Working paper 542

Monitoring the effect of advocacy in changing political will

Political will monitoring tool guidance note

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Political will is the 'commitment of political leaders and bureaucrats to undertake actions to achieve a set of objectives and to sustain the costs of those actions over time.

— Derick W. Brinkerhoff, Distinguished Fellow in International Public Management with RTI International (Research Triangle Institute) and is an associate faculty member at GW's Trachtenberg School of Public Policy and Public Administration, in 'Assessing political will for anti-corruption efforts: an analytic framework' (2000).

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Acronyms

AAR After Action Review
AIIM Alignment, Interest, and Influence Matrix
DAC Development Assistance Committee
DFID Department for International Development
IFC International Finance Corporation
ODI Overseas Development Institute
OECD Organisation for Economic Co-operation and Development
OM Outcome Mapping
RAPID Research and Policy in Development
ROA RAPID Outcome Assessment
SC Save the Children
SCID Save the Children Indonesia
UK United Kingdom

Glossary of key terms

Activities. This is the most basic unit of reporting. An activity is a single event occurring in a single moment or day. Activities can also be the group of tasks to be carried out to achieve an output.

Advocacy. Tsui et al. (2014) characterise policy influencing and advocacy along four dimensions. Advocacy can be:

- Policy-changing and/or behaviour-changing: some advocacy is aimed at changing policy or preventing change to policy; other approaches are about changing the behaviour of the general public (e.g. public health campaigning).
- Direct and/or indirect: advocacy can aim to change decision-makers' beliefs, opinions, behaviours and policies, either directly through government diplomatic and non-diplomatic channels or indirectly through development assistance to governments, non-governmental organisations or multilateral partners at national or international levels – that is, via other actors who may have influence on decision-makers (e.g. the media, voters).
- Inside-track and/or outside-track: advocacy from within works with decision-makers; advocacy from outside works by confronting, exposing or challenging decision-makers.
- Formal and/or informal: advocacy can work through formal/official channels such as policy reforms, but sometimes finds alternative ways through informal routes such as relationship-building.

Different combinations of these approaches result in different types of advocacy interventions. For example, advocacy approaches that use direct and formal channels and work on the inside track tend to centre on dialogue and advice. Those that use direct and formal channels but work on the outside track tend to use public campaigning as the intervention of choice.

Capacity development. Skills and capability development may involve technical and specialised skills, incentives, opportunities, relationships, resources, advocacy skills or awareness of an issue; it may also include money for staff who are placed in an organisation to support the development of their colleagues, for example in a mentoring or coaching capacity.

Community mobilisation entails actively encouraging or supporting citizens and members of the community to pursue an issue.

Convening and coalition-building entails bringing together different sets of actors to highlight shared interests or how parties could benefit from working together. This may involve hosting meetings, conferences, seminars and dialogues, or facilitating peer-to-peer learning or exchange in relation to the policy objective. One result of this may be the formation of an alliance with a shared agenda.

Diplomacy, lobbying and brokering. *Diplomacy* refers to meetings between government officials, with the aim of influencing decisions. Supporting diplomatic activities may involve leadership of and participation in committees to draft recommendations and strategy documents. *Lobbying* refers to actively engaging legislators, members of the executive branch of government and other decision-makers to influence policy decisions, such as establishing a new programme, passing a new regulation or revoking an existing provision. It can encompass individual meetings with decision-makers, participation in committees to draft proposed legislation, testifying at legislative hearings and submitting written testimony on proposed policies. *Brokering* is defined as negotiating among parties with polarised interests. It is not always possible to distinguish between the three tactics in reality as the same activities can be described in different ways when different people perform them; a diplomat meeting with a partner government official is diplomacy but a non-state actor meeting with the same official for similar reasons is lobbying. The same can be said for brokering and diplomacy.

Effectiveness relates to the extent to which you attain your aims or objectives, for example by using a specific advocacy tactic. In evaluating effectiveness, it is useful to consider (1) to what extent the objectives were achieved or are likely to be achieved; (2) what the major factors were influencing the achievement or non-achievement of the objectives; and (3) how adaptive and responsive your strategy and tactics were in relation to changing political conditions/ contexts.[1] This may include a consideration of how much it will cost to achieve a result – that is, how cost-effective a particular activity has been.

Evidence generation is the commissioning or provision of research or technical input to build a body of evidence on a topic. It includes problem analysis, political economy analysis, policy monitoring, programme and policy evaluation and tracking the implementation of a policy and/ or results over time.

Finance mobilisation means committing and disbursing funds, and providing catalytic funding to encourage others to mobilise resources.

Impacts are long-term results for identifiable population groups produced by an intervention, directly or indirectly, intended or unintended. Impacts may be positive and negative.

Indicators are variables that allow the measurement and verification of changes relative to what was planned. They are key to knowing whether you are making measurable progress toward desired or intended results.

Inputs are the resources used to deliver the activities – for example people, money, expertise, technology and information.

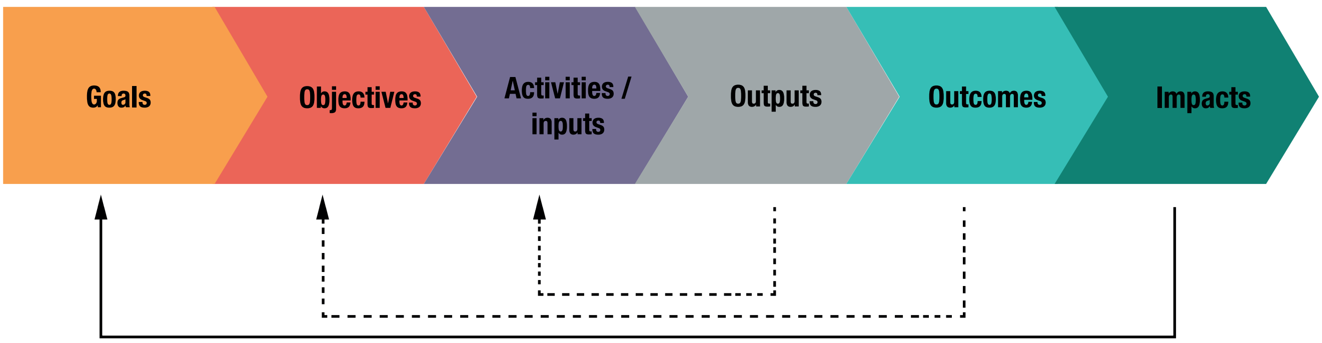
Outcomes are the short- and medium-term results of an intervention, usually requiring the collective effort of partners. Outcomes represent changes in conditions that occur between the completion of outputs and the achievement of impact. As the tool monitors outcomes as well as outputs, it is important to consider the issues discussed in the *key notes to users* section towards the end of this guidance note.

Outputs are the immediate results derived from the activities of the project. These outputs may be experienced directly by those being targeted by the intervention (e.g. training advice) or indirectly through outputs like reports, mapping of a situation, etc. Typically, monitoring is focused on outputs, as shown in Figure 1.

Policy diffusion or institutionalisation of an initiative occurs when a policy in a given jurisdiction is adopted in another jurisdiction or when an initiative is formally established, with dedicated resources to enable its operations.

Policy objective. This is a policy aim that contributes toward the ultimate goal, which is supported by the implementation strategy. The objective should clearly state the policy area/issue as well as the approach to addressing it – for example local governments will enact legislation to support mothers to breastfeed for up to two years by 2020.

Figure 1 The results chain



Source: IFC et al. (2008)

1 Evaluation criteria of the Development Assistance Committee (DAC) of the Organisation for Economic Co-operation and Development (OECD): www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

Political will in this context is the 'commitment of political leaders and bureaucrats to undertake actions to achieve a set of objectives and to sustain the costs of those actions over time' (Brinkerhoff, 2000). Political will is a term that is often used without sufficient specificity as it is a complex concept that is difficult to measure. However, understanding it and breaking it down into manageable components is important to appreciate how change happens. As Jones et al. (2012) note, 'it is important to recognise that "political will" emerges from a context, and that failure to unpack the underlying dynamics encourages a simplistic view of the policy process as a linear unidirectional flow of momentum' (p. 20).

After a review of various frameworks and political will tools, including Coffman and Beer (2015) and Malena (2009), for the purposes of this tool political will is considered in terms of the following outcome measures, adapted from Brinkerhoff (2010). These were chosen as they present relatively clear and identifiable measures in terms of the behaviours of key public-sector decision-makers and government policy processes. These are often found to arise in this order, although the seventh measure, *'discourse, learning and adaptation'*, is more fluid, potentially arising at an earlier stage:

1. **Government initiation of a policy.** This component concerns the origin or drive of a particular policy or programme choice. Political will is suspect when the push for change comes totally from external actors or agendas. Some degree of initiative from country decision-makers must exist if it is to be possible to talk meaningfully of political will.
2. **Choice of policy/programme,** ideally based on technically sound, balanced consideration and the analysis of options, anticipated outcomes and cost/benefits, although this may be driven by political motivations. When country actors choose policies and actions based on their own assessments of the likely benefits to be obtained, the alternatives and options and the costs to be incurred, then one can credibly speak of independently derived preferences and willingness to act.
3. **Mobilisation of stakeholders.** This component concerns the extent to which government actors consult with, engage and mobilise stakeholders. Do decision-makers reach out to members of civil society and the private sector to advocate for the changes envisioned? Are legislators involved? Are there ongoing efforts to build constituencies in favour of policies and programmes?
4. **Public commitment.** The extent to which country decision-makers reveal their policy preferences publicly and announce policy and programme goals, and seek dialogue and input from others, contributes to an assessment of political will.
5. **(Re)allocation of resources.** This will capture any changes in government budgets emerging from the above analysis. There are five steps that may be tracked towards demonstrating allocation of resources:
   a. The project is able to identify and connect with government stakeholders, tangibly.
   b. There is documentation of government interest.
   c. Governments back up that interest with procedural/policy changes.
   d. Governments commit in-kind resources – staff time for training, etc.
   e. There is a line item in the government budget supporting the project.
6. **Continuity of effort.** This requires committed resources and effort over the long term and a nominated body with the mandate and accountability for sustainable implementation. One-shot or episodic efforts, or lack of clear institutional mandate or responsibility, signal weak and/or wavering political will.
7. **Discourse, learning and adaptation.** Political will is demonstrated when country actors establish a transparent process for tracking policy/programme progress, and actively manage reform implementation by adapting to emerging circumstances. Learning can also apply to country policy-makers observing policies, practices and programmes from other countries and selectively adopting them for their own use. It may be reflected in language used or dialogue.

Progress markers. These represent an Outcome Mapping tool used to break down behaviour changes into identifiable steps. Outcome Mapping focuses on behaviours that you would ‘expect to see’, ‘like to see’ and ‘love to see’. Here, we have adapted it to ‘understand’, ‘support’ and ‘engage’.

Public awareness involves increasing understanding of an issue and its importance. As a tactic, this could entail providing expert comment, communicating and sharing information in public arenas.

Strategy. A strategy is an overall approach designed to achieve a policy objective, delivered through plans that comprise step-by-step tactics.

Tactics. These are an aggregate of different activities, for example diplomacy, convening, evidence generation and capacity-building, in support of a strategy. There is some fluidity among categories of tactics; diplomacy and lobbying, for instance, may take place at a convening event. Moreover, these categories may be situated at different points along the change pathway. An advocacy initiative may aim to improve evidence and develop the capacity of other actors. Evidence generation and capacity-building could also be tactics to increase political will and improve policy analysis or implementation.[2]

Targets. While indicators are a means by which change will be measured, targets are definite ends that will be measured. A target is an explicit statement of the desired and measurable results expected for an indicator at a specified point in time. Targets should be expressed in terms of quantity, quality and time. This usage of targets is different from ‘advocacy targets’ – the main stakeholders whose behaviour you are trying to influence.

2 For common tactics identified from a review of the advocacy literature see Leech, 2006; Nicholson-Crotty, 2009; Grønbjerg and Paraskash, 2016; Tilley et al., 2016.

Introduction

The Sustainable Development Goals require that global change is achieved to enable people to enjoy peace and prosperity, yet the space in which civil society is operating is closing. Increasingly, organisations are operating in complex policy spaces – defined as environments with divergent goals, distributed capacities and uncertain change pathways (Young et al., 2015). In these contexts, advocacy activities targeting specific changes in the behaviour of political leaders can be an important way to shape policies. However, the availability of adaptive tools to measure and track the effectiveness and efficiency of advocacy work is limited.

In 2016, Save the Children (SC) UK engaged the Overseas Development Institute's (ODI's) Research and Policy in Development (RAPID) programme to co-design a tool to help them track and assess their contribution to changes in the political will of key stakeholders they have tried to influence. More specifically, Save the Children were keen to understand the extent to which their advocacy efforts contribute to increased motivation among stakeholders to take decisions or pursue activities that support SC's policy objectives. Their rationale: gaining a better understanding of what works, what doesn't work and why would ultimately enable them to make the changes necessary during advocacy programming to increase effectiveness and value for money.

Political will in this context is the 'commitment of actors to undertake actions to achieve a set of objectives…and to sustain the costs of those actions over time' (Brinkerhoff, 2000: 1). Political will is acknowledged as a challenging concept that is difficult to measure (Hammergren, 1998; Evans, 2000). The incentives of decision-makers and key stakeholders are often multifaceted and continuously changing, making assessment of their behaviour challenging.

Using principles of Outcome Mapping, the political will monitoring tool created presents a step-by-step framework to measuring behaviour changes, using progress markers. It then tracks how changes in the behaviour of key stakeholders, or boundary partners, in relation to political will, contribute to policy change. The political will monitoring tool presents a systematic approach to:

- Monitor the behavioural changes of policy-makers in terms of intended policy objectives.
- Increase practitioners' understanding of the effectiveness of advocacy efforts and tactics to deliver effectively on programme and

Box 1 Recommended approaches to using the tool

- The tool is designed to link to other practices such as the collection of evidence and, in the spirit of this, the findings will be most useful if they feed into planning processes. Using the tool to supply information **for routine planning and strategy process** is a good way to integrate it and maximise its use.
- The tool should be applied, as far as possible, **in a participatory way, with teams working together** in groups. This will enrich the learning process.
- The tool does not provide answers; rather, it **provides data for learning**. It should be used as a guide to explore and to understand the findings and what they may mean for adjusting advocacy tactics and ways of working. The quality of the lessons will depend on the time taken to explore the influences on the results and to reflect on why these may have come about. The reflection stage is central to the learning process.

project objectives, highlighting what works and what doesn't and where the gaps are.

- Facilitate learning by guiding reflection upon what works, what doesn't and why.
- Improve the capability of programme staff to track contributions and more easily collect evidence to demonstrate impact.
- Improve the capacity to account to donors, board members and beneficiaries; this tool is not meant to replace external, independent evaluations but to provide additional and complementary information.

The tool comprises: (1) this guidance note, outlining a step-by-step approach to using the tool; and (2) the tool as an Excel file. Box 1 outlines the principles and the recommended approaches to using the tool, approaches that should also underpin the theory of change as captured in the progress markers.[3]

At the time of writing, the tool is in the pilot stage, being applied in three Save the Children country offices to test the approach and capture feedback to support its future development and application across international programmes.

3 For more information on theories of change, see http://www.betterevaluation.org/en/resources/guide/theory_of_change

Overview of the approach

There are five main steps involved in using the political will monitoring tool (Figure 2), each with a separate, corresponding Excel sheet. The steps are described in detail in the sections that follow:

- **Step 1. Define progress markers:** specify your policy objective, the stakeholders you will prioritise and progress markers for each stakeholder.
- **Step 2. Fill in the activity log:** write down all the activities related to your advocacy tactics for the specific policy objective.
- **Step 3. Describe your results:** record observations for up to three stakeholders and indicate what this may mean for changes in political will.
- **Step 4. Analysis:** there is one analysis sheet for each stakeholder, summarising the achievement of the progress markers and scores for cost effectiveness scores.
- **Step 5. Reflect on progress:** the last sheet is the guide for reflection, a critical stage in using the tool. As the advocacy team finishes each quarter, a brief reflection can determine what has worked well and what changes should be made for the next quarter. After the reflection, the process is repeated.

Figure 2 The main steps of the political will monitoring tool

Step 1: Define your progress markers

1.1 Identify your policy objective

To begin, you need to be absolutely clear what policy you want to address. Here, we assume you have already identified the root problem you wish to tackle, yet may need to adjust or clarify your policy objective.[4]

Many people think of policy change as changes to legislation, but we encourage you to think of it in broader terms. According to Pasanen and Shaxson (2016) there are five types of policy change:

1. **Attitudinal change:** changes in the way policy actors think about an issue.
2. **Discursive change:** changes in labels or narratives of policy actors.
3. **Procedural change:** changes in the way certain processes are undertaken.
4. **Content or policy change:** changes in the content of policies such as strategy papers, legislations, or budgets.
5. **Behavioural or institutional change:** more durable changes in the way that policy actors behave.

Box 2 Types of policy change to monitor and evaluate

Attitudes of key stakeholders to get issues onto the agenda. How interested and open are policy actors to your issues? Is there a track record/precedent of where their previous policy decision-making has sought and considered evidence? If so, what does this tell you about the kind of evidence that will convince them?

Public opinion. How are the public engaged in these issues? How sensitive and responsive are the key stakeholders to public opinion?

Capacity and engagement of other actors. Who else is engaging in this policy area? How influential are they? What can be done to involve others?

Change in discourse among policy actors and commentators. What are the influential policy actors saying on this issue? What language are they using? What communication channels are they using (e.g. social media)?

Improvements in policy-making procedure/process. Who is consulted during policy-making? Is and how is evidence taken into account?

Change (or no change) in policy content. What new legislation, budgets and active financing, programmes or strategies are being developed?

Behaviour change for effective implementation. Who is involved in implementing targeted policies? Do they have the skills, relationships and incentives to deliver?

Networks and systems for supporting delivery. Are different actors working coherently together to implement policy? Are the necessary structures and incentives in place?

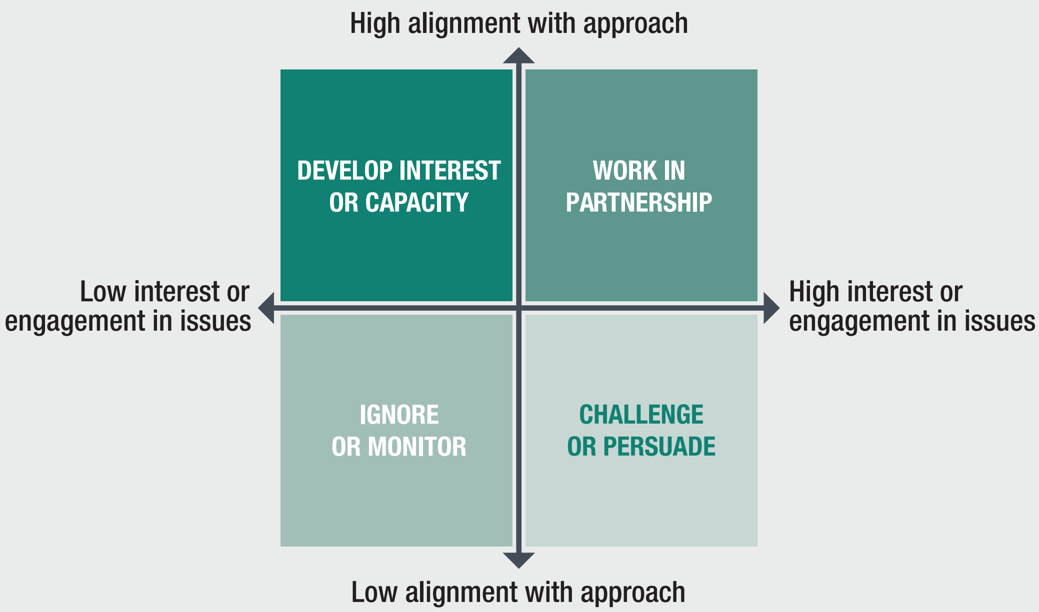
4 Some tools to help identify and frame your policy objective can be found here: http://roma.odi.org/

All five types of policy change require an actor to change a particular behaviour. As a result, it is important to narrow down your policy objective to include a stakeholder and the specific behaviour you are hoping to change. As an example, the policy objective developed in a workshop by Save the Children Indonesia (SCID) is: *Selected districts enact legislation by 2020 to support mothers to breastfeed for up to two years.*

1.2 Identify your priority stakeholders

Once you have agreed your policy change objective, identify your priority stakeholders by conducting a stakeholder mapping exercise. By doing this, you will better understand your stakeholders and how you need to work with them to achieve your goals.

Box 3 Alignment, Interest and Influence Matrix



The **top right quadrant** is 'Working in partnership': these stakeholders agree with your aims and are interested. You may want to form a 'community of practice' with these stakeholders. You could share ideas and contacts. Stakeholders from this group could also become champions to advocate for your project, and important indirect influencers for groups in other quadrants.

The **top left quadrant** is 'Develop interest or capacity': they agree with you, they are simply not that motivated or have greater priorities or other incentives. You may want to energise or motivate these stakeholders. You could start to engage with them and develop a communications plan, share human-interest stories or reach out via media and advocacy.

The **bottom right quadrant** is 'Challenge or persuade': they are interested in the topic but do not agree. You may want to try to convince these people of your viewpoint or at least not to block your efforts. Evidence works best with these stakeholders. Communicating human interest stories and engaging them in debate can help. Using 'champions' from the top right quadrant to reach this group can also be useful. In some cases, however, there may not be much you can do.

The **lower left quadrant** is 'Ignore or monitor': you may want to forget this group because they are not interested and they do not agree. If they are not important for your project's success, ignore them and focus resources elsewhere. Otherwise, keep them informed.

Stakeholder mapping can be done using the Alignment, Interest, and Influence Matrix (AIIM) tool illustrated in Box 3. RAPID developed the AIIM tool in 2007, and has used it in over 50 workshops with researchers and research institutions around the world. It is a four-dimensional matrix that plots how aligned stakeholders are with your policy objectives, how interested they are in the policy issue and how much influence they have over the achievement of the desired policy change.

This exercise helps you map the different people or groups that you need to be aware of – for example the policy-makers you are trying to influence or other organisations that are doing similar work. It is a valuable first step to improving your policy engagement.

When choosing which stakeholders to focus on, it is important to consider how accessible they are as it will not be possible to engage with stakeholders to whom you have limited access. If you are seeking to influence currently inaccessible stakeholders, initial engagement activities or tactics should focus on gaining access to them.

How to use the AIIM tool

Tools required: Flipchart paper, pens, and sticky notes such as Post-It notes. Alternatively, the matrix can be drawn and Post-Its stuck on a large whiteboard.

1. **Discuss and identify your policy objective (be specific)**

2. **Put a piece of flip chart on the wall and appoint a scribe**

3. **Draw two axes on the paper**

- Horizontal axis for stakeholder's level of interest in the policy objective.
- Vertical axis for stakeholder's level of alignment with the objective.

4. **Referring to your policy objective, write down all stakeholders you can think of on Post-it notes (one stakeholder per Post-it note)**

- Be as specific as possible. Don't just write 'donors', name teams and individuals.
- Don't be limited to one Post-It note per organisation. If different teams or people have different degrees of alignment then separate them.
- Consider emerging as well as established stakeholders you may wish to engage with, and also potential future change agents whose capacity you could build.

5. **Place the Post-it notes on the AIIM one by one**

- Add each stakeholder identified to the quadrant of the matrix that is most appropriate.
- As each person places their Post-it note on the AIIM matrix, they should explain to the group why they are putting it in that position.
- This may lead to discussion – which is good.

6. **Draw arrows to show where you want your stakeholders to move**

- Start to draw arrows of where you would like stakeholders to move across quadrants. For example, is an important stakeholder currently in the bottom right quadrant 'Challenge or persuade' and you want them to be in the top right quadrant 'Working in partnership'?
- Pick those that are most important to your project. Five or six is enough to focus on at this stage. However, keep the analysis of the others to hand as it may be that different stakeholders are important at different times in the advocacy cycle (e.g. their access or capacity may need to be developed or their window of influence/engagement may be sometime in the future); others may be difficult to access, requiring them to be substituted for others.
- Each of these arrows represents a potential engagement strategy later, so restricting this to five or six keeps it manageable. In the next exercise you will narrow these down to the top three stakeholders you wish to influence.

7. **Use sticker dots to identify power or influence on the Post-it notes on the flip chart**

- If you do not have sticker dots, use coloured pens.

- The dot symbolises power or influence. If the stakeholder has a lot of power or influence over your project, place three sticker dots on the Post-it note. If they have medium influence, place two. If they have low or limited influence, place one. If they have no influence, place none. You can do this with different members of the group each placing their own set of sticker dots to see the different understandings/perceptions of power, or discuss collectively for each stakeholder when placing the dots on the matrix.
- Use this to help prioritise who and where you focus your energy and resources.

8. **Determine your priorities and outline action points**

- As you decide where to focus your energy and resources, make a note on a separate piece of paper of follow-up actions that you are going to take to make changes in the directions that you have identified.
- As you assemble a list of strategies and actions, decide who will take each one forward and ensure they are clear about how to do so.
- Keep your final matrix as you may want to use it for progress markers.

What the results may look like

See Image 1.

What now?

After doing a group AIIM exercise (perhaps as part of a policy influence planning workshop), you can hold follow-up sessions to develop specific strategies for engaging with your key stakeholders. The AIIM exercise directly feeds into the development of progress markers.

Further resources

The Alignment, Interest and Influence Matrix (AIIM) guidance note on the ODI website: https://bit.ly/2PjQgmN

Image 1 Example of an AIIM in action (photo blurred for confidentiality purposes)

1.3 Formulate progress markers for each stakeholder

Now that you have a clear and specific policy objective and three priority stakeholders, you are ready to start identifying how the stakeholders' behaviour may change in relation to the policy objective. This stage involves formulating progress markers for each priority stakeholder you have identified in your preparatory work to monitor how their behaviour changes over time.

Progress markers are like stepping stones that indicate progress toward the desired change. They are essentially a graduated set of statements (rather than a lone statement or indicator) describing a progression of changed behaviours, thoughts, feelings and relationships in/of an actor over time. Using progress markers to capture behaviour change draws on a long history of experience with Outcome Mapping (OM) (Earl et al., 2001; Jones and Hearn,

Box 4 Three levels of behaviour

- **Understand.** Key actors demonstrate early positive responses (see above, not always positive), often reactive (what does this mean?), although sometimes no change may be expected (if you don't anticipate any change, why would you choose to work with this stakeholder?) Using an example from Indonesia, shown in more detail in the Annex, the local district understands the urgency of encouraging mothers to breastfeed.
- **Support.** Key actors are showing signs that the messages are being taken on board, reflecting more active and engaged behaviour. For example, the local district supports SCID to work together to establish a breastfeeding policy.
- **Engage.** Key actors display transformative behaviours demonstrating either a profound change related to the policy objectives that will be sustainable in the long term, or the favourable *status quo* is successfully maintained, or there is lasting commitment to addressing and removing barriers or disincentives. For example, the local district works together with SCID to promote breastfeeding legislation.

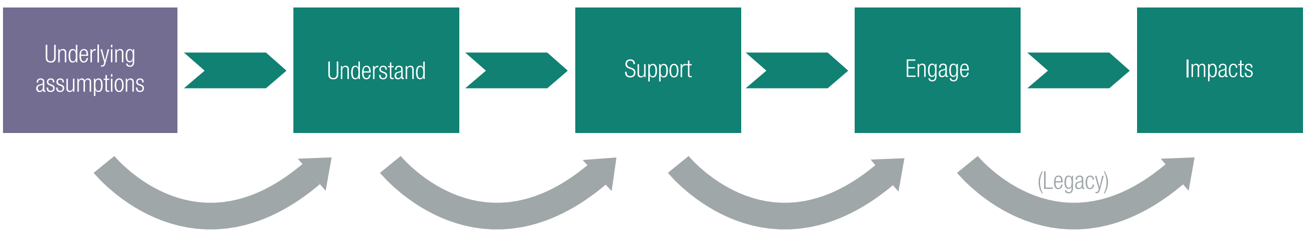
2009). The OM approach categorises behaviour changes into the following: 'expect to see', 'like to see' and 'love to see'. 'Expect to see' behaviours among stakeholders include early positive responses to your engagement with them. 'Like to see' describes desired behaviours or active engagement (with you and your work/organisation). 'Love to see' describes hoped-for behaviours or deep transformation in behaviour (which together with changes in behaviour of other stakeholders can help bring about your broader policy objective/goal).

For the political will monitoring tool, progress markers have been modified to be the extent to which stakeholders 'understand', 'support' and 'engage' with the issue, which correspond to the extent of changes associated with SC's influence on political will over time. For example, if you want to influence how a policy-maker perceives an issue, you can know if you have been successful by exploring how they act in relation to, or talk about, the policy issue. Figure 4 shows the movement from one progress marker to the next.

Usually, the progression is sequential – from understand to support and then to engage; however, in some instances, external influences may play a role in causing a stakeholder to jump from 'understand' to 'engage', bypassing your identified 'support' behaviours. However, stakeholders may flip back and forth between 'support' and 'engage', responding to wider contextual changes, or they may take a long time to think about it. This reflects the fact that change is rarely a linear process.

A focus on how other people may change their behaviours helps inject a degree of pragmatism into what are often overly ambitious goals. In developing progress markers it is important to consider what may be constraining or disincentivising change among your stakeholders and to be realistic about what changes to their behaviour you are able to bring about. You may want priority stakeholders to help maintain the *status quo*, in which case you can think about the behaviours/thoughts/relationships you want to sustain, particularly when doing so may be challenging. Not all progress markers need to be specified as positive changes toward the goal. If you are anticipating a negative reaction from

Figure 3 Progress markers



one of your stakeholders (e.g. an organisation that may feel threatened by your advocacy on behalf of a particular disadvantaged group) then it could be helpful to record this as an early response, so you can develop a strategy for dealing with it if and when it arises.

As progress markers are developed, the balance between them should be considered such that they are roughly equal in weighting (within each category of understand, support and engage) to ensure some are not too condensed. Different progress markers may require different levels of effort to achieve the intended result but it is important to try to achieve some balance across the progress markers. For instance, progress markers for *understand* for a specific policy target should ideally require a similar effort to achieve.

The Excel tool is developed for a maximum of 15 progress markers, 5 indicators each for understand, support and engage. Therefore, the steps below require you to limit the indicators developed. If there are more than five progress markers for any of these, it may be necessary to select the most relevant and meaningful ones.

How to develop progress markers

It is possible to sketch out progress markers individually and with minimal resources. However, they are better constructed in a group setting, with those who will be involved in the project implementation.

Tools required: Flipchart paper, pens, sticky notes such as Post-It notes.

1. **Prioritise your top three stakeholders based on your stakeholder mapping exercise**

- You may want to select those who are powerful and that you have access to.
- You will be creating progress markers for each one.

2. **For each stakeholder, put one piece of flip chart paper on the wall**

3. **On each piece of flip chart paper, write the name of the stakeholder**

4. **Under the title of each stakeholder create a table:**

Baseline	What this change looks like	How to achieve this
Understand		
Support		
Engage		

5. **In the 'what this change looks like' column describe possible stakeholder behaviours**

- Describe different possible types of stakeholder behaviour in active language, assessing what you would actually be able to see. For example, 'greater gender sensitivity' is a good outcome but it is not clear what it would look like. What would you see if a stakeholder was showing greater gender sensitivity? More specifically, it may involve a minister of health proposing policies that support reducing maternal and child mortality or using certain kinds of language in public communication.
- For each heading, remember to describe a set of specific behaviours that you can use at a later date to explore whether your project is heading in the right direction.
- These should be a graduated set of statements describing a progression of behaviours in a stakeholder. Remember, you are distinguishing between three different levels of change: (1) understand; (2) support; and (3) engage.
  - For *understand* progress markers, consider what behaviours would look like for your policy objective if your stakeholder demonstrated comprehension or desire to comprehend ('evidence-seeking behaviour'), often seen as the first step to policy change. Write up to five progress markers for *understand*, including early responses, using Box 3 as guidance on formulating progress marker indicators and targets.
  - Consider behaviours that would suggest the stakeholder *supports* your policy objective. Consider what would that look like and what behaviours would be demonstrated. Write up to five progress

markers for *support*, using Box 4 as guidance on formulating them.
    - Consider behaviours that would support a vision of your stakeholder being *engaged* with your policy objective. What behaviours would be exhibited? How would this be demonstrated? This can also be considered the pinnacle, or the impact, you hope to achieve. Write up to five progress markers for *engage*, using Box 4.
- The lines between the different levels of change are blurred, and it is a matter of judgement as to which change falls into which category. An 'understand' change in one context can be 'support' in another.
- When you are happy that you have a set of statements for each level of change, consider the difficulty involved in achieving them. It is most helpful to have statements that are of similar difficulty or ease to achieve, rather than one that is particularly challenging. If there is one that is a lot harder to achieve than the others, can it be broken down into two or more easier steps? If many of them are not achievable considering the practical realities of access, time and resources, think about the feasibility of targeting this stakeholder right now or whether you are better positioned to start with another stakeholder from your initial analysis.

6. **In the 'how to achieve this' column, identify what you will do (and if possible what others can do/are doing) to stimulate these changes.** It may be helpful to draw on some of the ideas below when thinking about how to achieve change:

- Reporting on your priority activities.
- Developing, joining, strengthening a sector working group.
- Building/strengthening partnerships.
- Working with the media (online, print, audio, visual).
- Using social media and engaging the public.
- Commissioning/undertaking research on your priority policies.
- Poducing publications to communicate your research findings (policy briefs, briefing papers, opinion pieces).
- Participating in local-level councils and using research to support your argument.
- Participating in events (both public and private meetings).
- Engaging with parliamentary committees.
- Capacity-building and technical support.
- Using indirect routes to influencing.
- Process, resource, budget monitoring.

7. **As the team identifies behaviour changes, ask them to explain to the group the assumptions behind the behaviour change**

- Try to be realistic, think about access, budget and time constraints. For example, stating that the president will read your policy brief and allocate $1 million to a health fund is not realistic. Encourage people to articulate the real-life complexity of the change process.

What the results may look like

SCID developed progress markers for its policy objective: *Selected districts will enact legislation by 2020 to support mothers to breastfeed for up to two years*. It determined it could most effectively engage initially with the local district ('Bupati') to increase support for the legislation by convincing them that supporting breastfeeding was an important cause. SCID developed the following progress markers to measure Bupati's behaviour:

- **Understand**: Bupati understands the urgency of encouraging mothers to breastfeed.
- **Support**: Bupati supports SCID to work together to establish a breastfeeding policy.
- **Engage**: Bupati works together with SCID to promote breastfeeding legislation.

What now?

Once you have identified a set of progress markers, this can help you think through what you might do, or how you may intervene to facilitate their emergence.

Based on the outcome of this exercise, you may want to update the expectations and assumptions in your project plan and theory of change. Remember your progress markers are not static. It is worth revisiting them every six months at a minimum (more frequently if things are changing rapidly or in complex contexts) to

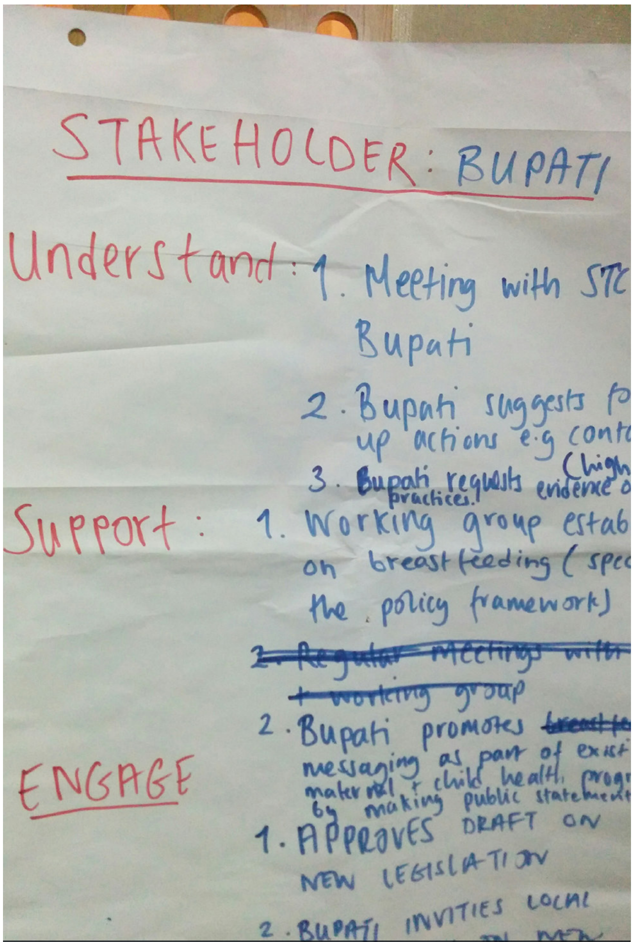


Image 2 Progress markers

assess whether project plans and the stakeholder analysis need to be revised – for example whether the incentives or power/influence of the stakeholders has changed over time.

It is important to be constantly on the lookout for opportunities to push for significant change or to take advantage of opportunities when policy processes may suddenly become receptive to new evidence or ideas.

Further resources

A case study of the World Vision team in Zambia, using progress markers to help identify outcomes to make better use of their work at a community level to inform policy. Available at: www.roma.odi.org/Case_study_putting_ROMA_into_practice_in_Zambia.html

Outcome Mapping Learning Community. Available at www.outcomemapping.ca

The quality of the analysis emerging is a direct function of how well specified the activities, tactics and progress markers are and also the thoroughness of the reflection stage. It is therefore important to consider any improvements that could be made to the wording of activities, tactics and indicators as they are grouped into progress markers.

Step 2: Log your activities

Now you have established the changes you may see for each stakeholder, it is time to systematically capture your activities. An activity log is useful tool for doing this as it provides a template in which you can record all the things you've done. If a positive or a negative change in political will occurs, the activity log will help you determine what factors may have affected or contributed to the success or change in circumstances.

The type of information you collect can cover all the outreach activities of your organisation or it can focus on particular areas. It does require effort to maintain, systematise and use.

You can record quantifiable output and activity data, for example how many press releases you produced, how many times you met with key stakeholders, the quality of the interaction at the events you held. The information collected can be tailored (see Box 5 for examples). You can record these in the log at the end of each week, or task someone with recording basic information for the team, which people can then review and edit. You can also use Google Analytics or other tools to monitor how often your webpage was viewed. We encourage you to capture all activities that are relevant to your advocacy. These can include formal activities such as planning a workshop or informal activities such as having coffee with stakeholders. By being systematic in noting down activities, patterns may emerge for you to analyse later.

Box 5 Examples of activity data that can be collected in a log

- External meetings (formal or informal).
- Press releases.
- Publications.
- Workshops held.
- Communication with stakeholders (phone calls, emails, Skype calls).

Table 1 An example of log template

Date of activity/email	Specific activity	Responsible person	Description	Stakeholders involved

Step 3: Describe your results

Once you have tracked your own activities, the next step is to describe your results. This involves tracking the relevant activities of key stakeholders in response to your activities. Gathering this information helps you specifically understand what was achieved and to record key changes in the communication patterns or activities of key stakeholders in relation to the policy objectives. The more specific you are the better, as this will help you and others in the reflection state to understand what was achieved and how. The goal is to collect as many data points as possible and to provide supporting evidence where available. Where the results are unanticipated or unintended, it is important to record them for learning and reflection in Step 4.

To capture evidence, SC has developed an evidence-gathering tool – a log to capture evidence related to the process of change and any results observed. The evidence collated in the log is then used to tell a story about how the activities have contributed to the change observed. It is important for substantiating claims around the strength of contribution.

If there are no links between activities and results, this informs your strategies for a later date. Once you have described your results, you can estimate the probability of influence as being low, medium or high (Box 6).

Box 6 Estimating the probability of contribution

The final step in describing your results is to estimate the probability of contribution as being low, medium or high.

This assessment reflects what you think is the connection of the activity and the outcome in relation to others and the wider context and what SC's probability is of contributing to it. It is important to be analytical and truthful and to provide and triangulate your evidence. The categories below have been adapted from Pasanen and Shaxson (2016).

- High: if you think it is highly likely that SC has distinctly contributed to the outcome. This is when there are 'direct, attributable impacts' such that without the work there would have been no impact.
- Medium: where there has been a 'plausible and distinct contribution to sustainable change' such that there has been a plausible contribution to lasting change and your contribution can be distinguished from contributions from other projects. It is usual to have a range of factors influencing an outcome, therefore it is most likely to observe a contribution to a change, rather than being able to directly attribute an SC activity to a particular outcome.
- Low: where there has been a 'plausible and indistinct contribution' to the observed change by your activities, whereby it is plausible but not distinct, as there are key intervening contextual factors or other projects with overlapping influences whose contribution cannot be distinguished from those related to this project.
- None: if you are unsure or have no grounds to think there is any contribution. These will be reflected on in Step 4.

Steps 4 and 5: Analyse and reflect on findings

These are perhaps the most important stages, as they consider the data collected and the results calculated, looking for patterns, strengths and weaknesses. Reflection is required to fully understand the results, and to analyse what is working, what is not, and why. Changes to strategies can be noted and made for the next planning and reporting period. Although numbers are used to reflect trends, reflection on and analysis of the data are critical as this is where learning about the quality and dimensions of change takes place. It is also critical to understand what the drivers of the observed change are, how context has influenced the results and where the numbers may not tell the full story – and how all of these are captured in the theory of change.

It may be that the reflection process highlights conflicting opinions or results that were not originally anticipated. It is useful to explore these to understand different perspectives. Questions during the reflection stage will guide users through thinking about this and raise awareness of some of the limitations and how the results should be interpreted.

As the data are gathered by the staff member, there is always a possibility that they provide more biased results than if the data are gathered by an external evaluator. Routine group reflection is a strategy that can help explore some

Table 2 Reflection questions with notes

Reflection questions	Issues to consider
Are the data gathered reliable? What weakness are there in the data collection?	Staff directly involved in advocacy may have strong incentives to demonstrate the 'success' of their work and may be prone to providing information that supports their initial beliefs, both of which may overestimate the actual outcome and the role of different actors. Involving as many people in the reflection as possible will allow for consideration of a range of opinions. External people, if included, will bring different opinions that will help uncover any confirmation bias.
What are the changes? To what extent were the aims achieved? What progress was observed? In what areas was there no change, or even reversals? What political will observations have you made? What are these observations telling you about the activities, tactics and cost-effectiveness? Are there any changes in the AIIM analysis – are these stakeholders still the biggest priority (most influential, etc.)? What activities and tactics have you been using? Have they been having the intended effect(s)? What can you say about the cost effectiveness of these?	The time and capacity to specify activities, tactics and progress markers and collect and analyse the data will directly affect the quality of analysis. The quality of the analysis emerging is a direct function of how well specified the activities, tactics and progress markers are and also the thoroughness of the reflection stage and diversity of perspectives. Therefore, attempting to clearly specify progress markers, describe activities and consider the data quality while collating the evidence is important. There is unlikely to be a direct correspondence from an activity or tactic to an outcome, as it is likely that efforts influence more than one outcome. Relatedly, it may not be possible to identify which tactics or activities resulted in which results, or tactics may be acting together in tandem to have an augmented effect. Further, the lines between the different levels of change are blurred, and it is a matter of judgement as to which change falls into which category. An 'understand' change in one context can be 'support' in another. It is important to be aware of these complexities as you reflect on and interpret the findings.

Reflection questions	Issues to consider
How or why have these changes occurred? What were the major factors influencing the achievements or non-achievements? What are the contextual factors? Were any inputs adjusted during implementation? Were there new human resource factors such as new staff or stakeholders? Were any new tactics used?	Context can influence achievements, therefore factors outside the users' control are important in determining results. These may change suddenly or in an unanticipated direction. Changes are more likely to happen after a shock or crisis, or when a new party or leader takes office. However, be aware that contextual shifts can lead to change being short-lived or reversed. You may also have to revise your stakeholder analysis and re-plan or prioritise accordingly. There may also be changes in the way people respond to your advocacy tactics. So don't assume the same responses will always be elicited in response to certain tactics. Any systemic or structural changes can be reflected in adjustments to the theory of change.
What should be done in response? What do you need to do more of? Do you need a different combination of factors? Do you need to try new activities or tactics or redefine progress markers? What should you stop doing?	It is important to be constantly on the lookout for opportunities to push for change or to take advantage of opportunities when policy processes suddenly become receptive to new evidence or ideas. These may require you to make adjustments to your activities or progress markers. Similarly, where progress cannot be made because political or resourcing factors mean the situation is intractable, continuing efforts may not be that effective. It is important to reassess what is within and beyond your control, and also to consider or focus on your own internal capacity, and if this needs to be developed in light of any adjustments you make.
Did anything surprise you? What are you noticing that's interesting in the findings? What can't you explain which requires further investigation?	Unintended results that may be positive or negative may arise from the tactics and these may not be captured in the progress markers. Some activities and tactics may appear to be more or less effective than they are in reality if data haven't been sufficiently captured in the log. Try to systematise monitoring efforts. Triangulate evidence as much as possible.
Was anything that was low-contribution or less visibly useful for your leverage in the sector? Should this be dropped and resources reprioritised to higher-contribution areas?	By nature, less visible advocacy approaches like diplomacy are difficult to substantiate since they are often not documented.

of the nuances of the change and challenge it so as to reduce some of the biases and surface implicit assumptions. The reflection highlights the importance of the tool as a learning method to enhance quality of delivery. External facilitation of group reflection allows for active participation by all team members in the process, but also the opportunity for objective questioning and challenge to avoid 'groupthink'.

We advise the advocacy team to discuss and reflect on the questions and corresponding issues in Table 2.

Ensuring effective reflection

The following actions are suggested to facilitate regular and effective reflection sessions:

- Note key reporting dates and project milestones.
- Three weeks before reports are due schedule a reflection meeting with key team members.
- Consider the format of the meeting:
  - Should a more formal or informal structure be used? A more informal format is likely to elicit more discussion but it may need more time and may be less focussed. This consideration should take account of group dynamics.
  - Who should take the lead? It is suggested that, at least for the first reflection period, a staff member who has been involved in the process leads the session, and then, as familiarity with the process increases, an external facilitator could be brought in. Identifying a designated facilitator will help ensure the reflection process is of a high quality, once you have conducted a few rounds of reflection and are comfortable

using this system within your team. Not only would an external facilitator have more expertise in looking at the data that have been gathered, but also they can provide a third-party, impartial opinion. During the discussion, conflicting opinions, understandings and assumptions that arise are often opportunities to take a path that may lead to new perspectives, but to recognise these opportunities requires alertness as well as the time and flexibility to let the discussion take a new route.

- What background work, if any, should people be asked to do? Sending around some questions in advance may allow greater input to the discussions.
- If you intend to invite external people to participate, how will they be introduced and what will their specific role be?

- Circulate a detailed agenda a week before the meeting outlining steps to follow to look at the data, the methods to be used (Box 7) and the reflection guidance questions from the tool (Box 8).

Box 7 Some methods for reflection and assessing contribution

RAPID Outcome Assessment (ROA) is a learning methodology to assess and map the contribution of a project's actions to a particular change in policy or the policy environment. It is a flexible and visual tool that can be used in conjunction with other evaluation tools and methods. ROA focuses on describing the context, the project, the key actors and their behaviours; how this changed over time; and what influences the project has had over key behaviour change. The methodology has three main stages (Leksmono et al., 2006): (1) a preparation stage, during which a document review and a series of informal conversations are carried out to develop a draft picture of the project's history and the intended changes; (2) a workshop during which key policy change processes are identified by the stakeholders; and (3) a follow-up process that allows refinement of the stories of change, identifying key policy actors, events and their contribution to change. You can see that this tool incorporates several others. Further resources: http://www.roma.odi.org/index.html

Process tracing is used for analysing descriptive and causal hypotheses of how evidence is used. The tool is useful in identifying new contexts, assessing new causal theories, gaining understanding into causal mechanisms and providing an alternative method to the old models. It is especially useful when the sample size is small. Process tracing involves interviews, review of documentation and triangulation of information. The evaluators then find different theories of the causal effect and difference pieces of evidence. They determine if each piece of evidence is necessary or sufficient to affirm the causal inference. The evidence test for yes or no for necessity and sufficiency will give you indications of which causal claim is the one that is most likely to have occurred. Further resources: http://policy-practice.oxfam.org.uk/~/media/Files/policy_and_practice/methods_approaches/effectiveness/Process-tracing-draft-protocol-110113.ashx

After action reviews (AAR) are most commonly used as an internal learning process and can take as little as 30 minutes to conduct. They help guide discussion around a project or activity. They are used after an event or the production of an output and ask four questions. What was supposed to happen? What actually happened? Were there any differences and why? And what would one have done differently next time? This can be helpful for sharing knowledge and understanding within a team, to build trust among team members and to overcome fear of making mistakes. The outcome of an AAR can also be used to communicate knowledge and learning to external audiences. For example, SC staff could include outcomes in their annual report, or on the SC website. The format of the AAR can be adjusted, depending on the intended use. As the review is likely to highlight lessons on how staff could adjust their work to be more effective, it may be useful to consider making corresponding changes to the policy project, theory of change, log frame or action plan. Further resources: https://usaidlearninglab.org/library/after-action-review-aar-guidance-0

Stories of change are a great way to tell people about the change your work is making. To do this, you take information you already have (such as your impact log or evaluation reports) and turn it into a narrative. You can tell a story of change about a process, an entire project or one part of a project. The sorts of changes you may want to document are changes in policy, or shifts in the way a policy issue is talked about or engaged with. By transforming facts into stories, it is more likely people will read, learn and pass on what you have learnt or achieved. Stories of change are also good for communicating learning to broader audiences, for example online or in your annual report. You can write a story of change individually, in small groups or in a workshop. If you're doing it in a group, it's good to have a variety of people present, including project implementers and communications and monitoring and evaluation staff. How you choose to write and present your story depends on what you intend to do with it. If you want to share your story with external audiences, you will want to make sure it's well written and presented (talk to your communications team as early as possible if you want to do this). If the process of writing the story is more important – for internal learning perhaps – then taking informal notes may be enough. You can also tell stories about policy change that didn't happen. Again, using a story can help share learning about what didn't work – and why. Whatever the use, stories of change are best kept short (two to four pages) and written in simple narrative. Further resources: Ramalingam (2006); some examples: http://sparknow.net/ ; http://www.comminit.com/drum_beat_307.html ; https://www.mindtools.com/pages/main/newMN_TED.htm ; https://www.edwdebono.com/

Box 8 Reflection guidance questions

1. Are the data gathered reliable? What weaknesses are there in the data collection?
2. What are the changes? To what extent were the aims achieved? What progress was observed? In what areas was there no change, or even reversals? What political will observations have you made? What are these observations telling you about the activities, tactics and cost-effectiveness?
   a. What activities and tactics have you been using?
   b. What can you say about the cost-effectiveness of these?
3. How or why have these changes occurred? What were the major factors influencing the achievements or non-achievements? What are the contextual factors? Were any inputs adjusted during implementation? Were there new human resource factors such as new staff or stakeholders? Were any new tactics used?
4. What should be done in response? What do you need to do more of? Do you need a different combination of factors? Do you need to try new activities or new progress markers? What should you stop doing?
5. Did anything surprise you during implementation? What are you noticing that's interesting in the findings?
6. Was there anything that was low-contribution or less visibly useful for your leverage in the sector? Should this be dropped and resources reprioritised to higher-contribution areas?

The Excel tool

Sheet 1: Progress markers

Here you need to: record your policy objective and up to three stakeholders and determine progress markers for each. Add the policy objective and the three priority stakeholders you selected during Step 1 to the cells in Excel, as indicated in Figure 4. The names of stakeholders A, B and C will automatically appear above the progress marker boxes.

Add the progress markers you have determined for each of the stakeholders, into the rows corresponding with understand, support or engage, as shown in Figure 4, up to a maximum of five for each category.

Sheet 2: Activity log

Here you need to: record your activities and their associated costs. The activity log is disaggregated by activities that could be planned or logged as and when they are delivered. It can be adapted to record the information that is most useful, and the version here helps produce data on which tactics or approaches each country uses the most and which geographical levels the country office is focusing on.

In most of the columns you need to select from drop-down menus. There is a column for describing your activity, where you are required to add text. The more specific you are the better, as in the reflection phase this will help you and others understand what was done, by whom and why. It is possible to adjust the content of the drop-down menus if the categories need to be adjusted, however it is recommended that this be done as part of a reflection exercise and a discussion about what changes to the template need to be made.

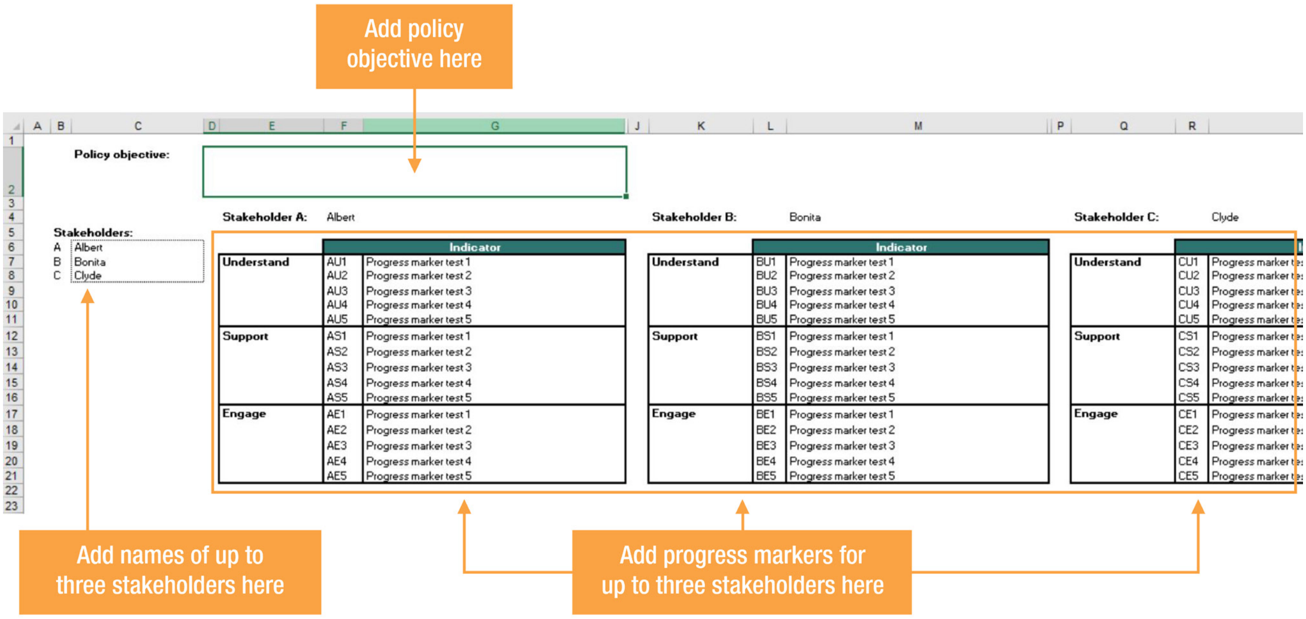
The columns in the Excel sheet are as follows:

B: Select the appropriate quarter in which the activity occurred from the drop-down menu.

C: Enter the specific date when the activity occurred.

D: Describe your activity in as much detail as possible.

Figure 4 Excel sheet 1 – progress markers



E: Select the type of advocacy tactic that best describes the activity from the drop-down menu. There are eight types to choose from, for example diplomacy, convening, evidence generation and capacity-building. See the glossary of key terms for definitions of each. There is some fluidity among categories of tactics; diplomacy and lobbying, for instance, may take place at a convening event, therefore it is necessary to consider which category best fits the specific activity undertaken.

F: Select the geographical level of activity from the drop-down menu; the activity may have been conducted nationally, regionally or at the district level. If your activity covered one or more districts, but was still focused at the district level in terms of your main points of contact, please categorise this as taking place at the district level.

G: Enter an estimate of the operational cost of the activity. These are all costs excluding staff or consultancy fees and may include transport costs, stationery, printing, conference/facility rental, etc. The specified currency can be adjusted but in the template US$ has been used as it is the programming currency.

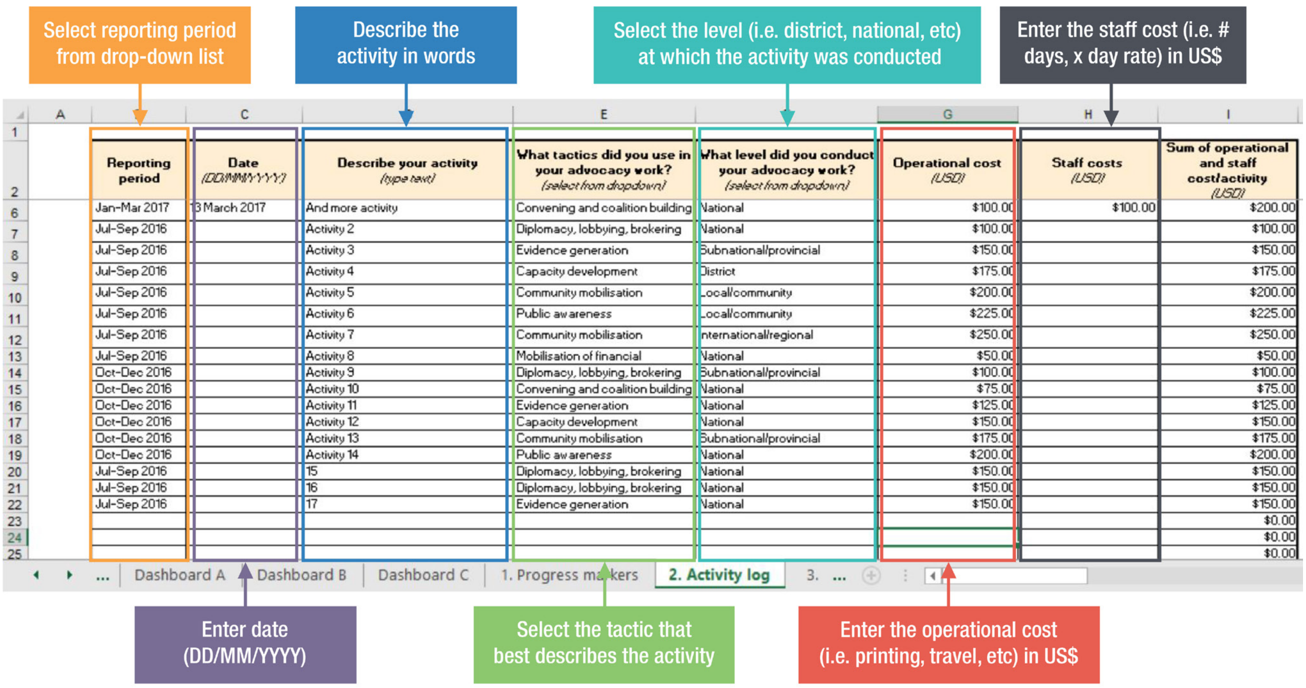
H: Enter an estimate of the total staff or human resource cost. For example, the fee rate from a donor project or proposal could be applied; alternatively, if the activity took 1 day in total at an annual salary for a full-time employee of $13,000 this would cost ($13,000/(261 working days per year)) = $49.80. For part-time staff, divide the full-time salary by 52 weeks, then divide this by the number of contracted hours per week, then times the answer by number of days worked in week. For example $13,000 divided by 52, divided by 21 (hours worked), times by 4 days worked per week = $45.45 basic. If salary information is not available or it is too sensitive to use, the approach can be adjusted. An alternative may be to input an estimated average daily cost that is determined.

I: The total costs are calculated automatically and shown in this column. You do not need to input any data here.

Sheet 3: Describe results

Here you need to: describe the results that are associated with your activities and record when the progress markers are achieved. Now that you have recorded your activities, these need to be linked to your results. Excel Sheet 3 copies the activity log and progress markers so that you can easily read across from the left.

Figure 5 Excel sheet 2 – activity log



	Reporting period	Date (DD/MM/YYYY)	Describe your activity (type text)	What tactics did you use in your advocacy work? (select from dropdown)	What level did you conduct your advocacy work? (select from dropdown)	Operational cost (USD)	Staff costs (USD)	Sum of operational and staff cost/activity (USD)
6	Jan-Mar 2017	3 March 2017	And more activity	Convening and coalition building	National	$100.00	$100.00	$200.00
7	Jul-Sep 2016		Activity 2	Diplomacy, lobbying, brokering	National	$100.00		$100.00
8	Jul-Sep 2016		Activity 3	Evidence generation	Subnational/provincial	$150.00		$150.00
9	Jul-Sep 2016		Activity 4	Capacity development	District	$175.00		$175.00
10	Jul-Sep 2016		Activity 5	Community mobilisation	Local/community	$200.00		$200.00
11	Jul-Sep 2016		Activity 6	Public awareness	Local/community	$225.00		$225.00
12	Jul-Sep 2016		Activity 7	Community mobilisation	International/regional	$250.00		$250.00
13	Jul-Sep 2016		Activity 8	Mobilisation of financial	National	$50.00		$50.00
14	Oct-Dec 2016		Activity 9	Diplomacy, lobbying, brokering	Subnational/provincial	$100.00		$100.00
15	Oct-Dec 2016		Activity 10	Convening and coalition building	National	$75.00		$75.00
16	Oct-Dec 2016		Activity 11	Evidence generation	National	$125.00		$125.00
17	Oct-Dec 2016		Activity 12	Capacity development	National	$150.00		$150.00
18	Oct-Dec 2016		Activity 13	Community mobilisation	Subnational/provincial	$175.00		$175.00
19	Oct-Dec 2016		Activity 14	Public awareness	National	$200.00		$200.00
20	Jul-Sep 2016		15	Diplomacy, lobbying, brokering	National	$150.00		$150.00
21	Jul-Sep 2016		16	Diplomacy, lobbying, brokering	National	$150.00		$150.00
22	Jul-Sep 2016		17	Evidence generation	National	$150.00		$150.00
23								$0.00
24								$0.00
25								$0.00

The columns from H onwards, as shown in Figure 6 need to be filled in. In most of the columns you need to select from the drop-down menus:

H: Describe the observed results in as much detail as possible. At this point do not try to relate the change to the progress markers because the benchmarking process takes place a bit later. Providing as much information as possible at this stage helps you understand what was achieved. The more specific you are the better, as in the reflection phase this will help you and others understand what was achieved and how. Provide numbers, names and dates if you can. If an activity does not have an observable outcome, leave cells blank. If results do not relate to specific activities, create extra rows to record the results. This may be the case where the results are unanticipated or unintended; it is important to record such results for learning and reflection.

I: In this column, select the stakeholder to whom the result corresponds from the drop-down menu.

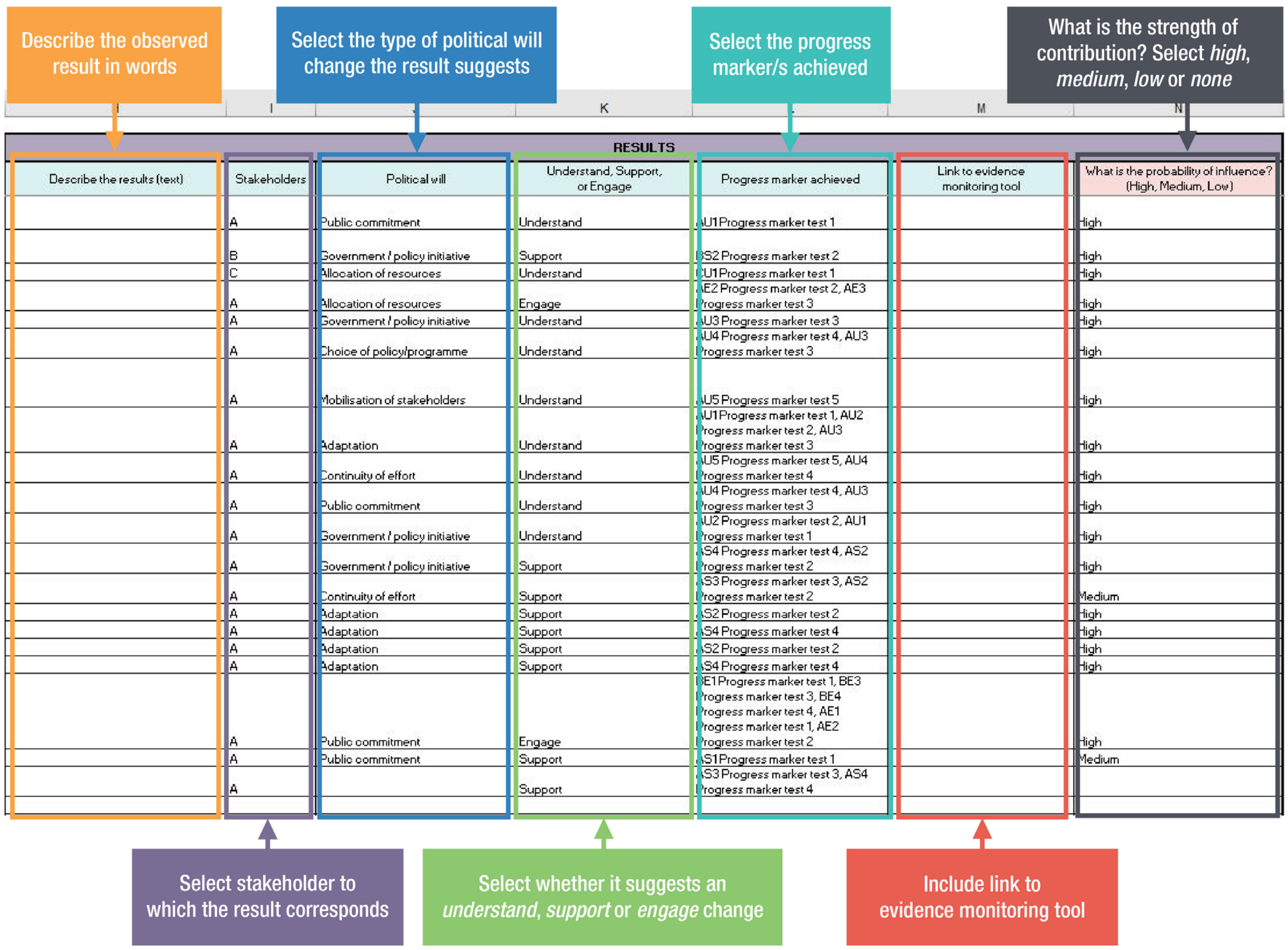
J: From the drop-down menu select the type of political will change that best describes the result observed. There are seven types to choose from, including initiation of a policy, mobilisation of stakeholders, reallocation of resources and discourse, learning and adaptation. See the glossary of key terms for help in categorising the type of political will you have observed. The reflection discussions during Step 4 can be used to discuss any changes that are needed to the definitions.

K: Select whether the change observed suggests 'understand', 'support' or 'engage' from the drop-down menu.

L: If a progress marker has been achieved, select it here from the drop-down menu. If one result contributes to several progress markers at a time, select multiple progress markers for one stakeholder in the same cell. These will appear separated by a comma.

M: If possible provide a link to the evidence-gathering tool by indicating the type and/or source of evidence – for example link to an

Figure 6 Excel sheet 3 – linking results to activities



Describe the results (text)	Stakeholders	Political will	Understand, Support, or Engage	Progress marker achieved	Link to evidence monitoring tool	What is the probability of influence? (High, Medium, Low)
	A	Public commitment	Understand	AU1 Progress marker test 1		High
	B	Government / policy initiative	Support	BS2 Progress marker test 2		High
	C	Allocation of resources	Understand	CU1 Progress marker test 1		High
	A	Allocation of resources	Engage	AE2 Progress marker test 2, AE3 Progress marker test 3		High
	A	Government / policy initiative	Understand	AU3 Progress marker test 3		High
	A	Choice of policy/programme	Understand	AU4 Progress marker test 4, AU3 Progress marker test 3		High
	A	Mobilisation of stakeholders	Understand	AU5 Progress marker test 5		High
	A	Adaptation	Understand	AU1 Progress marker test 1, AU2 Progress marker test 2, AU3 Progress marker test 3		High
	A	Continuity of effort	Understand	AU5 Progress marker test 5, AU4 Progress marker test 4		High
	A	Public commitment	Understand	AU4 Progress marker test 4, AU3 Progress marker test 3		High
	A	Government / policy initiative	Understand	AU2 Progress marker test 2, AU1 Progress marker test 1		High
	A	Government / policy initiative	Support	AS4 Progress marker test 4, AS2 Progress marker test 2		High
	A	Continuity of effort	Support	AS3 Progress marker test 3, AS2 Progress marker test 2		Medium
	A	Adaptation	Support	AS2 Progress marker test 2		High
	A	Adaptation	Support	AS4 Progress marker test 4		High
	A	Adaptation	Support	AS2 Progress marker test 2		High
	A	Adaptation	Support	AS4 Progress marker test 4		High
	A	Public commitment	Engage	BE1 Progress marker test 1, BE3 Progress marker test 3, BE4 Progress marker test 4, AE1 Progress marker test 1, AE2 Progress marker test 2		High
	A	Public commitment	Support	AS1 Progress marker test 1		Medium
	A		Support	AS3 Progress marker test 3, AS4 Progress marker test 4		

internet source, newspaper clippings, minutes, letters, etc. Record as many data points as possible and provide supporting evidence or links to evidence if available, for example web links to news articles.

N: Select the probability of contribution from the drop-down menu as being low, medium or high. See Box 9 for descriptions of each.

Sheet 4: Excel analysis

This step automatically calculates the advocacy results. This sheet copies all the results from sheets 1, 2 and 3 and automatically calculates the results for you, producing a summary of the cost for advocacy tactic by progress marker achieved and an estimate of cost-effectiveness. It presents an analysis of which tactics were used, at what level of advocacy, and what types of changes in political will were observed. This allows us to determine which advocacy tactics were used most frequently, and we can consider how they may be associated with particular results. This information can also be used during the reflection stage to consider the best mix of tactics to apply in a given context.

The numbers at the top of the sheet illustrate the number of indicators achieved. As progress markers focus on the behaviours that are observed and therefore changed, the percent achievement gives us an indication of the stakeholder's change in behaviour and progress towards the ideal outcome.

The cost-effectiveness score compares the cost per tactic with the achievement of results. This allows consideration of which tactics have achieved the greatest results with the least cost; the highest value is the most cost effective. Therefore cost-effectiveness can be represented by the following formula: *Cost effectiveness = (percentage of progress markers achieved) / input (cost per tactic)*.

The analysis is also summarised in the Excel dashboard (Figure 8). There are three dashboards, one for each stakeholder. No data needs to be inputted here. Hyperlinks are available on the left-hand side for quick and easy navigation to each time period. The dashboard presents an overview of (1) the progress markers achieved for each stakeholder; (2) the use of tactics; (3) the levels of advocacy; (4) changes in types of political will; and (5) cost-effectiveness scores for each stakeholder by quarter.

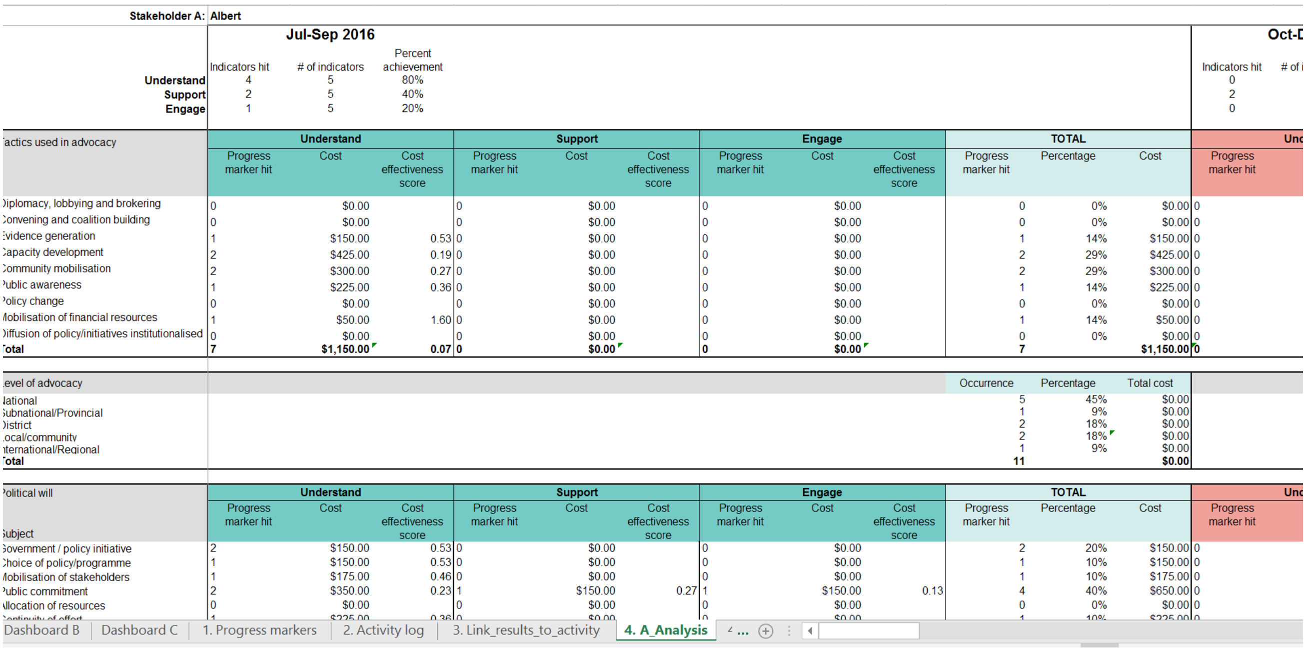
Box 9 Estimating the probability of contribution

The final step in describing your results is to estimate the probability of contribution as being low, medium or high.

This assessment reflects what you think is the connection between the activity and the result, and how probable it is that SC contributed to it. It is important to be analytical and truthful, and to provide and triangulate your evidence.

- High: Select this option if you think it is highly likely SC activities have made a 'plausible and distinct contribution to sustainable change' (the definition used by the UK Department for International Development (DFID) in the accountable grant cited in Pasanen and Shaxson, 2016).
- Medium: Select this option where there has been a plausible contribution to the observed change by SC, but it is not certain that it is distinct, as there are key intervening contextual factors or other projects with overlapping influences whose influence cannot be distinguished from those of SC. Alternatively, select this option if it is not clear yet whether the change is sustainable (even if the contribution is distinct).
- Low: Select this option if you are unsure or have no grounds to think SC activities have made any plausible contribution or it is too early to say.

Figure 7 Excel sheet 4 – analysis



Stakeholder A: Albert

	Jul-Sep 2016 Indicators hit	# of indicators	Percent achievement	Oct-D Indicators hit	# of i
Understand	4	5	80%	0	
Support	2	5	40%	2	
Engage	1	5	20%	0	

actics used in advocacy	Understand			Support			Engage			TOTAL			Unc
	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Percentage	Cost	Progress marker hit
)iplomacy, lobbying and brokering	0	$0.00		0	$0.00		0	$0.00		0	0%	$0.00	0
Convening and coalition building	0	$0.00		0	$0.00		0	$0.00		0	0%	$0.00	0
Evidence generation	1	$150.00	0.53	0	$0.00		0	$0.00		1	14%	$150.00	0
Capacity development	2	$425.00	0.19	0	$0.00		0	$0.00		2	29%	$425.00	0
Community mobilisation	2	$300.00	0.27	0	$0.00		0	$0.00		2	29%	$300.00	0
Public awareness	1	$225.00	0.36	0	$0.00		0	$0.00		1	14%	$225.00	0
Policy change	0	$0.00		0	$0.00		0	$0.00		0	0%	$0.00	0
Mobilisation of financial resources	1	$50.00	1.60	0	$0.00		0	$0.00		1	14%	$50.00	0
Diffusion of policy/initiatives institutionalised	0	$0.00		0	$0.00		0	$0.00		0	0%	$0.00	0
Total	7	$1,150.00	0.07	0	$0.00		0	$0.00		7		$1,150.00	0

evel of advocacy	Occurrence	Percentage	Total cost
National	5	45%	$0.00
Subnational/Provincial	1	9%	$0.00
District	2	18%	$0.00
Local/community	2	18%	$0.00
International/Regional	1	9%	$0.00
Total	11		$0.00

Political will	Understand			Support			Engage			TOTAL			Unc
Subject	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Percentage	Cost	Progress marker hit
Government / policy initiative	2	$150.00	0.53	0	$0.00		0	$0.00		2	20%	$150.00	0
Choice of policy/programme	1	$150.00	0.53	0	$0.00		0	$0.00		1	10%	$150.00	0
Mobilisation of stakeholders	1	$175.00	0.46	0	$0.00		0	$0.00		1	10%	$175.00	0
Public commitment	2	$350.00	0.23	1	$150.00	0.27	1	$150.00	0.13	4	40%	$650.00	0
Allocation of resources	0	$0.00		0	$0.00		0	$0.00		0	0%	$0.00	0

Dashboard B | Dashboard C | 1. Progress markers | 2. Activity log | 3. Link_results_to_activity | 4. A_Analysis

Figure 8 The Excel dashboard

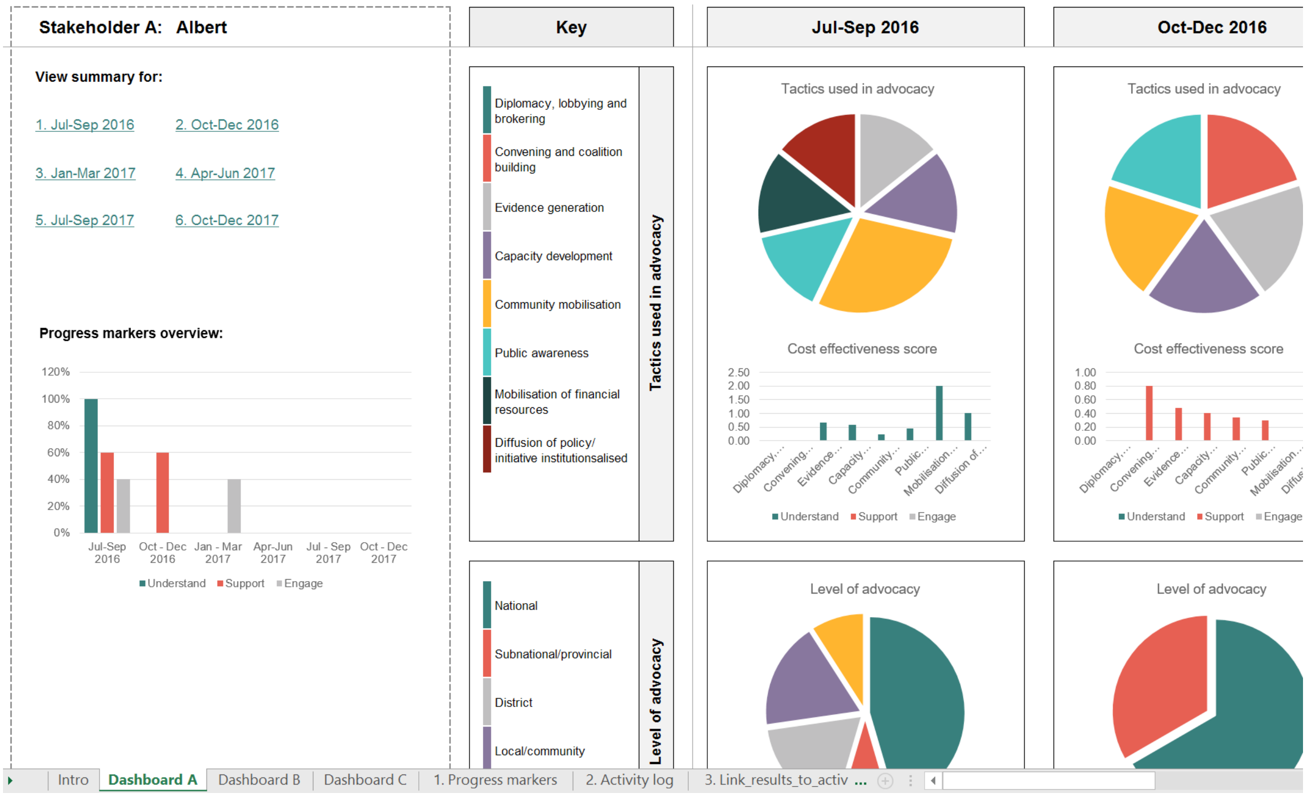
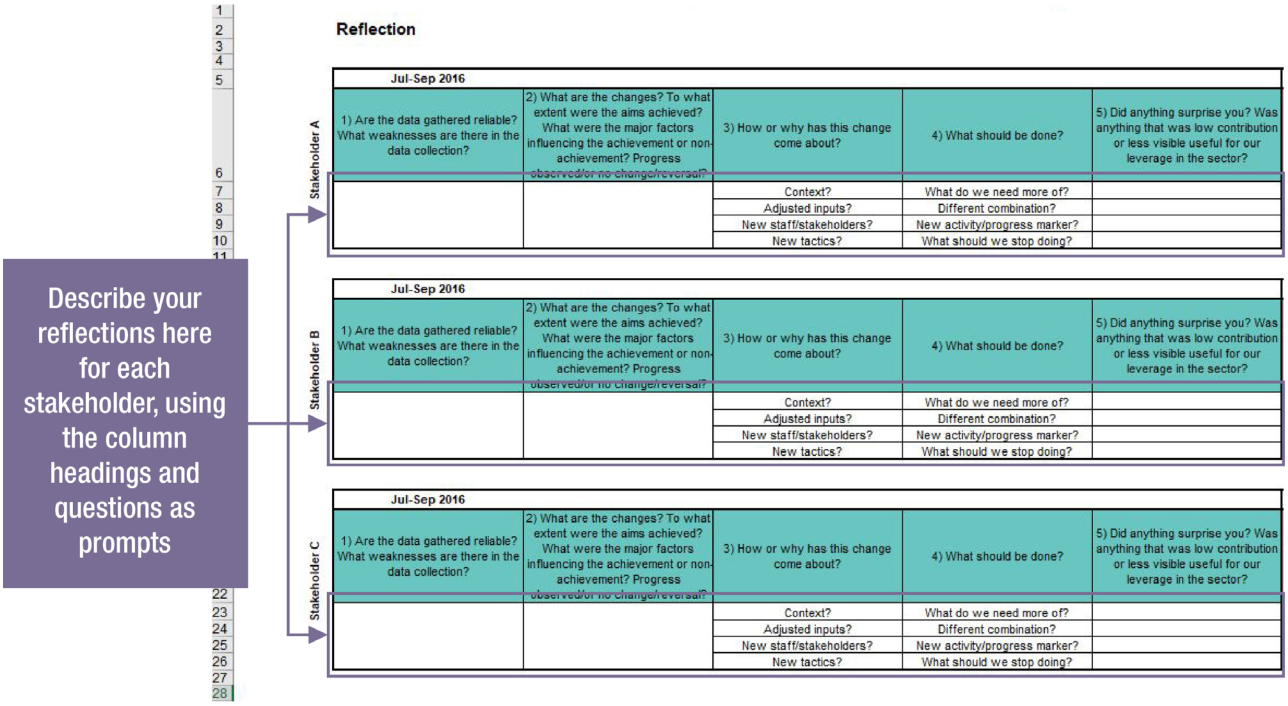


Figure 9 Excel sheet 5 – reflection



Sheet 5: Reflection

Here you need to: capture an overview of your team reflection from Steps 4 and 5. The Excel sheet, shown in Figure 9, provides guide questions for the reflection and a template to record a summary of the responses (see also the guidance in Box 7 in Steps 4 and 5). This aims to synthesise the reflections on SC's contribution and cost-effectiveness emerging from Step 5, to guide learning on how the approach to advocacy can be adjusted to increase effectiveness.

The template presents the format for quarterly reflections and, when the findings are synthesised in this sheet, it should help you observe the patterns that are emerging.

Key notes for users

The tool has some features that are important to consider when using it. Some of these are associated with limitations in the design of the tool, others will depend on the conditions in which it is applied. It is important to keep these in mind as the tool is used, as understanding these will affect the quality of the data and the key messages emerging.

The most important limitation of the tool is that it uses perception-based information. Any possible biases arising must therefore be explicitly considered during the reflection stage, as these biases will have direct implications for the results.

Table 3 Summary of limitations for users

Limitation	Mitigation strategy
The findings cannot be compared across countries owing to the influences of different contexts.	Note this when findings are being communicated.
This monitoring tool is based on perception-based data, which has associated inherent limitations, such as more biased results. Staff directly involved in advocacy may have strong incentives to demonstrate the 'success' of their work and may be prone to providing information that supports their initial beliefs, both of which may overestimate the actual outcome and the role of different actors. Confirmation bias can also result in an incentive to affirm changes.	The aim of this tool is not to replace external, independent monitoring and evaluation but to complement these by providing additional information. Involving as many people in the reflection as possible will enable consideration of a range of opinions. External people, if included, will bring opinions that are at a lower risk of bias.

Limitation	Mitigation strategy
Time and capacity to specify activities, tactics and progress markers and collect and analyse the data will directly affect the quality of analysis.	Attempt to clearly specify progress markers. Take time to gather data and to record as much as possible when you fill in the activity log. Consider the quality of the data during the reflection stage.
Context can influence achievements, and therefore factors outside the country office's control are important in determining results. These may change suddenly or in an unanticipated direction.	It is important to be constantly on the lookout for opportunities to push for change or to take advantage of opportunities when policy processes may suddenly become receptive to new evidence or ideas. These are more likely to happen after a shock or crisis, or when a new party or leader takes office. However, be aware that these circumstances can lead to change being short-lived or reversed. The reflection stage guides these considerations and may produce observations that need to be captured in the theory of change.
The tool is developed for a maximum of three stakeholders and fifteen progress markers.	This requires prioritisation of key stakeholders and a step-by-step approach to devise progress markers for each stakeholder. Conducting a stakeholder mapping exercise prior to using the tool will help identify the three stakeholders who are most important for achieving the policy objective.
The tool is primarily designed for participants acting alone.	Where they work in advocacy partnerships, coalitions or consortia, this needs to be reflected in the assessment of the probability of contribution.
Different progress markers may require different levels of effort to achieve the intended result but it is important to try to achieve some balance across the three levels of behaviour change (support, understand, engage).	During the development of the progress markers, the importance of balancing the progress markers will be highlighted.
It may be that the reflection process highlights conflicting opinions. It is useful to explore these to understand different perspectives.	Questions during the reflection stage will guide users through thinking about this and aim to raise awareness of some of the limitations and how the results should be interpreted.
The lines between the different levels of change are blurred, and it is a matter of judgement as to which change falls into which category. An 'understand' change in one context can be 'support' in another.	
Unintended results that may be positive or negative may arise from the tactics and these may not be captured in the progress markers.	
By their nature, less visible advocacy approaches like diplomacy are difficult to substantiate since they are often not documented.	
There is unlikely to be a direct correspondence from an activity or tactic to an outcome, as it is likely that efforts influence more than one outcome. Relatedly, it may not be possible to identify which tactics or activities resulted in which results.	
Varied or limited use of the activity log may suggest that some activities and tactics are more or less efficient than they are in reality.	Try to systematise monitoring efforts across teams and offices. Triangulate evidence as much as possible.

Conclusion

This tool is uniquely placed to support analysis of the cost-effectiveness of different advocacy tactics during programme implementation. It captures observed changes in the behaviour of stakeholders that relate to the ambition to influence political will. The tool is designed to provide data for learning and offers a structured way to understand the relative cost and effectiveness of advocacy tactics at different periods in the project lifetime. This understanding can then be used for adaptive programming as information is provided on how to adjust advocacy tactics for increased effectiveness.

To use the tool effectively and sustainably, however, requires investment and commitment in terms of intent and time. The quality of the findings will depend on the quality of data captured in the tool, such that, where detailed and accurate information is inputted at each stage, the quality of the results will be higher and therefore potentially more useful. Equally, the quality of the lessons observed will depend on the time taken to explore the influences on the results and to reflect on why these may have come about. The reflection stage is central to the learning process, and during this stage it is important to consider how any biases arising will affect the results. Learning should be done as a group, so changes in advocacy tactics have the full support of leadership. The tool will be most useful when it is consistently used over time, requiring it to be embedded as part of an organisation's monitoring practices. We encourage users to adapt the tool to suit the circumstances of the project. For example, reflection periods can be adjusted to align with donor reporting periods.

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Annex: Enacting district-level legislation to support breastfeeding – example of tool use

During the piloting of the tool in Nigeria, Indonesia and Ethiopia, examples were generated. The following example shows how and to what end the tool and guidance were used by Save the Children Indonesia (SCID).

Once the policy objective had been selected (Image A1), the team brainstormed the selection of priority stakeholders. To do this, they conducted an Alignment Influence Interest Matrix (AIIM) exercise.

The AIIM analysis highlighted which stakeholders it would be most effective to approach and those whose perspectives were conflicting. For example stakeholders supporting the supply of powdered milk instead of encouraging mothers to breastfeed were placed in the lower right quadrant (Image A2). Other organisations were considered much more supportive of the policy objective, therefore they were placed in the upper right quadrant. Other stakeholders changed their position on the matrix at different stages of policy implementation. For example, parts of the government supported breastfeeding after the legislation was enacted but were not active in supporting the legislation to be enacted at the district level; they were placed in the upper left quadrant.

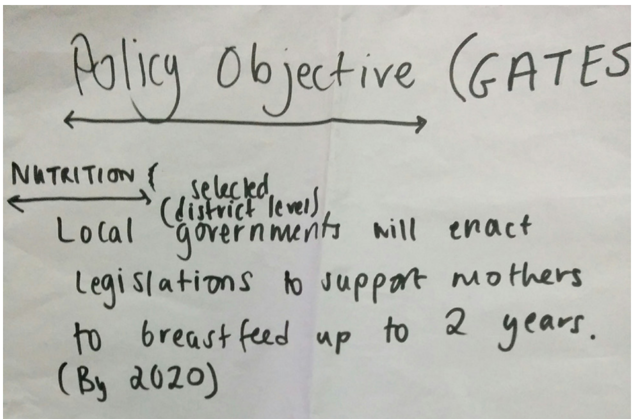

Image A1 Example of policy objective – Selected districts will enact legislation by 2020 to support mothers to breastfeed for up to two years

Image A2 Stakeholder mapping (photo blurred for confidentiality purposes)

Figure A1 Excel Sheet 1

Policy objective:

Policy objective: Selected districts will enact legislation by 2020 to support mothers to breastfeed for up to two years.

Stakeholders:

A	Bupati
B	
C	

Stakeholder A: Bupati

		Progress Marker
Understand	AU1	Bupati agrees to attend meeting with SC
	AU2	Bupati suggests follow up actions (e.g. contacts) with SC
	AU3	Bupati requests evidence of best practice with research organisations
	AU4	
	AU5	
Support	AS1	Bupati establishes Working Group/ Bupati agrees to be a member of a working group
	AS2	Bupati promotes the messages of a working group
	AS3	
	AS4	
	AS5	
Engage	AE1	Bupati approves the language of a draft legislation
	AE2	Bupati invites local MPs to sign new legislation
	AE3	
	AE4	
	AE5	

Green dots were then used to denote the power of the stakeholders. Some organisations, such as the legislators, had three green dots; others, such as the presidential office, had only one or two. A green tick was used to illustrate the stakeholders to whom SCID had direct access.

The team then considered how to build their advocacy strategy. They decided that they could engage most effectively with the local district ('Bupati') first, to increase support for the legislation by convincing them that supporting breastfeeding was an important cause. The policy objective and stakeholders are captured in the Excel Sheet 1. Figure A1 shows the pilot version of the tool.

SCID then developed progress markers to measure Bupati's behaviour (Image A3).

- Understand: Bupati understands the urgency of encouraging mothers to breastfeed.
- Support: Bupati supports SCID to work together to establish a breastfeeding policy.
- Engage: Bupati works together with SCID to promote breastfeeding legislation.

Their progress markers are seen below.

In the activity log, SCID captured the activities it would conduct and classified activities into tactics and the level of advocacy (Figure A2).

SCID then documented its observations (Figure A3). The observations were classified in terms of type of political will and the progress markers achieved.

From the data entered in Sheets 1, 2, and 3, Excel calculates the results of the analysis in Sheet 4 (Figure A4). In July–September 2016, two progress markers for 'understand' and one indicator for 'support' were achieved. This resulted in a 67% and 50% achievement rate, respectively.

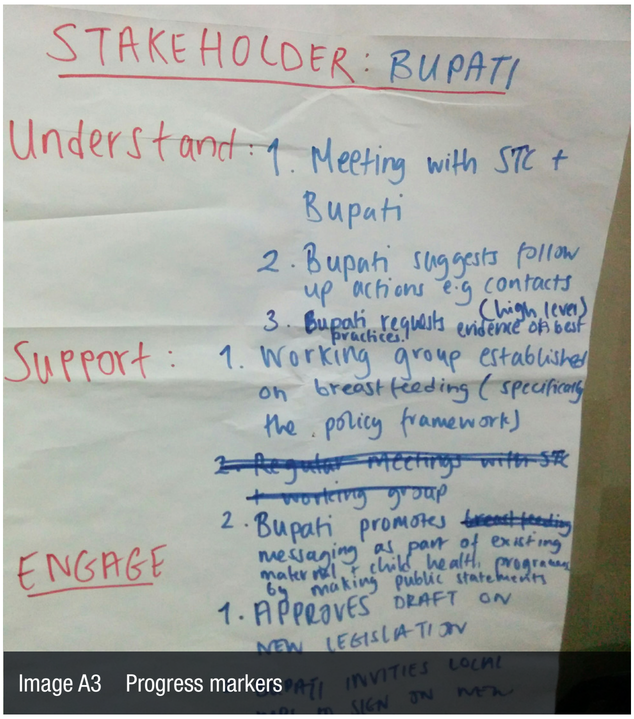

Image A3 Progress markers

Figure A2 Excel Sheet 2

Reporting period	Date (DD/MM/YYYY)	Describe your activity (type text)	Operational cost (USD)	Staff costs (USD)	Sum of operational and staff cost/activity (USD)
Jul-Sep 2016	1 September 2016	Follow up meetings	$100.00	$500.00	$600.00
Oct-Dec 2016	1 October 2016	Develop evidence and policy	$75.00	$100.00	$175.00
Oct-Dec 2016	1 November 2016	invite Bupati to relevant events	$100.00	$100.00	$200.00
Oct-Dec 2016	1 December 2016	Facilitate formation of coalition	$100.00		$100.00
Jan-Mar 2017	1 January 2017	Facilitate Bupati to speak	$150.00		$150.00
Jan-Mar 2017	1 February 2017	Coalition shares examples	$175.00		$175.00
Jan-Mar 2017	1 March 2017	Coalition reviews draft	$200.00		$200.00
Apr-Jun 2017	1 April 2017	Facilitate meeting between Bupati and	$225.00		$225.00

Figure A3 Excel Sheet 3

ACTIVITIES (auto-populated from sheet 2)			ACTIVITIES (auto-populated from sheet 2)			RESULTS						
Reporting period	Date	Activity description	Tactics used in advocacy work	Level at which advocacy conducted	Sum of operational and staff cost/activity (USD)	Describe the results (text)	Stakeholders	Political will	Understand, Support, or Engage	Progress marker achieved	Link to evidence monitoring tool	What is the probability of influence? (High, Medium, Low)
Jul-Sep 2016	01 August 2016	Meet with Bupati to introduce SC	Diplomacy, lobbying, brokering	District	$100.00		A	Public commitment	Understand	AU1 Meeting with SC and Buptai		High
Jul-Sep 2016	01 September 2016	Follow up meetings	Diplomacy, lobbying, brokering	District	$600.00		A	Government / policy initiative	Support	AS1 Working gp established		High
Oct-Dec 2016	01 October 2016	Develop evidence and policy	Evidence generation	District	$175.00		A	Allocation of resources	Understand	AU2 Bupati suggests follow up actions (e.g. contacts)		High
Oct-Dec 2016	01 November 2016	invite Bupati to relevant events	Convening and coalition building	District	$200.00		A	Allocation of resources	Engage	AE2 Bupati invites local MPs to sign new legislation		High
Oct-Dec 2016	01 December 2016	Facilitate formation of coalition	Convening and coalition building	District	$100.00		A	Government / policy initiative	Understand	AU1 Meeting with SC and Buptai		High
Jan-Mar 2017	01 January 2017	Facilitate Bupati to speak	Public awareness	District	$150.00		A	Choice of policy/programme	Understand	AU2 Bupati suggests follow up actions (e.g. contacts)		High
Jan-Mar 2017	01 February 2017	Coalition shares examples	Public awareness	District	$175.00		A	Mobilisation of stakeholders	Understand	AU2 Bupati suggests follow up actions (e.g. contacts)		High
Jan-Mar 2017	01 March 2017	Coalition reviews draft	Diffusion of policy/initiatives institutionalised	District	$200.00		A	Adaptation	Understand	AU1 Meeting with SC and Buptai		High
Apr-Jun 2017	01 April 2017	Facilitate meeting between Bupati and coalition	Mobilisation of financial resources	District	$225.00		A	Continuity of effort	Understand	AU1 Meeting with SC and Buptai		High
	00 January 1900		0	0	$0.00							
	00 January 1900		0	0	$0.00							
	00 January 1900		0	0	$0.00							
	00 January 1900		0	0	$0.00							
	00 January 1900		0		$0.00							
	00 January 1900		0	0	$0.00							
	00 January 1900		0	0	$0.00							
	00 January 1900		0	0	$0.00							

Figure A4 Excel Sheet 4

Stakeholder A: Bupati

Jul-Sep 2016

	Indicators hit	# of indicators	Percent achievement	Indicators hit
Understand	3	5	60%	2
Support	2	5	40%	0
Engage	2	5	40%	1

Tactics used in advocacy	Understand			Support			Engage			TOTAL			
	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Percentage	Cost	Progress marker hit
Diplomacy, lobbying and brokering	0	$0.00		0	$0.00		1	$0.00		1	6%	$0.00	0
Convening and coalition building	2	$300.00	0.20	1	$200.00	0.20	0	$100.00	0.40	3	18%	$600.00	1
Evidence generation	1	$175.00	0.34	1	$175.00	0.23	0	$0.00		2	12%	$350.00	1
Capacity development	0	$0.00		0	$0.00		0	$0.00		0	0%	$0.00	0
Community mobilisation	0	$0.00		0	$0.00		1	$0.00		1	6%	$0.00	0
Public awareness	5	$825.00	0.07	0	$0.00		0	$150.00	0.27	5	29%	$975.00	0
Mobilisation of financial resources	2	$450.00	0.13	0	$0.00		1	$225.00	0.18	3	18%	$675.00	0
Diffusion of policy/initiatives institutionalised	2	$400.00	0.15	0	$0.00		0	$200.00	0.20	2	12%	$600.00	0
Total	**10**	**$2,150.00**	**0.03**	**2**	**$375.00**	0.11	**3**	**$675.00**	0.06	**17**		**$3,200.00**	**2**

Level of advocacy	Occurrence	Percentage	Total cost
National	0	0%	$0.00
Subnational/Provincial	0	0%	$0.00
District	22	100%	$0.00
Local/community	0	0%	$0.00
International/Regional	0	0%	$0.00
Total	**22**		**$0.00**

Political will	Understand			Support			Engage			TOTAL			
Subject	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Cost	Cost effectiveness score	Progress marker hit	Percentage	Cost	Progress marker hit
Government / policy initiative	2	$325.00	0.18	3	$975.00	0.04	0	$0.00		5	23%	$1,300.00	1
Choice of policy/programme	2	$325.00	0.18	0	$0.00		1	$200.00	0.20	3	14%	$525.00	0
Mobilisation of stakeholders	2	$375.00	0.16	0	$0.00		1	$225.00	0.18	3	14%	$600.00	0
Public commitment	3	$875.00	0.07	0	$0.00		0	$0.00		3	14%	$875.00	0
Allocation of resources	2	$300.00	0.20	0	$0.00		2	$250.00	0.16	4	18%	$550.00	1
Continuity of effort	2	$825.00	0.07	0	$0.00		0	$0.00		2	9%	$825.00	0

Sheet1 | 1. Progress markers | 2. Activity log | 3. Link_results_to_activity | 4. A_Analysis | 4. B_Analysis | 4. C_Analysis | 5.

Evidence.
Ideas.
Change.

ODI is an independent, global think tank, working for a sustainable and peaceful world in which every person thrives. We harness the power of evidence and ideas through research and partnership to confront challenges, develop solutions, and create change.

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