



E2A

Evaluation Advancing Advocacy

Capacity development for activists and Human Rights Defenders to use evaluation for more effective advocacy campaigns.

Acknowledgements and Toolkit Map



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Toolkit Map

We developed these advocacy evaluation materials for use by activists and Human Rights Defenders without technical expertise in evaluation. The following resources can be utilized as needed and in the order necessary for your advocacy initiative.

I want to
start my
Advocacy
Evaluation
journey

▶ **Advocacy Evaluation Methodology Principles**
Why did we create these materials and why might I use these materials?

▶ **Advocacy Evaluation and the Principle of "Do No Harm"**
Use this document to plan for the risks you might face in advocacy evaluation and keep your team and information safe.

▶ **Human Rights Advocacy Evaluation Capacity Assessment**
Use this self-assessment tool to determine the strengths and gaps of your campaign when it comes to advocacy evaluation.

I want to
plan an
Advocacy
Evaluation
for my
campaign

▶ **Guidance for More Manageable HR Advocacy Evaluation**
This resource includes general guidance for advocacy evaluation for human rights defenders.

▶ **Choosing Outcomes and Success Markers Worksheet**
Use this worksheet to plan a simple evaluation using outcomes that are important to your campaign.

▶ **Spectrum of Allies Measure of Change Worksheet**
Use this worksheet to measure changes in the position of people or groups related to your campaign.

I want to
learn more
about
Advocacy
Evaluation

▶ **Principles-Focused Evaluation: A Brief Reference Guide**
Use this tool to learn about and practice how to conduct a simple evaluation when human-rights (or other) principles are the desired outcomes for your campaign.

▶ **External Resource List**

▶▶ **Pause and Reflect Discussion Guide**
Use this guide throughout and after your campaign to lead an evaluative discussion.

Advocacy Evaluation Methodology Principles



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Advocacy Evaluation Methodology Principles

Activists working in **low resource contexts** have a great need for **advocacy evaluation** frameworks and tools. While the field of advocacy evaluation is emerging, resources for this type of evaluation remain limited and even more so in low resource contexts. Additionally, more familiar and well-established program evaluation approaches frequently fail to address the needs and challenges specific to evaluating **advocacy initiatives**. Research shows that most advocacy initiatives do not conduct evaluations of their work. Advocacy Evaluation also often faces different challenges than other types of evaluation.

This document provides an overarching framework for an Advocacy Evaluation Methodology. We developed this framework to guide and inform the evaluation of advocacy initiatives with special considerations for activists working in particularly challenging contexts.

In the following pages, we share guiding principles for conducting advocacy evaluation. We developed these principles, in part, based on more than two decades of training activists from around the world through the **New Tactics in Human Rights (New Tactics) program**. These principles are also grounded in a comprehensive review of the literature on advocacy evaluation, as well as group and individual interviews with activists, evaluators, and funders who advocate, evaluate, or support advocacy in low resource contexts. The following principles reflect both research on advocacy evaluation and on-the-ground experiences of activists.

Low Resource Contexts

Contexts in which key resources for evaluation are lacking or severely limited. Some examples of these resources include economic resources, safety, political stability, technology, and human capital.

Advocacy Evaluation

A systematic process to assess the progress of, to learn from, and to improve advocacy initiatives.

Advocacy Initiatives

Advocacy refers to “a means for individuals, constituencies, or organizations to shape public agendas, change public policies, and influence other processes that impact their lives.”*

We use the terms “initiative” and “campaign” to refer to coordinated work being done to advance an area of advocacy.

*<https://www.newtactics.org/jordanian-civic-activists-toolkit-ii-glossary-terms>

Innovation Network, Inc. (2008). Speaking for Themselves: Advocates' perspectives on evaluation. Commissioned by the Annie E. Casey Foundation and The Atlantic Philanthropies, 1-20.

Principles for Advocacy Evaluation in Low Resource Contexts



Human rights focused

Universal human rights are at the foundation of our Advocacy Evaluation Methodology. We encourage Activists to use human rights principles to guide their work and as measures of their success. This approach emphasizes that the integrity of an initiative's process (including evaluation) is as important as other concrete outcomes.



Useful

Advocacy evaluation should directly inform and support advocacy initiatives. While evaluation often serves the purpose of assessing value and impact for external stakeholders, advocacy evaluation should prioritize evaluation that informs, supports, and advances the work of activists for universal human rights.



Participatory

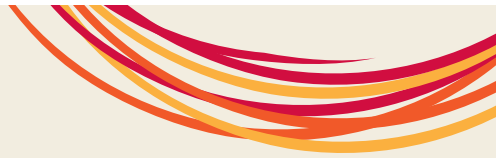
Advocacy evaluation should engage a wide range of stakeholders (e.g., activists, beneficiaries, policy-makers, community members, etc.) in evaluation design, implementation, utilization, and dissemination. Advocacy work is collective in nature and the evaluation process should reflect this. The participation of stakeholders in the evaluation process also makes the evaluation findings more likely to be used by those stakeholders.



Do no harm

Activists and the people they support are often at risk of harm because of their view points, their identities, and/or their activist status. This is especially true in low resource contexts. Accordingly, advocacy evaluation must be especially attentive to the unique risks associated with advocacy work. In this context, it is important to plan evaluation activities with great care and attention to security. See our Advocacy Evaluation and the Principle of "Do No Harm" resource for more details.

Principles for Advocacy Evaluation in Low Resource Contexts



Accessible

Advocacy evaluation should be accessible. Accessibility means that the methods and tools included in this methodology should be usable by a wide variety of people with different skillsets. Accessible evaluation approaches support useful evaluations and greater participation. See the [Guidance for a More Manageable Human Rights-Based Advocacy Evaluation](#) document for more information on accessibility.



We emphasize principles in evaluation. The methodology treats adherence to principles as critical outcomes (see our [Principles-Focused Evaluation](#) resource). This means that how an advocacy initiative is conducted is as important as what results are achieved. This supports activists to be flexible in the specific means and ends of their advocacy work, while adhering to core principles throughout the process.



Flexible

Advocacy evaluations need to be responsive to unpredictable environmental, political, social, and security contexts. Advocacy evaluations also need to maintain accountability, rigor, and integrity in their processes. The balance between these needs calls for creativity and adaptation. This [Advocacy Evaluation Methodology](#) supports flexibility in three distinct ways:



We suggest shorter evaluation timeframes with structured opportunities to revisit and rework advocacy approaches and the associated evaluation plan. These shorter timeframes allow campaigns to update their evaluation approaches in response to changes in the environment and to continually use learnings from the evaluation to improve their campaign tactics.

Principles for Advocacy Evaluation in Low Resource Contexts

3

We utilize an outcome mapping framework to support activists in developing more flexible measures of success. This approach suggests three levels of “success markers” for each outcome. This allows advocacy evaluation to expand beyond one measure of success or failure and to encourage an ongoing reflection process on how tactics connect to outcomes. It also allows activists to have realistic goals and dream big about what is possible as a result of their advocacy.



Contextual

People who conduct advocacy evaluations must understand the political and social contexts in which the advocacy work occurs. Ideally, an evaluator is local and internal to the initiative. This allows activist-evaluators to develop realistic evaluations and to modify evaluation approaches in real-time and in direct response to changes in the environment.

We developed the **Advocacy Evaluation Toolkit** for use by Human Right Defenders and activists without technical expertise in evaluation. The toolkit is most effective when integrated into a well-planned advocacy initiative. These tools have been tested and integrated into the New Tactics Strategic Effectiveness Method for developing well-planned advocacy initiatives. For support in developing your advocacy initiative, please see our training materials on the Strategic Effectiveness Method [here](#).

Advocacy Evaluation and the Principle of *Do No Harm*



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Advocacy Evaluation and the Principle of *Do No Harm*

Many Human Rights Defenders live and work in insecure situations. As important as evaluation of advocacy work is, it also carries the potential to increase the risk of harm in already challenging security situations. Such harm could affect both Human Rights Defenders and other people in their community. Those planning and conducting advocacy evaluation have the responsibility of ensuring that the evaluation work is designed in such a way that risk is minimized. During implementation they should also pay close attention to any warning signs that security has been compromised so that everyone involved remains safe.

Advocacy evaluators follow the same ethical codes that all evaluators and researchers uphold. The most important principle is that of “Do no harm,” (or doing our utmost to ensure that our work never brings harm to others).

In this document, you will find:

- Three important risks to consider in advocacy evaluation.
- Some good practice guidelines for managing risk in advocacy evaluation.
- A “Do No Harm” checklist to apply this guidance directly to an advocacy campaign.

Advocacy Evaluation and the Principle of *Do No Harm*

The following are common risks activists face in planning and conducting advocacy evaluation.

1

Increased Attention on Human Rights Defenders

Advocacy evaluation often requires activists or evaluators to collect information (or data) from people outside of their campaign. This may draw unwanted attention to the work of the activists. Data collection draws even more attention when people asking for information are strangers to a community and/or are in a larger group (possibly including additional researchers and interpreters). For these reasons, those engaged in human rights advocacy evaluation should pay extra attention to who is collecting data and how the data is collected.

2

Exposing Sensitive Information

Intentionally or unintentionally sharing information collected through advocacy evaluation could compromise Human Rights Defenders or other vulnerable people. Types of evaluation information might include: names, addresses, telephone numbers, political opinions, and so on. Evaluators must protect these data through storing them securely, **de-identification**, and cautious reporting (as appropriate). Advocacy Evaluators

should carefully consider who data is collected from, what data is collected, how and where that data is securely stored, and how that data is reported.

To **de-identify** data means to remove any information that could be used to identify the individual person or group that the data came from or that the data describes. Identifying information can include experiences, demographics, and other information besides names.

3

Distress for Evaluation Participants

The nature of human rights advocacy and activism is such that many Human Rights Defenders, as well as individuals and communities who are affected by Human Rights abuses, have experienced trauma and significant losses. When conducting advocacy evaluation we should be careful not to ask highly personal questions about past traumatic experiences. Should someone become very distressed during data collection, stop immediately and offer emotional support.

Trauma describes the emotional responses many people experience after experiencing an overwhelming or life-threatening event. These responses include lasting feelings of helplessness and isolation, difficulty sleeping, and being constantly alert for danger.

Good Practice Guidelines for Managing Risk in Advocacy Evaluation

- 1 | **Consult** with all stakeholders (including other campaign members, evaluation participants, funders, professional evaluators) about evaluation safety and risk. Use feedback from stakeholders to improve the evaluation plan.
- 2 | Be prepared to choose **evaluation questions** that minimize the risk to participants and activists. Some evaluation questions will not be safe to answer.
- 3 | Be prepared to choose **data collection** methods that minimize the risk to participants and activists. Some approaches to data collection may not be possible given the security context.
- 4 | Design your data collection approach (both content and method) around the **minimum data** necessary to answer the evaluation questions.
- 5 | Allocate appropriate **funding** necessary to minimize risk posed by evaluation. The need to protect stakeholders from harm might add significantly to the cost of an evaluation.
- 6 | Make sure that everyone involved in the evaluation has **shared understanding** of the risk level of the evaluation project and is committed to making the project as safe as possible.
- 7 | Develop **security guidelines** for all aspects of the evaluation project, including the storage and communication of data and other sensitive information. Ensure that everyone involved in the evaluation understand the security protocols and has the skills and equipment to implement them. Several online security resources for human rights defenders are included below.
- 8 | Be rigorous when **de-identifying** case studies, quotations and data in reports. Have evaluation participants carefully review evaluation reports for safety before they are published.
- 9 | During implementation, pay attention to any **warning signs** that security might have been compromised.
- 10 | It is appropriate to **terminate an evaluation** when safety is compromised. Be prepared to do what is possible to amend any harm caused.

Online Resources

Online resources on ethical principles for research with vulnerable populations

- [Declaration of Helsinki for Research Involving Human Subjects](#)
- [Global Code of Conduct for Research in Resource-Poor Settings](#)

Online resources on security for Human Rights Defenders

- [The Holistic Security Manual](#), Tactical Technology Collective
- [Security in a box – Digital Security Tools and Tactics](#), Frontline Defenders and Tactical Technology Collective
- [Workbook on Security: Practical Steps for Human Rights Defenders at Risk](#), Frontline Defenders

Strategies for Reducing Risk



This checklist is designed to help you think through how to reduce risk in an advocacy evaluation project. If you check “No,” add your campaign’s own notes on strategies for reducing risk in the column on the right.



DO NO HARM CHECKLIST

YES | NO

ADDITIONAL STRATEGIES

- | | | |
|--|--------------------------|--------------------------|
| Is the data I plan to collect strictly necessary to answer the evaluation questions? | <input type="checkbox"/> | <input type="checkbox"/> |
| Is there a way I could collect this data without having to engage directly with vulnerable individuals? | <input type="checkbox"/> | <input type="checkbox"/> |
| Is there a way that I could collect this data anonymously? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there alternate data collection strategies I can explore that would reduce risk to stakeholders? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do I have a secure way of meeting with stakeholders about this evaluation project? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do I have a secure plan for the storage of hard copy data? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do I have a secure plan for the storage of electronic data? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do all stakeholders understand and show commitment to risk management protocols for this project? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do I have a plan for monitoring risk throughout the implementation of the project? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do I have a contingency plan should the safety of the evaluation be compromised? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have I discussed this checklist with evaluation stakeholders and meaningfully incorporated their feedback? | <input type="checkbox"/> | <input type="checkbox"/> |

Human Rights Advocacy Evaluation Capacity Assessment



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Human Rights Advocacy Evaluation Capacity Assessment

This simple two-part advocacy evaluation capacity assessment is intended for advocacy initiatives to assess their current ability to conduct evaluation. This tool will help initiatives (1) identify key competency areas for advocacy evaluation, (2) identify areas that they may need to develop in advocacy evaluation, and (3) track growth in their competence to plan and conduct advocacy evaluations.

To use this tool:

- 1 Individual activists should complete the individual assessment (on page 2) for themselves personally. The individual assessment can be helpful in deciding who will lead the evaluation and/or components of the evaluation. This assessment should take less than 15 minutes to complete.
- 2 The members of an advocacy initiative should complete the collective assessment (on page 7) as a group. This assessment should take less than 30 minutes to complete as a group. Then, in the column labeled "Campaign lead for this item", members of the advocacy initiative may write the name of someone from the initiative. This is who will be responsible for each assessed component of the evaluation. Ideally, this person will have capacity or will be ready to build capacity in this area.

To increase your evaluation capacity, we recommend that you:

- 3 Take an additional 30 minutes to collaboratively plan how you will build capacity in your lowest capacity areas. Consider using the New Tactics resources in the "Where to Build Capacity" column of the assessment.
- 4 Complete the assessments once per quarter or year to assess change in advocacy evaluation capacity.

Brief *Individual* Advocacy Evaluation Readiness Assessment



Evaluation Concepts and Basics



Evaluation Concepts and Skills	Self-Rating Circle the number that best represents your proficiency in the Evaluation Concept or Skill: 1 Beginner 2 A little experience 3 Some experience 4 Advanced	Where to learn more If you are not experienced in this area, consider these resources to build your skills and knowledge.
Explain human rights-based evaluation to others	1 2 3 4	Advocacy Evaluation Methodology Principles, Principles-Focused Evaluation: A Brief Reference Guide
Develop evaluation questions for a human rights-based advocacy initiative	1 2 3 4	External Resource List, Principles-Focused Evaluation: A Brief Reference Guide
Find additional resources for advocacy evaluation (e.g., articles, tools, templates)	1 2 3 4	External Resource List
Total Score (sum the ratings of all rows):		

Brief Individual Advocacy Evaluation Readiness Assessment



Evaluation Planning



Evaluation Planning Skills	Self-Rating Circle the number that best represents your proficiency in the Evaluation Planning Skill: 1 Beginner 2 A little experience 3 Some experience 4 Advanced	Where to learn more If you are not experienced in this area, consider these resources to build your skills and knowledge.
Identify advocacy outcomes to evaluate	1 2 3 4	Choosing Outcomes and Success Markers
Define appropriate success markers (or benchmarks) to measure progress towards advocacy outcomes	1 2 3 4	Choosing Outcomes and Success Markers
Develop flexible evaluation plans for advocacy work (i.e., evaluation plans that can adapt as the advocacy landscape changes)	1 2 3 4	Guidance for a More Manageable Human Rights Advocacy Evaluation, Choosing Outcomes and Success Markers
Total Score (sum the ratings of all rows):		

Brief Individual Advocacy Evaluation Readiness Assessment



Evaluation Data



Evaluation Data Skills	Self-Rating Circle the number that best represents your proficiency in the Evaluation Data Skills: 1 Beginner 2 A little experience 3 Some experience 4 Advanced	Where to learn more If you are not experienced in this area, consider these resources to build your skills and knowledge.
Collect high quality evaluation data	1 2 3 4	External Resource List
Analyze evaluation data	1 2 3 4	External Resource List
Interpret findings accurately from evaluation data	1 2 3 4	Choosing Outcomes and Success Markers, External Resource List
Total Score (sum the ratings of all rows):		

Brief Individual Advocacy Evaluation Readiness Assessment



Evaluation Use



Evaluation Use Skills	Self-Rating Circle the number that best represents your proficiency in the Evaluation Use Skills: 1 Beginner 2 A little experience 3 Some experience 4 Advanced	Where to learn more If you are not experienced in this area, consider these resources to build your skills and knowledge.
Identify audiences for evaluation results	1 2 3 4	Guidance for a More Manageable Human Rights Advocacy Evaluation, External Resource List
Share evaluation results appropriately with different identified audiences	1 2 3 4	Guidance for a More Manageable Human Rights Advocacy Evaluation, External Resource List
Use evaluation data to make decisions about a campaign's direction	1 2 3 4	Pause and Reflect Discussion Guide, Spectrum of Allies Measure of Change worksheet, Principles-Focused Evaluation: A Brief Reference Guide
Total Score (sum the ratings of all rows):		

Brief Individual Advocacy Evaluation Readiness Assessment



Calculate Your Individual Scores

Record your total score for each section of the capacity assessment in the table below:



Skill Section	Total Score
<i>Evaluation Concepts and Basics</i>	
<i>Evaluation Planning</i>	
<i>Evaluation Data</i>	
<i>Evaluation Use</i>	

Interpret Your Individual Scores

You can interpret your score for each section as follows:

Score range	What it means
3 - 6	You are at the beginning of your journey with this area of advocacy evaluation. Use some of the references cited to begin learning some of the basics for each skill.
7 - 9	You are somewhat familiar with this area of advocacy evaluation. Review your assessment and focus on developing knowledge and skill areas with lower scores.
10 - 12	You are familiar with this area of advocacy evaluation. Continue to develop your knowledge and skills, and consider ways to lead, support, and mentor others in your organization or campaign.

Brief *Collective* Advocacy Evaluation Readiness Assessment



Evaluation Concepts and Basics



Evaluation Concepts and Basics Skills	Self-Rating Circle the number that best represents your team's proficiency in the Evaluation Concept or Skill: 1 Beginner 2 A little experience 3 Some experience 4 Advanced
Explain human rights-based evaluation to others	1 2 3 4
Develop evaluation questions for a human rights-based advocacy initiative	1 2 3 4
Find additional resources for advocacy evaluation (e.g., articles, tools, templates)	1 2 3 4
Total Score (sum the ratings of all rows):	
Team lead Which individual on your team has high capacity in this area, and can serve as a leader?	

Brief Collective Advocacy Evaluation Readiness Assessment



Evaluation Planning



Evaluation Planning Skills	Self-Rating Circle the number that best represents your team's proficiency in the Evaluation Planning Skill: 1 Beginner 2 A little experience 3 Some experience 4 Advanced
Identify advocacy outcomes to evaluate	1 2 3 4
Define appropriate success markers (or benchmarks) to measure progress towards advocacy outcomes	1 2 3 4
Develop flexible evaluation plans for advocacy work (i.e., evaluation plans that can adapt as the advocacy landscape changes)	1 2 3 4
Total Score (sum the ratings of all rows):	
Team lead Which individual on your team has high capacity in this area, and can serve as a leader?	

Brief *Collective* Advocacy Evaluation Readiness Assessment



Evaluation Data

Evaluation Data Skills	Self-Rating Circle the number that best represents your team's proficiency in the Evaluation Data Skill: 1 Beginner 2 A little experience 3 Some experience 4 Advanced
Collect high quality evaluation data	1 2 3 4
Analyze evaluation data	1 2 3 4
Interpret findings accurately from evaluation data	1 2 3 4
Total Score (sum the ratings of all rows):	
Team lead Which individual on your team has high capacity in this area, and can serve as a leader?	

Brief Collective Advocacy Evaluation Readiness Assessment



Evaluation Use



Evaluation Use Skills	Self-Rating Circle the number that best represents your team's proficiency in the Evaluation Use Skill: 1 Beginner 2 A little experience 3 Some experience 4 Advanced
Identify audiences for evaluation results	<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 </div>
Share evaluation results appropriately with different identified audiences	<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 </div>
Use evaluation data to make decisions about a campaign's direction	<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 </div>
Total Score (sum the ratings of all rows):	
Team lead Which individual on your team has high capacity in this area, and can serve as a leader?	

Brief Collective Advocacy Evaluation Readiness Assessment



Calculate your Collective Scores



Record your team's total score for each section of the capacity assessment in the table below:

Skill Section	Total Score
<i>Evaluation Concepts and Basics</i>	
<i>Evaluation Planning</i>	
<i>Evaluation Data</i>	
<i>Evaluation Use</i>	

Interpret Your Collective Scores

You can interpret your team's score for each section as follows:

Score range	What it means
3 - 6	Your campaign is at the beginning of its journey with this area of advocacy evaluation. Use some of the references cited to begin learning some of the basics for each skill.
7 - 9	Your campaign is somewhat familiar with this area of advocacy evaluation. Review your assessment and focus on developing knowledge and skill for areas with lower scores.
10 - 12	Your campaign is familiar with this area of advocacy evaluation. Continue to develop your knowledge and skills, and consider ways to lead, support, and mentor each other or other campaigns.

Guidance for a More Manageable Human Rights-Based Advocacy Evaluation



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Guidance for a More Manageable Human Rights-Based Advocacy Evaluation

Human rights-based advocacy initiatives work to make social change in order to improve the lives of people. Evaluation can support and help advance advocacy work. A challenge activists face, however, is that evaluation plans can quickly become too cumbersome to manage, implement, and use. Advocacy evaluation requires focused evaluation plans that are realistic to implement and highly actionable. In order to do this, we recommend the following strategies to guide activists in creating their evaluation plans.

Develop Focused Evaluation Questions

By developing a few focused evaluation questions, efforts can remain streamlined and support an achievable evaluation plan. Here are a few tips for developing evaluation questions:

A limited number of evaluation questions will help contain the evaluation plan. Evaluation plans should be guided by one to three key evaluation questions. If a plan includes something beyond the scope of the evaluation question, consider removing those components from the plan.

Evaluation questions should be focused. To do this, when developing evaluation questions, focus the question on what can realistically be measured and attributed to an advocacy initiative. Also, evaluation questions can be designed to be vague and difficult to answer, or they can be designed to address clear outcomes and be answered more efficiently. Activists should strive to develop evaluation questions that are realistic, attributable, and more efficiently answered.

Evaluation questions should address specific outcomes. Evaluation questions help clarify the intended outcome(s), the actions required to reach that outcome, and the target (who or what one intends to impact). The more tightly the evaluation question is fit to specific outcomes, the simpler and more manageable the evaluation will be.

Example Evaluation Questions

Unfocused

How effective is the advocacy initiative?

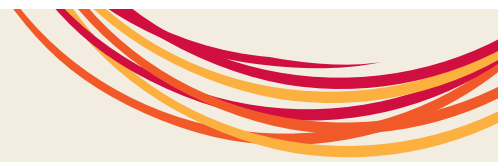
Focused

To what extent does the one week educational program impact parents' knowledge about girls' right to education?

Example Outcome Statement

As a result of our action, we hope that parents in our community will know more about girls' right to education.

Guidance for a More Manageable Human Rights-Based Advocacy Evaluation



Select Strategic and Meaningful Outcomes

We have developed a [Choosing Outcomes and Success Markers worksheet](#) to support activists in determining what outcomes may be most applicable to their work. We encourage activists to use this tool to select a limited number of outcomes that align with their evaluation questions. By identifying outcomes, activists can measure their progress towards achieving their advocacy goals. It allows activists to better understand the impact they are having and where they could strengthen their initiative, or need to change course.

While there are many outcomes to choose from, keeping the number of selected outcomes limited will help keep the evaluation realistic to implement. Also, activists should remember to use evaluation questions to guide outcome selection; this will help assure that outcomes are targeted, meaningful, and useful for the advocacy initiative.

Select Clear Success Markers for Outcomes

Once an outcome has been selected, it is important to establish a way that your campaign will measure its success for that outcome. As a part of our [Choosing Outcomes and Success Markers worksheet](#) we developed a strategy for selecting flexible success markers for this purpose. Setting success markers in this way not only helps demonstrate success and assure accountability, success markers also help focus how evaluation data is used and analyzed.

If there are clear and agreed upon success markers, your campaign can decide exactly what data needs to be collected and how to assess that information. Success Markers need to be established before a campaign takes a particular action in order to be useful for advocacy evaluation.

Example Clear Success Marker

At the end of the one week training, 80% of parents will have a higher score on a verbal test of their knowledge of girls' right to education than they did before the course.

Identify Intended Users & Uses of Evaluation Information

Evaluation data is only as valuable as how it is used in practice. Too often, lots of time, energy, and money is spent collecting data that will never be used.

To avoid this, as a part of evaluation planning, activists should identify who will use their evaluation findings and how that information will be used. Some evaluation data could have multiple uses and users. This information may reshape the evaluation questions and the evaluation plan. The intended users and uses of data will influence the types of questions asked, what sorts of data is collected, how data will be collected, and how the results will be reported.

Once the work of identifying intended users and uses is done, it is time to streamline the evaluation plan by removing any components that don't have a specified intended user or use. This is a powerful way to assure an evaluation is useful to the advocacy work and to keep the evaluation plan contained.

Example Users and Uses of Evaluation Information

Users and Uses #1

Internal staff and volunteers want to know if their outreach plan is reaching parents of young girls. They will use this information to inform their initiative and modify their outreach strategy.

Users and Uses #2

Funders of the organization are concerned about whether the initiative is a good use of their funding and want to learn more about the scope of the initiative's outreach.

Guidance for a More Manageable Human Rights-Based Advocacy Evaluation



Identify the Evaluation Report Format

Activists should select the most appropriate and efficient medium for sharing evaluation findings. Evaluations can be far more manageable and impactful if the reporting medium is tailored to the audience and in the most efficient format. Spending the time and resources to write a long, formal report is wasteful if no one will read it (and if it is not required). Consider more resource-efficient alternatives such as newsletters, memos, infographics, highlights, briefings, and e-mail updates.

Example Report Formats

Since internal program staff and volunteers are very busy, the advocacy organization holds brief quarterly meetings to discuss evaluation results, focusing on the findings most relevant for informing the advocacy initiative.

A formal report is required by the funder; so, the team creates a formal report in the required format.

An infographic is developed to share with parents and community members. This conveys information in a concise, simple, and understandable way.

Guidance for a More Manageable Human Rights-Based Advocacy Evaluation

Work Within Available Resources

Activists often need to digest knowledge and act quickly, usually with limited material resources or access to trained evaluators. Accordingly, while planning an evaluation, activists should continuously keep in mind the resources available (and not available) for evaluation. An ambitious evaluation plan cannot serve advocacy work if there isn't the capacity to carry it out.

Time, skills, available resources, and desire to complete evaluation tasks should all be considered at each point in evaluation planning. It is helpful to plan who will complete tasks and when they will complete them, in order to assure adequate staffing.

To help identify organizational strengths and gaps in evaluation capacity, we have developed a Human Rights Advocacy Evaluation Capacity Assessment. Assessing and working within available resources is a powerful way to keep an evaluation realistic and contained.

Example Resource Gaps

Resource Gap #1

After gathering outreach data for the one week educational program with parents, a volunteer creates an infographic for community sharing but program staff realize they do not have sufficient funding to print it.

Resource Gap #2

The campaign decided on a success marker that requires data about girls' attendance at school in their community. The campaign cannot access government data about school attendance, and no one on the campaign team has the specialized skills to design and conduct an appropriate community survey.

Choosing Outcomes and Success Markers



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Choosing Outcomes and Success Markers

This tool is a guide for selecting Outcomes and Success Markers for a campaign's advocacy actions. This is a key step in evaluating a campaign's success. Outcomes and Success Markers should be defined before your campaign takes action for a few reasons:

- 1 | Deciding on Outcomes and Success Markers together before you take action will help you to decide on how to best take action.
- 2 | This will allow you to check again if your tactics are effective or if your campaign should invest its energy in different actions in order to achieve the desired result.
- 3 | Deciding on Outcomes and Success Markers as a group is a powerful way to establish a shared vision and take action to move your campaign forward.

STEP 1: Identify Outcome Areas

Choose a limited number of outcomes that are important for your campaign to achieve on the way to your overall campaign goals.

We suggest selecting **one to three outcomes** to help focus your evaluation and your campaign's strategy.

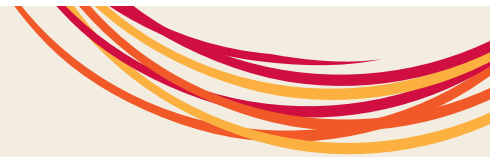
Your campaign can use the **Outcome Title** and **Outcome Statement** examples in the table on the next page, or create your own unique outcome title and outcome statement based on your campaign's objectives.

An **outcome** is “a planned or achieved result of an advocacy campaign’s tactics.”

In addition to traditional advocacy outcomes, we recommend you consider principles-focused evaluation outcomes.

Check out this **Principles-Focused Evaluation resource** and this **step-by-step worksheet**.

STEP 1: Identify Outcome Areas



Use these examples, or create your own unique **Outcome Title** and **Outcome Statements**.

Outcome Areas	Outcome Title	Outcome Statement
RESEARCH	Information	... provide us with reliable information on our issue.
	Increased understanding	... have more understanding about our issue.
	Stigma reduction	... have fewer negative attitudes or beliefs about a group who experiences discrimination.
	Policy development	... provide recommendations or text for a proposed law, regulation, or procedure.
Outcomes in this area focus on gathering information needed for other campaign actions.		
INTERNAL CAPACITY BUILDING	Increased skills to lead	... have a greater ability to lead advocacy efforts such as conceptualizing a campaign or mobilizing the appropriate targets.
	Increased skills to manage	... have a greater ability to manage staff and advocacy efforts from a human-rights based approach such as transparent decision making and inclusive structures.
	Increased skills to evaluate	... have a greater ability to evaluate advocacy efforts such as creating goals, success markers, and tracking targets.
	Increased issue area expertise	... have a greater ability to provide information, training, or assistance on the area of expertise.
MOBILIZATION	Civic engagement	... be more involved in our issue or other issues of public concern.
	Contribution	... make a contribution of funds, social media accounts, time, or material goods towards an advocacy goal.
	Participation	... decide the direction of our campaign.
	Restoration	... experience restoration or restitution.
	Power building	... have more power to influence our issue or other social, economic, and physical conditions.
	Network development	... connect with individuals, groups, and organizations in related fields.
	Coalition	... engage in coordinated efforts toward a common advocacy goal.
	Collaboration	... working together with two or more people or organizations to advance an advocacy goal.
ENGAGING DECISION MAKERS	Consensus building	... agree with proposed policy change.
	Policymaker relationships	... have a closer or better relationship with our campaign.
	Policy implementation	... implement an existing law, regulation, or procedure.
	Policy change	... change a law, regulation, or procedure.
	Human rights norms	... act according to human rights principles.
	Accountability	... hold perpetrators accountable for human rights abuses.
Restoration	... provide restoration of rights to victims of human rights abuses.	
Outcomes in this area involve influencing a person or group of people to make decisions that positively affect change on an issue.		

STEP 1: Identify Outcome Areas



Refining Outcomes Table



Use the table below to guide a discussion to further refine your selected Outcomes and Targets. Repeat this table for each Outcome you have selected.

Outcome Title	Outcome Statement	Target <i>What person or group of people?</i>
	As a result of our action, we hope [target] will...	
Why did you select this Outcome?		
Why did you select this Target (person or group of people) for this Outcome?		
What would you consider success for this outcome and target in your campaign? (What precisely would you like to accomplish?)		
What risks (to individuals, communities, or your campaign) do you think you will face in targeting this particular person or group of people?		

Here are additional blank tables for each Outcome you have selected. On the following page, you can find an example of a completed Refining Outcomes table.

STEP 1: Identify Outcome Areas



Refining Outcomes Table



Use the table below to guide a discussion to further refine your selected Outcomes and Targets. Repeat this table for each Outcome you have selected.

Outcome Title	Outcome Statement	Target <i>What person or group of people?</i>
<i>Coalition</i>	<i>As a result of our action, we hope that other organizations in support of girls' education in Yemen will engage in coordinated efforts toward a common advocacy goal.</i>	<i>Other organizations in support of girls' education in Yemen</i>
<p>Why did you select this Outcome?</p> <p><i>Our campaign is small and needs the support of additional organizations to maximize our visibility and impact. We believe that building a coalition will increase the reach of our campaign, which will ultimately lead to the education of more girls in Yemen.</i></p>		
<p>Why did you select this Target (person or group of people) for this Outcome?</p> <p><i>Other organizations in support of girls' education are most likely easy allies for a coalition like this. Our campaign already knows of six additional organizations in Yemen who work on this issue in some way.</i></p>		
<p>What would you consider success for this outcome and target in your campaign? (What precisely would you like to accomplish?)</p> <p><i>Some of the other organizations in our country are interested in working with us, but more importantly, they are actually taking action with us. Not everyone who says they want to work together actually wants to take action together.</i></p>		
<p>What risks (to individuals, communities, or your campaign) do you think you will face in targeting this particular person or group of people?</p> <p><i>Sharing our campaign's plans with others outside of the campaign (in order to organize efforts together) might put our campaign or planned action at risk of attack by opponents, if others do not use or protect that information well.</i></p>		

Here are additional blank tables for each Outcome you have selected.

STEP 2: Choose Good Success Markers

A **Success Marker**¹ is a fixed standard of success for your outcome that can be compared with actual results of a tactic or campaign. The following guidelines will help you design Success Markers for your campaign. Each outcome area will have three success marker types:

Success Marker 1

is a modest success that is very realistic.

Success Marker 2


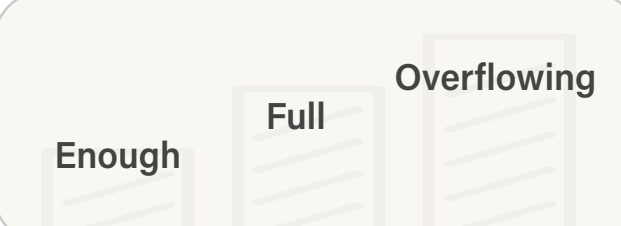

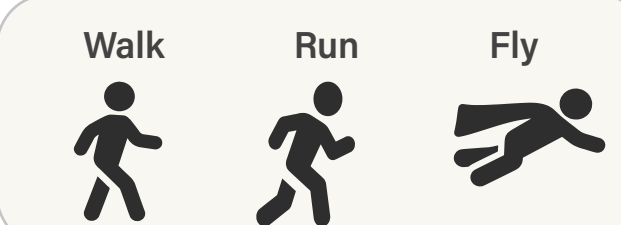
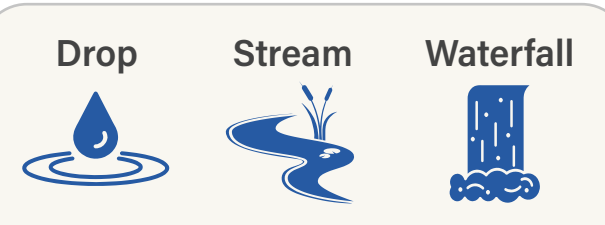
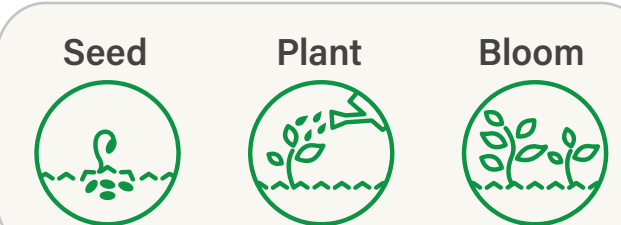
is a slightly more ambitious success that is realistic.

Success Marker 3

is a much more ambitious success that could happen but would be exciting and surprising if it did.

Let's start with the design option for your success markers. Choose one box below that will help you and your team mark and evaluate your success. Each box describes the same concepts, but there are multiple options for you to choose from. **Click on the box with the description or images that best help you imagine your campaign success.**

If you want to design your own success markers, you can use the blank worksheet on the following page to which you can add your design and / or language of choice. See a completed example on p. 7.

<p>Modest Slightly more ambitious Much more ambitious</p> 	<p>Enough Full Overflowing</p> 
<p>Expect Like Love</p> 	<p>Walk Run Fly</p> 
<p>Drop Stream Waterfall</p> 	<p>Seed Plant Bloom</p> 

¹ The terms "Benchmarks" or "Progress Markers" are used in other evaluation materials. We chose to use "Success Marker" in order to make the term more accessible in English and Arabic, and to be less tied to traditional success/fail measures used in other evaluations.

STEP 2: Choose Good Success Markers



“Design Your Own” Success Markers Worksheet



You can add your own unique words or images on the lines below to describe your success markers.

Outcome Area:

(Choose one from the Outcome Titles or create your own)

Outcome Statement:

As a result of our action, we hope [target] will... [change or act in what way?]

Success Markers:

How will you know you achieved this outcome? (pick one or more success markers)

NOTE: Choose success markers for your target group for the selected outcome. Each outcome statement in your advocacy campaign has three different success markers.

Success Marker 1

(a modest success for your outcome that you believe is very realistic)

Success Marker 2

(a slightly more ambitious success for your outcome that you still believe is realistic)

Success Marker 3

(a much more ambitious success for your outcome that could happen but would be exciting and surprising if it did)

STEP 2: Choose Good Success Markers



“Modest to Ambitious” Success Markers Worksheet



Outcome Area:

(Choose one from the Outcome Titles or create your own)

Coalition

Outcome Statement:

As a result of our action, we hope [target] will... [change or act in what way?]

As a result of our action, we hope that other organizations in support of girls' education in Yemen will engage in coordinated efforts toward a common advocacy goal of increasing girls' access to education..

Success Markers:

How will you know you achieved this outcome? (pick one or more success markers)

NOTE: Choose success markers for your target group for the selected outcome. Each outcome statement in your advocacy campaign has three different success markers.

“Modest” Success Marker

(a modest success for your outcome that you believe is very realistic)

Two or more organizations have expressed interest in taking action with our campaign to address our campaign's issue.

“Slightly more ambitious” Success Marker

(a slightly more ambitious success for your outcome that you still believe is realistic)

Two or more organizations have taken action with our campaign on our issue.

“Much more ambitious” Success Marker

(a much more ambitious success for your outcome that could happen but would be exciting and surprising if it did)

Our campaign, along with two or more other organizations, have taken action together more than once to address our campaign issue.

STEP 3: Track Success Markers



Use the following worksheets to document the campaign actions you have completed, the information you have collected, and changes you have observed. This process is important to complete after your campaign has taken action(s) because it provides you with information about the success of the tactics and will help you make decisions about future campaign actions and planning.

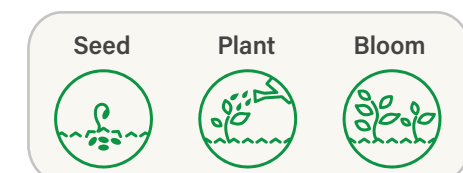
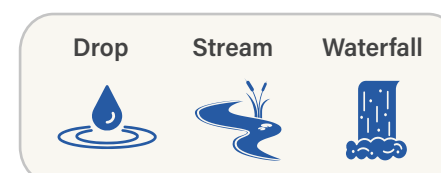
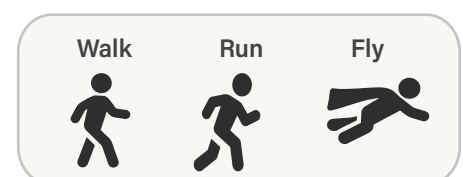
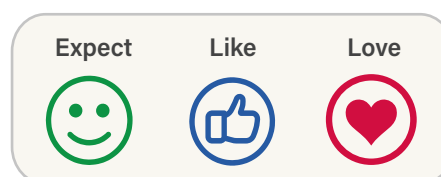
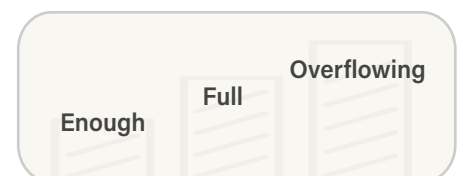
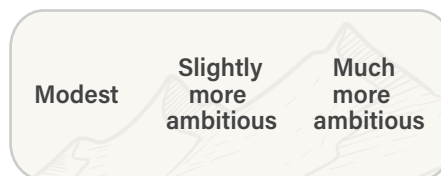
You can also use the information gathered in this process to report to others outside of your campaign. Consider the people and groups who might want to know about what your campaign has accomplished and learned.

To complete this process, you will need the following information:

- 1 Your campaign's **Choosing Outcomes and Success Markers** worksheet that you completed before taking action
- 2 Data or Information you have collected for your Success Markers
- 3 Any records of your Campaign Activities / Actions

If you have designed your own Success Markers, you can find a **blank Tracking Success Markers worksheet** for each of your Outcome Statements on the following page. You can find an example of a completed Tracking Success Markers worksheet on p. 10.

Click on the box with the description or images that match the Success Markers you chose.



STEP 3: Track Success Markers



"Design Your Own" Tracking Worksheet



Campaign:		Date:	
What was the action taken?			
Outcome:		Outcome Statement: As a result of our action, we hope [target] will...	
Success Marker 1	Success Marker 2	Success Marker 3	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Achieved <input type="checkbox"/> Exceeded	<input type="checkbox"/> Not achieved <input type="checkbox"/> Achieved <input type="checkbox"/> Exceeded	<input type="checkbox"/> Not achieved <input type="checkbox"/> Achieved <input type="checkbox"/> Exceeded	
How do you know you have not achieved, achieved, or exceeded this Success Marker?			
↓	↓	↓	

STEP 3: Track Success Markers



"Modest to Ambitious" Tracking Worksheet



Campaign: <i>Girls right to education</i>		Date: <i>29 May 2021</i>	
What was the action taken? <i>MOBILIZATION: setting up meetings with other organizations working on girls' access to education where we invite them to join campaign actions.</i>			
Outcome: <i>Coalition</i>		Outcome Statement: <i>As a result of our action, we hope that other organizations in support of girls' education in Yemen will engage in coordinated efforts toward a common advocacy goal of increasing girls' access</i>	
"Modest" Success Marker <i>Two or more organizations have expressed interest in taking action with our campaign to address our campaign's issue.</i> <input type="checkbox"/> Not achieved <input type="checkbox"/> Achieved <input checked="" type="checkbox"/> Exceeded		"Slightly more ambitious" Success Marker <i>Two or more organizations have taken action with our campaign on our issue.</i> <input type="checkbox"/> Not achieved <input checked="" type="checkbox"/> Achieved <input type="checkbox"/> Exceeded	
		"Much more ambitious" Success Marker <i>Our campaign, along with two or more other organizations, have taken action together more than once to address our campaign issue.</i> <input checked="" type="checkbox"/> Not achieved <input type="checkbox"/> Achieved <input type="checkbox"/> Exceeded	
How do you know you have not achieved, achieved, or exceeded this Success Marker?			
<i>Three organizations (ABC organization, Community Power, and United Community Engagement) have expressed interest in taking action with our campaign.</i>		<i>Two organizations (ABC Organization and United Community Engagement) have both taken action with our campaign on our issue. ABC has attended community events and posted information about our campaign. UCE has joined our campaign in meeting with policy makers to discuss our issue.</i>	
		<i>Our campaign has not taken any action with two or more organizations, together, to address our campaign issue.</i>	

STEP 4: Hold a “Pause and Reflect” Discussion

As a group, pause and reflect on the tactical action or campaign, what successes were achieved, what successes weren't realized, how the target(s) moved or didn't move, and what you learned. Use this information to strategically inform your next tactical action and your campaign. Take time to celebrate victories!

- Hold a brief meeting after you take action.
- Invite and gather a range of campaign members and allies. Consider inviting some allies and friends from outside of your activity or campaign to provide another perspective on your actions.
- Designate a facilitator to ask the questions.
- Designate a note taker to record the answers.

For a full discussion guide, see the [Pause and Reflect Discussion Guide](#).

Spectrum of Allies Measure of Change



New Tactics
in Human Rights

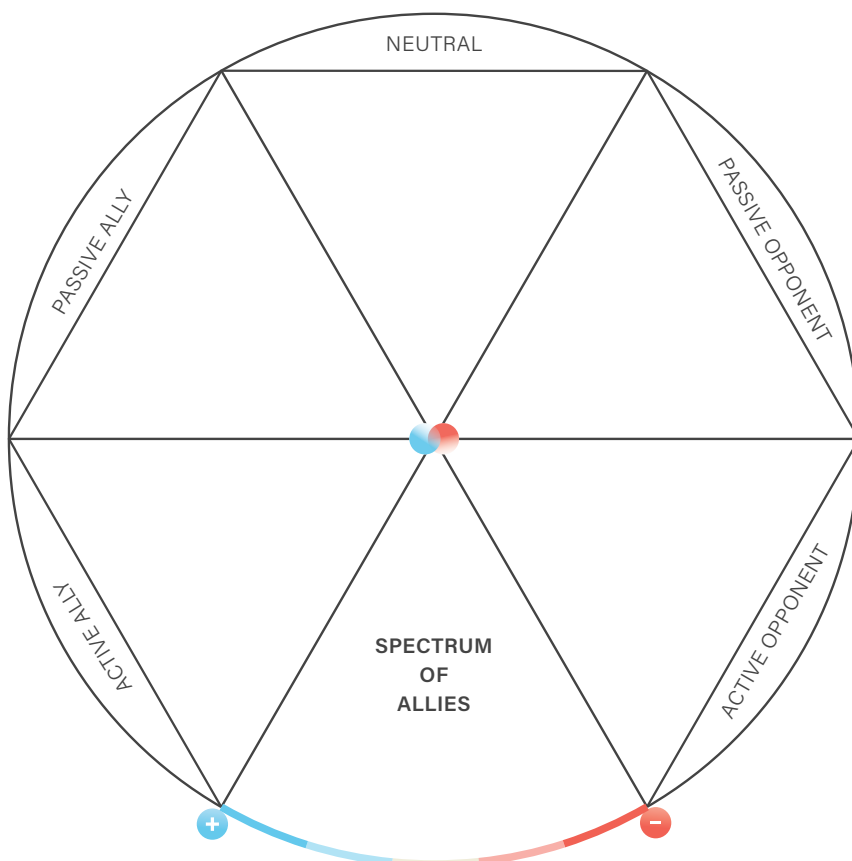
newtactics.org

Spectrum of Allies Measure of Change

PURPOSE & DEFINITIONS

The goal of advocacy is to move a target closer to a campaign's own position and actions: towards active participation in a campaign. A **Target** is the person or organization that the Campaign is intended to affect. The **Spectrum of Allies** is a tool to help organize targets in relation to your issue and campaign. Each segment of the spectrum represents a potential position of your target. The purpose of the **Spectrum of Allies Measure of Change Worksheet** is to assess changes in the position of advocacy targets before and after tactical actions in a campaign.

Spectrum of Allies



Spectrum of Allies Segment Definitions

Active Allies: You believe you can already count on the Target to help you.

Passive Allies: You believe that the Target has the same or similar interest, investment or need to solve the problem as you do; and that they may be close to agreeing with you about the vision guiding your advocacy initiative.

Neutral: You believe that the Target does not know about the problem your advocacy initiative addresses; does not know about your campaign and your work; or has no particular investment in the problem.

Passive Opponents: You believe that the Target has some interests that are opposed to the vision guiding your advocacy initiative, or that they may have relationships with people who are actively opposed to your advocacy initiative.

Active Opponents: You believe that this Target has an investment in opposing your advocacy initiative or recommendations for addressing the problem.

STEP 1: Name Critical Information

A **tactic** is a specific action taken to move a target or multiple targets on the **Spectrum of Allies**.

What is the **tactical action** area?



What is the **tactical action** you are evaluating?

Who are the **targets** you are tracking on the Spectrum of Allies?

1

2

3

4

5

Tactical actions usually fall into one of four areas:

Research

Actions in this area focus on gathering information needed for other campaign actions.

Internal Capacity Building

Actions in this area focus on increasing the skills for a campaign or an organization's ability to carry out advocacy including commitment, structure, mobilization, leadership, and decision making.

Mobilization

Actions in this area focus on bringing together individuals, organizations and institutions into collective effort on an issue.

Engaging Decision Makers

Actions in this area involve influencing a person or group of people to make decisions that positively affect change on an issue.

STEP 2: Gather Information and Evidence

What information or evidence do you have or will you need?

Decide how you can confirm the target's location on the **Spectrum of Allies**.

Below are some example types of information or evidence that could help confirm where a target is on the spectrum:

Direct contact with the Target could include meetings, activities, or your current communication with the target.

Mutual connections could include family, friends, other colleagues, other organizations.

Social Media connections could include monitoring the target's social media activities or posts that draw attention to your issue.

News coverage could include articles on or by the target or opinions of the target covered by news media.

Other published information could include formal or information from published sources such as white papers, position papers, surveys, policy recommendations.

Use your best judgment about the types of information that fit with your campaign, tactic, and targets. Only collect information in a way that will not harm you, your organization or your advocacy initiative. For more information on this, see **Advocacy Evaluation and the Principle of "Do no harm"**.

STEP 3: Track Targets Over Time

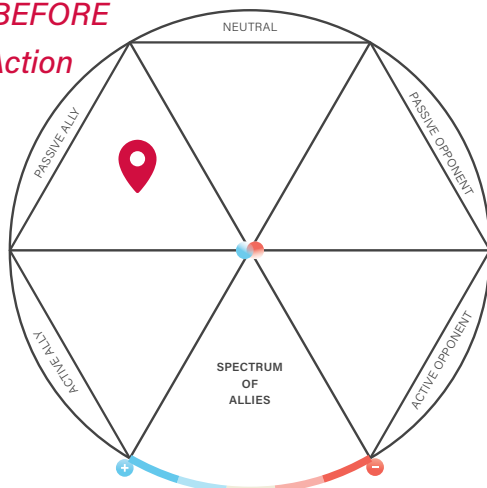
Track your target's location on the Spectrum of Allies over time.

Tracking your targets on the spectrum makes it possible to see how the tactics of your advocacy campaign have affected your targets. This is a great way to see how your spectrum from allies to opponents is changing. Even more important, this helps you to assess your progress towards your goals. Use the chart in the [Spectrum of Allies Measure of Change Worksheet](#) to help you track your selected targets. Add the date and the evidence or information you have to confirm their position.

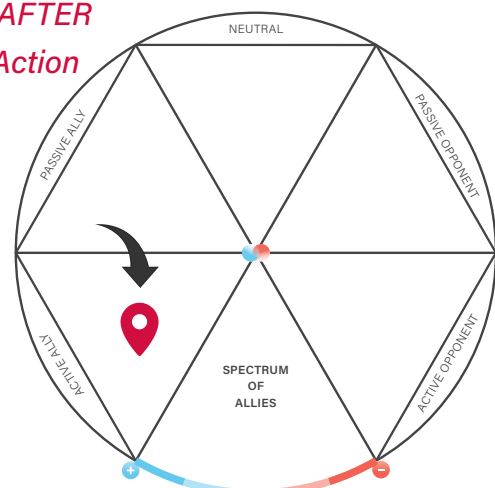
Spectrum of Allies Tracking - SAMPLE				
Selected Target	Initial Position	Evidence BEFORE Advocacy Actions	Later Position	Evidence AFTER Advocacy Actions
	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent		<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	

Next, place the initial position of each of the selected targets on the first diagram in the [Spectrum of Allies Measure of Change Worksheet](#). This is the "Position BEFORE Advocacy Actions". After taking action, place the position of the same targets on the next diagram. This is the "Position AFTER Advocacy Actions". You can either use dots or write the name of each target on the diagrams.

*Position BEFORE
Tactical Action*



*Position AFTER
Tactical Action*



Spectrum of Allies Measure of Change Worksheet



Tracking your Targets on the Spectrum of Allies Tool



Track how the tactics of your advocacy campaign have affected your targets. This will help you assess your progress towards your goals. Use the chart below to help you track your selected targets. Add the date and information or evidence that you have to confirm their position.

Selected Target	Initial Position	Evidence BEFORE Advocacy Actions	Later Position	Evidence AFTER Advocacy Actions
	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____
	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____
	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____
	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____
	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____

Spectrum of Allies Measure of Change Worksheet



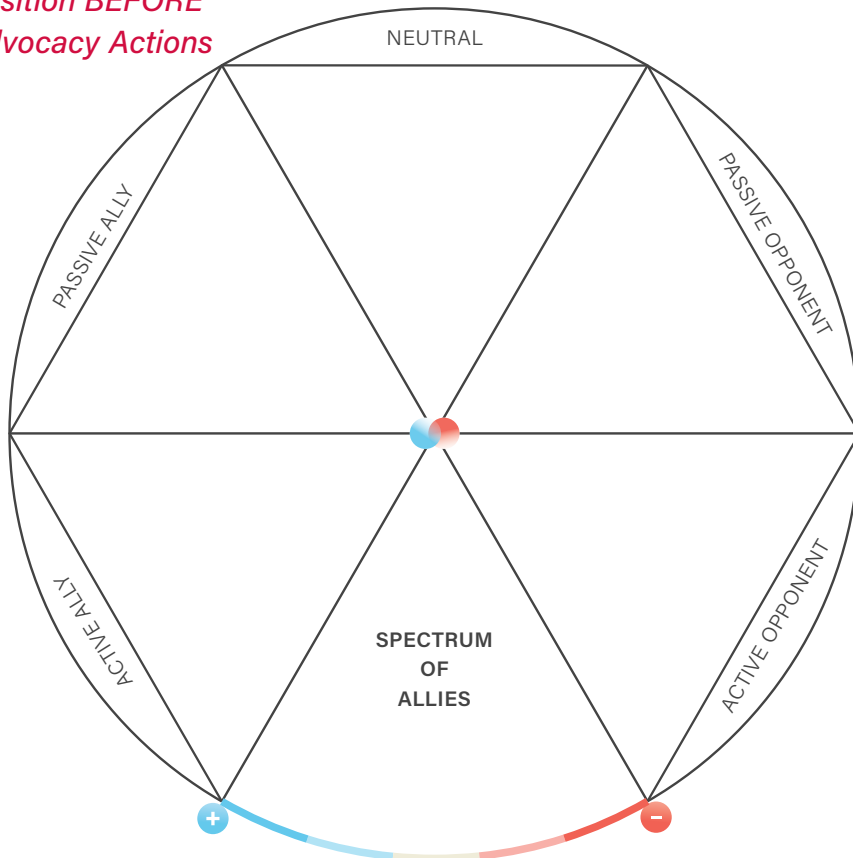
Tracking your Targets on the Spectrum of Allies Tool



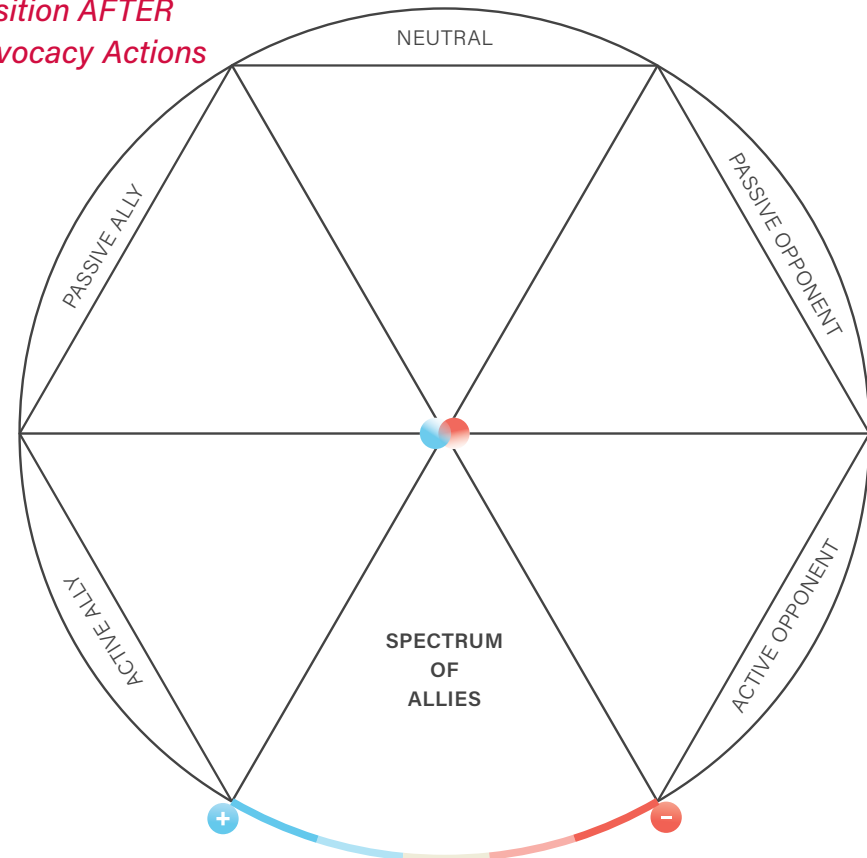
Place the initial position of the selected target on the first diagram. This is the "Position BEFORE Advocacy Actions". After taking action, place the position of the same target on the next diagram. This is the "Position AFTER Advocacy Actions". You can either use dots or type the name of each target on the diagrams. Use the chart above to add the date and evidence before and after your advocacy actions.

Target: _____

*Position BEFORE
Advocacy Actions*



*Position AFTER
Advocacy Actions*



Spectrum of Allies Measure of Change Worksheet



Tracking your Targets on the Spectrum of Allies Tool



Track how the tactics of your advocacy campaign have affected your targets. This will help you assess your progress towards your goals. Use the chart below to help you track your selected targets. Add the date and information or evidence that you have to confirm their position.

Selected Target	Initial Position	Evidence BEFORE Advocacy Actions	Later Position	Evidence AFTER Advocacy Actions
ABC Civil Society Organization	<input type="checkbox"/> Active Ally <input checked="" type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: Jan 15, 2020 Social media scan: Asked mutual connections about the organization's positions. We assessed there would be no risk to our campaign to reach out to the organization through mutual contacts to help us set up a meeting.	<input checked="" type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: Feb 1, 2021 On-going Social media scan Face-to-face meetings initiated through mutual connections Organization's engagement with our campaign activities
	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____
	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____
	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____
	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____	<input type="checkbox"/> Active Ally <input type="checkbox"/> Passive Ally <input type="checkbox"/> Neutral <input type="checkbox"/> Passive Opponent <input type="checkbox"/> Active Opponent	DATE: _____

Spectrum of Allies Measure of Change Worksheet



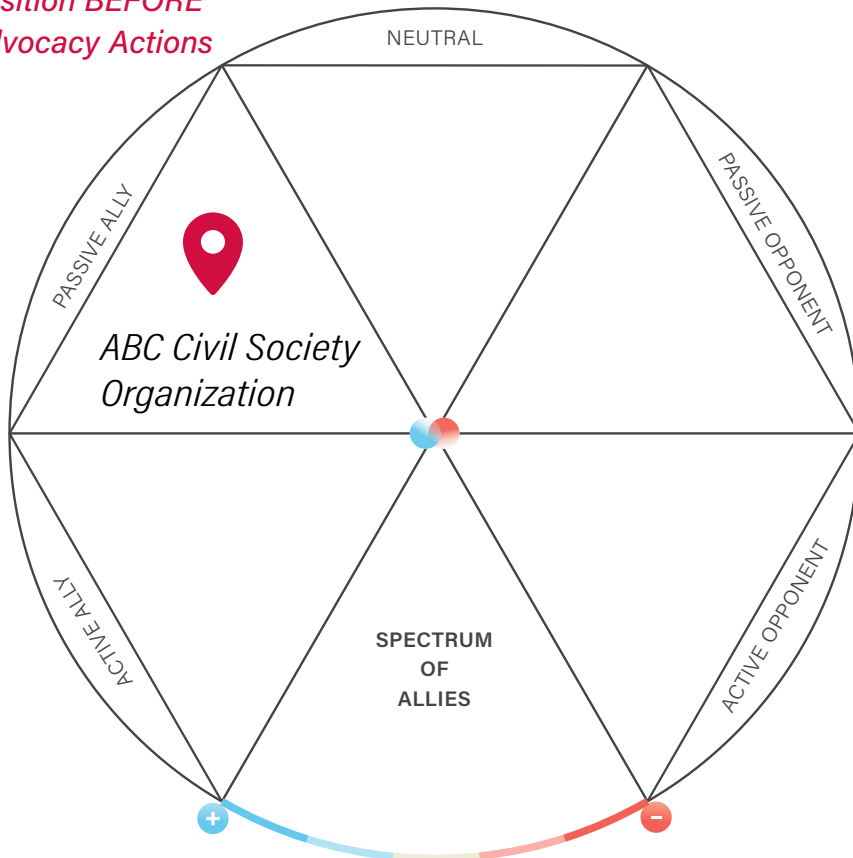
Tracking your Targets on the Spectrum of Allies Tool



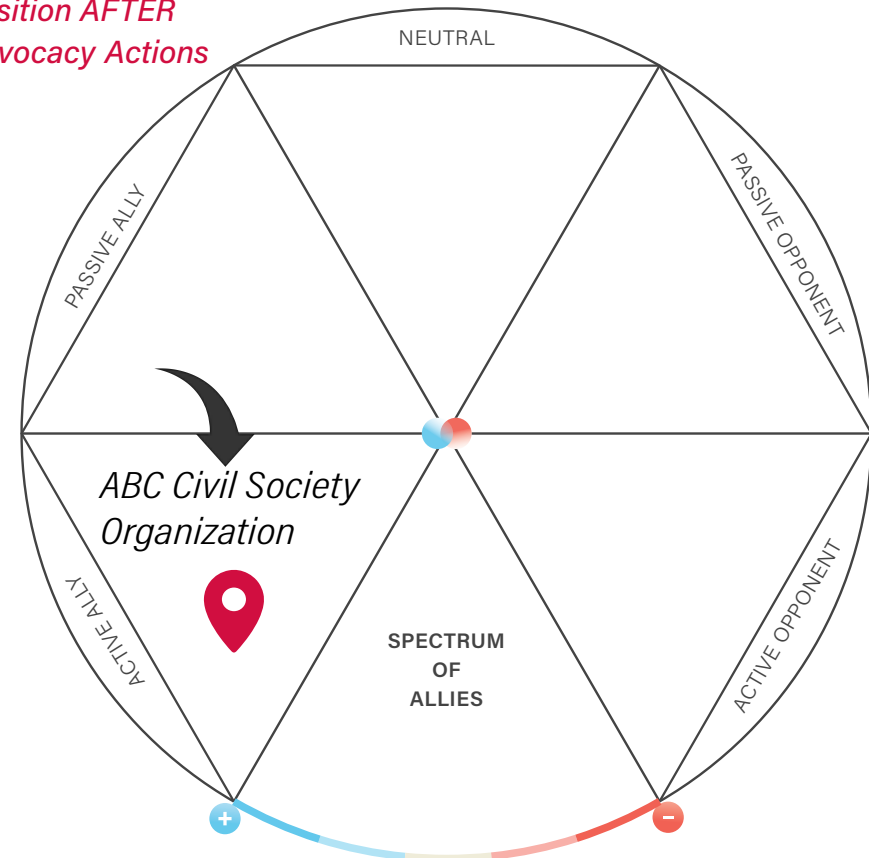
Place the initial position of the selected target on the first diagram. This is the "Position BEFORE Advocacy Actions". After taking action, place the position of the same target on the next diagram. This is the "Position AFTER Advocacy Actions". You can either use dots or type the name of each target on the diagrams. Use the chart above to add the date and evidence before and after your advocacy actions.

Target: _____

Position BEFORE
Advocacy Actions



Position AFTER
Advocacy Actions



Principles-Focused Evaluation: A Brief Reference Guide



New Tactics
in Human Rights

newtactics.org

Principles-Focused Evaluation: A Brief Reference Guide

What are Principles?

Principles are statements of how human beings should act that apply in a wide variety of situations.¹

What is Principles-Focused Evaluation?

Principles-Focused Evaluation is an approach to evaluation created by Michael Quinn Patton that examines the principles that guide an initiative.

In evaluation, often the way in which you run your campaign does not get as much attention as the tangible changes that result from your work. However, when you are working to change society, often *how* you do the work is just as important as what is achieved. Principles-focused evaluation makes space to reflect on whether the campaign is living up to its shared principles.

Principles-Focused Evaluation is for you if...

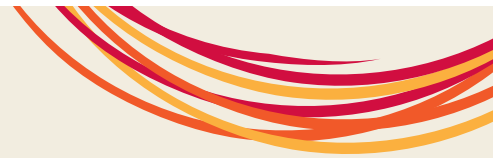
- Your campaign is based on shared principles
- The way you conduct your campaign matters
- You want to be held accountable to your shared principles

Check all of the above?

Then Principles-Focused Evaluation is for you!

¹Patton, M. Q. (2018) *Principles-Focused Evaluation - The GUIDE*. New York: Guilford Press.

Principles-Focused Evaluation: A Brief Reference Guide



If you're interested in Principles-Focused Evaluation, we've developed two options!

- Option 1** Try out this option if you only have a little time to give to Principles-Focused Evaluation, and just want to explore this approach.
- Option 2** Try out this option if you would like to integrate Principles-Focused Evaluation formally into your evaluation plan.

Here are the steps for each option:

Steps	Option 1	Option 2
At the beginning...		
<p>Identify and define shared principles. Work together as an organization or a campaign to decide on which principles guide your work. Examples of principles are provided on the next page, and a blank worksheet to document your chosen principles is here.</p>	✓	✓
<p>Determine time frames throughout the campaign to revisit your chosen principles. After coming to agreement on shared principles, identify times in the future for Pause and Reflect discussions to assess whether the campaign is being implemented according to shared principles. This may be at the beginning, middle, or end of each campaign phase.</p>	✓	✓
<p>Set success markers to visualize what living up to these principles will look like. See specific guidance on developing success markers here. See an example of how the Choosing Outcomes and Success Markers worksheet can be filled out for a chosen principle on p. 5 of this tool.</p>		✓
At determined timeframes...		
<p>Hold a Pause and Reflect discussion to discuss chosen principles. At your previously identified time frames, set aside time for the discussion. To ensure honest and productive conversations, these meetings must cultivate a safe space free from retaliation. See Guiding Questions for a Pause and Reflect Discussion on p. 6 of this tool for example questions that can be used to facilitate the discussion.</p>	✓	✓
<p>Track success markers and document progress. Before, after, or during the Pause and Reflect discussion, complete the Tracking Sheet to review and document progress on the success markers. It reviews the success markers developed at the start, and assesses whether any of them have been realized. A blank tracking sheet can be found here.</p>		✓

Examples of Campaign Principles

The following is a list of principles that may apply to your campaign. Definitions can be further modified to be tailored to your specific campaign. This list is not all-encompassing and allows flexibility to develop your own principles.

Choose or develop principles that are a priority for your campaign. If this is your first time doing Principles-Focused Evaluation, we recommend that you choose 1 principle to start.

Participation: We include those experiencing human rights abuses in how decisions are made regarding the protection of their rights.

Transparency: We share campaign information and decision-making processes to increase knowledge and understanding for rights-holders.

Non-Discrimination: We work to reduce inequities in power and resources.

Risks: We consider the (unintentional and intentional) harm that can be inflicted from our work.

Teamwork: We openly collaborate with one another to achieve our shared goals.

Accountability: We take responsibility for and learn from our actions.

Respect: We recognize and appreciate the contributions of everyone.

Empowerment: We know and understand our benefits and policies as staff, and there is equitable access and claims to such benefits.

On the following pages, you will find sample worksheets from **Choosing Outcomes and Success Markers** that are focused on principles-based outcomes. The outcome we selected for the example on p. 5 is participation. As a principle, participation can include things like ensuring that those who have experienced human right abuses are included in campaign decision-making and that the campaign team includes community members.

Choosing Outcomes and Success Markers for a Chosen Campaign Principle



“Design Your Own” Success Markers Worksheet



You can add your own unique words or images on the lines below to describe your success markers.

Outcome Area: (Choose one from the Outcome Titles or create your own)	Outcome Statement: As a result of our action, we hope [target] will... [change or act in what way?]
Success Markers: How will you know you achieved this outcome? (pick one or more success markers) NOTE: Choose success markers for your target group for the selected outcome. Each outcome statement in your advocacy campaign has three different success markers.	
Success Marker 1 (a modest success for your outcome that you believe is very realistic) <hr/>	
Success Marker 2 (a slightly more ambitious success for your outcome that you still believe is realistic) <hr/>	
Success Marker 3 (a much more ambitious success for your outcome that could happen but would be exciting and surprising if it did) <hr/>	

Choosing Outcomes and Success Markers for a Chosen Campaign Principle



“Modest to Ambitious” Success Markers Worksheet



Outcome Area:

(Choose one from the Outcome Titles or create your own)

Principle - Participation

Outcome Statement:

As a result of our action, we hope [target] will... [change or act in what way?]

As a result of our action, we hope that we will include women and girls, who've been denied their right to education, in how decisions are made regarding the protection of their rights.

Success Markers:

How will you know you achieved this outcome? (pick one or more success markers)

NOTE: Choose success markers for your target group for the selected outcome. Each outcome statement in your advocacy campaign has three different success markers.

“Modest” Success Marker

(a modest success for your outcome that you believe is very realistic)

The perspectives of at least three women and girls who've been denied their right to education are included in the upcoming planning process.

“Slightly more ambitious” Success Marker

(a slightly more ambitious success for your outcome that you still believe is realistic)

At least 50% of all campaign members are individuals who experienced human rights abuses.

“Much more ambitious” Success Marker

(a much more ambitious success for your outcome that could happen but would be exciting and surprising if it did)

At least 50% of the campaign leadership team are individuals who experienced human rights abuses.

Pause and Reflect Discussion Guide for Chosen Principles

The following questions are provided to help guide your discussion. Questions can be further modified to suit your preferred phrasing.

Reflect on whether principles are practiced

1. How would we rate the extent to which we practice the principle of ("_____")?
 - a. Options to collect answers from a group can include:
 - Have members vote with their fingers (1 = we are not practicing this principle at all to 5 = we are practicing this principle extremely well), and the facilitator tallies responses.
 - Create an anonymous survey through platforms like Google Forms, and have members respond prior to the meeting.
 - b. To dive deeper into why members voted a certain way, ask questions #2 and/or #3 below.

Reflect on past behavior and learn for the future

2. For the principle of ("_____"), what have we done in the past that shows that we are living up to this principle?
 - a. Ask for anecdotal examples.
 - b. Celebrate team members' roles in living up to principles.
3. For the principle of ("_____"), what have we done in the past that shows that we are NOT living up to this principle?
 - a. Ask for anecdotal examples that stray away from generalizations.
 - b. Specificity helps generate lessons learned for the future. This can be prompted by asking:
 - What could we do as an organization/campaign to better practice the principle of ("_____") in this next phase?

Reflect on the chosen principles

4. Are there any principles that are no longer relevant and should we change them?
5. Are there any new principles we would want to hold ourselves accountable to?
 - a. Only ask this question if there is capacity to include additional principles.

External Resource List



New Tactics
in Human Rights

newtactics.org

External Resource List

The Advocacy Evaluation Toolkit provides resources on elements of evaluation that are unique or specific to advocacy work. There are many elements of evaluation, however, that are consistent between advocacy and other types of evaluation. This document provides links to resources on some of these core areas of evaluation.

Evaluation Checklists

The University of Western Michigan provides expert-reviewed checklists for key components of evaluation. These checklists can help you assure critical evaluation elements are addressed:

wmich.edu/evaluation/checklists

Overall Evaluation Guide

The Kellogg Foundation offers an online guidebook that addresses nearly all components of an evaluation. This is an excellent free evaluation resource that approximates a textbook on the topic:

evaluationguide.wkkf.org

Data Security

This Security in a Box website provides strategies, guides, and actionable recommendations on data security:

securityinabox.org

Common Data Collection Techniques

The University of Minnesota outlines common data collection strategies with examples: cyfar.org/collecting-data

Survey Design

One common data collection method is a survey. This document provides simple and concise guidance on designing surveys. switchboardta.org/resource/5-steps-for-planning-surveys

Qualitative Methods

Family Health International offers an online textbook with detailed information about common types of qualitative data collection. fhi360.org/resource/qualitative-research-methods-data-collectors-field-guide

Focus Groups

A common qualitative data collection method is focus groups. USAID offers guidance on designing and implementing focus groups. jordankmportal.com/resources/engaging-stakeholders-focus-groups-manual

Data Analysis

If you are new to the field of evaluation, we recommend trying an online course on data analysis. edX and Coursera provide a wide range of courses on data analysis that can get you started and advance your skills. Please note that there are also courses that address other components for evaluation as well (methods, design, etc.); look for those courses with these links as well. edx.org/learn/data-analysis | coursera.org/browse/data-science/data-analysis

Reporting on Evaluation

While the Advocacy Evaluation Methodology emphasizes the importance of evaluation to inform your campaign, it is also important to understand how to report evaluation results to funders. This checklist indicates the key components of a more traditional evaluation report that one might submit to a funder.

wmich.edu/sites/default/files/attachments/u350/2018/eval-report-content-robertson-wingate.pdf

Pause and Reflect Discussion Guide



New Tactics
in Human Rights

newtactics.org

Pause and Reflect Discussion Guide

Instructions

Effective advocacy requires that we take time to celebrate our successes! This keeps us inspired and determined. We need time to reflect on our challenges and lessons we have learned. Taking time to pause and reflect helps us achieve more successes in our future actions.

When | After a specific activity or campaign period.

What | Hold a brief meeting.

Who | Include key people who implemented the activity or campaign. These might include staff of your organizations, volunteers, community members or other allies. You might also invite others outside the campaign to hear different perspectives.

Choose a **facilitator** to ask the following questions.¹

Choose a **note taker** to record the answers.

¹ These questions are adapted from Spark Policy Institute (n.d.) Sample: Intense Period Debrief Facilitation Instructions. *The Advocate's Evaluation Toolkit*.

Possible Questions for Reflection

1. Reflect on Your Successes and Outcomes

Look at your *Choosing Outcomes and Success Markers* worksheet to review your predicted outcomes.

- What successes can we identify from this activity or campaign?
- Which of these successes were critical to moving our advocacy forward?
- Did we achieve progress on the Outcome we predicted for this activity or campaign? What evidence do we have that we achieved progress?
- Did we achieve some other Outcome that we did not predict for this activity or campaign? What evidence do we have that we achieved it?
- What activities were not planned, but we completed? Which ones were critical to our success?

2. Reflect on Your Targets

Look at your *Spectrum of Allies* worksheet to review your answers.

- Did our targeted audience participate in the activity or campaign as expected? Why?
- Were some [individuals/groups] over - or under-represented? Why?

3. Reflect on Your Context

- What occurred externally that influenced our activity or campaign?
- How did it influence our success? How did we respond that improved the outcome of our activity or campaign?
- Were there any opportunities we failed to leverage? How could we respond to challenges in the future?

4. Reflect on Ideas for Future Action

- How should our tactics, strategies, or actions change based on our discussion today?
- What immediate steps can we take to move forward?

