A Guide to Policy-Influence Evaluation:

SELECTED RESOURCES AND CASE STUDIES

Produced for the Public Health Agency of Canada's Innovation Strategy Projects by

Cathexis

Cathexis Consulting

Marla Steinberg, PhD CE

Adina Jacobson, BA CE

Kate Powadiuk, MSW CE

This guide is designed to help organizations and funders plan and evaluate policy-influence work.

It offers readers a quick way to access a select number of good quality, practical resources, as well as valuable insights from groups that have used the resources to develop evaluation plans.

Published between 2000 and 2014, the resources are organized according to a four-step process to creating an evaluation plan.

Contents

Quick-link Menu Selected
Quick-link Menu Unselected
Quick-link Menu Unselected
Quick-link Menu Unselected

Section Icon
Page Title
Section Title
Interactive Quick-link Menus
Return to the Table of Contents

Viewing this Guide:

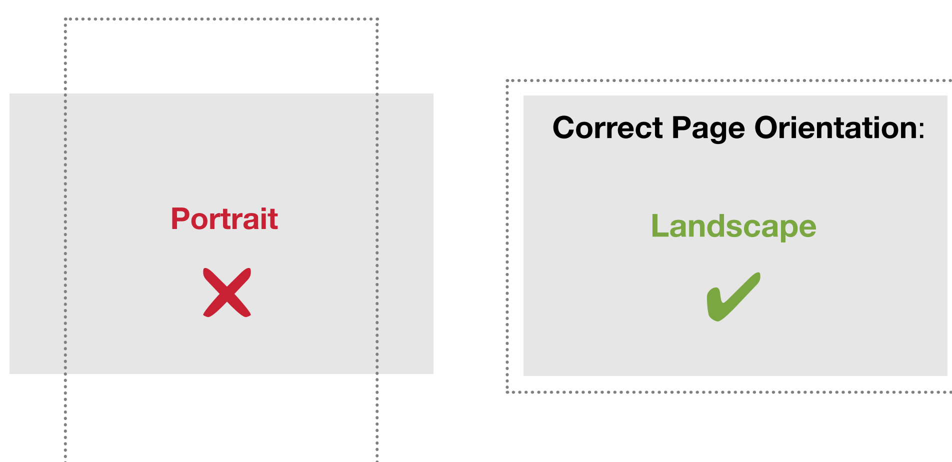
This guide is best viewed with Adobe® PDF Reader, the global standard for reliably viewing and printing of PDF documents. Download the latest free version of Adobe PDF Reader from the Adobe® website or Click Here.

Note: Your anti-virus software must allow you to install software.

Printing this Guide:

This guide was designed to be viewed on a computer monitor, however, it can also be printed.

Note: To ensure that pages are not cropped when printed, adjust the *page size* and *orientation* settings in your printer's dialogue box.



Interacting with this Guide:

Self-directed, non-linear exploration of this guide is made possible through the interactive Quick-link Menu above.

Hyperlinks embedded throughout this guide allow you to open a website in your web browser or skip to another section in the guide.

Note: An Internet connection is required to view website content and download resources.

Links in this Guide:

Please note that all links contained in this guide were active at time of publication. However, as websites evolve over time, some links may no longer function.

Innovation Strategy (IS) Projects

This guide has been developed to meet the evaluation needs of the Innovation Strategy (IS) Projects funded by the Public Health Agency of Canada (PHAC).

Projects funded through the IS are intended to reduce health inequalities in Canada by testing and then scaling-up evidence-based population health interventions that address healthy weights or mental health. In addition to conducting intervention research, IS-funded projects are required to support the uptake or spread of the evidence generated though funded interventions. One way to support the uptake of evidence is through policy-influence work. Projects are required to evaluate this policy-influence work and report on their progress through the Project Evaluation and Reporting Tool (PERT).

See Appendix D: Program Evaluation Reporting Tool (PERT) Policy-influence related questions for a list of the policy-influence related questions included in the PERT.

A needs assessment conducted with IS projects revealed that they wanted more support in identifying relevant policy-influence outcomes and indicators. Project teams were particularly interested in finding evaluation tools that would more accurately tell their policy-influence story than could be told by answering the PERT questions.

Purpose of this Guide

The field of policy-influence evaluation has grown steadily over the past few years to support organizations and their funders in their policy-influence work. Many resources are now available that:

- Offer frameworks for policy-influence evaluation
- Suggest outcomes and indicators
- Provide advice on data collection methods and tools

This abundance of material can make it difficult for funders and organizations to determine how best to plan and evaluate their own policy-influence work.

This guide includes a manageable number of resources that specifically address the evaluation of policy-influence. The guide presumes the reader has a basic knowledge and understanding of evaluation, and the guide does not address how to evaluate the implementation or effectiveness of policy.

Monitoring and evaluating progress in policy-influence work helps with ongoing planning and calibration of the work. In addition, it meets funders' needs for accountability of policy-influence funding.

Policy-influence work supports the uptake or spread of evidence-based interventions. Although developed for IS projects, this guide will be relevant for any organization or funder interested in monitoring and evaluating policy-influence work.

Case Studies

In order to show how the resources can be adapted to the unique needs of any policy-influence project, the guide includes Case Studies that demonstrate how the resources have been used by IS projects in developing their policy-influence evaluation plans. Along with each resource, the guide presents "user experience" comments on its strengths and shortcomings from project teams that put the resources to practical use. A full description of these projects is provided in the Case Studies section, along with the evaluation plans that each project developed.

Case Study A
Healthy Weights Connection

Case Study B
WITS Program

Case Study C
Our Food Project

Steps to Developing an Evaluation Plan

The resources are organized according to the steps in the evaluation planning process that they support. As you plan your evaluation, you may find it useful to refer to the Creating an Evaluation Plan section, which describes the four evaluation planning steps and provides links to the resources recommended for each step.

- **1:** Identify and engage stakeholders
- **2:** Select the policy-influence goals and strategies
- **3:** Focus the evaluation: Develop the evaluation questions
- **4:** Choose data collection methods and tools

Terminology

Policy-influence, advocacy, social change or knowledge transfer?
Innovation Strategy (IS) projects undertake policy-related work to support the uptake or scale-up of specific population health interventions. In this document, the term "policy-influence" is used to refer to this work because it is in line with the IS terminology. However, the policy and evaluation literature also uses other terms, such as advocacy, policy change, sustainability, social change and knowledge transfer.

To avoid confusion, the original terms used by the authors of the resources presented have been retained, even though they do not reflect the terminology used within the IS.

Definition of Policy
Our working definition of policy is adapted from the **National Collaborating Centre for Healthy Public Policy** (2010).

- Policy is a means of governing action with the aim of attenuating or promoting particular phenomena occurring in the population.
- Policies can outline rules, provide principles that guide action, set roles and responsibilities, reflect values and principles, as well as state intentions.
- Policies can be enacted by all levels of government (federal, provincial, regional and municipal), community organizations, businesses and schools.
- Polices can guide programs, practice or education.

Methodology
To learn more about the process that was used for identifying, selecting and reviewing resources for this guide, along with the process used by the case studies, please see Appendix A: Methodology.

In reviewing and selecting resources to include in this guide, we were struck by the authors' insights on the complexity of this work and its implications for evaluation. Here are some key insights to consider as you begin your policy-influence work.

Policy-influence is complex

Policy-influence is a highly complex process shaped by a multitude of interacting forces and actors. Outright success, in terms of achieving specific, hoped-for changes in policy, is rare, and the work that does influence policy is often unique and rarely repeated or replicated, with many incentives working against the sharing of good practice. (Jones, 2001, page 1)

Given this complexity, it is important for the evaluation of policy-influence work to move beyond simply assessing whether or not a policy change has been realized.

Policy-influencing and policy-making are processes

Policy-influencing, like policy-making, is rarely the result of a single, discrete decision. In fact, policy-influence and policy-making are best viewed as a series of decisions that are part of a process or a set of activities or actions. (Neilson, 2001, cited by Jones, 2011)

This means that any policy-influence effort should involve multiple strategies, and the evaluation should track progress in each of these areas of influence.

There are a very wide variety of activities that can influence policy

As many of the publications reviewed for this guide stress, there are multiple ways to exert influence on policy.

A variety of typologies exist to help you decide the best strategies for your policy context (e.g., see **The Advocacy Strategy Framework** (Coffman & Beer, 2015; and Start and Hovland, 2004, cited by Jones, 2011).

You should review these typologies to help select the ones most relevant for your policy context.

More information on these typologies is provided in Step 2: Select the policy-influence goals and strategies on describing the policy-influence work.

There are multiple types of policy impacts

Borrowing from Carol Weiss' (1979) typology of research use, policy impacts can be categorized as *conceptual* (changing the thinking of key stakeholders) and *instrumental* (changing actions of key stakeholders). The evaluation of policy-influence should consider both types of impact. Jones (2011) offers further elaborations on the range of policy impacts:

- *Framing debates and getting issues on to the political agenda; drawing attention to new issues and affecting the awareness, attitudes or perceptions of key stakeholders*
- *Encouraging discursive commitments; affecting language and rhetoric to promote the recognition of specific groups or endorsements of policy recommendations*
- *Securing procedural change; changes in the process whereby policy decisions are made, such as opening new spaces for policy dialogue*
- *Affecting policy content*
- *Influencing behaviour change in key actors: policy change requires changes in behaviour and implementation at various levels in order to be meaningful and sustainable*

The evaluation of policy-influence should seek evidence of progress in all these areas, and not just focus on whether or not a policy was changed or implemented. The evaluation of policy-influence work should include assessments of capacity building and document the work undertaken, as well as focus on the desired and emergent outcomes.

Attributing change is problematic

Policy change is not usually "caused" by a single event or series of actions, which makes it difficult, if not impossible, to determine causality between an organization's policy-influencing activities and policy outcomes. Policy-influencers should therefore be looking towards contribution rather than attribution.

Policy-influencing work should be guided by a theory of change

It is important to articulate the pathways through which the policy-influencing work will exert its influence, in addition to identifying the outcomes that are being pursued. This is typically accomplished through the articulation of a theory of change (Jones, 2011; Reisman, Gienapp, & Stachowiak, 2007; Guthrie et al., 2005).

There are a variety of methods that can be used to assess outcomes of interest

Most of these methods are not unique to policy-influence work (e.g., surveys, interviews, web analytics and most significant change). Other methods may be less familiar to evaluators as they are drawn from other fields of study, such as communications and political science (e.g., media tracking or media assessment).

The four steps in evaluation planning:

1

Identify and engage stakeholders

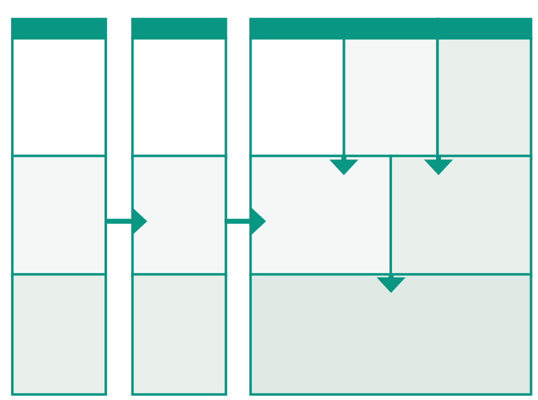
- List groups or individuals who would be interested in the initiative and its evaluation (the evaluation users)
- Consider motivations for participation
- Think about information needs and how they will use the evaluation
- Select engagement and communication strategies that reflect different needs

2

Select the policy-influence goals and strategies

Prepare a clear logic model or theory of change that shows one or more of the following:

- Policy-influence activities
- Policy-influence outputs
- Short-, mid- and long-term outcomes
- Ultimate goals of policy-influence work



3

Focus the evaluation: Develop the evaluation questions

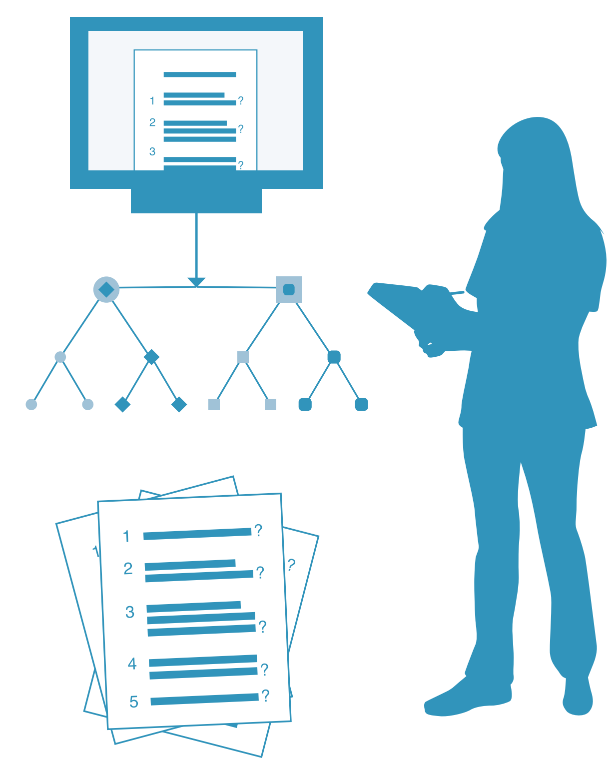
Identify indicators and include questions about the:

- Process of policy-influence
- Capacity building for policy-influence
- Precursors to policy change (changes in knowledge, attitudes, and issue salience to key decision-makers)

4

Choose data collection methods and tools

Select the most appropriate and feasible data collection methods and tools based on your evaluation questions

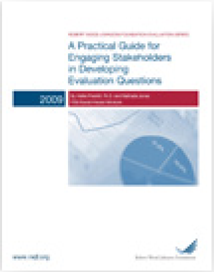


Recommended resources for each step of evaluation planning

Step 1: Identify and engage stakeholders

a Practical Guide for Engaging Stakeholders in Developing Evaluation Questions

b Step by Step: Evaluating Violence and Injury Prevention Policies


a

b

Click on the title or image for a more in-depth look!

Step 2: Select policy-influence goals and strategies

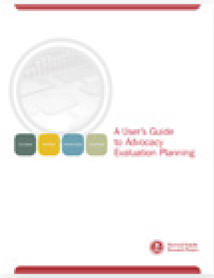
a A Guide to Monitoring and Evaluating Policy Influence

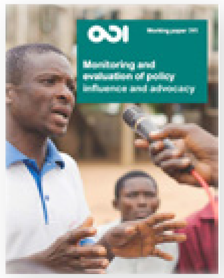
b A User's Guide to Advocacy Evaluation Planning

c Monitoring and Evaluation of Policy Influence and Advocacy

d An Evaluation Framework for Obesity Prevention Policy Interventions


a


b


c


d

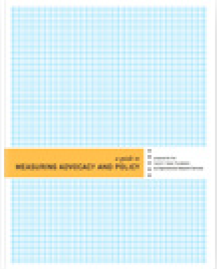
Step 3: Focus the evaluation: Develop evaluation questions

a A Guide to Measuring Advocacy and Policy

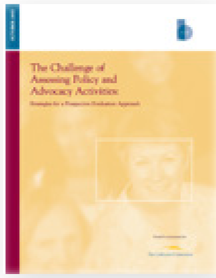
b Overview of Current Advocacy Evaluation Practice

c The Challenge of Assessing Policy and Advocacy Activities: Strategies for a Prospective Evaluation Approach

d Advocacy Impact Assessment Guidelines


a


b


c


d

Step 4: Choose data collection methods and tools

a A Guide to Monitoring and Evaluating Policy Influence

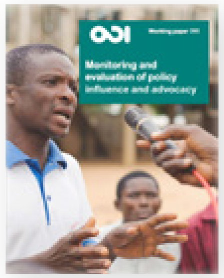
b User's Guide to Advocacy Evaluation Planning

c Monitoring and Evaluation of Policy Influence and Advocacy

d A Handbook of Data Collection Tools: Companion to A Guide to Measuring Advocacy and Policy


a


b


c


d

Resources at a glance

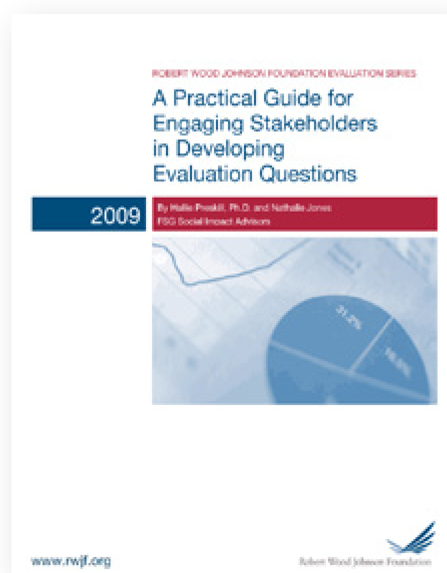
Two resources will assist you with identifying stakeholders, thinking through their interests, and finding ways to engage them in planning the evaluation

The first step in planning any evaluation is to identify stakeholders, anyone who has an interest in the evaluation or the program, in order to determine their evaluation needs and determine the role they will play in the evaluation.

Selecting the appropriate stakeholders

For policy-influence work, stakeholders can include:

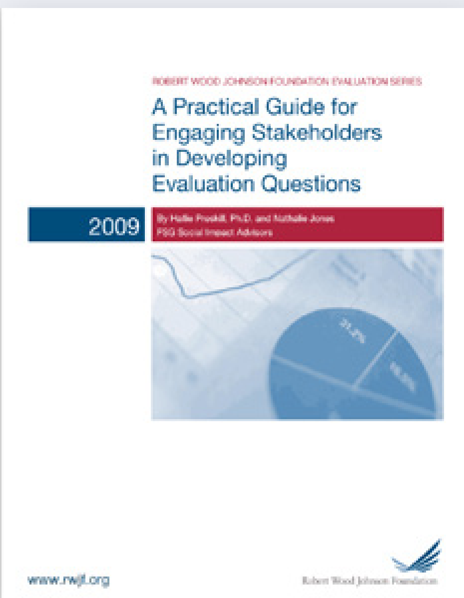
- Members of the target audience for policy-influence
- Program managers or frontline staff responsible for implementing the intervention
- Policy experts
- Evaluation experts
- Researchers
- Those involved in the policy-influence work
- Subject matter experts

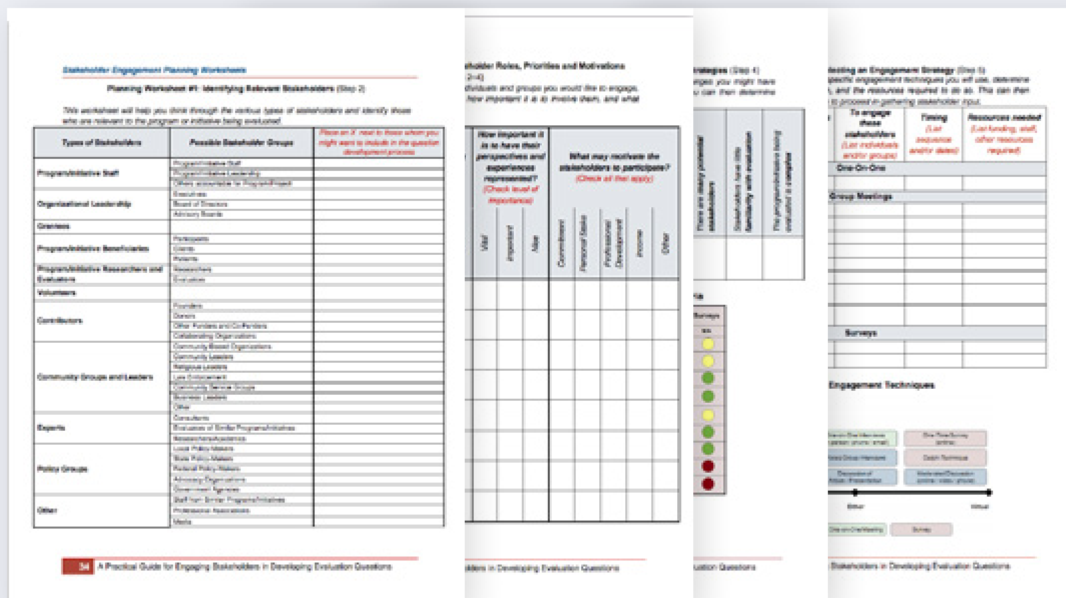


Practical Guide for Engaging Stakeholders in Developing Evaluation Questions

Step by Step: Evaluating Violence and Injury Prevention Policies

A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions





This guide offers a five-step process, including useful worksheets, for involving stakeholders in developing evaluation questions. This process can be used to help you think through stakeholder engagement across all phases of the evaluation.

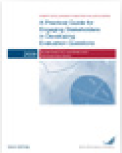
While not specifically directed at policy-influence evaluations, the ideas presented are relevant and practical.

Author:
Preskill & Jones (2009)

Format:
Downloadable 48-page pdf

Source:
Robert Wood Johnson Foundation Website

www.rwjf.org/content/dam/web-assets/2009/01/a-practical-guide-for-engaging-stakeholders-in-developing-evalua



User Experiences

Healthy Weights Connection

The project team found that using the worksheets enabled them to identify more stakeholders than they had originally considered. They also felt it was more helpful to use the term "evaluation users" rather than stakeholders, as it can be confusing to distinguish between program stakeholders and evaluation stakeholders. Although there is a lot of overlap between stakeholders involved in the initiative and potential stakeholders who could be interested or involved in the evaluation, the resource helped to identify individuals and organizations that might have otherwise been missed, such as critics of the initiative. The focus on motivation and prioritizing was useful when considering stakeholders.

Our Food Project

The project team chose to populate a modified version of Worksheet #2 in this resource. They found it to be a relatively easy process, given that the evaluation of the policy goal involves similar stakeholders to the general overall evaluation of the project.

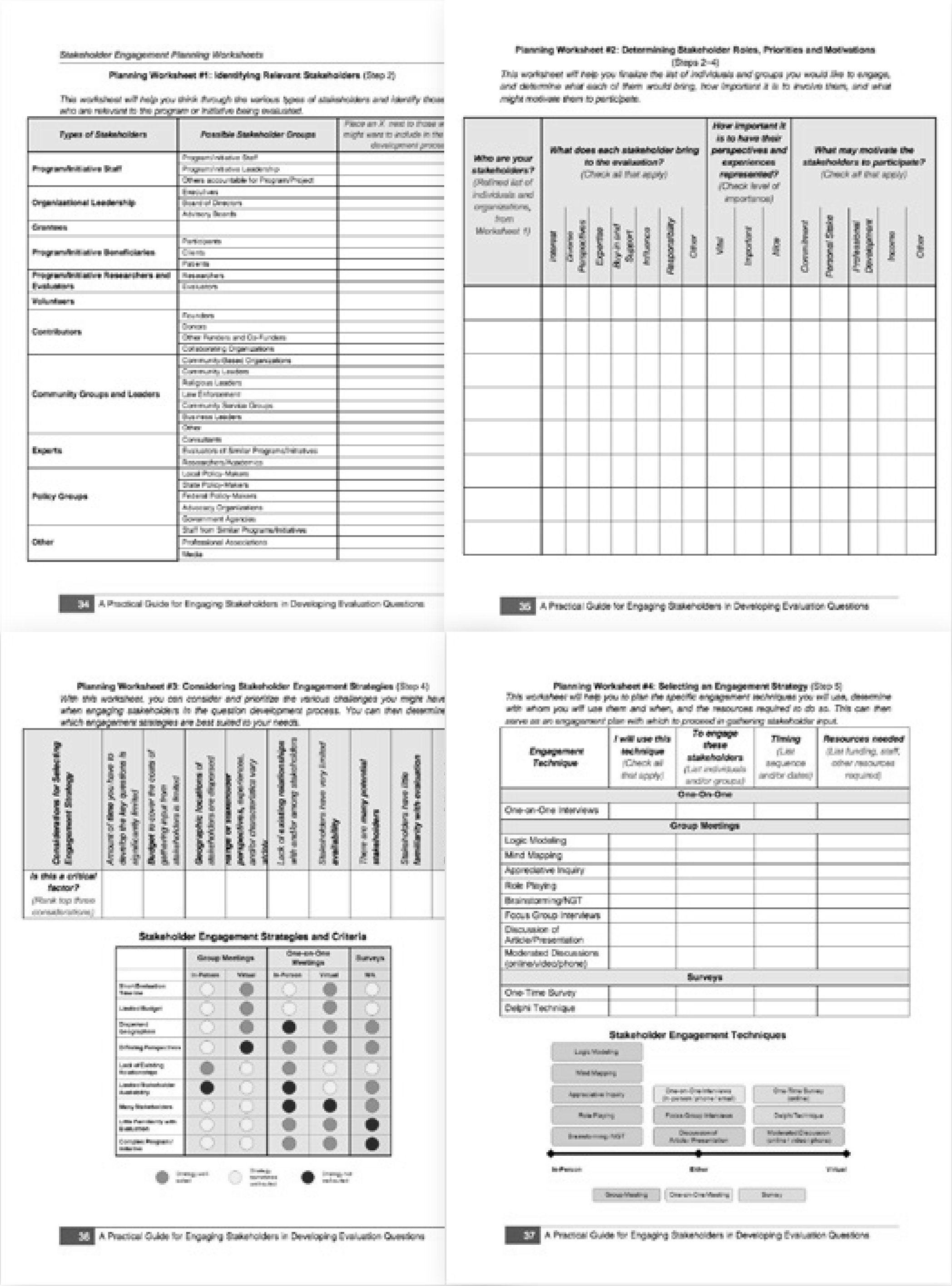
They also found that switching steps three and four in the stakeholder identification process was useful, as stakeholders' motivations were identified first before the stakeholder list was prioritized. The resource also helped to identify individuals/organizations that might have been missed.

A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions

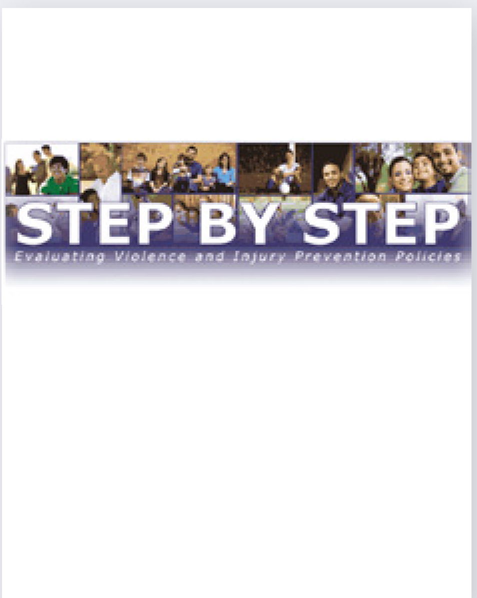
The four planning worksheets (pp. 34-37) will help you to identify and prioritize evaluation stakeholders.

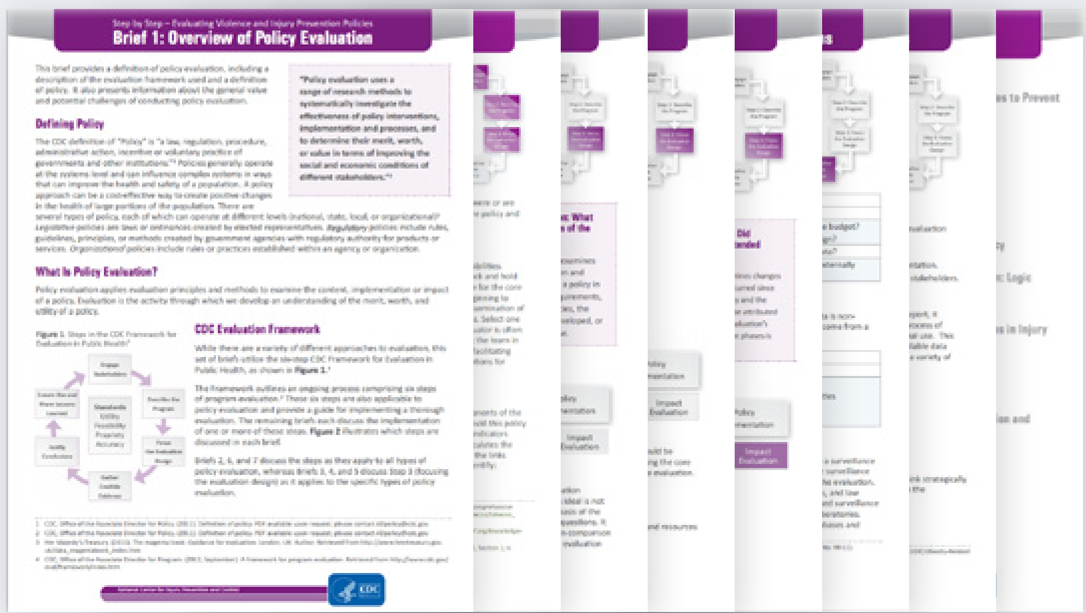
The focus on motivation and prioritization helps to get beyond merely identifying stakeholders. Instead, you start to think about what's in it for them!

Don't be afraid to modify the worksheets to fit your needs!


Planning Worksheet #1: Identifying Relevant Stakeholders (Step 2)
Planning Worksheet #2: Determining Stakeholder Roles, Priorities and Motivations (Steps 2-4)
Planning Worksheet #3: Considering Stakeholder Engagement Strategies (Step 4)
Planning Worksheet #4: Selecting an Engagement Strategy (Step 5)

Step by Step: Evaluating Violence and Injury Prevention Policies





This resource offers a series of briefs, each focusing on a different step in the evaluation process. The briefs can be read individually or as a series. Each brief includes a short list of additional resources and appendices with examples, definitions, templates and/or more detailed information as appropriate. Although the focus of this series is the evaluation of the implementation and impact of violence and injury prevention policy, some of the briefs are relevant to the evaluation of policy-influence work.

Author:
Centers for Disease Control and Prevention (2013)

Format:
Series of 8 downloadable pdfs

Source:
Centers for Disease Control and Prevention Website

www.cdc.gov/injury/about/policy/evaluation.html

User Experiences

WITS

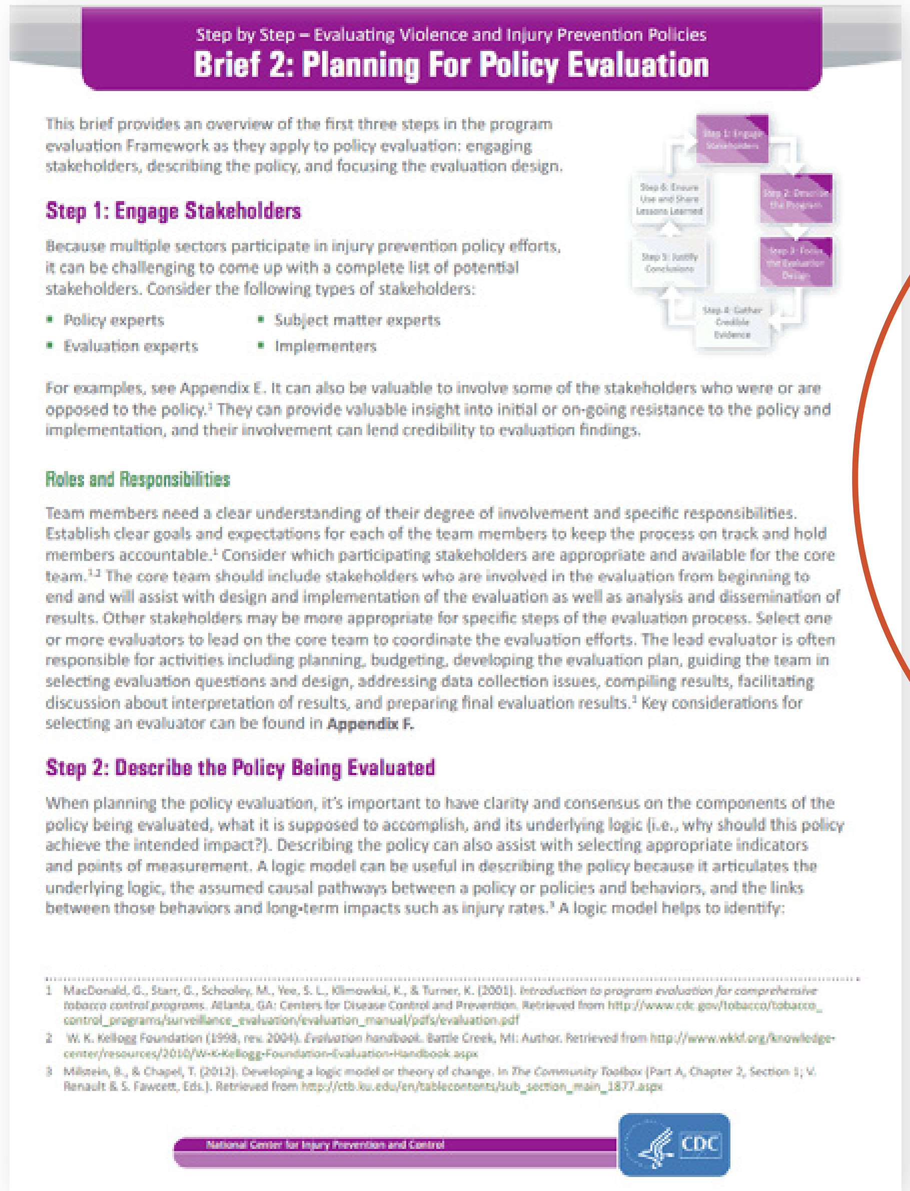
The WITS team included a group of stakeholders not listed in this resource: people with lived experience, someone whose life has been affected by the issue.

Our Food Project

This resource suggests engaging with critics as stakeholders. The Our Food Project considered including junk food or convenience food-focused businesses as evaluation stakeholders. At first they thought this was a little odd, because this group might be opposed to the policy-influence work, but then considered that their insights into barriers to policy implementation could be quite valuable.

Step by Step: Evaluating Violence and Injury Prevention Policies

Brief 2: Planning for Policy Evaluation provides an overview of the types of stakeholders that should be involved (focusing on policy experts, subject matter experts, evaluation experts and implementers) and how to ensure each stakeholder clearly understands their roles and responsibilities. Guidance on selecting a professional evaluator is also included.



Step by Step – Evaluating Violence and Injury Prevention Policies

Brief 2: Planning For Policy Evaluation

This brief provides an overview of the first three steps in the program evaluation Framework as they apply to policy evaluation: engaging stakeholders, describing the policy, and focusing the evaluation design.

Step 1: Engage Stakeholders

Because multiple sectors participate in injury prevention policy efforts, it can be challenging to come up with a complete list of potential stakeholders. Consider the following types of stakeholders:

- Policy experts
- Subject matter experts
- Evaluation experts
- Implementers

For examples, see Appendix E. It can also be valuable to involve some of the stakeholders who were or are opposed to the policy.[1] They can provide valuable insight into initial or on-going resistance to the policy and implementation, and their involvement can lend credibility to evaluation findings.

Roles and Responsibilities

Team members need a clear understanding of their degree of involvement and specific responsibilities. Establish clear goals and expectations for each of the team members to keep the process on track and hold members accountable.[1] Consider which participating stakeholders are appropriate and available for the core team.[1,2] The core team should include stakeholders who are involved in the evaluation from beginning to end and will assist with design and implementation of the evaluation as well as analysis and dissemination of results. Other stakeholders may be more appropriate for specific steps of the evaluation process. Select one or more evaluators to lead on the core team to coordinate the evaluation efforts. The lead evaluator is often responsible for activities including planning, budgeting, developing the evaluation plan, guiding the team in selecting evaluation questions and design, addressing data collection issues, compiling results, facilitating discussion about interpretation of results, and preparing final evaluation results.[1] Key considerations for selecting an evaluator can be found in **Appendix F.**

Step 2: Describe the Policy Being Evaluated

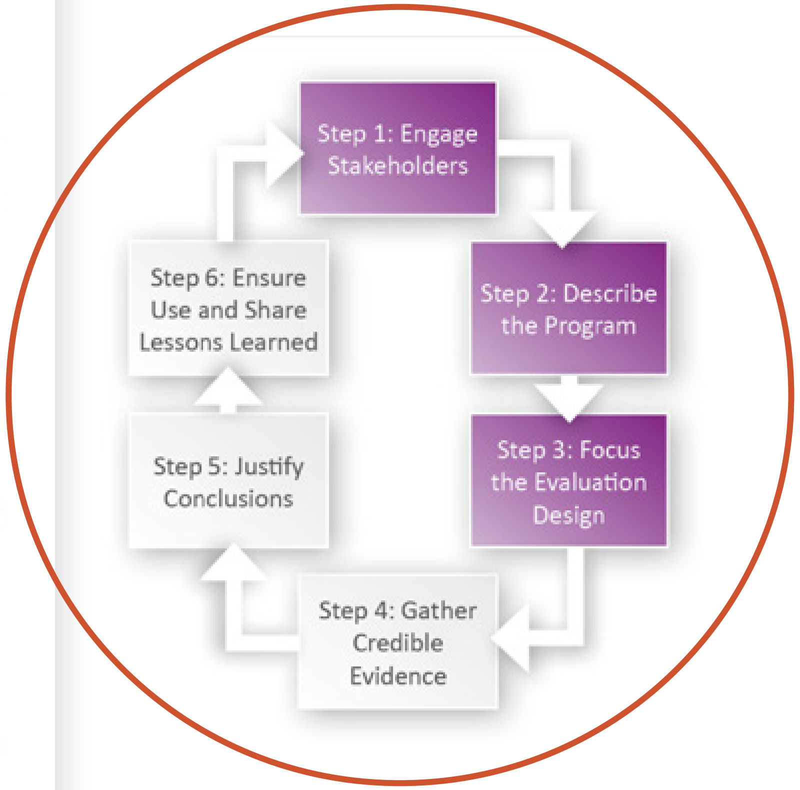
When planning the policy evaluation, it's important to have clarity and consensus on the components of the policy being evaluated, what it is supposed to accomplish, and its underlying logic (i.e., why should this policy achieve the intended impact?). Describing the policy can also assist with selecting appropriate indicators and points of measurement. A logic model can be useful in describing the policy because it articulates the underlying logic, the assumed causal pathways between a policy or policies and behaviors, and the links between those behaviors and long-term impacts such as injury rates.[3] A logic model helps to identify:

1 MacDonald, G., Starr, G., Schooley, M., Yee, S. L., Klimowksi, K., & Turner, K. (2001). *Introduction to program evaluation for comprehensive tobacco control programs.* Atlanta, GA: Centers for Disease Control and Prevention. Retrieved from http://www.cdc.gov/tobacco/tobacco_control_programs/surveillance_evaluation/evaluation_manual/pdfs/evaluation.pdf

2 W. K. Kellogg Foundation (1998, rev. 2004). *Evaluation handbook.* Battle Creek, MI: Author. Retrieved from http://www.wkkf.org/knowledge-center/resources/2010/W-K-Kellogg-Foundation-Evaluation-Handbook.aspx

3 Milstein, B., & Chapel, T. (2012). Developing a logic model or theory of change. In *The Community Toolbox* (Part A, Chapter 2, Section 1; V. Renault & S. Fawcett, Eds.). Retrieved from http://ctb.ku.edu/en/tablecontents/sub_section_main_1877.aspx

National Center for Injury Prevention and Control



Brief 2 covers first three steps in policy evaluation including:

1. Engaging stakeholders
2. Describing the program
3. Focusing the evaluation

Resources at a glance

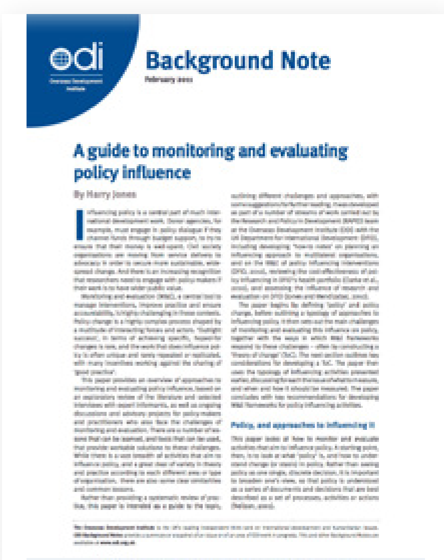
Four resources will assist you in selecting policy-influence goals and strategies and developing a logic model or theory of change

Once stakeholders are engaged in the evaluation planning process, the next step is to ensure that there is a common understanding of the policy-influence work and what it is trying to achieve.

Logic models and theories of change are visual maps that show how an initiative's activities connect to outcomes. These are often used to generate a shared understanding because they require stakeholders to articulate the main program activities and expected outcomes.

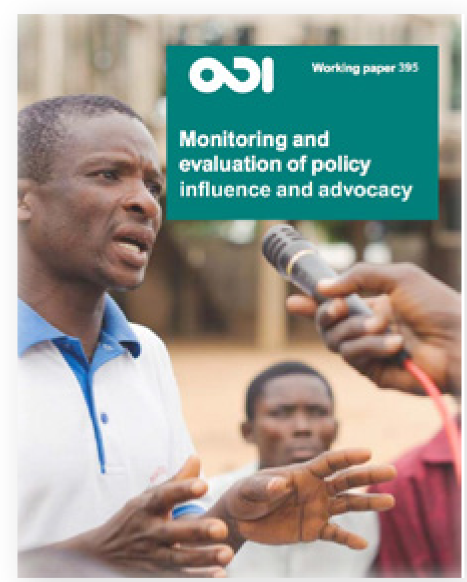
Logic modeling is useful because it forces an articulation of the causal chain between activities and short-term outcomes that can often be tracked and long-term outcomes that are not likely to show changes for many years. In addition, the process of coming to consensus on the policy-influencing work can help to ensure that all stakeholders have the same understanding of the intervention and are implementing it in a consistent manner. Literature suggests that effective policy-influencing interventions have clear and accessible logic that is available to key stakeholders (Kelly, 2002).

In evaluating policy-influence, it is important to recognize that traditional "linear" logic models may obscure the complex, iterative and cyclical nature of policy-influence work (Leeman et al., 2012). Policy-influence interventions may benefit from more iterative approaches where the models or theory of change are updated and revised as the work evolves (Leeman et al., 2012; Kelly, 2002).



A Guide to Monitoring and Evaluating Policy Influence

A User's Guide to Advocacy Evaluation Planning

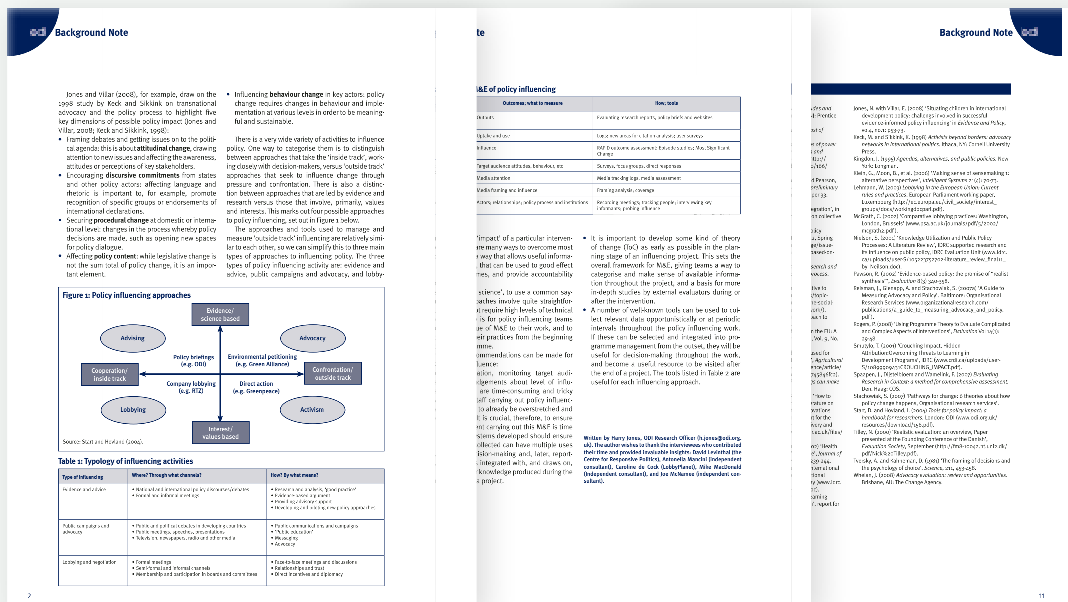


Monitoring and Evaluation of Policy Influence and Advocacy

An Evaluation Framework for Obesity Prevention Policy Interventions

A Guide to Monitoring and Evaluating Policy Influence


Background Note
A guide to monitoring and evaluating policy influence



This short report is based on an exploratory review of the literature and interviews with experts in monitoring and evaluating policy-influence in the context of international development work.

The report outlines different approaches for influencing policy, and offers guidance in monitoring and evaluating three types of policy-influence work: evidence and advice; public campaigns; and advocacy.

Author:
Jones (2011).
Overseas Development Institute

Format:
Downloadable 12-page pdf

Source:
Overseas Development Institute (ODI) Website

www.odi.org.uk/publications/5252-monitoring-evaluation-me-policy-influence

User Experiences

Healthy Weights Connection

The project team used this resource to select activities that the group would be doing, such as thinking about lobbying and negotiation as separate activities.

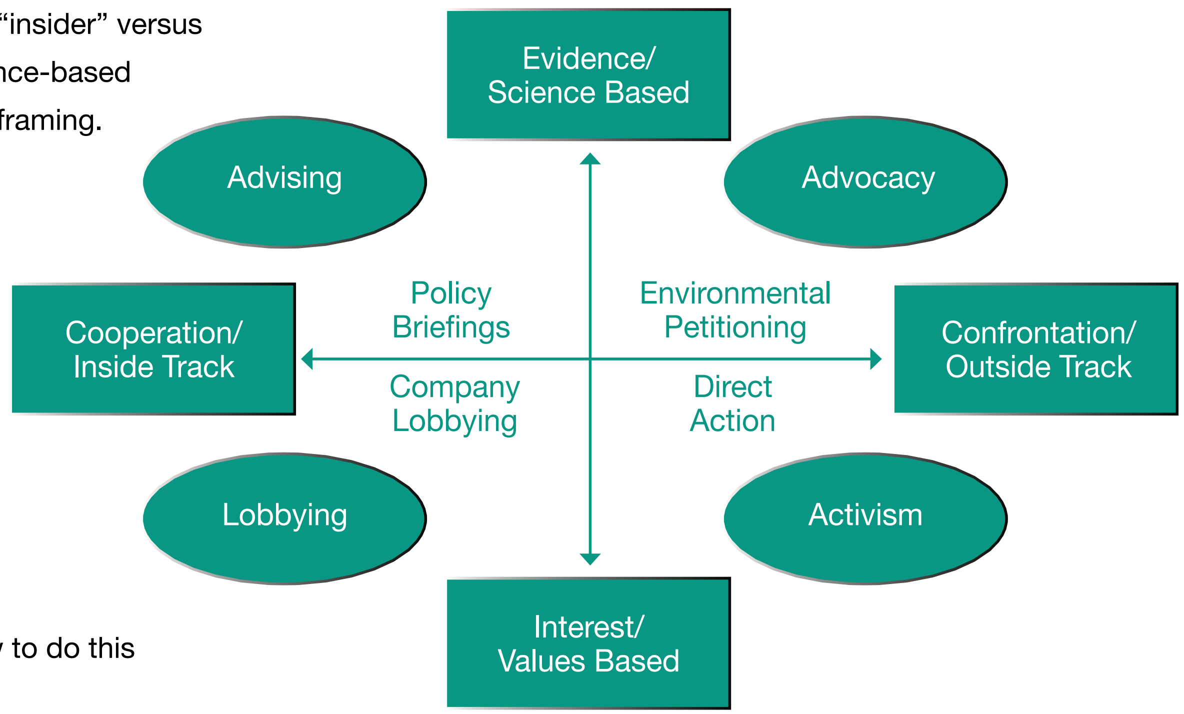
WITS

The ideas presented in this resource align with the policy-influence work undertaken by the WITS project. In carrying out the work, the project team pursued both an evidence-science discussion and an interest-based approach. They also looked for allies or champions within organizations so they could pursue a more cooperative/collaborative approach. In addition, they used all the evidence-science approaches, a few advocacy approaches and many lobbying and negotiation tactics.

A Guide to Monitoring and Evaluating Policy Influence

This guide describes a number of approaches for influencing policy and distinguishes between “insider” versus “outsider” approaches, and evidence-based persuasion versus interest-based framing.

As shown in the graphic to the right, this results in four different types of policy-influence work.



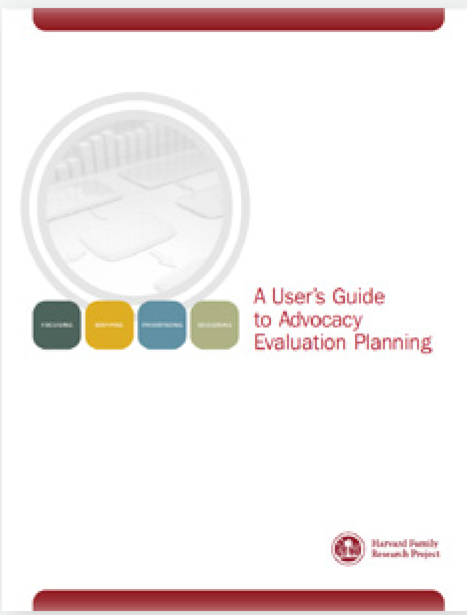
The authors further condense these into these three main types:

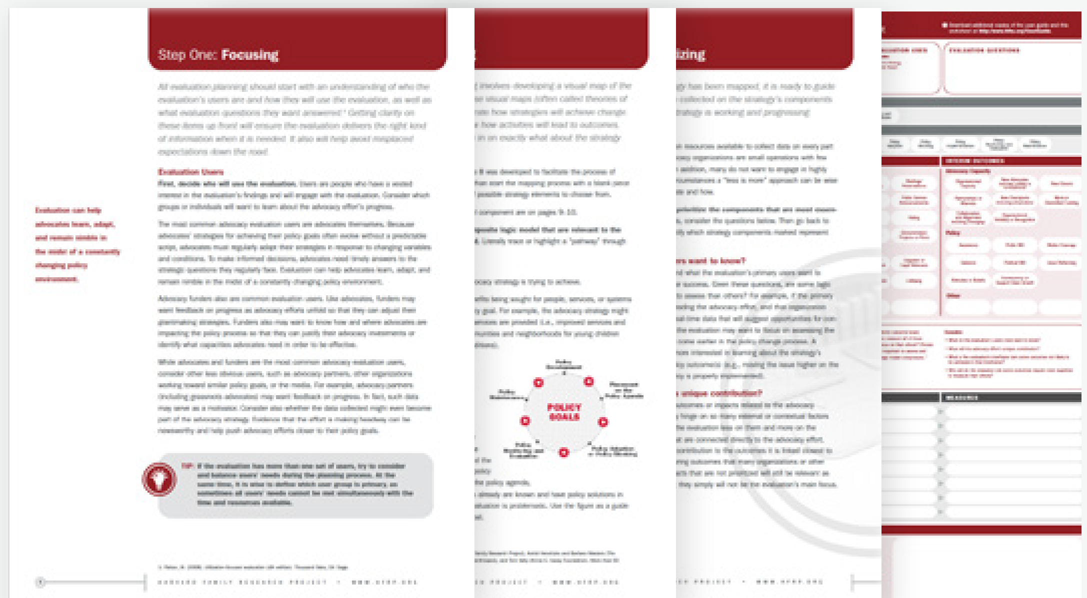
- Evidence and advice
- Public campaigns and advocacy
- Lobbying and negotiation

This guide offers guidance on how to do this work as can be seen below.

Types of influencing	Where? Through what channels?	How? By what means?
Evidence and advice	• National and international policy discourses/ debates • Formal and informal meetings	• Research and analysis, ‘good practice’ • Evidence-based argument • Providing advisory support • Developing and piloting new policy approaches
Public campaigns and advocacy	• Public and political debates in developing countries • Public meetings, speeches, presentations • Television, newspapers, radio, and other media	• Public communications and campaigns • ‘Public education’ • Messaging • Advocacy
Lobbying and negotiation	• Formal meetings • Semi-formal and informal channels • Membership and participation in boards and committees	• Face-to-face meetings and discussions • Relationships and trust • Direct incentives and diplomacy

A User's Guide to Advocacy Evaluation Planning





This resource offers a four-step process for planning an advocacy evaluation, and includes worksheets and tools for implementing the evaluation.

The logic model worksheet in this resource can be helpful in creating a logic model for your project as it will help you think through your policy-influence goals and activities.

Author:
Coffman (2009)
Harvard Family Research Project

Format:
Downloadable 22-page pdf and worksheet

Source:
Harvard Family Research Project (HFRP) Website

www.hfrp.org/evaluation/publications-resources/a-user-s-guide-to-advocacy-evaluation-planning

User Experiences

Our Food Project

The project team created their own logic model based on the composite logic model in this resource (pictured at right).

They selected the applicable goals (policy development and placement of policy agenda) and identified the related activities. They added outputs for each activity and considered whether the outcomes were short-term or long-term.

The result was a series of tables that were transformed into a more streamlined one-page logic model.

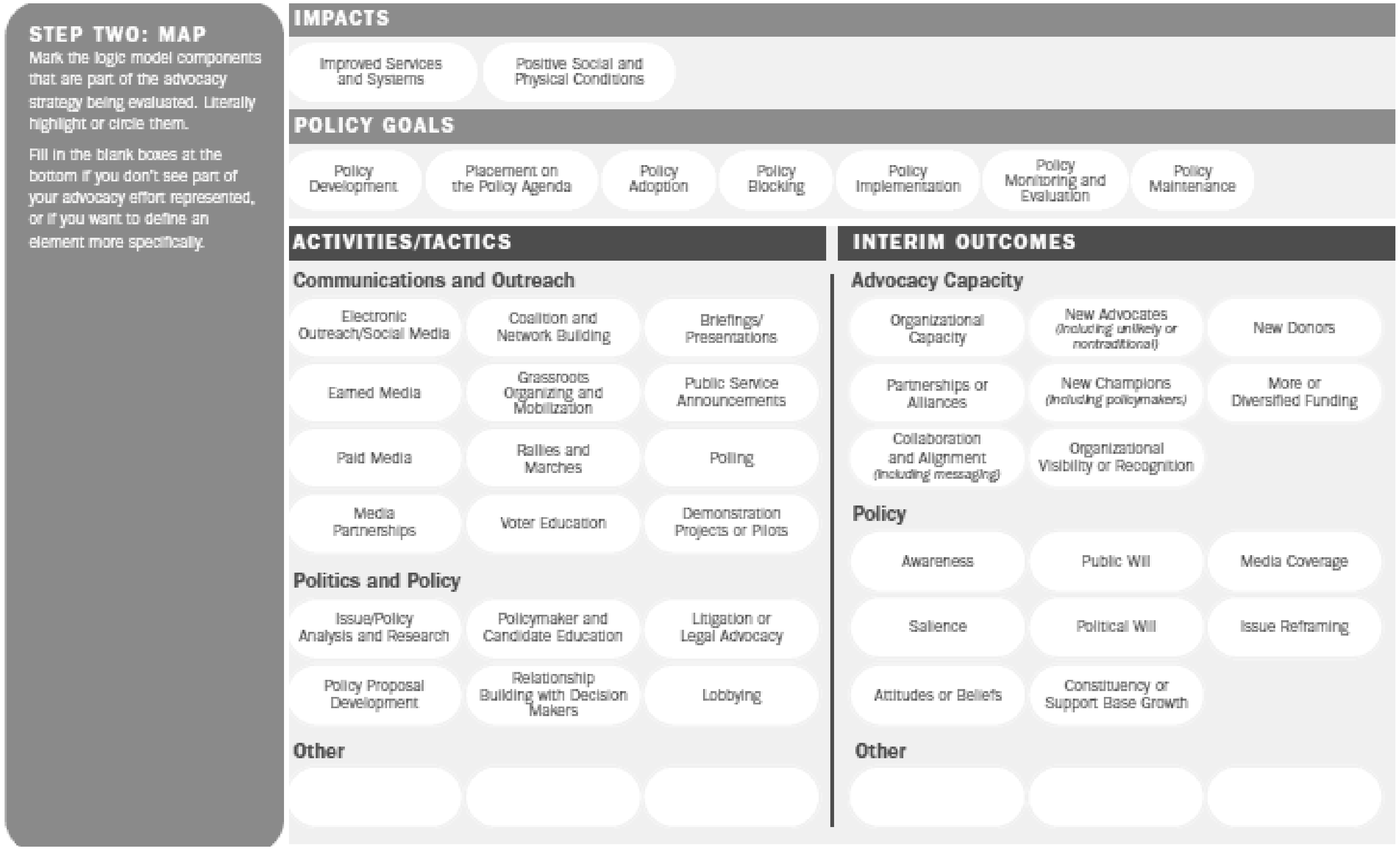
WITS

The WITS policy-influence evaluation work is aligned with a number of ideas put forward in this resource, including the development of a policy goal. The group also engaged in several of the activities/tactics listed in the logic model, including: coalition and network building; briefings and presentations; demonstration projects; policy-maker education; and relationship building with decision-makers.

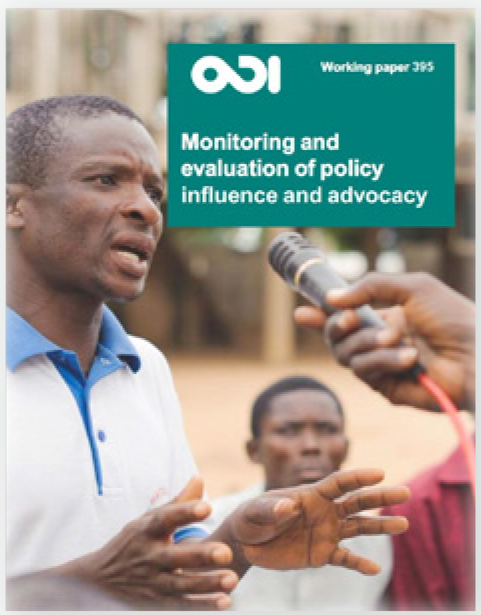
A User's Guide to Advocacy Evaluation Planning

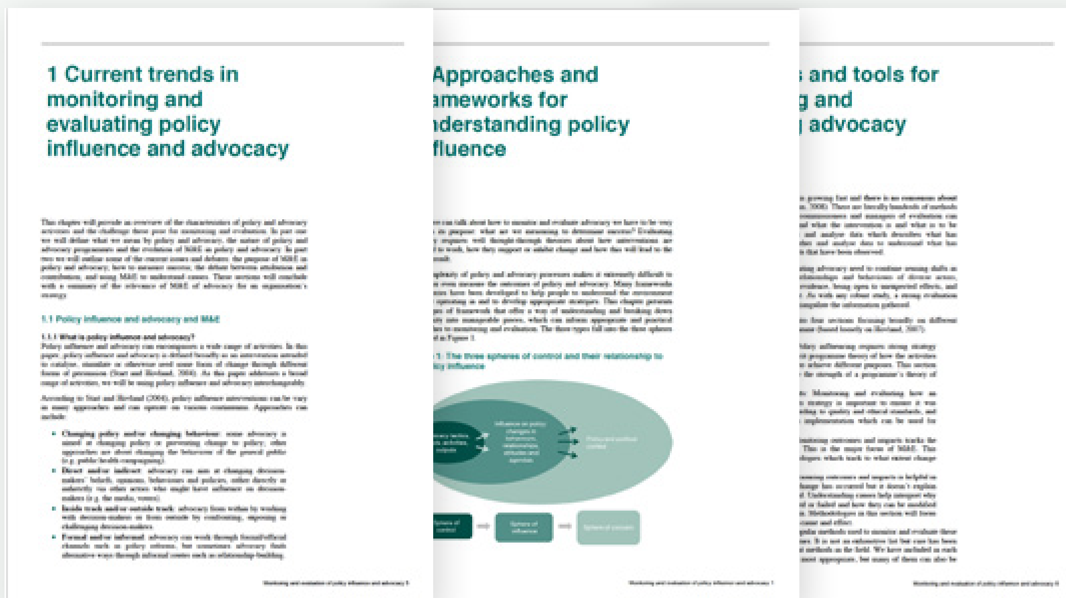
The logic model worksheet (below) offers a range of policy impacts and goals, activities and tactics, and outcomes. This can be used to create a logic model for your project or just to give you ideas of other activities, goals and outcomes to include in your own logic model.

Step 2: Mapping, supports the creation of a logic model.



Monitoring and Evaluation of Policy Influence and Advocacy





This publication has a lot to offer. It:

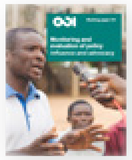
- Explores current trends in monitoring and evaluating policy-influence and advocacy
- Presents different theories of policy-influence
- Presents a number of options to monitor and evaluate different aspects of advocacy interventions
- Offers six case studies of how organizations have used these options in practice to understand their impact and improve their advocacy strategies

Author:
Tsui, Hearn & Young (2014)
Overseas Development Initiative

Format:
Downloadable 90-page pdf

Source:
Overseas Development Initiative (ODI) Website

www.odi.org/publications/8265-gates-monitoring-evaluating-advocacy



Monitoring and Evaluation of Policy Influence and Advocacy

This resource offers useful frameworks to:

- **Guide the intervention planning**
- **Understand the levels of influence or outcomes of the policy-influence work**

These frameworks will be helpful in thinking through policy-influence tactics and providing a good grounding in some of the complexities of policy-influence work and its evaluation.

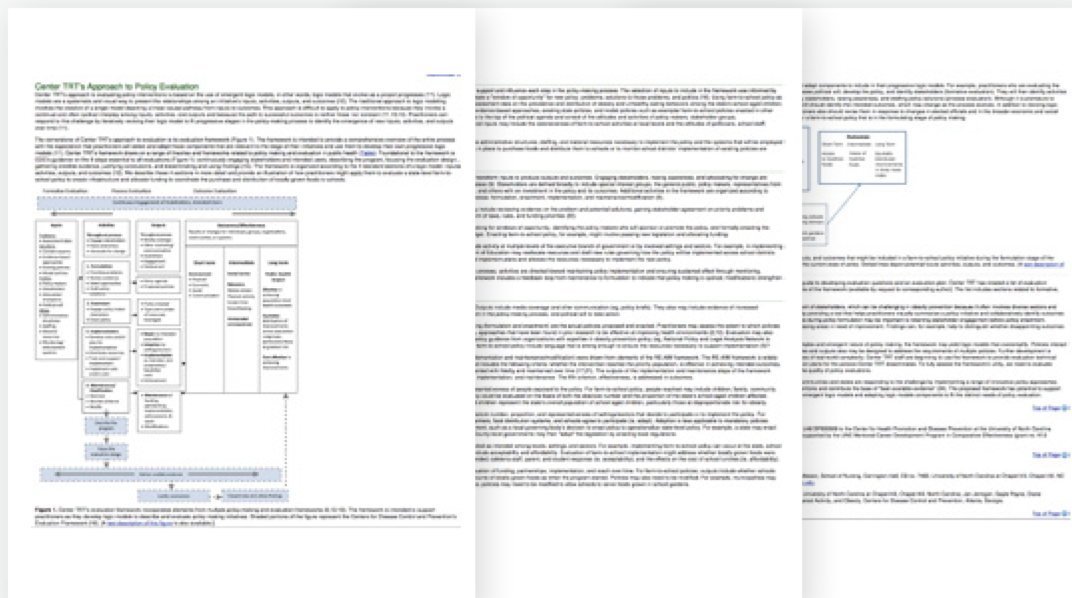
Frameworks to gauge the levels of influence interventions have on policy change

Framework	What is it?	Why use it?	When to use it?
First, second, and third order of change	A way of understanding three levels of policy change: incremental change, transformative change; and paradigm shift.	To understand how much influence an intervention could have on policy and the level of effort required to achieve the depth of change sought.	When considering what level of policy change to aim for.
Eight policy outcomes	Descriptions of eight possible policy outcomes, from shifts in attitude through to effective implementation of policy commitments.	This framework helps you to be specific about what kind of outcomes you hope to achieve.	When planning how to achieve different types of policy to contribute to an ultimate goal.
Influence outcomes frameworks	Similar to the 'Advocacy strategy framework'. Describes possible policy outcomes depending on an audience's level of engagement and influence.	Helps determine what sort of outcomes may be possible from working with a particular audience.	When defining audiences and deciding what outcomes to aim for by audience.

Brief description of frameworks to guide intervention planning

Framework	What is it?	Why use it?	When to use it?
Advocacy strategy framework	Explores the different types of advocacy that could be used depending on an audience's level of engagement or influence.	Helpful in determining the type of tactics useful in targeting different audiences.	When considering what type of intervention to undertake to achieve goals.
Four styles of policy entrepreneurs	Categorises four different 'types' that all groups hoping to influence policy should include: story-tellers; networkers; engineers; fixers.	To understand the different skillsets that a team may need to include to be successful.	When planning based on the skills available in a team, or when planning recruitment for specific purposes.
Network functions framework	Details the five different ways a network can add value to an advocacy intervention: knowledge management; amplification; community-building; convening; resource mobilisation.	To understand how interventions can use or build networks to achieve aims.	When considering whether and how to form or use a network.
K* framework	Details six ways organisations or actors can interact to link knowledge to policy.	Simply disseminating content is rarely sufficient to achieve aims. This framework suggests ways an organisation can use knowledge to achieve change.	When taking stock of how an organisation uses information in their advocacy strategy.
Tactical theories of change	Five different theories from different social disciplines of how tactics can influence change.	To consider what assumptions you are making about how tactics will achieve change, and whether these accurately reflect the context.	When trying to choose between or prioritise different tactics, especially when resources are limited.

An Evaluation Framework for Obesity Prevention Policy Interventions



This resource presents a framework for evaluating public policy initiatives in the area of obesity prevention (e.g., legislation, regulations or funding allocations) at the state or local level.

The framework is based on the use of logic models that evolve as a project progresses. The framework also shows how different aspects of a policy intervention align with different types of evaluation.

Authors:
Leeman et al. (2012)
Centers for Disease Control and Prevention

Format:
Web-based resource

Source:
Centers for Disease Control and Prevention Website

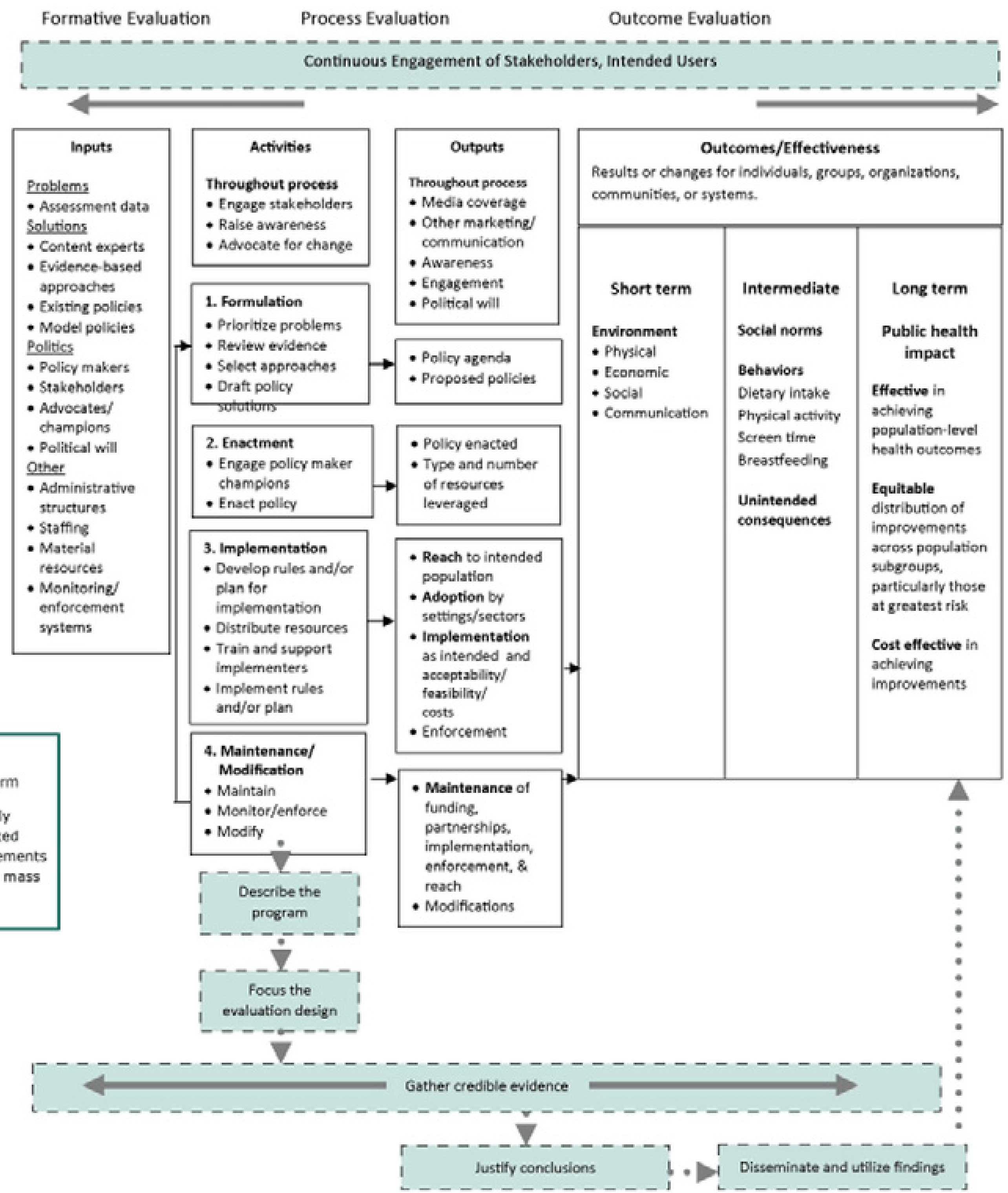
www.cdc.gov/pcd/issues/2012/11_0322.htm

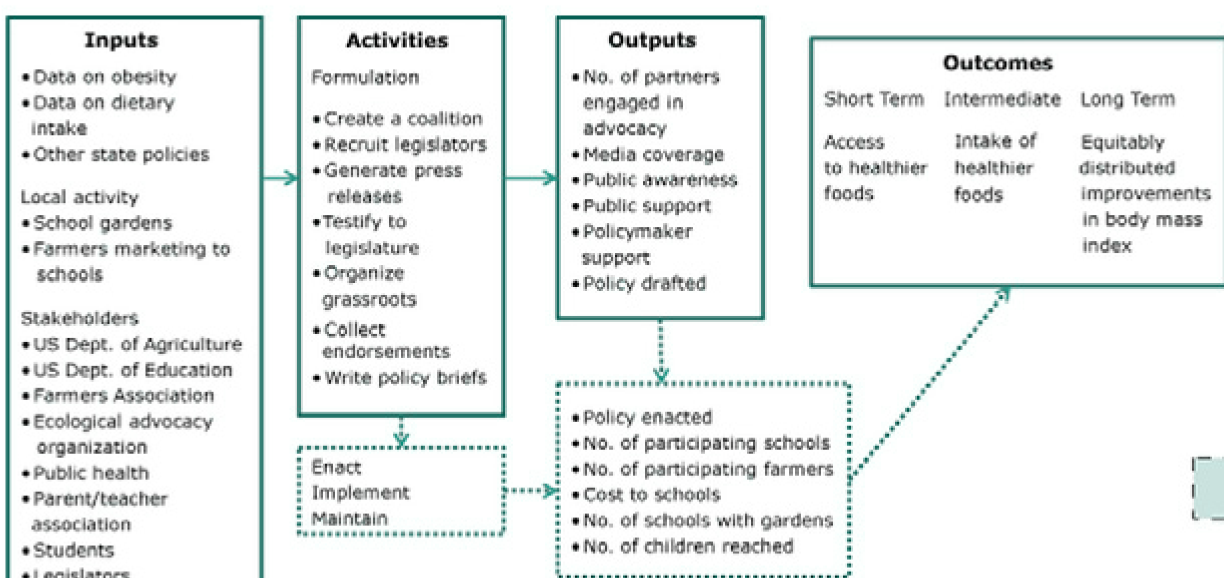
An Evaluation Framework for Obesity Prevention Policy Interventions

Although the logic model focuses on obesity prevention, it can easily be adapted to any policy-influence context.

The larger graphic (right) shows the logic model that they call their evaluation framework.

The smaller graphic (below) illustrates the logic model for a farm-to-school policy intervention at the formulating stage of policy-making. This emergent logic model presents inputs, activities, outputs and outcomes that might be included in a farm-to-school policy initiative. Components that apply to the current state of policy-making work are depicted with solid lines, while the dotted lines show "potential future activities, outputs and outcomes."





Resources at a glance

Four resources will assist you with focusing your evaluation and developing evaluation questions

Once the main purpose of the policy-influence work is determined and the tactics or activities selected, decisions need to be made about what to monitor and evaluate. Remember that it's not possible or necessary to track it all.

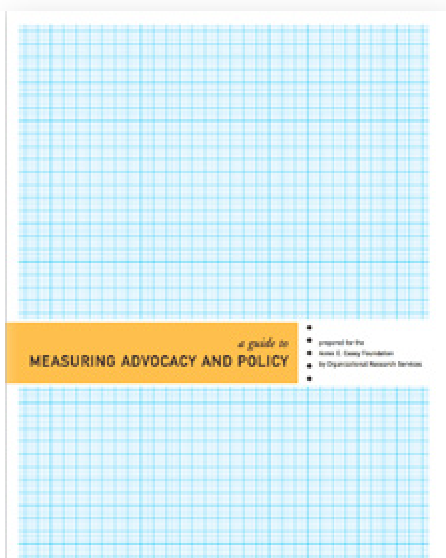
The resources recommended for this step speak to useful foci (evaluation questions) for the evaluation work that will define its scope, as well as the common outcomes/indicators of policy-influence work. All resources stress that evaluations that focus only on documenting whether or not policy change was achieved are not helpful for projects or funders. In most cases, the sought after goal, the policy change or adoption, will not happen within the time frame of the funding or at all.

Advocacy is unique in that its end goals — typically whether policies or appropriations are achieved (or blocked) — are easy to measure. The much harder challenge is assessing what happens either before or after that goal is achieved (Guthrie et al., 2005).

Nonetheless, there are other immediate or intermediate outcomes that are helpful to pursue and assess progress against because when the window opens for policy adoption, the organization will be well-positioned and resourced to contribute.

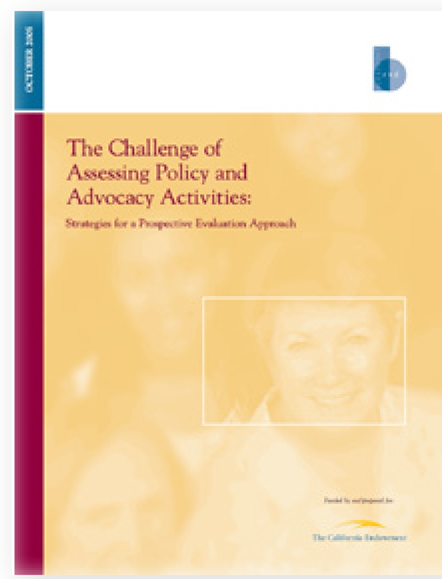
In the words of Bonnie Leadbeater (the evaluator for the WITS program): *A lot of policy-influence is about being there when the window opens and being nimble to jump on board. A lot of policy work is stand and wait and then jump when you need to act* (Case study interview, August 2014).

Focusing on work that allows organizations to be able to jump when needed and assessing progress in these areas will be much more helpful to organizations and funders than only assessing whether a policy has been adopted. Typical outcomes include: increased capacity; increased knowledge; increased support; and progress towards policy change.



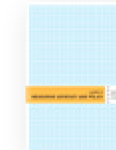
A Guide to Measuring Advocacy and Policy

Overview of Current Advocacy Evaluation Practice

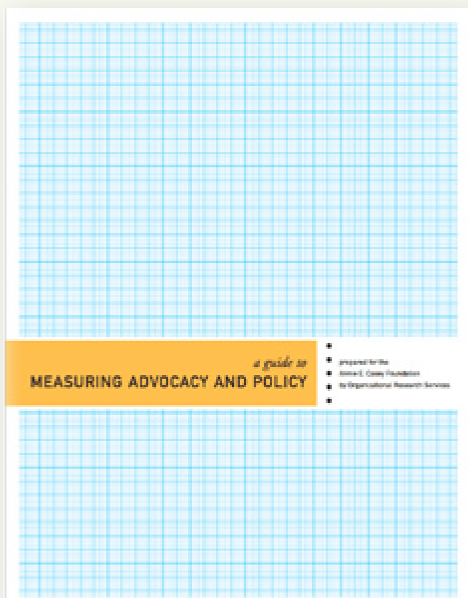


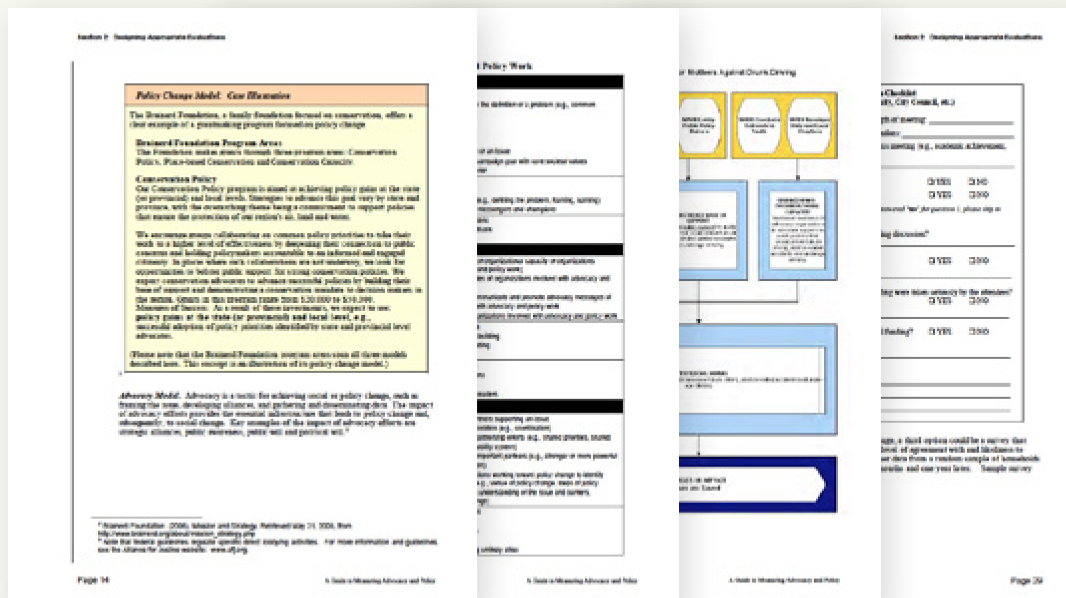
The Challenge of Assessing Policy and Advocacy Activities: Strategies for a Prospective Evaluation Approach

Advocacy Impact Assessment Guidelines



A Guide to Measuring Advocacy and Policy





This guide presents six outcome categories that are common to advocacy and policy change work and provides examples for each category.

The categories were derived from evaluation reports, expert interviews with advocacy experts, and literature about foundation involvement in advocacy and policy work.

Author:
Reisman, Gienapp & Stachowiak (2007)
Annie E. Casey Foundation

Format:
Downloadable 46-page pdf

Source:
Annie E. Casey Foundation Website

www.aecf.org/resources/a-guide-to-measuring-advocacy-and-policy

A Guide to Measuring Advocacy and Policy

The six outcome areas are:

1 Shift in social norms
2 Strengthened organizational capacity
3 Strengthened alliances
4 Strengthened base of support
5 Improved policies
6 Changes in impact

The table below and continued on the next page shows the information provided on the outcomes, which includes indicators, tactics and the unit of analysis.

The first four outcomes speak to elements that will need to be in place for the organization to be poised to take action when a policy window opens.

Paying attention to progress in these areas will be very helpful for organizations.

This resource suggests that a comprehensive evaluation of a policy-influence project would involve:

- **The identification and measurement of core outcome areas (see table below)**
- **The evaluation of strategic progress in achieving these outcomes**
- **The identification and measurement of short term incremental objectives**
- **Assessment of the capacity of the organization**
- **A case study documentation of the process and impacts of the advocacy work**

If all these elements are included in the evaluation of policy-influence work, the organization and funder would be provided with information on the policy-influence processes used, outcomes achieved, organizational capacity, and stories of accomplishments and struggles.

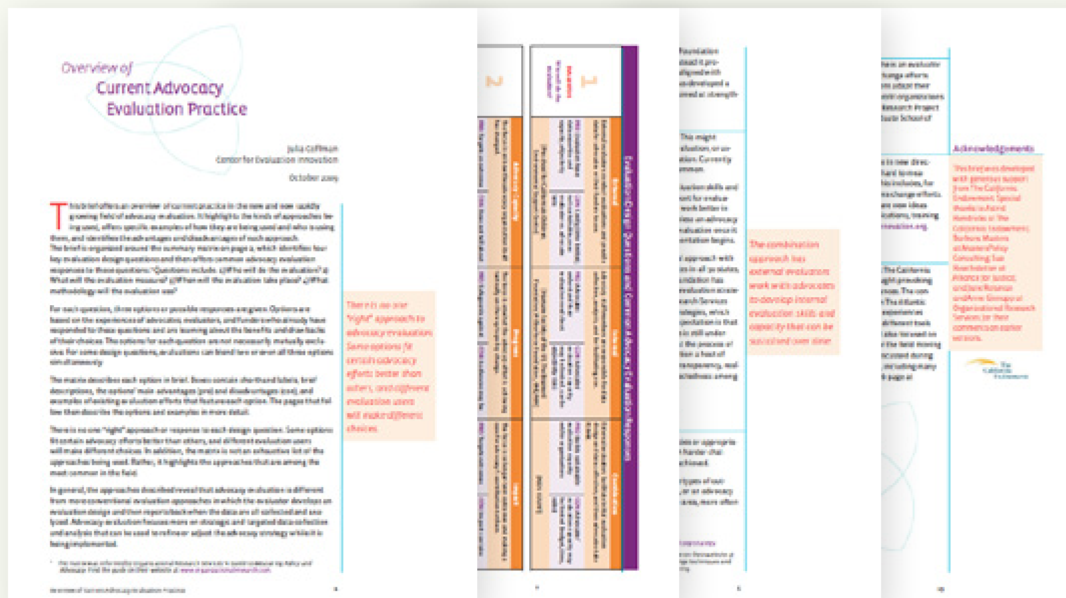
Examples of Outcomes	Examples of Strategies	Unit of Analysis
1 Shift in social norms		(e.g., Who or What Changes)
• Changes in awareness • Increased agreement on the definition of a problem (e.g., common language) • Changes in beliefs • Changes in attitudes • Changes in values • Changes in the salience of an issue • Increased alignment of campaign goal with core societal values • Changes in public behaviour	• Framing issues • Media campaign • Message development (e.g., defining the problem, framing, naming) • Development of trusted messengers and champions	• Individuals in general public • Specific groups of individuals • Population groups
2 Strengthened organizational capacity		
• Improved management of organizational capacity of organizations involved with advocacy and policy work • Improved strategic abilities of organizations involved with advocacy and policy work • Improved capacity to communicate and promote advocacy messages of organizations involved with advocacy and policy work • Improved stability of organizations involved with advocacy and policy work	• Leadership development • Organizational capacity building • Communication skill building • Strategic planning	• Advocacy organizations • Not-for profit organizations • Advocacy coalitions

A Guide to Measuring Advocacy and Policy

Table (continued)

Examples of Outcomes	Examples of Strategies	Unit of Analysis
3 Strengthened alliances		(e.g., Who or What Changes)
• Increased number of partners supporting an issue • Increased level of collaboration (e.g., coordination) • Improved alignment of partnership efforts (e.g., shared priorities, shared goals, common accountability system) • Strategic alliances with important partners (e.g., stronger or more powerful relationships and alliances) • Increased ability of coalitions working toward policy change to identify policy change process (e.g., venue of policy change, steps of policy change based on strong understanding of the issue and barriers, jurisdiction of policy change)	• Partnership development • Coalition development • Cross-sector campaigns • Joint campaigns • Building alliances among unlikely allies	• Individuals • Groups • Organizations • Institutions
4 Strengthened base of support		
• Increased public involvement in an issue • Increased level of actions taken by champions of an issue • Increased voter registration • Changes in voting behaviour • Increased breadth of partners supporting an issue (e.g., number of “unlikely allies” supporting an issue) • Increased media coverage (e.g., quantity, prioritization, extent of coverage, variety of media “beats,” message echoing) • Increased awareness of campaign principles and messages among selected groups (e.g., policy-makers, general public, opinion leaders) • Increased visibility of the campaign message (e.g., engagement in debate, presence of campaign message in the media) • Changes in public will	• Community organizing • Media campaigns • Outreach • Public/grassroots engagement campaign • Voter registration campaign • Coalition development • Development of trusted messengers and champions • Policy analysis and debate • Policy impact statements	• Individuals • Groups • Organizations • Institutions
5 Improved policies		
• Policy Development • Policy Adoption (e.g., ordinance, ballot measure, legislation, legally-binding agreements) • Policy Implementation (e.g., equity, adequate funding and other resources for implementing policy) • Policy Enforcement (e.g., holding the line on bedrock legislation)	• Scientific research • Development of “white papers” • Development of policy proposals • Pilots/Demonstration programs • Educational briefings of legislators • Watchdog function	• Policy planners • Administrators • Policy-makers • Legislation/laws/formal policies
6 Changes in impact		
• Improved social and physical conditions (e.g., poverty, habitat diversity, health, equality, democracy)	• Combination of direct service and systems-changing strategies	• Population • Ecosystem

Overview of Current Advocacy Evaluation Practice



This resource highlights key approaches to policy-influence evaluation, provides examples of the different approaches and lists their advantages and disadvantages. The content is organized around four key decision points in designing/planning an evaluation:

- Who will do it?
- What will it measure?
- When will it take place?
- What methodology will be used?

Author:
Coffman (2009)
Center for Evaluation Innovation

Format:
Downloadable 14-page pdf

Source:
Center for Evaluation Innovation Website

www.evaluationinnovation.org/sites/default/files/Coffman%20Brief%201.pdf

Overview of Current Advocacy Evaluation Practice

Section 2: What will the evaluation measure? presents three main foci for advocacy: capacity, progress and impact.

Allocating precious evaluation resources to each of these foci has both benefits and disadvantages, as shown below. The decision about the foci of the evaluation should be made by stakeholders who are aware of the context, including funder requirements for the project.

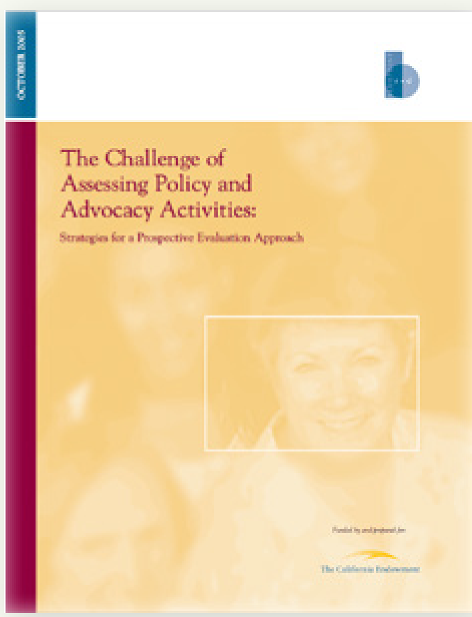
Advocacy Capacity
How the organization undertaking the policy work has changed. This may include stronger leadership and partnerships, improved media skills or infrastructure, or increased knowledge and skills needed to navigate complex processes.

Progress
What the effort is achieving tactically on the way to policy change. This can help check the organization is on the right track or if mid-course corrections are needed. It also helps to ensure that the entire effort was not a failure if the policy is not achieved.

Impact
Longer-term outcomes (e.g., shifts in social norms, policy change, impact on people's lives) and the extent to which advocacy activities contributed to them.

Pro	Pro	Pro
• Targets an outcome that is critical to advocacy success	• Safeguards against concluding failure if policy is not achieved • Data inform strategy	• Targets outcomes in which funders and external audiences often express more interest
Con	**Con**	**Con**
• Does not tell about the advocacy effort's success in the policy arena	• Audiences may be less interested in these data • Transparency may be an issue	• Impact can take a long time • Outcomes hard to measure • Hard to isolate contribution

The Challenge of Assessing Policy and Advocacy Activities: Strategies for a Prospective Evaluation Approach



This resource offers its own four-step process for evaluating policy and advocacy:

- Adopt a conceptual model
- Develop a theory of change/logic model
- Select benchmarks to monitor progress
- Collect data on progress towards benchmarks

The resource will be useful for helping to select indicators, as it includes numerous process and outcome indicators.

Author:
Guthrie et al. (2005)
The California Endowment

Format:
Downloadable 58-page pdf

Source:
The Theory of Change Website

www.theoryofchange.org/wp-content/uploads/toco_library/pdf/2005_-_Guthrie_-_The_challenge_of_assessing_policy_advocacy.pdf

The Challenge of Assessing Policy and Advocacy Activities: Strategies for a Prospective Evaluation Approach

The table below provides examples of process indicators (actions) and outcomes indicators (results).

Process indicators (what we did)	Outcomes indicators (what change occurred)
Number of meetings organized	Increase in proportion of community members exposed to the particular policy issue
Number of flyers mailed	Increased awareness of issue, as measured in public opinion polls
Number of people on mailing list	Increase in the number of people using organization's Web site to send emails to elected officials
Number of officials contacted	Increase in number of elected officials agreeing to co-sponsor a bill
Number of press releases sent	Number of times organization is quoted in the newspaper or organization's definition of problem incorporated into announcement of a hearing
Prepare amicus brief for a court case	Material from amicus brief incorporated into judge's rulings
Testify at a hearing	Organization's statistics used in formal meeting summary

This resource also highlights six useful frameworks for developing benchmarks for policy-influence work (which can be considered indicators). These range from a simple model developed by the Liberty Hill Foundation, to a framework and compendium of associated examples from the Alliance for Justice. The resource compares key aspects of these six frameworks.

The six frameworks are:

1 **Collaborations that Count** (primary focus on policy change, particularly community-level change)

2 **Alliance for Justice** (primary focus on policy change, most relevant to specific issue campaigns)

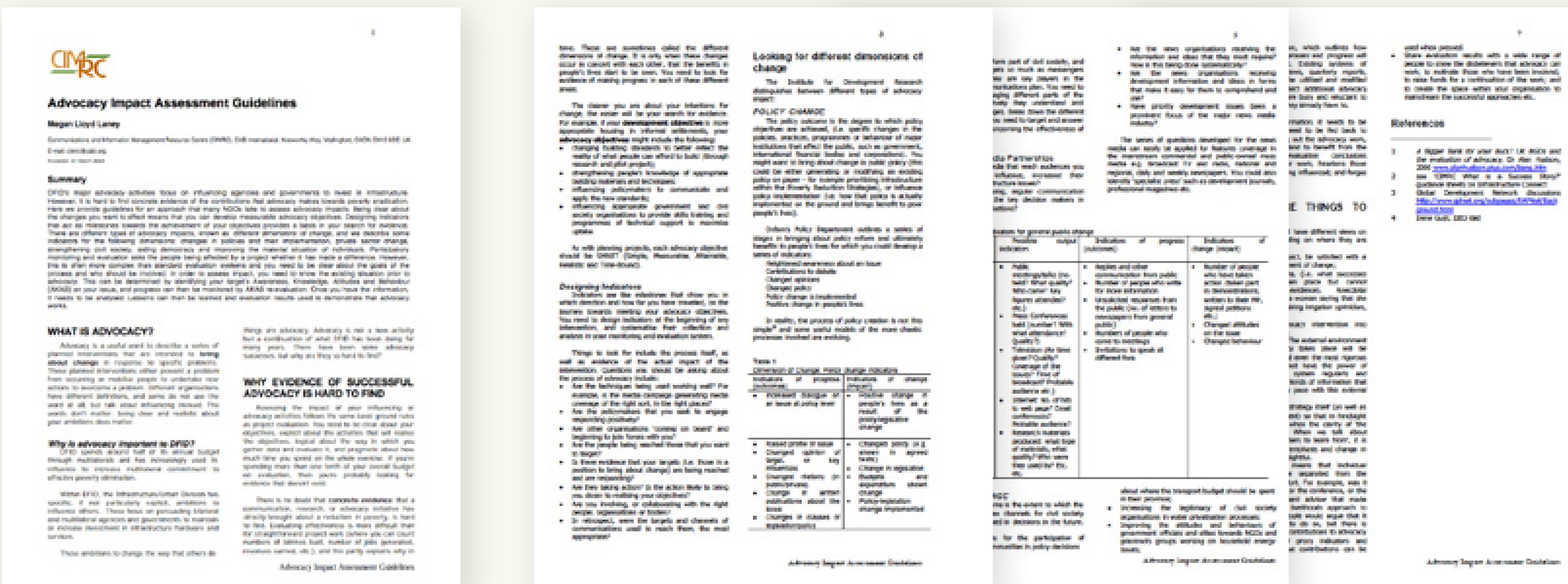
3 **Annie E. Casey Foundation** (applicable to a range of social change strategies, particularly community-level change)

4 **Women's Funding Network** (applicable to a range of social change strategies, most relevant to specific issue campaigns)

5 **Liberty Hill Foundation** (applicable to a range of social change strategies and a broad variety of projects)

6 **Action Aid** (applicable to a range of social change strategies, particularly community-level change, and a broad variety of projects)

Advocacy Impact Assessment Guidelines


Advocacy Impact Assessment Guidelines
Megan Lloyd Laney
Summary
WHAT IS ADVOCACY?
WHY EVIDENCE OF SUCCESSFUL ADVOCACY IS HARD TO FIND
Looking for different dimensions of change
POLICY CHANGE
References

This resource offers guidelines for assessing advocacy impacts. It begins with an explanation of key advocacy evaluation terms and discusses why it can be difficult to find evidence of the effectiveness of advocacy efforts. The resource emphasizes the importance of developing clear advocacy goals in order to develop measurable advocacy objectives. Particularly noteworthy are the different types of advocacy impacts discussed and the different dimensions of change that can be used as indicators.

Author:
Laney (2003)
Communications and Information Management Resource Centre, Wallingford, UK

Format:
Downloadable 7-page pdf

Source:
Department for International Development R4D Portal

r4d.dfid.gov.uk/pdf/outputs/ICCIMImpactassess.pdf

Advocacy Impact Assessment Guidelines

Different types of advocacy impacts are highlighted:

- Policy change
- Private sector change
- Civil society change
- Democracy change
- Individual change

The resource also explains different dimensions of change that can be used as indicators (shown below).

Specific examples of indicators are provided for different types of advocacy impact. For example, when evaluating policy change, an indicator of progress might be increased dialogue on an issue at policy level or the changed opinion of key target individuals or groups. Indicators of change (or impact) might be a change in legislation or the positive change in people's lives as a result of the policy/legislative change.

The table below shows examples of what the authors call indicators of progress (outcomes) and indicators of change (impact).

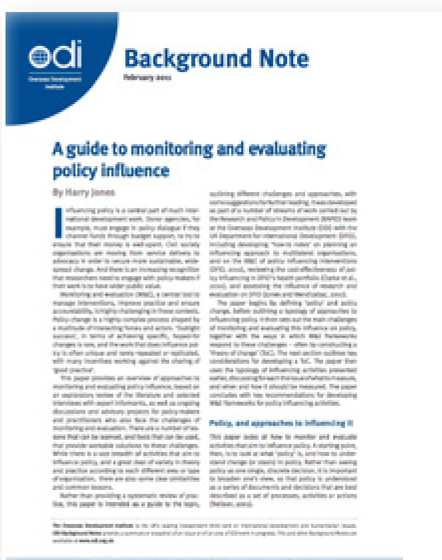
Indicators of progress (outcomes)	Indicators of change (impact)
Increased dialogue on an issue at policy level	Positive change in people's lives as a result of the policy/legislative change
Raised profile of issue	Changed policy (e.g., shown in agreed texts)
Changed opinion of target, or key influential	Change in legislation
Changed rhetoric (in public/private)	Budgets and expenditure shown change
Change in written publications about the issue	Policy-legislation change implemented
Changes in clauses of legislation/policy	

Resources at a glance

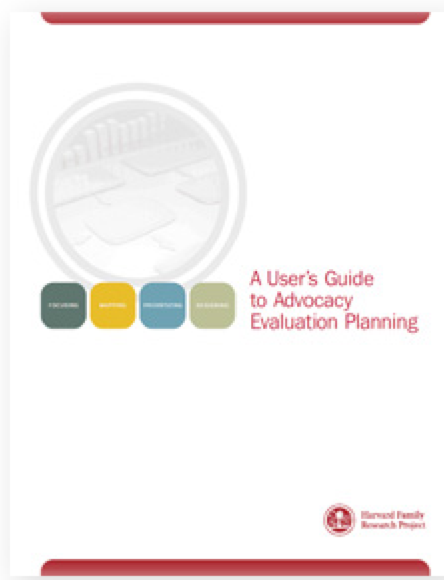
Four resources will assist you with choosing data collection methods and tools

Once you have identified your policy-influence goals and strategies and determined the focus of your monitoring and evaluation work (assessing the capacity of the organization, documenting the policy-influence work, and surfacing outcomes of policy-influence work), you are ready to select the data collection methods and tools to capture the information you will need for monitoring and evaluation.

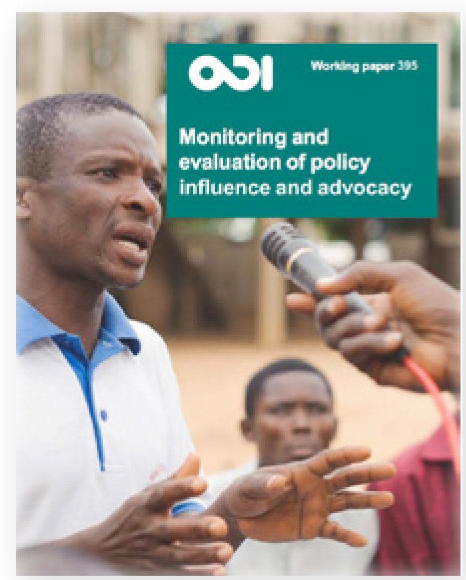
Many of the methods are not dissimilar from the methods used in any evaluation (e.g., surveys, focus groups, interviews), particularly the evaluation of knowledge transfer. However, others are unique to policy work.



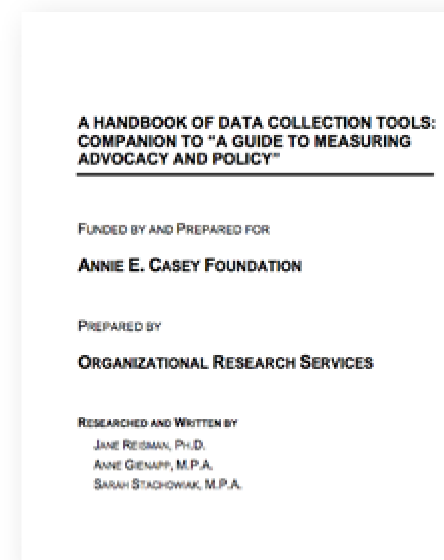
A Guide to Monitoring and Evaluating Policy Influence



A User's Guide to Advocacy Evaluation Planning

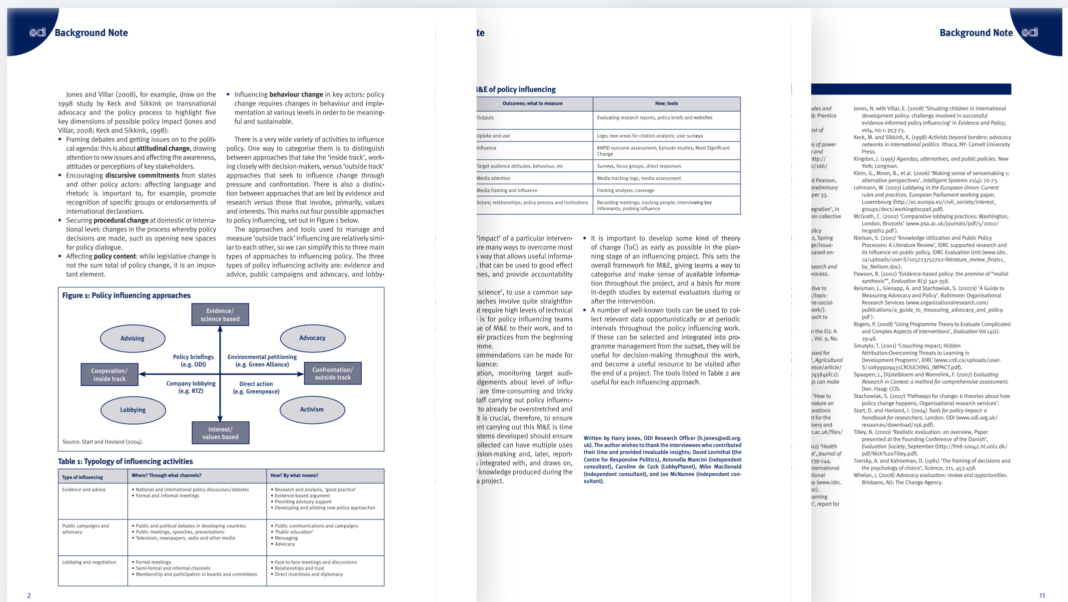


Monitoring and Evaluation of Policy Influence and Advocacy



A Handbook of Data Collection Tools: Companion to A Guide to Measuring Advocacy and Policy

A Guide to Monitoring and Evaluating Policy Influence



This guide offers methods that fit the type of policy-influence work undertaken. The author outlines three different approaches for influencing policy:

- Evidence and advice
- Public campaigns
- Advocacy

Guidance is offered for monitoring and evaluating each type.

Author:
Jones (2011)
Overseas Development Institute

Format:
Downloadable 12-page pdf

Source:
Overseas Development Institute (ODI) Website

www.odi.org.uk/publications/5252-monitoring-evaluation-me-policy-influence

User Experiences

WITS

The WITS program team met monthly to review their policy-influence work, share ideas and engage in collective brainstorming. They also use a variety of the methods outlined in this resource to track their policy-influence work. These include media tracking, web analytics and recording of the outcomes of meetings.

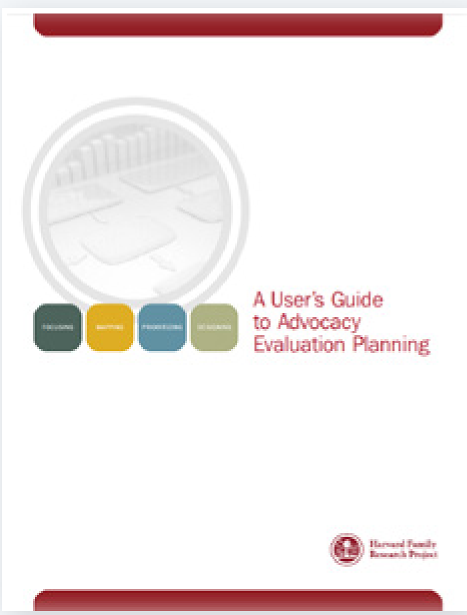
A Guide to Monitoring and Evaluating Policy Influence

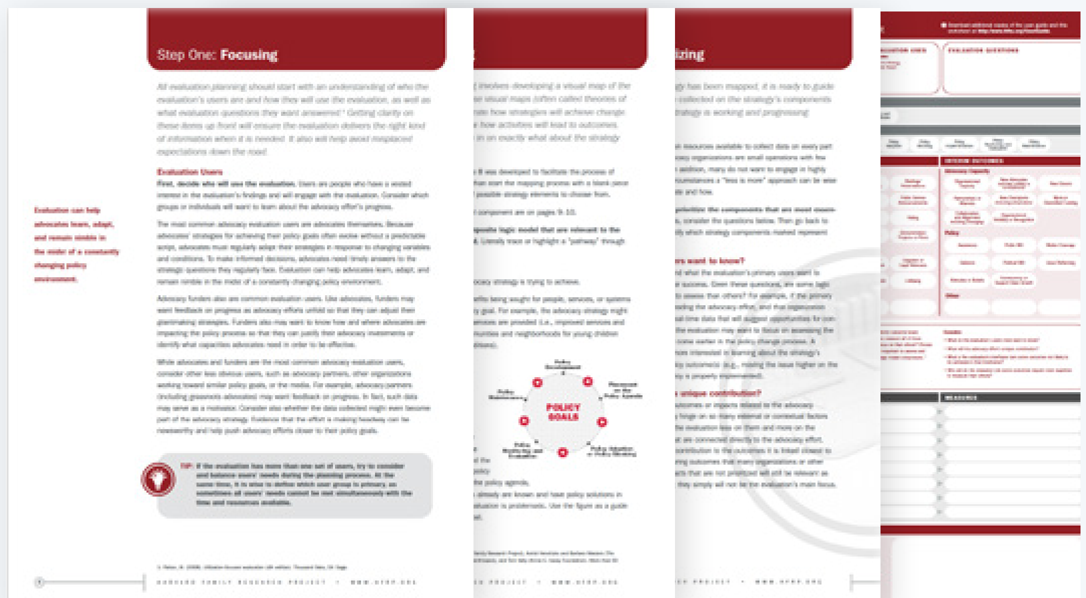
The table below focuses on the methods that can be used to monitor and evaluate the three types of policy-influence work that are described in this resource: evidence and advice; public campaigns; and advocacy.

Methods suggested for each type of policy-influence work

Type of policy-influence	Areas of assessment	Suggested methods
Evidence and advice	Evidence outputs (tangible products that are produced to transfer knowledge). Areas of assessment tend to include quality, credibility, relevance and accessibility	• Web analytics • Surveys • Focus Groups
	Uptake and use – looking at the extent to which the research or advice is picked up and used by others	• Citation analysis • User surveys or focus groups
	In-depth analysis	• RAPID Outcome Assessment (ROA) – helps assess the contribution of a project's research and other activities on a policy or the policy environment. It requires an intensive workshop with team members and ideally, project partners to speak to the influence the project has had over time • Episode studies – involve tracking back from a policy change, and producing a narrative about what led to the policy change in question, before assessing the relative role of research in that narrative • Most Significant Change – involves the collection of most significant change stories from a variety of stakeholders
Public campaigns and advocacy	Outcomes of interest include: • Awareness of an issue or campaign • Perception of saliency or importance of an issue • Attitudes, norms and standards of behaviour • Actual behaviour	• Surveys • Focus groups • Media tracking logs • Media assessments
Lobbying approaches	Keeping track of various actors, their interests, ideologies, capacities, their alignment with program goals, and their relationships with other players and how all of these change	• Recording observations from meetings and negotiations (after action reflections) • Tracking people and their relationships and the project's interactions with them • Interviewing informants (people with technical expertise with a particular individual or organization, or who are well placed in terms of their role in decision-making processes)

A User's Guide to Advocacy Evaluation Planning





This guide includes a four-step process for planning an advocacy evaluation, and includes worksheets and tools for supporting each of the four steps:

- Focusing the evaluation
- Mapping
- Setting priorities
- Designing the evaluation

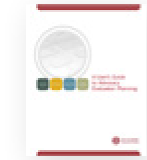
It includes a helpful list of methods that are appropriate for evaluating advocacy work.

Author:
Coffman (2009)
Harvard Family Research Project

Format:
Downloadable 22-page pdf and worksheet

Source:
Harvard Family Research Project (HFRP) Website

www.hfrp.org/evaluation/publications-resources/a-user-s-guide-to-advocacy-evaluation-planning



A User's Guide to Advocacy Evaluation Planning

The methods presented include:

Media tracking
Examining whether media coverage of an issue changes over time.

Policy tracking
Monitoring the progress of policy proposals in the lawmaking process.

Network mapping
Exploring connections or relationships between people, groups or institutions, as well as the nature and strength of those relationships. This technique is also called social network analysis.

Bellwether methodology
Determining where a policy issue or proposal is positioned in the policy agenda queue, how decisions makers and other influential stakeholders are thinking and talking about it, and how likely they are to act on it.

Policy-maker ratings
Obtaining information on policy-makers' views will provide intelligence on the policy will among a defined group of policy-makers. This assesses: level of support; level of influence; and level of confidence.

Intense-period debriefs
Engaging advocates in evaluative inquiry shortly after an intense period of action occurs, often after a policy window opens and advocates have the opportunity to make significant progress.

Methods

Once measures are identified, select the methods to capture them. Evaluation methods define how data will be collected.

Look at the measures identified in the last step, and identify which methods are needed to capture those data points. Some choices will be obvious, as some measures can be collected using only one method. Other measures may be captured using several possible methods, and each may carry a different price tag and level of effort. It may be necessary to further prioritize the list of measures based on the number and types of methods required to capture them.

Like all evaluations, advocacy evaluations can draw on a familiar list of traditional data collection methods, such as surveys, interviews, document review, observation, polling, focus groups, or case studies.

Because the advocacy process is unique and can make data collection challenging, and because advocacy features outcomes that are unique (e.g., public will or political will), other less conventional methods are particularly applicable to advocacy evaluation, including media tracking, policy tracking, and network mapping. In addition, several new methods have been developed specifically for advocacy evaluation, including the bellwether methodology, policymaker ratings, and intense-period debriefs.

Media Tracking
Used to evaluate media strategies that often are part of advocacy efforts, this method examines whether media coverage of an issue changes over time. It counts the number of times specific search terms or phrases (e.g., the messages that advocates are using) appear in targeted media outlets during specific periods of time.

Typically, media tracking uses an online database like LexisNexis® to gather media output for analysis. LexisNexis is a news-tracking service that offers one of the world's largest searchable databases of content from national, state, and local print and broadcast media.

Basic media tracking reveals whether issues or messages are mentioned more often but says little else about that coverage. If an advocacy effort's media strategy aims to change how the media covers certain issues, then content analysis of the articles in which search terms appear usually is required. Content analysis can determine, for example, how issues are framed in the media, the sources reporters use, and where coverage appears (e.g., on the front page versus elsewhere). Because it involves coding written content, however, content analysis can be substantially more time and resource intensive than basic media tracking.[3]

Common Advocacy Evaluation Methods

Surveys or Interviews
Print, telephone, or online questioning that gathers advocacy stakeholder perspectives or feedback.

Document Review
Review of existing internal or external documents. Documents may be hard copy or electronic and may include reports, funding proposals, meeting minutes, newsletters, and marketing materials.

Observation
Participation in advocacy meetings or events to gain first-hand experience and data.

Polling
Interviews (usually by telephone) with a random sample of advocacy stakeholders to gather data on their knowledge, attitudes, or behaviors.

Focus Groups
Facilitated discussions with advocacy stakeholders (usually about 8 to 10 per group) to obtain their reactions, opinions, or ideas.

Case Studies
Detailed descriptions and analyses (often qualitative) of individual advocacy strategies and results.

3. For more on media content analysis, see Douglas Gould and Company (2004). *Writing a media analysis.* Paper developed for the Communications Consortium Media Center. Available at www.mediaevaluationproject.org.

HARVARD FAMILY RESEARCH PROJECT • WWW.HFRP.ORG

17

Policy Tracking
This method monitors the progress of policy proposals in the lawmaking process. It determines what policy proposals (e.g., rules, regulations, or bills) have been introduced on an issue and how far they have moved in the policy deliberation and adoption process. Policy tracking also can be used to determine who supports specific policies (e.g., who sponsored or signed onto a bill). If budgets are tracked, this method can determine the amount of funding that an issue has generated.

For most formally introduced proposals, information on policy progress is available online. For example, the Library of Congress maintains a public website (thomas.loc.gov) for tracking federal bills, resolutions, and other Congressional activities. State legislatures also have publicly accessible websites for monitoring bill content and progress.

Network Mapping
This technique (also called social network analysis) explores whether connections or relationships exist between people, groups, or institutions, as well as the nature and strength of those relationships. Network mapping is particularly useful when the advocacy effort involves collaborative groups, coalitions, or networks. The analysis offers insight into whether and how groups or networks are connecting, who are the leaders or connectors in the group, where clusters exist, and which individuals or organizations are on the periphery.

Network mapping views and visually illustrates a group's connections in terms of nodes and ties. Nodes are the individual actors or organizations that make up the network, and ties are the relationships between them.

This method can be technically challenging and typically requires an expert with network mapping experience. The process itself has three main steps: The first is surveying group or network members to ask, for example, which individuals or organization members have worked with, how frequent their contact has been, and the types of activities they have engaged in. The second step is analyzing the data, and the third step is visually displaying it. Several software packages exist for this purpose, and the process results in a series of visual maps that show where and how the survey's respondents connect.[4]

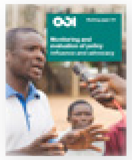
Bellwether Methodology
This approach tracks political will. It determines where a policy issue or proposal is positioned in the policy agenda queue, how decision makers and other influentials are thinking and talking about it, and how likely they are to act on it.

"Bellwethers" are influential people in the public and private sectors whose positions require that they are politically informed and that they track a broad range of policy issues. Bellwethers are knowledgeable and innovative thought leaders whose opinions about policy issues carry substantial weight and predictive value in the policy arena. For example, they might include policymakers, the media, funders, researchers/think tanks, or other advocates.

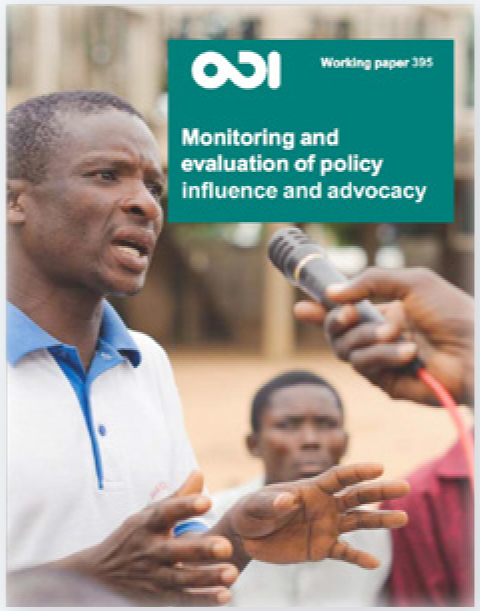
4. For more on network mapping, see Durland, M., & Fredericks, K. (Eds.). (2005). *New directions for evaluation: Social network analysis in program evaluation* (No. 107). New York, NY: Jossey-Bass.

18

HARVARD FAMILY RESEARCH PROJECT • WWW.HFRP.ORG



Monitoring and Evaluation of Policy Influence and Advocacy



1 Current trends in monitoring and evaluating policy influence and advocacy

This resource suggests methods that can be used to evaluate different aspects of advocacy interventions.

Author:
Tsui, Hearn & Young (2014)
Overseas Development Initiative

Format:
Downloadable 90-page pdf

Source:
Overseas Development Initiative (ODI) Website

www.odi.org/publications/8265-gates-monitoring-evaluating-advocacy

Monitoring and Evaluation of Policy Influence and Advocacy

The tables in this resource provide practical suggestions for methods or tools that can be used to monitor or evaluate the following areas of policy-influence:

Strategy and direction
e.g., a value for money framework to consider the cost-effectiveness of a program that can be used prospectively in planning or retrospectively in the form of an evaluation.

Management and outputs
e.g., the use of Impact Logs that catalogue informal feedback, comments, press references etc. received by the program to track how activities are viewed or taken up externally.

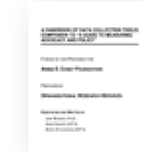
Outcomes and impact
e.g., a retrospective evaluation to determine the most significant impact of a program or project.

Understanding causes
e.g., conducting a contribution analysis to assess the contribution of activities to an outcome.

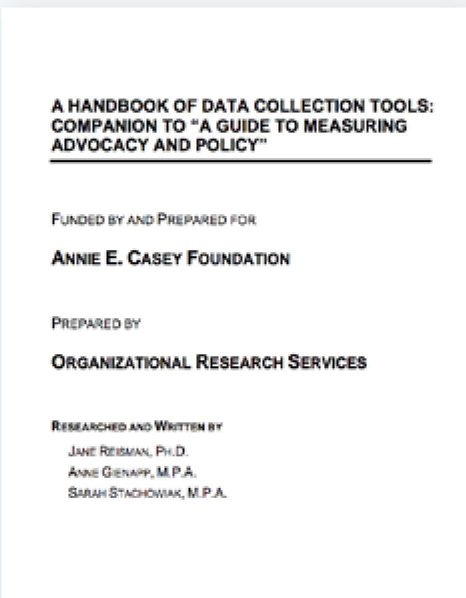
This is an example of the type of useful table included in the resource to help users select methods and tools.

Table 4: List of methods that focus on strategy and direction

Method	What is it?	Why use it?	When use it?
Logical framework	A matrix used to help plan the intervention, very popular with bilateral funders such as DFID	To help achieve stakeholder consensus, organise the plan, summarise assumptions, and identify indicators of success	At the beginning, to plan the intervention
Theories of change	A critical thinking exercise to map a programme strategy	To help achieve stakeholder consensus, organise the plan, summarise assumptions, and identify indicators	When creating a strategic plan
Social network analysis	An analytical tool studying relationships between stakeholders	Use to monitor the changes in relationships and structures of networks	During baseline and post evaluation
Value for money	A framework to consider the cost effectiveness of a programme	To provide accountability to funders and internally that resources are being used effectively	May be used during planning but also retroactively in the form of an evaluation



A Handbook of Data Collection Tools: Companion to A Guide to Measuring Advocacy and Policy



A HANDBOOK OF DATA COLLECTION TOOLS: COMPANION TO "A GUIDE TO MEASURING ADVOCACY AND POLICY"

FUNDED BY AND PREPARED FOR

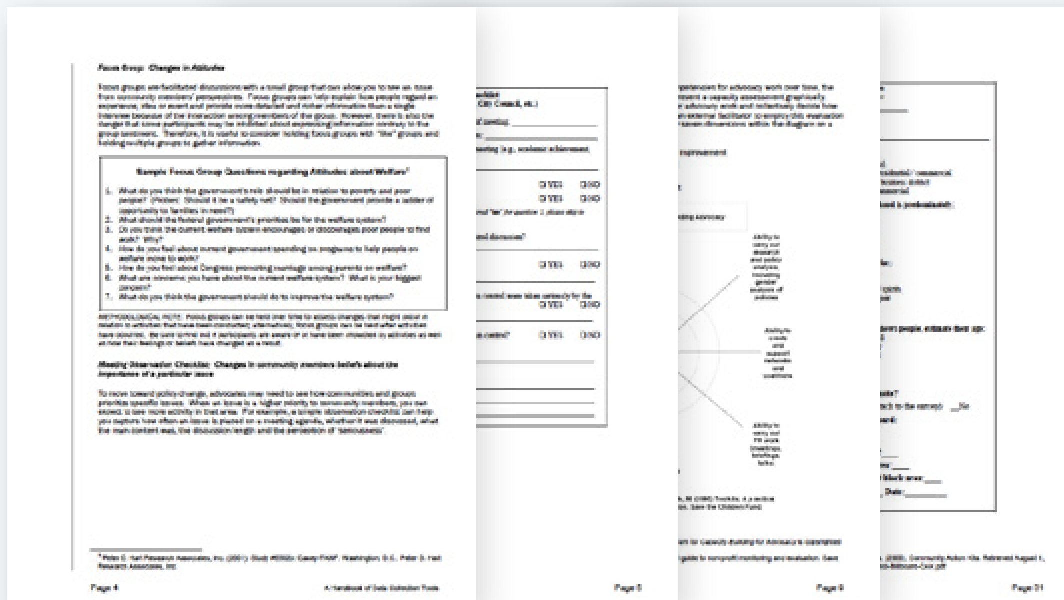
ANNIE E. CASEY FOUNDATION

PREPARED BY

ORGANIZATIONAL RESEARCH SERVICES

RESEARCHED AND WRITTEN BY

JANE REISMAN, PH.D.
ANNE GIENAPP, M.P.A.
SARAH STACHOWIAK, M.P.A.



This handbook provides practical tools and processes for collecting useful information from policy and advocacy efforts.

Tools are organized according to core outcome areas (e.g., improved policies or shift in social norms), and additional tools are provided for other evaluation foci, such as evaluating strategic process.

Authors:
Reisman, Gienapp
& Stachowiak (2007)

Format:
Downloadable 51-page pdf

Source:
Organizational Research Services Impact Website. *Prepared by Organizational Research Services for the Annie E. Casey Foundation*

www. orsimpact.com/resource-download/?resource_id=265

A Handbook of Data Collection Tools: Companion to A Guide to Measuring Advocacy and Policy

The resource includes a case study of how these methods and tools were used in an evaluation.

See Gienapp, A. & Cohen, C. (2011).
Advocacy Evaluation Case Study: The Chalkboard Project.
Center for Evaluation Innovation.
Retrieved from: www.evaluationinnovation.org/publications/advocacy-evaluation-case-study-chalkboard-project

This is one example of the tools outlined in this handbook that can help you collect data on policy or issue champions.

Campaign Champions Data Collection Tool[15]

Instructions: Please indicate champions with whom Born Learning has engaged each month and who have taken actions (e.g., people engaged from diverse segments of the community to advocate on behalf of early education).

a. Champions are individuals who take actions to advance the public will outcomes.
b. Examples of actions taken are written or verbal communication, convening of meetings, policy proposals, coalition development. Actions taken can be small steps or major developments and they reflect initiation on the part of a champion for early education.

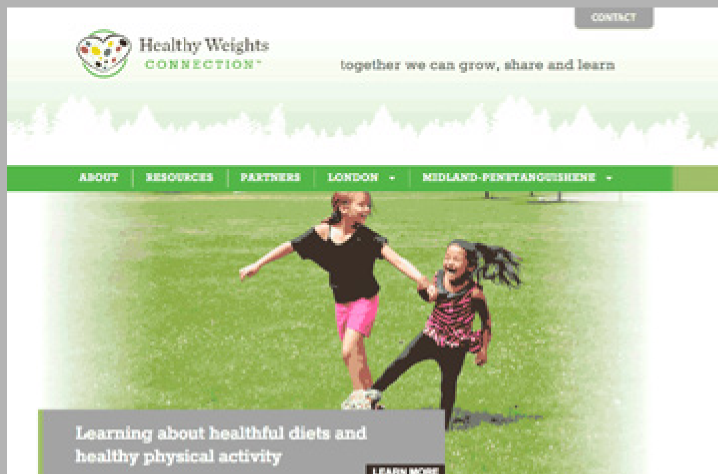
Name of Champion	Affiliation	Action Taken	Date

This is another example of a tool outlined in the handbook. This survey tool can be used to assess audience knowledge about an issue and actions taken.

EXAMPLE QUESTIONS FOR A SURVEY OF CONSTITUENTS RECEIVING "ISSUE ALERTS"

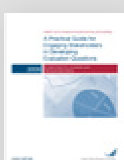
1. Please indicate much you agree or disagree with the following statements.

Since receiving email alerts:	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I am more knowledgeable about [issue].	❍	❍	❍	❍	❍
I am more knowledgeable about how to counter opposition on [issue].	❍	❍	❍	❍	❍
I am more knowledgeable about what I can do to support [issue].	❍	❍	❍	❍	❍
I am more motivated to support [issue].	❍	❍	❍	❍	❍
I have told others about the issue.	❍	❍	❍	❍	❍
I have told others what they can do about the issue.	❍	❍	❍	❍	❍

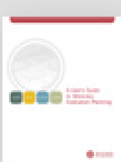


www.healthyweightsconnection.ca

Resources used:



A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions. (Preskill & Jones, 2009)



A User's Guide to Advocacy Evaluation Planning. Harvard Family Research Project (Coffman, 2009)

A Guide to Monitoring and Evaluating Policy Influence. Overseas Development Institute (Jones, 2011)

SCALING-UP A SYSTEM CHANGE INTERVENTION TO IMPROVE PUBLIC HEALTH SERVICES FOR ABORIGINAL CHILDREN AND FAMILIES

Overview

Healthy Weights Connection (HWC) is an Ontario-based initiative operating in two communities that aims to improve healthy weights among Aboriginal children and youth. The program is intended to:

- Actively connect Aboriginal and mainstream organizations that serve Aboriginal children in our communities
- Promote collaboration and resource-sharing to help partner organizations provide more and better culturally-appropriate and evidence-based programming for local children and families
- Assist those organizations with program development by providing access to information resources and helping with funding opportunities. The intervention is intended to improve how the public health system serves Aboriginal children and families by improving the use of existing local resources, and by helping partners access additional ones

The project is funded through the achieving healthy weights stream of the Innovation Strategy of the Public Health Agency of Canada. When this case was developed, the project was in its second year of funding of a four-year funding cycle. This case was developed by helping the project team articulate their policy goals and creating an evaluation plan to track their policy-influence.

Policy Domain

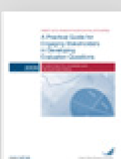
Healthy weights

Policy Goals

- To identify stakeholders who might have an interest in supporting the scale-up of the HWC intervention to other large and small urban communities
- To engage those stakeholders and understand how they might contribute to scaling-up of this intervention program
- To effect a change in policy or programming such that some stakeholder or stakeholders provide financial or in-kind support for the implementation and/or evaluation of the HWC project in four to eight additional communities

Healthy Weights CONNECTION™

User experience:



A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions. (Preskill & Jones, 2009)

Used to analyze stakeholders:
The worksheet helped the project team think about all the stakeholder groups that needed to be included, and the worksheet enabled them to identify more stakeholders than they had originally considered.

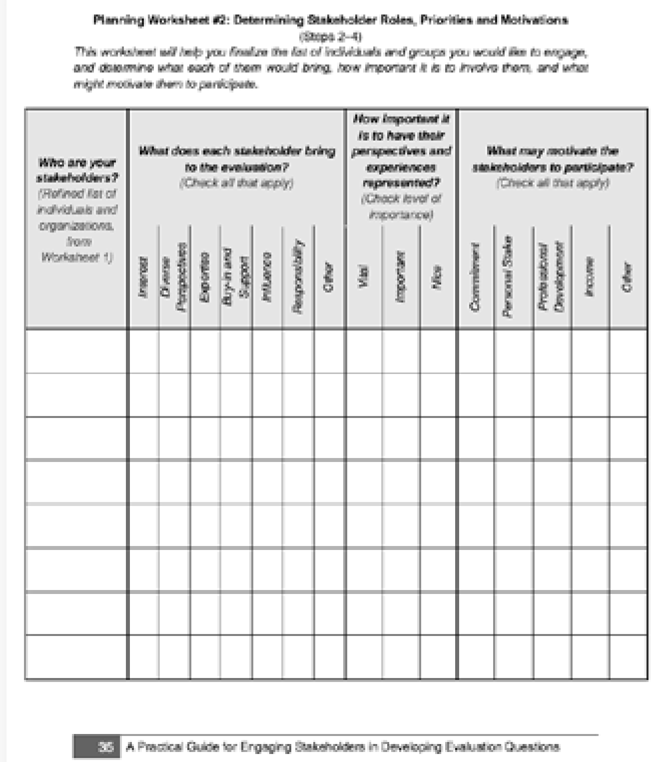
Step 1: Identifying and engaging stakeholders

The project team chose to populate Worksheet #2 from *A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions* for a more in-depth analysis of stakeholders' interests in the policy-influence evaluation and involvement in the evaluation.

In their initial thinking, they identified the following stakeholder groups:

- Community organizations or networks of organizations that currently operate similar programs, and who could adopt the intervention framework and support materials to improve the effectiveness of those programs (e.g., Aboriginal advocacy organizations)
- Organizations or networks that currently operate similar programs, and who could adapt or adopt the evaluation materials and strategies to help evaluate those programs (e.g., local health networks)
- Funding agencies that currently fund these activities at other organizations, and may be able to fund HWC activities in other sites (e.g., government agencies)
- Funding agencies that do not currently fund these activities, but may be able to influence other government partners (e.g., Ontario Ministry Aboriginal Affairs, Ontario Ministry of Children and Youth Services and Ontario Ministry of Community and Social Services)

Worksheet #2


Planning Worksheet #2: Determining Stakeholder Roles, Priorities and Motivations
(Steps 2–4)
This worksheet will help you finalize the list of individuals and groups you would like to engage, and determine what each of them would bring, how important it is to involve them, and what might motivate them to participate.

Who are your stakeholders? (Refined list of individuals and organizations, from Worksheet 1)	What does each stakeholder bring to the evaluation? (Check all that apply)							How important it is to have their perspectives and experiences represented? (Check level of importance)			What may motivate the stakeholders to participate? (Check all that apply)					
	Interest	Diverse Perspectives	Expertise	Buy-in and Support	Influence	Responsibility	Other	Vital	Important	Nice	Commitment	Personal Stake	Professional Development	Income	Other

36 A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions

- Agencies or networks that currently do not support these activities, but might find the HWC intervention to be congruent with their own goals, and could provide funding for HWC activities in new communities (e.g., Local Health Integration Networks, communities with Healthy Kids Community Challenge funding)
- Local organizations that do not currently operate similar programs, but would be potential host organizations for the HWC intervention

The group produced the table shown on the next page.

STAKEHOLDER ANALYSIS TABLE

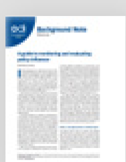
	Who	Examples	What is their interest in the intervention? (i.e., the policy change)	What is their interest in the evaluation of the uptake/spread?	How they would be involved in the evaluation?
1	Community organizations or networks of organizations that currently operate similar programs, and who could adopt the **intervention framework and support materials** to improve the effectiveness of those programs	Aboriginal or provincial advocacy and health organizations/centres	• To improve their program effectiveness / access best practices / increase reach • To better understand their impact and the process	No interest (based on past experience)	Wouldn't involve in the policy evaluation regarding spread as no interest
2	Organizations or networks that currently operate similar programs, and who could adapt or adopt the evaluation materials and strategies to help evaluate those programs	Same as in 1	Same as in 1	Same as in 1	Wouldn't involve in the policy evaluation regarding spread as no interest
3	Funding agencies that currently fund these activities at other organizations, and may be able to fund HWC activities in other sites	Local, provincial, territorial or federal agencies	• Increase their sense of fidelity, understanding of theories behind activities • Improve the quality of activities being undertaken and as a result get better results from their funded initiatives	• Highlight opportunities for sustainability, as evaluation can show evidence that this can be sustainable • Evaluation will document who else/what else would fund this work	• Touchpoint with them during evaluation planning stages to ensure they get information they need • Receive evaluation report
4	Funding agencies that do not currently fund these activities, but which may be able to influence other government partners	Provincial government initiatives/ health-related foundations	Same as in 3 (focus on adhering to mandate; credibility)	Same as in 3	• Same as in 3 • Receive evaluation report
5	Agencies or networks who currently do not support these activities, but who might find the HWC intervention to be congruent with their own goals, and who could provide funding for HWC activities in new communities	Local health networks/children's health initiatives	• Same as in 1 and 2 • Gives an alternative delivery approach to meet their goals and help improve their outcomes	Same as in 3 and 4	• No involvement (as not in their current interests) • Receive evaluation report
6	Local organizations who do not currently operate similar programs, but who would be potential host organizations for the HWC intervention	Community health or Aboriginal advocacy centres	• Same as in 1 and 2	• Information on where intervention is being implemented.	• No involvement (as not in their current interests) • Receive evaluation report
7	Program/Initiative Researchers and Evaluators	Researchers or Evaluators interested in policy change or healthy weight	• Contribution to knowledge base	• Contribution to knowledge base • Interest in using methodology in their evaluation	• No involvement (as not in their current interests) • Receive evaluation report
8	Advocacy organizations	Aboriginal leadership organizations and Aboriginal health care initiatives	• Improve health of indigenous people • Same as in 1 and 2 (but with knowledge dissemination angle)	Could use results for advocacy purposes	• No involvement (as not in their current interests) • Receive evaluation report
9	Professional Associations	Provincial and Aboriginal associations with focus on health	• Same as in 1 and 2 (focus on meeting organizational mandates)	Same as in 7 and 6	• No involvement (as not in their current interests) • Receive evaluation report

User experiences:

A User's Guide to Advocacy Evaluation Planning. Harvard Family Research Project (Coffman, 2009)

Used to develop a logic model*:*

- The project team considered this resource to be very useful.
- The worksheets helped them think through who will be using their evaluation and how it will be used.
- They used the composite logic model to develop their own logic model. It provided great suggestions for activities and outcomes.
- The resource offered good ideas for interim outcomes, including the adoption of any collaborative models.



A Guide to Monitoring and Evaluating Policy Influence. Overseas Development Institute (Jones, 2011)

Used to identify methods*:*

- The project team found this resource to be very helpful in suggesting policy-influence activities.
- They retained lobbying and negotiation as separate activities.
- They found that it offered several theories of change that were applicable to them, such as Policy Windows and Agenda Setting.
- This resource recommends keeping track of contacts and the outcomes of the engagements with different contacts - both were important for this project.

Steps 2, 3 and 4: Creating the evaluation plan

Using the worksheets from two resources, the project team listed their anticipated policy-influence activities, intended outcomes, and data collection methods to gather information on the achievement of these outcomes.

They created a simple table that captures this information and acts as their evaluation plan, which is seen on the following page. Because of the overlap in activity groups (but not names), the terms used in both resources were retained.

Policy-influence activities and tactics

As can be seen in the Evaluation Plan Table on the next page, this group identified a manageable number of policy-influence activities or tactics including:

- Briefings/presentations/papers including presenting at conferences, submitting papers to academic journals, and attending conferences
- Relationship building with decision-makers and policy-maker education
- Issue/policy analysis and research
- Demonstration projects/pilots
- Electronic outreach
- Coalition and network building
- Policy proposal development

These activities were linked to a manageable number of outcomes that focused on:

- Increased capacity
- Engagement and reach
- Credibility

This list of outcomes includes indicators required by the funder (the Public Health Agency of Canada), see Appendix D, and extends the monitoring work to other areas identified as useful to the project.

In order to track outputs and outcomes, a reasonable set of data collection methods were proposed including:

- Tracking of conference attendance, champions, participation in advisory committees, funding applications, policy-related work
- Post-event feedback surveys
- Citation analysis
- Interviews with project staff
- Web analytics
- Newsletter distribution
- User feedback on materials produced
- If policy change achieved, a case study

EVALUATION PLAN

Coffman's language	Jones' language	Activities	Outputs	Short-term outcomes	Interim and long-term outcomes	Data Collection Methods
Briefings/ Presentations/ Papers	Debates	Presenting at conferences (to policy-makers, funders) (may include debates, e.g., sitting on a panel at a conference)	Tracking conference attendance (when/where/size of audience, scope, focus/ relevance of conference, types of individuals attending)	• Awareness • Salience • Attitudes or beliefs • New champions	Interim outcomes: • identifying barriers • reducing barriers • primed to take advantage of opportunities • increased propensity to act/move forward • increased readiness of organizations • increased base of support for this policy (organizational 'self-efficacy') Long term outcome: policy adoption	• Access database for conference attendance (e.g., audience, scope, focus/relevance of conference, types of individuals attending) • Post-event feedback questionnaires (e.g., what you liked/didn't like, were your objectives met, do you have increased awareness, do you see how this fits into your work? What are three things you could do with this, etc.) • Access database for champions • Citation analysis for academic journal articles
		Papers published in academic journals	# papers	Awareness		
		Attending conferences	Tracking connections	Increased knowledge of who to talk to (this may then lead to partnerships or alliances)		
Relationship Building with Decision-makers and Policy-maker Education (network building is included here)	Formal and informal meetings	Identify people we know who are federal or provincial representatives and 'network organizations' implementing collaboratives who we may be connected to in some way and ask for introduction	• Tracking meetings (#, who did we talk to, context in which we talked to them) • Follow-up meetings/on mailing list	• Increased reach • Awareness • Salience • Attitudes or beliefs • New champions		• Same as above – access database • Mailing list size
		Approach identified people (phone calls, meetings), this can include 'education'				

EVALUATION PLAN

Coffman's language	Jones' language	Activities	Outputs	Short-term outcomes	Interim and long-term outcomes	Data Collection Methods
Issue/policy analysis and research		• Environmental scans/research (informal/ongoing) to figure out the funding landscape in Ontario (who funds what) • E.g., A HWC representative may meet someone at a conference from an Ontario ministry who identifies a funding opportunity	Create an internal working document to identify future work/make adjustments to future work plans. This could look like: • stakeholder tracking (list of stakeholders to engage) • list of opportunities to follow-up on • system maps (if we wanted to get fancy!) • informally general working knowledge of the system (this helps to create an understanding of the landscape)	Increased knowledge of who to talk to (this may then lead to partnerships or alliances) and/or increased organizational capacity		• Funding application tracking to identify # funding applications made (can get this from annual reports) • Through access database could identify # contacts made (demonstrates that growing knowledge of new opportunities) • Project staff interviews to capture reflections (via bi-weekly teleconferences on what's working, what's not, new relationships, etc.; or interviews)
		(Phase 1) Focus groups/ meetings identify need and preferred method/approach (to capture outcomes regarding readiness and acceptability of collaboration)	Project-related documentation			Focus group attendance tracking to get #/type people engaged – looking for broad range of people engaged in understanding landscape
Demonstration Projects/Pilots		(current work)	(refer to project logic model)			(don't need to capture data here, capture it through other evaluation)
Electronic Outreach/Social Media		Spreading awareness through electronic outreach and social media (some of the decision-makers may stay engaged through social media following contact)	• # hits/page views on website • # newsletters distributed • # document downloads • # opens from Twitter/ Facebook	• Increased reach • Awareness • Salience • Attitudes or beliefs		• Web analytics (talked about doing a survey of web audience, but decided against it) • Tracking of newsletter distribution (# electronic distributions, # paper distributions, feedback on newsletter that is on website) • Note: Decided to eliminate social media element from data collection methods as not convinced that policy-makers are going to be influenced through social media.

EVALUATION PLAN

Coffman's language	Jones' language	Activities	Outputs	Short-term outcomes	Interim and long-term outcomes	Data Collection Methods
Coalition and network building		Relationships could evolve from information sharing leading to a stronger collaboration over time (e.g., may start off information sharing and evolve over time to working to support them in doing their work and involving them in developing the model and spreading the model)	• # coalition members • Who is represented on the coalition • Activities done by coalition members	• Increased organizational capacity • Partners and alliances • Collaboration and alignment • New advocates and champions		• As above – capturing through access contact database • Notes: Discussion around whether it's worth counting # coalition members? Is it relevant to this initiative? Seems like it would be more relevant if we were doing active lobbying. Doesn't seem to capture anything new from the above relationship-related activities and not focused on coalition building
Policy Proposal Development		Support the development and adoption of organizational policies (e.g., looking for champions in provincial government who can help scale it up. Ontario government was involved in kids health initiative, our project helped 3-4 communities apply for the funding – both in mainstream funding and Aboriginal funding. Three-quarters were successful. Connected with a former graduate student, then asked to sit on advisory committee for the evaluation of this project.)	• # policy proposals • Nature of policy proposals	• Increased capacity of organizations to implement policies effectively (as we can provide support with the policy implementation)		• Tracking of policy related activities (i.e., # policy proposals and # policies implemented) • Case study of policy change (this would be dependent on successfully scaling up at a provincial level)
	Providing advisory support	Sitting on advisory committees	# advisory committees engaged with	• Awareness • Salience • Attitudes or beliefs (decided to cross these out and focus this activity on awareness)		• Tracking of advisory committees in access database
		Identifying partners for funding opportunities and submitting funding proposals	• # partners • # funding applications • # successful applications	• Increased organizational capacity and sustainability	Sustained system for supporting this work	• As above – contact database
		Consistent branding and quality assurance	• Style guides and materials (e.g., logo) • Feedback from users	• Perceived as credible/ positive reputation		• User feedback on materials (informal or formal)

www.witsprogram.ca

Resources used:

Because this project was well established and coming to the end of its funding cycle, the policy-influence work and its evaluation was well underway when the case study was conducted.

This project team did not use any of the resources to develop their policy-influence evaluation work, but the work does reflect the ideas presented in the resources compiled in this guide.

SCALING-UP AN EVIDENCE-BASED ANTI-BULLYING PROGRAM FOR PRIMARY SCHOOLS

Overview:

The WITS® Programs (Walk Away, Ignore, Talk it Out, and Seek Help) unites community leaders (police, fire fighters, ambulance drivers, and elders), school staff, parents and children to work together to reduce bullying and increase the help-seeking that can protect children from peer victimization. WITS has been developed and evaluated over the past 15 years through a community-based research partnership. This was formed in Victoria, British Columbia in 1998 among local school staff and a not-for-profit group created by local police (the Rock Solid Foundation).

The program is now available in French (called DIRE), and free training in English and French is available online. It has been disseminated in all provinces in Canada (including Newfoundland and Labrador) except Prince Edward Island, and in all territories except Nunavut. At the time of writing this case, the program had yet to be adapted by a provincial or territorial department of education.

The WITS program received funding through the Innovation Strategy (IS) mental health stream of the Public Health Agency of Canada (PHAC). Part of the funded work focuses on the wide-scale adoption of the program. When this case was developed, they were in their last year of their four-year funding. However, their work in influencing policy was well underway and had been going on for some time, even before they were funded by PHAC.

The policy-influence evaluation work of this team was focused on meeting their funding requirements, namely, to report on their policy-influence work through completing the Program Evaluation Reporting Tool (PERT), the common reporting template that all PHAC-funded programs are required to use. (See Appendix D for a list of the policy-influence evaluation questions.) They did not use the resources in this compilation to plan their evaluation work. For this case, their policy-influence work is documented and references are made to the resources compiled in this guide.

Policy Goal

Adoption of WITS into policy across a number of different levels: schools, governments (federal and provincial) and non-governmental organizations.

Policy Domain:

Anti-bullying

A lot of policy influence is about being there when the window opens and being nimble to jump on board.

Bonnie Leadbeater
August 2014 Interview

Methods used for evaluating WITS policy-influence work

Dr. Bonnie Leadbeater is the evaluator for the WITS program. She collaborates with program staff to collect and collate data. The following are the methods the team uses to evaluate their policy-influence work:

- Monitor indicators as required by PHAC through PERT
- Track quantitative and qualitative indicators, such as:
  - Number of letters sent
  - Contacts made with decision-makers (through a diary), following-up and documenting what resulted from that contact
  - Program uptake:

    Number of schools implementing program

    Number of Royal Canadian Mounted Police (RCMP) officers and teachers trained

    Number of communities where program offered
  - Media tracking to monitor WITS references in the news
  - Legislative record tracking of WITS references by government
  - Web analytics on training uptake
- Hold monthly meetings with knowledge translation (KT) implementation team to report on policy-influence work, identify and solve problems and learn best practices from others
- Conduct interviews with staff at schools implementing the program (While the interviews ask many questions about the program's impact generally, they do ask how the program has changed the school, which may include learning about the types of policy changes made.)

Policy successes include:

- RCMP has adopted WITS as a crime prevention strategy
- Red Cross has adopted WITS for elementary school-aged children
- Some school boards have mandated the implementation of WITS across all schools

Overall experiences:

The WITS project team found that:

- Policy is not just related to government programs. It's really about how people in organizations manage on a day-to-day basis.
- It is important to focus not just on did they adopt the program, but also did the policy of the organization change? Have they changed their culture and language related to the issue?
- It is necessary to figure out who makes decisions in each organization and then try to make contact with these people. Usually it is best if contact is made through someone already known to the decision-maker, but it is also important to follow up on contacts in decision-making organizations to ensure their interest is maintained.
- You need to establish champions in each implementation site.
- It is useful to find someone who has personally been affected by the issue to become a champion.
- It is helpful to build partnerships with all organizations and individuals that have a stake in the issue.
- You need to ensure that you have established the evidence-base for the program.
- Establish credibility through applying for awards and seek other forms of recognition.
- Strike when the iron is hot! Reach out to the media when the issue surfaces.

Use of Resources:

Because this project was well-established and coming to the end of its funding cycle, the policy-influence work and its evaluation was well underway when the case study was conducted. This project team did not use any of the resources to develop their work, but the work does reflect the ideas presented in the resources compiled in this document.

For example:

Project staff were engaged in the evaluation of the policy-influence work (see **Step by Step: Evaluating Violence and Injury Prevention Policies.** Series of briefs. Centers for Disease Control and Prevention. 2013; and **A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions.** Preskill & Jones, 2009).

Both evidence/science based approaches and interest/values based approaches were used (see **A Guide to Monitoring and Evaluating Policy Influence.** Jones, 2011).

A variety of tactics were used (see **A Guide to Monitoring and Evaluating Policy Influence.** Jones, 2011; and **A User's Guide to Advocacy Evaluation Planning.** Coffman, 2009) including:

- Research and analysis, "good practice"
- Evidence-based argument
- Providing advisory support
- Developing and piloting new policy approaches
- Face-to-face meetings and discussions
- Relationships and trust

They are monitoring a number of indicators including:

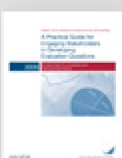
- Media coverage (see **A Guide to Measuring Advocacy and Policy.** Reisman, Gienapp & Stachowiak, 2007)
- Visibility of the program in legislative records (See **A Guide to Measuring Advocacy and Policy.** Reisman, Gienapp & Stachowiak, 2007)
- Number of meetings held (see **The Challenge of Assessing Policy and Advocacy Activities: Strategies for a Prospective Evaluation Approach.** Guthrie et al., 2005)

They are using a variety of methods (see **A Guide to Monitoring and Evaluating Policy Influence.** Jones, 2011) that include:

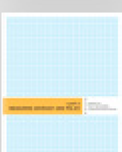
- Web analytics
- Media tracking logs
- Recording observations from meetings and negotiations (after action reflections)
- Tracking people and their relationships and the project's interactions with them

www.ecologyaction.ca/ourfood

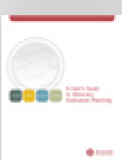
Resources used:



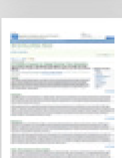
A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions. (Preskill & Jones, 2009)



A Guide to Measuring Advocacy and Policy. (Reisman, Gienapp & Stachowiak, 2007)



A User's Guide to Advocacy Evaluation Planning. Harvard Family Research Project (Coffman, 2009)



An Evaluation Framework for Obesity Prevention Policy Interventions. Centers for Disease Control and Prevention (Leeman et al., 2012)

A Guide to Monitoring and Evaluating Policy Influence. Overseas Development Institute (Jones, 2011)

OUR FOOD PROJECT: CREATING A FOOD STRATEGY FOR HALIFAX

Overview:

The Our Food Project is a Halifax-based initiative that is addressing obesity by promoting positive food environments, the physical and social spaces that help to normalize healthy eating by making it easier to grow, sell and eat good food. The project involves multiple activities including: building garden infrastructure; running food and garden skills workshops; building capacity and leadership amongst residents and staff; increasing the number of farmers' markets and Community Supported Agriculture drop-offs; story-telling; program evaluation; civic engagement; and advocacy.

This project is an initiative of the Ecology Action Centre (EAC), an environmental organization in Nova Scotia.

When this case was developed, the project was in its second year of funding of a four-year funding cycle. While ongoing evaluation activities were in place for the overall project, this case study focused solely on the evaluation of one policy goal: the creation of a Halifax Food Strategy. The case study involved using select resources from this guide to develop an evaluation plan to track policy-influence goals.

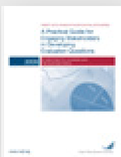
Policy Domain:

Healthy weights, food security, obesity

Policy Goal:

The project team is focusing on creating a Halifax Food Strategy, which is likely to include the development of related policies.

User experience:



A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions. (Preskill & Jones, 2009)

Used to analyze stakeholders:

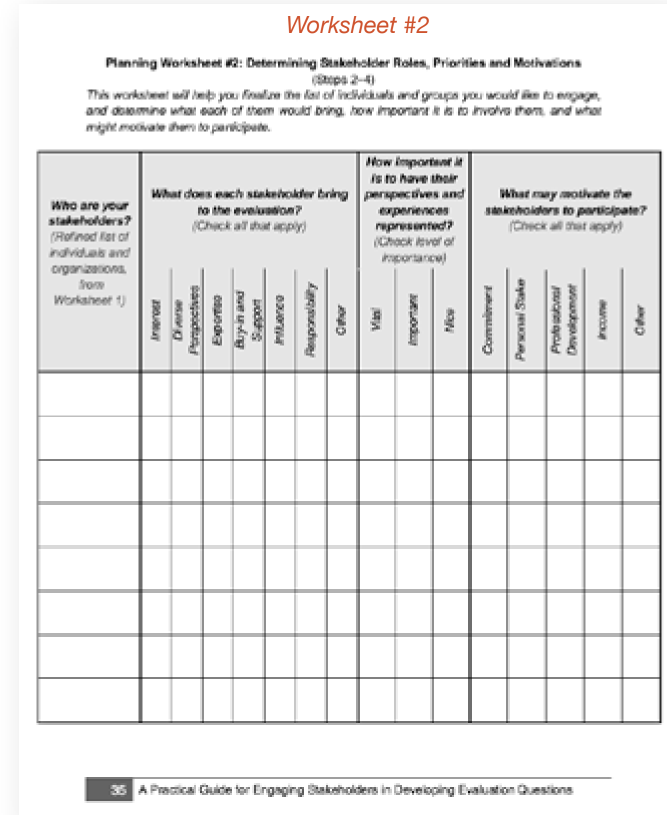
- The project team did not like the term stakeholders as it did not allow them to distinguish between people who were interested in the intervention versus people who would be interested in the evaluation. They chose to use the term evaluation user.
- The project team chose to use the worksheet to think through how the stakeholders could be involved in all aspects of the evaluation rather than just in the development of evaluation questions, as the sheet is intended.
- The worksheet did suggest stakeholders the group had not originally thought about (e.g., critics).
- The project team appreciated thinking through stakeholder motivation and then prioritizing stakeholders, as directed by the worksheet.
- The project team found that doing step four (think about stakeholder motivation for the evaluation) ahead of step three (prioritizing stakeholders) was useful. This allowed them to identify stakeholder motivations before prioritizing stakeholders. They chose to assign stakeholders to one of two groups: part of the core team (i.e., more heavily involved) or consulted as needed (less involved) rather than use the worksheet categories of vital, important, or nice to include.

Step 1: Identifying and Engaging Stakeholders

The group chose to populate a modified version of **Worksheet #2** from **A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions.** The completed worksheet is shown on the next page.

They initially identified the following stakeholder groups:

- Public health and city staff who could ultimately become responsible for a food strategy if it were to be implemented (These stakeholders would be intensely involved in the general project planning and also bring an interest in evaluation as it links with their monitoring requirements and aligns with provincial strategies.)
- Existing steering committee for the Halifax Food Policy Alliance, which would have an interest in obtaining information from the evaluation in order to improve their work and determine the success of the initiative
- Champions who bring expertise in food policy/action could share their expertise and provide input as needed into the evaluation
- Three project staff members, who will play a key role in implementing the initiative, would be involved in developing and implementing the evaluation and would use it to document the project's journey and report back to funders
- Academics/researchers who, similar to the champions, could contribute to the evaluation by sharing their expertise in the food policy area



Worksheet #2

Planning Worksheet #2: Determining Stakeholder Roles, Priorities and Motivations
(Steps 2–4)

This worksheet will help you finalize the list of individuals and groups you would like to engage, and determine what each of them would bring, how important it is to involve them, and what might motivate them to participate.

Who are your stakeholders? *(Refined list of individuals and organizations, from Worksheet 1)*	**What does each stakeholder bring to the evaluation?** *(Check all that apply)*								**How important it is to have their perspectives and experiences represented?** *(Check level of importance)*			**What may motivate the stakeholders to participate?** *(Check all that apply)*				
	Interest	Diverse Perspectives	Expertise	Buy-in and Support	Influence	Responsibility	Other		Vital	Important	Nice	Commitment	Personal Stake	Professional Development	Income	Other

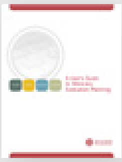
36 A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions

- The evaluation consultant already working with the Our Food Project
- Potential beneficiaries who have experienced the benefits of pro-food policies and may want to use the evaluation information to meet their specific needs
- Potential critics of the food policy (e.g., businesses that sell junk/convenience food) to provide their perspectives and concerns
- Provincial government staff, as they may be interested in learning from the evaluation if there is a provincial role in food policy

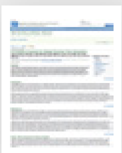
STAKEHOLDER ANALYSIS

Step 2: Organization	Step 2: Individual	Step 2: Role	Step 4: Motivation	Step 3: Prioritize	Step 5: Involvement
Capital District Public Health	Nutritionists Planner	• Directly involved in planning • Deep expertise • Responsible for the initiative	• Responsible for strategy (may be co-owned by city and Public Health) • Have monitoring requirements within Public Health and are generally keen on evaluation and long-term monitoring • Mandate to improve public health • Links to Provincial strategy THRIVE! • Gains experience with policy creation	• Core Team	• On steering committee
City of Halifax	Planner	• Directly involved in planning - responsible for the initiative	• Might be responsible for the strategy • More interest in healthy communities initiatives generally • City is responsible for planning/zoning / land use (they can develop the strategies to support the policy implementation) • Regional Plan has a commitment around food security		
Food Champion	Local expert	• Was involved and still interested • Brings a historical perspective	• Deep personal commitment	• Consulted as needed	• Invited to evaluation sub-committee OR one-on-one interview
Steering Committee for the Halifax Food Policy Alliance	All committee members	• Get involved. Diverse perspectives	• Want to get information to improve the work they are doing and to determine the success of the initiative	• Core Team	• Create an evaluation sub-committee from this Steering Committee • Face-to-face meeting
Academic/ Researcher	Academic/researcher from local university	• Broader perspective – deep expertise	• Contribute to research and evaluation • Supports their work	• Consulted as needed	
EAC Our Food Project staff members	3 key staff involved	• Deep expertise – responsible for the initiative – evaluation expertise	• Same as steering committee above. Document our work, improve and understand impacts • Reporting requirement to funder/ accountability	• Core Team • Consult as needed	
Evaluation Consultant		• Evaluation expertise	• Further understanding of policy evaluation – further expertise • Potential income source	• Consult as needed	
Beneficiaries	Community social enterprise offering community programs related to food security Food Trucks (e.g., Food Wolf)	• Potential beneficiaries – those who have experienced benefits of pro-food policies thus far	• Mutually beneficial relationships/ to be part of the vibrant food community • Collect information that meets their specific needs to support their work and businesses	• Consult as needed	• Targeted invitation to evaluation sub-committee OR • one-on-one conversation OR survey/feedback at Public Consultation events
Critics	Food trucks that sell ‘junk’ food Businesses in the food industry focusing on convenience foods	• Critics	• Not sure	• Consult as needed	• One-on-one conversation OR survey
Public Influence Decision-maker	Medical Officer of Health	• Position of influence – responsible for the outcomes • Potential member of Advisory body or Steering Committee	• Same as Capital District Public Health above • To further their mandate	• Consult as needed through advisory role	
Provincial Government	Nova Scotia’s Department of Health and Wellness	• Potential member of Advisory body or Steering Committee	• Also mandated to ensure health of population • Policy implementation may be in their jurisdiction	• Consult as needed through advisory role	

User experiences:



* **A User's Guide to Advocacy Evaluation Planning.** Harvard Family Research Project (Coffman, 2009)



An Evaluation Framework for Obesity Prevention Policy Interventions. Centers for Disease Control and Prevention (Leeman et al., 2012)

A Guide to Monitoring and Evaluating Policy Influence. Overseas Development Institute (Jones, 2011)

Used to develop a logic model:

- The resources helped the project team identify their policy-influence activities or tactics.
- The project team wondered how to capture the roles of political will in influencing policy and windows of opportunity in their logic model. They decided to add it under "advocacy capacity" and assess the extent to which there was increased understanding of the policy landscape and process (i.e., ability to act when the policy opportunity arises).
- The project team found that the resources only included indicators for the size of the network, not the quality of the network, and both are important to capture.

Steps 2, 3 and 4: Creating the evaluation plan

During one meeting the group identified activities, outputs and outcomes largely based on three resources: **A User's Guide to Advocacy Evaluation Planning, An Evaluation Framework for Obesity Prevention Policy Interventions,** and **A Guide to Monitoring and Evaluating Policy Influence.**

Logic Model

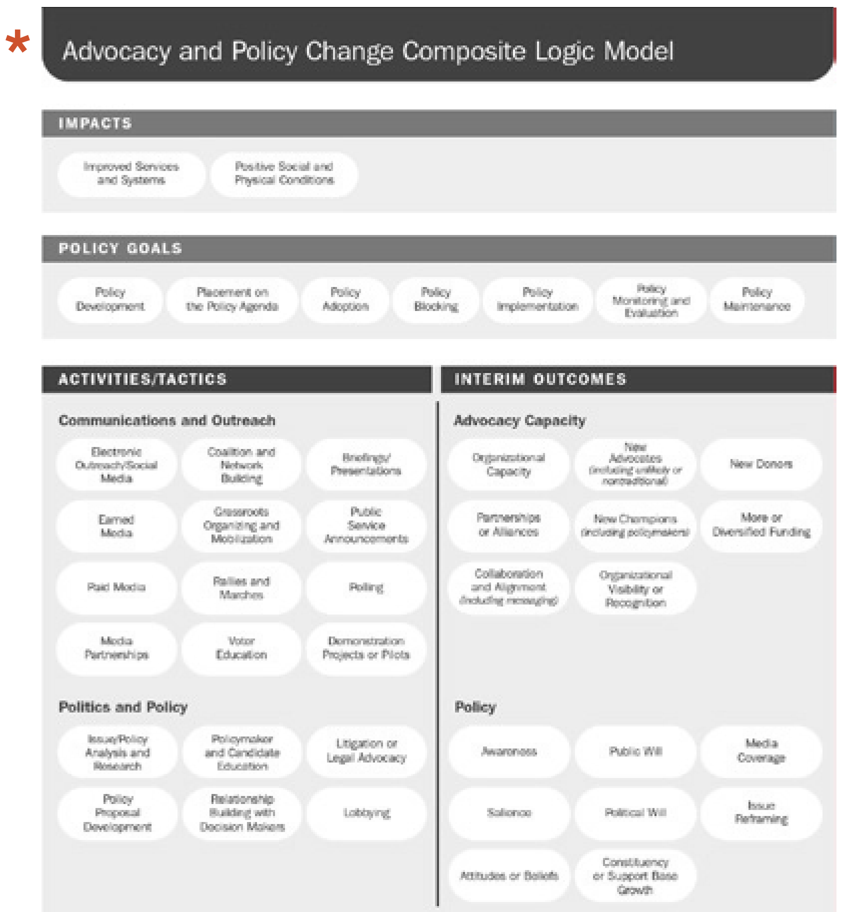
Based largely on the composite logic model (right), from page eight of **A User's Guide to Advocacy Evaluation Planning,** the group created their own logic model.

They selected the applicable goals (only two at this point - policy development and placement on policy agenda), identified the related activities, decided to add outputs for each activity and considered whether the outcomes were short-term or long-term.

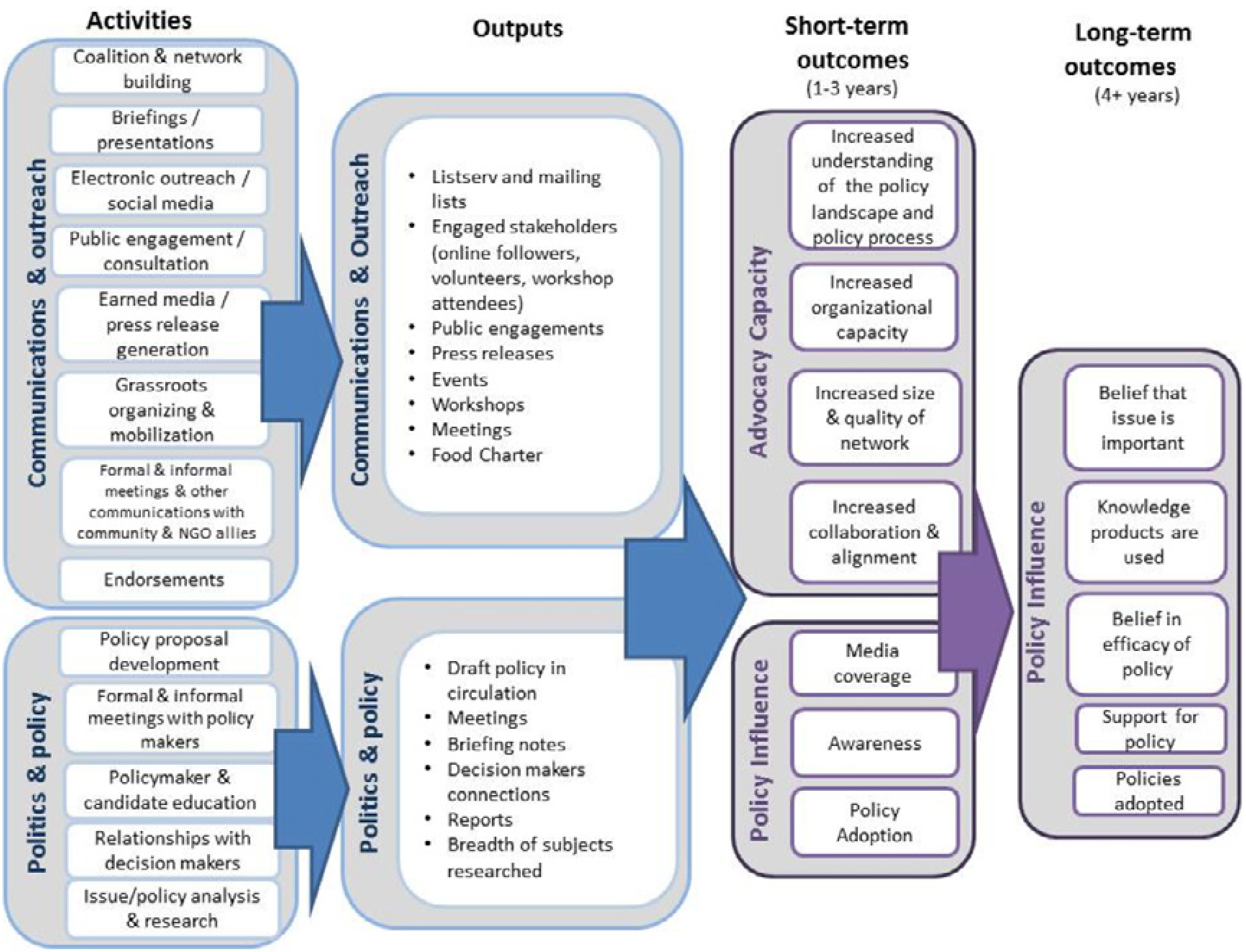
The result was a rather messy series of tables, which were later transformed into a more attractive logic model (shown on next page).

The logic model was revised to reflect additional thinking generated through considering evaluation questions and data collection methods.

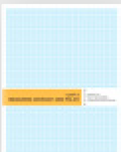
*



Logic Model


Activities
Outputs
Short-term outcomes
(1-3 years)
Long-term outcomes
(4+ years)
Communications & outreach
Coalition & network building
Briefings / presentations
Electronic outreach / social media
Public engagement / consultation
Earned media / press release generation
Grassroots organizing & mobilization
Formal & informal meetings & other communications with community & NGO allies
Endorsements
Politics & policy
Policy proposal development
Formal & informal meetings with policy makers
Policymaker & candidate education
Relationships with decision makers
Issue/policy analysis & research
Communications & Outreach
• Listserv and mailing lists
• Engaged stakeholders (online followers, volunteers, workshop attendees)
• Public engagements
• Press releases
• Events
• Workshops
• Meetings
• Food Charter
Politics & policy
• Draft policy in circulation
• Meetings
• Briefing notes
• Decision makers connections
• Reports
• Breadth of subjects researched
Advocacy Capacity
Increased understanding of the policy landscape and policy process
Increased organizational capacity
Increased size & quality of network
Increased collaboration & alignment
Policy Influence
Media coverage
Awareness
Policy Adoption
Policy Influence
Belief that issue is important
Knowledge products are used
Belief in efficacy of policy
Support for policy
Policies adopted

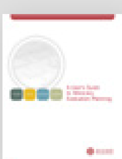
User experience:



A Guide to Measuring Advocacy and Policy. (Reisman, Gienapp & Stachowiak, 2007)

Used to develop evaluation questions:

- This was useful for dealing with the complexity of the policy-influence goals.
- The six outcome categories were useful for organizing the evaluation questions.
- The resource largely focused on outcomes, so the project team needed to use other resources to support their interests in evaluating the policy-influence process.
- They found that the resource provided general organizing categories for evaluation questions, but they did not help with developing the exact questions.



A User's Guide to Advocacy Evaluation Planning. Harvard Family Research Project (Coffman, 2009)

Used to identify data collection tools:

- This was most valuable for identifying data collection tools.
- The project team liked the descriptions of different kinds of tracking (e.g., media tracking, policy tracking and network mapping).
- The Bellwether Methodology and Policy-maker Ratings were not as relevant for their work .
- They thought the methodology called Intense-Periods Debriefs might be useful.

Steps 2, 3 and 4: Creating the evaluation plan (continued)

Developing evaluation questions

The project team had difficulty distinguishing between the outcomes of strengthened alliances and strengthened base of support. They decided to define alliances as formal partnerships and the collaborations and base of support as the informal relationships they would have with other groups.

The group developed evaluation questions in six areas:

- Knowledge and capacity
- Profile and social norms
- Engagement
- Policy implementation
- Meta evaluation
- Developmental evaluation questions

Data collection methods

In terms of data collection methods, the group identified what they already had in place, with additional inspiration from **A User's Guide to Advocacy Evaluation Planning.** The data collection methods included:

- Analysis of notes from public consultation sessions
- Analysis of PERT tracking sheet and activity log
- Document review
- Key informant survey/interviews/focus groups
- Meeting outcome tracking
- Policy tracking
- Social Media/Web Analytics
- Staff Strategy Journal
- User survey

EVALUATION PLAN

	Evaluation Questions	Indicators	Methods
1	**Knowledge & Capacity**		
1.1	To what extent is there an increase in knowledge of community food security (CFS) issues and policy processes by communities?	• Level of understanding, knowledge and skills of policy landscape and process • Level of knowledge and skills amongst staff/Steering Committee/volunteers • Level of passion (maintained dedication and interest) • Level of social capital • # of resources for policy process • # of policy 101 workshops • # of people at workshops • (capacity in terms of relationships is captured in question 3)	• Key informant survey/interviews/focus groups • Analysis of PERT tracking sheet and activity log
1.2	To what extent has the policy-influence work strengthened organizational capacity (that of the Halifax Food Policy Alliance, it's members and member organizations, the Our Food Project and staff)?		
2	**Profile & Social Norms**		
2.1	To what extent is there an increase in the profile of CFS issues in the media and in government?	• Electronic Outreach/Social Media: # of postings • # of people on listserv/mailing lists/followers • Earned Media/Generate Press Releases: # of press releases • Media Coverage: # of media stories (print, online, etc.) • Awareness: # of blog posts on the topic and analytics of blog posts (# of comments, # of visitors) • # of posts and views on Facebook page (and other analytics) • # of people at public meetings • # of tweets on the subject • # of reports produced and breadth of subjects • Uptake of resources produced (#'s used e.g., reports, toolkits, policy briefs)	• Social Media/Web Analytics (track number of downloads) • PERT tracking (media tracking) • Analysis of notes from Public Consultation sessions • User survey for resources produced
2.2	To what extent is there a demonstrated shift in social norms towards support for the Halifax Food Strategy?	• Salience: % of stakeholders who believe the issue is important • Attitudes and Beliefs: % of stakeholders who endorse policy (believe in efficacy of policy)	• Key informant survey/interviews/focus groups

EVALUATION PLAN

	Evaluation Questions	Indicators	Methods
3	**Engagement**		
3.1	To what extent is there an increase in community engagement with policy-makers?	• # of briefings/presentations • # of engaged volunteers • # of events attended by staff and volunteers • # of public engagements • # of meetings	• PERT tracking form and activity log
3.2	To what extent has the policy-influence work strengthened alliances (formal partnerships and collaboration, all different sectors i.e., political, government, community organizations, research)?	• Size of the network • # of partners • # of briefings/presentations • # of public engagements • # of meetings • # of names/organizations signed onto the Food Charter • # of decision-makers reached • # of partnerships or alliances with community/organizations/decision-makers • # of new champions (including policy-makers) • # of new advocates (including unlikely or nontraditional) • # of joint outputs/products • # of collaborative efforts/projects • Quality of collaboration and alignment (description of weight of each effort)	• PERT tracking form • Document review of Food Charter • Key informant survey/interviews/focus groups • Staff Strategy Journal
3.3	Because of the policy-influence work, to what extent is there a strengthened base of support (broader public/political will, all sectors) for the Halifax Food Strategy?	• # of names/organizations signed onto the Food Charter • # of policy-makers who support policy	• Document review of Food Charter • PERT tracking • Meeting outcome tracking • Key informant survey/interviews/focus groups
4	**Policy Implementation**		
4.1	To what extent are there more CFS supportive policies?	• # of policies adopted • Level of jurisdiction • Draft policy in circulation	• Policy tracking
4.2	To what extent has the Food Policy Alliance contributed to improved policies?	• % of respondents who say that the Our Food Projects activities have contributed	• Key informant survey/interviews/focus groups

EVALUATION PLAN

	Evaluation Questions	Indicators	Methods
5	**Meta-Evaluation**		
5.1	How did we use the evaluation and how did that support the process and help us to articulate results? (what was the value add of evaluation?)	• List of ways the evaluation was used and how it added value	• Key informant (partners and staff) survey/ interviews/focus groups • Web analytics (intercept studies for resource put on website)
6	**Developmental Evaluation Questions**		
6.1	What did we do?	• Description of all activities, products and timeline	• PERT Tracking and activity log • Key informant survey/interviews/focus groups (Intense-period debriefs) • Document review (e.g., meeting minutes, reports, press releases, blog posts) • Strategy Journal
6.2	What's working? Process, impacts etc.	• Stakeholders perceptions of what's working and the success factors	
6.3	What's not working? Process, impacts etc.	• Stakeholders perceptions of challenges	
6.4	What is emerging that we need to pay attention to?	• List of emergent issues that require attention	
6.5	What should we change (add/subtract)?	• List of changes made along the way	
6.6	What is the most significant change you are observing, based on our work?	• Stakeholders perceptions of the most significant change observed	
6.7	What advice do we have for others doing this work?	• List of recommendations	

The process for identifying and selecting resources and producing the case studies for this guide

Identifying Resources

We drew the resources from English publications in peer reviewed journals, grey literature and websites of prominent organizations. In order to present the most recent thinking, the scope was limited to materials developed in the past 15 years (with exceptions for key seminal works, if identified).

While priority was placed on identifying resources developed for health, public health and health promotion policy work, some materials that could be adapted from other sectors (e.g., social services or education) were included. In rare cases, where limited resources specific to policy-influence evaluations were available, we used resources from the general evaluation literature.

We identified resources through an iterative process, using the following methods:

- **Compilation of known resources.** We began by examining resources already known to the authors.
- **Snowball.** Next we reviewed the references and bibliographies of known resources to find other useful resources.
- **Web scan.** Lastly, we used search terms, that included: evaluation, policy, intervention, initiative, advocacy, and combinations of these terms, to search the web and select websites that compile evaluation resources (e.g., www.innonet.org and www.betterevaluation.org).

Selecting Literature

An extraction template was developed to collect key information from each resource (name, full reference, brief description, applicability and use in IS projects, and adaptability). Once potential resources were identified, each was read by one reviewer and the extraction template was populated. Information was also entered into an excel spreadsheet in order to facilitate the classification of the type of information contained in the resource (i.e., describing the policy-influence work, focusing the evaluation, selecting data collection methods or tools). Once all resources were reviewed and classified, the spreadsheet was examined to select the three or four best resources for each step of the evaluation planning process.

Resources were selected for inclusion if they were high quality, provided new information beyond what is generally known about evaluation, and were a good fit with IS policy-influence needs. A draft version of this document was reviewed by a working group composed of IS staff and representatives from the funded projects.

Development of Case Studies

In the initial review of this document, stakeholders suggested that the inclusion of case studies would help bring this document to life and more clearly illustrate the applicability of the resources for project work.

Representatives from three IS projects volunteered to share their experiences in the case studies.

Case Study A: Healthy Weights Connection (HWC)
Scaling-up a system change intervention to improve public health services for Aboriginal children and families

Case Study B: WITS
Scaling-up of an evidence-based anti-bullying program for primary schools

Case Study C: Our Food Project
Creating a food strategy for Halifax

We received their input through a series of teleconferences where project staff talked through using the resources to develop their evaluation plans. The cases were incorporated into this document and reviewed by project staff to ensure completeness and accuracy.

Step 1: Identify and engage stakeholders

Practical Guide for Engaging Stakeholders in Developing Evaluation Questions
(Preskill & Jones, 2009). Robert Wood Johnson Foundation.
www.rwjf.org/content/dam/web-assets/2009/01/a-practical-guide-for-engagingstakeholders-in-developing-evalua

Step by Step: Evaluating Violence and Injury Prevention Policies
Centers for Disease Control and Prevention. (2013)
www.cdc.gov/injury/about/policy/evaluation.html

Step 2: Select policy-influence goals and strategies

A Guide to Monitoring and Evaluating Policy Influence.
(Jones, 2011). Overseas Development Institute.
www.odi.org/publications/5252-monitoring-evaluation-me-policy-influence

A User's Guide to Advocacy Evaluation Planning.
(Coffman, 2009). Harvard Family Research Project.
www.hfrp.org/evaluation/publications-resources/a-user-s-guide-to-advocacy-evaluation-planning

Monitoring and Evaluation of Policy Influence and Advocacy.
(Tsui, Hearn & Young, 2014). Overseas Development Institute.
www.odi.org/publications/8265-gates-monitoring-evaluating-advocacy

An Evaluation Framework for Obesity Prevention Policy Interventions.
(Leeman, et al., 2012).
Centers for Disease Control and Prevention.
www.cdc.gov/pcd/issues/2012/11_0322.htm

Step 3: Focus the evaluation: Develop the evaluation questions

A Guide to Measuring Advocacy and Policy.
(Reisman, Gienapp & Stachowiak, 2007). Annie E. Casey Foundation.
www.aecf.org/resources/a-guide-to-measuring-advocacy-and-policy/

Overview of Current Advocacy Evaluation Practice.
(Coffman, 2009). Center for Evaluation Innovation.
www.evaluationinnovation.org/sites/default/files/Coffman%20Brief%201.pdf

The Challenge of Assessing Policy and Advocacy Activities: Strategies for a Prospective Evaluation Approach.
(Guthrie, et al., 2005). The California Endowment.
www.theoryofchange.org/wp-content/uploads/toco_library/pdf/2005_-_Guthrie_-_The_challenge_of_assessing_policy_advocacy.pdf

Advocacy Impact Assessment Guidelines. (Laney, 2003). Research for Development.
r4d.dfid.gov.uk/pdf/outputs/ICCIMImpactassess.pdf

Step 4: Choose data collection methods and tools

A Guide to Monitoring and Evaluating Policy Influence.
(Jones, 2011). Overseas Development Institute.
www.odi.org.uk/publications/5252-monitoring-evaluation-me-policy-influence

A User's Guide to Advocacy Evaluation Planning.
(Coffman, 2009). Harvard Family Research Project.
www.hfrp.org/evaluation/publications-resources/a-user-s-guide-to-advocacy-evaluation-planning

Monitoring and Evaluation of Policy Influence and Advocacy.
(Tsui, Hearn & Young, 2014). Overseas Development Institute.
www.odi.org/publications/8265-gates-monitoring-evaluating-advocacy

A Handbook of Data Collection Tools:
Companion to A Guide to Measuring Advocacy and Policy.
(Reisman, Gienapp & Stachowiak, 2007). Organizational Research Services.
orsimpact.com/resource-download/?resource_id=265

Coates, B. and David, R. (2002).
Learning for Change: The Art of Assessing the Impact of Advocacy Work.
Development in Practice; 12:3/4, pp.530-541.

Retrieved from: www.jstor.org/stable/4029522

Coffman, J. & Beer, T. (2015).
The Advocacy Strategy Framework. A Tool for Articulating an Advocacy Theory of Change.
Center for Evaluation Innovation.

Retrieved from: www.evaluationinnovation.org/sites/default/files/Adocacy%20Strategy%20Framework.pdf

Guthrie, K. et al. (2005).
The Challenge of Assessing Policy and Advocacy Activities: Strategies for a Prospective Evaluation Approach.
The California Endowment.

Retrieved from: www.theoryofchange.org/wp-content/uploads/toco_library/pdf/2005_-_Guthrie_-_The_challenge_of_assessing_policy_advocacy.pdf

Kelly, L. (2002).
Research and Advocacy for Policy Change: Measuring Progress.
The Foundation for Development Cooperation.

Retrieved from: www.managingforimpact.org/sites/default/files/resource/research_and_advocacy_for_policy_change__measuring_progress.pdf

Laney, M. (2003).
Advocacy Impact Assessment Guidelines.
Communications and Information Management Resource Centre, Wallingford, UK.

Retrieved from: r4d.dfid.gov.uk/pdf/outputs/ICCIMImpactassess.pdf

Leeman, J. et al. (2012).
An Evaluation Framework for Obesity Prevention Policy Interventions.
Centers for Disease Control and Prevention: Preventing Chronic Disease; 9:110322.

Retrieved from: www.cdc.gov/pcd/issues/2012/11_0322.htm

National Collaborating Centre for Healthy Public Policy (2010).
Method for Synthesizing Knowledge about Public Policies.
Retrieved from: www.ncchpp.ca/docs/MethodPP_EN.pdf

Reisman, J., Gienapp, A. & Stachowiak, S. (2007).
A Guide to Measuring Advocacy and Policy.
Annie E. Casey Foundation.

Retrieved from: www.aecf.org/search?q=A+guide+to+measuring+advocacy+and+policy.

World Health Organization. (2009).
Practical Guidance for Scaling up Health Service Innovations.

Retrieved from: www.expandnet.net/PDFs/WHO_ExpandNet_Practical_Guide_published.pdf

Weiss, C. (1979).
The Many Meanings of Research Utilization.
Public Administration Review, Sept/Oct, 426-431

Project Evaluation and Reporting Tool (PERT)

Projects funded through the Innovation Strategy (IS) of the Public Health Agency of Canada (PHAC) are intended to reduce health inequalities in Canada through testing and scaling-up evidence-based population health interventions that address healthy weights and mental health. In addition to conducting intervention research, IS-funded projects are required to undertake policy-influence work that will support the uptake or spread of the evidence-based interventions. Projects are required to evaluate this policy-influence work and report on their progress through the Project Evaluation and Reporting Tool (PERT).

The policy-influence related questions included in the PERT are shown to the right:

Question 6
Number of policy-makers reached

Question 7b
Activities to influence policy
- Number of activities
- Description
- Description of target population reached
- Exact number of target population reached (if available)
- Estimate number of target population reached

Section 8
Action on Policy

Question 12a and b
Whether project influenced policy or built community capacity to influence policy development and description of the main policy or policy area(s) that the project influenced

Question 12c
Description of how the project engaged stakeholders in this policy work over the past year

Question 12d
Engagement in specific approaches to build capacity to influence policy during the past year along with description:
- Provided training on how to influence policy
- Developed resources/tools for use by communities in policy analysis
- Developed a new task or work group to work on policy
- Developed a working relationship with a government or community representative linked to the policy process
- Held meetings with policy-makers
- Presented briefs or position papers (e.g., to decision-makers, general public)
- Took other actions to influence policy

Question 12e
Whether project was successful in influencing policy over the past year and supporting documentation

Question 12f
Lessons learned or recommendations about how to influence policy development

When viewed together, these questions enable funded projects to tell their policy-influence story by:
- Documenting the number of policy-makers reached
- Documenting their policy-influence activities
- Documenting capacity building activities in support of policy-influence work
- Documenting any influences on policy