health?

5. What should your adolescents be taught in school about their bodies and reproductive health?

6. How do you think young people can protect themselves from getting infected with HIV?

7. What do you feel is the appropriate age to give reproductive health information? Why?

8. How do you talk to your adolescents about issues concerning AIDS and sexuality?

9. What do you think would help you to be able to talk about sexuality and reproductive health issues better with your children (and other children)?

HEALTH CARE PROVIDERS

1. Have you attended to a young person who is infected with an STI or HIV in your clinic?

2. How much of a problem are STIs and HIV and AIDS in this community?

3. What are the challenges you have encountered in addressing the SRH needs of youth? What have been the benefits?

4. What specific SRH information should young people be given to help them have healthy reproductive lives?

5. How do you feel about providing SRH services to young people?

6. What are you doing in your capacity as a health provider to ensure that young people have information about their sexuality so they can have healthy sexual and reproductive lives?

7. What should the government do to ensure that young people can access SRH services?

8. What do you think is the responsibility of health workers in this community to address SRH issues among young people?

RELIGIOUS LEADERS

1. How have you seen the AIDS epidemic affect the people in your community?

2. What role do you think your religious community should play in helping young people stay healthy and avoid HIV infection?

3. Have you started to address HIV and AIDS in your place of worship? If so, how and why?

4. What have you started to do to help young people in your religious community and in the community at large avoid HIV infection and other problems related to unprotected sexual activity?

5. What types of messages do you give young people regarding their reproductive health, HIV, and AIDS?

6. What do you think religious leaders need to positively address reproductive health concerns of young people in the community?

CHAPTER 7

Monitoring, Evaluating, and Implementing an Advocacy Campaign*

CHAPTER OVERVIEW
1. Introduction
2. Monitoring and evaluating advocacy activities
3. Developing an implementation plan
4. Developing a monitoring and evaluation plan
5. Staying on track: questions for review

Introduction

Monitoring and evaluation (M&E) are important for keeping an advocacy campaign on track and assessing whether or not progress is being made in terms of achieving the stated objectives. M&E activities can themselves contribute to the advocacy aims of the project in that ongoing M&E allows one to identify what is working or not working and to modify plans accordingly for maximum impact. Planning for the implementation of activities, as well as how they will be monitored and evaluated, are critical steps in ensuring a successful advocacy campaign and should be incorporated and reviewed at every stage of the advocacy campaign.

Monitoring and evaluating advocacy activities

The nature of advocacy—namely the fact that it is ultimately aimed at influencing the opinions and actions of important leaders or stakeholders—makes it relatively challenging to evaluate. One key challenge is time. Often, several years may be required before the overall goals and objectives of an advocacy initiative can be realised. However, funding may only be available for a 6-month campaign, or a 12-month initiative. Thus it is impor-

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*Resource materials used in drafting this chapter include: *Getting the Message Out*, Family Care International (1995); *Networking for Policy Change: An Advocacy Training Manual*, The POLICY Project (1999); and *Advocacy Tools and Guidelines: Promoting Policy Change*, CARE International, (2001).

tant to be able to assess whether progress toward overall objectives is being made. A second challenge is that even when changes are observed in the opinions and actions of key stakeholders, is usually difficult to be certain that such changes are the direct result of an advocacy initiative. There may be a range of factors that caused the change.

Because of these inherent challenges, it is especially critical to conduct ongoing M&E throughout an advocacy initiative. Ongoing M&E helps ensure that advocacy activities are being implemented as planned, are having the desired effect, and are leading to the changes that the advocacy initiative is aimed at achieving. Data from such M&E can also provide much needed evidence to convince funders and donors to continue supporting the initiative.

Monitoring

The purpose of monitoring is to track project activities during every step of the campaign to ensure that activities are being implemented as planned and to compare what has been done against what was planned or expected. Activities can then be adjusted, revised or re-directed as necessary. Monitoring project activities includes tracking the following indicators:

- Inputs: The resources used for the implementation of an activity. Monitoring inputs helps ascertain whether resources are being developed and used as planned for advocacy activities. (i.e. materials or tools prepared, funds used, etc.)

- Outputs: The product of an activity. Monitoring outputs helps ensure that advocacy activities, materials, and messages are in fact reaching the intended audiences. For example, if a rally is organised, outputs might be the number and type of persons attending and the number of leaflets or materials distributed. Similarly, if an advocacy training is organised, the outputs would be the number of persons trained, the number of advocacy plans developed, etc.

Evaluation

Evaluation is the systematic and objective assessment of the performance and out-comes of activities to determine whether or not they are effective and are contributing to progress in meeting overall objectives. Evaluation of advocacy activities primarily measures **outcomes**, the achievements or results. In an advocacy initiative, outcomes are measured at two levels—at the level of each advocacy activity, and at the level of the overall advocacy initiative or campaign.

At the **level of advocacy activities**, outcomes are indicative of whether advocacy activities, materials, and messages are having the desired effect on the audience that is being reached. For example, if a sensitisation meeting is held with key opinion leaders, any expressions of support or commitments made would be considered an outcome.

Similarly, if an advocacy training is held, an outcome might be increased knowledge or skills among participants (as measured through pre- and post-test scores).

At the **broader level**, outcomes measure whether or not the advocacy campaign has resulted in the achievement of overall advocacy objectives. For example, for an advocacy initiative that is aimed at increasing young people's access to SRH services, an outcome might be the allocation of funds for training service providers in young people's SRH counselling and service provision.

Monitoring and evaluating ongoing project activities helps implementing organisations learn from experiences and react to changes in the advocacy audience or project environment. It is important to review and discuss monitoring information throughout the advocacy campaign, and to use it to make adjustments as needed to the implementation plan. For example, monitoring can help answer questions such as: Have political conditions changed since the advocacy initiative was planned? Have audiences changed their opinions? This type of information can be very valuable during the course of the initiative. A change in audience attitudes may mean progress is being made toward the objectives. A change in audience attitudes may also mean that corresponding changes are needed in the message(s) or strategy.

Evaluations sometimes also measure **impacts**, which for advocacy initiatives are the broader effects of the initiative related to the overall goal of the advocacy initiative. For example, an advocacy initiative aimed at increasing young people's access to SRH information through sexuality education in schools may have a goal of reducing sexual risk-taking among youth. If the advocacy effort is successful in getting sexuality education integrated into school curricula, the ultimate impact may be reduced-adolescent pregnancy and lower rates of STIs among in-school youth. However, the advocacy initiative itself may not measure these changes.

Developing an implementation plan

Prior to the start of the advocacy project activities, it is important to develop an implementation plan, or action plan. If several organisations or partners are working together on an advocacy campaign, it is crucial to involve everyone in developing the implementation plan. This will help ensure that the campaign is well-organised, and it will help partners know their respective roles and avoid duplicating each others' efforts. This plan should map out the sequencing of activities, and include the activity format and target audience, what resources are needed, and who specifically will be in charge of the activity.

Being realistic and allowing for adequate time is another important component in developing the implementation plan. A significant time commitment may be needed to realise desired changes and to translate policy commitments into actions on the ground. For example, while the ultimate objective of the advocacy efforts may be to ensure the inclusion of young people's SRH-related activities in the district's annual work plans and budgets, such changes are not achievable within a year or even an 18-month timeframe. For one thing, district plans and budgets are often created close to a year in advance. Thus, even though the advocacy initiative may be able to convince district leaders of the importance of planning and budgeting for activities related to young people's sexual and reproductive health, they may have to wait until the next planning cycle to put these changes into effect.

Developing an M&E plan

Developing an M&E plan is just as important as developing an implementation or action plan, and the two should always be developed together. It is critical to identify how activities and progress will be monitored and assessed before an advocacy initiative gets underway. Developing an M&E plan at the outset will help ensure that this information is gathered throughout the advocacy campaign.

An M&E plan focuses on both the overall outcomes and the specific activities of an advocacy initiative. For the overall advocacy initiative, the M&E plan identifies what the indicators or signs of success in achieving the overall objectives are, and how data on these indicators will be collected (i.e. what are the means or ways of verifying that the objectives have been achieved?). For each advocacy activity, the M&E plan identifies the inputs or resources that will be needed, the outputs or products, the expected outcomes or results, and how these will be verified (see **Tool 7.1: Monitoring and Evaluation Plan** and example on the next page).

A Logical Framework is one format required by many donors for mapping out how activities and outcomes will be monitored and evaluated, but even when funders do not require a formal M&E plan, it is helpful to develop a simple M&E plan to ensure that activities stay on track, are modified when needed, and contribute to the achievement of the ultimate objectives and goals of the advocacy initiative.

TOOL 7.2 / MONITORING AND EVALUATION PLAN-EXAMPLE

Objectives & Activities	Indicators	Means of Verification
Objective 1: Persuade 20 school principals in District X to introduce sexuality education into their curriculum within two years	**Outcomes:** - Increased community support for sexuality education - 20 schools introduce sexuality education into their curriculum	- Tracking statements made by community leaders or district officials - Tracking media coverage (daily or weekly newspapers, radio, or TV programmes) that mention support of sexuality education - Reviewing budget allocations for sexuality education - Reviewing school curriculum - Interviewing school officials and students about content of school curriculum
Activity 1.1: Meeting with the District Ministry of Education representatives	**Inputs:** Meeting objectives defined, talking points prepared; venue and logistical arrangements made	- Preparation checklist - Talking points - Invoices
	Outputs: Number and positions of people at meeting; number and type of materials distributed	- Meeting report - Participant list
	Outcome: Increased support for sexuality education in secondary schools	- Tracking supportive statements or commitments made by government officials attending meeting
Activity 1.2: Distribution of sexuality education fact sheets to community leaders	**Inputs:** Fact sheets	- Invoices
	Outputs: Number of events where fact sheets were distributed; number of people who received them	- Activity reports
	Outcome: Increased support for sexuality education in secondary schools	- Tracking supportive statements, commitments, and actions made by community leaders

Cost should be considered when developing an M&E plan, as M&E involves activities that contribute to the overall cost of the advocacy effort. It is always advisable to design the project's M&E plan when the objectives are being defined and the activities being devised. If the design calls for any pre- and post-intervention comparisons, the instruments must be developed, pre-tested, and finalised by this stage, since the pre-intervention data will need to be collected before the activities get underway.

Staying on track: questions for review

Below are some key questions to review when developing an implementation and monitoring and evaluation plan:

1. Is there a good alignment between the advocacy objectives and the length of the campaign or project? Are the objectives and desired outcomes achievable through the set of activities that are proposed and in the available timeframe?

2. Have the project objectives been reviewed to ensure that they are achievable and realistic? If it is suspected or predicted that the objectives (or desired outcomes) of the project may not be met during its current phase, have several more immediate objectives and outcomes been identified that have a greater likelihood of being achieved and evaluated during the current phase of the project?

3. What preparatory steps are needed for each planned activity? Has a detailed implementation plan been developed to assign responsibilities, identify resources, and set a timeframe?

4. Have outputs and outcomes been specified that can serve as markers of progress toward the objectives?

5. Have the indicators been tailored to the specific types of advocacy materials and activities planned?

6. If the evaluation plan includes monitoring changes in audience groups, or in other conditions in the project site, have provisions been made to measure these factors before the campaign as well as after?

TOOL 7.1 / Monitoring and Evaluation Plan

Inputs: Resources used for the implementation of the activity

Outputs: The product of the activity

Outcomes: Achievement or result

Objectives and Activities	Indicators	Means of Verification
Objectives		
Objective 1:	Outcomes:	
Activity 1.1:	Inputs:	
	Outputs:	
	Outcomes:	
Activity 1.2	Inputs:	
	Outputs:	
	Outcomes:	

APPENDIX A:
Sample Outline for Eight-part Radio Programme to Promote Sexuality Education in Schools

Programme Topic	Proposed Objective	Programme Guide	Key Points to Convey
1. Prevalence of HIV and AIDS and other SRH risks among young people	To heighten awareness among listeners of the SRH risks facing young people and to create a sense of urgency about the issue	Voices from the field—pre-recorded interviews with adolescents and youth who are HIV-positive. They give their age, where they live, their career ambitions, and their HIV-positive status and what they think placed them at risk for HIV infection. **To be placed at periodic intervals during the show.** Round-table discussion with two SRH experts who: 1. Give an overview of the extent of the AIDS epidemic and other young people's SRH problems, and present factual data on the prevalence of early sexual debut and socio-economic factors that place young people at high risk. 2. Compare the HIV and AIDS situation with that of neighbouring countries. 3. Discuss the ramifications of the AIDS epidemic among young people in terms of country's future. Describe projections for socio-economic growth and development. 4. Explore the underlying factors that are contributing to the rapid spread of HIV among youth. Call-in segment where listeners are invited to phone-in and share their perspectives on what should be done to address the rapid spread of HIV among youth. Wrap up and teaser/promo for next episode which will promise more in-depth discussion with young people, experts and policy makers about these issues and what can be done to protect the country's youth and future.	- Access to SRH information and services is crucial to reducing HIV infection and other reproductive health risks among young people and adolescents. - Young people have a higher risk of HIV infection. - Everyone has a role to play in helping to stop the spread of HIV among young people.

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AN ADVOCACY TOOLKIT
Appendix A: Sample Outline for Eight-part Radio Programme to Promote Sexuality Education in Schools

Programme Topic	Proposed Objective	Programme Guide	Key Points to Convey
2. Factors that are contributing to young people's SRH risks, and how they can be reduced through improved access to comprehensive SRH information and services	To heighten awareness of the factors that increase the SRH risks facing young people, and their need for information and services to protect themselves	Voices from the field—pre-recorded interviews with HIV-positive youth who share their stories. Interviewees would share how they became infected, what put them at risk, what they would of done differently if they'd had access to better SRH information and services. **To be placed at periodic intervals during the show.** Round-table discussion with two SRH experts on how these and other promising youth are getting infected with HIV at such an early age. Key points to raise include: 1. Young people are dangerously misinformed about HIV and AIDS (use some impact assessment findings on attitudes/knowledge) and their risks. 2. Young people lack basic skills and confidence to refuse unwanted sex or to insist on simple measures such as condoms to protect themselves. 3. Even when young people are aware off their risks and motivated to try to protect themselves, they have little access to services that would enable them to protect themselves against HIV and other STIs, unwanted pregnancy, etc. 4. Without adequate information, skills, or services, young people engage in a range of risky behaviours—sugar daddies, multiple partners, short-term sexual relationships, unwanted sex/sexual abuse/rape. Call-in segment where listeners are invited to share their perspectives and thoughts on the round-table discussion. Is this what they see happening in their communities? What factors are putting young people at risk? Interview with expert on SRH policies: What is the government doing? What policies have been put in place to address these problems? Briefly describe ways in which national policies can support action to address young people's needs for information and services. Wrap up and teaser/promo for next show which will focus on the different approaches to sexuality education and which has been found to be more effective in preventing the spread of HIV.	- Lack of awareness about HIV and AIDS and lack of access to health services makes it difficult for youth to protect themselves against HIV and other STIs and unwanted pregnancy. - Young people may lack basic skills and confidence to refuse unwanted sex or to insist on simple measures such as condoms to protect themselves. - Without adequate information, skills, or services, young people engage in a range of risky behaviours.

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AN ADVOCACY TOOLKIT
Appendix A: Sample Outline for Eight-part Radio Programme to Promote Sexuality Education in Schools

Programme Topic	Proposed Objective	Programme Guide	Key Points to Convey
3. Young people's need for compre-hensive SRH information	To explore approaches to sexuality education (abstinence vs. comprehensive skills-based approaches) and make compelling case for comprehensive skills-building approaches	Voices from the field—pre-recorded interviews with young people who explain what SRH information they need, and who share their perspectives on why "just say no" and abstinence-only types of programmes aren't addressing their needs. **To be placed at periodic intervals during the show.** Interview with SRH expert who addresses the following: 1. Provide clear overview of two main approaches to sexuality education—comprehensive skills-building approaches vs. abstinence only. 2. Discuss data that supports the provision of comprehensive skills-building approaches and the ineffectiveness of abstinence-only approaches, as well as data that supports providing this information to youth before they become sexually active. 3. Share information from peer educators, findings, and first-hand experi-ences on why comprehensive approaches are more effective and why it is important to provide information and skills that enable young people to understand their choices and make decisions. 4. Discuss current policies that support that support comprehensive sexuality education. Call-in segment where listeners are invited to share their perspectives and thoughts on the interview: What approach for sexuality education is being taught in their community? What SRH services are available for young people? Wrap up and teaser/promo for next show, which will focus on what is being done to provide young people with the SRH information they need to under-stand their choices and make safe, responsible decisions.	- Access to SRH information and services is key to reducing HIV infection and other reproductive health risks among young people and adolescents. - Comprehensive skills-building approaches to sexuality education are more effective than abstinence-only approaches and should be provided to youth before they become sexually active.

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AN ADVOCACY TOOLKIT
Appendix A: Sample Outline for Eight-part Radio Programme to Promote Sexuality Education in Schools

Programme Topic	Proposed Objective	Programme Guide	Key Points to Convey
4. Current policies related to the provision of SRH information and services for young people and how these policies are being implemented	To heighten awareness of supportive policies and ways in which the policies are (or are not) not being implemented	Voices from the field—pre-recorded interviews with young people who describe what kind of sexuality education and/or HIV—preventive education they are getting in schools. **To be placed at periodic intervals during the show.** Round-table discussion between young people's SRH policy/programme experts and Ministry of Education officials who: 1. Describe any laws, strategies, or policies that offer support in terms of sexuality education, and the rationale for these policies. 2. Describe how these policies are being implemented within the realm of education. What sexuality education and/or HIV-preventive education programmes are underway, and what are planned. What is the content of these programmes? Who is responsible for implementing them? Interview with SRH education expert(s): What are the strengths of current Ministry of Education programmes? What are the weaknesses? How far has implementation gone? What are the roadblocks to implementation? How can these be addressed, and why should they be addressed? Call-in segment where listeners are invited to share their responses to the round-table discussion and interview: Are current HIV-prevention education efforts being implemented properly? What needs to be done to ensure that they are? Wrap up and teaser/promo for next show, which will focus on parents and teachers, and their views on these issues.	- Access to SRH information and services is key to reducing HIV infection and other reproductive health risks among young people. - There are current policies, laws, and strategies that support the provision of SRH information and services for young people.

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AN ADVOCACY TOOLKIT
Appendix A: Sample Outline for Eight-part Radio Programme to Promote Sexuality Education in Schools

Programme Topic	Proposed Objective	Programme Guide	Key Points to Convey
5. The importance of teaching comprehensive sexuality education in schools	To heighten awareness of young people's needs for comprehensive/skills-building sexuality education initiatives and the compelling reasons for exposing them to this information in schools	Voices from the field—pre-recorded interviews with teachers who acknowledge both their reluctance to tackle sexuality education and the critical importance of doing so because they spend more time with youth than parents do, have a first-hand view of the information gaps and risky behaviours that are putting youth at risk, and are increasingly seeing HIV and AIDS affecting their students. Also, pre-recorded interviews with parents who acknowledge the difficulties they have in discussing sexuality issues with their adolescents and why it's best that such information be provided through schools in case parents are not up to the task. **To be placed at periodic intervals during the show.** Round-table discussion with SRH policy expert and representative parents and teachers who: 1. Describe, from the point of view of parents and teachers, why young people urgently need sexuality education, as well as a range of skills to cope with adolescence and pressure to engage in early and/or unprotected sexual activity. 2. Explain any laws or policies that support the provision of this information to young people and review what programmes are underway within the school system to comply with the current policy framework. 3. Discuss the concerns that both parents and teachers, have about sexuality education. What are the concerns that parents have about their children getting this information? What are the concerns that teachers have about providing this information? Call-in segment where listeners are invited to share their responses to the round-table discussion: Are parents discussing sexuality issues with their children? Do teachers have the necessary information and skills to teach sexuality education? Wrap up and teaser/promo for next show, which will include a discussion on the content of comprehensive sexuality education and the support that it is receiving at the community level.	- Access to SRH information and services is key to reducing HIV infection and other reproductive health risks among youth and adolescents. - Comprehensive sexuality education taught in schools would give young people the knowledge and basic life-skills they need to protect themselves against HIV infection. - Parents may not have the knowledge and information to share with the young people on how to protect themselves.

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AN ADVOCACY TOOLKIT
Appendix A: Sample Outline for Eight-part Radio Programme to Promote Sexuality Education in Schools

Programme Topic	Proposed Objective	Programme Guide	Key Points to Convey
6. Content of effective sexuality education programmes for youth and the impact they have on participating youth	To heighten awareness of the positive changes brought about by comprehensive sexuality education programmes	Voices from the field—pre-recorded interviews with parents whose children are being exposed to sexuality education programmes. Parents share their initial concerns and describe how they "came around" and what they now see as the benefits of their child's participation in the programme. How they are trying to reinforce/support the programme at home through discussions with their children, etc. **To be placed at periodic intervals during the show.** Round-table discussion with SRH advocate, parent, or religious leader who is actively involved in community-based HIV education efforts that include a comprehensive skills-building approach to sexuality education. Roundtable discussion covers: 1. The content of these comprehensive sexuality education programmes—how they are specifically building young people's knowledge and skills on a full range of SRH issues, and what impact they see. 2. Programme implementers' experiences and perspectives on how parents and other community members respond to the programme for youth. What are their concerns? How are these concerns addressed? Call-in segment where listeners are invited to share their responses to the round-table discussion: Is their support in the community for comprehensive sexuality education? Is comprehensive sexuality education being offered? Wrap up and teaser/promo for next show, including a discussion of when sexuality education should be introduced and the meaning of "age-appropriate" sexuality education.	- Access to SRH information and services is key to reducing HIV infection and other SRH risks among youth and adolescents. - Community leaders, religious leaders, policy makers, parents, and young people all have a role in the prevention of HIV infection by reducing barriers for young people to access SRH information and services.

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AN ADVOCACY TOOLKIT
Appendix A: Sample Outline for Eight-part Radio Programme to Promote Sexuality Education in Schools

Programme Topic	Proposed Objective	Programme Guide	Key Points to Convey
7. Age-appropriate sexuality education	To heighten awareness of age-appropriate sexuality education and why young people need information before they become sexually active	Voices from the field: Pre-recorded interviews with parents and community members about what they think about providing age-appropriate sexuality education at the primary-school level. What information do they think youth at the primary-school level need? Why is it important? What are the concerns? **To be placed at periodic intervals during the show.** Round-table discussion with sexuality education experts on: 1. What is meant by 'age-appropriate sexuality education'? 2. What is the evidence to support providing this information to young people at earlier ages? Why is it important to provide this information to young people before they become sexually active? 3. What information is currently provided to young people through schools? At primary school level? At secondary school level? Call-in segment where listeners are invited to share their responses to the round-table discussion: When do they think it is appropriate to begin comprehensive sexuality education? What are the consequences of offering sexuality education after young people become sexually active? Interview with sexuality education expert to address concerns raised in call-in segment, reinforcing the effectiveness of providing information before young people become sexually active, as well as what is meant by age-appropriate sexuality education. Wrap up and teaser/promo which will include a discussion on how people can support the implementation of current policies that support young people's access to SRH information and services.	- Access to SRH information and services is key to reducing HIV infection and other reproductive health risks among young people and adolescents. - It is important to provide information and skills about sexuality to young people before they become sexually active. - Sexuality education should be age-appropriate.

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AN ADVOCACY TOOLKIT
Appendix A: Sample Outline for Eight-part Radio Programme to Promote Sexuality Education in Schools

Programme Topic	Proposed Objective	Programme Guide	Key Points to Convey
8. Implementation of current policies: Where does responsibility lie and what needs to be done	To heighten recognition of the ways in which people can support the implementation of current policies that support comprehensive sexuality education	Voices from the field—pre-recorded interviews with teachers about what they need to make the policies a reality for youth in the schools (curriculum, educational resources, training, support from community members, etc.). **To be placed at periodic intervals during the show.** Round-table discussion with SRH policy expert, Ministry of Education representatives (headquarters and district-level), and teachers. Discussion covers: 1. What do current laws, strategies or policies mandate in terms of sexuality education? 2. How do policies such as these get translated into programmes in schools? Who is responsible for implementing the policy? 3. What are the challenges and roadblocks from the point of view of Ministry of Education officials at headquarters and district levels? 4. What do teachers need to make this a reality in the classroom? 5. What can be done to support these efforts? Call-in segment where listeners are invited to share their responses to SRH education expert(s), Ministry of Education representatives and teachers: How can we make these policies a reality for our youth? Who needs to be pressured at community, district, and/or national levels? What can be done by concerned parents? Interview with SRH policy expert to reinforce why it's so important for concerned parents and community members to be proactive on this issue including why young people need this information. Wrap up.	- Access to SRH information and services is key to reducing HIV infection and other reproductive health risks among young people and adolescents. - Community leaders, religious leaders, policy makers, parents, and young people all have a role in the prevention of HIV infection and the protection of reproductive health among adolescents and youth by reducing barriers to young people's SRH information and services.

APPENDIX B:
Resources on Young People's Sexual and Reproductive Health (SRH) and Rights

Policies and data on sexual and reproductive health:
- Center for Reproductive Rights: www.reproductiverights.org
- Demographic Health Surveys (DHS): www.measuredhs.com
- Guttmacher Institute: www.guttmacher.org
- International Center for Research on Women: www.icrw.org
- International Women's Health Coalition: www.iwhc.org
- United Nation Population Fund: www.unfpa.org
- UNAIDS: www.unaids.org
- World Health Organization: www.who.int

International organisations working on advocacy for young people's health and/or rights.
- Advocates for Youth: www.advocatesforyouth.org
- Academy for Educational Development (AED): www.aed.org
- Association for Women's Rights in Development: www.awid.org
- CARE International: www.care.org
- The Center for Health and Gender Equity (CHANGE): www.genderhealth.org
- Center for Reproductive Rights: www.reproductiverights.org
- The Centre for Development and Population Activities (CEDPA): www.cedpa.org
- Community HIV/AIDS Mobilization Project: www.champnetwork.org
- Family Care International: www.familycareintl.org
- Family Health International (FHI): www.fhi.org
- The Global Youth Coalition on AIDS: www.youthaidscoalition.org
- Guttmacher Institute: www.guttmacher.org
- International Center for Research on Women: www.icrw.org
- International Women's Health Coalition: www.iwhc.org
- The Policy Project: www.policyproject.com

- Population Action International: www.populationaction.org
- Population Reference Bureau: www.prb.org
- Sexuality, Information, and Education Council of the United States: www.siecus.org
- The Swedish Association for Sexuality Education: www.rfsu.se/meet_rfsu.asp
- United Nation Population Fund: www.unfpa.org
- USAID-Health Policy Initiative site: www.youth-policy.com
- UNAIDS: www.unaids.org
- World Health Organization: www.who.int
- Youth Coalition: www.youthcoalition.org

Training Curricula and Tools:
- Introduction to Advocacy: Training Guide, AED (1997)
- Advocacy Building Skills for NGO leaders, CEDPA (1999)
- Advocacy Tools and Guidelines: Promoting Policy Change, CARE International, (2001)
- Advocating for Adolescent Reproductive Health in Sub-Saharan Africa, Advocates for Youth (1998)
- Networking for Policy Change: An Advocacy Training Manual, The POLICY Project (1999)

APPENDIX C:
Evaluation Form

Recipients of **Mobilising Communities on Young People's Health and Rights** are requested to complete the following evaluation form on the Advocacy Toolkit and Advocacy Training Guide and return it to Family Care International (FCI).

Please fill in your name and address in the space below, then answer the following questions, using a scale of 1 to 5 as shown (1 is poor, 5 is excellent). Additional comments are welcome, and can be written in at the end of each section, or in response to the questions at the end of the form. FCI's address is provided at the end of the form

Name _____

Title _____

Organisation _____

Address _____

Country _____

Telephone _____   Fax _____   Email _____

Did you use **Mobilising Communities on Young People's Health and Rights:
An Advocacy Toolkit for Programme Managers** to plan an advocacy campaign?

_____ Yes   _____ No, but I plan to   _____ No

Did you use **Mobilising Communities on Young People's Health and Rights:
An Advocacy Training Guide** to conduct a training?

_____ Yes   _____ No, but I plan to   _____ No

A. GENERAL ASSESSMENT

1. How would you rate **Mobilising Communities on Young People's Health and Rights** overall?

Very poor		Good		Very good
1	2	3	4	5

2. How relevant are the issues covered in the materials?

Very poor		Good		Very good
1	2	3	4	5

3. How useful are the materials to you?

Very poor		Good		Very good
1	2	3	4	5

4. How clear and easy to understand are the materials?

Very poor		Good		Very good
1	2	3	4	5

Comments: _____
_____
_____

B. ADVOCACY TOOLKIT

1. How would you rate the chapters?

Very poor		Good		Very good
1	2	3	4	5

2. How would you rate the tools?

Very poor		Good		Very good
1	2	3	4	5

3. How would you rate the overall format/style?

Very poor		Good		Very good
1	2	3	4	5

4. What chapters do you think are the most useful? Why?

    _____
    _____
    _____

5. What chapters do you think are least useful? Why?

    _____
    _____
    _____

6. Were the chapters organised in a logical fashion?

    _____
    _____
    _____

7. Were there any topics that were not adequately covered in the Toolkit?

    _____
    _____
    _____

8. Is there anything in the Toolkit that you think should be changed?

    _____
    _____
    _____

9. Additional comments :

    _____
    _____
    _____

C. ADVOCACY TRAINING GUIDE

1. How would you rate the modules?

Very poor		Good		Very good
1	2	3	4	5

2. How would you rate the activity instructions?

Very poor		Good		Very good
1	2	3	4	5

3. How would you rate the handouts?

Very poor		Good		Very good
1	2	3	4	5

4. How would you rate the worksheets?

Very poor		Good		Very good
1	2	3	4	5

5. How would you rate the overall layout and design?

Very poor		Good		Very good
1	2	3	4	5

6. What modules or sessions do you think are the most useful? Why?

_____

_____

_____

7. What modules or sessions do you think are least useful? Why?

    _____
    _____
    _____

8. Did you leave out any sessions or activities? Which ones and why?

    _____
    _____
    _____

9. Did you make up your own activities (e.g. case studies, discussion questions, etc.)?
    If so, please describe:

    _____
    _____
    _____

10. Are there any specific activities (group discussion, small-group work, etc.) that you
    think should be modified or changed? Which activities and how would suggest they
    be changed?

    _____
    _____
    _____

11. Were the modules and activities organised in a logical fashion? Did you lead the mod-
    ules or activities in an order different from that suggested in the training guide? If
    so, in what order?

    _____
    _____
    _____

12. Were there any topics that were not adequately covered in the Training Guide?

_____
_____
_____

13. Is there anything in the Training Guide that you think should be changed?

_____
_____
_____

14. Additional comments:

_____
_____
_____

Thank you for your time and assistance.
We appreciate any additional comments or suggestions you have.

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