# MANUAL FOR COMMUNITY-LED ADVOCACY

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Advocacy for Community-led Action/WfC

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# Table of Contents

# Introduction

This manual on Citizen-led Advocacy has been produced in order to facilitate training of Rural Communities and interest groups in advocacy. It will ensure among others objectives uniformity in the type of advocacy knowledge WfC intends to roll out to communities in its target operational areas (OPAs) and interest groups this year and in future. The manual will assist WfC to enhance claim making by our target community members in WfC OPAs and interest groups. It will help WfC to have in place mechanisms for monitoring and tracking changes in communities after capacity building in advocacy.

Advocacy is an important skill that can help communities to change lives for the better and cultural practices for improved gender equality and service provision. However, advocacy is a broad and complex subject that rural communities and some development groups in Zambia lack and are unable to access or do not fully understand and have low knowledge levels on how to apply it for development purposes and gender equality attainment. This manual has therefore been adapted by WfC taking into consideration the literacy levels of the target audience and the low knowledge levels of development groupings in Zambia. In adapting the broad and complex subject of advocacy to the prevailing needs of the learners in rural communities, WfC will ensure that critical concepts in advocacy are not compromised but will be explained in a manner that will facilitate better understanding of it, how it can be used by rural communities and how results can be tracked by the interest groups or communities. In developing this manual, Women for Change relied on resources produced by Coady International Institute, Womankind UK and Tearfund. Additionally, it relied upon community development tools which it has fused into the advocacy training course it has developed.

**AIM:** *To enhance rural communities and development agents with advocacy skills*

**OBJECTIVES:**
1. *To enhance rural communities/ development agents' ability to undertake advocacy in their communities.*
2. *To increase ability of rural communities/ development agents' to demand for improved services and cultural change.*

# MODULE ONE

## Objective: To Help Leaner Understand What Advocacy is

### CHAPTER ONE

### Introduction to Advocacy

Defining Advocacy

**Methodology**

Group work

Ask Group to state some key problems they face
What can they do to address them?
Whom can they see for assistance to address the challenge and
How will their lives change if they addressed the problem?

**FACILITATOR INPUT:**

Introduce and explain the Development Tree
Ask participants to state where they are and what they could do to get the desired level

**Development Tree Attached as Appendix ii**

It is important for the community to be able to identify their challenges and to know how to address them or whom to see if they are not able to address themselves. The community needs to know who can help them within their families, communities, local government, ministerial level and other higher offices.

## CHAPTER TWO

### Objectives:

### To help learn understand know what advocacy is

### To help Learner know the types of advocacy

**Buzz Group**
Ask the pairs to define advocacy from what they discussed in first group work.
What is the importance of advocacy?
Ask to whom advocacy is directed, what the results of advocacy are and what the community should do to ensure advocacy takes root.

## FACILITATOR INPUT
*Advocacy can be defined as;*
- *An organized, systematic, intentional process of influencing matters of public interest and changing power relations to improve the lives of the disenfranchised. (Miller & Covey, 1997, p.12)*
- *The process of social transformation aimed at shaping the direction of public participation, policies and programmes to benefit the marginalised, uphold human rights and safeguard the environment. Latin America.*

## FACILITATORS INPUT
*Importance of advocacy*
- *Change things/lives for better*
- *Empower the marginalized*
- *Advocacy is pro-poor, reflecting core values such as equity, justice and mutual respect, and focusing on empowering the poor and being accountable to them.*
- *Advocacy can be directed at changing the laws, policies and practices and or beliefs, attitudes and behaviour of citizens in the state, the market and civil society in the collaborative pursuit of social justice (Coady)*
- *May seek to empower the excluded*

Advocacy is directed at authorities such as:
- *Households head,*
- *Traditional leaders,*
- *Opinion leaders*
- *People with influence in their communities),*
- *local government leaders i.e. Councillors, district commissioners,*
- *Members of parliament,*
- *Ministers and*

- *Even the President*
- *Or other vital offices like Anti-Corruption Commission, Zambia Police Services, Hospital management, school associations and management among other service providers.*

### Results of successful advocacy
- Improved lives or services or in short development.

### What Community Should DO to Carry out Successful Advocacy
- The community should work together.
- It should be able to identify the real problem (a few or one issue at a time).
- They should speak with one voice.
- They need to plan how they will undertake the advocacy and must use different tactics
- They should be consistent and persistent.
- They must identify the right offices, or stakeholders to engage
- Be able to identify who can help them.
- They can plan and agree on the time to start the advocacy and when to possibly end it.
- They should also agree on types of tactics including engagement meetings with those they are asking change from. They can write protest letters, call in during radio programmes, be part of development meetings or structures such as the Ward or District Development Committees, Parents Teachers' Associations (PTAs), Health community structures to influence change from within. They can use even last resort tactics like protests or boycotts.

**UNDERSTANDING ADVOCACY SAPCES**
**Open Spaces**
**Closed Spaces**
**Created Spaces**

# TARGETS, ALLIES & OPPOENENTS

## CHAPTER THREE

**Objective: To help the learner identify targets, allies and opponents in advocacy**

**Methodology**

**Plenary**

Ask participants what to:

- *Give solutions to the identified issues in previous sessions*
- Identify the power to address the issue (targets)
- Identify those who would oppose them (opponents)
- Identify those who would help them (allies)

**TYPES OF POWER IN ADVOCACY**


# MODULE TWO


**Objective: To help learner know different types of power in advocacy and what effects it has on their interest/s.**

**Methodology**

**Group work**
Ask learners to state what power is and to state the different kinds of power

**Facilitator input:**
- *Power can be defined as the ability to own and control things or the ability to influence others over the use of resources.*
- Forms of power; visible, hidden, invisible

*Formal Power/ Visible Power:*
- *Most associated with state and formal political institutions/ Laws & Legal processes create a formal system to exercise power. Most CSO advocacy is directed at this power*

*Hidden Power:*
- *Unelected/Unaccountable groups & institutions i.e. big companies/corporations/ rich people*
 *Can include the formal decision making process and what is discussed. Who sits at the table and what is decided*
 *Therefore concern by those in less powerful positions*

*Invisible power:*
- *Values, beliefs and attitudes and cultural norms and practices all reinforce the status quo & can cause people to accept their powerlessness and even blame themselves for it.*

*Different Strategies can be used for the three types of power*

**Types of Power & Strategies:**
a) *Visible Power*
- Lobbying Networking meetings
b) *hidden power*
- protests, press statement, building alliances, strengthening structures, meetings, engagements meetings
c) *invisible power*
- sensitization of cultural practices or religion that infringe the rights of people

*Types of powers that are used to address the issues of the affected or interested stakeholders (in gender)*

**Methodology**
Plenary
Facilitator should ask participants:

a)       Where they derive the power to make a change;
b)       Draw a situation when you felt so powerful and when you felt powerless/helpless.

*Facilitator input;* **introduces the types of powers**

- **Power to/for**: refers to unique potential in every person to shape his or her own life and world. (This power helps one to decide who they want to be in life and how to live their lives, e.g. to be married, to be teacher and manager, to have a certain number of children and choose when to have sex and what to wear) When based on mutual support, it opens up possibilities of joint action or power with.

- **Power with** has to do with **finding common ground among different interests and building collective strength based on mutual support**. Helps to build bridges across different interests to transform or reduce social conflict and promote equitable relations. Women and men working together instead of each wanting dominate while the other is submissive).

- *Power within* is a person's sense of self-worth and acknowledgement.
      Capacity to have hope
      Affirms common human search for **dignity and fulfilment** (my voice counts and I have the right to express myself, to freely choose, and be who I want because I am human. Therefore I cannot be enslaved).

# MODULE THREE

## CHAPTER ONE

### Objective: To introduce the types of Approaches to Advocacy to the Learner

**Methodology**
*Group work*
Based on the previously identified challenges, which ones can the community handle on their own?
Which ones can be addressed with the help of others? and
Which ones can be undertaken on behalf of the community?

**Facilitators' Input**
- *Advocacy for the people: Undertaken on behalf of the people*
- *Advocacy with the people: Undertaken between affected and not directly affected*
- *Advocacy by the people: Undertaken by affected (Introduce the river code and ask participants to relate to advocacy that is done by the people and how people can be part of the solution as they work with duty bearers and other stakeholders)*

**EVALUATION OF KNOWLEDGE ASSIMILATION**
**Methodology**
*Role Play*
*Ask participants to create a scenario of advocacy by the people*

# MODULE FOUR

**Objective: To increase ability of participants to plan advocacy**

**Methodology**
**Panel Presentation of Advocacy Planning Process**
Ask participants to select (or as is suitable) members from among the participants to make a presentation on the advocacy planning process. They can brainstorm for five minutes and presentations will be made in five minutes.
Ask participants to score the best presenter

*Facilitator input;* **use the five friends of planning**
Ask Participants to use the five friend of planning to identify their issues and ways to address them.

**Five friends of planning attached as Appendix iii**

Introduce the advocacy planning cycle.

> 1) *Identify the Issue/ Problem (Critical Analysis Tool)*
> *The Issue refers to what is it that is wrong. Several criteria have been developed by we shall dwell on one by Woman Kind.*
>
> *You can use five core criteria as a guide to identify the issue:*
>
> > a. *Important – How important is this problem to the people that you are working with and have they themselves identified it as a priority. They must meet the strategic as well as practical interests*
> > b. *Achievable – Is there a feasible solution & one which people you target to influence have control over*
> > c. *Sellable - Are influential people interested and how will it be communicated*
> > d. *Added value – If people already working on issue do you have anything of value to add? Is your organisation well placed to take on the issue? If no one is working on it will you achieve the anticipate impact?*
> > e. *Organisational fit – is it in line with your organisation's objectives/ goals*
>
> *Issue Selection*
> *How do we prioritise potential advocacy issues?*

- *We all have limited capacity, limited time and limited resources to do our work, whether it is*
- *Relief, development, advocacy or a mixture. Therefore, we have to be strategic in deciding what*
- *We will do and how we will do it.*
- *There are various tools available to communities, groups and organisations to help agree priority*
- *Needs. What is important to remember is that if the priority need requires a change in policy or*
- *Practice, then it may be an advocacy issue.*
- 

### 2) Set the aim
- *A goal is a desired result a person or a system envisions, plans and commits to achieve a personal or organisational desired end point*
- *It is done once issue/s is identified*
- *A goal is something you are working towards*
- *Choosing an aim helps to target resources and achieve the potential*
- *It is developed from the problem. It is like the flip positive side of a problem*
- *Example: Women and girls in our country live free from fear of violence while rapists fear being convicted*
- *Use the PESTLE to MAP UP the external environment as you develop your goal to address the issue*

### 3) Understand the context
- *PESTLE  which stands for:*
  - *Political*
  - *Economic*
  - *Sociological*
  - *Technological*
  - *Legal*
  - *Environmental*
- *Vital to learn this as can help one know what solutions and results can be attained.*

### 4) Decide the objectives
*Objectives are specific action to be taken by an individual, group or institution that will contribute towards achieving your goal, what should happen, when, where, who will do?* ***They are stepping stones to the achieving the aim. They should be SMART:***

- *Specific – outline in a clear statement precisely what is required.* **Measurable** *– include a measure to enable you to monitor progress and to know when the objective has been achieved.*
- *Achievable – objectives can be designed to be challenging, but it is important that failure is not built into objectives. Employees and managers should agree to the objectives to ensure commitment to them.*
- *Realistic - focus on outcomes rather than the means of achieving them*
- *Timely - (or time-bound) – agree the date by which the outcome must be achieved.*
- *They must not be too many*
- *Its contents should include:*
  a. *What is the action needed*
  b. *Who will take the action*
  c. *When they will take place*
  d. *Where or how they will take place*
- *One EG: To increase the ability of women who have experienced violence to report a case in 10 districts of Zambia by 2017.*
- *Objects are change & not activity*
  a. *What you want to see happen not what you are going to do*
  b. *If achieved objective, would it result in what you wanted*

### 5) *Identify targets*

*Your targets are the people who have the power to make the changes needed to achieve your objectives. THE DECISION MAKERS. They are categorized into two:*

- *Primary Targets: Are those with power to make decisions directly.*
- *Targets can be people and institutions*
- *Secondary Targets/ Influencers People who influence decision makers: IE a child may approach the mother to ask for money when the dad is the ultimate decision maker*

### 6) *Identify allies & Opponents*

*Allies are those who share your goals and have some power to influence change while opponents are those with power but may not support your cause. Those who may stand in the way of your ability to attain your goal*

- *Someone with a private school, chemistry or a witchdoctor*
  a. *To mitigate the actions of the opponents or their potential to stand in your way of achieving your objective, you can assess their strengths to come up with strategies to counter them.*
  b. *It is also vital to assess the strength of your allies as some may lack sufficient influence*

*7)* ***Assess strength and weaknesses***
*Strength is what an advocacy team possess to enable them carry out the advocacy while weakness are hindrances or inability to carry out the advocacy. It is vital because it can help the advocacy team to identify tactics that address their weaknesses. It can also help them adopt the appropriate strategies.*

- *What is the influence and resource you have to achieve the goal and objectives outlined*
- *Resources include asset and skills within an organisation and potential power to influence*

*8)* ***Decide strategy to influence targets***
*Strategy is a broad plan for achieving at end. They can be grouped into six.*

***Building Constituencies for Change:*** *Main purpose is to raise political awareness, organize and mobilise those directly affected by the problem or issue, or who are interested in it, to get involved and take action.*

***Cooperation Strategies:*** *The main purpose is to build collaboration among civil society actors, as well as with state and private sector actors to address issues of common concern.*

***Education Strategies:*** *This one seeks to educate and raise critical conscienceless by providing information and encouraging dialogue and analysis for the development of policy alternatives; involves strengthening citizen's capacity to raise their voices, and to act on their own behalf.*

***Persuasion Strategies:*** *Uses information, analysis (evidence) and citizen mobilization to make the case for change. Often involves lobbying and using traditional and new social media to influence policy makers and public opinion, and to create the momentum for change. Strong communication and negotiation skills and the use of numbers to demonstrate clout are the key success in using this strategy*

***Litigation Strategies:*** *Seeks to influence change using the rule of law and court system to test and challenge unjust laws and institutions.*

***Confrontational Strategies:*** *Use direct action to challenge and draw attention to negative policy impacts and to use greater pressure for political change than in other strategies, can involve non-violent (civil disobedience) or violent approaches to direct actions.*

*9)* ***Identify outcomes***
*An outcome is the impact you expect to achieve from each of your outputs. It is an intermediate result (middle of output and impact).*

- *Like the leaders of private companies, non-profit executives and managers need to know whether their programs are providing satisfactory results.*
- *Outcomes enable organizations to assess if desired results are being recorded*
- *Specific indicators must be used. With this information, managers can better develop budgets, allocate their resources, and improve their services.*

- *They help to review where things are not working well*

### *10) Develop core messages*

*This is what you are going to say or demand for. It helps to ensure that interest group speaks with one voice.*

- *The message must be in relation to what is on the ground. It must be familiar with the audience*
- *Position Paper*
- *This document can be the basis of other work so it is worth investing the time at the start. It could remain an internal document or be used with a public audience. It need only be a couple of slides long. It could include:*
- *Outline of the problem and its causes and effects*
- *Your evidence and case studies*
- *Why change is important*
- *Your proposed solution*
- *Who is responsible for making this happen*
- *Why now*
- *What you want others to do to help*

## *FRAMING MESSAGES*

*The message remains constant, but is framed differently depending on the motivation of the particular audience. Any change we want will be political, not everyone will have the same reasons for thinking that it should happen as motivations are different. But only change the frame, the core message must always stay the same.*

- *In framing message you might focus on:*
  - *Shocking statics*
  - *Moving personal stories the audience will relate to:*
  - *The potential popularity the target might win by acting*
  - *A sense of purpose and belonging to a cause that a supporter might feel*
  - *AN appeal to core values or religious beliefs*
  - *A way to help individuals do their job or meet their targets*
  - *The urgency of the timing – importance of seizing an opportunity*
  - *Framing for decision makers*
    - *They may want to leave a legacy*
    - *Others want to be seen as innovators*
    - *Others want to win votes*

## *ANTICIPATING COUNTER ARGUMENTS*

*In framing a message you may also anticipate a target's opposition to your proposal – this can be very disarming*

- *In a community meeting you may wish to throw it to the members of the meeting especially on behaviour change or culture issues*
- *If the answer is not available – go to the parking lot, or can made into an assignment for the members*

- *A response could be given a polite manner despite the harsh manner it has been asked.*

## TIPS TO DEVELOPING EFFECTIVE MESSAGES
- *Hammer the message home, sue as many different forms & types of media*
- *Make sure the message is consistent: do not change your message until it has been adsorbed by your audience*
- *Create different entry levels for people with different knowledge levels, don't oversimplify issues*
- *Feedback progress of advocacy work to those people on the ground who are doing the legwork*
- *Let those on whose behalf you are advocating speak, write, lobby*
- *Identify & exploit external & internal events & opportunities. Prepare a timeline & have the target audience & avoid technical terms or jargon*
- *Be clear about what you want your audience TO DO as a result of hearing your message*
- *If you are working as part of a broader network or collaboration, make sure that the message neither surprises nor compromises any of the members*
- *Opportunities to get your message across are few and slim, grab them when they do come & make sure have the research ready so you can respond*

### 11) Write action or tactics
*Detailing actions will help communities know the time it will take to carry out the advocacy, the type of resource required and the actions to carryout for the advocacy to be fruitful.*
- *Use Critical Analysis Tool and copy of sample workplans*
- *Some advocacy Actions or Tactic Include*
  - *Conscientising and awareness campaigns using popular theatre, puppets, songs*
  - *Lobbying to influence policy makers or legislative change*
  - *Civil society disobedience to prompt court action to challenge existing laws e.gs blockades*
  - *Networking and coalition building*
  - *Cooperation between public and private sector institutions and other civil society groups*
  - *Mass media events, press conferences, news releases, editorial mailings*
  - *Coordinated national and international actions; global marches*
  - *Non-violent direct actions; demonstrations, sit-ins, information pickets, hunger strikes,*
  - *Virtue activism through social media, e-petitions, action alerts, e-conferences, flash mobs, google-booming, watch sites*
  - *Participatory action research*
  - *Public awareness workshop*
  - *Conferences, seminars, alternative summits*
  - *Public hearings, tribunals*
  - *Voter registration and voter education*

- *Accountability sessions with government officials, elected representatives*
- *Demonstration projects or pilot programmes*
- *Preparing and releasing alternative policy*
- *Petitions*
- *Consumer and other economic boycotts*
- *Stockholder buy-ins (shareholder advocacy)*
- *Signing of charters 9peaceful schools, earth charter)*
- *Buttons, T shirts, coloured ribbons, etc are communication tools which create a visual identity with a campaign*

### *12) Carry out M and E*

*It helps those carrying out advocacy to check whether their intentions (aims and objectives were attained) or issues/ [problems were resolved.*

- *Refer to Development Tree and Ah ha PEM Tools*

# ADVOCACY STRATEGIES

## MODULE FIVE

**Objective: To introduce participants to advocacy strategies.**

**Methodology**
**Plenary**
Ask learners to state what a strategy is and what the common strategies are in advocacy

**Facilitator Input**
Advocacy can be done in different ways and the following are some of the strategies

**TO ASSESS ASSIMILATION OF THE STRATEGIES**
Facilitator should ask participants to indicate which strategies they can use for each identified issue or challenge

# MODULE SIX

## Objective: To introduce participants to advocacy tactics

**Methodology**
Ask learners to indicate some problems in their communities or the county which resolved. How they were resolved and what ways the interest groups were able to engage with those who had the power to change the situation.

**Facilitator Input**
Advocacy tactics include

- Protest letters
- News conferences
- Calling in to live phone in programmes
- Engagement meetings
- Commemorating important days
- Policy briefs
- Position papers
- Making submissions to relevant stakeholders
- Attending public meetings
- Seeking appointment or adoption to decision making bodies at community, local government levels etc
- Interface meetings

## Sample programme for Advocacy Training for Communities/ Interest Groups

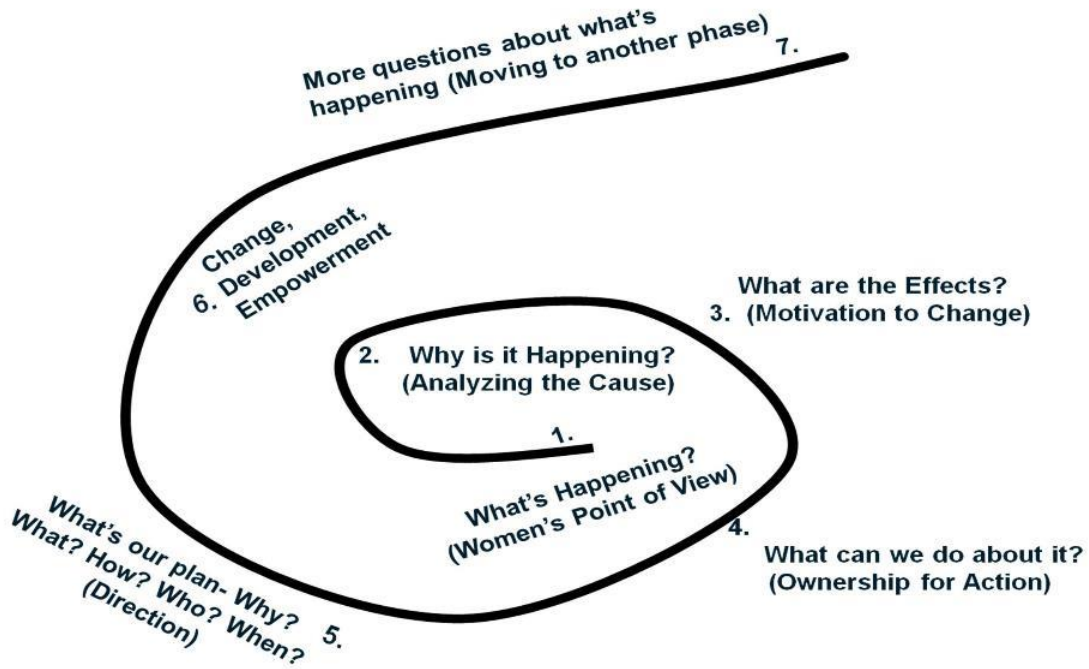| Date: | Activity | Responsible |
|---|---|---|
| | Ground Rules /Expectations /Hopes /Objectives/ Responsibilities | |
| | **Introduction to Advocacy** <br> *Group Work/ Presentation* <br> Ground Setting: <br> What are the developmental issues in your community <br> Do they have solutions or not <br> Who could help to deal with the issues <br> Which policy addresses the issue <br> If policy is there where is the Problem | |
| | Defining Advocacy <br> Buzz Group <br> What do you understand by the term advocacy? <br> Who is advocacy directed at? <br> What are some of the results of advocacy in Zambia/Chipata? <br> Give examples of laws and policies that have resulted from advocacy? <br> Why do we need to undertake advocacy under the MAWA project | Facilitator |
| | Tea Break | |
| | **Identifying the Different kinds of power** <br> *Group work* <br> Why should advocacy be directed to the formal political institutions and the state <br> Give an example of advocacy that was aimed at a company or any other organization and not government. <br> State the reason why? <br> Why does Women for Change engage in social change advocacy? | |
| | Alternative Sources of Power <br> Buzz Group <br> What is it? <br> What is power to? <br> Power with <br> Power within? <br> What do you un | |
| | Types of Approaches to Advocacy <br> Buzz Group <br> What do you understand by the term Advocacy by the People? <br> Advocacy for the People? | |

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| | | |
|---|---|---|
| | Advocacy with the people?<br>What kind of advocacy would work for WfC Operational Areas under MAWA? | |
| | **Lunch** | |
| | Group work:<br>Knowledge Assimilation<br>Based on identified challenges in Areas, what advocacy approaches would you use and why? | |
| | Energiser | Volunteer |
| | Knowledge Assimilation<br>Buzz Group<br>Based on identified challenges in WfC Operational Areas, which power would you target to bring about change?<br>Why has the particular power been chosen | |
| | Tea Break/ End of Day One | |
| | Basis for Advocacy<br>Group work<br>Identify some key International Instruments, local policies and laws that aid to address the challenges<br>Why are they vital? | |
| | Advocacy Planning Introduction<br>Group work<br>What is planning<br>Why is it vital<br>Should planning be employed in advocacy?<br>What are some of the steps in planning advocacy | Facilitator |
| | Issue Identification Process<br>Group work<br>Cone up with a matrix to rank some of the problems identified in the MAWA project/ Chipata | |
| | Developing Goal/Objectives<br>Buzz Group<br>Develop a goal for identified challenges on MAWA or Chipata | |
| **Date:** | Activity | Responsible |
| | **Recap of day One** | **Participant** |
| | Understanding the Context/ Analysing the Problem<br>Group work<br>Identify the root causes of the problems on the MAWA project or Chipata<br>Outline possible solutions to the problem<br>Analyse the external context using the PESTLE | |

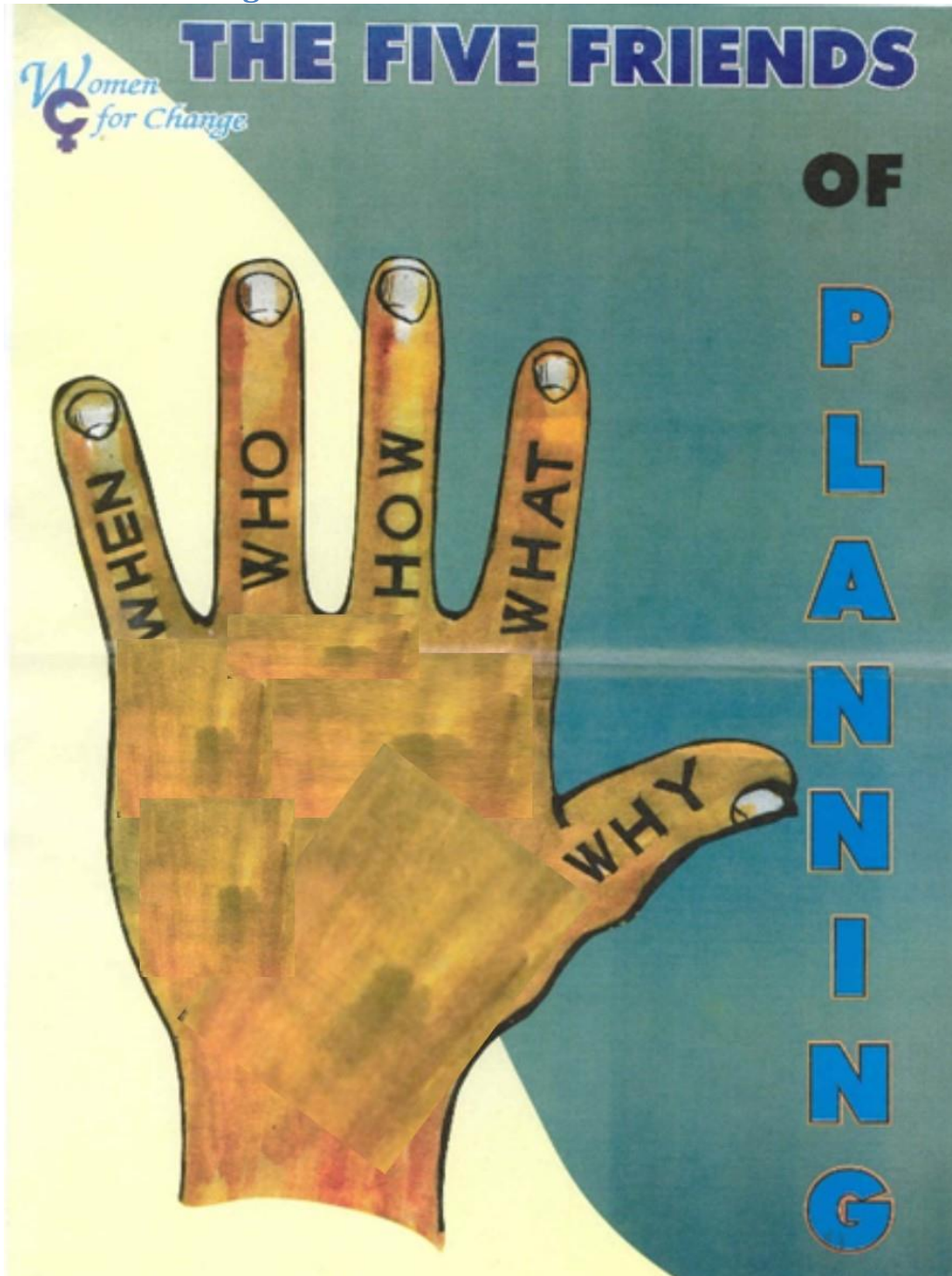| | | |
|---|---|---|
| | Developing Objectives<br>Buzz Group<br>What must change to things better based on the identified problems on the MAWA project or in Chipata<br>Develop two objectives for the identified problems on MAWA project or in Chipata<br>Why must objectives be smart | |
| | Tea Break | |
| | Targets<br>Buzz Group<br>Who are targets<br>Who are primary and secondary targets?<br>What will make the target act on the identified challenges | |
| | Allies<br>Group work<br>Who are allies?<br>Why do we need them?<br>Who are the opponents<br>Why should we identify the opponents | |
| | Assess the strengths and Weaknesses<br>Group Work<br>Identify the strengths & weaknesses that exist and assess your ability to address the challenge<br>How would you help the community to undertake this assessment<br>What resources, influence and power do you have to make the change? (including money & time) | |
| | **Lunch** | |
| | Strategy Selection<br>Group work<br>What is a strategy<br>Why is it important to choose appropriate strategies?<br>All the responses must be related to the MAWA project or indeed problems existing in Chipata | Facilitator |
| | Detailing Strategies<br>Group work<br>Define the strategies below and how each can help in advocacy.<br>Building constituencies for change, cooperation strategies, education strategies, persuasive strategies, litigation or confrontational strategies.<br>Which ones would work on? | |
| | Tea Break/end of Day Two | |
| | Identifying Outcomes<br>Group work<br>List achievements that will be recorded under the advocacy | |
| | Develop core messages<br>Buzz group<br>What messages will you want to deliver to the target?<br>How do we deliver the messages we produce | |

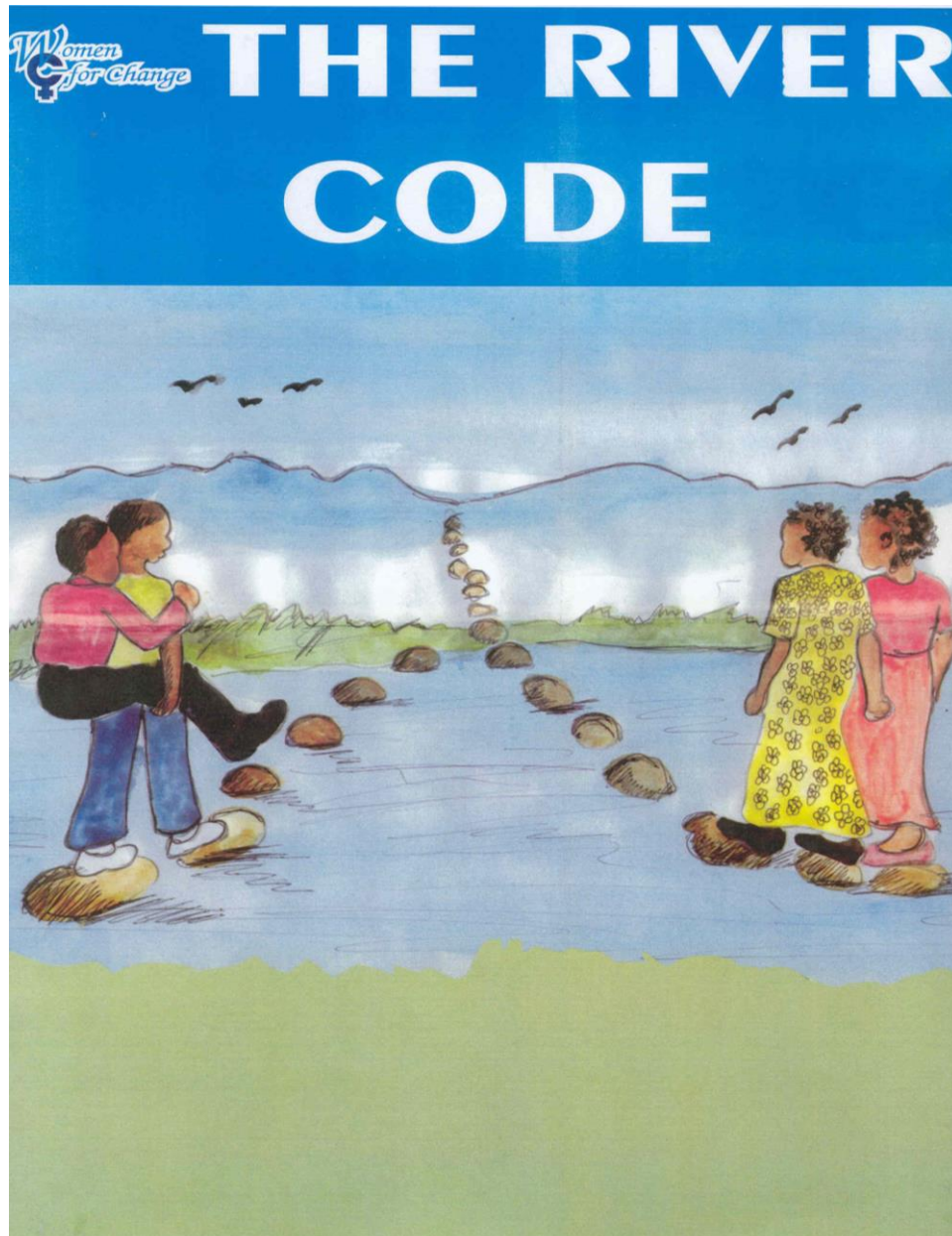| | What is framing and why it is important in message development | |
|---|---|---|
| | Advocacy Tactics<br>Group work<br>Outline advocacy tactics and state which ones are appropriate for identified challenges | |
| | | |
| **Date:** | Activity | Responsible |
| | **Recap of Day two** | **Participant** |
| | Action Plan Development<br>Group work<br>Develop an action plan based on the identified challenges<br>Key aspects should include outcome, activity, deadline, person responsible, resources needed | |
| | Advocacy Tactics demonstration<br>Protest letters,<br>Press Releases<br>Networking and Coalition Building<br>Lobbying<br>Conscientisation & awareness raising using popular theatre | Facilitator |
| | Policy Planning Cycle<br>Group work<br>Outline the steps under policy planning cycle | |
| | Tea Break | |
| | Participants develop plans on How to address some of the identified issues | Facilitator |
| | M&E of workshop<br>Did we meet expectations<br>What issues need clarification | Facilitator |

**Critical Analysis**

# Critical Analysis

**More questions about what's happening (Moving to another phase)** 7.

**Change, 6. Development, Empowerment**

**What are the Effects? 3. (Motivation to Change)**

**2. Why is it Happening? (Analyzing the Cause)**

1.

**What's Happening? (Women's Point of View)**

**What's our plan- Why? What? How? Who? When? (Direction)** 5.

4.

**What can we do about it? (Ownership for Action)**

**Five Friends of Planning**

## River Code



River Code through Role Play enables the group to decide which type of development approach is sustainable,

1. Addresses question of dependency and self-reliance
2. What did you see happening in the play?
3. What different approaches were used to help the two across?
4. Who could each person represent in real life?
5. What does each side of the river represent?
5. Why does this happen?

**6.**       **In what ways does development projects build a sense of dependence?**

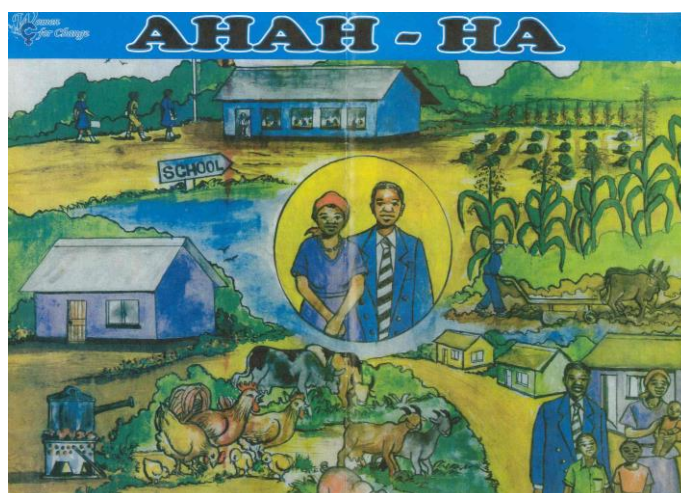**7.**       **What must we do to ensure that those we work with develop a sense of independence?**

**The river represents development**

## Advocacy Plan Sample

| Aim | | | | | |
|---|---|---|---|---|---|
| Objective | | | | | |
| Issues / Level of Importance (High, Low, Urgent, Not Urgent) | Who has the Power to Change it | Activity/ tactics | Done by | Time frame | Status |
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# The Development Tree and AH HA Tool

The Development Tree
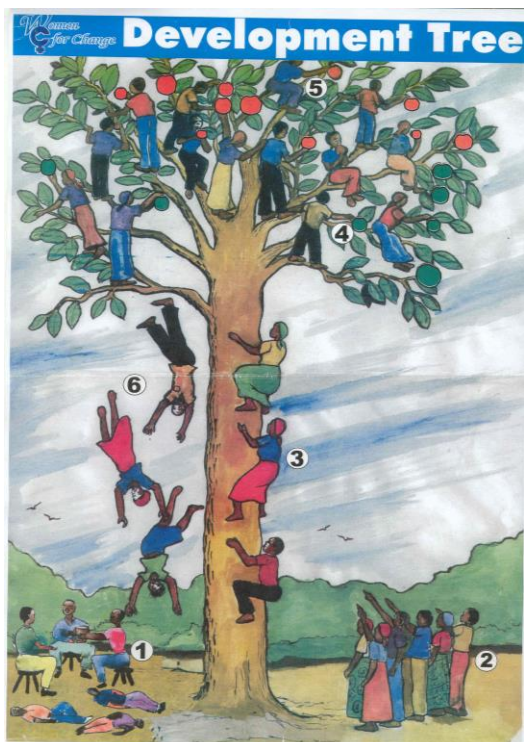


The AH HA Tool



The Development Tree analyses the different levels of development in a community while the Critical analysis provide in-depth exploration of the issues at hand and helps map out a course of action to reach a desired end.

The Development Tree helps find an entry point to improving an existing situation.

1. What do you see in the drawing?

2. How do you relate it to development

3. Where are you on the tree?

4. Why do you think you are on that level?

5. What can you do to reach to the top or remain at the top?

6. What can you do to assist those still seated under the tree?