THE CHILDREN’S AGENDA

ADVOCACY TOOLKIT

Guidance on how to effectively advocate for children’s rights in Tanzania
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Acknowledgements

**Overall Guidance and Direction:** Jacqueline Namfua and Cristina Praz, Communication, Advocacy and Partnerships Section at UNICEF Tanzania

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**Contributions, Input and Review:** Children’s Agenda partners with a special mention for Voluntary Service Overseas (VSO) and Save the Children. Sara Cameron made a valuable contribution to the establishment of the Children’s Agenda and the groundwork for this toolkit.

**Layout and Design:** Petra Balenovic (Geomark Development Ltd.)

UNICEF’s Advocacy Toolkit (2010) has been the guiding force and backbone for this document. Much of the advocacy understanding and guidance presented here is shaped by David Cohen’s large body of work on advocacy over the years. Jim Shultz’s nine questions for strategic advocacy planning are the foundation of this toolkit. Julia Coffman’s writings form the basis of advocacy monitoring and evaluation.
Acronyms and abbreviations

AJAAT  Association of Journalists Against AIDS in Tanzania
CA    Children's Agenda
CAG   Controller and Auditor General
CEDAW Convention on the Elimination of All Forms of Discrimination Against Women
CRC   Convention on the Rights of the Child
CRGI  Child Rights Governance Initiative
CSO   Civil Society Organisation
DPG/G  Development Partners Group on Gender
FAWE  Forum for African Women Educationists
FemAct Feminist Activism
FHI   Family Health International
GNRC  Global Network of Religion for Children
IAGG  Inter-Agency Gender Group
IGN   Intermediary Gender Networks
IRCPT Inter Religious Council for Peace Tanzania
JCURT Junior Council of the United Republic of Tanzania
M&E   Monitoring and Evaluation
MCDGC Ministry of Community Development, Gender and Children
MDG   Millennium Development Goals
MFEA  Ministry of Finance and Economic Affairs
MHSW  Ministry of Health and Social Welfare
MIS   Management Information Systems
MKUKUTA Tanzanian National Strategy for Growth and Reduction of Poverty
MKUZA Zanzibar Strategy for Growth and Reduction of Poverty
MPs   Members of Parliament
MSTF  Multi-Sectoral Task Force
PANITA Partnership for Nutrition in Tanzania
PEPFAR President’s Emergency Plan for AIDS Relief
PER   Public Expenditure Reviews
PETS  Public Expenditure Tracking Surveys
PHDR  Poverty and Human Development Report
PRS   Poverty Reduction Strategy
REPOA Research on Poverty Alleviation
SOWC  State of the World’s Children
TACAIDS Tanzania Commission for AIDS
TASAF Tanzania Social Action Fund
TAYOA Tanzanian Youth Alliance
TaWaSaNet Tanzania Water and Sanitation Network
TBS   Tanzania Bureau of Statistics
TDHS  Tanzania Demographic and Health Survey
TECDEN Tanzania Early Childhood Development Network
TGNP  Tanzania Gender Networking Programme
THMIS Tanzania HIV and AIDS and Malaria Indicators Survey
TMWA  Tanzania Media Women’s Association
TSED  Tanzania Socio-Economic Database
TRCHS Tanzania Reproductive and Child Health Survey
VSO   Voluntary Service Overseas
UndAP United Nations Development Assistance Plan
WASH  Water, Sanitation and Hygiene
YRN   Young Reporters Network
ZAPHA+ Zanzibar Association of People Living with HIV/AIDS
ZIFF  Zanzibar International Film Festival
About the Advocacy Toolkit

What is this toolkit about?
This advocacy toolkit is designed to support the Children’s Agenda members and other civil society organisations (CSOs) in Tanzania to plan and implement effective advocacy. The aim is to advance and protect children’s rights. It builds on the set of tools and guidance presented in UNICEF’s Advocacy Toolkit (2010) and adapts it to the Tanzanian context. It is based on the experience and knowledge of the Children’s Agenda.

Who is this toolkit for?
The advocacy toolkit is intended as a resource for all CSOs, including members of the Children’s Agenda, in Tanzania. It contains a set of practical tools and guidance useful for the development and management of child rights advocacy in Tanzania. These tools will be useful for anyone who wants to expand their understanding of a structured approach to sustained and effective advocacy. The collective experience and knowledge found in this advocacy toolkit will help build stronger bridges and alliances between child rights advocates in Tanzania.

What can you learn from this toolkit?
The advocacy toolkit addresses how to plan, design, implement, monitor and evaluate advocacy strategies. It provides a broadly accepted definition of advocacy and outlines the unique position and experience in advocacy held by the Children’s Agenda. It provides an understanding of risks in advocacy and ways to manage knowledge to further advocacy. The toolkit focuses on developing and strengthening partnerships with a multitude of stakeholders. It highlights ways of bringing children and young people into the policy dialogue. It sheds light on humanitarian advocacy and how to strengthen advocacy with parliamentarians. It offers advice about how to advocate for stronger budgets for children and how to promote a positive approach to gender. Finally, the toolkit outlines how to mobilize resources for advocacy.

How can you make the most of this toolkit?
The purpose of the advocacy toolkit is to provide readers with ideas to create their own advocacy initiatives. It does not provide preset advocacy designs, but contains a rich selection of tools, tips and guidance that can be used to put together an advocacy strategy to fit particular contexts, needs and ideas.

For ease of navigation, use the following symbol guide:

- **TOOLS**
- **CASE STUDY**
- **TOP TIPS**

What are the next steps?
This toolkit is an important step towards strengthening advocacy in Tanzania. It is envisaged that it will grow and evolve with the experience of child rights advocates in the country. The insights and reflections in this toolkit are presented as ideas to expand, integrate and sustain advocacy for children’s rights in Tanzania.
1 Understanding advocacy in Tanzania

This section provides a working definition of advocacy and outlines its key characteristics. It presents an overview of the Children’s Agenda and highlights the coalition’s strengths as well as areas that need to be strengthened to help the coalition realize its full potential.

1.1 Introduction

While Tanzania has made significant progress in improving education and health among its children, millions continue to be left behind. Disparities in access to key services and in maternal and child outcomes persist across all sectors. Large disparities are found by household wealth status, by educational attainment of the mother and by residence (between rural and urban areas and between regions and districts). Poverty remains overwhelmingly rural, with 84 per cent of the poor living in rural areas. About 5.7 million children under 14 years live below the poverty line, while 2.8 million children live below the food poverty line (or the cost of acquiring enough food for subsistence). Half of all rural residents eat only two meals per day compared with 10 per cent in Dar es Salaam and 21 per cent in other urban areas.

These disparities can be effectively addressed by advocacy, a core process for bringing children and women’s rights issues to the forefront of the agenda for decision makers. By building awareness, visibility and public momentum behind the issues, advocacy can help in improving access, cost and quality of programmes and services for disadvantaged children and women in Tanzania.

Advocacy is a process of widening support through networking and alliance building in order to bring changes in policies. It involves speaking up about a problem or an issue in the relevant political arena in order to improve the situation for those affected. It is an essential element of the work of most development partners who aim to bring about vital social changes. The basis of any advocacy is essentially a common issue. Advocacy aims to change attitudes, actions, policies and laws. It does so by influencing people and organisations that have power to modify their systems and structures so that people's lives are improved.

Advocacy in children’s and women’s rights may be defined as:

Advocacy is the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfillment of children’s and women’s rights.

In other words, child rights advocacy means to ‘speak up for children and their rights’ and generate changes in policies, practices and attitudes that will make a positive and lasting difference to the lives of children. Its goal can be to promote human rights, social justice and a healthy environment, or to further the opportunities for democracy by promoting children and women’s participation. While advocacy, as defined above, entails influencing decision-makers and supporting systemic changes, the types of decision-makers and decisions vary under different development contexts.
Characteristics of Advocacy

- Advocacy requires an action that either defends the rights and advances won or its participants develop a credible policy alternative.
- Advocacy has to be directed at those who have the power to make the decisions and bring about results.
- Advocates use many tools and techniques to direct their efforts. These include: generating and interpreting information, building alliances and coalitions, engaging in media advocacy, litigating and lobbying.
- Advocates regularly ask something of others—within their group or those with the power to decide.
- Actions by advocates create demands on political and policy systems. By doing so, conflicts may be generated that otherwise might be avoided.

In practice, there are several terms used interchangeably to describe advocacy work. Upstream engagement, lobbying, public relations, policy development, awareness raising, networking, empowerment, social mobilization, campaigning, media work and communications can all be used as terms for advocacy. In fact, all these techniques can be used in advocacy leading to varied understanding and approaches to advocacy.

HUMAN RIGHTS TREATIES, LAWS AND POLICIES: A FOUNDATION FOR CHILD RIGHTS ADVOCACY IN TANZANIA

The Convention on the Rights of the Child (CRC) is a key human rights instrument that provides a strong basis to advocate for children’s rights. Tanzania ratified the CRC in 1991. It acceded to the Optional Protocol on the Involvement of Children in Armed Conflict in 2004 and the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography in 2003. The Convention and the Optional Protocols gives space for civil society stakeholders to monitor their implementation and thereby legitimize advocacy. They provide development partners with a legal and moral foundation for advocacy. Following the Convention, advocacy to bring about positive and sustainable changes in the lives of children must be informed by the core values of the CRC: children’s best interest, survival and development, non-discrimination, participation and accountability.


In recent years Tanzania has passed several pieces of legislation in order to become more compliant with the CRC. This includes two comprehensive child laws: the Law of the Child Act (2009) for Tanzania Mainland and the Children’s Act (2011) for Zanzibar. These two child laws repeal, replace and/or amend the laws which were repugnant to the Convention’s principles and standards. However, the Law of the Child Act still has some shortcomings. First, it does not address discrimination regarding the legal age of marriage, which remains at 15 years for girls and 18 years for boys, and it does not abolish corporal punishment.

Apart from passing child specific legislation, Tanzania also enacted a number of other laws that address the issues concerning children. These laws include the Persons with Disabilities Act (2010) for Tanzania Mainland and Person with Disabilities (Rights and Privileges) Act (2006) for Zanzibar, both strive to promote and protect the rights and welfare of persons with disabilities, particularly children. The Anti-Trafficking in Persons Act (2008), applying to both Zanzibar and Tanzania Mainland, prohibits (amongst other things), any form of traffic in persons, including children, within or outside
the State Party. The HIV and AIDS (Prevention and Control) Act (2008) has been enacted in Tanzania Mainland to provide prevention, treatment, care, support and control of HIV and AIDS, including among children. Further, the Water Act (2006) in Zanzibar commits the government to provide clean and safe water to its people, including children. Zanzibar also enacted the Employment Act (2005), which protects children from the worst forms of child labour, and sets conditions for the employment of children, safe guarding their best interests.

In addition, the Child Development Policy (2008) for Mainland and Child Survival, Protection and Development Policy (2001) for Zanzibar set out the responsibility of the State Party. Each includes their role in preparing, managing and implementing laws, regulations and guidelines related to welfare. Development and the rights of the child and coordinating implementation at family, community and district levels are detailed. The State Party has also prepared the draft Integrated Early Childhood Development Policy.

Socio-economic development in Tanzania is based on two long-term development goals: the Tanzania Development Vision (known as Vision 2025) for Tanzania Mainland, which strives to eradicate poverty by 2025; and the Zanzibar Development Strategy (Vision 2020), which aspires to eradicate poverty in Zanzibar by 2020. The economy is also framed in support of the implementation of the Millennium Development Goals (MDGs). Tanzania Mainland and Zanzibar are implementing Vision 2025 and Vision 2020 respectively, together with the MDGs, through a number of strategies. These include the second National Strategy for Growth and Reduction of Poverty (MKUKUTA II) for Tanzania Mainland and MKUZA for Zanzibar. Both MKUKUTA II and MKUZA have a strong focus on children especially in Cluster 2 which aims to improve quality of life and social well-being. The efforts are focused on providing safety nets and social protection for the poor and vulnerable groups, including children and pregnant women.

In addition, the National Costed Plan of Action 2013-2017 for Most Vulnerable Children has been adopted and is being implemented in Tanzania Mainland. The Costed Operational Plan for the Implementation of the USNBR5, adopted in 2011 in Tanzania Mainland, focuses on the registration of under 5 births. In Zanzibar, the State Party has adopted the National Guidelines in 2011, which cater for promoting and enhancing the welfare of the children. The Guidelines set out procedures and coordinating mechanism for dealing with victims of child abuse as well as those who need care and support. There is also the National Plan of Action for the Elimination of Child Labour (2009 – 2015), which supplements the efforts of the State Party to eliminate child labour. In Zanzibar, the State Party has also adopted the Most Vulnerable Children Costed Action Plan (2010-2015). This sets out costed actionable strategies and a mechanism to assist the most vulnerable children in Zanzibar. In addition, the Zanzibar Education Policy (2006), aims to provide quality education at all levels, from pre-primary to adulthood.

These international and regional instruments, including the existing child focused laws and policies in Tanzania, provide the basis for advocacy with all levels of Tanzanian government, development partners, policymakers, nongovernmental organisations, civil society, community members and children.
1.2 AN INTRODUCTION TO THE CHILDREN’S AGENDA

The Children’s Agenda is a coalition of CSOs who are committed advocates for children’s rights in Tanzania. The Children’s Agenda is chaired by the Children’s Development Department of the Ministry of Community Development, Gender and Children (MCDGC). The Deputy Chair is occupied by an elected member of the civil society. UNICEF Tanzania supports the secretariat of the Children’s Agenda.

The Children’s Agenda creates a context for collective advocacy for child rights among the government, CSOs, development partners, the media and the private sector. The coalition is collaborating on the development and implementation of a national advocacy strategy for child rights in Tanzania. The key goal of the Children’s Agenda 2012-2015 strategy is to influence policies and budget allocation through advocacy for increased resources and commitment to children, and to ensure children’s rights feature strongly in the 2015 national and local elections.

The Children’s Agenda Strategy 2012-2015

The Children’s Agenda aims to influence social and economic change in Tanzania through advocacy for more effective and increased investment in policies and strategies that can transform the lives of children and their families. The strategy relies on the Children’s Agenda partners sharing their strengths, experience and to some extent their resources in order to meet the targets set by the coalition.

Key strategies focus on four main areas of operation:

1. Building capacity and strengthening the coalition for child rights advocacy among civil society partners.
2. Establishing child rights partnerships with parliamentarians, councilors and other key influencers including religious leaders.
3. Building capacity and establishing partnerships for child rights with the mass media.
4. Strengthening and expanding opportunities for sustainable, quality participation of children as advocates for their rights.

Top Ten Investments

The Top Ten Investments define the core advocacy messages and focus of the Children’s Agenda. The Top Ten Investments were defined through analysis and broad consultation including with children themselves. They include:

1. Invest to save the lives of children and women
2. Invest in good nutrition
3. Invest in better hygiene and sanitation in schools and health facilities
4. Invest in early childhood development
5. Invest in quality education for all children
6. Invest to make schools safe
7. Invest to protect infants and adolescent girls from HIV
8. Invest to reduce teenage pregnancy
9. Invest to protect children from violence, abuse, and exploitation
10. Invest in children with disabilities
Understanding advocacy in Tanzania

ADVOCA CY LEADING TO THE DEVELOPMENT OF THE CHILDREN’S AGENDA

The Children’s Agenda was developed by leading children’s organisations in Tanzania to influence commitments to children in the national elections held in October 2010. The Top Ten Investments, which underpin the core messages and actions of the Children’s Agenda, were developed through a participatory process.

Strategy and Implementation

**Strengthening the role of children in advocacy**

In November 2009, during events marking the twentieth anniversary of the CRC, civil society organisations supported consultations with children in seven regions. The consultations generated the ten key questions that children wanted to ask the nation’s leaders. Elected representatives of the Junior Council of the United Republic of Tanzania (JCURT) interviewed civic, religious, business and media leaders, as well as leading politicians. The results were broadcast on national media. A multi-media campaign put the children’s questions before the public, for example: “Most abused children do not know where to go for help! What will you do to protect children from violence, abuse and exploitation?” and “More than one in four girls under 18 is already a mother! What will you do to reduce teenage pregnancy?”

In January 2010, members of the child-led Junior Council agreed that the campaign should continue with the aim of ensuring children were heard during the 2010 elections. The children defined the Kiswahili slogan for the campaign, “Tuwape nafasi viongozi wanaojali watoto kwa kutetea haki zao”. This translates as “Let’s support leaders who care about children by defending their rights.” The Top Ten Investments, which define the core messages of the Children’s Agenda, were based on the key ten questions defined by the children, as well as analysis of the situation of children and discussion among key government and CSOs.

**Spreading the message**

The Children’s Agenda publications for children and adults, in Kiswahili and English, outlined the Top Ten Investments. It also detailed the most important actions that leaders should take to fulfill the rights of all Tanzania’s children, especially the most vulnerable. A monthly Children’s Agenda e-bulletin also went into production. CSOs joined the Children’s Agenda by incorporating the Top Ten Investments into their regular advocacy work. The logos of all members appeared on all the core Children’s Agenda visibility materials, which built ownership.

**Working with political parties**

From April 2010, CSOs began approaching the policy and manifesto committees of the political parties and for the first time discussed the place of children’s rights in the elections. The Children’s Agenda representatives outlined the Top Ten Investments for children, the key actions, and the risks of widening inequities as the poorest and most vulnerable children and families get left behind. In most cases, the party committees realized that they had not considered children as part of their campaigns.

**Outcomes**

The Children’s Agenda elevated collaboration with children as central to child rights advocacy. Children’s visibility increased through the consultations and their participation in media discussions. Several political parties amended their manifestos to reflect elements of the Top Ten Investments for Children. One party completely committed itself to the Children’s Agenda. Local CSOs secured signed commitments to the Children’s Agenda from more than 300 candidates for Parliament or council seats. The President of Tanzania was interviewed by representatives of the JCURT on national
television – a first in Tanzania. The President also featured child survival and education messages on his campaign billboards, apparently for the first time. The MCDGC pledged government support for the Children’s Agenda and urged partners to mobilize CSOs and local government across the country to increase investment in children. CSOs reported that they had become better advocates for children, because of the clarity of the message and the strength of the partnership.

**Next Steps**

The members of the Children’s Agenda have embarked on a multi-year advocacy initiative – to advocate for increased resources and commitment to children, and ensure child rights feature strongly in the 2015 national and local government elections. Different CSOs have taken on leadership for each of the Top Ten Investments, to enable coordinated advocacy among all children’s organisations on key policy issues and to drive greater action to secure the health, nutrition, education and protection of the most vulnerable children.

*For more details on the origin of the Children’s Agenda go the UNICEF Tanzania website http://www.unicef.org/tanzania/11975.html*
1.3 CHILDREN’S AGENDA’S STRENGTHS

Children’s Agenda creates a strong platform for child rights advocacy in Tanzania. Bringing together numerous organisations on common child rights issues is not only cost-effective, but likely to have a more significant impact than any organisation operating alone. The Children’s Agenda partners together have a wealth of established technical knowledge and experience in the child rights sector. The coalition also brings with it high level access and a strong voice to engage with people and institutions with power.

The core message of the Children’s Agenda – the Top Ten Investments - provides scope for partnership with virtually all organisations working with and for children in Tanzania. At the same time, it provides flexibility to the organisations to determine their advocacy arena based on their experience and strengths. Some partners focus on advocacy around one dimension of a particular investment in one or two communities. Others organisations may work across a number of investment areas, or cover all ten areas across a number of regions and/or at the national level.

The Children’s Agenda strategy seeks to provide a coherent approach and build capacity of organisations to advocate more effectively for child rights and in partnership with other organisations working in a similar field and/or in the same geographic location.

It is essential to advance the Children’s Agenda advocacy on key child rights issues and invest in providing strategic guidance to its advocacy initiatives. There must be a coherent approach to manage advocacy actions at all levels. Child rights advocacy in Tanzania will gain more legitimacy if there are increased opportunities for advancing children’s meaningful, ethical and inclusive participation. The Children’s Agenda must also connect best practices and lessons learned in advocacy, and find new and innovative ways of creating and communicating evidence based arguments.

The toolkit begins to address a number of these areas by building advocacy tools and guidance which fit the needs of the Children’s Agenda, including those that are relevant to strengthen advocacy of CSOs in Tanzania.

How can CSOs join the Children’s Agenda?

Partnership in the Children’s Agenda is open to CSOs and businesses that have the technical expertise and experience in child rights advocacy. New member organisations can be recommended to the Secretariat by any Children’s Agenda member at any time. New members can also send their request directly to the Secretariat at daressalaam@unicef.org.
Developing an advocacy strategy

This section provides nine questions that every advocacy practitioner must ask when developing an advocacy strategy. It provides a set of useful tools to answer those questions.

The nine questions are as follows:

1. What do we want?
2. Who can make it happen?
3. What do they need to hear?
4. Who do they need to hear it from?
5. How can we make sure they hear it?
6. What do we have?
7. What do we need?
8. How do we begin to take action?
9. How can we tell if it’s working?

2.1 STRATEGIC PLANNING FOR ADVOCACY

Strategic planning for advocacy is necessary for increased resources and commitment to children. At present,

- We have limited resources and a limited timeframe in which to accomplish certain objectives.
- We want to be increasingly accountable to our constituents and partners.
- We must achieve some concrete results as well as a systematic process.
- We operate in changing and sometimes unpredictable environments.
- We need to have clearly articulated common aims to minimize conflicts and differences.

Strategic planning in advocacy acknowledges that there are hidden agendas, different values and ideologies, incomplete information and conflict. Planning and undertaking advocacy be concurrent activities. After every action it is often necessary to adjust goals. Assessment is therefore a continual task in advocacy, rather than a step at the end of the planning sequence. Strategic planning for advocacy is always a work in progress.

There are a number of well-established stages in strategic advocacy planning. These provide a framework for analyzing why you need to engage in advocacy, what your advocacy is about, what you are trying to achieve, and how it should be done. This framework will make you think about who you should be influencing, what you want them to do, and how to best achieve results for children. It will help you consider different options, and will prompt you to get the information you need.

The following sections will take you through each stage in advocacy planning in more depth. You do not have to go through the stages in strict order, and but you will need to revisit them constantly as you plan and implement your strategy. For example, setting goals and objectives, clarifying exactly what change you want to bring about, is often the hardest part of the advocacy planning process. You will probably have to revisit this stage again and again as you analyze your advocacy targets, your messages, and your action plan. You also need to keep analyzing the advocacy environment and collecting evidence as you go through the planning process. This may lead you to keep modifying your plan.
The nine questions for strategic advocacy planning:

- What do we want?
- Who can give it to us?
- What do they need to hear?
- Who do they need to hear it from?
- How can we get them to hear it?
- What do we have?
- What do we need to develop?
- How do we begin?
- How do we tell if it’s working?
5. **Processes to take appropriate risks for advocacy:** advocating for a change in power relationships or increased allocation of resources can lead to risk. These risks can get exaggerated in certain political environments and humanitarian advocacy situations. Analysis of the advocacy environment will pinpoint the associated risks. The question then is not should advocacy be undertaken, but rather how. Certain advocacy approaches may entail more risks such as public campaigns and demonstrations. Working in partnerships may diffuse some of the risks. Identifying and managing risk must be a key concern through advocacy planning and implementation. *(Learn more on managing risks in advocacy in chapter 5)*

6. **Capacity to work with children and young people on advocacy:** strengthening children and young people's role in advocacy must be based on their meaningful, ethical and inclusive participation. This should be strategically integrated into the advocacy plans from the start, and requires understanding, capacity and the requisite skills to work with different age groups from diverse backgrounds. Making children knowledgeable on issues, minimizing risk, planning follow-ups and allocating resources is crucial if children and young people are to participate effectively in advocacy. *(Learn more on children's participation in advocacy in chapter 8)*

7. **Strong ongoing partnerships for advocacy:** partnerships boost advocacy by adding strength and resources of different groups to create a more powerful voice for change. The coalition of partners in the Children's Agenda forms a strong base of advocacy of children's rights in Tanzania. *(Learn more on partnerships in chapter 7)*

8. **Sufficiently resourced advocacy:** demonstrating the impact of advocacy can take several years. To sustain the momentum requires a vision and strategy backed by adequate resources. These may include funds, staff time and materials. The advocacy tactics and approaches used also determine the resources required. Knowing what resources are available for advocacy at the outset and what scope exists to generate more resources is crucial for effective and sustained advocacy. *(Learn more on mobilizing resources for advocacy in chapter 12)*

There is more than one way to approach advocacy, and depending on the context and issue, some of the nine questions will be more relevant than others. The nine questions are interrelated, and answering one will likely inform others.

A common confusion in the development of advocacy strategy is the difference between “strategy” and “tactics.” Tactics or activities are specific actions – circulating petitions, writing letters, staging a protest – that are the building blocks of advocacy. Strategy is something larger, an overall map that guides the use of these tools toward clear goals. Strategy is a hard-nosed assessment of where you are, where you want to go, and how you can get there.18
**QUESTION 1: WHAT DO WE WANT?**

The single most important, often time-consuming – and difficult to answer – of the Nine Questions is “what do we want now?” Knowing what we want involves analyzing the situation, generating evidence and choosing priorities to identify possible areas for advocacy.

**Analyzing the situation**

Choosing advocacy priorities involves looking at the causes and impact of problems, while also analyzing solutions. Often getting to the root of a problem means addressing issues in a serious way that advances children’s rights. A thorough situation analysis forms the foundation for any programme or advocacy plan. It provides the analysis of the problem that needs to be addressed, and looks at the ways in which it can be solved. The assessment and analysis shows child-relevant dimensions of national development problems and indicates possible solutions.

Situation analysis can be effectively conducted using a *problems and solution tree*. A ‘problems and solution tree’ is a particularly useful tool for conducting a situation analysis because it offers a visual structure to analyze the problem and solution. The problem tree will help advocates understand the immediate, underlying and root causes of the issue, as well as help in gathering information to support the analysis. The solution tree provides a visual structure of the solutions and how they can affect change. An example of these trees, using the *spread of diarrhoea in Tanzania* as the focal issue, appears below. Such an example provides an understanding of how the tool can be used, but it is by no means a complete analysis. Other causes and effects, and more links between solutions will also need to be examined.

**TOOL: DEVELOPING A PROBLEM AND SOLUTIONS TREE**

**To create a problem tree**

1. Begin by drawing a flow chart, as shown below, by placing the main issue in the center.
2. Brainstorm to determine a list of causes and consequences. List consequences above the central issue and causes below.
3. List as many causes of the problem you can think of drawing arrows from each to the central issue. While listing each cause, brainstorm the ‘cause’ of the ‘cause’. Link all of these by arrows to show their connection. For example, a cause for spread of diarrhoea may be a contaminated water supply; the cause of contaminated water supply may be poor maintenance of water.
4. Next, write the effects, or the consequences of the problem, above the central issue box. Draw an arrow from the central problem to the effect. For each effect, ask what further effect it could have. For example, an effect for spread of diarrhoea could be increased morbidity and mortality. The effect of increased morbidity and mortality could be reduced productivity.
5. Identify the most vulnerable and excluded, and consider how they are affected by the issue.
6. After the brainstorming is complete, look at the causes again and highlight those that could be changed or improved with the help of influential people or institutions through advocacy.

**Now turn the problem tree into a solutions tree**

One way to identify solutions is to reverse the causes and consequences of the issue. For example, if the cause is ‘contaminated water supply’, then a possible solution will be ‘to get the local government to provide safe water supply’. Particular consideration should be given to solutions which address the most vulnerable and excluded.
Example of a Problem Tree on spread of diarrhoea in Tanzania

**FOCAL ISSUE:** SPREAD OF DIARRHOEA IN TANZANIA

- **Increased morbidity and mortality**
- **Increased demand on health services**
- **Reduced productivity**

**EFFECTS**

- **Contaminated water supply**
- **Unhygienic health practices**
- **Lack of knowledge**
- **Inability to buy soap**
- **Poor drainage**
- **Open pit latrines**
- **Poor sanitary conditions**
- **Flooding in rural areas**
- **Poor maintenance of water**
- **Low levels of income**
Example of a Solutions Tree on prevention of diarrhoea in Tanzania

**CAUSES**

- Decreased demand on health services
- Increased productivity
- Decreased morbidity and mortality

**SOLUTION**: PREVENTION OF DIARRHOEA IN TANZANIA

- Safe water supply
- Safe pit latrines
- Good drainage
- Education on good health practices
- Ability to buy soap

- Good sanitary conditions
- Hygienic health practices

- Prevention of flooding in rural areas
- Well maintained water scheme
- Increased income opportunities
The coalition should choose solutions which will best further Children’s Agenda’s values, credibility, opportunities and impact – including its mission and vision.

Generating evidence

Robust evidence is the backbone of a well-informed advocacy strategy. You will need solid evidence about the causes and consequences of the barrier or disabling conditions you are addressing, and a viable proposed solution. Good research, especially participatory research, will help consolidate your legitimacy both vis-à-vis the people you work with and the decision makers you are targeting in your advocacy. But, remember that evidence is seldom enough on its own, particularly when operating in an adverse political environment. It is what you do with the evidence that matters. This must be informed by your analysis of the power relations affecting change on your issue within your unique context, as well as your risk analysis.

Evidence for advocacy can be generated by undertaking or commissioning original participatory research, surveys, reviews, mappings and documentations. This creates quantitative and qualitative data. Moreover, the anecdotes and stories captured in the process bring a human face to the issue. Developing pilot programmes to determine what does and does not work on a small scale is another way to generate evidence for advocacy. This may be classified as the coalition’s PRIMARY means of generating information. The SECONDARY means of generating information may include using data already published and analyzed to create public argument. This may exist among the Children’s Agenda partners and with other reputable institutions. Similarly, media reports add weight and credibility to what is being discussed. Laws, policies and budgets can reinforce the effort being made or often identify gaps in performance and implementation by public bodies. Being strategic about where and how the information can be accessed is important. This may involve creating support for Children’s Agenda by building relationships.

CASE STUDY

COLLECTING EVIDENCE FOR ADVOCACY

UNICEF supports national capacity to collect and analyze strategic information on the situation of children and women through routine data systems, regular surveys and the national census. By supporting the government in the implementation of national surveys like the Tanzania Demographic Health Survey, the Household Budget Survey and the HIV/AIDS Malaria Indicator Survey, UNICEF enables the government and development partners to track progress towards the realization of national goals and global commitments to children.19

TANZANIA SOCIO-ECONOMIC DATABASE20

Launched in 2001, the Tanzania Socio-Economic Database (TSED) has been at the heart of the poverty monitoring system in Tanzania, providing a tool for storage and dissemination of quantitative information generated by the poverty monitoring system. The aim of the database is to contribute to evidence-based decision-making, targeting not only government policy makers and planners, but also Members of Parliament, CSOs, and the media. Significant effort has been invested to ensure that TSED becomes a tool for disseminating national data that can be used to monitor poverty reduction efforts. The database was developed to improve the availability and timely dissemination of comprehensive statistical information to support policy analysis by government and development partners.
Above all, being transparent about the methodology, and not overstating the findings, adds to credibility in gaining advantages in public argument. Research should be viewed as a potential tool in advocacy. It can also be an approach in itself, i.e. through creating debate, opening policy space, building national capacity and so on.

CHECKLIST FOR RESEARCH TO INFLUENCE POLICY

- MUST be rigorous and of high quality (check with peer group/professional institutions where relevant)
- Findings and conclusions must be agreed by key stakeholders (e.g. where carried out with different partners)
- Should be challenge current assumptions, offering a new perspective
- Implications for action should be clear
- Should be relevant to its audience
- Should be timely
- Should be clearly expressed and well-promoted
- May involve the subjects of the research speaking for themselves
- The research process should interact with policy-makers
- Remember, research and evidence on its own do not persuade. It is what you do with it that matters!

TOOL: PLANNING RESEARCH MATRIX

<table>
<thead>
<tr>
<th>Topic/research Question</th>
<th>Sub-topic/research question</th>
<th>Where can you find the information?</th>
<th>Who will contribute to the research?</th>
<th>How will you collect and analyze the information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. Violence against Children in Tanzania</td>
<td>E.g. Prevalence of sexual, physical and emotional violence among children in Tanzania</td>
<td>E.g. existing research, university papers, media, statistics department</td>
<td>E.g. government ministries and partners from social welfare, the police and legal system, education and health care sectors, the United Nations and civil society</td>
<td>E.g. national household survey</td>
</tr>
</tbody>
</table>
Choosing advocacy priorities

Organisations should choose their advocacy focus based on their expertise, experience and context. The checklist below will help the Children’s Agenda partners to choose an advocacy issue. Some of the criteria cannot be answered fully without more planning, but can guide information-gathering and be repeated after further analysis.

<table>
<thead>
<tr>
<th>Criteria for prioritizing issues</th>
<th>Does it meet the criteria?</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it result in a real improvement in children’s lives?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it address underlying problems?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it address the most vulnerable and excluded?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the issue widely felt?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the issue deeply felt?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it a priority expressed by young people?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical considerations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it winnable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it easy to communicate and understand?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there opportunities for children and young people to engage with the issue?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there clear decision-makers who can make the change happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it have a clear time-frame?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does addressing the issue build accountable leadership?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there opportunities/entry points to influence policies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there resources for advocating on the issue?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the analysis of the issue grounded in solid evidence and expertise?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there pre-existing momentum on addressing the issue?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Case Study

Using research for Child Rights Advocacy in Tanzania

UNICEF supports analytical studies to improve the design, implementation and monitoring of child and women-friendly policies. The studies on Childhood Poverty and on Children and Women in Tanzania helped to inform policy priorities in national documents such as the poverty reduction strategies 2010-2015 for both Tanzania Mainland and Zanzibar. UNICEF’s recent research on adolescents, urban children and children with disabilities will hopefully likewise inform the national policy agenda for children in coming years.
| Can Children’s Agenda add comparative value to addressing the issue? |
| Are there partnership possibilities in advocating on the issue? |
| Does it link local issues to global issues and macro-policy context? |

### Organisational support

- Is it consistent with global priorities such as the CRC and the MDGs?
- Is there continuity with an existing long-term strategy?
- Are governments and/or policymakers keen for change on the issue?
- Is it consistent with the Children’s Agenda’s mission?
- Does it help raise Children’s Agenda’s profile and strategic position?
- Is there synergy with fund-raising schemes?
QUESTION 2: WHO CAN GIVE IT TO US?

Who has the power to make what we want happen, and who has the power to stop it from happening? This includes those who have power to take decisions (for example, governors and legislators) and also those who can influence the people in power (for example the media, and at election time, the voters).

An important aspect of advocacy is to bring about a change in a policy or to create a policy and ensure its implementation. Here two things are being dealt with: policy and the people who have power to bring change to a policy. Even though advocacy can be more than bringing about a change in policy, it is ultimately about exerting influence on those with power to make the change. To understand how and to whom to influence, it is order to pinpoint opportunities to influence the policy decisions can then be identified.

Knowing who can make it happen involves analyzing stakeholders and power, identifying key targets, and understanding how they can make it happen.

Analyzing stakeholders and power

A stakeholder is someone with a stake in an issue – immediate or distant. Stakeholders can be involved negatively or positively, as opponents or supporters. They could be weak or strong, passive or active. The first step within the stakeholder analysis is to identify all relevant stakeholders. Sometimes it is unclear what the stakeholders really feel about an issue. This can result in many assumptions being made about them. Undertaking a stakeholder analysis can bring clarity. Building relationships and finding where stakeholders stand on the issue is a way that advocacy efforts can be shielded from uncertainty, assumptions and necessary risks. Therefore, developing and maintaining relationships with stakeholders is an important aspect of advocacy work.

Steps in stakeholder analysis

Stakeholder analysis answers the basic premise that various groups and individuals have different concerns, interests and capacities. These need to be understood fully and recognized in the advocacy process. Stakeholder analysis involves four steps:

1. Identify the key stakeholders from the large array of groups and individuals that could potentially affect or be affected by the proposed intervention.
2. Assess stakeholder interests and the potential impact of the project on these interests.
3. Assess the influence and importance of the identified stakeholders.
4. Outline a stakeholder participation strategy (a plan to involve the stakeholders in different stages of the advocacy planning and implementation).

To gather information for the stakeholder analysis, different methods can be employed such as undertaking community mapping, surveys and interviews with stakeholders and collaborating with civil society organisations. Other methods include organizing stakeholder workshops and informal consultation of stakeholders through household visits.
Power analysis: identifying key decision makers

A stakeholder analysis should lead to a power analysis. This analysis helps in identifying the key decision makers (both institutional and individual) who hold power or influence over the issue. The task is to identify who makes the decisions and who can directly influence these decisions. For example, is it a minister, an advisor, a bureaucrat, a religious leader, a community based organisation? It is equally important to know about those who may oppose the issue or the advocacy goal.
TOOL: POWER MAPPING

Using information gathered from the tool above, map the stakeholders on the grid below according to their likely position (allies or opponents) on the change being desired and according to their level of influence (high or low). The stakeholders mapped near the edges are strong allies or opponents and those near the middle are categorized as neutral. A higher placement in the grid indicates greater power and lower placements indicate less power. For instance, taking the example from the stakeholder analysis, children may be the Children Agenda’s greatest allies, but as they have less power they may be plotted closer to the bottom of the grid. Similarly, faith based organisations may hold some power and may be neutral. They are plotted closer to the center left, towards the upper corner. The District Education Officers may hold a lot of power, but may be an opponent, so they are plotted on the top left corner.

Power mapping grid:

<table>
<thead>
<tr>
<th>Allies or Supporters</th>
<th>District Education Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>Faith based organisation</td>
</tr>
</tbody>
</table>

While more focus tends to be given to allies, there must be efforts to influence the opponents to become less opposed. As a result they might even become allies. Institutions and individuals who are neutral can also be made allies. At the same time, advocacy efforts and results must increase the strength of those without power. Strong allies are good assets to have. Other supporters might be passive – they may be powerful but inactive. They may need to be made more active. Some stakeholders – who could have more or less power – might be inactive and neutral. Those with little power may be ignored. However stakeholders with power must be brought onboard. Find ways of influencing those who have capacities such as resources and skills, those who can act and those who will be able to make a difference.

Opponents might be passive, fanatical or fundamentalist. Examine the capacities and abilities to move the opponents. Strong supporters are not always the most important factor. Acceptance or at least passive objection should be recognized as equally important. Not everyone needs to be converted. These are important considerations for a power analysis. Power analysis provides a valuable map because it gives us a picture of how to proceed. It provides an overview of the resources, capacities and abilities within the organisation and those with whom there are relationships. This will help to strategize advocacy more effectively. However power relations do change. Power does not remain static. This means that power analysis must be undertaken frequently over the course of a long term advocacy plan.
Identifying target audiences and partners

Key individuals or institutions that are in a position and have the power to bring about the change desired should be targeted. Such individuals or institutions can move the political process in order to address the issue. They may be classified as the primary target audience for an advocacy objective. In most cases, the primary target audience is also the primary duty bearer, such as the State. Some of the advocacy actions must be directed at the targets to persuade them that the issue is worth addressing.

‘Influentials’ are those who have influence or power over the targets to bring about the desired change, although they may not have the power to solve the issue directly. These are the secondary target audience. Media, religious leaders, donors, community based organisations may form secondary target audience for an advocacy objective.

**CASE STUDY**

**TANZANIAN GOVERNMENT AS TARGET AND INFLUENTIAL**

From 1991 to 1996, WaterAid in Tanzania developed an innovative partnership approach to water supply and sanitation in the Dodoma region. WaterAid brought together staff from the government Water, Community Development and Health Departments to work in district teams for the provision of integrated water, sanitation and hygiene promotion. It was recognized as a successful approach by the central government. In early 1998, WaterAid was asked to join the national steering committee finalizing a national rural water policy, and to share its experiences learnt through the district teams’ work on issues such as community participation and cross-departmental partnerships. That fact the government recognized and sought to replicate this partnership approach was a result of advocacy work by WaterAid’s local and national staff. The successful outcomes are also attributed to the advocacy undertaken by government officials who had been part of the interdepartmental work, and those who had responsibility in the water supply and sanitation sector, and had seen how effective it could be. The government officials promoted the programme’s approach at national level conferences, and by arranging project visits for Ministers, Members of Parliament and other important officials. In this way, the government was not only a target, but also an ‘influential’ and an advocate.

Having identified your targets and ‘influentials’ you need to decide how to influence them. Their beliefs, attitudes and interests may be similar to yours and in that case, influencing them will be easier. However, they may be very different or even opposed to yours and then it will be much harder to influence them. It is, therefore, very important to get as much information on your targets’ interests and attitudes, from all available sources such as through personal experience, experience of other people and colleagues, websites, internet search engines, newspapers and other media etc. Using this information will help you to undertake a comprehensive target analysis and later allow you to devise messages and influencing strategies tailored to who they are, their political affiliation, what they know and think about your issue, their interests and personal beliefs and also what they really care about (i.e. any potential hidden agendas they might have).
TOOL: COMPREHENSIVE TARGET ANALYSIS – A SAMPLE MATRIX

Taking the example of children's schools in emergencies in Tanzania, the following sample matrix has been filled.

<table>
<thead>
<tr>
<th>Target/ influential</th>
<th>What do they know about the issue?</th>
<th>What is their attitude towards the issue?</th>
<th>What do they really care about?</th>
<th>Who has influence over them?</th>
<th>What influence or power do they have over the issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provincial government Chief, Executive, Governor, Provincial Council</td>
<td>They have very little exposure to the problem, especially in rural areas of the province</td>
<td>Not important; they don’t think there’s anything wrong in the lack of schools post flooding</td>
<td>Getting donor aid into the province, council members care about votes and upcoming elections</td>
<td>World Bank and other major donors; the electorate (council members)</td>
<td></td>
</tr>
<tr>
<td>2. District Education Officers</td>
<td>Slightly more exposure to the issue than provincial level</td>
<td>Not very interested</td>
<td>Increasing their level of funding, in particular in relation to the Provincial government and attracting donor aid into district</td>
<td>Donors; Provincial government</td>
<td>These stakeholders have potentially strong voices and if they can be exposed to the problems and convinced of the need they may be able to influence decisions to invest more financial resources into quality education</td>
</tr>
<tr>
<td>3. The media</td>
<td>Little exposure</td>
<td>Not relevant or important</td>
<td>Figures, interesting stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ministry of Education officials</td>
<td>Good understanding of the issues involved</td>
<td>Split: those based at district level are keen to see changes; national level staff have other priorities</td>
<td>Budget allocations, standards in quality education</td>
<td>Ministry of Finance; World Bank</td>
<td>Ministry of Education do have access to the Ministry of Finance officials and could demonstrate both good field practice and the benefits of investing increased resources into quality education</td>
</tr>
</tbody>
</table>
On the basis of the stakeholder and power analysis, along with identification of target audiences, some preliminary planning can be done to identify partners. Partnerships in advocacy facilitate:

- more coordinated planning and implementation of advocacy efforts
- sharing of information and resources
- responding to local crisis
- avoidance of duplication in advocacy efforts
- strengthen political voice and power
- ensure consistent message and widen the coverage for community based civic, voter, and legal education initiatives

Learn more on building partnerships for advocacy in chapter 7

Understanding how targets can make the change happen

Understanding the institutional and decision-making process provides a foundation for knowing how the target audience can make change happen. It also helps pinpoint opportunities and entry points for advocacy.

At this stage in advocacy planning, it is important to undertake a policy analysis that will help to contribute to the professional policy debate. This means engaging with the concepts, language and approaches of those responsible for developing public policy. By getting involved, the Children's Agenda may help make the policy process more transparent and increase accountability of the duty bearers. Analyzing policy requires getting familiar with the following:

- Political, cultural and religious landscape of the country
- The policy making cycle
- Budget analysis
- Linking national policies to international policies and agreements

Political, cultural and religious landscape of the country: what are the key formal political entities, and how do they relate to the governance structure and respond to other policymakers, including the local and international private sector, donors and citizens? Similarly, it is crucial to assess the cultural and religious structures and institutions in the country and determine what space exists to influence results in the political and policy systems. Understanding all of these political, cultural and religious structures forms the basis for decision-making, implementation, and links. In all these systems a constant question is, where are the entry points and the openings, to engage with those who hold power?

The key formal political structures at the national level include the legislature (the National Assembly/Parliament), the Executive (President, Vice President, Prime Minister and the Council of Ministers), the Judiciary (the court), the bureaucracy, the political parties (especially during election time), the police and the military. These players and structures respond to other policy players, including the local and international private sector, donors, citizens and each other. All these political structures form important entry points for exerting influence.

The policy making cycle: there is a larger system within which policies are made. This system follows a calendar. Budgets are decided at certain times; legislators and parliaments meet according to a schedule, policy debates take place in particular planned schedules. Knowing the calendar is important in determining how and when to influence policy. Last minute interventions rarely work. Long lead times need to be part of advocacy planning. Without a sense of the schedule, and how matters work in real time in the specific situation, gaining influence is a steep uphill climb. All these arenas work in stages, and the earlier in the process the idea is accepted, the more effective end result will be. Below are the phases of the policy making cycle.
Agenda Setting: power dynamics and political forces put an issue on the policymaking agenda. Getting your issue on the agenda is often the toughest part of advocacy work. Constituency building and mobilization use the power of numbers to attempt to get on the agenda.

Formulation and Enactment: once on the agenda, policies and laws are developed through research, discussion of alternatives, technical formulation and politics. After formulation, enactment can happen in different ways. When enactment happens through a vote in legislature, opportunities for influence are optimum. But sometimes policies are passed quickly because negotiations happen behind the scenes before passage. Lobbying skills are important in this phase.

Implementation: the agencies and individuals who are responsible for implementation vary from issue to issue, but will always be targets for advocacy and influence. Implementation often involves the development of social programmes, retaining or hiring new government staff, and setting up regulations or enforcement mechanisms. Budgets are therefore a critical ingredient. If policies are approved, but there is no budget allocation, they are unlikely to have any real impact.

Monitoring and Evaluation: This phase involves assessing a policy’s impact on the problem it was intended to solve. Without public pressure, this phase is often overlooked by governments or international policymaking bodies because it involves resources and time. This phase is now increasingly becoming the focus of advocacy.32
BRINGING IN A YOUTH FOCUS IN TANZANIA’S NEW CONSTITUTION

Many CSOs are taking part in Tanzania’s current constitution reform process as it provides a key opportunity to address a number of long standing development issues. Among the many CSOs, VSO (Voluntary Service Overseas) together with Femina HIP (Health Information Project) have created a platform to educate young people on the constitutional review and find ways of bringing their voices to the new constitution. Their target audience includes out of school young people living on the streets, under 18 years of age.

Under the VSO Parliamentarian Volunteering Programme, Baroness Lola Young (member of the House of the Lords from the British Parliament) has led the advocacy efforts to influence Tanzanian parliamentarians and the Constitutional Review Committee on youth issues and the importance of including youth in the constitution reform process. The Baroness also guided Femina HIP on the key policies that should be prioritized. She lobbied with the Minister of Information, Youth, Culture and Sports to share knowledge and experience on youth and their welfare. With her support, consultations were organized that brought together youth and Members of Parliament (MPs) from both the ruling and opposition party. These forums became a platform to discuss how youth can best participate in the constitution writing process with due weight given to their views and concerns. Due to the advocacy efforts, the Chair of the Constitution Review Committee agreed to provide detailed explanation of the constitutional review process to the youth. This helped them to understand the key opportunities and entry points in the reform process which they could leverage to bring a greater youth focus in the constitution.

By highlighting the situation of Tanzanian youth in the advocacy efforts, the challenges in the implementation of the National Youth Development Policy was also brought into focus. Advocacy is now also directed towards adequate funding of this policy.
Budget analysis

Budgets are the most powerful policy that governments make because they determine whether other policies or laws get implemented or not. Budgets reveal the true priorities of the government and therefore are important targets and tools for child rights advocacy. (Learn more about advocacy for budgets in chapter 10)

Linking national policies to international policies and agreements

Different kinds of policies are formulated at the international, national and local levels. However, converting policies into programmes which change the lives of children and women takes place at the national level. At the same time, international policies, commitments and conventions are valuable tools to fuel national and local level advocacy. The advocacy processes around these can draw upon regional and international advocacy networks. The language used in international policies can also be used to define advocacy messages. The inbuilt monitoring mechanisms within the international instruments such as the CRC reporting process, is an important tool to analyze national policy and practices. In this way international policies become essential national advocacy hooks.

CASE STUDY

Using the CRC as a hook to develop a comprehensive child rights law in Tanzania

Sustained engagement in generating evidence through research, advocacy, capacity development and systems strengthening has provided UNICEF Tanzania with a strong platform for influencing policy and legal reforms. In 2008, UNICEF helped steer a network of national and local NGOs to formulate an advocacy strategy for the enactment of a Children’s Act. A Task Team was created to coordinate these activities, and UNICEF supported a technical consultative meeting with participants from Kenya and Uganda. A high-level meeting promoted greater understanding of children’s rights and the importance of legal reform among parliamentarians and ministers. UNICEF’s senior leadership continued their engagement with the key ministers and MPs, who then advocated for the passing of a comprehensive child rights law in line with the provisions of the CRC in 2009. The Government initially intended to amend a host of laws pertaining to children’s rights rather than passing a new law. However UNICEF managed to impress the importance of having a consolidated piece of legislation that would codify all the rights applying to Tanzanian children in a single piece of legislation.

Reaching out to the Commission of Human Rights and engaging the technical support of former members of Committee on the Rights of the Child proved critical in the run-up to the Parliamentary debate around this issue. In 2009, the Government finally decided to adopt one comprehensive bill that would supersede all existing laws and bring the national codes in line with internationally recognized standards. The Law of the Child Act 2009 lays the foundation for the establishment of a child protection system in mainland Tanzania. After further advocacy, this Law was followed by the passing of the Children’s Act in Zanzibar in 2011.
**QUESTION 3: WHAT DO THEY NEED TO HEAR?**

Moving the targets and ‘influentials’ to act requires crafting and framing a set of messages that will persuade each of them to do what we want. Although we must always root these messages in the same basic themes, we need to tailor them differently to different power holders, depending on what each will respond. In most cases, advocacy messages have two basic components: an appeal to do what is right, and an appeal to the power holders’ self-interest.

**Developing effective advocacy messages**

Your message is a summary of the change you want to bring about, based on the work you have done to research your issue and identify key targets. To develop a message, information and analysis is required to back up the arguments you use. Using solid information and analysis helps to develop position on an issue, thereby creating compelling arguments. This helps in designing a message that conveys issue and the solution in a nutshell.

<table>
<thead>
<tr>
<th>INFORMATION/ANALYSIS</th>
<th>POSITION</th>
<th>ARGUMENT</th>
<th>MESSAGE</th>
</tr>
</thead>
</table>

In general, in order to develop an effective message, it is important to:

1. **Know your audience:** find out who cares – or could be persuaded to care – about the issue. The power and stakeholder analysis will help to find key stakeholders related to the issue. These stakeholders form the main audience group.

Potential audiences include:

<table>
<thead>
<tr>
<th>Local and National</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Decision makers – politicians and policy makers</td>
<td>• Bilaterals and multilaterals (The World Bank, IMF, for instance)</td>
</tr>
<tr>
<td>• Opinion leaders</td>
<td>• Donors</td>
</tr>
<tr>
<td>• Donors</td>
<td>• NGOs</td>
</tr>
<tr>
<td>• Journalists</td>
<td>• Corporations</td>
</tr>
<tr>
<td>• NGOs and grassroots groups</td>
<td>• UN agencies</td>
</tr>
<tr>
<td>• Issue specific researchers and professionals</td>
<td>• Social movements</td>
</tr>
<tr>
<td>• Trade Unions</td>
<td></td>
</tr>
<tr>
<td>• Constituents and social movements</td>
<td></td>
</tr>
<tr>
<td>• Private sector</td>
<td></td>
</tr>
<tr>
<td>• General public</td>
<td></td>
</tr>
</tbody>
</table>

Find out what your audiences know about the issues, their concerns, their values and priorities, and what kind of language they use. To capture the audience’s attention, it is critical to know their interests, their situation and their vocabulary. Here are some things that you can try to learn about your audience before you develop your message.
2. **Know your political environment and moment:** many contextual factors shape the message. These include the level of political openness and public attitudes about controversial issues.

3. **Keep the message clear, simple and brief:** make sure the information can be easily understood by someone who does not know the subject. Often used terms such ‘civil society’ and ‘sustainable development’ can be unclear to many people.

4. **Use real life stories and quotes:** the human element can make the issue real. Quotes and personal stories bring the challenges of a problem to life in a way that general explanations do not.

5. **Use precise, powerful language and active verbs:** use language that will work with all audiences. For instance, “Children’s rights are human rights”.

6. **Use clear facts and numbers creatively:** good information boosts the clout of any advocacy. But the facts you choose and how you present them is important. Saying “1 in 5 children…”, rather than “over 20 per cent of children…”, conveys the same fact more clearly.

7. **Adapt the message to the medium:** each medium has its own possibilities and limitations. For example, for television make full use of the visual element and reduce written and spoken information.

8. **Allow the audience to reach their own understanding:** provide the basic details and allow the audience to develop their own understanding of the issue. Too much information may appear to be dogmatic.

9. **Encourage the audience to take action:** the audience – whether it is policy maker or the general public - needs to know what they can do to support the issue. Offer simple suggestions to each audience such as “support the child protection bill in Parliament” or “sign our online petition to end child abuse”.

10. **Present a possible solution:** tell the audience how you propose to solve the problem. For instance “Every district should budget for and recruit a person with a focus on nutrition I who has overall responsibility for the delivery of nutrition services for children and women.”

---

### Table: Analyzing your target audience

<table>
<thead>
<tr>
<th>About your target audience...</th>
<th>Specifically...</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are their political interests?</td>
<td>What group of people do they represent?</td>
</tr>
<tr>
<td>What are their self-interests in relation to the issue?</td>
<td></td>
</tr>
<tr>
<td>How much information do they already have about your issue?</td>
<td>Are you telling them something they already know? What NEW information are you offering?</td>
</tr>
<tr>
<td>Do they already have an opinion?</td>
<td>What is it, how strongly held? Have they already voted or taken a public position on your issue?</td>
</tr>
<tr>
<td>What objections might they have to your position? What could they lose as a result of your proposal?</td>
<td>Do you need to clear up any misperceptions, or counter opposing arguments?</td>
</tr>
<tr>
<td>What are their personal interests?</td>
<td>What are their hobbies or “passions” outside of work? What do they do in their spare time?</td>
</tr>
<tr>
<td>Do their backgrounds (personal, educational or professional) suggest a bias or position?</td>
<td>Can you link your issue to something you know they do support?</td>
</tr>
</tbody>
</table>
Example of a poor advocacy message:

<table>
<thead>
<tr>
<th>Poor message</th>
<th>Clear message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits of proposal vague…</td>
<td>Maximizing educational attainment for girls is a critical issue and we are working on it as part of our Education MTSP. There are not only cognitive benefits, but economic and developmental benefits to be gained from this. We see many long-term impacts to enhancing girls’ educational opportunities, particularly those younger than the age of 12. If you’re interested, we can provide more information to you about our programming, which we implement in 4 rural areas and 3 peri-urban areas throughout Tanzania. We hope you and your colleagues will keep girls’ education in mind as a top priority as you debate national strategies for educational policy this year.</td>
</tr>
<tr>
<td>Contains jargon…</td>
<td>Makes specific request…</td>
</tr>
<tr>
<td>No clear request for action from the audience…</td>
<td>Makes one strong supporting argument…</td>
</tr>
<tr>
<td>Too long!</td>
<td>Documents benefits…</td>
</tr>
<tr>
<td></td>
<td>Concise.</td>
</tr>
</tbody>
</table>

Framing the message

The process of defining and framing the message has to be consistent with your overall position. Framing the message should be done without diluting the facts, compromising core values, or undermining the people with whom you work.

- To whom your message should be framed: your analysis of the issue, and who is responsible and influential in policy change, will determine how you present your primary message to that particular audience.

The one-minute message

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

The one-minute message consists of:

**Statement + evidence + example + action desired**

The statement is the central idea in the message. The evidence supports the statement with (easily understood) facts and figures. An example will add a human face to the message. The action desired is what you want your target to do.
• **Tailor the message:** what is the most persuasive way to present your message to the target audience? What information do they need, and what don’t they need? What key action do you wish them, in particular, to take? This is called a secondary message. Several secondary messages may be needed, each tailored to the specific needs of an audience.

• **Effective framing:** which practical frame will make your message more effective? What should it contain? In what format should it be delivered? Length, images and even messenger are important. *(Learn more about messengers in Question 4: Who do they need to hear it from?)*

For example, a primary message on the issue of lack on water and sanitation facilities could be:

*Every child deserves safe water, adequate sanitation and hygiene facilities. Up to one third of deaths in children under-five years in Tanzania are related to poor hygiene. The immediate priority is to increase investments in safe water and sanitation facilities in all districts in Tanzania.*

The primary message may also be used to develop sound bites, slogans or short claims. For example, “*Water, toilets and soap for every child*.”

This message would be framed differently according to the audience the message was aimed at, for example:

<table>
<thead>
<tr>
<th>Audience</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance Minister</td>
<td>Nationally, diarrhoea accounts for 20 per cent of under-five child mortality and intestinal parasitic infections continue to undermine maternal and child nutritional status, physical and mental development. In 2000, the Government pledged to reduce the number of children who die before their fifth birthday by two-thirds by 2015 as one of the Millennium Development Goals (MDGs). A small investment in clean drinking water and low-cost sanitation facilities will yield a large return in relation to child health and survival. We would like to request a meeting with you to discuss this issue further.</td>
</tr>
<tr>
<td>Parliamentarians</td>
<td>Research across a number of countries has shown there are wide ranging impacts realized through access to water and sanitation. These include time saved from fetching water; calorie-energy saved; improved health, especially for children; positive and significant environmental impacts; increased agricultural production; avoided days lost from school; increased community capital as well as increased psychological benefits. In addition ongoing support for communities increases their ability to sustain both water and sanitation supply systems and also hygiene behaviour changes. We know that when asked, poor people put access to water as one of their top priorities. We would like to request a meeting with you to discuss these issues further.</td>
</tr>
<tr>
<td>Health professionals</td>
<td>The World Health Organisation asserts that 65 per cent of infant deaths from diarrhoeal diseases like cholera, in developing countries could be prevented by providing safe water and sanitation. It has recently been estimated that diarrhoea is the second biggest killer of children in the world’s poorest countries. Access to clean water has wide ranging health benefits for communities and environmental improvements like sanitation have bigger impacts and lower costs than curative medicines. We would like to request a meeting to discuss some joint work with you.</td>
</tr>
<tr>
<td>Broadcast media and the press</td>
<td>Kato is six years old. His mother walks five kilometers each morning to the nearest clean water point to collect drinking water for the family. However, when Kato and his friends are thirsty, they drink from the nearby riverbed. That’s also where the cattle and goats drink. Kato’s family does not have a latrine and use the riverbed in the early morning before it is light. Kato has two brothers and one sister; he had another two sisters but both died of dysentery before they were four years old.</td>
</tr>
</tbody>
</table>
Kato has visited his cousin who lives in the nearby town, where there is a good water supply and each house has a latrine. He has seen that his cousin’s family do not fall ill and his aunt has lost no babies because of sickness. He wishes there were similar facilities in his village.

General public

Clean water saves lives: water-borne diseases and poor sanitation today claim thousands of lives in rural Tanzania. Each village should have at least one borehole and adequate latrines. Talk to your local councilor today to find out how you can help to bring life-saving facilities to your own village and see your children flourish.

### TOOL: FRAMING MESSAGES FOR DIFFERENT AUDIENCES

The matrix can help you frame your message by guiding you through an analysis of the available medium and the concerns of the audiences you wish to reach.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Concerns</th>
<th>Possible Messages</th>
<th>Medium</th>
</tr>
</thead>
</table>
| Decision makers (political and economic) | - Ministers  
- Legislators  
- President and executive staff  
- Chief executive officers | - Major newspapers  
- TV channels  
- Radio  
- Business journals  
- Issue briefs | - Major newspapers  
- TV channels  
- Radio  
- Business journals  
- Issue briefs  
- International development journals  
- Internal updates |
| Donors                           | - Foundations  
- Bilateral agencies (e.g. SIDA, USAID)  
- Multilateral agencies (e.g. regional development banks) | - Major newspapers  
- TV channels  
- Radio  
- Business journals  
- Issue briefs | - Major newspapers  
- TV channels  
- Radio  
- Business journals  
- Issue briefs  
- International development journals  
- Internal updates |
| Journalists                      | - Reporters  
- Foreign Correspondents  
- Editors  
- Feature Writers  
- Columnists  
- Child rights reporters | - Local and international print and electronic media | - Local and international print and electronic media |
| Civil Society Groups             | - NGOs  
- Trade Unions  
- Development agencies  
- Grassroot groups  
- Church groups  
- Research groups and think-tanks | - Major newspapers  
- TV Channels  
- Radio  
- Posters  
- Pamphlets  
- Listserves  
- Newsletters  
- Conferences and workshops  
- Issue briefs | - Major newspapers  
- TV Channels  
- Radio  
- Posters  
- Pamphlets  
- Listserves  
- Newsletters  
- Conferences and workshops  
- Issue briefs |
**Issue Relevant Practitioners**
- Individual professionals
- Trade associations

**General Public**
- Major newspapers
- TV Channels
- Radio
- Posters
- Pamphlets
- Listserves
- Newsletters
- Conferences and workshops
- Issue briefs
- Professional Journals

**Opinion Leaders**
- Religious and church leaders
- Chiefs and traditional local leaders

**BRANDING AND MESSAGES OF THE VIOLENCE AGAINST CHILDREN**

**SURVEY FINDINGS IN TANZANIA**

The branding for the Violence Against Children publications and response was developed through a participatory process with the Multi-Sector Task Force and with pre-testing conducted in Dar es Salaam and Hai district. The logo and the words “Acha Ukattili kwa Watoto Walinde” (Stop violence against children, protect them) went through several modifications in a consultative process, with the aim of building consensus to both simplify the message and combine the two messages of stopping violence and protection.

The figures in the logo also underwent modification, chiefly with the removal of smiling faces from the child figures. The larger figure is purposely ambivalent and may represent a threat as well as protection to the child figures in red. The figures are designed for use with or without the words.

While the colour selection of red and black raised some concerns among non-Tanzanians, at no stage during any of the pre-testing or the discussion of the Multi-Sector Task Force was this seen as questionable. Indeed, the initial selection of the red and black logo (versus other options with softer colouring) was instant and unanimous endorsed by the Multi-Sector Task Force.

The imagery used to illustrate the Tanzania Violence Against Children publications does not show the identity of any children. The images are designed to portray vulnerability as well as joy and play as core characteristics of childhood.
QUESTION 4: WHO DO THEY NEED TO HEAR IT FROM?

The same message can have an entirely different effect depending on who communicates it. Who are the most credible messengers for each audience? In some cases, these messengers are experts whose credibility is largely technical. In other cases, we need to engage the authentic voices who can speak movingly from personal experience. Mapping the audience with messengers and then choosing messengers strategically are the fundamental steps to knowing who the audience needs to hear the message from.

Choosing messengers

When delivering an advocacy message, you need to determine who will be the most credible source in the eyes of the target audience. Sometimes policy skills are important, but other times first-hand knowledge of the problem, technical expertise, or seniority within an organisation, matters more. The choice of messenger should provide credibility, clarity or empathy to the message and the issue. A local community or religious leader, celebrity or children’s group, for example, may sometimes be more effective at delivering a message and being heard. Also, it can be effective to have two messengers who complement each another: one knowledgeable about the subject matter and the other knowledgeable about the target audience.

The decision of who will make an effective and strategic messenger depends on the advocacy priority, and on internal and external assessment of the advocacy situation.

An effective messenger…

…is known and trusted by – or will appeal to – target audiences
…can demonstrate knowledge of and insight into the issue
…is a source whose opinion the target audience will value
…is able to connect with the group affected by the issue
…will refrain from political comments unrelated to the issue

The messengers may include one or all of the following depending upon the target audience.

Children and communities: involving children, young people and community members in preparing and sharing advocacy messages is a vital way to gain credibility and bring added strength to advocacy efforts. It draws on the power of authentic voices speaking up for themselves, which provides its own source of power.
TANZANIAN CHILDREN AND YOUNG PEOPLE AS ADVOCATES:

Young Reporters Network

UNICEF initiated a Young Reporters Network (YRN) in 2011 which aims to create and expand media space for some of the most vulnerable children to voice their opinions and concerns about child rights issues in Tanzania. Working with civil society organisations and community radio, over 115 young reporters – including some affected/infected by HIV, living on the streets and in extreme poverty – have been trained and are now operating in ten locations across the country. They are engaged in producing children’s radio programmes, video reporting, photography and use of social media. Results of the first phase of the programme showed increased recognition of the civil society organisations, increased confidence in the young reporters and increased audience size. This led all the radio stations to expand the air time available at no extra cost. YRN radio programmes are uploaded to SoundCloud and Facebook where they are freely available for download. By the year’s end, a Children’s Agenda partner based in Mwanza had negotiated the YRN’s first TV show with one free hour air-time per week to be produced by members of the local Junior Council along-side a children’s newspaper.

Young people at the center of HIV response

The Tanzanian Youth Alliance (TAYOA), a national non-profit organisation based in Dar Es Salaam, operates a National AIDS Helpline to respond to queries from young people on a range of HIV-related issues. Individuals call the helpline free of charge using a landline or mobile phone. Medical students volunteer their time to counsel other youth across the country and in this way are active agents of change. More than 200 young people support the helpline and other TAYOA programmes, including youth outreach clubs and an information technology project.

Starting with single phone line in 2001, the organisation now runs eight lines for 12 hours a day. One thousand callers, on average, are counseled daily, and one million callers have been reached since 2008. TAYOA’s National Helpline is the result of a unique public-private partnership between the Government of Tanzania, the United States Centers for Disease Control and six national phone operators: Tigo, Vodacom, Airtel, TTCL, Sastel and Zantel.

Children and religious leaders join hands to address child poverty

Over 300 religious leaders, members of different spiritual traditions and faith communities, government officials, development partners, CSOs and children from 64 countries reaffirmed their commitment to fight child poverty at the Fourth Forum of the Global Network of Religions for Children (GNRC), held in Tanzania in June 2012.

A youth pre-meeting was organized prior to the forum to ensure the 46 GNRC youth representatives were informed and able to participate meaningfully in the event. The youth delegates focused on three sub-themes: poor governance, war and violence, and the unequal distribution of resources. The children’s views informed the final declaration, which called for engaging children as full participants and actors at every level in shaping and promoting policies that address injustice against children.

The religious leaders made a commitment to promote ethics in education through an intercultural and interfaith programme curriculum. The programme will engage children in learning and exploring the values of respect, empathy, reconciliation and responsibility. They also committed to expand the global initiative ‘the World Day of Prayer and Action for Children’, which galvanizes religious communities to promote children’s rights.
**CSOs:** CSOs are appropriate messengers when we want to convey credibility and control our advocacy messages carefully.

**Celebrity:** a famous spokesperson such as a popular singer or television actor is an effective messenger when we want to broaden the appeal of our message. If we choose a messenger who is famous it is important to consider their political affiliation. This may affect the acceptability of our message with our target audience.

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**CASE STUDY**

**SINGER LADY JAY DEE JOINS THE ANTI-FISTULA CAMPAIGN**

Comprehensive Community Based Rehabilitation in Tanzania (CCBRT), a local NGO and a member of the Children’s Agenda, has recruited Lady Jay Dee (a leading Tanzanian singer) to its anti-fistula campaign. As CCBRT’s first ‘hero for women with fistula’, Lady Jay Dee facilitates greater awareness raising through her media and music networks and has pledged to encourage others to also become heroes by referring more women with fistula for treatment at CCBRT. As a regular performer and Tanzanian celebrity, Lady Jay Dee has extensive access to media and is also able to convey messages to her audiences. She also writes about her involvement with CCBRT on her blogspot http://ladyjaydee.blogspot.com.
**Tool: Choosing Messengers Strategically**

Use this table to determine the most strategic choice for an advocacy messenger. Taking the example of lack water and sanitation facilities, this table has been hypothetically filled with a local Children’s Council as the main messenger.

<table>
<thead>
<tr>
<th>Target audience</th>
<th>Name of target audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Messenger (consider several different messengers)</td>
<td>Individual or group that can influence a target audience</td>
</tr>
<tr>
<td>Position</td>
<td>What has the messenger said or written about this issue? Add notes from research. Where does the messenger stand in relation to support the advocacy issue?</td>
</tr>
<tr>
<td>Power</td>
<td>What level of influence does the messenger have over the target?</td>
</tr>
<tr>
<td>Knowledge</td>
<td>How much does the messenger know about the issue?</td>
</tr>
<tr>
<td>Credibility</td>
<td>How credible is the messenger in the eyes of the target audience?</td>
</tr>
<tr>
<td>Access to the messenger</td>
<td>How and when does the advocate interact with messenger? Does the advocate have the capacity to engage with the messenger?</td>
</tr>
<tr>
<td>Access to target</td>
<td>How and when does the messenger interact with the target?</td>
</tr>
<tr>
<td>Action</td>
<td>What will the advocacy strategy encourage the messenger to do?</td>
</tr>
<tr>
<td>Risks</td>
<td>What are the risks of engaging the messenger?</td>
</tr>
<tr>
<td>Message</td>
<td>What will the advocates encourage the messenger to tell the target?</td>
</tr>
</tbody>
</table>

*E.g.*

- **Target audience**: Director of the District Water and Sanitation Department
- **Position**: Children’s Council has taken part in the National WASH Forum where they developed the three point agenda for implementing WASH in schools. The Children’s Council is active in advocating for WASH in schools in their district.
- **Power**: Medium influence.
- **Knowledge**: Children council has been well briefed on the issue during the National WASH Forum.
- **Credibility**: Extremely credible since children and communities are the direct beneficiaries.
- **Access to the messenger**: The advocate, a local NGO, supports the children’s council in its functioning. The local NGO has over time built its capacity to ethically and meaningfully involve children in advocacy.
- **Access to target**: The Children’s Council is invited every quarter to the district management meeting, where they have access to the Director.
- **Action**: The Children’s Council will be encouraged to decide their advocacy actions themselves with support from the advocate. Advocacy actions may include writing an open letter to the Director, writing an editorial in the local newspaper, undertaking a rally, making a statement at the district department meeting, among others.
- **Risks**: There may be backlash from the local government officials who may discontinue their support to the Children’s Council.
- **Message**: Too many children are not coming to school because they are sick with waterborne diseases. Appoint an inspector who makes sure all schools in the district have functioning hand washing facilities, toilets and hygiene education.
QUESTION 5: HOW CAN WE MAKE SURE THEY HEAR IT?

There is a continuum of channels through which to deliver advocacy messages to the power holders. These range from the personal (for example, lobbying) to the confrontational (for example, protest action). Often, the most effective means available to advocates without either special access to the power holders or vast financial resources is often media advocacy i.e. approaching the mass media strategically as indirect channels to the power holders.

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

Identifying opportunities for advocacy

Following the policy calendar, nationally, regionally and internationally, provides many opportunities that can serve as opportunities and entry points to begin influencing an issue. These opportunities can be used to strengthen the advocacy position, create alliances, raise awareness, and to get the advocacy message across. Mapping out possible advocacy opportunities in relation to the decision-making process will help in developing an overall advocacy strategy. These moments could be as simple as meeting with a parliamentarian, attending a conference, connecting with celebrations around Children’s Day to more formal opportunities such as taking part in government’s consultations on major policy reviews, such as the Poverty Reduction Strategies and National Plans of Action and during the drafting of the new constitution and alternative reports to the CRC Committee.

Connecting with opportunities requires time, energy and resources. Therefore the opportunity must have the potential to exert influence, bring together allies and those who can be converted to become allies, people who hold power over the issue, and also raise the profile of the issue.
Developing an advocacy strategy

TOOL: IDENTIFYING AND PLANNING OPPORTUNITIES IN THE AGENDA PHASE OF THE POLICY MAKING PROCESS

The following table presents a sample, using a hypothetical Ministry of Health, of some (although not all) of the components of identifying and planning opportunities in the agenda phase of the decision-making process. A similar matrix can be drawn up for other phases in the policy making process such as formulation and enactment, implementation and enforcement and monitoring and evaluation.

### Agenda Setting

**Advocacy Outreach Strategy: Ministry of Health**

<table>
<thead>
<tr>
<th>Target audiences Involved</th>
<th>Directors of the Nutrition and Child Health Offices in the Ministry of Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal decision-making process</strong></td>
<td>The Nutrition and Child Health Offices in the Ministry of Health generate a proposal for a national salt fortification programme. One or two people from these offices are assigned the task of developing the proposal fully.</td>
</tr>
<tr>
<td><strong>Informal decision-making process</strong></td>
<td>Informal discussions among the Child Health Office, Nutrition Office, Ministry of Food and Agriculture, salt producers, children’s organisations and health organisations take place. Elements of the policy are proposed and discussed.</td>
</tr>
</tbody>
</table>
| How can we influence the process at this stage? | • Meet with child health and nutrition officials to introduce our proposal and to gain their interest, support and enthusiasm.  
  • Be helpful to these offices with other issues they are working on, when appropriate.  
  • Become knowledgeable about issues the key decision-makers are interested in.  
  • Meet with groups that might support the programme, such as salt producers, child health and health organisations, to enlist their support.  
  • Work closely with the person or people who are developing the proposal. Offer assistance, ask to see drafts of the programme and give comments. |
| Date/timeline | January and February. Offices in the Ministry of Health are most open to new ideas at the start of the fiscal year. |

**Choosing the best medium for message delivery**

The choice of medium or format to deliver the message depends on who you are speaking to, what you want to say, your purpose and your ability to work with that medium. Some of the many different formats for delivering a message include:

- Person-to-person (one-on-one lobbying visits, group or community meetings, conferences and workshops, public hearings, protests, public demonstrations)
- Print (newspapers, magazines, journals, newsletters, posters, leaflets, pamphlets, reports, studies, letters to decision makers)
- Electronic (radio, television, video and film, Internet, e.g., blogs, social media websites, YouTube, mobile phone technology)
- Drama and folk art (street theatre, songs, music, poems, dance)
Here are some questions to guide the selection of the medium:

For each audience ask:

- What are the audience's characteristics (such as age, gender, class, employment)?
- What are the audience's primary sources of information? Who or what do they listen to? What do they read? What do they watch? What appeals to them?
- What are their political views? Religious and cultural sensibilities? Are there differences based on age, gender and other factors?

For each medium ask:

- How do we access this medium as advocates? Will it require funds? Will assistance be required from specialized people? Will we need influence that we currently do not have? Who owns it? Who controls the information it transmits?
- Will they be willing to convey our message and if they do, will they distort it?

To assess your group's capacity to work with medium ask:

- What skills are needed?
- What resources are needed?
- If we do not have the skills and resources internally, can we get them easily?

Reinforcing the messages

After you send your message, it may be tempting to sit back and hope for the best. But usually, this won’t get you very far. After you communicate with your target audience, there are several actions you can take to reinforce your message over time. Here is a checklist:

- Have you tried to respond to any concerns expressed by your audience?
- Have you delivered your message more than once?
- Have you adapted your message based on the latest information?
- Have you thanked your audience for their attention or assistance?

Getting your message across: lobbying, negotiating

Lobbying is about getting to and being persuasive with a key decision maker or an ‘influential’ over the change that is desired. It is about educating and convincing them to support and advance your agenda. The primary targets of lobbying are the people with the power to influence a policy change on your issue. Lobbying can occur formally, through visits to and briefings of decision-makers and others. It can also happen informally, through conversations in corridors, restaurants, parking lots, airport terminals, etc. or any place that people gather and decision-makers go about their daily lives, including events that are not directly related to advocacy.

Lobbying is an art, not a science. The way in which you communicate is ultimately informed by social norms and values in your society. Every successful lobbyist must develop an individual style that works for them in their context and in their particular circumstances. If possible, it is important to receive advice and involve those among the Children’s Agenda with some experience in lobbying, prior to setting the meeting with politicians or officials. They may already know the target audience and can advise on the best approach.

Some ground rules for lobbying:

- Cultivate good long-term relations with your target decision makers but don’t confuse access with influence – and don’t let good relationships stop you taking public action where necessary and if appropriate.
- Seek to find common ground where change may be possible.
- Be propositional rather than oppositional, wherever possible.
• Seek to establish yourselves as a trusted source of evidence and policy advice in relation to your issue.
• Give credit where credit is due – failure to do so is what many decision makers dislike most about CSOs.
• To avoid unnecessary misunderstandings with targets explain your approach to advocacy, particularly if it combines a twin track strategy of persuasion and pressure.
• Where appropriate inform targets of media and popular mobilization actions in advance, and share briefing papers before publishing them.
• Don’t expect to achieve change in one meeting or letter.

TOP TIP

TIPS FOR LOBBYING VISITS:
Here are some general tips for lobbying compiled from activists and advocacy manuals. These can be adapted to various contexts.
• Rehearse difficult questions and responses
• Introduce yourself
• Express appreciation
• Be personal, when possible. Try and relate what you are saying to something the decision maker had done or said.
• Make it clear that you are willing to help with information and support.
• Be prepared for a conversation with clear talking points.
• Do not avoid controversial topics, but remain calm. Debate, but avoid being combative.
• Try to get a commitment from the decision maker.
• Leave information about your efforts: offer brochures or fact sheets on your organisation and work, for future reference.
• Hold periodic briefings for decision makers and their staff. Briefings usually feature experts talking about the latest information on the issue and its importance.
• After leaving, make notes and evaluate the visit with colleagues.
• Send a thank you note that summarizes the meeting accurately and as favorably as you can legitimately state it.
• Leave decision makers at the end of the meeting with one or two pages of material that state the essence of your case.

There are many ways to focus the attention of decision makers. Showing power behind the demands may include petitions with thousands of names of supporters, statements of support from opinion leaders, a large turnout by supporters during an advocacy campaign among others. These focusing efforts are essential to build sources of power in a meeting, and more importantly, as part of building a relationship with the decision maker.

Negotiating means advancing the issue by presenting a position and dealing with opposition by understanding and managing power dynamics within and among the institutions being influenced. Through the give and take of negotiation, groups try to agree on a solution that both sides can live with. The process involves bargaining, good communication, an understanding of the relative power and interests of all stakeholders, and willingness to dialogue and compromise.
Media advocacy is the strategic use of media to communicate with large numbers of people. It is useful to advance a social or public policy objective or influence public attitudes on an important public matter.

Media advocacy is important to:
- get critical issues on the political agenda
- Make issues visible and credible in policy debate
- Inform the public about critical issues and proposed solution
- Recruit allies
- Change public attitudes and behaviour
- Influence decision makers and opinion leaders
- Shape policies, programmes and the conduct of public and private agencies
- Raise funds for a cause

A media advocacy plan spells out the message that needs to be conveyed: who you want to reach with the message; how you will reach this audience; how you will use each type of media; how this will boost your overall advocacy effort; how you will time your media effort to complement other strategies, and how you will measure success.
CIVIL SOCIETY, MEDIA COOPERATION TO CHAMPION CHILD-FRIENDLY BUDGETS

HakiElimu is a Tanzanian NGO that helps to create and sustain a national movement for social and educational change by stimulating broad public engagement, information-sharing, dialogue, membership development and networking throughout Tanzania. In 2006, HakiElimu partnered with the media to publicize findings from audit reports by the Controller and Auditor General (CAG). HakiElimu sought to hold government accountable for management of public funds, and was aware that experiences in a number of other countries (such as South Africa, India, and the Philippines) had shown the power of this type of work using media. Another reason for HakiElimu's decision was that local communities often suffer the consequences of poor audit reports. Districts that receive an "adverse" auditor's opinion are automatically ineligible for a major grant that helps fund school construction, rehabilitation of health centers and other projects. Cutting these funds is likely to harm district residents, particularly the poor and children – even though public officials, not community members, are responsible for the irregularities that lead to poor audit results.

HakiElimu's strategy involved analyzing recent audit reports, creating a set of leaflets that present the findings in an attractive and accessible manner (in both Kiswahili and English) and sharing them with the media, executive branch officials, legislators and civil society partners. Several good outcomes resulted from this partnership. The leaflets were very well received and raised the public profile of government audit reports, generating significant coverage in both the English and Kiswahili media. HakiElimu launched the leaflets at a public meeting for journalists, civil society representatives, and donors. Journalists in attendance were encouraged to follow up with the chair of the Public Accounts Committee, which they did, resulting in more in-depth coverage. After these events in 2006, Tanzania’s President took the unprecedented step of calling a meeting of top government officials (also attended by the media) to discuss the audit reports. In addition, HakiElimu received a call from CAG, saying he wanted to work with the organisation to create the second set of leaflets. CAG’s office subsequently provided HakiElimu with advance copies of the individual audit reports to help prepare the 2007 leaflets. It then distributed those leaflets at the Tanzania Accountability Conference, organized in collaboration with the World Bank and widely disseminated by the media.

Framing issues for access and content in the media

The heart of media advocacy requires framing issues for access and framing issues for content. Frame issues for access by using the following:

- Controversy, conflict and scandal
- Injustice or deception on a massive scale
- Something new that has happened (i.e. a breakthrough)
- Anniversaries of an achievement or tragedy
- Celebrities with credibility and personal experiences
- Visuals that tell the story

Framing for content and shaping public argument requires translating the individual problem into a public issue. Fix responsibility for the problem on the political or social system and name decision makers who are responsible for not fixing the issue. Present a workable solution that has appeal to others and support from them. Suggest practical steps that decision makers can take. Develop a story element using compelling visuals and symbols.
Getting the media interested

The media – print, broadcast, internet and others – are the essential instrument for getting your message out widely. Getting the media interested involves a set of strategies, including these:

- Make your story newsworthy: why is it important? Who is affected and in what way? Why is it important now? Is there new information? Is it tied to some larger event in the news? Is a decision about to be made or has been made?
- Make your story easy to cover: give reporters the information they need and give reporters access to the people they will want to talk with.
- Build relationships with reporters: who covers the issue? Make contact when you aren’t pitching a story.

PARTNERING WITH MTV ON THE SHUGA RADIO PROGRAMME ON HIV PREVENTION FOR YOUNG PEOPLE

Shuga is a multi-country public-private partnership initiative implemented by UNICEF HQ, MTV and HIV free generation (PEPFAR). The idea is to support national government efforts to reduce new HIV infections in adolescents and young people through mass media. Shuga was first launched in 2009 as a three-episode television drama series dealing with challenges facing young people at high risk for HIV infection in Kenya. In 2010, Shuga won a gold award in the public relations and health category at the annual World Media Festival. A detailed evaluation of the Shuga TV series was conducted by Johns Hopkins University with support from the Gates Foundation. The evaluation confirmed that Shuga had significantly improved knowledge, attitudes and perceptions of risk related to HIV infection, and had also increased intentions among young people to use condoms and undertake HIV testing services. However, the key challenge was that too few young people in rural areas were reached through the medium of TV.

Based on these findings UNICEF designed a behavioural change communication intervention using appropriate communication approaches to reach the rural youth. This led to the inception of the Shuga radio programme, as more than half of young women and more than two-thirds of young men in Tanzania listen to the radio at least once a week (THMIS 2008).

The Shuga radio programme, a 12 episode drama series is aired in Tanzania, Kenya, DRC, Lesotho, South Africa and Cameroon. It aims to raise risk perceptions around inter-generational, transactional and multiple partner behaviour. It promotes the use of HIV testing and counseling and post testing services, and increase demand for condom use. The drama series was developed together with young people from the respective countries.
TIPS FOR CSOs TO WORK CLOSELY WITH THE MEDIA:

- Share information on child rights with media regularly—both challenges and achievements—especially in education, health, and hygiene/sanitation and child protection.
- Organize media seminars to share information and build capacity to understand budgets and their importance to achieving child rights.
- Organize media field visits to districts, including parliamentarians and other key decision-makers.
- Invite media to participate in public hearings with MPs, Junior Councils and other stakeholders, and seek to obtain wide coverage in newspapers, radio, television, and other media.
- Raise awareness about children’s rights and responsibilities through various media outlets, including leaflets, posters, etc.
- Assist the media in promoting and protecting the rights of children, as well as reporting on failures or neglect of children’s rights.
- Share human interest stories.
- Share information with media that can hold government and society accountable to Tanzania’s commitments to promote and protect children’s rights, and to budget adequate resources for child-related investments.

CASE STUDY

THE CHILDREN’S AGENDA’S ENGAGEMENT WITH THE MEDIA

The Children’s Agenda has launched a series of media seminars/field visits on each of the Top Ten Investments. The first seminar took place on October 2012 focusing on increased investment in better hygiene and sanitation in schools and health facilities. Panelists included representatives from the Ministry of Health and Social Welfare (MoHSW), Tanzania Early Childhood Development Network (TECDEN) and Tanzania Water and Sanitation Network (TaWaSaNet).

Through the media seminar/field visits, the Children’s Agenda aims to brief the media professionals and share information on each of the Children’s Agenda Top Ten Investments. Moreover it will build capacity among media practitioners to enable them to produce frequent, ethical, quality programmes and features for/about children to help raise awareness, create interest and hold decision-makers more accountable. These efforts will also help to establish partnerships for children’s rights with the mass media.

Tools to influence the media: there are several media and communication tools that can be used to influence the media. The most popular include press releases, media events, news conferences, letters to editors, TV/radio interviews. In addition, websites, newsletters, blogs, talking points and issue briefs, conferences, seminars and workshops, posters, pamphlets, street theatre and so on are indispensable media and broader communication tools. These tools can help to maintain Children Agenda’s unique brand, which is fundamental in maintaining its credibility and legitimacy as the key child rights advocate in Tanzania.
TOOL: USEFUL GUIDELINES FOR REPORTING ON CHILDREN

- UNICEF’s Ethical Guidelines: Principles for Ethical Reporting on Children
  www.unicef.org/media/media_tools_guidelines.html

WORKING WITH THE MEDIA IN TANZANIA

Raising awareness on child protection issues
UNICEF and the Media Council of Tanzania Zanzibar engaged in a public awareness campaign on Violence Against Children in Zanzibar. The Media Council used a peer-to-peer approach involving more than 30 journalists from broadcast and print to disseminate the findings of the report, extend coverage, and improve the quality and quantity of media outputs on sensitive child protection stories. The campaign helped break the silence on cultural social norms which perpetuate risks of violence against children.

Capacity development in child rights reporting
In partnership with the University of Dar es Salaam, School of Mass Communication and Journalism, a child rights based syllabus was adapted to the children and media course with the aim of embedding knowledge at an early stage. The optional course attracted more than 30 students, which also included guest lecturers from UNICEF staff and members of the Children’s Agenda.

TAMWA’s (Tanzania Media Women’s Association) media advocacy efforts
TAMWA is an activist’s media advocacy organisation that conducts journalistic surveys and policy analysis, organizes collective mass actions through coalitions and networks and provides quality training in media advocacy. In 2009 and 2010, TAMWA’s media advocacy on girls’ right to education provoked a heated public debate as a result of powerful TV and radio spot message—Sidanganyiki (I cannot be cheated). This message was crafted after a thorough media survey on factors that contribute to school pregnancy. The message helped to empower the girl child to say no to temptations that may contribute to school dropout due to pregnancy.

From 2003 to 2005, TAMWA’s media advocacy campaigns helped in repealing the Zanzibar Spinsters Law of 1985 which would sentence a girl who became pregnant out of the wedlock to two years imprisonment. The repeal of the law opened doors for the enactment of a new law, the Spinster and Single Parent Children Protection Act 2005. This, among other things, allows school girls who become pregnant to continue with school after delivery.

In addition, TAMWA’s strategic media advocacy and public sensitization on the need for women to contest elective positions increased the number of women in parliament from 22 per cent in 2000 to 36 per cent to date. Together with Care Tanzania, between 2008 and 2011, TAMWA implemented a unique social economic justice initiative - Women Empowerment Project in Zanzibar (WEZA) – which changed economic and social lives of over 7,842 rural poor women from Pemba North and South Unguja regions in Zanzibar.
Using social media for advocacy

The term ‘social media’ encompasses a plethora of tools, each with distinctive characteristics. The increased use and importance of these tools has sometimes challenged the right to freedom of expression and access to information leading to a shake-up in traditional approaches to advocacy and campaigning. This has opened the way to a new form of ‘digital activism’. In order to understand how you can make use of these tools in your advocacy you could consider the following four core ‘layers’ or dimensions underpinning all social media.

Examples of social media

- Blogging (www.wordpress.org)
- Micro-blogging (www.twitter.com)
- Video-sharing (www.youtube.com)
- Photo-sharing (www.flickr.com)
- Podcasting (www.blogtalkradio.com)
- Mapping (www.maps.google.com)
- Social networking (www.facebook.com)
- Social voting (www.digg.com)
- Social bookmarking (www.delicious.com)
- Lifestreaming (www.friendfeed.com)
- Wikis (www.wikipedia.org)
- Virtual Worlds (www.secondlife.com)

Content: social media tools allow anyone (who has access to the internet) to create their own multimedia content. ‘User generated content’ is at the heart of most social media platforms. This can be very empowering, particularly in more repressive societies. It has led to critical ‘blogging’ and to ‘citizen journalism’ where amateurs can report and comment on what is happening on the ground, particularly during crisis situations (e.g. www.blogger.com, www.indymedia.org, www.bulatlat.com).

Collaboration: social media facilitate the aggregation of small individual actions into meaningful collective results. This is possible through ‘conversation’, ‘co-creation’ and ‘collective action’. Online conversations create traffic and may well become ‘viral’ allowing you to spread your message quickly to vast numbers of people.

Community: social media facilitate sustained collaboration within an online ‘community’ around a shared idea, over time and across boundaries. However, a vibrant online community cannot be built in a vacuum as people will only come together (digitally or not) around an issue that is meaningful to them. In order to mobilize public support for your issue, you may focus on building an online community around a specific event or campaign. For example, Plan International’s online campaign ‘Because I am a Girl’ uses online communication tools such as Facebook, Twitter, YouTube, Flickr and Pinterest. It also employs other advocacy tactics such as the launch of annual State of the World’s Girls reports to mobilize communities, children, CSOs and decision makers to get four million girls back to school.

Collective Intelligence: social web enables us not only aggregate individual actions but also to process that information (using complex algorithms) and make use of it as we like. For example, Global Voices Online and its sister project Global Voices Advocacy aim to build a global anti-censorship network of bloggers and online activists throughout the developing world that is dedicated to protecting freedom of expression and free access to information online.
Social media strategies that work for CSOs

Below are a few strategic principles you can use to get the most out of your social media outreach.

1. **Message**: in order for your message to have any impact, it has to contain your call to action. Even if the message becomes a popular online phenomenon, if it doesn’t get people to take action, it is useless. The message of your viral outreach needs to be easy to grasp without explanation and easy to pass on to others.

2. **Meeting**: find the media that your target audience likes to use and go where the people are. Spread your virus in a variety of networks to ensure maximum reach.

3. **Manage**: funnel the contacts you make in social media toward your website or blog. Make your website the second tier of your social media strategy. The third tier, when people register with your site. Mobilize the people who sign up on your site to take action and help spread the message.

4. **Material**: give people the content they need to pass on your viral marketing. Provide assets for your audience to make their own videos, allow them to put their picture in an e-card, anything that helps to put them into the story-line and send to their contacts.

5. **Mobilize**: make it easy to pass your content through word-of-mouth. Choose the video tools that allow you to embed your videos directly into Facebook, blogs, etc. Social bookmark tabs need to post your link and teaser copy into other sites.

6. **Medium**: make your content a good match for the medium. Long videos will not be watched as much as shorter ones. Break up paragraphs in articles and write lead sentences remembering they may also serve as the teaser copy for the links when they are visible on other sites.

7. **Marketing**: your content needs to have links back to your sites. Don’t leave the “More Info” section blank. Include good copy using your key words and links.

8. **Metrics**: watch the statistics. Check not only how many people view, forward, or tweet your content, also track how many click through and take the next step with your message.

9. **Momentum**: start the ball rolling by forwarding your content to the networks of your intended target. Leave room in tweet messages for people to re-tweet your messages. Push your virus into new networks until it takes off on its own.

10. **Be generous with your social media presence**: share interesting articles about organisations that support your mission to give value to your feed. No one likes to be sold to these days, so becoming a source for information regarding a topic that your audience cares about is a good way to keep their eyeballs on your organisation.
QUESTION 6: WHAT HAVE WE GOT?

QUESTION 7: WHAT DO WE NEED TO DEVELOP?

Advocacy efforts generally don’t start from scratch but build on existing strengths. This requires taking careful stock of the advocacy resources already in place, such as: existing advocacy leaders, past advocacy experience, networks and alliances, staff and other organisational or allied capacity, information, and political intelligence. The next step is to identify advocacy resources that we don’t have. This involves looking at alliances that we need to build or strengthen, networks we need to expand, and capacities such as outreach, media, and research, which are crucial to any effort. Pinpoint the kind of technical support we need and where can we get it. Also identify the funds required for advocacy work.

Knowing what we have and what we need involves assessing our advantages, challenges, threats, opportunities and next steps. This can be effectively done using the ACT-ON model which helps to assess the external and internal advocacy environment and helps us to create a long term advocacy strategy. What we learn from looking inward can be used for improving our participation and in changing the wider power relations affecting our advocacy.

TOOL: THE ACT-ON MODEL

Here we have applied the ACT-ON model to the Children’s Agenda advocacy with parliamentarians.

A = Advantages
Using our advantages will significantly increase our capacity for effective advocacy.
Some of the advantages that the Children’s Agenda has in working with parliamentarians in advocacy may include: the presence of a network with parliamentarians through established institutions; evidence based advocacy messages for parliamentarians, and a clear call for action vis-à-vis the Top Ten Investments for Children.

C = Challenges
Taking action to meet or overcome a challenge is a major focus of the ACT-ON model. This requires an environmental assessment, but it begins by looking at ourselves internally.
Challenges in advocating with parliamentarians may include: a lack of human and financial resources; different interests among institutions in the Children’s Agenda; duplication of efforts; lack of volunteerism about partners.

T = Threats
The idea here is to turn a threat into an opportunity
Threats in advocating with parliamentarians may include their negative attitudes towards children, dealing with bureaucracy and a disorganized system.

O = Opportunities
Find opportunities that will minimize the threats and advance the agenda. This requires an internal and external environmental assessment.
Opportunities in advocating with parliamentarians may include: international and regional conventions and national laws that protect children’s rights; a string constituency of parliamentarians who have signed the petition on the Children’s Agenda, and the presence of a stable government.

N = Next steps
Advocacy entails making choices, as all the identified ‘next steps’ cannot begin at once. In order to prioritize, determine what is critical and where support and time is available. The next steps can connect with any of the advantages, challenges, threats and opportunities.
Next steps in advocating with parliamentarians may include: greater coordination among the Children’s Agenda partners in reaching out to parliamentarians and gaining commitment of larger number of parliamentarians on Top Ten Investments for Children.
QUESTION 8: HOW DO WE BEGIN?

What are our most effective first steps? How do we begin to build now towards a concrete advocacy agenda? Setting goals, interim outcomes and activities, participatory planning and budgeting for advocacy are vital steps towards taking advocacy from planning to action.

Setting goals, interim outcomes and activities

What is an Advocacy Goal?
The goal is the subject of your advocacy effort. It is the long term result that you are seeking. The advocacy goal can be general. For example, ensure equitable access to quality education at all levels for all boys and girls.

What is an Advocacy Interim Outcome?
Interim outcomes are shorter-term results that must be achieved in order to reach the advocacy goal. Advocacy strategies usually have multiple interim outcomes that are achieved on the way to that goal. The interim outcome is what you want to change, who will make the change, by how much and by when. The interim outcome must focus on a specific action that an institution can take. Many times, the interim outcomes are modified as advocacy planning and implementation evolves.

For example, the budget allocation for teacher training in Pwani district has increased from X Tsh to at least Y Tsh by 2014.

Sometime policy goals take years to achieve. Interim outcomes signal important progress to be achieved along the way. Capturing interim outcomes also ensures that evaluations do not conclude unfairly that entire advocacy efforts failed if policy goals are not achieved. Examples of interim outcomes can be both increased advocacy capacity, as well as audience changes that indicate movement towards advocacy goals.

SMART GOALS AND INTERIM OUTCOMES (AND ALSO CHANGE FOCUSED AND CHILD SPECIFIC)²⁷

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

Original objective: to mobilize children and law enforcement agencies by 2015

SMART objective: to assist children’s clubs in three villages to form violence prevention groups within 10 months

Specific

• Watch out for jargon or rhetoric. Words like ‘sensitize’ and ‘empower’ are vague. Say what you mean in the clearest terms possible.
• Watch out for words that can be interpreted in a variety of ways, for example: reproductive health, accountability, transparency, etc. If you use them, say what you mean.

Measurable

• Be as exact as possible about who, what, where, when and how. For example, an interim outcome might state, “educate children about their rights.” Whenever possible, estimate the number of children you are helping, what they will be able to do as a result, and the geographic range of your effort.
Where you have very large numbers (for example, 50 million children neglected) use manageable numbers as well, such as a school, province or jurisdiction. This makes it easier to grasp for both advocates and decision-makers. It makes it real.

Interim outcomes that refer to a state of mind and a process, like ‘empower’, are almost impossible to measure because they are subjective. Consider this example: “bring together children’s councils to voice their concerns and define their common priorities”. In many places that in itself is a major accomplishment. ‘Group formation’ or ‘strengthening’ can be a good indicator for process words like ‘empowerment’. So, when you use words that refer to a state of mind you should ask yourself: “What does an empowered person do?” “Sensitize for what?” Use the answers to formulate your interim outcomes and goals more clearly.

Achievable

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

Realistic, resourced and relevant

Changing attitudes and behaviour is a long-term endeavour. Try to be realistic when you decide how many people you plan to influence.

Realistic objectives should be achievable in the planned time frame and reflect the limits of your funding and staff.

Make sure that the interim outcomes, if achieved, will be sufficient to achieve your advocacy goal.

Time bound

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

Change-oriented

Your interim outcome should be worded in terms of what you hope to achieve, not what you intend to do. Consider what change you want to bring about. For example, “Decision-makers x, y and z will clearly demonstrate their awareness of the implications of children’s rights by supporting calls to increase the funding for primary education for boys and girls” is change-oriented. By contrast, “to raise awareness of decision-makers about children’s rights” is activity-oriented.

Child-focused

Wherever possible your interim outcome should make it clear that your focus is on children.
CHECKLIST OF CRITERIA FOR ANALYZING AN ADVOCACY INTERIM OUTCOME™

By already going through Questions 1-7 you would have information to answer the following questions:

- Does qualitative or quantitative data exist which show that reaching the interim outcome will result in real improvements in the situation?
- Is the interim outcome achievable? Even with opposition?
- Will many people support the interim outcome? Do people care about the interim outcome deeply enough to take action?
- Will you be able to raise money or other resources to support your work on the interim outcome?
- Can you identify the target decision makers clearly? What are their names or positions?
- Does the interim outcome have a clear time frame that is realistic?
- Do you have the alliances with key individuals or organisations needed to reach your interim outcome? Will the interim outcome help build alliances with other sectors, NGOs, leaders, or stakeholders? Which ones?
- Is the interim outcome easy to understand?
- Will working on the interim outcome provide people with opportunities to learn more about and become involved with the decision-making process?

What are advocacy tactics or activities?

Tactics or activities are the specific outputs and products which contribute to the interim outcomes, and might include events, conferences, press releases, publications, meetings among others. The advocacy tactics/activities help to achieve the interim outcomes. For each advocacy tactic, it is important to identify the roles of specific Children’s Agenda members who have the responsibility for taking it forward.
HAKIELIMU’S ADVOCACY TACTICS

HakiElimu, a Tanzanian NGO uses a range of advocacy approaches and tactics to influence policies. These include:

**Awareness raising:**
- TV and radio spots and short films on specific, education-related issues
- Production and widespread distribution of popular publications for different audiences and on various themes, including: what makes a good school, disability and education, key principles for school committees (cartoons are often used to make messages more accessible to the public and media).

**Engagement**
- Mobilizing the country-wide Friends of Education network to ask questions, write, organize and advocate for quality education and responsible management of education funds
- Advocating on various education and budget policies
- Engaging directly with government officials, either face-to-face or in stakeholders’ consultative meetings

**Research and analysis**
- Research on the state of schools, teachers’ working conditions and learning processes
- Policy analysis on a range of education and budget policies
- Monitoring and analysis of media articles

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**TOOL: EXAMPLES OF ADVOCACY ACTIVITIES, INTERIM OUTCOMES, GOALS AND IMPACTS ON CHILDREN**

This model identifies a full range of advocacy activities and outcomes which helps to determine alternate paths to achieve policy goals.

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<th>Advocacy Impact on Children</th>
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<td>- improved services and systems</td>
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<td>- positive social and physical conditions for women and children</td>
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<th>Advocacy Goals</th>
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<td>- policy development</td>
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<td>- placement on the policy agenda</td>
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<td>- policy adoption</td>
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<td>- new donors</td>
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<td>- more or diversified funding</td>
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Prepare a budget for advocacy

Estimating the cost of an advocacy project can be difficult, especially for a multi-year initiative. More than with other types of programmes, midcourse corrections will occur and can sometimes lead to higher costs. For example, your initial strategy may not include a media campaign, but later, once you have started implementing your plan, such a campaign may seem vital. You should base your budget on your advocacy strategy and activities (such as lobbying, media work, working with coalitions, and/or mobilizing constituencies). There are of course inexpensive and expensive ways to pursue each strategy. Hiring a public relations company or consultant, for example, can be an important way to communicate your key advocacy messages, but it is costly. Holding meetings, writing media commentary, or arranging site visits are relatively lower-cost activities. Always include a line item for unexpected expenses. Planning for such contingencies will help you keep a flexible activity schedule and allow for changes, if required. (For more information on mobilizing resources for advocacy, see Chapter 12)

The importance of participation in advocacy planning

How planning is done is just as important as how well a plan is defined. For example, the Children’s Agenda developed its strategic plan for 2012-2015 in a participatory way by bringing together partners in a consultation in November 2011. Participation by all partners in developing the strategy helped to generate commitment, create shared ideals and directions, speed up action and also provide a way of letting challenges surface. It also improved the accountability of the coalition partners towards the shared agenda.
Bringing in children and young people’s perspectives in developing an advocacy strategy is an effective way to help them analyze problems, power and context. It also builds their capacity to be involved in advocacy implementation and monitoring and evaluation. (Learn more on children’s participation in advocacy in chapter 8)

**QUESTION 9: HOW DO WE TELL IF IT’S WORKING?**

Like any travelers on a long journey, advocates need to check their course at every stage. They need to reevaluate strategy, revisiting each of these questions (Are we aiming at the right audiences? Are we reaching them? Are we building the support we hoped for?). They remain open to the need to adapt their plan and their campaign to new events and shifts in internal and external advocacy environment. This is facilitated by a robust monitoring and evaluation (M&E) plan that tells if the advocacy strategy is working.

*This section should be read in conjunction with Chapter 3 and UNICEF M&E Companion to the Advocacy Toolkit.*

**Monitoring** measures progress in achieving specific results in relation to a strategy’s implementation plan. The most important aim of monitoring is to identify when plans need to be changed because things are not going well, challenges are being faced or new opportunities have been identified. Each advocacy project should be monitored on a continuous basis over its lifetime. Reasons for this include:

- assess to what extent the strategy is successful – and to adapt it accordingly
- be able to respond to unpredictable events
- provide regular opportunities to communicate, work together and share experience – build relationships
- document the process in order to be able to learn from experience to improve future work in advocacy
- demonstrate the results to donors, supporters, policy-makers, and other stakeholders

**Advocacy** monitoring also involves constantly collecting and analyzing information on wider issues. Monitoring might cover information on:

- internal issues including how well staff (and partners) are working, and how well activities are being implemented.
- external issues covering key changes in the external environment, and what else is happening (or what others are doing) that might affect the results of the advocacy project.
- collaborative issues including how well the project is linked into and able to cooperate with relevant alliances and coalitions, or how well are any capacity building activities being carried out.
- progress towards objectives: are you getting closer to the ultimate goals and outcomes of the advocacy project?

**Evaluation** attempts to determine as systematically and objectively as possible a strategy’s worth or significance. In addition to the reasons cited for monitoring advocacy, evaluations enable organisations to:

- evaluate the progress of the project against its stated objectives
- learn about what works well and what needs adapting
- demonstrate innovative and effective strategies
- demonstrate the results and impact to donors, supporters, policy-makers and other stakeholders
- generate financial and political support for advocacy work

While the terms of reference for each advocacy evaluation will be specific to that piece of work, the main questions that an evaluation addresses include:

- To what extent were the original interim outcomes achieved? Were they the right interim outcomes in the first place?
- How did the interim outcomes change and evolve throughout the advocacy project, and why?
- What impact did any change have on the lives of communities (if at all)?
- What factors contributed to success or failure?
- Which specific approaches worked and which did not?
- What should have been done differently given hindsight?
- What needs to be changed in the future as a result of this evaluation?

For advocacy, performance monitoring and evaluation of a strategy’s quality and efficiency, examining what was done and how well it was done are more prevalent than impact evaluation i.e. measurement of a strategy’s results for people and communities.

Monitoring and evaluation must be central to your advocacy action plan right from the beginning: something that takes place alongside research, planning and execution of your plans, and which influences how you work at every stage. By building it into advocacy planning from the start, you can connect the goals you want to achieve with the development of indicators for success. Advocacy monitoring and evaluation can and should be used for purposes of strategic learning – using monitoring to help organisations learn in real time and adapt their strategies to changing circumstances. It will also be useful for integrating evaluation and evaluative thinking into strategic decision-making and bringing timely data to the table for reflection and action.

Advocacy activities, interim outcomes, goals, and impacts and their measurement indicators

Below is a matrix containing possible activities, outcomes, goals and impacts that can be measured for advocacy efforts. It also includes definitions for each component and possible indicators.

<table>
<thead>
<tr>
<th>Activities, interim outcomes, goals, impacts</th>
<th>Definition</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advocacy Activities</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Digital or internet based Media/social Media** | Using technologies such as email, websites, blogs, podcasts, text messages, Facebook or Twitter to reach a large audience and enable fast communication | • A new website or web pages developed  
• Number and frequency of electronic messages sent  
• Number of subscribers |
| **Earned media** | Pitching the print, broadcast or digital media to get visibility for an issue with specific audiences | • Number of outreach attempts to reporters  
• Number of press releases developed and distributed  
• Number of editorial board meetings held |
| **Media partnerships** | Getting a media company to agree to promote a cause through its communications channels and programming | • Number and types of media partnerships developed  
• Number and types of distribution outlets accessed through media partnerships |
| **Coalition and network building** | Unifying advocacy voices by bringing together individuals, groups or organisations that agree on a particular issue or goal | • Number of coalition members  
• Types of constituencies represented in the coalition  
• Number of coalition meetings held and attendance |
| Grass-roots organizing and mobilization | Creating or building on a community-based groundswell of support for an issue or position, often by helping people affected by policies to advocate on their own behalf | • Number and geographical location of communities where organizing efforts took place  
• Number of community events or trainings held and attendance |
| Rallies and marches | Gathering a large group of people for symbolic events that arouse enthusiasm and generate visibility, particularly in the media | • Number of rallies or marches held and attendance  
• Participation of high-profile speakers or participants |
| Briefings/ presentations | Making an advocacy case in person through one-on-one or group meetings | • Number of briefings or presentations held  
• Types of audiences reached through briefings or presentations  
• Number of individuals attending briefings and Presentations |
| Public service announcements | Placing a non-commercial advertisement to promote social causes | • Number of print, radio or online ads developed  
• Number and types of distribution outlets for ads |
| Polling | Surveying the public via phone or online to collect data for use in advocacy messages | • Polls conducted with advocacy audience(s) |
| Demonstration projects or pilots | Implementing a policy proposal on a small scale in one or several sites to show how it can work | • Number of demonstration projects or pilot sites  
• Funding secured for demonstration projects or pilots |
| Issue/policy analysis and research | Systematically investigating an issue or problem to better define it or identify possible solutions | • Number of research or policy analysis products developed, e.g., reports, briefs  
• Number and types of distribution outlets for products  
• Number of products distributed |
| Policy proposal development | Developing a specific policy solution for the issue or problem being addressed | • Policy guidelines or proposals developed  
• Number of organisations signing onto policy guidelines or proposals |
| Policymaker and candidate education | Telling policymakers and candidates about an issue or position, and about its broad or impassioned support. | • Number of meetings or briefings held with policymakers or candidates  
• Number of policymakers or candidates reached  
• Types of policymakers or candidates reached |
| Relationship building with decision-makers | Interacting with policymakers or others who have authority to act on the issue. | • Number of meetings held with decision-makers |
| Litigation or legal advocacy | Using the judicial system to move policy by filing lawsuits, civil actions and other advocacy tactics. | • Number of legal briefs written  
• Number of testimonies offered |
| Lobbying | Attempting to influence law by communicating with a member or employee of a governing body or with a government official or individual who participates in law-making. | • Number of meetings with policymakers or candidates  
• Number of policymakers or candidates reached  
• Types of policymakers or candidates reached |
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Interim Outcomes</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Organisational advocacy capacity** | The ability of an organisation or coalition to lead, adapt, manage and implement an advocacy strategy. | • Increased knowledge about advocacy, mobilizing or organizing tactics  
• Improved media skills and contacts  
• Increased ability to get and use data |
| **Partnerships or alliances** | Mutually beneficial relationships with other organisations or individuals who support or participate in an advocacy strategy | • New or stronger organisational relationships developed  
• New relationships with unlikely partners  
• New organisations signing on as collaborators  
• Policy agenda alignment between collaborators  
• Collaborative actions taken between organisations |
| **New advocates (including unlikely or non-traditional)** | Previously unengaged individuals who take action in support of an issue or position | • New advocates recruited  
• New constituencies represented among advocates  
• New advocate actions to support issue |
| **New champions** | High-profile individuals who adopt an issue and publicly advocate for it | • New champions or stakeholders recruited  
• New constituencies represented among champions  
• Champion actions, e.g., speaking out or signing on, to support the issue or position |
| **Organisational/issue visibility or recognition** | Identification of an organisation or campaign as a credible source on an issue | • Number of requests for advocate products or information, including downloads or page views of online material  
• Number and types of invitations for advocates to speak as experts |
| **Awareness** | Audience recognition that a problem exists or familiarity with a policy proposal | • Percentage of audience members with knowledge of an issue  
• Online activity for portions of website with advocacy-related information |
<p>| <strong>Salience</strong> | The importance a target audience assigns an issue or policy proposal | • Percentage of audience members saying issue is important to them |</p>
<table>
<thead>
<tr>
<th>Attitudes or beliefs</th>
<th>Public will</th>
<th>Political will</th>
<th>Constituency or support-base growth</th>
<th>Media coverage</th>
<th>Issue reframing</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target audiences’ thoughts, feelings or judgments about an issue or policy proposal</td>
<td>Willingness of a (non-policymaker) target audience to act in support of an issue or policy proposal</td>
<td>Willingness of policymakers to act in support of an issue or policy proposal.</td>
<td>Increase in the number of individuals who can be counted on for sustained advocacy or action on an issue</td>
<td>Quantity and/or quality of coverage generated in print, broadcast or electronic media</td>
<td>Changes in how an issue is presented, discussed or perceived</td>
<td></td>
</tr>
<tr>
<td>Percentage of audience members with favourable attitudes towards the issue or interest</td>
<td>Percentage of audience members willing to take action on behalf of a specific issue</td>
<td>Number of citations of advocate products or ideas in policy deliberations/policies</td>
<td>Website activity for portions of website with advocacy-related information</td>
<td>Number of media citations of advocate research or products</td>
<td>Number of media articles reflecting preferred issue framing</td>
<td>Creating a new policy proposal or policy Guidelines</td>
</tr>
<tr>
<td>Policy M&amp;E</td>
<td>Tracking a policy to ensure it is implemented properly and achieves its intended impacts</td>
<td>• Funding established to formally monitor or evaluate policies</td>
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</tr>
<tr>
<td>Policy maintenance</td>
<td>Preventing cuts or other negative changes to a policy</td>
<td>• Funding levels sustained for policies or programmes • Eligibility levels maintained for policies or programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New donors</td>
<td>New public or private funders or individuals who contribute funds or other resources for a cause</td>
<td>• Number of first-time donors • New donors offering financial versus in-kind support • Average dollars given by new donors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More or diversified funding</td>
<td>Amount of dollars raised and variety of funding sources generated</td>
<td>• Number of overall donors • Types of donors (individual, philanthropic, corporate) • Dollars donated to support advocacy efforts • Revenue earned to support advocacy efforts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Impacts for Children and Women

<table>
<thead>
<tr>
<th>Improved services and systems</th>
<th>Programmes and services that are higher quality and more accessible, affordable, comprehensive or coordinated</th>
<th>• Indicators depend on the specific policy goal; the following are examples: • More programmes offered • Easier access to programmes or services • Higher-quality services • More affordable services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive social and physical conditions</td>
<td>Better circumstances and surroundings for people, communities or society in general</td>
<td>• Indicators depend on the specific policy goal. For example, indicators might focus on: • Decreased child mortality • Primary school attendance and enrolment • Access to safe drinking water and sanitation • Fewer children involved in child labour</td>
</tr>
</tbody>
</table>

### TOOL: USING LOGICAL FRAMEWORK

A hypothetical logframe has been developed to illustrate what may be measured and how in the context of real-life advocacy efforts in Tanzania. It is based on a case around the inception of the Children’s Agenda (see section 1 for details) and examines the use of elections as an entry-point for advocacy.
The Children’s Agenda advocates viewed the 2010 presidential and legislative elections as a time-limited window of opportunity on which they should capitalize. The aim was to draw attention to the issues and push for reforms hoping to get the policies of the Children’s Agenda incorporated into government commitments and action. The 2010 elections were seen as an opportunity to educate candidates and political parties on the issues and recommendations and urge them to take a public position. The advocates’ goal was to encourage the candidates in the elections to sign a commitment to back their agenda.

To gain visibility, the Children’s Agenda advocates packaged the Top Ten Investments in a way that was easy to understand. They promoted the agenda in several different ways, including having children as spokespersons. Every month, the names of candidates who pledged their support to the agenda were published in mainstream newspapers.

The logic of UNICEF Tanzania’s approach:

<table>
<thead>
<tr>
<th>Course of Action</th>
<th>Strategic Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Activity</td>
</tr>
<tr>
<td>Develop Children’s Agenda</td>
<td>Promote Children’s Agenda</td>
</tr>
<tr>
<td>Recognition of Children’s Agenda</td>
<td>Candidates sign on to the Agenda</td>
</tr>
<tr>
<td>Agenda is reflected in elected government core commitments</td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td>Measures or indicators</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td></td>
</tr>
<tr>
<td>What results are needed for success?</td>
<td>What measures will indicate success in achieving the outcome?</td>
</tr>
<tr>
<td><strong>Goal</strong>: The Children’s Agenda is reflected in elected government core commitments</td>
<td># (number) of agenda goals incorporated into post-election government commitments over the next three years</td>
</tr>
</tbody>
</table>

| Interim Outcomes | | | | | |
| Recognition of the Children’s Agenda | % of high-profile individuals in Tanzania who know about the agenda post-promotion | Started at zero, as the branding for the agenda is new | 75% of high profile or individuals asked/ know the Agenda | Bellwether interviews or of high-profile individuals | Individuals could confuse the Children’s Agenda with other child-related advocacy efforts |
| Political candidates take positions on the Children’s Agenda | # (number) of candidates who sign onto the Children’s Agenda before the election | Started at zero candidates | All candidates publicly support the Children’s Agenda goals | Document review of the signed agenda/ petition | Candidates may want to sign onto some but not all 10 Children’s Agenda items |

| Activities | | | | | |
| What must be done to achieve the interim outcomes? | What measures (outputs) will indicate success on the activity? | Where is the output now? | How far do you want to move the output? | How will you get the output data? | What could skew the results? |
| Activity: develop the Children’s Agenda | Agenda developed, # (number) partners signed On | Started at zero, as agenda had not been developed | Completion of the Children’s, 10 partners signed on | Existence of completed document | Partners might agree on some, but not on all 10 investments |
| Activity: Promote the Children’s Agenda | # (number) events held, # (number) promotional materials submitted, # (number) meetings with candidates for election | Started at zero because agenda was new | 10 events, 500 promotional materials submitted, meetings with all candidates | Review of UNICEF records and UNICEF tracking | Budget limitations could impact events and materials distribution |
2.3 PUTTING TOGETHER THE ADVOCACY STRATEGY USING NINE QUESTIONS

The table below is a tool which can help collect, organize and summarize information generated by analysing answers to the nine questions.

### TOOL: ADVOCACY STRATEGY PLANNING WORKSHEET

<table>
<thead>
<tr>
<th>Impacts: what we want to have happen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advocacy Goal:</strong> specific, measureable, achievable, results-based, time-bound</td>
</tr>
<tr>
<td><strong>Interim Outcomes:</strong> specific, measureable, achievable, results-based, time-bound</td>
</tr>
<tr>
<td>Who can make it happen?</td>
</tr>
<tr>
<td>What do they need to hear?</td>
</tr>
<tr>
<td>Who do they need to hear it from?</td>
</tr>
<tr>
<td>How can we get them to hear it?</td>
</tr>
<tr>
<td>What do we have/need to develop?</td>
</tr>
<tr>
<td>How can we begin?</td>
</tr>
<tr>
<td>How do we know if it is working?</td>
</tr>
</tbody>
</table>
3 Monitoring and evaluating advocacy

This section presents five questions for planning advocacy monitoring and evaluation. It examines challenges which may be encountered during monitoring and evaluating advocacy. Finally, it gives tips on conducting meaningful mid-year and annual reviews and writing quality reports that capture progress made and lessons learned.

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

3.1 CHALLENGES IN MONITORING AND EVALUATION OF ADVOCACY

Monitoring and evaluating your advocacy work and any resulting impact on policy change is complex. There are a number of issues to bear in mind as you design your evaluation and interpret the results.

Complexity: the policy arena is complex and ever changing. There are many steps along the way which need to be measured and acknowledged, such as constituency building, research, public awareness, meetings and building relationships with officials, etc. Success is hard to achieve and issues surrounding the needs and rights of children often face serious cultural restraints. That is why incremental changes should be valued: they represent building blocks that help an issue move to its next stage.

Role of external forces: there may be many factors outside of your control that greatly influence policy and advocacy work. It is possible to do everything in your control “right”, and still not achieve your final goal because of external factors (e.g. a change in party legislature).

Time frame: policy change goals are often long-term. Although a policy might take many years to be enacted and implemented, there will be many steps along the way to influence and shape the policy environment. These are important in terms of your overall advocacy strategy and should be measured as benchmarks along the way.

Shifting strategies and milestones: advocates must review goals and strategies continually to fit the changing environment.

Attribution: many different stakeholders are involved in advocacy, especially in a coalition such as the Children’s Agenda where it can be difficult to attribute policy change to the work of any one individual. Attributing credit for bringing about change can also be political, especially when working with government partners or other civil society organisations. The best policy is to share credit. You can demonstrate to your constituencies, the specific actions and influences your organisation contributed, but sharing credit with others is an investment in being able to work together on future challenges. In public – a speech, press conference, radio interview, or public meeting – sharing credit is the best and safest policy.

Real versus apparent change: advocacy may bring about apparent change without making a difference to children. For example, a change in policy may have no further impact if it is not implemented or enforced. Your evaluation should look at what has really changed as a result of advocacy. What has improved for
children, what case studies illustrate this? What more has to be done? If your advocacy strategy has achieved no change then you need to learn important lessons for future advocacy work. Creating real change for children is a long distance effort that requires stamina and persistence.

**Direct and indirect outcomes:** while policy change is often the main objective of an advocacy strategy, evaluation should look at other outcomes. These might include, increasing the advocacy capacity of the Children’s Agenda partners involved, or increasing children’s participation in decision making. Your evaluation should also ask some key questions to improve the effectiveness of any future activities. For example, how has the advocacy affected your relationship with major targets? How has it affected the strengths and weaknesses of the Children’s Agenda? How has it affected the coalition’s reputation with different audiences? How has it affected broader perceptions of the issue?

### 3.2 Five Questions for Planning Advocacy Monitoring and Evaluation

The five essential questions for all monitoring and evaluation planning:

- **M&E Question 1.** Who will use the monitoring and evaluation?
  - The Children’s Agenda partners
  - External donors
  - Allies – government bodies, UN agencies, communities other external users – media

- **M&E Question 2.** How will monitoring and evaluation be used?
  - Accountability
  - Informing decision-making
  - National and global learning

- **M&E Question 3.** What evaluation design should be used?
  - For accountability:
    - Single- or multiple-case studies
    - General elimination method
    - Contribution analysis
    - Participatory performance story
    - Reporting
    - Cost-benefit analysis
    - Performance monitoring
  - For informing decision-making:
    - Developmental evaluation
    - Real-time evaluation/rapid assessment
  - For national and global learning:
    - Success (or failure) case studies

The table below summarizes possible answers to these questions.
4. What should be measured?

<table>
<thead>
<tr>
<th>Activities</th>
<th>Interim Outcomes</th>
<th>Advocacy goals</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital outreach</td>
<td>Organisational advocacy</td>
<td>Policy development</td>
<td>Improved services and systems</td>
</tr>
<tr>
<td>Earned media</td>
<td>Capacity</td>
<td>Placement on the policy agenda</td>
<td>Positive social and physical conditions</td>
</tr>
<tr>
<td>Media partnerships</td>
<td>Partnerships</td>
<td>Policy adoption</td>
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</tr>
<tr>
<td>Coalition partnerships</td>
<td>New advocates</td>
<td>Policy blocking</td>
<td></td>
</tr>
<tr>
<td>Organizing rallies/marches</td>
<td>New champions</td>
<td>Policy implementation</td>
<td></td>
</tr>
<tr>
<td>Voter education</td>
<td>Organisational or issue visibility</td>
<td>Policy M&amp;E</td>
<td></td>
</tr>
<tr>
<td>Briefings</td>
<td>Awareness</td>
<td>Policy maintenance</td>
<td></td>
</tr>
<tr>
<td>Polling</td>
<td>Salience</td>
<td>New donors</td>
<td></td>
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<tr>
<td>Pilot projects</td>
<td>Attitudes or beliefs</td>
<td>More or diversified funding</td>
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</tr>
<tr>
<td>Policy analysis</td>
<td>Public will</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy development</td>
<td>Political will</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policymaker education</td>
<td>Constituency growth</td>
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<td></td>
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<tr>
<td>Relationship building</td>
<td>Media coverage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Litigation</td>
<td>Issue reframing</td>
<td></td>
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<tr>
<td>Lobbying</td>
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</tbody>
</table>

5. What data collection tools should be used?

<table>
<thead>
<tr>
<th>Pre-intervention assessment and mapping</th>
<th>Ongoing monitoring of advocacy activities</th>
<th>Interim effects for advocacy audiences</th>
<th>Policy or system change results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy capacity assessment</td>
<td>Media tracking</td>
<td>Research panels</td>
<td>Policy tracking</td>
</tr>
<tr>
<td>Network mapping (before advocacy)</td>
<td>Media scorecards</td>
<td>Crowd-sourcing</td>
<td>System mapping (after advocacy)</td>
</tr>
<tr>
<td>System mapping (before advocacy)</td>
<td>Critical incident timelines</td>
<td>Snapshot surveys</td>
<td></td>
</tr>
<tr>
<td>Intense period debriefs</td>
<td>Intense period debriefs</td>
<td>Intercept interviews</td>
<td></td>
</tr>
<tr>
<td>360-degree critical incident debriefs</td>
<td></td>
<td>Bellwether methodology</td>
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</table>

**Following up:** before evaluation planning is complete, it will be necessary to check several details including: who will collect data; the technicalities of how and when methods will be implemented and with whom; how and when findings will be reported. Once the complete plan is in place, implementation can begin. As it is always necessary to remain responsive to changing circumstances and conditions, advocacy M&E plans must be adaptable in order to stay relevant and useful. The plan should be revisited regularly to make sure it is on target and still has value for its intended users.
Questions that should be asked regularly include:

- What worked well?
- What did not work?
- What could be improved?
- What lessons have we learned?
- What action turned out better than we hoped?
- What disappointed participants?
- What messages resonated?

Regular strategy meetings during which monitoring and evaluation data are discussed are a good way to foster reflection. Writing accounts that chronicle good practices, lessons learned, innovations and stories from the field (see Chapter 4 for guidelines on this area) can also be helpful. Open-minded, critical and adaptable processes will identify what could have worked better. Finally, advocacy success should be recognized and celebrated. This includes success or progress on interim outcomes, which are important milestones even if policies and practices are not ultimately fully achieved.

3.3 CONDUCTING MEANINGFUL MID-YEAR AND ANNUAL REVIEWS

The principal purpose of mid-year and annual reviews is to examine how the experiences of the advocacy project can be used to improve strategy and tactics. The review should examine progress in relation to interim and planned outcomes, helping to identify and make provisions for mid-course adjustments in the advocacy strategy design. Meaningful mid-year and annual reviews assess:

- Changes in the country’s environment and the situation of children and women, including the likelihood of emergencies
- New insights and experience obtained during the first half of the advocacy cycle
- Changes in the external environment (e.g. new emerging partnerships, changes in donor funding etc.)
- Changes in national policies and priorities as expressed, for instance, in the poverty reduction strategies

Mid-year and annual reviews expose major lessons learned so that the quality of the implementation of the advocacy strategy can be improved. They also indicate how these lessons may be applied in subsequent phases of the advocacy effort.

Mid-year and annual reviews should be incorporated in the advocacy strategy with an adequate budget and timeframe. The specific purpose, objectives and priority questions for the mid-year and annual review must be clearly defined and agreed among the advocacy partners. Stakeholders, including children and communities, should also be involved in this process. The reviews should also draw upon existing monitoring reports and completed evaluations.
TOP TIPS FOR WRITING QUALITY ANNUAL REPORTS AND ANNUAL REVIEWS

- **Be transparent, open and honest**: the report is an opportunity to voice achievements and celebrate successes. However, if the organisation hasn’t been able to achieve all it wanted to in the past year, be honest about it. Most stakeholders appreciate honesty and transparency, so long as lessons are learnt.

- **Focus on outcomes and not outputs**: one way to avoid the issue of reports quickly becoming outdated is to focus on outcomes rather than outputs. Talk about the impact you have - then it doesn’t matter if it is six months old.

- **Be selective**: think about what you want to focus on, select relevant statistics and highlight key achievements, case studies or quotes.

- **Add visuals and facts**: think about having a page which represents ‘this year in numbers’ to highlight key achievements. It may be a good idea to organize a photo shoot of your service users to communicate in pictures, quotes and captions the valuable work you do. This can reduce the need for so much text and detail - though it will depend on your resources.

- **Explore low cost digital options**: there are many benefits to producing a digital report. It is far cheaper, and every PDF downloaded can be tracked so you know exactly how many have been distributed. Create an online annual report as the primary tool and have a short print run of the physical version. There is more opportunity to include engaging infographics, videos and animations to get the message across more effectively in a digital version, and it can also reach a much greater number of people.

- **Let stakeholders take control**: consider involving stakeholders in the report writing process. They can tell their story in their own words which will add a greater human dimension to the issue.

- **Consistency is essential**: tailoring information to your target audience is a key rule, though your messages must be consistent. An annual report which is engaging and comprehensive should provide the sound base upon which you build your tailored fundraising or supporter messages. A really well thought through and well-presented annual report will be engaging to a wide audience at any time of year.

- **Consider consistently reporting impact, rather than a focused, once-a-year annual report**: digital reports and online tools can help improve the way your website reports your impact on an ongoing basis.
Managing knowledge in advocacy

This section outlines the benefits of a strong knowledge base for effective advocacy and ways in which it can be secured.

4.1 SIGNIFICANCE OF KNOWLEDGE MANAGEMENT FOR ADVOCACY

According to UNDG (2010), knowledge management refers to “the systematic processes or a range of practices used by organisations to identify, capture, store, create, update, represent and distribute knowledge for use, awareness and learning across the organisation”. Here knowledge can be understood as both explicit (documented, stored and formally articulated) and tacit (experiential, non-verbalized and internally held) knowledge and information.

In other words knowledge management designs, generates, collects, synthesizes and packages child rights information and resources and makes them accessible to advocacy practitioners and other stakeholders. A strong knowledge base provides evidence for effective advocacy, improves visibility of the organisation’s advocacy work and enables internal dialogue to support creation of external communication. The most effective advocacy strategies are knowledge-based and leverage lessons from past experiences. A knowledge management system on advocacy can facilitate this by gathering, storing, retrieving and disseminating such information. This system should be demand-driven and focus on the needs of its users. Users should determine what knowledge they need to do their jobs effectively and creatively.

Collaboration on knowledge generation and access among coalition partners in the Children’s Agenda is fundamental to achieve increased resources and commitment for children. Collaboration is also required with established knowledge management centers to facilitate sharing and accessibility of advocacy knowledge. Systematic knowledge generation and sharing will help advocacy practitioners recognize that this practice builds their power.

Improved knowledge management offers specific benefits to the Children’s Agenda and other CSOs:

- improved effectiveness of advocacy efforts and results
- improved coordination and harmonization between various agencies and avoidance of duplication
- increased learning among staff and between agencies and interagency groups
- enhanced experience, expertise and knowledge base of the Children’s Agenda via available agency skills and know-how

It is essential to regularly identify critical knowledge needs, issues and solutions in order to effectively manage knowledge for advocacy.
ADDRESSING KNOWLEDGE GAPS

To address knowledge gaps on children’s issues in Tanzania, UNICEF has produced several reports including: (1) Situation Analysis on Children and Women in Tanzania (Mainland and Zanzibar); (2) Childhood Poverty: Disparities and Deprivations in Child Well-Being; (3) Report on Violence against Children in Tanzania; (4) Report on Adolescence in Tanzania; and (5) Report on Cities and Children. Prominent knowledge centers that partnered with UNICEF Tanzania in the preparation of these reports include the Centers for Disease Control and Prevention (CDC), Muhimbili University and REPOA (Research on Poverty Alleviation) among others.

While documents and reports are an effective way to capture and disseminate knowledge, they are by no means an exclusive approach. Discussions on important topics among advocacy practitioners who have relevant knowledge and experience are a key part of knowledge management. Convening round tables and conferences and creating an online library of relevant materials for stakeholders are also useful ways of capturing and sharing knowledge.

Emphasis on knowledge management for advocacy must be built into CSOs' annual work plan so that resources are secured. Moreover, roles and responsibilities for knowledge generation and management need to be clearly defined among coalition members and within organisations.

SUPPORTING THE GOVERNMENT TO MANAGE KNOWLEDGE ABOUT CHILDREN EFFECTIVELY

UNICEF Tanzania has provided technical support to government counterparts to improve national capacity for generating, using, and managing knowledge through trainings and development of content management system. The office supported the development of Content Management System for Zanzibar AIDS Commission which was launched by the Vice President of Zanzibar on World AIDS Day in 2011. UNICEF Tanzania has also supported the development of Management Information Systems in Education (Inspectorate MIS), Child Protection (Child Protection MIS & web-based interactive CSO GIS), and vaccine stock management information system. UNICEF Tanzania commissioned an evaluation of the Tanzania Socio Economic Database to further improve and strengthen the system in support of evidence based planning, monitoring and decision making.

4.2 INNOVATIONS, LESSONS LEARNED AND GOOD PRACTICE IN ADVOCACY

CSOs need to create a culture and environment in which staff can take time during and after major advocacy efforts to reflect. This is necessary to consider not just successes and positive outcomes, but also failures and lessons learned. Findings should be made available to others online and through face-to-face meetings. Identifying, validating and properly documenting innovations, lessons learned and good practices are a necessary part of capturing key lessons learned during an advocacy effort.
Innovations in advocacy: these are summaries of operational innovations which may be pilot projects or new approaches to a standard model that can demonstrate initial results. The main focus of the documentation is to capture a concise description of the innovation so that its benefits are clear to your reader.

Lessons learned in advocacy: these are more detailed reflections (rather than just a description) on a particular operation and extraction of lessons learned through its implementation. These lessons may be positive or negative; both are valuable and should be encouraged. You should be able to state the lesson(s) learned in a few sentences and provide verifiable results that are evidence of the lesson(s). Lessons learned have undergone more of a review process than innovations and generally have been implemented over a longer time frame.

Good practice in advocacy: these are well documented and assessed programming practices that provide evidence of success/impact and which are valuable for replication, scaling up and further study. Documentation of good practices requires more time and effort because of the need for assessment or evaluation of results. The more evidence the better, as these practices should add value in a particular sector or region. Good practices may be the first step to peer review and wider publication.
Managing risks in advocacy

This section captures the essential ways in which risks in advocacy can be analyzed and managed effectively.

Since advocacy takes place in the public policy arena, there may be some risks involved. However, there may be risks in choosing not to undertake advocacy as well. Based on the concerned risks, deciding to undertake advocacy or not, may affect an organisation’s credibility and authority. It might also affect the lives of the advocacy practitioners and the people involved, including children and women. It can be hard to decide whether it is more important to speak out strongly and risk a backlash from the government or authorities, or to stay silent and risk losing legitimacy by not standing up for your members and constituents.

Before undertaking advocacy it is imperative to evaluate the risks and potential gains, versus the risks of not conducting advocacy and the potential losses. An advocate needs to consider the possible risks, how likely they are, and decide how to manage them. The risk inherent in certain contexts should not necessarily be a constraint on advocacy, but rather a consideration in the approach adopted.

Carefully planning your initiative

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

During the policy analysis stage, you would have learnt about the stakeholders and policy making processes. This is also an opportunity to learn about any risks involved in advocacy. During your policy analysis, you can explore such questions as:

- Are the decision makers you are targeting dishonest or dangerous?
- Will you have any allies to help you if you run into trouble?
- Has political violence surrounded public debate on your issue?
- Have others suffered for raising similar concerns?

Potential risks in advocacy might arise from the choice of advocacy tactics. Campaigning tactics involving the public (actions, events) can be especially risky and may lead to:

- damaged reputation
- damage to relationships (with stakeholders, partners or government)
- undermining the organisation’s legitimacy
- physical harm/injury to the advocates

There might also be financial loss as a result of litigation. Furthermore, involving children in advocacy may result in child protection issues and appearance of manipulation and tokenism. It is therefore necessary to follow stringent child protection regulations and thorough risk assessments when children are involved in advocacy.
Advocating in large numbers through a network or a coalition such as the Children's Agenda may cushion the risks of advocacy. When advocacy decisions - especially those requiring a strong stand on an issue - are made collaboratively, it can become easier to manage the risks associated with it. At the same time, working in coalitions and partnerships may involve additional risks such as loss of distinctive identity and quality control. Moreover, certain partner organisations may be government operated or could be affiliated to a political or religious ideology.

In order to assess the level of risk:

- Identify possible risks arising from proposed action (or lack of action)
- Assess the potential benefit of the proposed action
- Identify who could be harmed
- Assess level of risk
- Consider measures you can take to mitigate the risks
- Assess the level of risk remaining after mitigating measures have been taken
- Decide if the benefit outweighs the risk

**Case Study**

**Overcoming Risks When Presenting Sensitive Child Protection Survey Results**

In 2011, UNICEF Tanzania undertook a survey that revealed high levels of violence inflicted on Tanzanian children. It was feared that a launch of the study report might lead to a backlash as it could be sensitive for a State party to acknowledge high levels of abuse against its children. Mindful of the risks involved, a national Multi Sector Task Force (MSTF) on Violence Against Children was set up. It consisted of government ministries and partners from social welfare, the police and legal system, education and health care sectors, the United Nations and civil society. The MSTF, chaired by the Ministry of Community Development, Gender and Children, played a critical role not only in guiding the research study, its implementation and the development of the final report, but also in building national ownership to move the research forward into action.

During the launch, commitments from senior government officials were filmed for broadcast, published in a booklet, and printed in leading newspapers – and have been frequently referred to since during high-level meetings. Most recently the Speaker of the House invited representatives from the ministries to discuss the commitments with Members of Parliament. Excellent design, production and branding of the Violence against Children publications, produced in English and Kiswahili (main report, summary, fact sheets, and commitments) helped to engage the attention of media, government, and development partners.

Advocacy concerned with the Violence against Children study is helping to strengthen child protection systems in Tanzania and accelerate the establishment of Gender and Children's desks in police stations. The urgency of creating a more child-focused justice system was further emphasised following release of a UNICEF-supported study on the situation of children held in detention. Religious leaders added their commitments to prevent violence against children during the Day of Prayer and Action for Children. Collectively these initiatives are reinforcing the drive to ensure implementation of the policy changes that have been driven by the violence study.
Managing risks in advocacy

Managing risks

Personnel and partners
Personnel and partners may be targeted or subject to violence as a result of speaking out
Protection/security measures must be put in place

Programmes
Programmes may be constrained or even closed
Ensure programme staff and partners are aware of reasons for advocacy and consulted on decisions/messages as appropriate

Relationship with government
Relationship may be strained or broken off, causing potential ally to lose face
Use lobbying and negotiation first
Make sure advocacy targets know why you have taken action
Ensure power analysis is accurate

Relationship with others, such as NGOs, professional bodies
Alliances may be compromised if advocacy criticizes work of other organisations
Allies will be offended if joint research is published without consultation
Ensure allies know what you are doing and why, and involve them in developing advocacy messages
Ensure evidence and quality of research is sound, and that proper credit is given for joint research

Children involved in advocacy
Children may be ostracized, abused or penalized if they speak out on contentious issues
The best interests of the child must always be the first concern; do not involve children in advocacy when their well-being is at risk

Reputation
Professional reputation can suffer if research is not sound
Association with certain partners can damage relations with others
Legitimacy can be undermined if funds are received from certain sources
Ensure good-quality research
Check allies’ and coalition members’ reputation
Scrutinize sources of funds

Note of caution on risks: a matrix will not provide clear-cut answers about risks. Good leadership and collaboration are essential to make the careful judgment required to balance all the relevant factors.

TOOL: RISK-MANAGEMENT MATRIX

The risk management matrix below can be adapted to specific circumstances and help analyze the risks in advocacy. It gives some examples of risks and ways of mitigating them.

<table>
<thead>
<tr>
<th>Risk to</th>
<th>Nature of risk (for example)</th>
<th>Contingency plan (for example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel and partners</td>
<td>Personnel and partners may be targeted or subject to violence as a result of speaking out</td>
<td>Protection/security measures must be put in place</td>
</tr>
<tr>
<td>Programmes</td>
<td>Programmes may be constrained or even closed</td>
<td>Ensure programme staff and partners are aware of reasons for advocacy and consulted on decisions/messages as appropriate</td>
</tr>
</tbody>
</table>
| Relationship with government    | Relationship may be strained or broken off, causing potential ally to lose face | Use lobbying and negotiation first
Make sure advocacy targets know why you have taken action
Ensure power analysis is accurate |
| Relationship with others, such as NGOs, professional bodies | Alliances may be compromised if advocacy criticizes work of other organisations
Allies will be offended if joint research is published without consultation | Ensure allies know what you are doing and why, and involve them in developing advocacy messages
Ensure evidence and quality of research is sound, and that proper credit is given for joint research |
| Children involved in advocacy   | Children may be ostracized, abused or penalized if they speak out on contentious issues | The best interests of the child must always be the first concern; do not involve children in advocacy when their well-being is at risk |
| Reputation                      | Professional reputation can suffer if research is not sound
Association with certain partners can damage relations with others
Legitimacy can be undermined if funds are received from certain sources | Ensure good-quality research
Check allies’ and coalition members’ reputation
Scrutinize sources of funds |

TOOL: RISK ASSESSMENT WORKSHEET

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>To organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To individual</td>
<td></td>
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</tbody>
</table>
This section highlights the key features of humanitarian advocacy.

Humanitarian advocacy is understood to constitute deliberate efforts, based on demonstrated evidence, aimed at persuading decision makers to adopt policies and take actions to promote and protect the rights of children and women in humanitarian situations. It aims to communicate the legitimacy and primacy of their perspectives and helps to address critical humanitarian programming or policy gaps.

Humanitarian advocacy uses methods that are a means to an end – a set of influencing tactics or tools appropriate to emergency situations. It is designed to achieve a particular emergency-related goal, within the context of either an immediate or longer-term emergency response. Together these tactics or tools form an overarching advocacy strategy complementary to programming priorities. This strategy will take due account of the possible adverse effects of engaging in advocacy strategies on staff security, programmes and vulnerable populations.
Advocacy strategies should be context specific and evidence based, building upon surveys, reports from partners, data collected and focus group discussions. Advocacy strategies target a variety of stakeholders, including governments and policymakers, non-governmental entities, international organisations, NGOs and civil society, as well as the public. Advocacy is also generally most effective when undertaken on a collective basis and in partnership with others. Ultimately the goal is to increase humanitarian response capacity to meet the needs and protect the rights of affected populations.

Humanitarian advocacy should be:

- Evidence-based and informed by international humanitarian and human rights law
- Rights-based, participative where appropriate, and people-centered
- Strategic and linked to programmatic responses: advocacy mechanisms should be part of an integrated approach to problem solving
- Tailored to the broader context, including the security situation at any given time
- Based in partnership and cooperation with other stakeholders
- Multi-faceted and diverse, depending on audience, message and priority

**CASE STUDY**

**SUPPORTING CHILDREN IN EMERGENCIES**

Due to the increasing number of climate-related emergencies worldwide and their devastating impact on children, UNICEF and other UN agencies are closely involved in efforts to help the government to develop better plans and preparations for natural disasters. Emergency response involves provision of temporary shelter, clean drinking water and sanitary facilities for displaced families, as well as education about how to prevent disease in the crowded conditions that usually apply after an emergency.

In 2011, UNICEF supported the Prime Minister’s Office to preposition emergency supplies for 10,000 households (50,000 people) in two warehouses in Lindi and Kilimanjaro to serve populations in southern and north-eastern regions. The supplies included plastic sheets, long-lasting insecticide-treated nets, sleeping mats, blankets, soap, and water containers. Some of these supplies were used the same year during emergencies such as the December floods and explosion at an ammunition depot, which displaced many children.
Building relationships and securing partnerships

This section highlights the value added of developing and maintaining relationships in advocacy. It outlines key requirements for a successful coalition.

7.1 ESTABLISHING AND MAINTAINING PARTNERSHIPS

Partnerships and coalitions with other stakeholders and groups who share the same basic beliefs and policy goals, present a strong united voice for children. Building such relationships, whether personal, public and/or institutional, is the backbone of effective advocacy. These relationships are based on understanding the dynamics of power situations and settings. Power relationships are not static, but dynamic. They can be modified. Who are the institutions and the people inside or outside of them who have the ability to make a difference in advancing Children’s Agenda’s advocacy goals? By answering this question, the coalition can begin to analyze who does and does not hold power and how much, to affect the issue (learn more on mapping power relationships in Chapter 2). This helps form relationships and builds a constituency that organizes people and groups to achieve an advocacy goal.

Building public relationships in advocacy is different from public relations. Public relations usually involve building an image. Public relationships deal with work in areas which advocates try to influence. Such relationships must be built when advocating for children and women’s rights. Building relationships and finding out where stakeholders stand on the issue is a way the Children’s Agenda can protect itself against making assumptions. Developing and maintaining relationships with stakeholders is therefore an important aspect of advocacy work.

Collaboration can take many forms and can be formal and informal, temporary or permanent. Many terms are used to describe such partnerships, such as alliances, coalitions, networks and platforms. While these terms may be used differently depending upon the context, the following categorization is helpful.

Types of partnerships

<table>
<thead>
<tr>
<th>Types of partnerships</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networks</td>
<td>Networks are often informal or with a limited structure. Emphasis is mostly on the exchange of information and less on joint work.</td>
</tr>
<tr>
<td>Coalitions</td>
<td>Often have a more formalized structure and involve joint work, often among fairly diverse civil society organisations around a single event, issue or campaign. Different organisations divide the tasks in the most appropriate manner.</td>
</tr>
<tr>
<td>Alliances</td>
<td>Long-term agreement on common ideals among trusted partners. Strategies and plans may be jointly developed and implemented.</td>
</tr>
<tr>
<td>Platforms</td>
<td>Can be any of the above if the focus is on a specific issue and so provides a “platform” for joint action on that issue.</td>
</tr>
</tbody>
</table>
**EXAMPLES OF ADVOCACY PARTNERSHIPS IN TANZANIA**

**Partnership for Nutrition in Tanzania (PANITA):** In 2011 UNICEF supported the establishment of PANITA, a national civil society platform that aims to ensure all Tanzanians attain adequate nutritional status as an essential requirement for a healthy productive and reproductive nation. PANITA provides a forum for exchange of information and a policy and practice dialogue on nutrition. It helps to build the capacity of civil society organisations to engage more effectively in quality nutrition services, planning and policy processes. It also advocates for increased prioritization of nutrition in national and community level development plans. Today more than 200 civil society organisations are its members. PANITA has also been accepted as a member of the High Level Steering Committee on Nutrition. In 2012 the forum took steps to add a media wing to the partnership.

**Partnerships with ministries, religious leaders and media to strengthen child protection:** To build a functioning child protection system in Tanzania, partnerships with multiple government line ministries is required. The Multi-Sector Task Force that guided UNICEF’s Violence against Children Survey in 2011 provided a platform to link issues of child abuse and violence to every relevant Ministry. This resulted in strong statements from each ministry at the highest level on the occasion of the launch of the survey report on their particular accountability. The work to end violence against children in Tanzania has also introduced new partnerships notably with religious leaders and the media. Partnership with the GNRC and the Inter Religious Council for Peace Tanzania (IRCPT) was strengthened during the commemoration of the Day of Prayer and Action for children and 22nd year of CRC. Religious leaders pledged to stop violence against children by taking necessary action to create a greater awareness in religious communities about the impact of all forms of violence against children. The Media Council of Tanzania Zanzibar also has partnered with UNICEF on a public awareness campaign on Violence Against Children in Zanzibar.
Value added of building partnerships in advocacy

Building partnerships results in stronger advocacy by facilitating exchange of knowledge and sharing of evidence. Partnerships provide a stronger voice for influencing decisions on allocation of resources. They bring technical expertise and result in building capacity of civil society organisations. Alliances and coalitions can greatly enhance advocacy by bringing together the strength and resources of diverse groups at the national, regional and international level, but they are difficult to form and sustain. By pooling resources and experiences, alliances and coalitions can reach out to a wider variety of donors, policy-makers and media. Moreover, coordinated activities may lead to lesser duplication of work in the child rights sector. Broad participation also increases credibility and legitimacy of the advocacy issue. Partners operating in different geographical locations of the country create momentum and diverse impact on public opinion. Cooperation also allows for division of labour and sharing of resources. Any backlash from authorities and other risks associated with advocacy may be diffused among partners.¹⁰⁹

However alliances and coalitions may sometimes suffer from unrealistic expectations, such as the notion that people who share the same cause will agree on everything. Donors who support advocacy are often eager to support coalitions or consortia. However coalitions are unlikely to survive if they are externally imposed.¹¹⁰ While a coalition’s aggregate voice can be a powerful tool for change, there may also be several challenges along the way. Key requirements for a successful coalition include:

- Complete clarity over the proposed advocacy issues in a coalition. There should be a clear process for agreeing on the main advocacy messages for the coalition.
- Delegate responsibility so that everyone learns to be spokesperson in the same way.
- Develop membership criteria and mechanisms for including new members and sustainability.
- Resolve what the coalition will and will not undertake as part of its advocacy functions.
- Keep everyone informed. Letting people know in advance what the agenda is so that there is a transparency.
- Understand each group’s constraints and limitations. Every organisation has a different decision-making process.
- Differences may exist in organisational styles. Some groups like confrontational approaches, others prefer quiet and symbolic ones. Some participants may grab public profile for themselves. Organisations in a coalition may fear losing their individual profile.

THE ONE UN INITIATIVE IN TANZANIA¹¹²

As part of UN reforms, the One UN initiative in Tanzania has provided remarkable opportunities for advocacy. Members of the UN family are finding ways to capitalize on their strengths and comparative advantages. Together, they increase the UN’s impact and achieve positive results through more coherent programmes. This reduces transaction costs for governments and lowers overhead costs for the UN system. Under this initiative, the first United Nations Development Assistance Plan (UNDAP) was signed in 2011. The Plan, covering the period 2011-2015, outlines the areas where all the UN agencies will work together to support the priorities of the government as outlined in the National Poverty Reduction Strategies of Mainland Tanzania and the island of Zanzibar. The plan aligns the work of the UN agencies’ programmes including Health and Nutrition, Education, Social Protection, HIV and AIDS, WASH, Emergencies, Governance, Economic Growth, Environment and Refugees. The joint UN-Civil Society Advisory Committee provides a formal mechanism by which the UN both receives strategic and substantive inputs from non-state stakeholders and effectively engages larger segments of the public through members’ affiliations and networks. This is an effective way for CSOs to work in close cooperation with UN Tanzania in the programming, implementation and evaluation of its key activities under the 2011-2015 United Nations Development Plan.
Who do you want with you in advocacy partnerships?  

When you reach out to establish advocacy partnerships, there are different types of partners that are important. These include:

- People affected by the issue: representative groups e.g. organisations of disabled people, parents groups and youth groups.
- Technical experts who know the issue well who can offer evidence, research, testimony, and technical guidance on developing proposals.
- People or organisations that are connected to the decision making process who know when is the right moment to influence the decision making process and can help direct your advocacy strategy in an intelligent and informed way.
- People or organisations with advocacy experience who can bring that expertise to your effort and also serve as teachers and advisors to those with less experience.
- Organisations that have some political influence which can open doors and make the case to those hardest to reach.

Case Study: MAPPING OF CIVIL SOCIETY ORGANISATIONS IN TANZANIA

In order to plan future programming and implementation strategies successfully, in 2010-2011 UNICEF undertook a mapping and validation exercise of civil society organisations in Tanzania. The initial mapping exercise focused on organisations that are active in advocacy, prevention and response to issues of child abuse, exploitation and violence. The mapping aimed to identify the type and whereabouts of child protection services available in the country. The aim was to inform development of additional services for child victims of violence as part of the emerging national child protection system under the Department of Social Welfare. The directory developed during the mapping exercise is being used for referrals and service delivery in districts where Child Protection Teams (CPTs) have been established. The directory will also be used by CPTs for referrals from the Child Helpline which began a pilot phase in six districts in 2012. The mapping exercise is a crucial starting point to discover other strategic advocacy partners on child protection issues.
Building relationships and securing partnerships
8 Strengthening the role of children and young people in advocacy

This section highlights the benefits of strengthening children and young people’s role in advocacy. It outlines how children and young people can be meaningfully, ethically and inclusively engaged.

Children account for half of Tanzania’s population. Without the right to vote, it is a democratic imperative that there are mechanisms in place to give children a voice on matters that affect them. Involving children and young people in advocacy can be effective in bringing their core issues and concerns to the policy table. However, children and young people are regularly denied the right to participation at home, in school, and other public policy decision-making forums. In many cases, government and community do not perceive participation as a right of young people. Girls, orphans and young people with disabilities are particularly discriminated against.

In the light of these challenges, the Children’s Agenda particularly focuses on strengthening children’s participation in homes, communities, schools and local government. This includes providing systematic and sustainable opportunities for child participation in schools and communities. The focus is on providing opportunities for children to interact and share their ideas with counselors, parliamentarians and the media to enable them to exercise and advocate more effectively for their rights.

8.1 Engaging Children and Young People in Advocacy

Children’s right to be heard – or the right to participate – is one of the core rights of children. For child participation to be meaningful and successful it must be supported by adults who are willing to listen and learn from children. They need to understand the child’s point of view, re-examine their own opinions and attitudes and develop solutions that address children’s views. The United Nation’s Committee on the Rights of the Child is an international body established to monitor governments’ implementation of the CRC. It has stated that including children in decision-making processes, “should not only be a momentary act, but the starting point for an intense exchange between children and adults on the development of policies, programmes and measures in all relevant contexts of children’s lives.”

Children’s right to participation is internationally and nationally recognized and protected. Their right to be heard is enshrined in Article 12(1) of the CRC and Article 4(2) of the African Charter on the Rights and Welfare of the Child. It means that children have the right to express their views freely in all matters concerning them, and to have those views taken into account and given due weight in accordance with the age and maturity of the child. The right of the child to be heard applies to all circumstances where a decision concerning the child is made. The right therefore applies to relevant decisions made in the child’s family, school, wider community (local, national and international), and through judicial or administrative procedures.
In addition the following provisions make a special case for children’s participation:

**Article 12 of the CRC:** children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

**Article 13 of the CRC:** children have the right to get and to share information, as long as the information is not damaging to them or to others.

**Article 17 of the CRC:** children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

**Article 23 of the CRC:** a child with mental or physical disabilities should enjoy a full and decent life, in conditions that ensure dignity, promote self-reliance and facilitate his or her active participation in the community.

**Article 7 of the UN Convention on the Rights of Persons with Disabilities:** governments agree to take every possible action to ensure that children with disabilities can enjoy all human rights and freedoms equally with other children. They also agree to make sure that children with disabilities can express their views freely on all things that affect them. What is best for each child should always be considered first.

**Article 7 of CEDAW:** girls and women have the right to participate in development of government policy and its implementation. They have the right to participate in NGOs.

**The UN Declaration on the Rights of Indigenous People** provides indigenous peoples with the right to full and effective participation in decision-making on issues affecting them.

In 2009, the Committee on the Rights of the Child adopted a General Comment on the Right of the Child to be Heard. This General Comment elaborates in detail on the scope of Article 12, and how the Committee expects governments to interpret their obligations to children under its provision. This commitment was given additional emphasis in the UN General Assembly Omnibus Resolution in November 2009 which urged governments to: “Assure that children are given the opportunity to be heard on all matters affecting them, without discrimination on any grounds, by adopting and/or continuing to implement regulations and arrangements that provide for and encourage, as appropriate, children’s participation in all settings, including within the family, in school and in their communities, and that are firmly anchored in laws and institutional codes and that are regularly evaluated with regard to their effectiveness.”

At the national level, the Tanzanian Law of the Child Act 2009 recognizes that children have the right to participate in all decisions concerning them. The right applies in all aspects of a child’s life, including family, school and the wider community. Enabling child participation is therefore a national and international obligation. The Government has demonstrated its commitment to child participation through a number of other initiatives and policies. In 2002 a national children’s council, the JCURT or Baraza la Watoto was established. In 2007 and 2008 respectively child participation objectives were included in the MKUKUTA, the Youth Development Policy and the Child Development Policy. A national child participation toolkit which contains practical guidance notes and facilitation methods to interact with children and community members is available at MCDGC. The National Strategy for Child Participation under the leadership of the MCDGC is awaiting approval and will provide guidance on how to implement child participation in practice.

Effective, well-planned and sustainable child participation can bring many benefits for both children and society. If child participation is well supported and meaningful it can be transformational for children’s development, increase their protection, make for better policy and be a pathway to good governance and accountability. Involving children in participatory processes and exposing them to decision-making
opportunities, allows them to gain invaluable skills, and a sense of self-belief and identity. Such participation will also encourage them to learn essential skills in problem solving, strategic thinking, negotiation, tolerance and conflict resolution. They will begin to develop an appreciation for how government works, what can influence decision-making and the political realities of a given situation. Child participation helps to protect the child from violence and harm. As children become aware of their rights and what duties adults have towards them, they will be empowered to speak out and seek assistance. Seeking children's views on policies that affect them is crucial for designing effective interventions and identifying gaps in adult-designed child protection policies.127

8.2 WAYS OF ENGAGING CHILDREN AND YOUNG PEOPLE IN ADVOCACY

Use the following matrix to plan how to involve children at different stages of the advocacy strategy: building evidence, planning, implementation, monitoring and evaluation. The matrix shows degrees of participation ranging from "being informed" to "leading the advocacy." Different degrees of participation will be appropriate at different stages of the advocacy process. It is important to consider the best interests of children and young people and all possible consequences of their participation at all times, particularly if they are involved in public advocacy.128

<table>
<thead>
<tr>
<th>Building evidence</th>
<th>Children are informed about building evidence on a certain issue</th>
<th>Children are consulted on what needs to be researched and how</th>
<th>They have significant influence in determining the research agenda and framing of data collection and studies</th>
<th>They shape the research agenda, the data collection and studies. They validate an analysis of a problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>They are informed about advocacy plans</td>
<td>Their views are incorporated into advocacy plans</td>
<td>They have significant influence on decisions at planning stage, e.g., determining when, where and how advocacy activities should take place</td>
<td>They determine advocacy issues and have substantial influence at planning stage</td>
</tr>
<tr>
<td>Implementation</td>
<td>They are informed about progress of implementation</td>
<td>Their views are incorporated e.g. in their advocacy materials</td>
<td>They take part in implementation, e.g. they produce materials, attend meetings, etc.</td>
<td>They lead the advocacy activities, with support from adults</td>
</tr>
<tr>
<td>Monitoring</td>
<td>They are informed about how the advocacy is working</td>
<td>They are asked for their opinions on how the advocacy is working</td>
<td>They help to collect information on the progress of the advocacy</td>
<td>They have influence on how monitoring is undertaken</td>
</tr>
<tr>
<td>Evaluation</td>
<td>They are informed about the impact of advocacy</td>
<td>They are asked for their views on the effects and impact of the project on their lives and how it could be improved</td>
<td>They help to collect information about effectiveness of the advocacy</td>
<td>They are involved in analysis and conclusion about effectiveness</td>
</tr>
<tr>
<td>Process documentation of children’s participation in advocacy</td>
<td>They are informed of the documentation efforts</td>
<td>Their views are taken into account on how the documentation should be conducted and what should be documented</td>
<td>They help in documenting the advocacy process</td>
<td>They are partners in undertaking the process documentation</td>
</tr>
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</table>
Three levels of children’s participation in advocacy

Children and young people’s participation in advocacy can be broadly categorized into the following three levels. Each affords children differing degrees of control over the nature of their involvement. All three are legitimate forms of children’s participation in advocacy. The level adopted will depend on the context.

1. **Consultative children’s participation in advocacy:** here adults seek children’s views in order to build knowledge and understanding of their lives and experience. Such participation is adult initiated, adult led and managed and lacks any possibility for children and young people to control outcomes. It does not allow for sharing or transferring decision-making processes to children themselves. However, it does recognize that children and young people have expertise and perspectives which need to inform adult decision making. Consultation is an appropriate means of enabling children and young people to express views. It is suitable for example, when undertaking research, in planning processes, in developing legislation, policy or services. It is also effective in decisions affecting individual children and young people within the family, in health care or in education, or as witnesses in judicial or administrative proceedings.
CASE STUDY

Children and young people’s consultations on poverty in Tanzania: In 2004, children and young people were part of a consultation process led by NGOs and children and youth groups in Tanzania during the review process of the Poverty Reduction Strategy (PRS). The consultations were carried out by organisations working on the implementation, monitoring of and advocacy for children’s rights in Tanzania. The consultations highlighted the issues that children would like to have incorporated in the PRS II. In the consultations the Tanzanian children and young people provided an assessment of what had been done in the PRS over the past years; they outlined the successes and challenges; and also provided suggestions on ways in which their lives could be improved with support from the Government. Children’s voices from these consultations were central in shaping the final PRS II in Tanzania.

Perspectives of Tanzanian children on violence: In 2005, as part of the development process of the United Nations Secretary-General’s Study on Violence against Children, World Vision Tanzania organized consultations with children in Area Development Programmes (ADPs) to listen to their views on violence. A total of 120 children were involved in the consultation, describing what they perceived as violence and the strategies and responses to addressing violence in their context. The Tanzanian children’s voices along with children’s perspectives from various other parts of the world formed the backbone of the final study launched in 2006.

2. Collaborative child participation in advocacy: here there is a greater degree of partnership between adults and children, with the opportunity for active engagement at any stage of a decision, initiative, project or service. It can be characterized as adult initiated, involving partnership with children and young people, empowering them to influence or challenge both process and outcomes. It encourages increasing levels of self-directed action by children and young people over a period of time. Collaborative participation might include involvement of children and young people in designing and undertaking research, policy development, peer education and counseling, participation in conferences, or in representation on boards or committees. Individual decisions within the family, and in education and in health care can also be collaborative rather than consultative, and involve children and young people more fully in decision-making processes. Collaborative participation provides opportunity for shared decision making with adults, and for young people to influence both the process and the outcomes in any given activity.

CASE STUDY

Young journalists workshop helps children raise awareness on HIV stigma in Zanzibar: During the 2010 Zanzibar International Film Festival (ZIFF) Children’s Panorama, a seven-day workshop with 24 children infected and/or affected by HIV/AIDS had an opportunity to share their experiences. The workshop participants belong to the Zanzibar Association of People Living with HIV/AIDS (ZAPHA+) which supports groups scattered across Unguja and Pemba islands. These groups, supported by UNICEF, provide counseling, and education for children living with HIV. At the workshop, the children wrote their own articles and features for a newsletter, which was later distributed during the 10-day ZIFF. The newsletters were also sent out to schools in Unguja and Pemba to raise awareness about HIV and reduce stigma and discrimination against children infected and/or affected by HIV and AIDS. Events such as the Young Journalists Workshop and the regular meetings of the ZAPHA+ children’s support groups – led by trained youth facilitators – encourage children to analyze the causes and consequences of stigma. They can be empowered to cope with stigma, and build strategies to change attitudes and increase awareness about HIV and AIDS.
3. **Child led advocacy** - children and young people are afforded the space and opportunity to initiate activities and advocate for themselves. They identify the issues of concern and adults serve as facilitators rather than leaders. The children and young people control the advocacy process. They initiate action, for example, pressing for the realization of their rights through the courts, or applying complaints mechanisms. They can also initiate action by establishing and managing their own organisations for the purposes of policy analysis, advocacy and awareness raising. Peer representation and education together with use of the media can also be useful. The role of adults is to facilitate children to pursue their own objectives, through provision of information, advice and support.

All three levels of children's participation in advocacy are appropriate in different contexts. Initiatives which begin at a consultative level can evolve to enable children to take more control as they acquire confidence and skills. For example, a local municipality may decide to consult children on aspects of policy and planning. As the children become more familiar with the governmental processes, they may seek to establish their own council or local parliament through which to take a more proactive and representative approach to bringing issues of concern to the notice of politicians. Children and young people need to be helped to understand laws and policies, and provided with child-friendly information. Moreover, children and young people need to be protected, coached and supported throughout the process. In fact we can learn how to support children in advocacy from children themselves.134

**CASE STUDY**

**JUNIOR COUNCIL IN TANZANIA**

The Junior Council (Baraza la Watoto) is a national organisation made up of child representatives from the ages of 9 to 18 years. It was established in December 2002 by children who had taken part in the UN Special Session on Children, and who felt the need for a more permanent, institutionalized forum of child participation. An executive committee was chosen to be responsible for the Council's day-to-day activities; members were elected for a period of two years, as were representatives of the country's regions.

**Continuous process and repetition**

The children meet on a regular basis, going through a process of updating each other, discussing specific child rights issues and agreeing on a way forward. They have become familiar with the process and have realized the need for certain structures, including follow-up and documentation, in order to use their time effectively.

**Responsibility and accountability**

At each meeting – whether of the Steering Committee or the Annual General Meeting – representatives are asked to give an update on the activities in their districts, and are held accountable for the progress. It is very clear that they are responsible for implementing their own decisions, following-up on commitments made, and convincing others to become involved.

**Recognition and peer inspiration**

Responsibility also brings recognition for activities carried out. Positive feedback and acknowledgement for the efforts made has had a real impact on the children's continued enthusiasm and confidence. Another aspect is ‘peer-inspiration’ – hearing the accomplishments of others, the results they have achieved and recognition they get. This has inspired regional representatives to set up relationships with regional authorities, seek support from NGOs working in the region and work with regionally based media. Among other things, they have been slowly making the case for child participation, and this in turn has built the confidence of the children involved.
**Adult support**

The process has been quite dependent on the support of adults. Most children are in one way or another connected with an NGO working for and/or with children. One of the positive side effects of the Council meetings has been the increasing support of the adults involved. Though they attend meetings strictly as chaperones, efforts are made to have a parallel programme for the adults (for example on the latest policy developments concerning children, or a sharing session on experiences in the region). Gradually, adults have become staunch advocates for child participation in their regions.

According to an exploratory study conducted by Save the Children, the Junior Councils have made children’s problems more visible in their local areas. As a consequence, local governments have been made more aware of the challenges faced by children and their responsibility for improving child-related services. The Councils have been actively involved in identifying vulnerable children in their communities and facilitating their access to services, for example, re-integration into school or access to anti-retrovirals. Children’s access to information held by the local governments has also become easier. Local officials occasionally consult the councils, and the association of the councils with local authorities has legitimized the Councils in the eyes of the community (as the representatives of children’s views). The research found that the Councils were genuine, child-led organisations that have contributed to improving local service delivery to children. However, Councils are operational in a limited number of districts, and, where they exist, local authorities are yet to involve them in their decision-making processes consistently.

**Involving children and young people in HIV and AIDS programmes**: through a strategic partnership between UNICEF, TACAIDS (Tanzania Commission for AIDS), FHI 360 (Family Health International), local NGOs and youth volunteers, an innovative HIV prevention programme has reached 730,000 young people nationwide. Youth volunteers have been involved in designing, implementing and monitoring the programme and ensuring that locally appropriate and relevant HIV prevention messages were disseminated. The focus is on interpersonal communication and community outreach activities with messages that address the key drivers of the epidemic. Creative interventions such as Bongo Star Search, Kisura Modeling and SMS campaign have ensured greater reach and acceptability of the message by young people.
8.3 MEANINGFUL PARTICIPATION BY CHILDREN AND YOUNG PEOPLE

Children and young people's involvement in advocacy needs to be based on their ethical and meaningful participation. This means that girls' and boys' participation should be relevant, and based on their potential as well as their social and cultural context. Children and young people's participation should be transparent and informative, voluntary, respectful of their views and background, child-friendly, inclusive and not discriminatory, supported by training, safe and sensitive to risks that may arise, and accountable (for more information on these areas, see UN Committee on the Rights of the Child General Comment 12 below). Only when children and young people's concerns and priorities drive the process will the outcome of advocacy truly benefit them in the long term. It is also important to believe in children and young people's capacity and potential, and at the same time, provide them with the opportunity to build their capacity to advocate on their own behalf.

Ultimately, the impact of children and young people's actions will not only be measured by the laws and policies that take into account and act upon children's recommendations; it will also be gauged by a greater acceptance of children and young people leading advocacy efforts. The challenge is to make children and young people's participation in advocacy commonplace. Repetition of the message of the benefits of participation and concrete examples of good practice are important for bringing this about.

UN Committee on the Rights of the Child General Comment 12: the right of the child to be heard

The UN Committee on the Rights of the Child urges States parties to avoid tokenistic approaches, which limit children's expression of views or allow children to be heard, but fail to give their views due weight. It emphasizes that adult manipulation of children, placing children in situations where they are told what they can say, or exposing children to risk of harm through participation are not ethical practices and cannot be understood as implementing article 12.

If participation is to be effective and meaningful, it needs to be understood as a process, not as a one-off event. Experience since the Convention on the Rights of the Child was adopted in 1989 has led to a broad consensus on the basic requirements which have to be reached for effective, ethical and meaningful implementation of article 12. The Committee recommends that States parties integrate these requirements into all legislative and other measures for the implementation of article 12.

All processes, in which a child or children are heard and participate, must be:

- **Transparent and informative:** children must be provided with full, accessible, diversity-sensitive and age-appropriate information about their right to express their views freely. Their views must be given due weight, and they should be given an explanation about how this participation will take place, its scope, purpose and potential impact.

- **Voluntary:** children should never be coerced into expressing views against their wishes and they should be informed that they can cease involvement at any stage.

- **Respectful:** children's views have to be treated with respect and they should be provided with opportunities to initiate ideas and activities. Adults working with children should acknowledge, respect and build on good examples of children's participation, for instance, in their contributions to the family, school, culture and the work environment. They also need an understanding of the socio-economic, environmental and cultural context of children's lives. People and organisations working for and with children should also respect children's views with regard to participation in public events.

- **Relevant:** the issues on which children have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities. In addition, space needs to be created to enable children to highlight and address the issues they themselves identify as relevant and important.

- **Child-friendly:** environments and working methods should be adapted to children's capacities. Adequate time and resources should be made available to ensure that children are adequately prepared and have the confidence and opportunity to contribute their views. Consideration needs to be given to the fact that children will need differing levels of support and forms of involvement according to their age and evolving capacities.
• **Inclusive**: participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalized children, including both girls and boys, to be involved. Children are not a homogenous group and participation needs to provide for equality of opportunity for all, without discrimination on any grounds. Programmes also need to ensure that they are culturally sensitive to children from all communities.

• **Supported by training**: adults need preparation, skills and support to facilitate children’s participation effectively, for example to provide them with skills in listening, working jointly with children and engaging children effectively in accordance with their evolving capacities. Children themselves can be involved as trainers and facilitators, learning how to promote effective participation. They require capacity-building to strengthen their skills in, for example, effective participation awareness of their rights, and training in organizing meetings, raising funds, dealing with the media, public speaking and advocacy.

• **Safe and sensitive to risk**: in certain situations, expression of views may involve risks. Adults have a responsibility towards the children with whom they work and must take every precaution to minimize the risk of violence, exploitation or any other negative consequence of their participation. Action necessary to provide appropriate protection will include the development of a clear child-protection strategy which recognizes the particular risks faced by some groups of children, and the extra barriers they face in obtaining help. Children must be aware of their right to be protected from harm and know where to go for help if needed. Investment in working with families and communities is important in order to build understanding of the value and implications of participation, and to minimize the risks to which children may otherwise be exposed.

• **Accountable**: commitment to follow-up and evaluation is essential. For example, in any research or consultative process, children must be informed as to how their views have been interpreted and used and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings. Children are also entitled to be provided with clear feedback on how their participation has influenced any outcomes. Wherever appropriate, children should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of children’s participation needs to be undertaken, where possible, with children themselves.
PRACTICAL TIPS TO PROMOTE ACTIVE, MEANINGFUL AND ETHICAL PARTICIPATION IN ADVOCACY

When involving children and young people in advocacy:

- Make adults aware of child participation in advocacy and the importance of implementation. Perceive children as partners and agents of change – speaking for themselves!
- Get a commitment from everyone involved – children and adults – to respect each other’s views and work together for a positive outcome.
- Recognise the stage of development and maturity of the children involved and use methods and approaches that work best for them.
- Be sensitive and responsive to the context in which children live.
- Provide meeting places and activities that encourage the children’s involvement.
- Promote and ensure a safe environment for advocacy where child protection standards are met. Create supportive networks and atmosphere.
- Establish and nurture partnerships with child-focused organisations that will continuously support child-led activities/initiatives/projects.
- Believe in children’s capacity and potential – their agenda should drive the process.
- Know when and how to intervene to support them, while at the same time encouraging children’s growth and development.
- Allow the necessary time for children to work together and come up with their own solutions.
- Inform children of the reasons for participation and the possible consequences of different alternatives. Make sure they only participate if they want to. Consult children and young people on how they would like to be involved and supported.
- Equip children with the information and skills they need to carry out advocacy.
- Provide relevant information in a child-friendly way. Build their capacity on the issues and techniques of advocacy.

When involving children and young people in advocacy initiatives do not:

- Involve the children and young people as tokens only.
- Speak on behalf of the children and young people without their consent.
- Try to change or influence their contributions.
Working with parliamentarians in advocacy

This section highlights the importance of engaging with parliamentarians in advocacy and ways in which this can be achieved successfully.

Parliamentarians are a key focus for advocacy as they can debate, shape and enforce laws that protect children. They have the power to establish strong policy directions and allocate resources from national budgets. They can ask tough questions, demand answers and hold governments, industries and civil society accountable.

Parliaments and parliamentarians perform four functions that are critical for supporting children’s rights:

1. **Law-making** — this involves adopting laws that govern society in a structured manner. To support children’s rights parliamentarians can:
   - help ratify international instruments
   - harmonize national laws with international legislation/instruments/commitments
   - help draft child-friendly legislation and/or amendments to legislation
   - assist in drawing up national plans of action
   - assist in fulfilling national reporting obligations and engage with the media and members of civil society to build a broad coalition of support for children

2. **Oversight** — this involves monitoring government performance and spending to ensure that the executive branch performs in a responsible and accountable manner. To support children’s rights parliamentarians can:
   - ensure compliance by the executive branch with international standards for children’s rights
   - push for the establishment of a parliamentary commissioner or ombudsperson for children
   - participate in the audit and/or assessment of the executive branch’s performance in areas of relevance to children, such as the health sector
   - promote parliamentary debate on issues of relevance to children
   - encourage relevant parliamentary committees to conduct on-site enquiries and to summon government officials, civil society stakeholders and other relevant parties to appear before them
   - establish or support a children’s committee or caucus

3. **Budgeting** — this involves approving and allocating the revenue required by the executive branch to implement its policies and overseeing and monitoring government spending to make sure expenditures are used properly. To support children’s rights parliamentarians can:
   - probe and monitor national budgets from a children’s rights perspective and pressure the executive branch to ensure that substantial resources are allocated to sectors of relevance to children
   - advocate for increased budget allocation for sectors and institutions providing services for children
   - monitor the implementation of the budget
4. **Representation** — this involves representing the interests of the people by acting as opinion leaders to influence local communities, and voicing constituent interests in parliamentary chambers. To support children's rights parliamentarians can:

- initiate and implement community-based projects
- organize campaigns to mobilize community support for child-related activities
- ensure and support children's participation. Members of Parliaments (MPs) can ensure that children have a space to participate within the parliamentary process.
- strengthen constituency relations
- ensure that children's rights are promoted by political parties
- take advantage of electoral campaigns to promote children's rights on the parliamentary agenda

Potential entry points for working with parliamentarians include engaging with parliamentary leadership such as the Speaker of the House, in addition to the parliamentary committees, individual parliamentarians, parliamentary staff, political groups represented in the parliament, parliamentary caucuses, new Members of Parliament and the parliamentary library, research and documentation services. The key is to establish a relationship with parliamentarians who believe in children's rights or a particular children's issue or can be persuaded in that direction.

**TOP TIP**

**TIPS TO ENGAGE MEANINGFULLY WITH PARLIAMENTARIANS**:

- **Provide MPs with relevant documentation and data in user-friendly formats.** It is essential to translate Children’s Agenda's expertise and evidence-based knowledge into messages that resonate with MPs and constituents. The recently developed advocacy briefs on the Top Ten Investments for Children are a good starting point.
- **Obtain constituency-level disaggregated data.** Provide support to national institutes that collect data on children.
- **Work with all political parties and parliamentary candidates to integrate children's rights into their political and electoral platforms.** For example, during the 2010 elections UNICEF and partners campaigned with the political parties to include the Children's Agenda in their manifestos.
- **Help to develop parliamentary documentation and research facilities.** This can help foster the free flow of information, knowledge and data, improving access to information related to children's rights.
- **Organizing briefing sessions and field trips.** Seminars, roundtables and lectures for MPs, committee staff and other parliamentary officials (including staff of parliamentary political groups) are effective ways to strengthen the understanding of children's rights and key issues related to children within a particular constituency.
- **Providing access to individual experts.** Make highly qualified national or international technical experts available to parliament.
Working with parliamentarians in advocacy

SAVE THE CHILDREN’S ENGAGEMENT WITH PARLIAMENTARIANS

Save the Children is an international NGO that promotes children’s rights, provides relief and helps support children in developing countries. In Tanzania, Save the Children supports activities in seven districts under the programme: ‘Giving Rights to the Silent Majority Children in Tanzania’. Save the Children’s strategy of engagement with parliamentarians is described below.

Phase 1: The strategy was to organize a field visit with partners and Junior Council members that also involved MPs, senior government officials and journalists. The purpose was to share information on issues affecting children in Tanzania. To achieve this, Save the Children:

- Contacted and consulted parliament officials regarding the visit and planned the visit jointly, obtaining information on the key dates and MPs availability.
- Developed and printed information packs, including fact sheets on child rights and leaflets on the programme, plus a children’s presentation.
- Partners selected sites to be visited, in consultation with Junior Council members.
- Invited MPs, Secretariat, senior government officials and journalists. The government officials represented the Ministry of Finance; Ministry of Community Development, Gender and Children (MCDGC); Ministry of Education and Vocational Training; Prime Minister’s Office-Regional Administration and Local Government; Ministry of Constitutional and Legal Affairs; Ministry of Health and Social Welfare, and the Department of Social Welfare.
- Ensured that children could voice their opinion and issues. Partners prepared children for engagement with MPs. MPs met with Junior Council members from seven districts. Junior Council members shared and discussed with MPs their experiences on child rights issues in their locality.
- MPs met with district officials (such as the District Commissioner, the District Administrative Secretary, and the district council management team) and received updated information on how the district is enforcing the implementation of the Law of the Child Act.
- After the field visit, MPs wrote a trip report documenting their findings from the field and came up with recommendations for the government to work on.
- Issued a press release geared toward creating wider community awareness of the issues facing children, and issued a statement to senior government officials.
- Shared the MPs’ trip report and recommendations with the Speaker and senior government officials.

Outcomes: Key decision-makers at the national and district levels were able to understand and enforce child rights through quality policies and plans. This was achieved through allocation of adequate funds for Most Vulnerable Children support to line ministries and local governments. For example, systems were established for tracking cases of child rights violation, funds for construction of hostels were increased and support and inspection of teachers in remote areas were allocated. Provision for education for adolescent mothers was increased and plans for the establishment of Junior Council across the country were developed. The impetus for government to enforce the Law of the Child Act was increased, while development partners were encouraged to increase their support to CSOs working in remote areas.

Phase 2: the next step was to hold a follow-up meeting with MPs in Dodoma. This involved:

- Consultation with MPs during parliamentary standing committees in Dar es Salaam, prior to the parliament session. Save the Children partners and MPs agreed on the agenda, date and roles.
- Inviting Ministers, MPs, secretariat, senior government officials and journalists.
Preparing information packs including fact sheets on child rights, reports on violence against children, Children’s Agenda banners, social protection report, leaflets on the programme, and official government reports.

Making a presentation on MP’s field visit, including the background, key issues raised by Junior Councils and recommendations.

Sharing updated progress reports by senior government officials from the Ministry of Finance, Department of Social Welfare and MCDGC.

Discussions with MPs and taking their help in drafting resolutions.

Outcomes

These efforts helped to intensify the debate on child rights issues in the parliament; MPs raised the profile of children in the country.

Government of Tanzania responded by making commitments and reporting on actions towards the fulfillment of children’s rights in line with MPs recommendations. For example, the Ministry of Finance allocated Tsh 500 million for training of all district councils in participatory planning and budgeting (including children) for the 2012-2013 financial year. MCDGC acknowledged that the recommendation speeded up the process of endorsing the rules and regulations of the Children’s Act. Also, the Ministry of Health and Social Welfare and MCDGC are more committed to addressing coordination issues, and promised to champion an increased budget for children in the next financial year.

MPs better understand strategies for creating wider awareness of child rights among MPs and the general public.

MPs recommendations following the field visit were adopted for replication throughout the country.
Working with parliamentarians in advocacy
Advocacy with budgets

This section highlights the importance of advocacy for child-friendly budgets and the many ways in which CSOs can engage in such efforts. It should be read together with ‘Budgeting for Children in Tanzania: A guide for civil society organisations’. The guide provides useful information and strategies for influencing the budget allocation process with respect to children in Tanzania mainland and Zanzibar.

Budgets are the financial expression of government plans and policies. Few public decisions have a greater impact on children’s lives than decisions about public budgets and spending. It is here that the government makes fundamental choices about the quality of education, nutrition and health care that children and families will receive. The course of development, and laying the groundwork for the national future are also decided when budgets are drawn up. Many of the problems and challenges that children face are most directly addressed through the government’s budget process. For this reason it becomes vital for citizens and CSOs to be engaged in those decisions. However, budgeting for children is not about separate budget systems that exclusively target children. Rather, it means ensuring that the national budget reflects child-friendly macroeconomic and social policies.

Budget advocacy, when it is most effective, combines two key elements. The first is budget analysis, the capacity to secure budget information, analyze it, and explain its implications in clear and compelling ways. The second is strategic advocacy, the ability to get the word out about a campaign, mobilize the public, and reach out to policymakers and other stakeholders. It is by combing these two capacities, and usually the different kinds of organisations in which those different skills reside, that civil society can make an extraordinary difference.

While the tools and tactics for budget advocacy are the same as in other forms of advocacy, efforts that focus on influencing public budget processes and policies are inherently evidence-based. It depends on the mastery of certain kinds of information, often technical, and the translation of that information in ways understandable to policymakers, the public, the media, and other key actors in the decision-making process.

Budget characteristics of interest to the advocacy agenda include the following:

- **Adequacy**: how much is budgeted?
- **Priorities**: how does the budget for any given purpose compare to resources spent in other areas of the budget?
- **Progress over time**: is government’s response on this issue improving?
- **Equity**: are resources allocated fairly?
- **Efficiency and effectiveness**: was the money spent? If so, was it spent on the right inputs and programmes? What was the allocated amount compared with actual expenditure? What are the various funding channels or mechanisms and their strengths and weaknesses? Was the right mix of inputs and services used to deliver the outputs in the most efficient way?

Understanding these factors should help CSOs to exert a positive influence on budget allocation, policies and strategies for children. CSOs can build their advocacy arguments around adequacy or progress in attaining set targets for specific child-related interventions, the equity of budget allocations and how efficiently and effectively available resources are being used.
CASE STUDY

INFLUENCING BUDGETS AT THE LOCAL GOVERNMENT LEVEL

In Tanzania, the local government is responsible for implementation of policies and laws related to children. However, the local government has been allocated limited resources for the realization of the provisions in the Law of the Child Act. Local government departments responsible for the coordination and implementation of the Child Act find it difficult to request adequate allocation of the resources due to inadequate knowledge of and skills in child rights programming and budgeting.

Save the Children, through its Child Rights Governance Initiative (CRGI) focuses on strengthening the governance infrastructure, systems and mechanisms to make all children’s rights a reality. An increased investment in children by governments, donors and other key stakeholders is one of the main areas of work of the CRGI.

In 2011, Save the Children, with support from SIDA-Embassy of Sweden in Tanzania, worked with seven district councils (Kilwa, Ruangwa, Lindi, Temeke, Handeni, Same and Arusha) to assess and build capacity of local government officials on child rights programming and budgeting. In order to determine the cost of implementing the Child Act 2009 at the district level, Save the Children conducted a gap analysis on the capacity of district officials in child rights programming and the budgeting process.

The assessment targeted district officials responsible for planning, budgeting and managing children’s resources such as District Community Development, Planning, Education and Social Welfare Officers and chairs of the Council Finance Committee. Findings from the study revealed these district officials had limited knowledge of child sensitive budgets. There were no links between child rights principles and planning or the budgeting process, including a lack of accountability towards children.

Findings from this assessment formed the basis for developing a training module and training schedule in consultations with district councils’ planning unit staff. Save the Children incorporated the experience from the Children’s Agenda members on involvement of CSOs in the district planning and budgeting processes in the training modules. The topics developed include child rights concepts; ways to enhance child participation in planning and budgeting processes; budgets as instruments for enforcing child rights; roles of councilors and district officials in facilitating or influencing district planning; budgeting processes for integration of children’s rights; and action plan.

Ninety four senior district officials were trained in two days on the child rights programming approach to planning, budgeting and reporting at the district level. Save the Children facilitated the development of an action plan for integrating children needs and rights into the District Comprehensive Plans and Budget in each of the district councils. The organisation also lobbied for a platform for children to engage with the district councils at village assemblies, ward development committees, full councils, district and regional consultative meetings.
A joint field visit was organized between MPs of four parliamentary standing committees, senior government officials from the MCDGC, Ministry of Finance and Economic Affairs (MFEA) and Ministry of Health and Social Welfare (MHSW) and journalists. The idea was to explain the benefits to children of increasing the budget allocation and to discuss the important role to be played by the National Assembly in ensuring that sufficient budgetary allocations are made for the implementation of the Child Act. The MPs and the senior government delegates agreed that the National Assembly needed to keep a closer track on the spending for the realization of children’s rights.

These efforts have led to the seven district council officials identifying and integrating necessary activities and interventions in each sector (health, community development, education, social welfare, agriculture etc.) that contribute to enforcing children’s rights. This has resulted in increased resource allocation for children. Representatives of the 153 ward Junior Councils participated in decision making bodies and their recommendations are taken into account by district authorities. To date Junior Council members in eight district councils participate in decision making forums such as the village assembly, ward development committee, full councils and district and regional consultative meetings. They advocate for allocation of resources at the district council level for implementation of the Law of the Child Act. It is estimated that a total of 776,136 children (including 8 per cent of the most vulnerable children - approximately 97,017 children) in the districts are potentially benefiting from such efforts. These programmes have also contributed to strengthening child focused public financial management in Tanzania by shifting the focus from the national level to the district level. It has provided inputs into design of the guide on child rights programming approach to planning, budgeting and reporting at the national level which will be released towards the end of 2012.

Some of the key lessons learned from this experience highlight the importance of creating links and dialogue between Junior Councils and duty bearers. These lead to sustainable changes for children at the district and ward levels by ensuring children participate in decision making bodies and budget allocation. Active participation of the district councils in assessing their capacities, designing the training modules and facilitation of the training, helped the programme to identify the actual capacity gap, build on what is already existing and brought a sense of ownership. Finally, the involvement of the parliamentarians standing committees members, senior government officials (such as commissioner for budget from MFEA), Junior Councils and media enabled better understanding of children’s issues among them. This supports advocacy for adequate resources for children through debate in the parliament and full councils. The articles and stories generated by the media add to the evidence base for advocacy efforts.
11 Gender and Advocacy

This section presents guidelines for mainstreaming gender in advocacy efforts. It also highlights ways in which gender focus can be strengthened in advocacy around poverty reduction strategies, social protection policies and budgets.

11.1 MAINSTREAMING GENDER IN ADVOCACY

Significant populations of Tanzanian children are at a considerable disadvantage with regard to survival, education, development and protection. Wide regional variations exist in the nutritional status of children, in access and use of health services, in school completion and performance, and in vulnerability to HIV and AIDS, among others. Many of these inequities are compounded by gender discrimination. Promoting gender equality is therefore crucial to the fulfillment of the Children's Agenda vision to advocate for the protection and fulfillment of all children's rights in Tanzania. The Children's Agenda is committed to the protection, survival and development of girls and boys on an equal basis and, more broadly, to the equal rights of girls and boys, and women and men.

In broad terms, gender defines and differentiates what women and men, and girls and boys are expected to be and do (their roles, responsibilities, rights and obligations). Gender also governs how girls, boys, men and women are expected to relate to one another. It is a key determinant of who does what, who has what, who decides and, importantly, who has power. Gender equality means that women and men, and girls and boys enjoy the same rights, resources, opportunities and protections, without bias and discrimination.

An important way through which gender equality can be achieved is through gender mainstreaming. This ensures that recognition of the diverse roles and needs of girls, boys, men and women are brought to bear on the development agenda. It means looking at girls, boys, men and women in relation to each other. Gender mainstreaming makes a gender dimension clear in all policy sectors. Gender equality is no longer viewed as a separate concern but becomes a concern for all policies and programmes.

In practice, mainstreaming gender in advocacy requires going through a checklist for questions to ensure that gender-based analysis has not been overlooked. Answering these questions also helps to discover the focal problem (from a gender perspective) that could be resolved through advocacy. Some of the gender specific questions that can be specifically applied to the different phases of advocacy are described below:

For more information on gender mainstreaming and gender analysis, refer to:

Analysis and assessment

- Are quantitative and qualitative data available disaggregated by sex, age and other relevant social categories in relation to the relevant policy? Is additional data needed? Does household data obscure gender inequalities?
- If data is not available, how can gaps in evidence be filled?
- Is analysis grounded in a multi-dimensional conception of poverty?
- Is there an understanding of current or potential impact of gender along different dimensions of poverty and vulnerability?
- What access to and control over political, social and economic institutions do different groups of women and men have? What are their roles?
- What are the economic situations of men and women in terms of assets, access to markets, etc.? What are the different livelihood strategies of women and men? How do these affect girls and boys?
- How are the lives of women and girls today similar to and different from the lives of their mothers and grandmothers?
- To what extent do existing programmes and services benefit different groups? Are they reaching vulnerable groups?
- What are the impacts of inequalities on macro or societal levels?
- Which key groups will be affected by or have vested interests in the policy?

**BUILDING GENDER SENSITIVE EVIDENCE FOR ADVOCACY**

The 2010 Tanzania Demographic Health Survey and the 2011-2012 Household Budget Survey provided disaggregated data by sex and age to track progress of national goals and global commitments to girls and boys, as expressed in the MDGs and other international instruments. The Tanzania Socio-economic Database also provides data disaggregated by sex and age. In addition, recent UNICEF reports including a thorough gender analysis includes the Situation Analysis of Children and Women in Tanzania, Childhood Poverty in Tanzania and a report on Adolescence in Tanzania. UNICEF has also embarked on an in-depth analysis of the specific vulnerabilities of adolescent girls to HIV. It is assisting a similar assessment to identify the specific causes of poor performance and early drop-out of girls from schools. Based on these studies and other analysis, the Adolescent Girls Initiative for Tanzania, of which UNICEF is a core member, is developing a coordinated work plan for the empowerment and equality of adolescent girls.

Legal framework

- Does existing legislation explicitly protect and promote equal access to resources, programmes and services for all groups, including women and girls?
- Is this legislation enforced?
- What laws exist or need to exist to safeguard women’s and girls’ rights? Age of legal marriage? Birth registration? Access to maternal leave and health care? Citizenship requirements and voting rights? Parental rights and responsibilities (do both mothers and fathers have equal rights and responsibilities for children)? Laws on polygamy? Birth control? Family violence?
- Can women and girls access the judicial system or other enforcement mechanisms?
**Cultural and historical factors**

- Have cultural barriers been analyzed and understood? Have they been factored into the larger advocacy effort?
- Given current patterns of thinking and perception, will it be more effective to make a case for women’s rights as universal norms that must on principle be respected? Or will people be more responsive to utilitarian arguments emphasizing that the well-being of women and girls has broader benefits?
- Are there ways to ‘re-invent’ traditions so that they can be respected, but without harming women and girls or posing barriers to gender equality?

**Stakeholder involvement**

- Will women and men, and girls and boys authentically participate at different points throughout the policy cycle as part of mainstreaming gender perspectives?
- Which stakeholders should be consulted or participate at different stages? What formal or informal obstacles exist for the participation of women or men? Are different groups of men and women represented? Are their voices heard and taken into account?
- How is the experience of marginalization different for women and men? Does this affect participation?
- What knowledge do girls, and boys, women and men have about the particular sector or issue addressed by the policy?
- Are there particular groups that represent women’s and girls’ interests? Are there pro-equality men’s groups? Can Children’s Agenda support their participation at different stages?
- Do different stakeholders have mechanisms to hold governments or other actors to account? Do they use these mechanisms?
• Would different processes or forums allow women and girls, or other relevant groups, to participate more effectively?
• Are boys and men adequately engaged in interventions which require their involvement or agreement, or where they hold influence? Do they adequately understand girls’ and women’s interests? Do they understand that gender equality is not only a girls’ and women’s issue?

Some general principles for gender-sensitive child participation initiatives include:

• All girls and boys should have an equal chance to voice their opinions and have these reflected in the outcomes of participatory processes.
• Aiming to include all children may mean reaching out to them in local settings.
• Participatory practices should be flexible enough to respond to the needs and expectations of different groups of children – and to regularly re-visit their concerns.
• The age range, gender and abilities of children should be taken into account.
• Adults working with girls and boys should be skilled in facilitating an inclusive environment.
• No assumptions should be made about what different groups of girls and boys can do.
• If there is a limit to how many girls and boys can participate, children themselves should select peers who will represent them in participatory initiatives, based on the principles of democracy and inclusion.

(For more details on how girls and boys can be involved in advocacy, see chapter 8)

Capacity issues

• Are women and men equally represented among policymakers and implementers? Are their roles constrained by social norms? Do they have different levels of education/capacity? Is additional support needed?
• Are programme staff trained in gender sensitivity and mainstreaming, including specifically in relation to the policy?
• What types of training and capacity development are needed for policymakers, legislators, the judiciary, teachers, etc., to advance specific aspects of gender equality?
• Are principles of gender equality and gender analysis institutionalized within bodies that create and implement policies? Is there leadership for this?
• What capacities do civil society groups possess to make women’s interests visible and incorporated? Is this enhancing the quality of public policy?
• How can we shift the attitudes and behaviour of men, including those in leadership positions, to support measures and resource allocation to promote gender equality?

Decision-making

• Are women permitted to hold elected offices or serve in high-ranking government positions? If yes, how many serve and in what capacities?
• Are women vocal in relevant decision making bodies (national or local)? Are women organizing to increase their role in decision-making?
• Have decision makers been sensitized on women’s rights, gender equality and issues related to a given policy?
• Which key individuals or parties will influence the policy? Can they be marshaled in support of greater gender equality? Or do they have reasons to oppose progress?
Policy implementation

- Who makes decisions at the household and/or community levels? Who owns and controls what resources? What are expectations about gender roles? How will does the policy influence these factors, and will it support increased gender equality?
- What are the different paid and unpaid responsibilities of women and men, and boys and girls? How does the policy affect these responsibilities, and the ability of different household members to benefit from it?
- How do shocks or trends affect women and men, and what are the implications for the policy?
- Are provisions made for the specific needs of women and girls? How will the policy address these?
- Will implementation challenges produce different impacts on men and women?
- Could implementation be affected by gender dynamics in an unexpected way?

Resource allocation, expenditure and tracking

- What resources (financial or human) would help to promote gender equality?
- How could existing resources be deployed in ways that would promote gender equality more effectively?
- What are the implicit gender biases that often shape resource allocation?
- Are resources adequate? Do they reach their intended destination?
- Is expenditure information transparent and accessible?
- Are different groups of women and men involved in deciding, influencing and tracking expenditures?

Monitoring and evaluation

- Are systems for monitoring and impact evaluations in place to track the intended and unintended consequences of policies?
- Do they capture learning from any questions raised?
- Do they combine quantitative and qualitative data if that is needed to evaluate gender progress?

11.2 Applying Gender Advocacy to Poverty Reduction Strategies, Social Protection Policies and Budgets

There are several common policy instruments where gender advocacy can be applied, including, poverty reduction strategies, social protection policies and budgets.\footnote{153}

Poverty reduction strategies and national development plans: poverty reduction strategies and national development plans have emerged as central instruments for establishing national development objectives and coordinating policies and resources. Gender considerations need to be factored into each stage of poverty reduction strategy/national development plan processes. A situational analysis on poverty can draw on gender-sensitive data and analysis to inform policy frameworks and programmes. For example, the studies supported by UNICEF on *Childhood Poverty in Tanzania* and the *Situation Analysis of Women and Children in Tanzania*, provide concrete data and information on critical dimensions of child well-being, disaggregated by sex. They helped to inform prioritization of policy directions in national strategic documents such as the national poverty reduction strategies 2010–2015 (MKUKUTA and MKUZA) for both Tanzania mainland and Zanzibar.

Child and gender-sensitive social protection: child-sensitive social protection is the integrated system of social transfers (cash and in-kind), social insurance, social services, policies, legislation and regulations that ease the vulnerabilities of families and maximize the well-being of children. To be effective, social protection needs to ensure that all women, men, boys and girls have access to adequate benefits. All social protection programmes should be based on a multi-dimensional analysis of the sources of vulnerability. This should draw on data disaggregated by sex, age and other relevant social categories for multiple dimensions of poverty and vulnerability. For example, in the design of a national social safety net programme, supported
by the World Bank and DFID, UNICEF advocated for gender responsive social protection. As a result, cash transfers and wage income will be provided to poor households with pregnant women and children in return for investments in nutrition, health and education of their members. The programme is scheduled for implementation from 2012 to 2022.154

**Gender responsive budgeting:** gender-responsive budgeting undertakes a specific gender-based assessment of budgets and seeks to restructure revenues and expenditures to promote gender equality. Gender responsive budgeting places specific emphasis on examining how budgets affect women and girls differently from men and boys. It avoids the assumption that public spending is gender-neutral and advocates deliberate steps to correct disparities. Viewing a budget through a gender lens can include several elements:

- Reviewing gender issues in one or more social or economic sectors
- Analyzing existing policy framework(s)
- Determining whether resources are sufficient to reach policy goals. Examining the collection and use of resources, using sex- and age disaggregated data to clarify the different impacts on men, women, girls and boys
- Assessing the longer-term impacts on men, women, girls and boys
- Advocating strategies to correct imbalances that perpetuate gender inequalities
- Monitoring disbursement and impacts of committed expenditures.

*(Read more on advocacy for budgets in chapter 10)*
INNOVATION IN SOCIAL BUDGETING: TANZANIA GENDER NETWORKING PROGRAMME

Formed in 1993, Tanzania Gender Networking Programme (TGNP) is a civil society organisation which seeks to promote gender equity in Tanzania. In 1997, it began its gender budget initiatives. TGNP’s formation was initially a reaction to dissatisfaction with the government in the 1980s. Due to structural adjustment programmes, many government workers were laid-off and budgets for health care, education and other social services were cut. These developments were interpreted by civil society as the government’s insensitivity to the needs of Tanzanians. TGNP responded to this problem and partnered with coalitions such as Feminist Activism (FemAct) and Intermediary Gender Networks (IGNs).

Activities and Tools: TGNP is mainly a research and advocacy group. It tackles the budget of select ministries in its research with one key innovation: each project employs an academic researcher and a ministry insider. Their outputs are then edited by a feminist political scientist. Aside from research, budget reviews are also informed by interviews that include voices from different members of society. Women, activists, as well as labour and youth sectors, are asked for their opinions on the government budget.

Budget reviews are used in forums, and in creating budget briefs published in newspapers. They contain analyses on several allocation issues. Among them are equity issues (i.e. whether the poor are actually benefiting from social spending), the amount of funding made available for development (relative to other expenditures), and a focus on funds allocated for HIV/AIDS victims.

Aside from allocation issues, TGNP takes a look at concerns on funding expenditures. For example, the group issues warnings about the sustainability of development programmes if they are too donor-dependent. It also lobbies for tax policies that put a higher tax burden on the wealthy.

The fiscal spending strategy is also scrutinized. On the one hand, the briefs praise government plans that are likely to benefit the poorest. On the other, they criticize good but underfunded programmes that are likely to lead to low-quality services.

Roles of Actors: TGNP recognizes the importance of civil society organisations for influencing government budgets. They collaborate with FemAct, an umbrella organisation composed of 40 other organizations. This larger group serves as an active audience for TGNP’s research, strengthening its potential as an advocacy tool.

The rest of society is reached through mass media, but their roles are not limited to recipients of information. Their opinions are solicited and influence the contents of budget briefs.

Impact and Learning: A significant measure of success that TGNP uses is the level to which government allows gender budget concepts to influence macroeconomic policy. A key concrete success then is the National Bureau of Statistics’ collaboration with the TGNP to revise its GDP forecasting model to include unpaid labor. Mainstreaming the concept of unpaid labor would give recognition to the role of women in the economy, and strengthen their voice in calling for gender-sensitive budgets.

On the other hand, TGNP also looks at the growth of the number of gender-responsive budgeting advocates as a success indicator. The growth of the FemAct and other gender groups shows that TGNP is having an impact on society. As of 2005, TGNP has forty partner organisations under the FemAct umbrella, plus many other organisations through a dozen gender networks. It also partners with outreach groups.
POINTS TO REMEMBER

- **At all points of advocacy, impacts, benefits and costs may vary by gender.** Even beyond the initial phase of gathering evidence and formulating an advocacy plan, these variations should be systematically tracked, analyzed and integrated into advocacy to keep it responsive and on track. This process should also recognize that gender discrimination can be compounded by additional forms of exclusion related to income, ethnicity, ability/disability, geographical location etc.

- **Advocacy work should always be based on strong evidence.** Evidence on gender is often unavailable due to patterns of gender discrimination. It should therefore be sought through qualitative research methods that capture the perspectives of women, men, boys and girls. Quality data is more than just disaggregation by sex. Collection and analysis should focus on issues pivotal to achieving gender equality.

- **Equitable participation is integral to informing and carrying out advocacy.** It captures diverse perspectives that can make advocacy more targeted and accurate, and models the principle that men, women, girls and boys should all have a voice in decisions that affect them.

- **Framing the message for gender equality is critical.** What is persuasive in one situation may not be so in another. A strong sensitivity to what people already think and how much they might be willing to start thinking differently is required.
INTEGRATED GENDER AND HUMAN RIGHTS ADVOCACY

UNICEF Tanzania is an active participant in the Inter-Agency Gender Group (IAGG) and the Development Partners Group on Gender (DPG/G). In 2010, the UNICEF-led UN Communication Group and IAGG coordinated an inter-agency gender advocacy strategy. Four campaigns were undertaken, each led by a different agency. The aim was to highlight existing gender inequities and challenges. Campaigns included ‘Progress for Women since Beijing’ led by UNFPA in March 2010; ‘Economic Justice, Livelihoods and Gender’ led by FAO in April 2010; ‘Environment and Gender’ led by UNDP in May 2010 and ‘Adolescent Pregnancy’ led by UNICEF in August 2010. Each campaign included development of advocacy briefs, media seminars, radio and TV talk shows, phone-ins, media field visits and features. The campaign was implemented with support from civil society organisations and the Government. UNICEF led the development of the initiative, and was responsible for overall coordination and management of the advocacy funds provided by the One UN Fund.

Under the 2011-2015 UNDAP, UNICEF is responsible for coordinating annual advocacy campaigns for gender and human rights, working with the IAGG and the UN Human Rights Group. Innovations and lessons learned from the advocacy campaigns will be documented and shared with partners.157

Empowering girls and women in Tanzania

UNICEF worked closely with the Forum for African Women Educationists – Tanzania Chapter (FAWE Tanzania) to establish Tanzania Gender in Education Initiative at national, district and ward level in 11 districts. This initiative seeks to advance gender responsive pedagogy and programming for gender in education through a series of trainings and follow-up with district education officials, head teachers, teachers and ward education coordinators.

FAWE Tanzania has also trained teachers and pupils on the establishment of TUSEME (Lets us speak out) groups for gender empowerment and life skills for both boys and girls. The TUSEME programme uses theatre-for-development techniques to address concerns that hinder girls’ social and academic development. TUSEME trains girls to identify and understand the problems that affect them, articulate and take action to solve them. Through drama, song and creative arts, girls learn negotiation skills, how to speak out, self-confidence, decision-making and leadership skills.158 The programme is now built on a sustainable local structure thereby creating the enabling conditions for cost effective replication and going to scale. The model has also been introduced in Burkina Faso, Chad, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Mali, Mozambique, Namibia, Rwanda, Senegal, Zambia and Zimbabwe. Girls’ empowerment through the TUSEME process is visible through their improved academic performance, reduced number of schools dropouts and pregnancies over the years from 1997.159 Lessons from this experience are enhancing government and UN programming with a particular focus on improving retention and performance of girls in school.
Mobilizing resources for advocacy

This section looks at key issues around mobilizing resources for advocacy such as budgeting and, fundraising for advocacy and developing articulate reports and proposals that support resource mobilization.

12.1 BUDGETING FOR ADVOCACY

Seeking resources for advocacy must be integrated into your advocacy strategy from the outset as the implementation of your advocacy strategy and tactics will depend upon the available resources. However, even if it is impossible to raise sufficient funds, it does not mean that you should give up: you can carry out a successful campaign with modest financial means with leadership, commitment and energy of staff and allies.

Below are some of the core costs of maintaining and strengthening advocacy capacity, as well as resources needed for specific actions.

Example of budget headings

Core costs

- Team functioning costs (including travel and subsistence, conference calls, volunteer expenses, staff recruitment, staff and team development, capacity building)
- Advocacy and campaigning core costs (introductory campaign information, campaign materials and events)
- Networking with government at national and regional level, (if relevant) attending party conferences, policy-makers’ and donors’ trips, policy-maker events, policy-maker information, representational expenses
- Generic coalition costs (membership of selected networks and coalitions)
- Fundraising costs (events, promotional items, documents, etc.)
- Staffing costs (full-time salary or person-hours)

Resources for specific advocacy strategies

Depending on your detailed advocacy plan, your budget headings might also include:

- Coordination and planning including coordinating your own activities and working with other organisations; coordinating the work with the programme budget; monitoring the implementation of the plan and evaluation
- Research and materials, including organizing and conducting research to support advocacy; writing, editing, publishing and printing reports, flyers, posters etc; producing, editing, publishing photographs, video, etc.
- Advocacy activities, depending on the action plan, may include: lobbying, media, public/mass communications; work with children; work with coalitions; support for platforms; work with the private sector; expenses for volunteers; travel, communication and internet-based advocacy.
12.2 FUNDRAISING FOR ADVOCACY

Research any funders who might be willing to contribute to your effort. Funders may range from individuals, private sector companies (including multinationals), philanthropic/donor agencies and foundations and government-sponsored initiatives. Remember to explore all potential funders carefully. Sometimes companies wish to support initiatives in the communities in which they work. However, often funders have an agenda or certain conditions attached to their donations. Make sure that these agendas do not compromise your advocacy objectives. If their conditions might conflict with your goals, you may not wish to take their funds or contribution because it will likely harm or weaken your advocacy effort.

At the same time do not become too dependent on a foundation, international donor or government support. Dependency on one or a few sources can confuse your agenda, lead to conflicts of interest, and leave you without funding when donor priorities shift. Here are some suggestions to expand and diversify your funding base:

- Request membership dues from individuals or organisations
- Solicit in-kind contributions
- Hold fundraising events such as dinners, concerts and film festivals, etc.
- Cultivate large individual contributions
- Look for corporate donations
- Sell merchandise such as crafts, artwork, promotional items, etc.
- Seek grants from foundations and international donor agencies
- Win national or local government grants and contracts
- Promote holiday giving (e.g., Christmas and Eid donations)
- Auction donated goods and services
- Raffle donated prizes
- Sell advertising space in newsletters or other publications

Sharing resources through coalitions and alliances

If you are working in coalition or alliance, you should have drawn up a Memorandum of Understanding detailing who will provide what resources for advocacy. You also need to keep some flexibility as the situation changes. Make sure there is a working group within the coalition to decide how best to meet resource needs as they arise.
12.3 WRITING PROPOSALS AND REPORTS FOR MOBILIZING RESOURCES

Proposals and reports are the two critical ways in which organisations communicate what they can deliver, how they deliver and ways in which they do so better than others. However, the primary focus in writing winning proposals and reports should not be the organisation but its primary audience, the donor. It is important to identify the audience for the proposals and reports, what are their goals and how the organisation can meet those goals. Such communication requires compelling and persuasive messages.

Planning the approach: in order to structure a proposal, consider who you plan to approach, what their priorities and interests are, how you are going to make the approach, what procedure they have for selecting and assessing grants, what you need to say about your organisation, what you propose to do and when you will be submitting the application.

Targeting the proposal: who you send the proposal to will depend on a number of factors, including urgency for the funds and scale of need. Donors are often interested to know how many other people have been asked and whether they have already agreed to give. A careful selection should be made based on an assessment of who is likely to be interested. If this is made clear in the proposal, those receiving it are more likely to take it seriously than a proposal mailed out widely. It is also important to consider the type and nature of project.

Some individual trusts and donors are interested to fund advocacy work from the outset. Many institutional donors are reluctant to fund advocacy activities alone, but are more likely to fund advocacy as part of an integrated programme where they can see that it will widen the impact. A great deal of advocacy work can legitimately be described as education of the constituency, membership, civil society, media and public officials.

Content of the proposal: in creating the content of the proposal consider the following questions that the donor will need to have answered before deciding to support the project:

- What is the problem or the need that is to be met through advocacy?
- Are there any particular geographic or socio-economic factors which make it important to do something in the area where you plan to work?
• What are the aims and objectives of this advocacy project?
• What working methods will be used to meet these aims?
• What are the short and long-term operational plans?
• What are the expected outcomes and achievements of the advocacy project?
• Is there a clear budget for the work, and can all the expenditure be justified?
• What is going to happen when the funding runs out? Will the advocacy continue on a sustainable basis? Will you be able to identify and develop alternative sources of funding or will the project come to a natural end?
• What sources of funds have you already identified? And what has already been committed to the project? When do you need the grant?

In addition, fundraising proposals should try to answer the question WHY as well as saying WHAT. Here are some of the WHYS that need to be answered:

• Why is the need important and urgent? And what are the consequences if nothing is done?
• Why is this the right organisation/coalition to do something about it?
• Why are the advocacy methods selected the best, the most appropriate or the most cost-effective?
• Why is it likely to be successful? This can be demonstrated by showing some of the skills and resources the organisation will bring, as well as describing previous successes.

There is also the question of ‘leverage’. What will the donor grant achieve over and beyond the actual sum of money given? Important factors related to leverage include:

• What other grants can be mobilized to add to the sum being requested from that particular donor?
• Will it be possible to mobilize the efforts and energies of volunteers, and how much value will this add to the work being done? Often this will be considerable and it can be shown how much can be achieved with a relatively small grant.
• How will the local community and children and young people be mobilized in the advocacy effort, and how are they involved? Again, their involvement will make the project that much more effective.
• Which other organisations and agencies will be collaborating in the advocacy effort, bringing in additional skills and resources?
• Will the advocacy project become self-sustaining in some way? Does the sum requested represent an investment which will continue to bring benefit into the future?
• What are the plans beyond the advocacy effort, to build on and develop from the work that will be started from the grant? This should at least be considered, even there are no firm plans at that stage.
• If the work is innovative, what will be some of the possible ways for replicating and scaling up the work?

Deciding how much to ask for? Find out the level of grant that the particular donor usually makes through preliminary researches. This may be less than the total grant required. In such cases, approach a number of funders, asking each to contribute part of the total. How this is achieved is a matter of strategy. Do you approach all prospective donors at the same time? Or do you approach one of them first, hoping to gain their support, before approaching the others? This is something that each organisation must decide. It is important to have a funding plan, and to explain to everyone you are approaching how you propose to raise all of the money you need.

• Writing the proposal: Here are a range of factors to consider when writing a proposal:

  1. Length: there is a lot of information you could put in, however in most cases keep to a minimum. Append more detailed information, photographs or technical information to the proposal, if that will be of interest to the donor.
  2. The key points: at the heart of the proposal, describe the needs being addressed, the aim of the project, and how they will be achieved. Include as much detail as is necessary for a person who
is not knowledgeable in this specific area. Always explain how the success of the advocacy effort would be measured.

3. **Credibility**: to build credibility provide background information on the key organisers/organisations involved. List names of a well-connected committee or patrons and mention the support previously received from other major donors or a government body. Include coverage of press clippings and finally, include evaluation results of previous projects.

4. **Recognition of the importance of the problem**: if the problem itself is not widely recognized, references to other respected reports or endorsements by prominent people will help.

5. **The budget**: the budget is always carefully scrutinized by potential funders, and needs to be clear, complete and accurate. Identify major areas of expenditure and income including capital or other one-off costs, salaries, overheads and any other major operational costs. Mention how the funds needed in the medium term are going to be raised, perhaps over a period of three years. Additionally, supply the organisation’s audited accounts for the latest year for which they are available.

6. **Language and jargon**: write the application in a lively upbeat way, concentrating on the strengths, opportunities and desirable outcomes. The application is a selling document - selling the idea of supporting the advocacy project to a potential donor.

7. **Facts and figures**: it is important to back up the claims made in the proposal - to the extent of the need and to the effectiveness of the methods - with facts and figures, rather than in generalities.

8. **The human story**: include case studies and examples of how people have been helped and what they have gone on to achieve as a result of the help. This will demonstrate clearly that the organisation is effective in helping people - which is what most donors are interested in supporting.

- **Get to know the donor environment**: to ensure a greater chance of success, applicants need to know as much as possible about those they are approaching. For example, consider the constraints imposed by the donor as a matter of policy and the type of projects it has supported in the past so that the approach can be tailored accordingly. Identify who are the decision makers for the grant so that lobbying can be planned. Finally, choose the decision-making cycle and the best time for applications to be submitted.
**TOOL: SAMPLE TEMPLATE FOR A GRANT PROPOSAL**

While each donor has different specific information requirements, this sample template covers the elements that are commonly required by most donors for any project. Always check with a donor to see if they have a particular application format, and use theirs if they have one. It should be possible to adapt this format to any donor.

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<tr>
<th>COVER PAGE</th>
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<tr>
<td>Project Title:</td>
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<td>Submitted to: [put donor agency name/programme/contact person here]</td>
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<td>Contact information for the organisation:</td>
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<th>Executive Summary</th>
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<td>½ to 1 page maximum overall description of the advocacy project</td>
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<th>Problem Statement and/or Project Background</th>
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<td>Why are you doing this advocacy project? What led to it, why is it the answer to the problem you are trying to solve? – up to 1 page maximum.</td>
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<tr>
<th>Project Goal (overall) and Expected Outcomes (usually 2 to 3) – up to ½ page</th>
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<tr>
<th>Project Activities and Outputs</th>
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<tr>
<td>What activities will you carry out to achieve the project outcomes? Describe each activity, who is responsible, who will participate, the expected schedule and the expected outputs of the activity. Organize the activities according to the outcome to which they correspond. (2 pages)</td>
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<th>Budget (See section 12.1 above)</th>
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<th>Project Participants</th>
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<td>Describe project implementation partners and key stakeholders. (half a page)</td>
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<th>Project Beneficiaries</th>
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<td>Describe who will directly and indirectly benefit from the project, and how will they be affected by the project activities.</td>
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<th>Project Management</th>
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<td>Describe who will be involved in project delivery, the organisation's capacity to deliver the project, and how it will be managed overall.</td>
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<td>- more detailed information about the organisation: e.g., profile, leadership, programmes, history, membership, strategic plan</td>
</tr>
<tr>
<td>- letter(s) of support etc.</td>
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What’s Next?

Now that you have read the toolkit, the next step may be to plan an advocacy initiative, as part of a new or ongoing initiative linked to the Top Ten Investments for children. Or you may decide that advocacy does not fit into your plans just yet. However, either way, we hope you will find some of these tools useful for doing your job. Skills such as negotiating, managing the media, developing a strategy, and analyzing the policy environment can help make you more effective in your work, irrespective of whether it entails advocacy or not.

The best way to learn advocacy is by doing. Whatever you learn in one initiative will likely be helpful in planning the next, even if the issues are different. We hope that the toolkit will help you to approach your advocacy work with more confidence and conviction.
Endnotes

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