



## CHAPTER 6

# PLANNING THE ACTION

### 1. TOWARDS PLANNING THE ACTION

In the previous steps we have looked at what is happening in our community, why it is happening and what God says about it. Now that we understand the roots causes of the issue we face with the vision of faith, we are ready to address this issue in the most effective and appropriate way. We are ready to plan and take action.

### 2. INVOLVING THE COMMUNITY

Up to this point, you have worked together as a Justice Peace and Integrity of Creation group, but may be you have not involved others in the research and analysis of the issue. You may have asked people for information during the research, but may be they have not been actively involved in the issue until now.

From now on the community is to be involved in your action. Community involvement is essential for effective social action. If we do social action alone as a JPIC group, the impact of the action may be limited. The more people are involved, the greater the impact of the action. The first step is to identify the people you need to involve. Look at the groups of people who should be involved in the process of social change. Look at the different roles people can play in bringing about social transformation. Involve as many people as possible in your action. Mobilise the community around the issue.

The core group must work out how to do this. What is the best and most effective way to mobilise the community on this issue? An important part of work of JPIC groups is creating awareness in those affected by the issue and involving them actively in addressing the issue. To extend this awareness to different groups within and outside the Church, to the hierarchy and people with responsibilities is essential to succeed in the transformation of the situation. JPIC groups are not called to do things for people, but to motivate and empower people to take collective action.

To create awareness of the situation and of the problem should be part of the work of JPIC groups. For other to be actively involved, the goals, tasks and expectations need to be clear. This is why the participation of the community at the planning stage is so important.

### 3. APPROACHING THE VISION THROUGH AIM, GOALS, OBJECTIVES AND TASKS

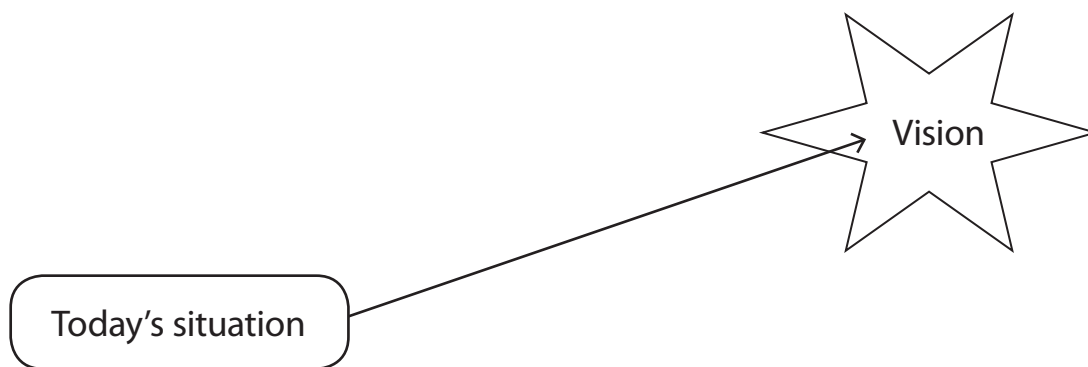
You may find the meanings given to 'aim', 'goal' and 'objective' vary according to culture or approach. Often they are used interchangeably. What is important is to be clear about what we want, not the name we give to it. The main difference comes in their level of concreteness. Objectives are very concrete, whereas Goals are less structured.

Below, we define how we use these terms in this Manual.

#### 3.1. Vision of the Group

In the 1st Step of the Pastoral Circle we saw the vision of the group. The vision is like the star that guides our progress towards a fairer situation and shows us the direction to take.

The vision is expressed in a concise statement expressing how the group would like the situation to be in the long term (what needs to change). The vision decides and orientates the direction of our action. The vision helps the group to be focused.



'Today's situation' represents the problem as it is NOW. In X years' time we want to be at the VISION. Your actions and interventions need to go in the direction of the vision to close the gap between where you are now and where you want to be.

### 3.2. The Aim of the Group

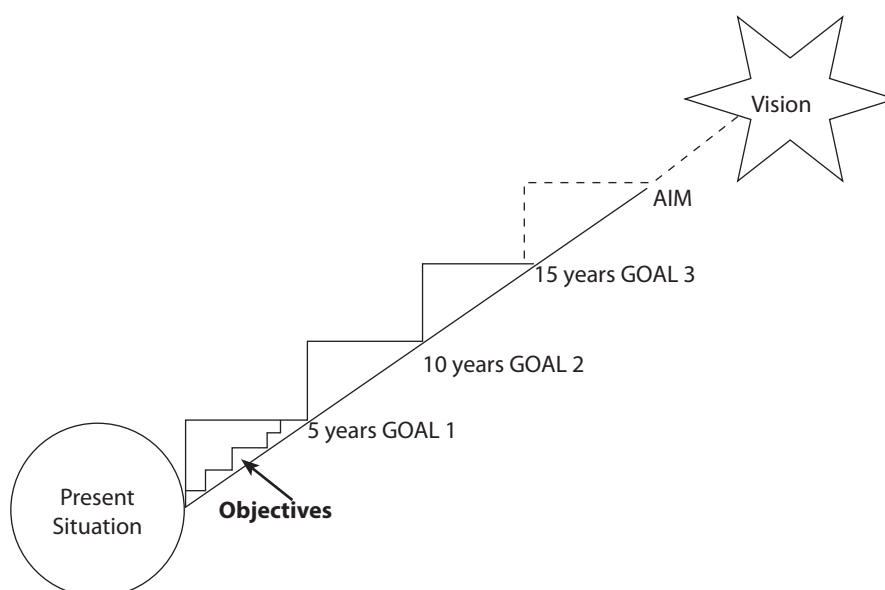
The Aim is the process of orienting yourself and your actions towards a vision. An aim is like a relatively long term plan of action. When you aim, you know where you want to go and you try to see the bigger picture. Aims are general statements that give a basic idea of what you want to achieve. It can be similar to the vision.

### 3.3. The Goals of the Group

Goals are long-term targets, general intentions that the group envisions, plans and commits to achieve. The goal is the end-point of certain actions that brings you closer to the aim and to the vision. To reach goals we need to set deadlines. Goals are broad, intangible, long term, based on ideas and may not be measurable. E.g. 'to increase agricultural production in the village;' e.g. 'to get a fair compensation for the farmers whose land has been taken.' Goals are like stepping stones which come together to make up a stairway that finally leads to the aim.

The accomplishment of the Goals cannot be measured. You may feel that you are closer, but since goals are 'nebulous', you can never say for sure that you have definitively achieved them. However, goals are more about everything you accomplish on your journey, rather than getting to that distant point. Goals will often lead the group into undiscovered territory. Goals are often expressed by "We want..."

If the group doesn't set goals, they will have nothing to focus their energy and time on. But a goal is merely a dream unless it has an action plan attached to it.





If the goal isn't something that the group wholeheartedly believes in, members will not dedicate their time and energy to it. Once the group has a goal written down, you reflect on the objectives (or sub-goals) that you will have to achieve in order to reach the main goal.

### 3.4. Objectives

Objectives are concrete steps needed to get to the goal. They are accomplishments that can be achieved by following a certain number of steps. Objectives answer the questions: What? Who? When? With whom? Where, etc. They use action verbs and are usually accomplished in the short or medium term.

'Objective' has the word 'object' in it. Objects are concrete. Because of this, your objectives must be clearly outlined with timelines, resources, and persons responsible for doing them. They are based on facts and can be validated e.g. Knowing how many unemployed people there are in the village. Objectives include specific conditions (e.g. 'How well?' or 'How many?') that describe the degree to which the task has been achieved.

Some objectives could be: 'To obtain a packet of adapted seeds for each villager before October 2015;' 'To get two pairs of oxen to plough the village fields before 2014;' 'To build a food store protected from rats, before next harvest;' 'Visit three government administrators to present the situation and ask them for proposals on what the government could do;' 'Write a simple information sheet to present the problem, the impact it has on the population and to present our demands;' 'Identify 5 organisations in the country and two outside the country with whom we could collaborate.'

Objectives determine our efforts and are result oriented. A statement such as 'better quality medicines for the community' constitutes an aim whereas 'getting good quality medicines for HIV/AIDs in the dispensary in 2 years time' is an objective. Measurable objectives are used as assessment tools. Once the objective is defined, it becomes the foundation for your evaluation.

## Objectives must be SMART: Specific, Measurable, Attainable, Relevant, Time-Bound

Tableau 1 - Smart Objectives

OBJECTIVES	
S	SPECIFIC
M	MEASUREABLE
A	ATTAINABLE
R	RELEVANT
T	TIME-BOUND

#### 3.4.1. Specific

Objectives should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do. Ensure the objectives you set are very specific, clear and easy for all to understand. Develop objectives that answer what, who and when as well as why and where, e.g. WHAT are you going to do? Use action words (verbs) such as direct, visit, organize, coordinate, lead, develop, plan, build etc. WHY is this important to do at this time? WHAT do you want to ultimately accomplish? HOW are you going to do it?

Instead of setting the objective 'to create awareness', be more specific, e.g. 'to present the problem to 10 people'.

#### 3.4.2. Measurable

Choose an objective with measurable progress, so you can see the change occur. Use numeric or descriptive parameters such as quantity, quality or cycle time to measure objectives. If you can't measure it, you can't manage it. Be specific, then you will be able to see when you reach your objective! E.g. "We will write 5 letters to the 5 companies involved in the problem, before the 1<sup>st</sup> July. Establish concrete criteria for measuring progress toward the attainment of each objective you set. When the group is able to measure progress, the members can see that they are on track and this will motivate them to reach the target dates. Experiencing the joy of achieving the objective will encourage them to persevere.



### **3.4.3. Attainable**

It means that the action can be done with the capacities and resources the group has. To keep motivation high, an objective needs to be realistic in its demands for effort and commitment, to push the skills and knowledge of the people working on it but it shouldn't break them.

For instance, if you aim to make a closed cement well with a pump in two weeks starting from nothing, everyone will know that is not achievable. But if the group sets the objective to collect money for 6 months before building the well, then to buy and install the pump within 18 months, that could be achievable and the group will remain committed to the project.

Finding objectives of the right level of difficulty is important. Setting the bar too high sets the stage for failure, but setting it too low sends the message that you do not have much confidence in the group. Set the bar high enough for a satisfying achievement!

### **3.4.4. Relevant**

Define objectives that help achieve your goal. Devise a plan or a way of getting to the goal with realistic objectives. The objective needs to be realistic for you and where you are at the moment. Be sure to set objectives that you can attain with some effort! Too difficult and you set the stage for failure, but too low sends the message that you aren't very capable.

For instance change the way the company will act regarding the indemnities may not be realistic. But that 'the company accepts the community project as a way of paying the community indemnities' is more realistic.

Objectives need not only *to be* relevant to the goal, but also seen to be relevant. If members of the group do not believe an action is important, they will not be able to commit themselves to it for more than a short time. When drawing up objectives, therefore, the time the group spends discussing how the action contributes to achieving the vision is well spent.

### **3.4.5. Timely**

Set a timeframe for the completion of the objective. By when should the team complete this task? This gives the group a clear target to work towards. Develop timeframes in the form of specific dates or calendar months or years or in relation to the completion of another target as in linked projects.

If a beginning and end time is not set, the commitment is too vague. It tends not to happen because people feel they can start at any time. Without a time limit, there is no urgency to start taking action now. Time must be measurable, attainable and realistic.

## **3.5. Tasks**

To reach an objective you need to do a series of TASKS. So you will have to set tasks associated with each objective, or divide each objective in tasks (the steps that will lead you to the realization of the objective).

Once you have your Goal and your Objectives, writing out the tasks is quite easy as now all starts to make sense. If we take the example of the objective "getting good quality medicines for HIV/AIDs in the dispensary in 2 years time," some of the tasks could be: a) getting in touch with AEFJN Secretariat to ask for the names of the Pharmaceutical Distributing Centres that have good quality medicines for HIV/AIDs; b) deciding with which ones to get in touch; c) writing to them to get their conditions (price, transport, delivery delay, information on the quality); d).....

Write everything down. When you write it down, you become accountable for it.

## **3.6. Short and Long Term Plans**

Social change takes time and requires sustained or ongoing social action. We need to make both short-term and long-term plans. The Vision, the Aim and the Goals are long-term. They help us to focus and to go in the right direction.

Long term plans are essential to transforming the situation and getting closer to the vision. They are more difficult to attain, but they are essential to bringing about lasting change.

Our objectives are short-term and medium-term. Our goals can also be medium-term. Short-term plans include the actions we will



take in the next few months or year. Medium-term plans include the actions we will take over the next two to five years. To bring about lasting social change we will need long-term action.

We need to make sure that we do not do too much too soon. We must be realistic and only take on actions we are capable of implementing.

## 4. TOWARDS CHOOSING THE GOAL AND THE ACTION

### 4.1. *Recalling the Conclusions of the Previous Steps*

Tell the participants that what you are doing now and in the next meetings is leading up to choosing a GOAL and OBJECTIVES that will bring a positive change in the situation. Ask them to keep this in mind throughout the process of choosing the GOAL.

In 'Knowing the Situation' (Step 1), we chose a 'vision,' the way we would like the situation to be in a certain period of time (10, 15, 20... years). Bring back the newsprint (flipchart) where you drew it.

In the early steps, there was a summary of the most important information in the 'Conclusion.' Look back at the conclusions in each step: 1. Knowing the situation; 2. Analysis and 3. Faith Reflection and put each one of them on a Newsprint. In all you will have 4 Newsprint charts.

Hang the Newsprint on different parts of the wall Npr1, Npr2, Npr3. Npr.4.

Divide the whole group of participants into 4 groups. Each group goes to a different newsprint. They read it and allow 5 to 10 minutes for a discussion.

Then ask each group to divide into 3 and each part of the group goes to one of the other newsprint. Allow them to read and to discuss with those at the same newsprint. Again the groups divide into 3 and they go to see the third newsprint. They read it and allow 5 to 10 minutes for a discussion. Do the same for the 4<sup>th</sup> Newsprint. This allows each person to read all the Newsprints and hear the comments of different people at each of the newsprints.

### 4.2. *Brainstorming to Find the Goal*

Brainstorming consists of gathering and listing ideas that come spontaneously from the group. A brainstorming session requires a facilitator, a space and something on which to write (black-board, Newsprint, flip chart). The facilitator guides the session, encourages participation and writes ideas down.

The facilitator must have some experience of the technique. The group needs to accept the process. If the group is very big divide it. It should not be more than 30 persons to allow the expression of all.

#### 4.2.1. **Brainstorming Rules**

The ideas receive no criticism or discussion. The group simply provides ideas that might lead to a solution and apply no analytical judgment as to their feasibility. No matter how daft, how impossible or how silly an idea is, it must be written down. Laughing is to be encouraged. Criticism is not. Creativity is encouraged. The judgments are reserved for a later on.

Fix a time for the brainstorming (30 minutes is usually enough). If the group is very big, more time will be needed.

#### 4.2.2. **Steps**

The animator writes down the question on the board for everybody to see "*What change do we want to bring about in the situation?*"  
*The answers will always start by "We want to..."*

Everybody is asked to write down as many answers as come to his/her mind. Give maximum 5 to 10 minutes.



Each person says only one idea at the time (to allow all to speak). The animator writes it down on the board and can rework the wording for clarity's sake. Each one listens, no questions are asked and no comments made. One idea can lead to another one, so each participant can write down on his paper his new idea while the facilitator writes it down on the board.

The animator makes sure that all participants have expressed their ideas. He gathers ideas that are similar. Ask the group to help you in doing that. He makes a list with the 'gathered ideas' (it should not be more than 10). Make sure the participants agree with them. Then number them.

#### **4.2.3. Criteria for Scoring the Ideas when Choosing the GOAL**

Once the ideas for goals have been listed, it is time to set criteria for judging the ideas.

Ask the group for 'criteria' to measure how feasible the ideas are for the group to carry out. The criteria should include the word 'should' e.g. it *should* remain within our means and possibilities; it should be finished in X years time; it should be legal and peaceful; it should bring no harm to anybody; it should bring a change in the situation; etc.

The animator writes down the criteria proposed. About five criteria should be chosen for judging which ideas can best improve the situation. The animator needs to consider some criteria before the brainstorming in case none are proposed!

Rate each idea with a score from 0 to 5 points depending on how well it meets each criterion (5 means the idea is excellent and fulfils the main criteria. 0 means the idea is either not good or not feasible). Score the ideas one by one. When all participants have scored all ideas, add up the scores.

The idea with the highest score will become your GOAL. But it is important to keep a record of all the best ideas and their scores in case you need to come back to it.

#### **4.3. Working on the two Main Ideas to Define the GOAL**

Take the two ideas with the highest scores. Do this with the whole group or divide it in small groups (between 6 and 8 persons). Look at the main idea or the two main ideas from the Brainstorming.

For each one of the two ideas, ask the questions:

1. What change do we want to bring about in the situation?
2. What do we hope to achieve?

Working again on question 1 will bring the group to become more concrete and more realistic.

The answer to question 2 will give you the GOAL. Work with the group to reduce the different answers to ONE short sentence. The role of the animator or coordinator will be very important at this moment to bring things together to guide the group towards a GOAL.

Write down the goal or goals the group has decided on. Make sure your goal is written in the present tense and that it is just one sentence. Keep it positive. Make sure everybody understands it.

## **5. PLANNING**

The planning process takes the group from a broad-based vision to specific actions and action plans. The planning process links vision, objectives and action into a logical and inter-related structure. A community plan is a written document created by community or group members that outlines the way and the means to reach the GOAL through different OBJECTIVES.

Once the Goal has been chosen and agreed upon by the community/group, the next step is to plan the practical steps to improve the situation: i.e. to plan the action.

Planning effective social action takes time. The plan must be done in a temporal and progressive manner. The group will probably not finish the planning in one session. More sessions will be needed. Planning is a process that helps your community/group



members to translate knowledge, concerns and hopes into action.

The time for planning is useful because it brings the group or community together to find solutions. Planning promotes realism and therefore gives the group a better chance of being successful. You need to establish the best possible objectives and the steps (tasks) in order to achieve the identified goals.

Developing an Action Plan involves assessing alternatives and making choices in the context of a community/group.

### **5.1. Planning Process**

Be specific and concrete in the planning process. Planning has to be specific, detailed and concrete if we want to be successful. Just having a general idea of what we want to do is not good enough. During our planning and implementation of the action, we need to check: "Are our plans specific and concrete?"

To be concrete we must begin by breaking down the whole into the many parts that logically flow one into the other.

We have already found our AIM-VISION (the vision of what we want to realize): .....

We have decided on one (or more) GOALS (what we want to achieve, the change/transformation we want to bring about).

Now we have to divide this GOAL into OBJECTIVES (what we want to achieve, in a certain period of time). The Objectives have to be SMART: 'specific', 'measurable', 'attainable', 'realistic' and 'timely.'

We will break up each OBJECTIVE into TASKS (WHAT we are going to do) WHICH steps to take to realize these actions. HOW are we going to organize ourselves? WHO is responsible for what? WHO is doing WHAT? WHEN? WHERE? WITH WHOM are we going to work? (allies). TO WHOM is our action directed? (target groups). WHEN to evaluate? RESOURCES needed: Tools, persons, know-how, money,... how and where to get them?

### **5.2. From the Goal to the Objectives**

Make a summary of the part in this chapter dedicated to Objectives (2.4). Remind the group that the objectives have to be SMART (Specific, measurable, attainable, relevant and timely).

Write down the Goal or Goals chosen. The first time you follow the process of the Pastoral Circle, it is better if you decide only on ONE GOAL, to facilitate the learning and the building up of the group.

Tell the group that they are going to choose the OBJECTIVES.

Ask people to buzz for 5 to 10 minutes with the person next to them about: What can we do to realize the GOAL we have chosen? Ask each pair to share their ideas. Capture the ideas on newsprint.

Gather the ideas that are similar. As we are choosing the OBJECTIVES they have to be SMART and answer to the questions: What? When? Where? Who? With whom? ... Ask the group what they need to change to make them SMART objectives.

Put the answers in order of importance and relevance to reach the goal.

Discuss the group's ideas until there is consensus on 3 or 4 clear objectives for each goal.

Create a set of objectives that can be easily measured. This will help you to know when a goal has been achieved. Record the goals in the project plan.



GOAL 1		GOAL 2	
Objective 1	e.g. To find out the amount and kind of medicines sold in the market and in the Health Centre.	Objective 1	
Objective 2		Objective 2	
Objective 3		Objective 3	
Objective 4...			



Write the goal and objective on newsprint in a table similar to this one and put it up where everyone can see it. Explain that you will keep this objective on the wall during the planning as a reminder of what you all want to achieve.

### 5.3. From Objectives to Tasks

The easiest way to assist a group to develop an action plan is to use a table.

Once you have the SMART objectives, do a brainstorming session (or write them down on small note cards or stick-on papers and stick them under the objective they are related to).

Mention all component tasks needed to complete each objective. Discuss them. Clearly define the concrete steps (tasks) for each objective. Identify all tasks needed for each objective.

Write them on the Table.

For each task identify exactly what will be done; start and end time; who will be responsible; who will do it; where; the resources/ means needed; when and how each task must be delivered. If possible name indicators that will tell you when the task will be finished.

To identify what information you need to know, you need to establish indicators. You can do this by asking the questions you would want to be able to answer with the data you have gathered. What questions would you need to answer in order to know how well you are doing with the objectives and the tasks?

Choose some 'indicators' that will help you to see if the task has been complete and then move on to the next task and do the same..

#### 5.3.1. Table for the Plan of Action

On the next page you will find a Planning Chart that can help you with your planning.

In **ANNEXE 8** you can find this same Planning sheet and a similar one with some examples (ANNEXE 9).





**PLANNING SHEET IN VIEW OF AN ACTION**

		STEPS/ TASKS	Date to Start	Ending Date	Who is re- sponsible	Who is doing what	With whom	Resources needed	Where	How	When	Indicators to evaluate	% done at a certain date	Date when it is actually finished	When to evaluate
<b>GOAL</b>	Name the GOAL														
<b>Objective 1</b>	Name OBJECTIVE 1														
	Task 1.A	Name it	Date	Date	Names	Names	Names								
	Task 1.B	Name it													
	Task 1.C	Name it													
	etc.														
<b>Objective 2</b>	Name OBJECTIVE 2														
	Task 2.A	Name it	Date	Date	Names	Names	Names								
	Task 2.B	Name it													
	Task 2.C	Name it													
<b>Objective 3</b>	Name it														
	Task 3.A	Name it	Date	Date	Names	Names	Names								
	Task 3.B	Name it													



Create a list of Objectives. Ask members of the group to gather in threes and write down on sticking papers each of the tasks needed to reach the objective.

Write the tasks on the planning chart. If some people do not know how to read, you can replace the words by a drawing.

### 5.4. Time-Line Chart

You can do a Time-Line Chart that will help you to see the tasks that have to be done at the same time. This will allow you to see if the group has the capacity to do all those actions at the same time.

The Time-Line Chart is a graphic representation of a project’s schedule, showing the sequence of tasks, which tasks can be performed simultaneously and the most critical tasks to monitor. The plan/chart can be used for an entire project or for a key phase of a project.

Date Tasks	2014												2015		
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Task1															
Task 2															
Task 3															
Etc.															

List tasks in the order they need to be done in a vertical column on the left side of the plan. Divide the right side of the plan into a time line that spans the total required time to complete the project. For each component task, draw a horizontal bar spanning the time from the task’s anticipated start date to its end date. If new tasks need to be added later, discuss this with the group and decide on them together.

Identify the first task to be completed. Place the appropriate card at the extreme left of the working surface.

Identify any other tasks that can be started simultaneously with task 1. Align these tasks below task 1 on the working surface.

Identify any other tasks that can be started simultaneously with task 2. Align these tasks either above or below task 2 on the working surface.

Continue this process until all component tasks are sequenced.

Identify task durations. Using the knowledge of team members, reach a consensus on the most likely amount of time each task will require for completion.

The plan/chart helps the group to avoid unrealistic timetables and schedule expectations, to help identify and shorten tasks that are bottlenecks and to focus attention on most critical tasks. This will help the evaluation.

### 5.5. Plan the Resources

Planning also entails identifying the means (human, legal, financial, material) needed to carry out our action and reach our objectives. Many things can be done without financial aid. The lack of finance must never be given as a reason to sit back and wait, or not to initiate new projects.

What resources are needed to ensure the successful implementation of the plan?

#### 5.5.1. Human Resources

Identify by name, the individuals and groups that will play a leading role in the project. For each, describe their roles and responsibilities on the project. Create a single sheet containing this information.



### **5.5.2. Material Resources**

Planning also takes into account the use of material means (financial and others). Even if not much, the project will need some finances. As soon as possible, a way of financing the current work should be found. The project should have its own sources of income and seek out its own resources. See the congregations, individuals and groups that could give financial support, however small. There needs to be a 'transparent' and efficient use and stringent control of the resources.

At the beginning of your project, you will need to establish a provisional budget. You will have to compare the forecast budget with the actual financial statements on a regular basis, so as to target any apparent discrepancies.

### **5.5.3. Communications Plan**

Create a document showing who needs to be kept informed about the project (provinces, bishops, priests, parishes, groups, individuals, etc) and how they will receive the information (email, news-sheet, phone). The easiest is a monthly or bimonthly progress report, describing how the project is performing, milestones achieved and work planned for the next period.

### **5.5.4. Risk Management Plan**

Identify possible risks and write down what you will do to prevent it from occurring and what you will do in the event it occurs. Review your risk log on a regular basis, adding new risks as they occur during the life of the project. Remember: when risks are ignored they don't go away.

It is important to take all necessary legal precautions to resolve the question of the independence and the relationship of a Justice and Peace project with the community, the Province and the Congregation. Must the project be institutionally autonomous? How can we simultaneously ensure a certain degree of independence and still maintain a common level of interest?

### **5.5.5. Decide When to Evaluate**

Decide when you will evaluate your action, who will be responsible for it and who will prepare it.

## **5.6. Setting the Basis for the Evaluation**

The work you have done till now in planning is already preparing and facilitating your evaluation once the Objectives and Tasks have been implemented.

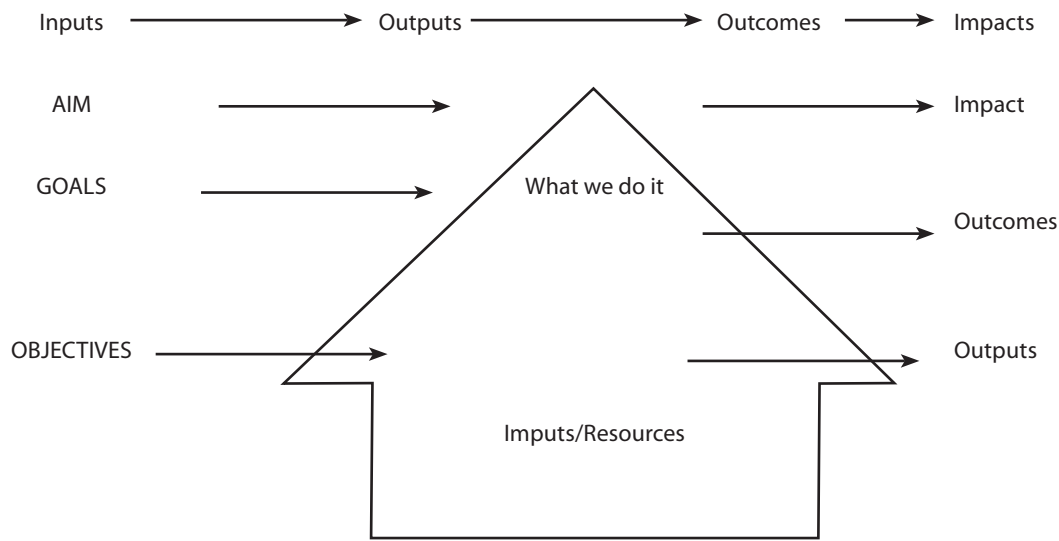
The following triangle can help to visualize it. In it we use the terms output, outcome and impact. These relate to the Aim, Goals and Objectives – what you plan to do.

Inputs are all the resources you put into the accomplishment of the project (people, technical resources, time, money, expertise, techniques, premises, etc.), for example, the budget, person to do a data base, etc. The inputs directly affect the quality and level of your outputs.

Outputs are all the products and services you deliver as part of your work. Examples of outputs are: training courses support sessions, publications, advertising.

An Outcome is the change occurring as a direct result of project outputs e.g. ability to know where the weapons come from, awareness of the quality of medicines, family farmers' awareness of the negative impacts of land grabbing.

Impact refers to the broader or longer-term change or effects of a project's activities, outputs and outcomes. It can be difficult to assess this level of change in the short or middle term.



### 5.7. How to Obtain Support from Religious Leaders and Institutions

To obtain this support, everyone will need to be kept up-to-date and well informed about the progress of the various activities. By bringing people together in this way, many of them will develop solidarity with what is happening. However, even without this solidarity the project in itself has a life and logic of its own.

## 6. A FORCE FIELD ANALYSIS

Once we have our Plan of Action we need to see the factors that will help us and those that will hinder us from reaching the goal. You can expect opposition to your action. Any change faces resistance. It is natural! When faced with opposition, remember you have the backing of other JPIC groups and networks to which you belong and (hopefully) the Church and congregation leaders. The facts and information you have gathered till now will be on your side when you need to respond to those who oppose you and the group.

Do not avoid opposition and awkward situations. Sometimes it is easier to choose the 'safe' option that will not be opposed and will not make our lives difficult. This is a temptation. We must always choose the most effective option that will best address the issue. We must ask, "Are we choosing the safe option? Or are we choosing the most just option?"

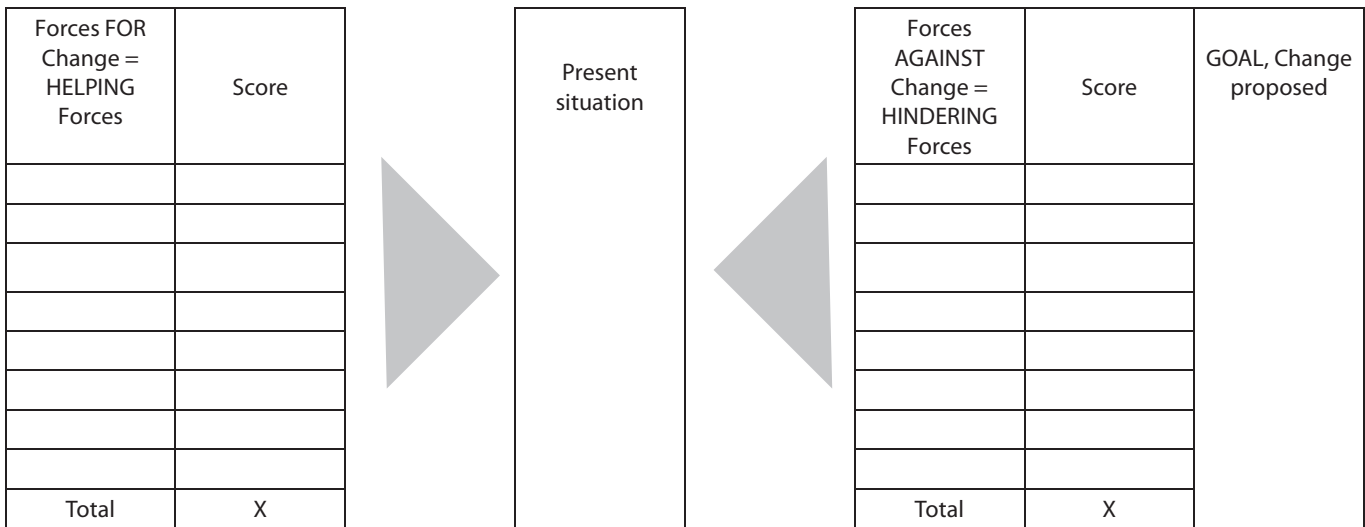
A method to identify the factors involved in the social change processes is the Force Field Analysis. This helps identify the factors that must be addressed and monitored if change is to be successful. It helps us to see the factors that will discourage change (Hindering forces) and those pressures that support change in the desired direction (Helping forces). A factor can be people, resources, attitudes, traditions, regulations, values, needs, desires, etc.

When foreseen the action towards the Helping and Hindering forces It is generally better to start by working to weaken or reduce the hindering forces.

We can move towards our goal either by increasing the helping forces or by weakening the hindering forces. In general, it is better to start by working to weaken or reduce the hindering forces. If we begin by increasing and strengthening the helping forces, we may just end up making the hindering forces stronger. People usually become very resistant if they think they are being forced to change or to do things.



Use the graphic below to do the Force Field Analysis.



Draw on the newsprint a table like the one above. Column one is called 'Helping Forces' – the forces that will help to achieve the goal. Column two is the Score for each Helping Force. Column three is the 'Present Situation' – the situation as it is now. Column four is called 'Hindering Forces' – the forces that will get in the way and hold the action back. Column five is the Score you give to each of the hindering forces. Column six is the 'Goal', the change proposed – what we aim to achieve through the social action.

Write down all the people and groups who will support our social action. These are called the 'Helping Forces'.

You can do the Score either by a number from 0 to 10 (10 being the most help). Instead of a number, you can draw an arrow at the right of each 'Helping Force'. If the person or group helps you a lot, draw a long arrow to show that they will give much help to achieve the goal. If they only help a little, draw a shorter arrow.

Under the 'Hindering Forces' write down all the people and groups who will probably not support the social action.

You can do the Score either by a number from 0 to 10 (10 being the greatest hindrance). Instead of a number you can draw an arrow at the right of each 'Hindering Force'. If the person or group holds us back a little, draw a short arrow. If the person or group hold us back greatly, draw a long arrow to show that they may give much trouble and make it very difficult to achieve our goal.

In the 'Present Situation' column fill in the issue the group has identified and wants to address.  
 In the GOAL write down the goal the group has chosen.

### 6.1. Doing the Force Field Analysis

1. Do a brainstorming to find out the factors (people, groups and structures) that will support the action and help them achieve their goal. Write them (names of people, groups and structures) in the 'Helping Forces' column.
2. Go through each one in the list in the 'Helping Forces' column and decide with the group how much help they can and will be able to give. Draw an arrow or write a number in the score to express this.
3. Do a brainstorming to find out the factors (people, groups and structures) that will not support the action and will prevent them from achieving their goal. Write the names of these people, groups and structures in the 'Hindering Forces' column.
4. Go though each one in the list in the 'Hindering Forces' column with the group and decide how much trouble they will be and how strongly they will oppose the group's social action. Draw an arrow or a number to show the resistance and opposition foreseen.
5. If you have put numbers in the score add the scores of the Hindering forces and of the Helping forces.
6. The Force-Field Analysis will help you to see if your Goal is viable. If the hindering forces are much bigger than the helping forces, it could be you have to start by choosing a more realistic goal.



### 6.1.1. Examining the Force Field Analysis to Draw Conclusions

- Divide people into small groups and ask each group to study the force field analysis and discuss how their group should work with the helping and hindering forces. *Where should they start? How can they reduce the hindering forces? How can they increase the helping forces?*
- The groups report back. Discuss the ideas with the group and agree on an initial plan of action about how to reduce the hindering forces and increase the helping forces.

If you can alter the forces, the situation will change. Examine the diagram and evaluate those forces that are most notably impeding progress. For example, which hindering force(s) seem(s) to have the most significant effect? If it were removed, would the situation change enough to enable you to meet your goal? If so, how can you remove it? If it cannot be removed, would removal of several other forces provide the desired outcome?

Next, examine the driving (helpful) forces. What can be done to increase the power of the driving forces that would offset the hindering forces? Can new driving forces be created to shift the balance?

Select three or four strategies that would shift the balance in favour of the achievement of your goal. Discuss and develop strategies to address each. Eliminating or mitigating unhelpful forces will enable the driving forces to push through the status quo, making achievement of the goal possible.

## 6.2. Strategies

Strategies are the methods by which objectives are expected to be achieved. E.g. how we will work with the Helping groups; how we will deal with the Hindering groups; how can we raise the awareness of the public; how to influence the Company that is affecting the problem. We will need different types of strategy when we deal with Church leaders, the public or companies influencing the issue. The Force Field Analysis helps us to decide the “strategies” of the team. These will affect the achievement of our goals.

## 6.3. Partnerships

Partnerships are a very useful vehicle for sharing the load, for implementing community development plans and for carrying out some of the possible roles.

Often in the same town, province, country, region or even internationally we can find groups that, though having a different orientation, have the same interests as we have in our project. If both of us have some common goals or objectives, then we may be able to form a partnership. There can be different forms of partnership, ranging from finding/sharing information to forming common platforms. We can come to an agreement to share part of the work, risk, results or proceeds.

Partnerships help us to build our organization, to have access to more resources and to enjoy mutual benefits. If we are a group of organizations with a common goal or objective we can form a platform to undertake certain actions in common. Then we could share our resources to get to our goal.

A platform of organizations can help us to be more credible (because it is more representative) and also more efficient because we put certain resources in common.

Partnerships have certain benefits:

- o They are means for finding solutions to complex issues.
- o They enable groups to do more with less by sharing costs, resources and skills.
- o They eliminate overlap and duplication of effort.
- o They integrate ideas, activities and goals with others.
- o They make good use of shared knowledge and ideas.








### 6.3.1. Steps for Building Strong Partnerships

Strong viable partnerships don't just happen. Skills, knowledge and experience are required when we bring people together to form useful and productive partnerships. To have an effective partnership you must:

- o Know what you want to do as partners.
- o Decide who will do what.
- o Make a plan and follow it and
- o Evaluate the results and make adaptations as you go along.

The logic and skills used in the community planning process are similar to the logic and skills used to build and maintain effective partnerships. The more effort you put into the front-end development of the partnership, the stronger the partnership will be.

Key questions to be asked are:

-  What is our vision and what are the common goals we want to achieve?
-  What will each party contribute to the partnership?
-  How will we make decisions in our partnership?
-  What processes will we use to resolve disagreements or conflicts?
-  How are we going to share the benefits or proceeds of the partnership?

Organizations or groups entering into partnerships usually have their own identity and work, in addition to what they undertake as part of a partnership. As a result, not all partners need to be involved to the same extent in the partnership. The key is that the role and responsibilities of each partner are identified, understood and agreed to in advance.

### 6.3.2. Factors for Successful Partnerships

Successful partnerships have the following characteristics:

- o A shared vision, goals and objectives for the partnership.
- o Clearly-defined membership with roles and responsibilities.
- o Strong commitment to the vision and goals.
- o Detailed action plans.
- o Effective communication processes.
- o Adequate resources.
- o A commitment to evaluation and adaptation.

Effective partnerships are built upon a clear understanding and respect for one another. Partnerships change and grow over time. Make sure each partner is comfortable with participating in and growing with the partnership, and that the group stays inclusive and flexible.

Having a clear and common understanding of roles and responsibilities, the way decisions are made and the way decisions are communicated to others can make your partnership successful. The lack of any of these elements can break your partnership. Ask for help and assistance when you need it. An objective third party can often see the heart of the concern or issue far more easily than those at the centre of the partnership.

### 6.4. Form a Support Network

We form a support network by informing the people who are in favour of our social action, like Justice and Peace structures, the Bishop, the Parish Priest and Parish Pastoral Council, of what we plan to do and ask for their support and backing should we meet with opposition.



## 7. SWOT ANALYSIS

SWOT analysis is a strategic planning method used to evaluate the Strengths, Weaknesses/Limitations, Opportunities, and Threats involved in a project or in a group or organisation. It involves specifying the objective of the group or project and identifying the internal and external factors that are favourable and unfavourable to achieve that objective.

The following table presents an easy way of doing it.

	<b>HELPFUL</b>	<b>DETRIMENTAL</b>
<b>INTERNAL ORIGIN</b>	STRENGTHS: what in the group helps to achieve the objectives	WEAKNESS: what in the group makes it difficult to achieve our objectives
<b>EXTERNAL ORIGIN</b>	OPPORTUNITIES: conditions that help the group achieve its objectives	THREATS: conditions which could hinder the group's performance

## 8. ADVOCACY AND LOBBYING

Advocacy is a broad term covering a range of activities that seek to bring about systemic social change. Advocacy often seeks to address the root causes, as well as the symptoms, of social and economic problems. To do this it tries to influence and affect policies, attitudes and social and power relationships. So Advocacy may include lobbying. Some examples of excellent advocacy are: the Jubilee 2000 debt campaign and the campaign to ban land mines.

### 8.1. Differences Between Advocacy and Lobbying

Lobbying and advocacy are processes of influencing what other people feel, think and believe so that changes can happen the way the influencers want them to happen. Sometimes there is confusion between the words 'lobbying' and 'advocacy'. Lobbying generally involves attempts to influence specific legislation. Advocacy may include lobbying but covers a much broader range of activities such as creating awareness, building support for action, concrete actions to influence, etc.

### 8.2. Lobbying

Lobbying attempts to influence legislation. It can be as simple as 'telling a story' and being persuasive to make a difference in a legislator's position on an issue. Lobbying tries to influence policy, positions and programmes of the government and other official institutions.

Policy makers need your expertise. Legislators (parliamentarians, civil servants preparing the drafts, commissioners, etc) depend on solid information to help make their decisions regarding legislations or regulations. Often they are open to hear from those they represent and from groups and organizations that are concerned with the issue. Once you are known, you can become a reliable source of information for your legislators and carry weight in their decision-making. For that you need to know the issue well. But your personal experience, as someone affected by the issue or close to the affected community, is also important.





### **8.3. How to do Advocacy and Lobbying**

Lobbying and advocacy should take place systematically and simultaneously at national, regional, district and local/community level. Lobbying and advocacy must be constructive. If they are negative or cause embarrassment to those concerned, they will not succeed.

The work done so far, will help in the work of advocacy and lobbying. You have seen what you want to change and how to bring about this change. In the force-field analysis you have seen the particular people and organizations that are open to change and those opposing it. You have decided on a strategy and you have seen the need to adapt your planning to the changing situations.

Target particular people or groups that are in key decision-making positions. Build a relationship with them as individuals rather than with institutions. To build these relationships you need time, patience and know-how. Have a gradual and constructive approach. Start trying to influence specific programmes or projects at the local and district levels. You can start working with those who oppose the change you aim to bring in. Then you can work with those who support the change.

For successful lobbying and advocacy it is important to involve people and have a reactive agenda ready - but at the same time advance/promote a pro-active agenda. Information and data generated must be disseminated so that people are aware what is going on. Make sure to keep in touch with and inform relevant authorities.

### **8.4. Planning Advocacy Activities**

When planning advocacy activities, experience and knowledge of the subject/issue and its policy environment are crucial. In your planning you must take account of your advocacy and lobbying activities. You have done a lot of work preparing this. In the analysis, you have analysed the policies relating to the issue. You have also looked at your organisation's relative strengths and weaknesses (SWOT analysis) and you have seen if you have the capacity to go ahead.

Identify the people you want to lobby (stakeholders, decision makers and influencers). Identify the key people by NAME so that you can start building a relationship with them for effective advocacy work.

#### **8.4.1. Define the Target Groups**

Place your targets in different categories.

**Stakeholders** - individuals and groups who do, or will have an interest in what you advocate and want to change. They can be organizations working towards, or interested in, the same aim, the population affected by the issue, families of the victims, etc.  
**Decision makers** - key individuals who will bring about some of the changes you want to achieve.

**Influencers** - people who can influence decision makers (media). Influencers can act on your behalf or against you.

Aim at people in Institutions, not the Institutions themselves. In lobbying, institutions like a Ministry do not exist. What does exist, and what should be targeted, are key individuals who have influence in your area of concern. Identify them by name and position e.g. Hon. Joseph Mungai (Minister), Mrs. Mwamtumu Malale (Permanent Secretary); Mrs. Eva Traore (director of the department preparing the legislation), etc.

When you have done this, clearly determine what you need to know or achieve from the identified person. Use what you have learned from past experience about what worked or did not work or help to achieve a desired goal.

In our advocacy and lobbying activities we should not forget the Church at all levels from the parishioners to the leaders of the community, priests, religious, bishops, and nuncio. We should also target professionals and influential people in companies, trade unions, international institutions, etc.

#### **8.4.2. Define your Messages**

Identify appropriate media channels



### **8.4.3. Advocacy Tools**

Advocacy tools include short messages, fact sheets, media, meetings, personal visits, telephone calls, video, written correspondence, electronic communication, use of influential persons, etc.

### **8.4.4. Advocacy Messages:**

Relevant messages that catch the eye and the ear are helpful for further lobbying and advocacy. The short sentence (message) will pass easily as a message. Some examples: Drinking water for all; Our country is not for selling; Family farmers need their land to live; Increase the price of cotton; HIV/AIDS patients life is important: give them ARVs.

### **8.4.5. Write a Fact sheet (One A4 page, Maximum Two Pages).**

A fact sheet is a presentation of data in a format which emphasizes key points concisely and, in this case, the information that you are presenting to the person you are lobbying. The layout is simple and often standardized and is usually on a single printed page.

Fact Sheets should include the following:

- o A bolded easy-to-read title identifying your organization.
- o The title and number of the legislation.
- o Your attitude towards the legislation that you are targeting. (Are you for or against it? Are you looking for an amendment? Are you asking for new legislation?)
- o Present BRIEFLY what you are lobbying for (one sentence) e.g. AEFJN calls for an EU Directive regulating the quality of medicines exported to Africa from the EU.
- o Explain the situation/problem. Use brief, concise bullet points.
- o Discuss the solution and the impact that it will have.
- o Include a final statement tying your issue back to your representative's constituency and stating what you expect him/her to do.
- o Include contact information for the sponsor of the draft bill (the person or party supporting it).
- o Name other supporters of your demand, and identify any members of a coalition that you are a part of.
- o Include your organization's mission statement.
- o Always include contact information.

### **8.4.6. Mapping Exercise of Key Actors on Policies Influencing the Issue**

It is also important to make a mapping exercise of key actors who have a bearing in influencing policies. You have seen many of them in the Force-Field Analysis. Add the new ones you discover during your advocacy and lobbying.

### **8.4.7. Media Articles, Radio and TV Interviews**

These are very important means to create awareness in the public; often the media have a big influence on policy makers. Do what you can to get them on your side.

## **8.5. Manuals and Documents on Advocacy and Lobbying**

There is a series of Manuals on Lobbying on AEFJN's website that could help you in this work:

<http://www.aefjn.org/index.php/advocacy.html>  
 020101 AEFJN Advocacy Lobbying Handbook AEFJN 2002\_eng updated.doc (385.0 kB)