Improved Policies – Policy Analysis and Tracking Tool

Purpose

While we need to track our advocacy initiatives at the precede policy changes, policy and advocacy work does not end with a proposed bill. The outcome area of improving policies includes the following stages of policy change in the public policy arena: policy development, adoption, implementation and funding. In the past, this outcome has frequently been the measure of success of advocacy and policy work. Though it is certainly the major focus of such work, policy improvements are rarely achieved without
changes in the preconditions to policy change identified in the other outcome categories
In addition, a simple "yes/no" on whether a policy was passed or not is not the endpoint. The passage of a desired policy may still necessitate continued work to ensure adequate funding and implementation through assessment, surveillance and monitoring. The unit of analysis for this outcome area can be policies themselves or changes among policymakers, administrators or other planners. Outcomes in this area include the following:

- ♦ Development of Improved Policy
- ♦ Adoption of Improved Policy
- ♦ Implementation of Improved Policy
- ♦ Enforcement of Improved Policy

Monitoring Policy Development Log

How:

1. **Step 1 Establish a baseline:** You will need to have conducted Score Cards on satisfaction of quality public services, FGDs with primary beneficiaries and KII interviewed with service providers as part of your appraisal process and strategy development process. This is necessary for arriving at the problems you want to address about the policy.

2. **Step 2:** Have the most up to date policy (s) and map out exactly what the problems are, who they are affecting and how, and map out what should change and what the change will look like in terms how peoples lives will be positively affected.

3. **Step3:** During programme implementation, this change will most likely be achieved through your advocacy and or campaigns work which on day to day basis is about meetings, events, media activities and so on and therefore your primary recording documents are minutes from meetings and events, observations made of key stakeholders, media monitoring and reports and reviewing of the actual policies. Using these documents, each quarter, the programme focal person will complete the log sheet below. This information should in turn be used to inform future advocacy and programme iniatives.

When: Quarterly Reflection on Progress or Bi Annual. In the table below, the line YEAR refers to periods e.g. Baseline could have been collected in 2012, the target could be for year 2014 or up to the end of strategy period, quarterly activities and changes being observed should within the same year of reporting.

Who: Programme Focal Person leading advocacy initiatives on specific policy change

Materials Needed: For Each Policy that we are tracking we need to have the most up to date policy so that we can directly extract the clauses or aspects we want to change. We should have evidence of having consulted communities on the policy and the change we want to see.

Indicator	KCP 2: Notable changes to budgets or policies that indicate governments support of CRSA for small holder farmers			
Indicator Definition	Specify **budgets; e.g.** *% increase in government budget for agriculture, particular for CRSA. POLICIES AND SUPPORT - Enactment of changes in policies related CRSA like policies like research, extension, subsidy etc.* Specify the **policies; e.g.** National Strategic Plan on Agriculture, Operational plan of Ministry of Agriculture, Government directive or sub-degree that favour support CRSA			
Specific Policy Component	**Baseline: Problem with current policy or components and how it affects the people we are working with**	**Target: What should change about policy and how that will benefit people, Specific demands about policy development process e.g. Women should**	**Quarterly Activities Done**	**What changes are being observed towards meeting target**

		participate			
YEAR:	**20XX**	**20XX**			
			Q1		
			Q2		
			Q3		
			Q4		

Indicator	KCP 5: The extent to which the 10 core Education Rights are reflected in national education policies			
Indicator Definition	**10 core education rights;** See rights http://act.ai/Lm7SpA Have a list of the 10 core rights separately in the field ; extent; One could use a quantitative approach such a point scale E.G if the point scale applied is Poor, average, very good each of these parameters need to be explained in detail i.e. poor means not even a mention on one right, average may mean at least 5 rights etc. This could also be reported through qualitative review by detailing the observations and making conclusions.			
Specific Policy Component	**Baseline: Problem with current policy or components and how it affects the people we are working with**	**Target: What should change about policy and how that will benefit people, Specific demands about policy development process e.g. Women should participate**	**Quarterly Activities Done**	**What changes are being observed towards meeting target**
YEAR:	**20XX**	**20XZ**	**20YY**	**20YY**
			Q1	
			Q2	

			Q3		
			Q4		

Indicator	KCP7 - Extent to which policies and practices have been influenced by our actions to enhance resilience of vulnerable communities in no. of countries where AA works			
Indicator Definition				
Specific Policy Component	**Baseline: Problem with current policy or components and how it affects the people we are working with**	**Target: What should change about policy and how that will benefit people, Specific demands about policy development process e.g. Women should participate**	**Quarterly Activities Done**	**What changes are being observed towards meeting target**
YEAR:	**20XX**	**20XZ**	**20YY**	**20YY**
			Q1	
			Q2	
			Q3	
			Q4	

Indicator	KCP9 - Evidence of state and local government making significant steps to protect girls and women from violence			
Indicator Definition				
Specific Policy Component	**Baseline: Problem with current policy or components and how it affects the people we are working with**	**Target: What should change about policy and how that will benefit people, Specific demands about policy development process e.g. Women should participate**	**Quarterly Activities Done**	**What changes are being observed towards meeting target**
YEAR:	**20XX**	**20XZ**	**20YY**	**20YY**
			Q1	
			Q2	
			Q3	
			Q4	

Policy Implementation Sore Cards and FGD

Adoption or achieving policy change has to be translated into implementation and the affected people should be able to see the change and experience its anticipated benefits. For example, if the change in agriculture policy increases the budget allocation, famers on the ground should experience an increase the farming inputs they receive from government or the support from the agriculture extension officers. This part of the tool focuses on linking policy change to changes in quality of public service provision as reported by beneficiaries. The gaps in implementation need to be

assessed deeper through FGDs or KII with service providers to understand why the change in policy has not translated into change in practice and quality of service provision.

How:

1. **Step one:** This part of the tool can be applied first if the strategy appraisal process did not provide sufficient or most up to date community view points on how the specific policies affect their lives and how if changed their lives would be better. However, if this was already done then it normally should be done after achieving changes in policy or if policy change is taking far much longer than expected, this can also be done to re-establish existence of the problem increase community engagement and further pressure
2. **Step Two:** Refer back to your baseline which articulates the problems with the policy and how it affected your LRPs and specific target groups in general e.g. your farmers, women or pupils in schools. Identify who you need to sample and how you will group them. See for each indicator example of how this can be done.
3. **Step 3:** Use your baseline data and your target to formulate questions focusing on what has changed or not, how satisfied they are with the changes, see types of questions below.
4. **Step 4:** Once done with Communities it is always recommended to conduct some KII with service providers to understand the progress/lack thereof or challenges, as these can be valuable feedback to governments and the communities.

When: When there is a change in policy but depending on the policy, we need to time when change is mostly possible to effect, e.g. the farming season or we may have to wait for the annual budget disbursement process to occur while some changes may be immediate. But it can be done at the end of the year if no change has been realized on the policy.

Who: LRP community and partner facilitators

Materials needed

- Flip chart paper or an area of flat ground which you can draw into (e.g. Sand)
- Marker pens small stones or other small objects (e.g. beans) that can be used for rating/ scoring

Specific Sampling and Questions Guidance for Each Indicator, below is an example for the indicator on education

Indicator	KCP 5: The extent to which the 10 core Education Rights are reflected in national education policies
Indicator Definition	**10 core education rights;** See rights http://act.ai/Lm7SpA Have a list of the 10 core rights separately in the field ; extent; One could use a quantitative approach such a point scale E.G if the point scale applied is Poor, average, very good each of these parameters need to be explained in detail i.e. poor means not even a mention on one right, average may mean at least 5 rights etc. This could also be reported through qualitative review by detailing the observations and making conclusions.

Who to sample and how to sample

1. In Each LRP select 1 school, if you're unable to complete the scorecard with all schools you work with. Use the following sample selection guidelines:
   a. List and number all schools in the LRP, please exclude any schools that you cannot reach e.g. due to time restraints, security, road conditions etc. N.B. please keep a record of which schools have been excluded and the reasons why.
   b. Determine the number of schools you can complete the scorecard with within an LRP (e.g. 5, 10, 15)
   c. Use an online random number selector e.g. http://www.randomizer.org/form.htm to select the number of schools you have agreed on (b.)

2. you will organize two sets of groups, 1 with pupils above 16 years old and a multi stakeholder meeting with representation from communities parents, teachers, youth

3. Pupils: ask for classes that are would have 16year olds and above, looking to select 10 pupils, if the school has 5 eligible classes, go to each class and select two pupils, 1 girl and one boy. These should be randomly selected e.g. select every 7th girl on the register and every 7th boy on the register from each eligible class.

For the multi stakeholders meeting, you can use the parent teacher association group or you could recreate.

Conducting the Focus Groups with the scorecard

1. Explain the purpose of the discussion and the reason you are collecting the information. Ask some initial questions to build rapport with the group.

2. Start by outlining the expected benefits resulting from the change in policy. Use the table below to complete the findings

Indicator	KCP 5: The extent to which the 10 core Education Rights are reflected in national education policies
Specific Policy Component and what has changed	Education school entry policy now allowing girls who dropped out of school due to pregnancy to return to school after recovery from child birth.
Name of LRP and School	XXX
Description of participants	3 parents, 2 teachers, two headmen, 2out of school youth, 1 local business man

Map out expected benefits: Explain the change in policy and brain storm with group how the change can benefit the community	FGD Questions	Level of satisfaction Use the score card below to record the groups rating of their level of satisfaction
All girls who get pregnant are allowed to return to class.	Have you had cases where girls have gotten pregnant in this school? If so how many cases can you recall in the last 2 years. Of these cases how many girls have returned to school? Why has this been the case? How would you rate your satisfaction of how this benefit has been implemented? Give reasons for you score	

3. Following the discussion, use a visual aid e.g. a coffee cup or battery ask the group to assign a progression score from 1-5 where 1 is basic progression and 5 is evidence based significant progress in achieving and therefore the groups is fully satisfied. N.B. Use this opportunity to discuss with the group what needs to be done over the next year to make further progress against the right.

Benefit 1   Benefit 2   Benefit 3   Benefit 4
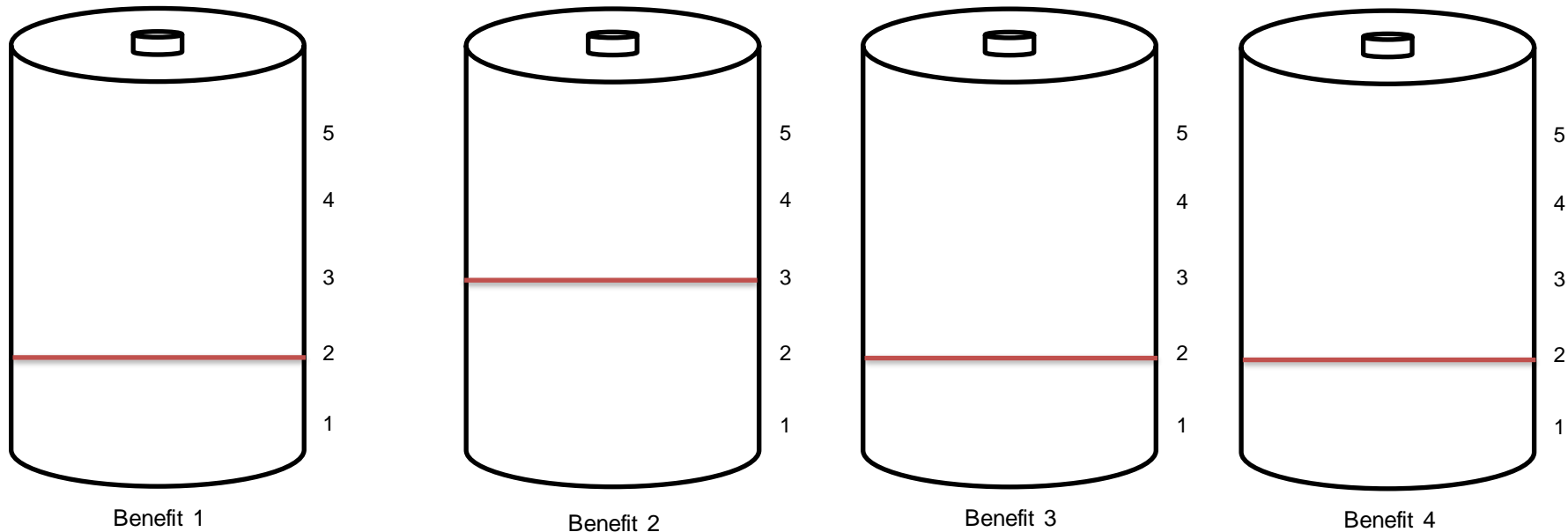
4. For the purposes of the 2014 Global Annual Reporting Process please ask groups to provide a retrospective score for a year ago and a current score.
5. Use the steps for other indicators, i.e. sample a multi-stake holders group7 for KCP , or women group for indicators on KCP 9, farmers group for KCP 2.

Key Informant Interviews (KII)

You can conduct KII as a supplementary tool to triangulate the responses received through the scorecard. It is useful if the KII is conducted with a key stakeholders not involved in the FDG particularly service provider. KIIs should be done after the scorecard has been completed. Please see KCP 5 – KII guidance.

Tool for storing information

Frequency:
X number of schools can be assessed annually

Responsibility for data collection:
LRP partner: programme office and another member of staff from the LRP. Community facilitators should be used to assist in mobilising community members.

How is the data collected:
LRP partners should plan the number of LRPs they can carry out the scorecard with annually.

How the data is consolidated:
Individual data should be recorded by indicator in a data table as detailed above. LRP Coordinator/Project Officer collates the total data by in the LRP Indicator Tracking Table which is used for the LRP Reporting. Also provide the narrative obtained from KII and the explanations on level of satisfaction.