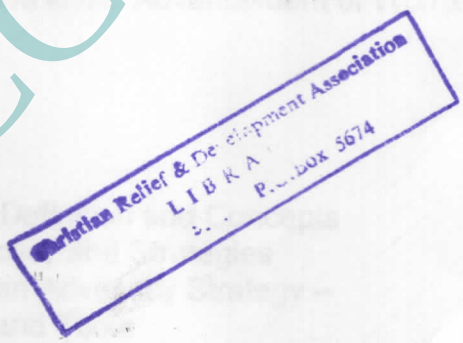
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CHRISTIAN RELIEF AND DEVELOPMENT ASSOCIATION

TRAINING PROGRAMME ON ADVOCACY AND WOMEN EMPOWERMENT

CCRDA



PREPARED AND CONDUCTED BY:
ELSA, CONSULTING AND TRADING ENTERPRISE
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List of Acronyms

CEDAW	Convention on All Forms of Discrimination Against Women
CRDA	Christian Relief and Development Association
DPPB	Disaster Prevention and Preparedness Bureau
GAD	Gender and Development
GAM	Gender Analysis Matrix
ICPD	International Conference on Environment and Development
ILO	International Labor Organization
NGO	Non-Governmental Organization
PGN	Practical Gender needs
SGN	Strategic Gender Needs
UN	United Nations
UNCED	United Nations Conference on Environment and Development
UNIFEM	United Nations Fund for Women
WID	Women In Development

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EXECUTIVE SUMMARY

Empowerment and advocacy are new concepts. Until the 1980s, NGOs focus on operational projects and whatever educational activities they undertook were limited in terms of content (project experience) and methods (leaflets, newsletters) and not linked to public action. In other words, NGOs were only involved in their own work rather than public issues of development and did little public campaigning. It is observed that NGOs seemingly are taking up the additional vision of influencing wider development process rather than limiting themselves in micro-level development projects.

Because of the historical background of the country, the development of the NGO sector, and the process of policy development in the country, NGOs in Ethiopia play a very limited role in influencing policy. Advocacy as a systematic process of social change is rather new in terms of both concept and practice. The same holds true for empowerment. Effective lobbying and advocacy contribute to bring an added value to the work of NGOs. It is very important that advocacy should be based on careful analysis of the macro social context, grounded in grass root practical experience and should be carried out in a planned and systematic manner.

Cognizant of the above limitations, the Christian Relief and Development Association organized this workshop on Advocacy and Women Empowerment as one of the few attempts to bring the issue of advocacy into the agenda and towards building the capacity of NGOs in the area; and commissioned ELSA Consulting and Trading Enterprise to conduct it. The aim of the workshop is to bring awareness and enhance advocacy skills of member organizations working on gender desks about the significant role that advocacy play in an effort to empower women.

In preparation to the workshop, two papers, on the major themes of Empowerment and Development and Advocacy were prepared. The first paper assess the concepts of power, empowerment and women's position both at the theoretical and practical level. Power relations and the exclusion of the relatively disadvantaged majority from decision-making in the process of development are the key themes of this section. Further more, the important role of NGOs in making these groups (individually as well as collectively) aware of the power dynamics, helping them develop the skills and the capacity to have access to decision-making is also examined.

The second paper attempts to raise key concepts of advocacy and how it can be used as a tool in promoting the empowerment of the disenfranchised people, including women. This section mainly focus on defining what advocacy is all about, frameworks, tools and skills required to undertake advocacy. As part of the training, participants will undertake group exercise on developing advocacy strategies on some of the key issues raised in the previous section.

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EMPOWERMENT AND DEVELOPMENT POLICIES

1.0 INTRODUCTION

This paper examines different notions of power and empowerment and how these concepts are reflected in development thinking and practices. The first part reviews the concepts of power and empowerment. The second deals with different WID policy approaches, the evolution of the Gender and Development Approach and the Empowerment Approach. The third section tries to review conceptual frameworks and analytical tools currently in use in development projects. The last section attempts to review current practices in development work.

1.1 POWER & EMPOWERMENT - CONCEPTS

The concept of power and how to analyze power has been a topic for debate in social science since 1960s. The concept of power when associated with participation and the notion that some can act on others to give them power or enable them to realize their own potential, led to the evolution of the concept of 'empowerment '.

Power is both experienced in every daily encounter (face to face) as well as part of systems. For example, access to resources, control of the process of production, the rights to dispose products are experience in daily encounters, but also are part of wider systematic economic and social relations. In general, power is how people stand in relation to each other in these systems.

Three models are commonly used to analyze the different aspects of participation and empowerment. The First Model is the concept of ' POWER TO'. This model uses a metaphor of human development; which means, like human abilities, power can grow infinitely if one work at it. Hartsock defines 'power to' as an energy definition of power. Which is ever-expanding. It is generative power, stimulating activity in each other to realize what capacities and knowledge can be developed in a collective way. This definition emphasize two asp ect; the transformative nature of power and collective growth. In this type of power relation, the "growth of one person does not necessarily negatively affect another. However, the problem with this is that it suggest that power is a personal attribute.

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Under this model, there are two types/levels of empowerment: the individual and the collective. Individual empowerment is expressed as 'power within' and represents internal strength. It is based on self-acceptance and self-respect, which in turn extends to respect for others and acceptance of other as equals. It enables the individual to control or manage a situation to her/his benefit. In development work this involves interventions in confidence building, the ability to negotiate, to influence (including undoing the effects of internalized oppressions), as well as the ability to develop close relationships.

The second type of empowerment is known as collective empowerment. Collective power is represented in 'power with' and it is experienced when a group tackles problems together and creates energy that is greater than the sum of its parts. This also known as the first stage of empowerment. It involves working collectively to have greater impact than each could have alone. According to this model, empowerment starts from an examination of how power is present in multiple and heterogeneous social relations.

The Second Model, 'POWER OVER' is based in a different metaphor. In contrast to the image of human growth used to express the ever-expanding 'power to', 'power over' is treated as a 'thing' of which there was a finite amount in a closed system. Since empowerment literally means the granting of power to an individual or group for a specified purpose, the usual assumption is that it has to be transferred (as redistributing a closed amount of wealth within a national economy). Accordingly this implies, if one party gained more power, it would be at the expense of others, a zero sum. In other words, 'power over' is perceived in terms of simple duality. When one individual or group gets more, the other gets less. Such power is located in decision-making processes, conflict, and force. This type of power relation is viewed as coercive, central in institutions of government although spilling over into wider structures of society.

'POWER OVER', involves gaining access to 'political' decision-making, often in public forums. This involves marginalized people trying to influence institutionalized social and economic relations regarding control of resources in their locality or even at a higher level. The challenge is for marginalized groups to gain treatment as equal partners in a process of development and that they have long-term access to resources and decision-making. This represents the second stage of empowerment, or the expansion of 'power to' to the point where they tackle 'power over'.

The Third Model is known as the 'DECENTERED' model. Contrary to the previous view, this model asserts that power is not a substance possessed and exercised by any person or institutions conceived as a 'powerful' subject. This view is absurd and raises an ethical and political issue. The reality is that statutory authorities, financially powerful organizations such as development organization exercise power as an instrument of 'oppression'. They have control

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over development strategy as a means of asserting control over politics. At individual level, control over information/with holding of knowledge by professionals (technology, medicine, law, etc) puts them in an asymmetrical relationship with their clients. They exercise power over service users.

To conclude, power is the ability to articulate personal goals and influence others to achieve those goals. At the collective level, power is the ability to combine different sources of individual power to bring about desired change that benefits groups rather than individuals.

WHAT IS EMPOWERMENT?

Using the 'power over' and 'power to' models discussed above, we are confronted with two questions. What is empowerment? How can empowerment take place?

The conventional definition of empowerment is about bringing people who are outside the decision making processes into it. Empowerment may be defined as 'authorizing' or 'making able' to participate in the responsibilities and benefits of development.

Mc Whirter defines empowerment as: the process by which people, organizations or groups who are powerless (a) become aware of the power dynamics at work in their life context, (b) develop the skills and capacity for gaining some reasonable control over their lives, (c) exercise this control without infringing upon the rights of others and (d) support the empowerment of others in the community.

In practice empowerment involves some forms of group works. It involves undoing negative social constructions, so that affected people come to see themselves as having the capacity and the right to act and have influence.

How can empowerment take place? What is the role of outsiders?

There are different views on this. Feminist anthropologists suggest participatory research to make traditionally objectified and silenced categories visible, enable them to get recognized as legitimate 'knowers', to increase their understanding of their circumstance, and act upon that knowledge.

Robert Chambers argues that a paradigm shift from externally determined, product-based development, to participatory systems or research and decision-making which prioritize a process has already taken place. This has provided the opportunity for excluded groups become more powerful.

An Empowerment Approach believes that development must be a process, which is carried out from within. A fundamental prerequisite for this is a distribution of power, which allows individuals to influence all decisions affecting

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their lives. The role of the outside professional (Northern NGO) is to facilitate meaningful participation of individuals and groups in all stages of the development process including that of initiating action. Anything more directive is seen as interfering with empowerment of the people concerned. Northern NGOs must increasingly withdraw from 'doing' and focus on education and advocacy in the West and leave initiation, design and operation for African themselves.

In line to this thinking, the Region 4 Disaster Prevention and Preparedness Bureau (DPPB), defines empowerment as development of self reliance in the beneficiaries, target sectors or communities, enhancement of their capability to decide and act for themselves and eventually to replace the NGO in order to decrease their vulnerability or dependence .

1.2 GENDER AND DEVELOPMENT POLICIES

Approaches to women within development programs have been classified in various ways. One of the most well known model is Moser's WID (women in Development) Policy Approaches, attached in Annex 1. Though it is difficult to neatly fit development projects under these categories, the model is useful in clarifying how an initiative might benefit women.

THE WELFARE APPROACH

This has been a prominent approach from 1950s to 1970s. This is residual of social welfare under colonial administration, modernization and accelerated growth economic model. The welfare approach aimed at bringing women into the process of development in their primary role as better mothers. Some practical gender-needs (PGNs) connected to women's reproductive roles, such as nutrition and family planning, were met through this approach. However, women themselves were passive beneficiaries.

THE EQUITY APPROACH

This arose during the 1970s when a great deal of attention was given to women issues (Declaration of UN Decade for women - 1975-1985) and as a result of the failure of modernization development policy.) The subordinate position of women is given much emphasis and defined with legal equality.

The Approach aimed to reduce the inequality with men by changing legal systems and gain equity through women's active participation in the process of development. Measures were taken to address the strategic gender need (SGN) of women in terms of the triple roles, reducing political and economic inequality. However, legal equality does not guarantee equal benefits. This approach was labeled as 'Western Feminism' thus, not popular among governments. This approach is also known as the original WID Approach.

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THE ANTI-POVERTY APPROACH

This approach emerged in the 1970s. Women's poverty (not subordination), is given due emphasis and viewed as problem of under development. This approach is linked to economic redistribution with growth and basic needs. The aim was to increase the productivity of women. Interventions focused on increasing women's income earning capacity through small-scale income generation activities. However, these interventions often demanded substantial amount of time but little economic gains/income.

This approach is criticized for focusing on the productive role of women, neglecting other responsibilities and isolating poor women as a single, identifiable category thought of in a narrow range stereotypical ways (marginalization). However, this approach was less controversial than the equity approach because of the focus on economic aspect. The approach is also known as the second WID approach.

THE EFFICIENCY APPROACH

This is the third WID approach predominant during the post 1980s. Women's income generation is emphasized as in the anti-poverty approach but from an efficiency perspective. Women's' economic participation is associated with equity. This approach is most popular with donors (economic stabilization and structural adjustment policies) as this emphasizes women's economic contribution to the development process. However, a global trend of feminization of poverty has been witnessed as the main consequence of such policies.

THE EMPOWERMENT APPROACH

This is the most recent and unpopular approach. It grew from the writings of feminists in the South and out of failure of the Equity Approach. Women's subordinate position seen not only as a problem of unequal relations with men, but, also of colonial and neo-colonial oppression.

This approach promotes women' empowerment through self-reliance and action on all needs (practical and strategic) in all aspects of life. Bottom-up mobilization around the PGN is promoted as means of confronting oppression. According to this approach, any program aimed at empowering women would have the following three aspects (a) increasing women's ability to be economically self - sufficient (earn income, own assets and control/manage own finance), (b) increasing women's confidence and ability to know and negotiate for their rights in the home, at work and the community and (c) increasing women's control over their bodies, their time and their movement including freedom from violence.

This approach is popular with local women's group and NGOs.

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1.3 GENDER AND DEVELOPMENT PROJECTS/PROGRAM

Feminists writing in the 1970s made a series of key distinctions that informed the basis of feminist theorizing. The three most important distinctions to the question of gender differences are: sex/gender, nature/culture and public/private. These distinctions were carried to the Gender and Development (GAD) Approach, which stresses a definition of gender as a social and cultural construct: gender corresponds to 'culture', where sexual difference is ascribed to 'nature'.

The 1980s saw the emergence of social relations of gender as a distinct category of social analysis. In development work, examining gender relations has been argued mainly form three perspectives: addressing women's subordinate position in society (equity), enhancing the efficiency and effectiveness of development works (efficiency), and power relations between men and women that are culturally constructed and shaped by a range of social relations such as, race, class ethnicity and religion.

1.3.1 CONCEPTUAL TOOLS AND ANALYTICAL FRAMEWORKS

The following conceptual frameworks and analytic tools have been commonly used to analyze these issues.

- The Harvard Framework – this uses four interrelated tools; the activity profile, access profile, analysis of influencing factors, and the project cycle analysis. Refer to Annex 2.

- Gender planning framework – this was developed to help planners incorporate gender issues in planning. The concepts of practical and strategic needs arising out of differential role of men and women are central to this framework. The productive, reproductive, community management and constituency roles are analyzed. The constituency politics role refers to political activities at the community and/or international levels on behalf of constituencies.

- Social/Gender Analysis (Participation) – as development occurs within complex social contexts, development programs that seeks to achieve gender equity needs to systematically analyze all the obstacles and opportunities for change at all levels of society. This linked gender into participation and involves the participatory process of identifying groups affected by the problem, distinguishing within and among these groups, analyzing distinguishing factors and determining what related resources, institutional changes and strategies are required/available. A sample work on contextual analysis is attached in Annex 3.

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women are subordinate to men and often sexual relations. The ranges of male-female relationships, such as, relational ties between and among men and women that are heterosexual are neglected.

Practical level

- Gender is taken to represent fixed, essential differences between women and men. Such static categories simplify the complex reality and interdependence between women and men. The Current practice of gender analysis fails to address the diversity and complexity of male experiences and interest. As a result men feel that gender has nothing to do with them and gender continues to be regarded as 'women's issue'.

- In gender training programs, more emphasis is placed on structures of resource allocations, control and looking at rules and norms rather than on understanding and working with the inter-personal dynamics and experiential aspects of gender identity. By neglecting theses dimensions, opportunities for bringing about personal change are lost and focus remain at intellectual level.

Lack of organizational recognition and commitment to gender issues and lack of working model which goes beyond the theory of gender and provides ways in which gender concerns can be addressed and implemented could be some of the contributing factors.

1.3.2 IMPROVING GENDER EQUITY

The Mission Statement of the Platform for Action, Fourth World Conference on Women in 1995, states that "a transformed partnership based on equality between women and men is a condition for people-centered development. In spite of the growing understanding about the role of gender in development, different milestones and enormous resource allocation, achieving equity is still far beyond reach. Refer to Annex 9 on UN Milestones on women issues.

Moving towards equality requires a reversal in thinking and attitudes, in which the stereotyping of women and men gives way to a new philosophy that regards all people as essential agents for change. Power and power relations are central to the whole process of development. However, development policies, analytical frameworks, and project interventions are 'neutral' when it comes to the question of power. They make no mention of how power is actually distributed within society. There is no consideration of the power dynamics of gender, or of race, class, or any other forces of oppression. Without addressing the issue of unequal power relationships, one can not talk of equitable development. The concept of empowerment if taken seriously (not sloganising) is a useful concept in planning and developing concrete action.

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Annex 1 Different Policy Approaches to Third World Women- Women in Development

ISUUES	WELFARE	EQUITY	ANTI-POVERTY	EFFICIENCY	EMPOWERMENT
Origins	Earliest Approach: - Residual model of social welfare under colonial administration modernization/accelerated growth economic development model.	Original WID approach: - Failure of modernization development policy. - Influence of Boserup and First World feminists on Percy Amendment. - Declaration of UN Decade for Women.	Second WID approach. - Toned down equity because of criticism. - Linked to economy redistribution with growth and basic needs.	3rd and now predominant WID approach: - Deterioration in world. - Third world - Policies of economic stabilization and adjustment rely on women's economic contribution to development.	Most recent approach - Arose out of failure of equity approach. - Women's feminist writing and grassroots organizations.
Period most popular	1950 – 70: but still widely used	1975 – 86: attempts to adopt it during and since Women's decade.	1970 onwards: still limited popularity.	Post 1980s: now most popular approach.	1975 onwards: accelerated during 1980s, still limited popularity.
Purpose	To bring women into development as better mothers: this is seen as their most important role in development	To gain equity for women in the development process: women seen as active participants in development.	To ensure poor women increase their productivity: women's poverty seen as problem of underdevelopment not of subordination.	To ensure development is more efficient and more effective: women's economic participation seen as associated with equity.	To empower women through greater self-reliance: women's subordination seen not only as problem of man but also of colonial and neocolonial oppression
Needs of women met and roles recognized	To meet PGN (Practical Gender Needs) in reproductive role, relating particularly to food aid, malnutrition and family planning.	To meet SGN (Strategic Gender Needs) in terms of triple role – directly through state top down intervention giving political and economic autonomy by reducing inequality with men.	To meet PGN in productive role, to earn an income particularly in small-scale income generating projects.	To meet PGN in context of declining social services by relying on all three roles of women and elasticity of women's time.	To reach SGN in terms of triple role-indirectly through bottom up mobilization around PGN as means to confront oppression.
Comment	Women seen as passive beneficiaries of development with focus on reproductive role. Non-challenging therefore still widely popular especially with government and traditional NGOs.	In identifying subordinate position of women in terms of relationship to men, challenging, criticized as Western feminism, considered threatening and not popular with government.	Poor women isolated as separate category with tendency only to recognize productive role; reluctance of government to give limited aid to women means popularity still at small-scale NGO level.	Women seen entirely in terms of delivery capacity and ability to extend working day. Most popular approach both with governments and multilateral agencies.	Potentially challenging with emphasis on Third World and women's self-reliance. Largely unsupported by governments and agencies. Avoidance of Western feminism criticism, means slow significant growth of underfinanced voluntary organizations

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Programs based on social analysis and that builds on the demand and wishes of the people who participate in them are in the right direction towards empowerment. Empowerment is a very slow and costly process. Making it happen, requires, resource, skills and long term commitment. Working on, the 'power to' aspect and building the capacity of individuals and groups to fight for their rights of 'access' to resource and decision-making could be the starting point. Therefore, empowerment should involve moving from insight to action.

Empowerment can take a place on a small scale, linking people in similar situation through self-help, education, support or social action groups and network building. It can also take place in a large scale through community organization, campaigning, lobbying and advocacy. There is demand on NGOs in the North to play an increasing responsibility of building the capacity of NGOs in the South to fight for their rights. This implies a shift on emphasis from actual involvement in service delivery to playing a facilitative role in the process of empowerment. Besides, NGOs need also learn how to influence key aspect of wider development rather than focusing on micro-level projects.

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Annex 2 Conceptual Framework -

2a) The Activity Profile

	Male child	Male Adult	Female Child	Female Adult
Productive Activities: Planting, weeding and storing Harvesting Seedling production Peanut cultivation Seasonal agricultural work Nursery / reforestation Crafts and sales Animal breeding Picking and drying coffee Terrace construction				
Reproductive Activities: Household work Feeding cattle Collecting firewood/water Collecting natural medicines Animal care				
Community Work: Weddings/Funerals Local revolving fund Village meeting				

2b) The Access and Control Profile (A = Access, C = Control)

Resources	Women	Men	Benefits	Women	Men
Land	A/C	A/C	Credit program	-	A/C
Credit	-	A/C	Extension pro.	-	A/C
Machines	-	A/C	Work in nursery	A	A/C
Fertilizer	-	A/C	Training	-	A/C
Paid work	A	A/C	Incentives	-	A/C

2c) The Influencing Factors

FACTORS	CONSTRAINTS
Economic	Paid work given more often to men
Cultural	Project modified the socio-eonomic relations between men and women to the advantage of men, who gained more power. Women lost some
Environmental	Women were replaced by men in seedling production in the nursery. Environmental management is mostly the responsibility of upper class men.
Education	Women did not have access to training activities, credit, and extension services. They were excluded from construction and marketing of ovens

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Annex 3 Contextual Analysis

Development occurs within a complex social context. A development program that seeks to improve gender equity (or the situation of any disadvantaged group) must analyze how systems at all levels interact to affect equity. Contextual analysis is a method for systematically identifying obstacles and opportunities for change at all levels of society.
The matrix below analyze factors affecting female inheritance at seven levels of society. It identifies constraints to changing laws and possible actions to overcome these constraints.

Contextual Analysis of Female Inheritance in Nepal					
Societal Level	**Issue**	**Assumptions About Issue**	**Change Needed**	**Constraints to Change**	**Actions**
Culture	Women do not inherit property	Husbands will provide for women, and bride price is in place of inheritance	Include women in inheritance decisions	Traditions Women's and men's beliefs	
Political System	Policies do not support women's inheritance	A position supporting women's inheritance would not be popular	Adopt policies that will support women's inheritance	Existing policies Women's lack of political power	Policy dialogue to encourage change of the legal code
Legal System	The law prohibits transfer of property to women through inheritance	Changes in the law are not necessary	Change legal code to provide for equal inheritance rights	Existing legal code Vested interests of men	Change existing legal code
Institutions			Support equal inheritance through equitable procedures	Procedures support the existing legal code	Support changes in procedures to accommodate change in legal code
Community		There is no community interest in change	Develop support for equal inheritance	Traditions	Community education
Small Groups		Women are not sufficiently interested to organize	Support efforts of women's groups to change law	Lack of knowledge about how to effect change	Capacity building for local women's groups, including legal literacy training
Family/ household	Families do not include daughters when considering inheritance	Families would not transfer property to women through inheritance, even if were possible	Include both males and females in transferring property through inheritance	Existing legal code Traditions	Improve girls' education and women's knowledge of law

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Annex 4 Integrating Gender into Organizations and Institutions

(Although individual organizations have different needs and objectives, several elements are critical in integrating gender into organizations).	
Gender Policy Statement	• A stated policy affirms commitment to gender equity in program and organizational policy. It both includes a description of values, principles, and mission that will guide organizational policy and defines goals, strategies, and guidelines for implementation.
Demonstrated Commitment of Senior Management	• Top management fully supports policies that may result in substantial changes within the institution.
Department, Unit or Focal Point	• A gender officer or gender unit has responsibility for monitoring gender practices, providing gender training, and giving programmatic support to the organization. A staff member functioning as a focal point within individual departments or programs may be useful. (Whether a special department, unit, or focal point is appropriate depends on an organization's purpose. Some organizations utilize other ways to monitor practices and provide program support.)
Gender-Sensitive Leadership and Management Styles	• Women and men are treated equally throughout the organization. Communication is inclusive and addresses women's and men's concerns equally.
Gender-Sensitive Personnel and Work Policies	• Gender awareness is a criterion in job descriptions and performance reviews. Gender equity is an objective in recruitment, hiring, and advancement. Women and men are equally represented in senior management positions. • Flexible working arrangements, maternal and parental leave policies, and childcare and dependent care leave and support enable women and men to balance home and work responsibilities.
Gender-Focused Programming	• All programs and activities are analyzed from a gender perspective, with attention to the participation of women and men and the impact on women and men. • Data is disaggregated on the basis of sex, gender analysis of projects is conducted on a routine basis and projects are adjusted to reflect the findings, programs are monitored and evaluated continuously for gender impact, and women's organizations are consulted and involved. • Projects at all levels include women and men in equal position.

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Annex 5 A checklist for Building Gender Equity into Project Design and Implementation

This checklist is a management tool to ensure important aspects of gender-focused development are being addressed in planning and implementation.

Gender Equity in Project Design: A Checklist	
Stage of Project	**Key recommendations**
Needs Assessment and Project design *Preparation*	• Ensure that the scope of work for the project specifies requirements for gender-focused planning and reporting • Consult with relevant national and local institutions (women's bureaus, NGOs) • Check national or sectoral plans to assess sensitivity to gender issues and potential obstacles to addressing these issues • Conduct contextual analysis for constraints to women participating in and benefiting from the project • Examine the special or different problems and needs of the women in the community during needs assessment • Collect sex-disaggregated data, including women's and men's work in the household and community • Conduct gender based needs assessment • Conduct gender analysis of gender roles and responsibilities with regard to the target groups • Involve women in needs assessment and at all levels in the planning process
Objectives and Activities	• Solicit women's and men's opinions in defining objectives • Establish gender-specific objectives, activities, and services that reflect gender roles and responsibilities and address the needs and concerns of women and men • Develop plans to address social, cultural, and legal obstacles to women's participation in the project • Determine specific ways the project will lead to women's increased participation • Clarify how women will have access to the opportunities and services which the project provides (training, family planning services, new allocations of land rights, credit arrangements, membership in cooperatives, employment during construction and operation, etc.) • Check for possible adverse effects on women from proposed activities and address them
Project Implementation *Project Personnel*	• Employ project personnel who are familiar with gender issues and willing to include women; ideally, all staff should be experienced in delivering services equitably to both sexes • Involve women and men proportionally in management and leadership positions and in technical staff positions • Make provisions for female staff intervention if approach by male staff is not culturally acceptable • Involve women's organizations and gender-sensitive organizations

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Gender Equity in Project Design: A Checklist (continued)	
Stage of Project	**Key recommendations**
Project Implementation (Continued) *Operation and Maintenance*	• Conduct gender training for staff • Provide human resources and expertise necessary to manage and monitor gender-focused project • Set up an information system to detect and evaluate the effects of the project on women and men separately • Assign responsibilities for all tasks associated with the project and office maintenance equally to women and men • Include women's networks, clubs, and organizations in implementation • Conduct periodic gender analysis to assess project impact on women and men • Continue to collect and analyze sex-disaggregated data • Ensure consultants are aware of gender issues • Include gender objectives in monitoring and evaluation
Project Indicators	• Capacities of national institutions and individuals to design and implement gender-focused programs are strengthened • Abilities of women to articulate and negotiate their development priorities are strengthened • Gender objectives are carried out in practice • Women's and men's practical needs are met • Women and men have equal access to and control of project resources and benefits
Questions to Consider	• What will be the long term effects in terms of women's increased ability to take charge of their own lives and take collective action to solve problems? • How will the project affect levels of responsibility for both men and women, compensation for work done by both men and women, and women's positions or opportunities in a given project? • Will the project improve the perception of women as sound decision-makers, resource managers, leaders, competent professionals, and community members?

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Annex 6 Gender Profiles of Project Objectives

Objective	Aspect of Women's Empowerment				
	Welfare	Access	Conscientization	Participation	Control
Provide bore hole well in or near each village					
Enable a five-fold increase in vegetable production					
Organize a village water committee (with men and women equally represented)					
Lessen women's labor					
Organize women's vegetable coop					
Enable women to increase cash crop production					
Enable women to increase and control cash income					

WELFARE - Women's material needs, such as food, income, and medical care are met

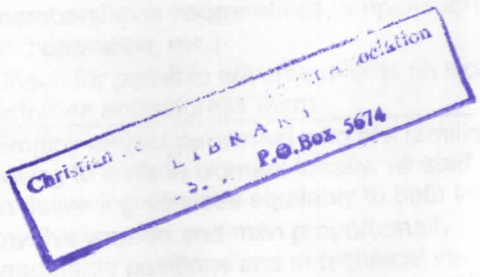
ACCESS - women gain access to resources such as land, labor, credit, training, marketing facilities, public services and benefits on an equal basis with men

CONSCIENTIZATION – women believe that gender roles can be changed and gender equality is possible

PARTICIPATION – women have equal participation in decision-making in all programs and policies.

CONTROL - women and men have equal control over factors of production and distribution of benefits, with out dominance or subordination.

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Annex 7 Gender Analysis matrix

COMPLETED GENDER ANLAYSIS MATRIX				
Key: √ consistent with project objectives X contrary to project objectives ? uncertain about effect				
	Labor	**Time**	**Resources**	**Culture**
Women	? New employment responsibility for women	X time taken by training **√ time saved by other women due to less waiting time**	**√ CBDs have new income from sale of commodities**	**√ ability to control fertility** **√ CBDs will have increased status**
Men	? increased work for men at home for husbands	X husbands of CBDs must spend more time on HH tasks	? Husbands of CBDs may have more financial resources	X men uneasy about women having access to family planning methods X may oppose women ab. FP
Household	? customary chores of CBDs neglected or shifted to other family members	X CBDs have less time for home-based work √other women in the community have more time for other HH activity, due to less time spent	√ Better health because of better spacing between pregnancies. √ More resource will be available for education, clothing, food because of better spacing	√ CBDs empowered to take more control in decision making and other resources √ Women have more opp. to seek employment
Community	√ women have more time to contribute to community projects	X CBDs have less time for community projects	√ Access to family planning commodities will improve	? traditional roles and responsibilities are challenged

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ANNEX 9 UN MILESTONES IN THE ADVANCEMENT OF WOMEN

1945	The Preamble to the United Nations Charter reaffirms "faith in fundamental human rights... in the equal rights of men and women"
1948	The Universal Declaration on Human Rights opposes discrimination against women
1951	The International Labor Organization (ILO) adopts the Convention Concerning Equal Remuneration for Men and Women Workers for Equal Values
1952	The International Convention on the Political Rights of Women is the first global endorsement of equal political rights under the law.
1963	The UN General Assembly calls for a Declaration on the Elimination of All Forms of Discrimination Against Women. It is adopted as a Convention (CEDAW) in 1979.
1975	International Women's Year, the First World Conference on Women is held in Mexico City. The General Assembly proclaims the first Decade for Women Equality, Development, Peace
1976	UNIFEM (UN Development Fund for Women) and INSTRAW (UN International Research and Training Institute for the Advancement of Women) established
1980	The Second World Conference on Women is held in Copenhagen and a Program of action is adopted
1985	The Third World Conference on Women takes place in Nairobi; Forward-Looking Strategies for the Advancement of Women call for increased participation of women
1986	First UN World Survey on the Role of Women in Development published.
1990	World Summit for Children (New York) emphasizes disadvantages faced by girls.
1991	*The World's Women: Trends and Statistics published by UN*
1992	UN Conference on Environment and Development (UNCED) in Rio de Janeiro recognizes role of women in sustainable development
1994	International Conference on Population and Development (ICPD) in Cairo declares women's empowerment an essential condition for population stabilization and sustainable development
1995	The Fourth Conference on Women in Beijing calls for government commitments to raise the status of women

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PART - II
ADVOCACY

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ADVOCACY

2.0 Introduction

This paper forms the second section of the paper on women empowerment and advocacy. This section attempts to introduce what advocacy is all about, its link and potential contribution to women's empowerment. It highlights the key concepts in advocacy - legitimacy, credibility, accountability and power. It also tries to introduce practical steps and tools required in designing an advocacy strategy.

2.1 Advocacy - Definitions and Concepts

2.1.1 What is Advocacy: some definitions

Definitions of advocacy vary. Some are simple and some complex. They change over time and are shaped by different understandings of power, politics and socio-economic contexts.

Advocacy is best defined contextually. In India, Advocacy is described as an organized, systematic, international process of influencing matters of public interest and changing power relations to improve the lives of the disenfranchised. In Latin America, advocacy is defined as a process of social transformation aimed at shaping the direction of public participation, policies, and safeguard the environment. In Africa, advocacy is described as being pro-poor, reflecting core values such as equity, justice and mutual respect, and focusing on empowering the poor and being accountable to them.

Alan Fowler in his book, Striking a Balance, defines direct policy advocacy as "... deliberate efforts to influence the approach and instrumentality by which major institutions and other actors impinge on public life"

Jan Covey, in NGO Performance and Accountability, states that advocacy is " to shape positive policy environment as well as to protest against negative ones"

Action Aid Ethiopia (AAE), defines advocacy as a systematic process of influencing policies, ideas and practices of target audience (Govt, UN Agencies, IMF, World Bank, other international organizations, local institutions) on the basis of program learning and knowledge" Ten Years Development in Ethiopia.

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For Save the Children Fund (SCF) UK advocacy is one of the tools to fulfil its mission to 'champion the right of all children to a healthy, happy and secure childhood' and 'to build a better world for present and future generations.' The goal of advocacy is "to change policy and the way people behave towards children in order to bring direct and benefits to children's lives (SCF (UK) Advocacy Strategy 1998/99).

The Oxford Advanced Learners Dictionary of Current English defines advocacy as 'pleading in support of a cause'. In the legal meaning, advocacy is defined as to take a representation role, to identify with a particular individual group of people and represent their cause in a particular context. In this context the term is very focused and specific. It also implies there is a recognized mandate to represent the case of a client.

Advocacy may be defined as a lobbying. In this sense, it refers to specific, focused activity of targeting legislators or policymakers to support and protect defined interests. Under other circumstances, advocacy my may emphasize education and increasing people's political awareness so they can become more effective advocates and build stronger grassroots organizations.

Advocacy can be seen as a process of social change and transformation directed at making the relation of power in society more democratic, assuring marginalized people a place in public decisions and making their lives and their environment healthier, safer, and more productive. They design their advocacy approaches and strategies in response to this vision.

The Institute for Development Research (IDR) has offered a more comprehensive definition. For the Institute, advocacy is about politics and change, about values and beliefs, about consciousness and knowledge. It is about influencing the powerful on problems of the marginalized and excluded groups from the political process. It is about building strong democratic organizations to hold those in power accountable, and it is about expanding citizens' skills and understanding of how power operates. Advocacy focuses on many questions - who gets what in society; how much they get, who gets left out, how public monies are spent, how decisions are made, how some people are prevented from participating in those decisions, and how information is shared or concealed.

According to the above definitions, advocacy is all about power relationship in the process of development. It is about the issue of accountability by those who hold power, participation of the disfranchised, using and transforming power to create a better world where by the fruit of

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development is shared justly and equitably. A systematic and organized process of advocacy has a vital role in bringing about social transformation and achieving the goal of equitable development.

2.1.2 Concepts in advocacy

Many factors and concepts contribute to the effectiveness of group's advocacy work. Some of the most important include issues of legitimacy, credibility, accountability, and power.

Legitimacy

Legitimacy refers to who an organization represents and its relationship to them. In advocacy efforts, legitimacy is one of the most crucial factors in gaining the ear of the both the public and the power-holders

Credibility

Strictly speaking, the credibility of an organization refers to how much it can be believed or trusted, its reputation with other actors, ability to attract allies and target other key players, strategies, tactics and professionalism. It also refers to the organization's link to its constituency or client group and how accountable it is to that constituency or client group.

Factors such as the age, size, wealth, efficiency, and financial transparency of an organization as well as its contacts with government officials, agencies, political parties, international donors and other NGO or grassroots networks can also contribute to credibility, as can the perception of independence a group maintains.

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Accountability

Accountability has been defined as "holding individuals and organizations responsible for performance". In other words, accountability is the means by which individuals and organizations report to a recognized authority or authorities and are held responsible for their action. The underlying assumption is that citizens have the right to hold officials (government authorities, NGOs, or community leaders) and institutions responsible for their actions.

There are two aspects of accountability, internal accountability or accountability within an organization or advocacy campaigns. The second aspect refers to public accountability and focused on powerful institutions

that affect the public such as governments. This can range from accountability on promises authorities make when drafting policy to accountability on policy implementation and enforcement for which officials are legally bound once a law is enacted.

Another aspect of public accountability involves transparency. Transparency refers to the openness and accessibility of the decision-making and information process within an institution or government. Advocacy groups need access to reliable information about the performance and actions of government agencies or corporations in order to assess their accountability.

Power

The origin of power in advocacy may arise from different sources, such as money, the number of people they can motivate to join their cause, mobilize into action, and sustain over time. Power also emerges from credibility and legitimacy. Because sources of power can differ depending on the context, groups need to analyze their particular circumstances as they develop their advocacy strategies and identify their own power sources.

Advocacy involves two different kinds of power relations unilateral and relational. Unilateral power is usually coercive and authoritarian, often seen as characterizing the relationship between government officials and citizens and predominating in repressive closed political systems, but it also occurs in democracies. Relational power involves reciprocity, transformation and empathy - a recognition that power is rooted in relationships and includes not only the ability to act but also the mutual ability to be acted upon. It involves people working together, being able to understand and feel one another's situation and gaining strength from that relationship.

The 'unilateral' power relations share similar attributes with the 'power over' model and the 'relational' with the 'power to' model discussed in Part One on power and empowerment.

2.2 Advocacy Policy and Strategies

Why Advocacy?

Issues that people and groups choose for advocacy, depend on their individual concerns, values and the problems they face. For instance, advocacy carried by NGOs and grassroots groups are mostly concerned about poverty and the impact of public policies, practices, and programs

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on the poor. Advocacy issues around equity and participation in public decision-making; the impact of debt burden on poor countries, and, the impact of adjustment programs (SAP), international environmental issue are some examples of advocacy areas.

In most instances the goals of advocacy include broadening the conditions for participation, improving the functioning of the state/market, and strengthening civil society itself, as well as alliance building.

How ?

The Oxford Advanced Learners Dictionary of Current English defines strategy as an art of planning operations in war especially the movement of armies and navies into favorable position for fighting. The underlying concepts of power struggle or using power and changing power relations are relevant to the issue of strategy for advocacy.

Advocacy strategy, for our purpose, is defined as an action plan designed to influence public policies, program, behaviors and practices. Advocacy needs to be based on ideal vision as well as current realities. It involves careful analysis of problems, issues, and power relations. Advocacy strategy should be grounded on practical experience and solid professional expertise.

Like any other plan, advocacy strategy needs to have (a) clear goals, objectives, and targets; (b) a series of related tactics and activities; and (c) implemented in a systematic organized fashion. The following four categories are classified as commonly used strategies.

Cooperation, this refers to a situation where by groups may collaborate with the state to disseminate or improve state services. This is the most common form or collaboration in Ethiopia (Government relation with NGOs, CRDA, etc)

Education: build political awareness and critical consciousness, strengthen NGOs and citizen groups, and also provide information, analysis and policy alternatives. This strategy is used by NGOs who are involved in building civil society and have an 'empowerment' goal.

Persuasion uses information, analysis and citizen mobilization to press for change. This may be commonly used among membership organizations, such as the National Associations of people with Disability, professional associations and the like.

Litigation promotes change by using the court system. The is a typical example of a strategy used by the Ethiopian Women Lawyers Association.

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2.3 Developing an Advocacy Strategy – Analytical Frameworks and Tools

Advocacy development involves the following interrelated and overlapping stages.

(a) Visioning;
(b) Situation Analysis
- Macro analysis (problems/issues)
- Identification and analysis of advocacy stakeholders and targets;

(c) Defining Problems and issues
(d) Goal-setting;
(e) Development of strategies, tactics, and timeline;
(f) Implementation
(g) Evaluation of impact; and documentation

Steps/Process

(a) Visioning

Effective advocacy campaign rests on ideal societal vision (an organization's view of an ideal world or the understanding of what they want their society to be). Mission refers to an organization's purpose or reason for existing and how it will contribute to achieving its societal vision.

Having a clear vision helps an organization to select the problems and issues and to set longer-term advocacy goals. Without a clear and long-term vision, advocacy efforts can become fragmented and, winning narrow policy victories that may not lead to more substantial change.

(b) Situation Analysis

Macro Social Context

Long-term vision of the ideal society should be ground in the current social, economic political and cultural contexts in which the organization is operating. This presumes analysis of the macro forces and power relations that will be affecting advocacy effort.

One way of analyzing macro forces is to divide them into civil society, the state, and the market frameworks and then assesses relative strength and power of each sector. This can be made possible by analyzing institutions, how they operate and functions and understanding the implications for advocacy work.

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Macro context analysis should provide a better understanding of the public policy making process (agenda setting, formulation enactment, implementation and enforcement, monitoring and evaluation). There are two analytical frameworks available for analyzing forces at the macro level. The Policy System Overview framework is useful for summarizing the main players active in each phase of the process. The second one, the Policy System Close Up Framework is helpful to chart key actors for each stage the policy making, including the levels (community, local and international). A sample format is attached in Annex 1. Having a clear understanding of the process will help to designing appropriate strategy for influencing part or all of the process.

Winning policy advantages requires that mobilized public opinion be accompanied by convincing analysis at least compatible with the analytical capability of decision-makers that the NGO is trying to influence.

Identification and analysis of advocacy stakeholders and targets;

In developing strategies, undertaking assessment and an analysis of the relative power of different stakeholders (individuals/parties who have a stake or interest in the outcome of an advocacy) is very important.

There are several ways to analyze stakeholders and political forces. The opportunities and threat analysis is commonly used and provides a larger view of the forces affecting a group's advocacy effort. In other words, help us realize who might be a threat and who might provide an opportunity for moving our agenda forward. The opportunities and threat analysis format is attached in Annex 2.

Alternatively, a more detailed analysis of the advocacy stakeholders can be carried out. This approach divides stakeholders into five categories:

Categories of stakeholders

- Targets are the people who a group wants to influence. There are two types of targets, *primary and secondary.* Primary targets are those who have the direct power, such as members of parliament, the head of a government agency, or a mayor. Secondary targets are those who have power or influence over those who have the direct power. Members of the media, prominent religious leaders or higher-level government officials fall under this category. When targeting, as power is vested in persons, one should define people and not institutions.

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- Opposition targets are opponents on a given issue, individuals who have power and want to stop a group from reaching their advocacy goals.

- Allies are those people/groups who have enough of a stake/interest to join with it in an alliance or coalition.

- Organizations, and

- Constituents (people who are concerned about the problem and have a relationship with an organization)

Analysis of advocacy stakeholders should also involve analysis of the public system in terms of **who** the players (the different individuals and groups who are concerned about our specific problem and the related policy solutions) are, and **the process** (agenda setting; formulation enactment; implementation and enforcement; and, monitoring and evaluation). Worksheets that will help us analyze the various types of stakeholders are attached in Annex 3.

(c) Identifying Issue for Advocacy

Priority issues are those issues, which have been selected for special attention. The process of identifying priority issues may take different forms. For instance in SCF (UK) issues are targeted for advocacy if they share one or more of the following characteristics:

- the organization has a distinctive point of view/or a body of experience,
- the issue constitutes a gross abuse of children's right,
- a favorable opportunity exists to achieve real change, the potential exists to engage Save the Children supporters and others more actively in support for policy change,
- the issue will complement existing work.

Similar process of participatory assessment using PRA techniques, such as different types of scoring and ranking can be used to identify problem/issues with the involvement of the affected groups. Then, prioritization can take place on the basis of analysis (group) of the problem, consequences/impacts, probable causes and solutions. Refer to Annex 4 for Problem Analysis Framework and checklist.

In order to capture difference (age, sex, race, tribal, religious and class), understand inequalities and power relations, it is very important to make the problem identification exercise gender-aware,

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(d) Goal Setting

Well-conceived definitions and descriptions help groups present their concerns to a wider audience more effectively. Clear definitions are also crucial for designing strong and appropriate advocacy strategies and for keeping efforts well-focused.

Issues can be framed in terms of achieving a) narrow policy objective; b) comprehensive policy goals aimed at transforming the structures and consciousness of society; and c) they can be framed in ways that incorporate both.

For an advocacy strategy to be successful, it must have specific, measurable, achievable, relevant and time-bound objectives. It should be very focussed and carefully monitored to insure it remains on course to achieve its main target.

When stating the goal and objectives, one needs to clearly define **which** policy, ideas and practice one would like to influence and **why** one takes that line or argument. The issues we wanted to address should relate with the vision and mission of the organization.

(e) Development of strategies, tactics, and timeline

Once the issues are defined, the goals and objectives set, we need to develop effective strategies, design specific activities or tactics (steps) aimed at influencing our advocacy targets at the primary and secondary level.

Tactics need to be flexible and creative, directed at a particular target, make sense to the membership or constituency, and be backed up by a specific form of power. It is important to list the tactic for each issue as appropriate.

Techniques for advocacy can range from public hearings on an issue or law to media events, lobbying, opinion polls, strikes, demonstrations, policy reports, letter writing campaigns, workshops for constituencies, participatory action research, accountability sessions with lawmakers to question their voting records, popular theater, and consciousness-raising etc.

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(f) Implementation (strategies and tactics)

When an organization consider drawing advocacy work, it would be useful to assess what advocacy can offer to the organization, what benefits and risks, organizational barriers that might influence the success of the plan.

Assessing the internal (organizational) capacity in terms of areas of strength and weakness (competencies, leadership quality, credibility, legitimacy, etc) and that of the partners is equally important. A checklist for assessing organizational capacity is attached in Annex 5.The outcome of the assessment can be used in planning capacity building as well identifying of potential partners.

Monitoring must be an integral part of implementing an advocacy plan. Monitoring is important to make sure that advocacy is aimed at the appropriate target group, that the message is tailored exactly to their needs/interests, and that the right tactics are selected. As in program work, careful monitoring can help to keep a strategy on track and avoid spending resources on activities with little or no impact.

(g) Evaluation of impact

Evaluation is undertaken to measure if an advocacy effort has made the desired effects. An advocacy plan needs to contain indicators for measuring success in the three key dimensions of advocacy work. These are impact on policy, civil society (strengthening grass root organizations), and democracy (participation, or access to political space). Refer to Annex 6 for an advocacy-charting format.

Measuring impact of advocacy efforts is a very difficult task, but if the original situation analysis was good and the real problem/issue, targets groups were identified, some change may be measurable. Some of the challenges in demonstrating impact lie in the way advocacy is carried out, that is in alliance with others and the difficulty of knowing the specific impact of one's work.

Any advocacy effort must be carefully planned, have clearly defined and achievable objectives and goal. Like any other program work, it should be monitored, evaluated, documented and lessons should be incorporated into future advocacy interventions.

In conclusion, for NGOs to effectively engage in advocacy and influencing public policies, they need to build skills and commit resources. NGOs should base advocacy work on their grass-root experience, good understanding and analysis of the macro-social context and power relations. Careful choice of targets (decision-makers) and generating public support, are crucial factors for success.

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Annex 1 Frameworks for analyzing policies

Annex 1a: Policy System: Overview Map

Players Phases	Institutions	Individuals	Their interest /stakes	Their Position
Agenda setting				
Formulation and enactment				
Implementation and enforcement				
Monitoring and evaluation				

Annex 1b: Policy System: Close-up Map

Policy stage (circle) - agenda setting, formulation and enactment, implementation and enforcement, monitoring and evaluation

Major players	Institution	Individual (specific person)	Interests/stakes	Position
Government and State Decision Makers and Players				
National				
Provincial				
Local				
Other				
Other Major Players				
NGOs				
Community				
Media				
Political parties				
Religious groups				
Academics				
International Players				
Donors				
UN bodies				
IMF/World Bank				
Government				

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Annex 2 Opportunities and Threats Analysis

Relevant actors	Opportunities	Threats

Guide questions

1) What agencies, institutions or groups are relevant to the advocacy issue we are addressing?

2) What agencies, institutions or group can provide resources needed to address the problem?

3) What threats and obstacles do they pose?

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Annex 3 Strategy Worksheets

3a) Advocacy Strategy Worksheet

Goals and Objectives	Advocacy targets	Tactics	Time Frame

3b) Organizational Strategy Worksheet (group/Coalition capacities & structures)

Goals and objectives	Organization, Constituents, Allies	Activities to Strengthen Groups and Members	Time Frame

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3c) Opposition Strategy Worksheet (power opponents)

Goals and Objectives	Opposition Targets	Tactics	Risks	Time Frame

Annex 4 Issue/Problem Analysis

4a) Checklist for Choosing a Problem/Issue

(A good choice is one that matches most of these criteria. Use this checklist to compare issues or develop your own criteria. A "Yes" answer scores "1". A "No" scores "0". Problem/issue with higher scores have potential for multiple positive results).

Problem/Issue 1
Problem/Issue 2
Problem/Issue 3

Will resolving the problem / will the issue:

1) Result in a real improvement in people's lives?
2) Give peoples a sense of their own power?
3) Build strong lasting organizations and alter the relations of power?
4) Raise awareness about power relations and democratic rights?
5) Be winnable? Be widely felt? Be deeply felt?
6) Be easy to communicate and understand?
7) Provide opportunities for people to learn about and be involved in politics?
8) Have clear advocacy targets? Have a clear time frame?
9) Be non-divisive among your potential constituency?
10) Build an accountable leadership?
11) Be consistent with your values and vision?
12) Provide potential for raising funds?
13) Link local concerns to global issues and macro policy context?

4b) Problem definition and issue-Framing

Key Questions

1. How do you define the problem and its solutions? Who benefits and who loses?
2. What are the principal causes of the problem?
3. What are the political solutions that can best address the problem? For example, does the problem require new or changed laws, enforcement of existing laws or changes in behavior, practices or culture?
4. How do other important players/opposition define the problem, its causes and solutions? How can you counter their arguments? What is the scope of their power?

The following chart can be used to summarize

Problems	Consequences (who benefits, who loses)	Causes	Solutions (Change in policy, practice, behavior or program)
1.			
2.			
3.			

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Annex 5 Assessing Organizational Capacity

5a) Chick list

1. What resources and strengths can your organization offer advocacy work? What added resources are needed?
2. What skills do you think your organization has currently to do effective advocacy work? What additional skills and competencies are needed?
3. What are the benefits to your organization of doing advocacy work?
4. What are the risks to your organization of doing advocacy work?
5. How will advocacy work affect your organization's other main activities and mission?
6. Under what conditions would your organization engage in advocacy work?
7. Will your organization have to alter its mission and some of its programs to engage in more advocacy work?
8. How will doing advocacy work affect your membership or relationship to your constituency or communities where you work? How will it strengthen these populations and relationships? How will it weaken them?
9. Which other sectors (NGOs, unions, universities, professional organizations, individuals, etc) are your most likely allies based on current relationships and advocacy issues?
10. With which other sectors do you need to build relationships to succeed in your advocacy work?
11. Given the political context in which you operate, how will your advocacy work affect your organization's legal and financial standing?

5b) **Organizational strength and weaknesses** (exercise)

Step 1 - State your advocacy issue and the principal strategies you plan to use in your advocacy campaign.

Step 2 - Given the issues and strategies you intend to pursue, brainstorm about your organization using these questions to help identify strengths and weaknesses:

1. What programs and activities does the organization do best? In what areas is it considered to excel by its staff and by outsiders?
2. What are the most important capacities and resources of its staff? Its leadership? Its alliances and partnerships with other key actors?
3. What programs and activities does the organization need to improve? In what areas do staff and outsiders have concern about the organization?
4. What are the most important missing capacities and resources of its staff? Its leadership? Its alliances and partnerships with other actors?

Step 3 - Use the chart below to list the strengths and weaknesses for each strength, rate how critical it is to accomplishing the organization's advocacy effort. For each weakness, rate how critically it would hinder your advocacy.

Organizational Strengths and Weaknesses

Strengths	How critical to the advocacy Issue/Strategy?
1. 2...	
Weaknesses	**How critical to the Advocacy Issue/Strategy?**
1. 2. 3	

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Annex 6 Charting Advocacy Impact

Dimension	Goal	Indicator	Outcome	Means of Verification
Policy	**Change in public policy, program.**			
National . Agencies/ministries . Courts . Legislative parliament **Provincial Govt.** . . **Local Govt.** . . **International bodies** . UN . IMF				
II. Civil Society	**Strengthening civil societies capacity**			
. NGO . Ally organization . Community groups				
III. Democracy	**Increase democratic space, participation, ...**			
Political space **Participation** **Political legitimacy**				

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