PLANNING & NAVIGATING SOCIAL CHANGE

Tools for Pacific voyagers

OXFAM

ACKNOWLEDGEMENTS

Planning and Navigating Social Change - Tools for Pacific Voyagers is the result of an extensive desk-based review of approaches and tools for social change followed by a process of field-testing in the Pacific, contextualising and simplifying them through orientation and active consultation processes with a wide range of implementers and experts within Oxfam and external stakeholders. Without their support and insightful contributions this manual would not have been possible. The production of this manual has been made possible through Oxfam International's Knowledge Fund.

Within Oxfam, thank you to: Jovesa Saladoka, Nileshni Prasad and Tupou Vere (Fiji); Anand Das, Angelina Angwin, Augustine Kebai, Charlotte Kakebeeke, Collin Esoke, Darryl Raka, Diane Anton, Helen Mark, Kaius John, Margaret Genkawa Selon, Merolyn Moina, Rose Sabub, Sandy Selon, Serah Chapau, Verolyn Nombri Frank and Vincent Haguluha (Papua New Guinea); Jane Foster (Polynesia/Micronesia), Dolores Devesi, Doreen Fernando, Lampio Gerea and Nerol Vaekesa (Solomon Islands); Amos Kalo, Elizabeth Faerua, Glen Pakoa, Jeannette Lini Bolenga, Jeannette Tanghwa (Vanuatu); Alanieta Vakatale, Ernest Gibson, Filipo Masaurua, Ilisapeci Masivesi, Jale Samuwai, Kata Duaibe, Kesaia Vasutoga, Mere Nailatikau, Raijeli Nicole, Ricardo Morris, Samatha Magick (Pacific), Ula Majewski (Australia).

Externally, thank you to: Genevieve Jiva (Pacific Islands Climate Action Network - Pacific); Isikeli Vulavou and Lagi Seru (Rainbow Pride Foundation - Fiji); Alessandra Mel, Bronwyn Kili, Johua Sialis, Maliwai Sasingian, Rosa Koian, Salome Delabu (The Voice Inc. – Papua New Guinea).

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2019, Suva, Fiji

OXFAM

Title: Planning and Navigating Social Change – Tools for Pacific Voyagers
Authors: Douglas Epeli Orr, Maria Cavatore, Tom Aston
Project Manager: Priyajit Samaiyar
Designer: Walter Wasile
Illustrations: Tui Ledua

Published by Oxfam in the Pacific, 30 Des Vœux Road, Suva, Fiji
www.oxfam.org
info@oxfampacific.org
Telephone: +679 3315232

ISBN 978-982-98171-3-6

CONTENTS

Marshall Islands politics is complex. Political governance is infused with family ties, customary obligations, and its chiefly system.

-Dr Transform Aqorau (then) CEO to the Parties to the Nauru Agreement Office

Dr Transform Aqorau is an advisor to Oxfam in the Pacific. OiP works in the Marshall Islands through the Raising Pacific Voices program with our partners REACH – MI, a non-profit, non-governmental organisation which spreads awareness on and addresses unresolved nuclear issues through public education forums, workshops, seminars, debates and discussion. This quote captures the complexities of working in many Pacific island countries.

A. INTRODUCTION

1. PURPOSE OF THIS GUIDE

For Pacific peoples, relationships are paramount. At home and in the workplace, our daily lives are navigated with reference to a constellation of family, clan and tribal relationships and networks that span rural villages to urban capitals, across countries in the region and globally through a far-flung Pacific diaspora. These networks permeate Pacific institutions of all kinds, at all levels.

Those working to advance social change in the Pacific must understand, work with and respond to the complex and changing relationships and dynamics of power that exist within such networks, and situate their work in the context of decolonisation and self-determination. But the approaches typically used by NGOs to plan our projects and programs have failed to give due attention to these dynamics. The result is that our projects fall short of achieving their promise, despite being technically sound and logical.

In this guide, we aim to provide a process and tools that prioritise and draw out the rich, often implicit, knowledge that Pacific Islanders have about our contexts to plan and manage social change initiatives in a manner that values and responds to this ocean of relationships.

2. APPROACH

Social change happens within a dynamic ocean of relationships and other forces. Projects and other efforts to bring about social change must navigate this ocean, shifting course in response to changing swells, winds and waves. So, rather than viewing a development project as though it was a train confined to a single track in order to reach its destination, we view it more like a sail-boat undertaking an ocean journey, with many possible routes across the ocean to another island. The actual route taken will depend on a combination of factors that ocean navigators must take into account. Some are within their control, such as the condition of their boat, crew and supplies. Some are not, such as ocean currents and weather. They will need to adjust their course in order to respond to changes in this context. To do so, they will need to watch out for particular signs, being attentive as they go. Failure to do so means they might miss their destination entirely.

In taking this view, we draw inspiration from the original navigators and sailors who settled the Pacific from the islands of New Guinea in the west to Rapa Nui in the east, centuries before western explorers arrived in the Pacific in the mid-sixteenth century. Without the use of modern navigational instruments, fleets of ocean-going canoes made these journeys. Their navigators found their way across the ocean by using their knowledge, and close observation, of nature. They combined a number of techniques to do this, including:

- **Reading the stars.** Memorising the sequence of positions of stars along a particular course between islands and navigating by reference to this sequence. These sequences are called star paths;
- **Reading the sea**. Discerning a boat's position by reading the pattern of different ocean swells, some of which were reflected by land and thus indicated the presence of land before it could be seen;
- **Reading colours.** Water colours may indicate different depths, such as the presence of a coastal shelf. In addition, some currents have particular colours.
- **Reading animals.** In addition to such techniques as above, navigators in the Federated States of Micronesia, used their knowledge of where particular animals, such as sharks and rays, could usually be seen.

Drawing from these relationship-based and voyaging traditions, we emphasise the need to:

- **frame change in terms of change in people**; e.g. change in the situation of groups of people and change in terms of the actions of people;
- **identify a course** towards a particular 'change destination';
- **identify the signs to read** that will help you determine where you are on that course;
- **be constantly attentive** to the context as you make the journey, and
- **be ready to adjust** your course in response to changes in your context.

To support this way of working, we have selected a number of tools from approaches that we believe fit. In particular, we have drawn from the following approaches[1]:

- **Thinking and Working Politically** and other 'politically aware' approaches that recognise that the success of a development initiative will be determined by the interplay of relationships of power within a particular context, not just by having the right technical solution;
- **Outcome mapping** because of its focus on people and relationships, and on identifying and supporting needed changes in the behaviour of specific actors in relation to others. This is key, because it's individuals who deliver services, individuals who decide whether to allocate budget and resources to address a problem, and individuals who make the choice to believe whether a service is relevant to solving their issues;
- **Adaptive management** because of its recognition that development initiatives take place within complex and changing systems and need to adjust to these and that this requires ongoing learning and adaptation.

[1] *For more on these approaches, see Annex 2, Additional Resources*

B. THE PROCESS

OVERVIEW

This guide describes a process and offers a selection of tools to assist you with the planning and implementation of social change initiatives. The focus is on working with people to achieve change through a process of asking questions, setting course, taking action, learning and adapting.

The process illustrated on the next page, consists of four stages:

1. **Identifying a change destination**, based upon a clear understanding of what problems need to be addressed. Some of the key questions we need to ask are:

    - What's the change we want to see?
    - What do we want to achieve?

2. **Understanding the actors involved.** In order to reach the 'change destination' identified in stage 1, whom do we need to work with? What actions would they need to take in order to support this change? Some of the key questions to ask are:

    - Who has influence over the change we want to see? Who can help and who might hinder?
    - Who do we need to engage with in order to bring about the change?

3. **Planning the journey.** In this step, you'll decide which strategies to use to support target actors to change. Some of the key questions we need to ask are:

    - How are we going to get there?
    - What kinds of strategies will we employ in order to get there?
    - Who do we need to work with in order to get there?

4. **Adaptive management.** In this step, we suggest a number of processes and tools that can help us track the environment, our journey within it and adjust our course as required. Some of the key questions to ask are:

    - How do we know that we're on track towards reaching our goal?
    - What signs are we going to look out for?

A LIVING DOCUMENT

This is the first edition of this guide. We hope to develop it further, based upon your feedback. So, as you try out these tools, please let us know what worked for you and what didn't, what you added, adapted or removed and what you learnt. We'd love to hear from you at: info@oxfampacific.org

IDENTIFY THE CHANGE DESTINATION
What's the change we want to see?
• Problem Tree
• Solutions & Outcomes Tree
UNDERSTAND THE ACTORS
Who do we need to engage?
• Power Analysis
• Institutions, individuals, interests, Potentials and Positions Matrices
• Stakeholder Map
• Power Web
PLAN THE JOURNEY
How do we engage them?
• Boundary Partners, Outcome Challenges & Change Pathway Matrix
• Outcome Challenge Strategy Matrix
• Logic Model & Theory of Change
MONITOR AND ADAPT
Do we need to adjust course?
• Intense Period Debrief
• Outcome Monitoring Journal
• Belwether Interviews
• Outcome Harvests

GUIDANCE TO FACILITATORS

Each of the first three stages builds on the one before. All tools for stages 1-3 are required and each tool should be completed in order. We recommended that stages 1-3 be completed in the same workshop, over a period of 3-4 days. While separate workshops can be conducted, hold them soon after the other, with the same participants, so that the knowledge from the prior stage is not lost.

Stage four, adaptive management, contains recommended tools that should be used periodically during the life of your project or program. We suggest that tool 11 is used after key moments in the project, such as a dialogue meeting or a campaign event. We recommend that the other tools be used in a program reflection/review exercise every six months.

All tools should be used in a participatory workshop process, led by a facilitator. We recommend that 6-10 people are involved, so that everyone can be involved and people aren't left out. Choose your participants carefully. The quality of the analysis and planning will depend on it.

We suggest a mix of local participants who have personal experience of, or who are very knowledgeable about:

1. the issue/problem you want to address, and the different ways in which people of different genders and ages are affected by, or experience, the issue/problem in the specific context

2. groups and institutions in the specific context that have a particular interest in the issue/problem

3. the strategies that could be taken and/or have previously been taken in the context to address the issue.

Those with expertise in influencing and communications approaches/strategies should be involved.

You will need the following materials:

1. Whiteboard
2. Flip chart boards – preferably two
3. Flip chart paper for both presentation purposes and for group work
4. Sticky-notes in various colours for group work
5. Paper and card in various colours for group work
6. Blu-tak
7. Scissors
8. Whiteboard markers in black, blue, red and green
9. Permanent markers in black, blue, red and green.

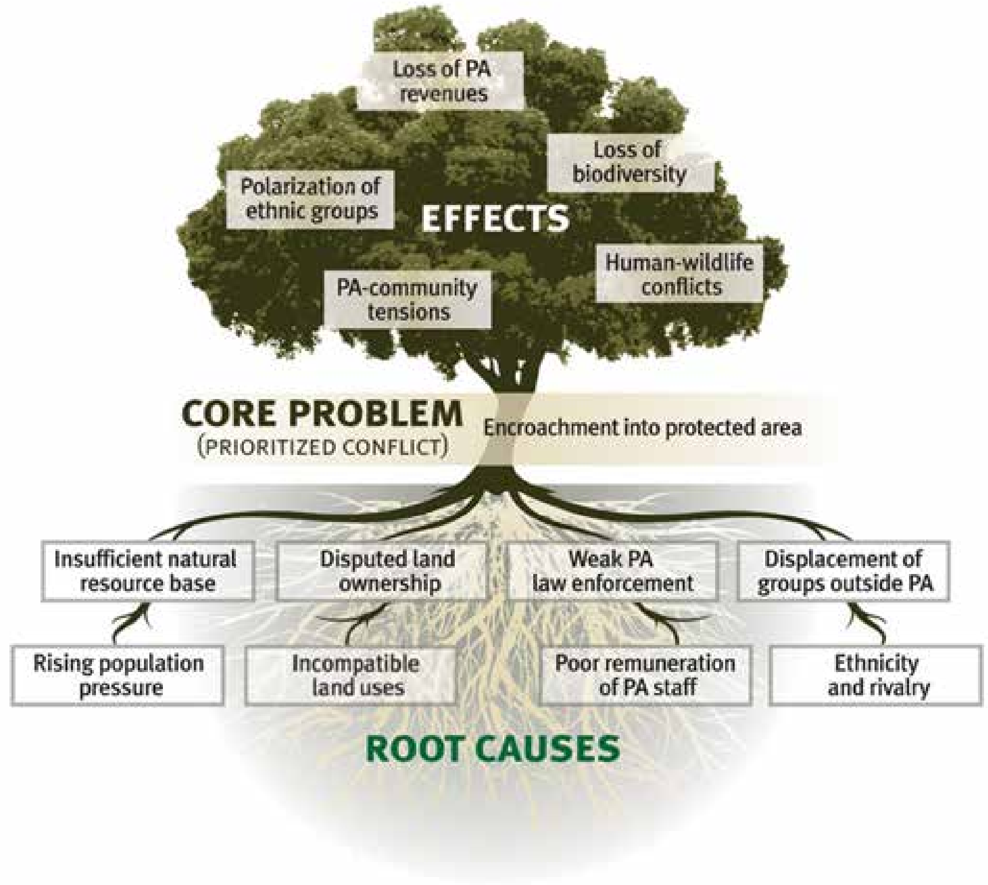
STAGE 1: IDENTIFY THE CHANGE DESTINATION

Before you start out on a journey, it's important to be clear about what you're aiming for. After all, how will you know if you've reached your destination if you don't know what it looks like? In pursuing social change, we need to be clear about the change that we want to see, what we're working towards. To help us decide what this 'change destination' should be, we propose a process that uses two tools.

The first tool, the problem tree, helps us to identify the issue or problem we want see changed and its causes. These need to be addressed for change to happen.

The next tool, the solutions or outcomes tree, helps us see the potential actions that could be taken to address the problem, as well as what the effects, or outcomes, of taking those actions are likely to be. This enables us to select the areas of work that best fit with our mission and our capacity as well as indicate other areas where we might need to partner with others with more experience.

The problem tree provides the basis for the solutions tree. Both tools should be completed in the same workshop, preferably on the same day, one following the other.



Problem Tree from IISD (https://www.iisd.org/topic/environment-conflict-and-peacebuilding)

TOOL 1. PROBLEM TREE

The purpose of the problem tree is to develop a good understanding of the causes and consequences of the main issue or problem that we want to address.

The process will be more effective if a range of perspectives and experience are included, but not so many as to make the process unworkable. We suggest a focus group of between six to eight people. This should include those who have good knowledge of the problem as it is occurring in that particular context, those with direct experience of it, and those who will work on addressing the issue. Problem analysis should generate debate, raise awareness, deepen the understanding of an issue and increase the buy-in and motivation of those involved to address it.

Use a facilitator to make the process as participatory as possible. We suggest writing on sticky notes or cards, and arranging these on a large sheet of paper as the discussion progresses.

Roots of a problem tree prepared by VOICE Inc. team members in Goroka, February 2019

Step 1: Discuss and agree on the main problem or issue to be analysed. The problem can be broad, as the problem tree will help break it down. The problem or issue is written in the centre of the flip chart and becomes the 'trunk' of the tree. This becomes the 'focal problem'. The problem should be an actual issue that everyone feels passionate about, described in clear wording.

Step 2: Identify the direct and indirect causes of the focal problem and arrange these on the chart in a cause-and-effect logic. These become the roots of the 'tree'.

a. Brainstorm a list of causes by asking the question "what caused this problem"?
b. Write each of these causes on a separate sticky note or card and place these on the flip chart under the focal problem.
c. Then, for each of these causes, ask the question "what caused this problem"?
d. Write each of these causes on a separate sticky note or card and place these directly under the problem.

Step 3: Identify the consequences or the effects of the focal problem: What are the effects of the focal problem? What does the focal problem cause? These become the branches of the tree.

a. Brainstorm a list of consequences of the direct effects by asking the question "what does the focal problem lead to or result in?"
b. Write each of these effects on a separate sticky note or card and place these on the flip chart under the focal problem.
c. Then, for each of these causes, ask the question "what caused this problem?"
d. Write each of these causes on a separate sticky note or card and place these directly under the problem.

Step 4: Show the linkages between the problems. Draw lines to indicate the relationships between the problems and consequences. This should enable others to see the group's analysis on "what causes what?" and "what leads to what?"

The heart of the exercise is the discussion, dialogue and debate generated in the process of creating the tree. Take time to allow people to explain their feelings and reasoning, and record related ideas and points that come up on separate flip chart paper under titles such as 'solutions', 'concerns' and 'dilemmas.' **Remember that the process is not just about analysis but sharing knowledge, understanding and creating connections.**

TOOL 2. SOLUTIONS & OUTCOMES TREE

Once the problem tree has been finalised, the solutions tree will be easy to complete because it essentially involves taking the problem tree and reversing each of the problems in it, so that each problem or negative statement is turned into a positive one. The problem tree is thus turned into a 'solutions tree.'

Step 1. Reverse the problem tree. Look at each problem statement and rewrite it on a new card or sticky note as a solution.

Here are some examples:

Problem	Solution
Women fishers are not included in community meetings where decisions are made about which areas to fish	Community leaders have invited women to participate in the meetings where decisions are made about which areas to fish
The laws against Gender Based Violence are not being enforced by local police	Police at the local level are enforcing Gender Based Violence laws
Health facility staff in the community are unaware of the national policy and national service standards for health services delivery at the local level	Staff in the local health facility understand what service standards the Ministry of Health expects them to achieve

Step 2. Flip the solution tree into an outcomes tree. Once the solutions tree has been completed, the next thing to do is to flip it, so that the solutions at the roots of the tree are now at the top. In this way, the original root causes of the problem tree, the ones right at the bottom, are now converted into the top-level branches. These now represent the higher-level outcome or impact level changes that the program could work towards. If you then trace the links from each of those top-level branches to the bottom level roots, you will have a good indication of the areas of work your program needs to work on. As there will be a number of potential work areas within the tree, we suggest that you develop a list of criteria to select which outcome(s) to pursue and thus which kinds of work you will pursue.

Step 3. Decide on which outcome to pursue. Look at the branches and roots beneath the various top-level outcomes. This will give you a good idea of areas of work required to reach each top-level outcomes. Decide which areas you are best equipped to pursue.

Examples of criteria that you could use to decide include:

Potential Criteria	Outcome 1	Outcome 2	Outcome 3
Aligns with your organisational/program objectives	★	★	
Big benefits if successful		★	★
Big harm if no change		★	★
Potential for your group to make a difference	★		★
Potential to find allies to work with	★		
Can be addressed within a realistic timeframe			
Will involve those directly affected by the issue			
Will positively impact on gender inequalities			
Potential to resonate with supporters			
Engagement of supporters could make a difference			
Culturally and conflict sensitive			
Insert more criteria here as necessary/agreed by the group			

Table created by Mereia Carling for the Raising Pacific Voices program

NOTES

NOTES

STAGE 2: UNDERSTAND THE ACTORS

It is people who bring about change and people who exercise power and influence, who choose whether or not to provide resources, support a policy or enforce laws. People make such decisions based on a range of factors. After deciding on the change outcome that you want to work towards, the next step involves exploring the landscape of actors who have in interest in the outcome, who can exercise power and influence over that outcome and to better understand their interests and motivations in supporting, or blocking, change. This will help you decide who to engage with, who to support and to think about what strategies to use to engage and influence them (Stage 3).

The following tools will help you answer the following critical questions. Each of the tools is described in detail below. Each tool builds on the other, so they should be completed in order, one after the other.

We suggest that all the tools are used in the same workshop.

Key Question	Tool
• Which people or actors have an interest in the change? • What is the nature of their interest?	Tool 4. Stakeholder Institutions & Interests Matrix Tool 6. Institutions, Individuals, Interests, Potentials & Positions Matrix
• What could they do to support the change? What actions could they take? • Where do they currently stand on the issue? • Which actors hold the most power to influence whether that change will happen or not?	Tool 6. Institutions, Individuals, Interests, Potentials & Positions Matrix Tool 5. Stakeholder Map Tool 5. Stakeholder Map
• Do our partners or we have a relationship of influence with them? If not, who does?	Tool 7: Power Web

It's unlikely that one person will have the answers to all the questions above, so we suggest that you use a facilitated, focus group process with six to eight people, including those who will work on the change from different perspectives, such as communications, program and influencing staff.

It's very important that you select focus group participants who have a good knowledge of the institutions that have a responsibility for or influence over the change outcome. These institutions could be government, traditional, faith-based or private sector institutions. Detailed knowledge about who are the key decision-makers in those institutions is ideal, although it's likely that there will be gaps in this knowledge. Where these exist, these can be noted down and further investigated. This process should generate debate, raise awareness, deepen the understanding of an issue and increase the buy-in and motivation of those involved to address it.

TOOL 3. POWER ANALYSIS

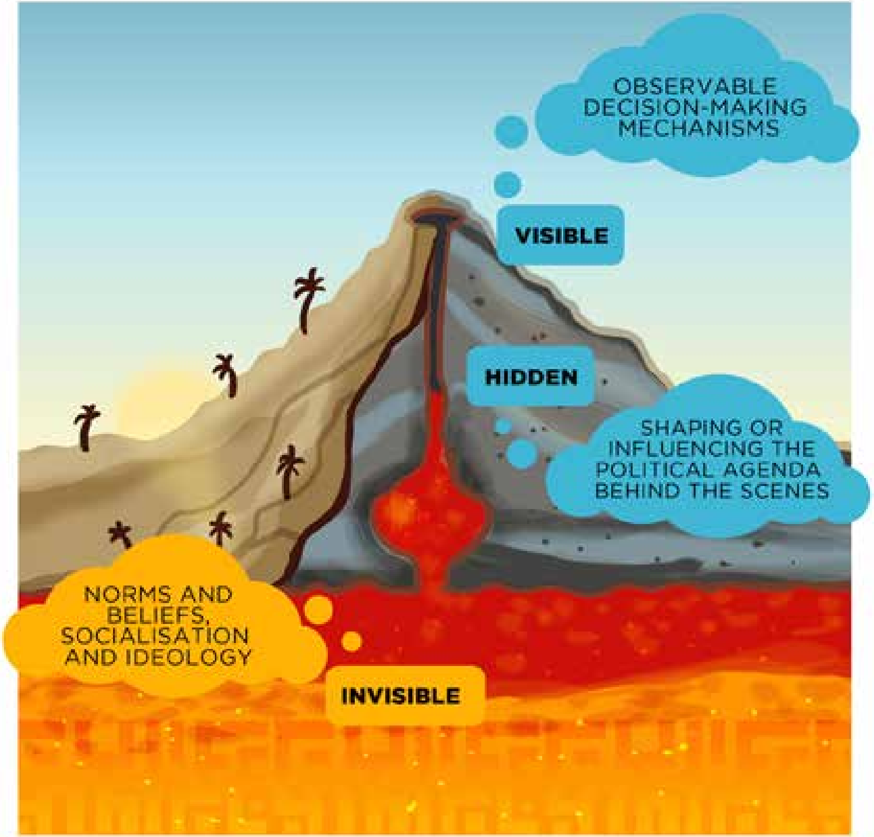
Oxfam's work is based on the understanding that unequal power relations are one of the main underlying causes of poverty and suffering. One of Oxfam's aims is to transform power relations, so that poor men and women have greater influence over the policies, structures and social norms that affect their lives. However, unequal power relations manifest themselves in many different ways: from unfair trade regulations that disproportionately benefit rich countries, to the social norms that cause young girls to suffer malnutrition because they are only allowed to eat after their brothers have had their fill[2].

Power takes different forms:

- **Visible:** observable decision-making mechanisms
- **Hidden:** shaping or influencing the political agenda behind the scenes
- **Invisible:** norms and beliefs, socialisation, ideology

See the Oxfam Quick Guide to Power Analysis or The Power Matrix for more.

In this way, you can think of power like a volcano.



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[2] *Oxfam Quick Guide to Power Analysis*

a) Visible power – the public yes

Above ground level, you find observable decision-making mechanisms. These might be formal rules, responsibilities and decision-making processes in public meetings. Visible power is about the 'rules of the game,' and how those with greater power currently play the game. Instruments of formal power include constitutions, laws, policies, budgets, regulations, conventions, and agreements. These tend to suit and protect the interests of those who are already relatively powerful. They may not include the interests of those groups who are less powerful, because their voices are not represented (e.g. they are not invited to participate), or are simply ignored.

Key questions:

- How do policies shape the different behaviours of more and less powerful actors? To what degree do these policies affect women?
- Who does not hold power, or whose power is most constrained? Why?
- What can those people with less power do to alter/shift/ transform unequal power relations? Are the levers different for men than for women? If yes, how so?

b) Hidden power – the private no

There may be stark difference between what a powerful or powerless actor says or commits to publically and what they feel privately. And we know from experience that many key decisions are actually made in private, behind closed doors, even before the (formal) meeting takes place. In this sense, we know that 'real' power is often hidden. People protect their interests and privilege through tactics we can potentially observe, but they may not be out in the open. These tactics may be widely accepted. They may be the informal rules of the game, such as jobs for the boys or corporate kickbacks.

Importantly, actors may play the formal game in one arena and an informal game in another arena. For example, politicians may commit publicly to act on an issue but make a private agreement to block its progress (or make sure it never really happens). A consultation may be held that is open to all but in a location or language that makes it impossible for many people to participate. In this way, hidden power is about protecting interests, but it is also about (tacitly) excluding and delegitimising voices of potential opposition or resistance. It is about deciding who participates and has voice and who doesn't.

Importantly, hidden power demonstrates the actors behind decision-makers. While a policy maker may formally make the decision about reproductive health policy, the Catholic Church and a politician's private faith may strongly influence decisions in practice.

Key questions:

- Where do important decisions really get made? Do we have access to these spaces?
- Whose voice is not heard on the issue? Why?
- What informal practices contradict the formal rules around the issue?

c) Invisible power – the (ab)normal

Invisible power describes how dominant ideologies, values and social norms shape people's attitudes, expectations and behaviour. These constitute the 'natural order' of things – an order that maintains inequalities and injustices as they are. For example, people who live in a monarchy may never question why some people have wealth and entitlements by birth that others do not have. Women and men may not question why women do all or most of the household tasks or why women do not inherit land.

Social norms—or what people perceive is acceptable to others—also matter. Actors may choose to censor themselves so that their real interests are never expressed, or they may 'choose' to do something different from their own interests for fear of social sanctions. Social norms are about a 'reference group.' A reference group is your peers; the people who define 'normal' for you. This means that to shift the normal, you need to influence not only individual attitudes, but also shape what their peers think is normal and acceptable.

Key questions:

- Who is the actor's reference group?
- What do they think is normal in relation to the issue?
- How might belief systems influence the actor's behaviour (positively or negatively)?

It is important to understand how different forms of power work because this will determine what strategies we use to bring about change.

Understanding of power	Potential strategies for change
Visible Power: making and setting the rules	Lobbying, campaigns, negotiation, representation, engaging in formal politics
Hidden Power: setting the agenda	Organising communities, strengthening organisations, alternative research, media
Invisible Power: shaping meaning and values	Popular education, awareness-raising, peer groups, building self-esteem, cultural champions, media

Summary of the Power Matrix. For the full version of this table, see Annex 1

GENDER AND POWER:

The type of analysis proposed here is rooted in ***Political Economy Analysis (PEA)***. PEA is concerned with ***the interaction of political and economic processes*** in a society: the distribution of power and wealth between groups and individuals, and the processes that create, sustain and transform these relationships over time.[3]

Political economy analyses have often ignored one of the most pervasive systems of power in most societies – gender[4] and the unequal power relations between women and men.[5] By contrast, gender analyses often focus exclusively on social norms or formal laws, and do not deal with governance systems and the political interests and incentives that influence gender relations and outcomes for women and girls.

The two forms of analysis often do not incorporate each other's strengths.[6] When our analysis treats male leaders and male-dominated institutions as if they are the natural state of things, we miss how their privileged position results from how they exercise power and is also a driver of poverty and inequality.

Political economy analysis is often so focused on understanding how things are that it misses seeing what and who is absent from power and politics and fails to imagine how things could be. Political economy analysis can also fail to identify and understand the sources of power that women and marginalised people may already possess and learn from them about what they might need to increase that power.

A gendered political economy analysis starts looking out for social differences and begins considering who is absent from obvious positions of power and why. It opens the analysis up to doing so across a range of differences. You also start to think of the agency that those who are absent have.

3 *For more on PEA, see Annex 2, Additional Resources*

4 *Gender refers to beliefs, expectations and norms about the capabilities and roles of women and girls, men and boys. Gender is socially constructed and is learned from, and reinforced by, peers, friends, family, and society at large. Sex refers to biological characteristics.*

5 *Brown, E. 2014. Gender in political economy analysis. GSDRC Helpdesk report; O'Neil, T. 2016. Using adaptive development to support feminist action. London: ODI. Notable exceptions of political economy tools that integrate a partial gender lens include: Denney, L. and Domingo, P. 2017. 'Political economy analysis. Guidance for legal technical assistance'. ROLE guidance note; Laws, E. (forthcoming) Thinking and Working Politically and Gender Equality. GSDRC Help Desk Report; Pettit, J. 2013. Power analysis: a practical guide. Stockholm: SIDA.*

6 *The research of feminist academics combining gender and institutional theory and approaches is an important exception, see, for example, Feminism and Institutionalism International Network.*

TOOL 4. STAKEHOLDER INSTITUTIONS & INTERESTS MATRIX

This is a straightforward discussion-based exercise to complete the table at step 2 below.

Step 1. Brainstorm a list of important groups and institutions with an interest in the achievement of your outcome. We refer to these as 'stakeholder groups or institutions'. The stakeholder table below provides examples of general types of groups or institutions.

Identify the specific institutions in your context and list these on flip-chart paper.

Examples of potential stakeholder groups and institutions

Private Sector	Public Sector	Traditional/ Customary	Civil Society	Faith Based
• National businesses • Business associations • Professional bodies • Media • Multi/Trans-national corporations	• Parliament • The executive arms of government • Government ministries and departments • The judiciary • The civil service • Political parties • Local and provincial councils • Donors • International orgs. (World Bank, UN) active in the area/sector	• Chiefs • Council of chiefs • Elders	• Local NGOs • Women's organizations • Youth organizations • National media • Schools and universities • Trade unions • Media • International NGOs	• Presbyterian church • Catholic church • Seventh Day Adventist church • Muslim League

Step 2. From this list, pick what you believe to be the most important groups or institutions in relation to your change outcome. These groups may be important because they can influence the achievement of outcome or because they are most affected by it. Limit this number to no more than five per sector. Enter their names into a table like the one below.

Private Sector		Public Sector		Traditional/ Customary		Civil Society		Faith Based	
Name	Roles, Interests	Name	Roles, Interests	Name	Roles, Interests	Name	Roles, Interests	Name	Roles, Interests

Step 3. Discuss the main roles or interests that each of these actors has in your outcome and note these in the relevant column. Questions to consider include:

- Do they have an official role or responsibility in relation to the issue, for example a government department that has a legislated mandate to address the issue?
- Does the organisation or group represent people who are currently affected or would be affected if the outcome were achieved (positively or negatively)?
- Does the organisation have an ideology or religious belief that affects how they would view the change?

TOOL 5. STAKEHOLDER MAP

This tool helps you clarify how influential/powerful and supportive each key stakeholder institution or group is likely to be with regard to your issue. It also provides a picture of where they stand in relation to one another. This enables you to identify where you might strengthen linkages between potential groups of allies. Such groupings could be future members of networks or alliances working together in support of change.

The process involves taking each actor listed in Tool 4 and plotting where they lie on the grid below.

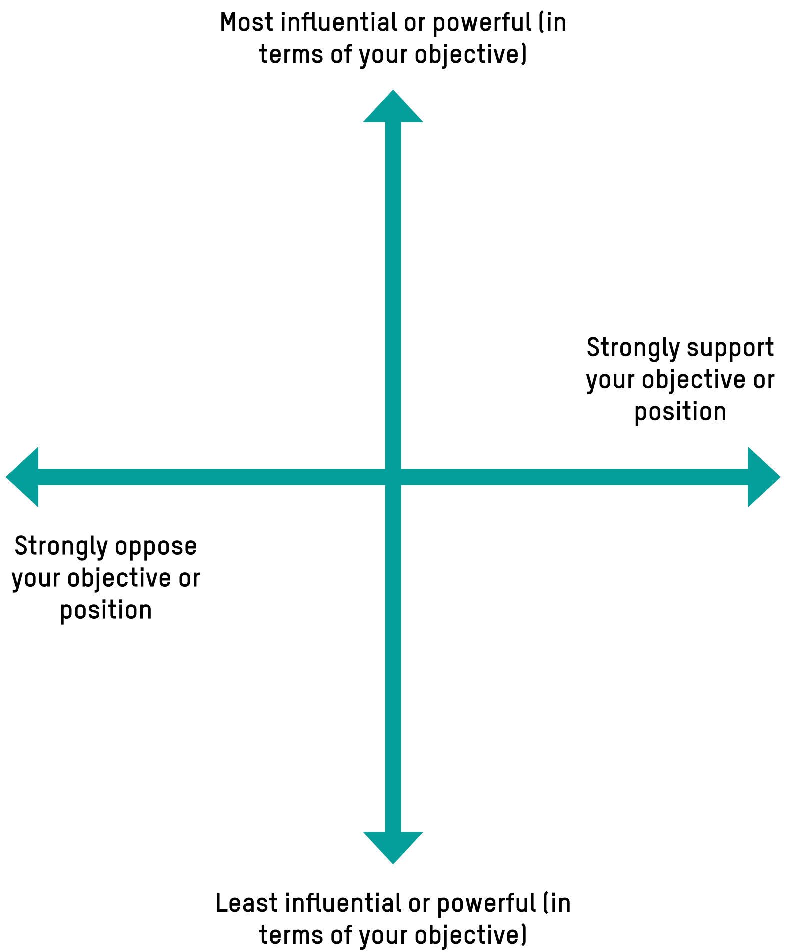
Steps:

1. Draw the grid below onto a large sheet of paper.

2. Write each stakeholder listed in Tool 4 onto a sticky note or card.

3. Discuss where each stakeholder lies on the grid, using questions such as "how powerful is this stakeholder along this scale, and is it likely to support or oppose the change? How much? Once agreed, place card accordingly.

4. As you go through the process, reflect on the picture that's emerging of the positions of stakeholders in relation to one another: e.g. "is the Ministry of Finance really as supportive of the change as the Prime Minister's office?" By asking such comparative questions, you can refine your 'map'.



TOOL 6. INSTITUTIONS, INDIVIDUALS, INTERESTS, POTENTIALS & POSITIONS MATRIX

This tool builds on and deepens the analysis conducted in tool 4. It asks your group to identify specific decision-makers within institutions that the project/program may need to engage with in order to achieve your change outcome and helps you to better understand their interests.

For each institution identified in tool 4, ask:

a) Who are the key leaders or decision-makers in relation to the outcome you seek? **Choose no more than 2 from each institution.**
b) What is their interest in the outcome?
c) What actions could they take to support our change?
d) What are their current positions on the change – do they support it, block it, or are they undecided (and therefore could be persuaded?)

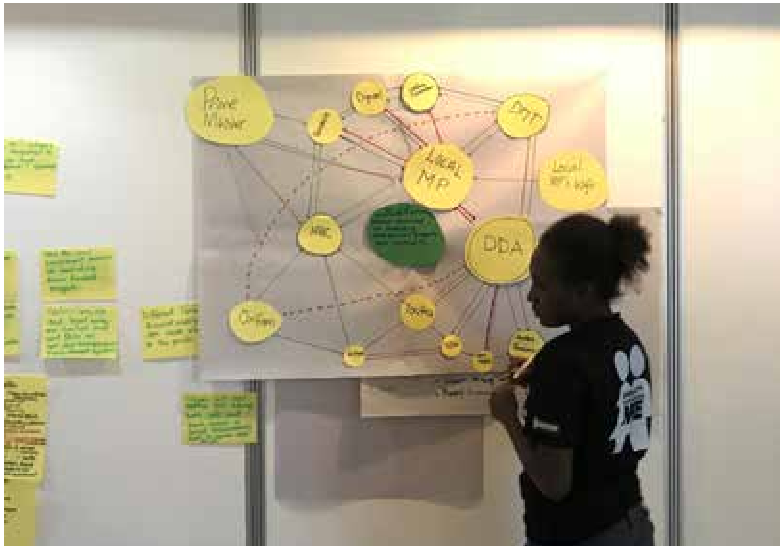
Record the results of this discussion in the four columns under each sector. An example of this analysis is provided below.

Change outcome: strengthen the delivery of maternal child health services at the district and community levels				
Public Sector				
a. Name	**b. Key Leaders or Decision Makers**	**c. Interest in the outcome being achieved**	**d. Potential Actions they have the power to take in support of the change**	**e. Current Position on the issue**
Ministry of Health	Minister of Health	Wants a reduction in the high rates of maternal mortality in the country. This goal is prioritised in the national strategy endorsed by the current government. There is considerable donor interest in supporting this goal.	The Minister could present a budget to the Ministry of Finance that increases budget allocation to MCH services at the primary care level	Supporter
Department of Public Health	Director of Public Health, Dr XX	The Department of Public Health has responsibility for achieving this goal. The Director is responsible to the Minister for achieving it.	The Director of Public Health could advocate with the Minister and his other colleagues on the importance of strengthening services at the lower levels of the health system	Supporter, but his department currently lacks the capacity to do the planning and budgeting work necessary

TOOL 7. POWER WEB

This tool is critical as it brings together much of the previous information and provides the basis for the next stage, planning. The tool has three purposes:

- to understand what level of influence/power that key individuals have over the achievement (or otherwise) of your change outcome;
- to map the linkages/relationships between the key individuals and who influences these key decision-makers; and
- to decide who to prioritise for engagement.



Nerol Vaekesa of Oxfam in Solomon Islands working on a power web.

The power web can be completed all at once, or in three phases:

Phase 1: How powerful are the actors?

1. Cut out a large circle/square and write the outcome you want to achieve in the centre of it.
2. For each decision-maker ask: how much power do they have over your key outcome being achieved? Is it a little, a lot, or somewhere in between? Note this down.
3. Using the coloured cards, cut a circle for each actor that corresponds to the amount of power they have. So, each actor should either be a small (little power), large (a lot of power) or medium circle.
4. Now place all of these actor circles around the outcome circle.

Phase 2: Who influences whom? Mapping relationships of influence.

5. Look at any two cards. Ask is there a relationship of influence between these actors? If yes, who influences whom?
    - Draw a single line between one actor and another where the relationship of influence is in one direction only and a double, parallel line between actors that influence each other.
    - Add an arrow -> or <- to indicate direction of influence.
    - For parallel lines indicate direction of influence ⇀ or ↽
6. **Use different colours** to indicate the **level of influence** that an actor has over another:
    - no influence: **BLUE LINE**;
    - some influence: **GREEN LINE** = the actor receives and listens to the other actor, occasionally they will act upon the recommendations of the other actor;
    - a lot of influence: **RED LINE** = recommendations are usually or often acted upon.

Phase 3: Who are our potential allies and opponents?

7. Look at your power web.
8. Starting from the most powerful actors, discuss and decide if the actor is:
    - A **champion** - someone who will proactively support/advocate for your efforts to bring about the outcome - **circle or shade in GREEN**
    - A **blocker** – someone who will actively resist the change - **circle or shade in RED**
    - A **floater** - someone who can be persuaded either way - **circle or shade in BLUE**

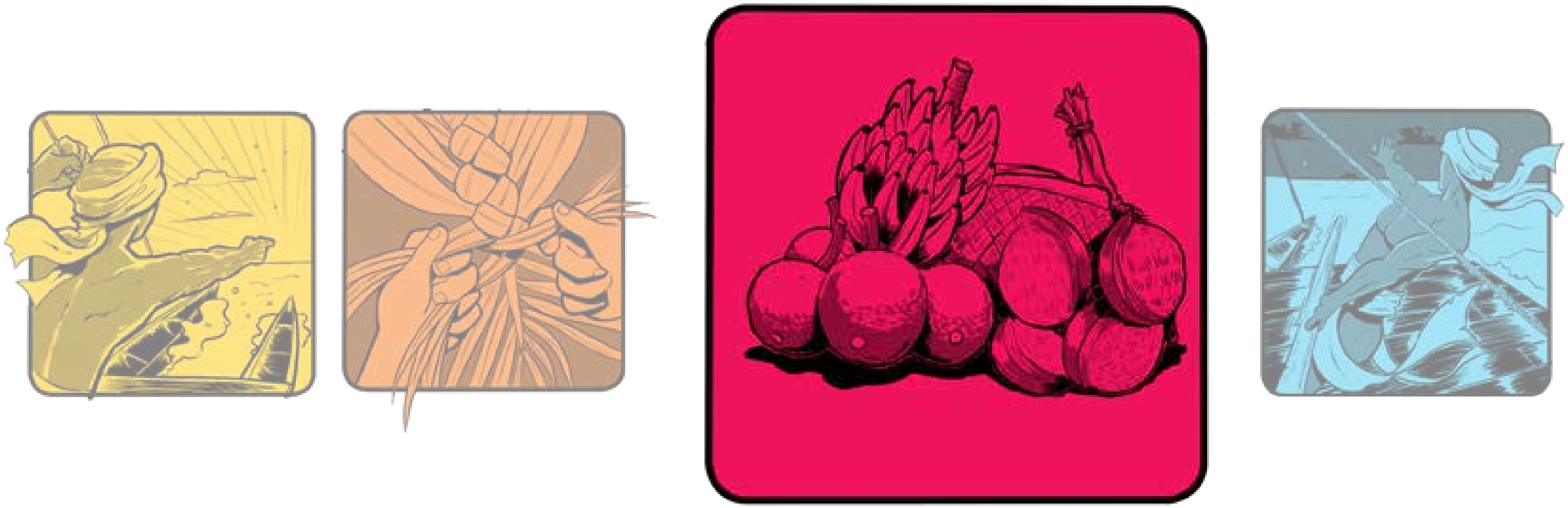
Phase 4. Select targets.

Your completed map will now provide a rich picture of relationships of influence between key actors. Use questions such as the following to explore what it means for your project/program:

- Who are the most powerful actors?
- Who influences them?
- Which actors don't have power, but should (because, for example, they are significantly effected)?
- Where is Oxfam and partners in this picture - who do we have linkages or relationships with?
- Do we hold significant influence anywhere? With who?
- If you don't have a linkage with the most powerful actors, how do you reach them? Do you have a relationship with actors that they are linked with? Can you draw on these relationships?
- How can we support those who have less power but a great interest in the outcome to have more power?

On the basis of these questions, **discuss and list which actors should be priorities for engagement** and why. The information from this map is used in Stage 3.

STAGE 3: PLAN THE JOURNEY



Having decided which change destination, or outcome, to pursue (Stage 1) and which stakeholder institutions and actors you need to engage with in order to get there (Stage 2), this stage is about planning how you will get there.

To do this, we have borrowed a few core concepts and tools from the Outcome Mapping approach and simplified them.[7]

The next steps are:

1. **Select your 'Boundary Partners.'** These are the individuals that you will work with, or through, in order to realise your change outcome. These are taken from Tool 7.

2. **Identify your 'Outcome Challenges.'** These are the main changes in the behaviour or the actions that you want your boundary partners to take in order to effect change. These can be taken from Tool 6.

3. **Set your 'Progress Markers'**. These are a sequence of signs to navigate by, rather like the star paths the ancient Pacific voyagers took. They help you map out the journey towards reaching each outcome challenge by getting you to describe what important signs (bright spots, stars!) that you expect to see at various stages along the journey. They are markers or signs of progress, indicating a sequence of changed behaviours or actions that you anticipate your boundary partners will take along the journey towards the ultimate change in behaviour or critical action that you want them to take.

4. **Develop a strategy to achieve your Outcome Challenges.** This sets out what you will do within your project/program to reach the Outcome Challenges. We strongly recommend using a combination of strategies; programs, influencing and communications. Taking such an approach will be more effective than using just one of them.

Ways to monitor and review progress against these progress markers and strategies is the focus of Stage 4.

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[7] *For a full description of Outcome Mapping visit: Outcome Mapping Learning Community (https://www.outcomemapping.ca)*

TOOL 8. BOUNDARY PARTNERS, OUTCOME CHALLENGES & CHANGE PATHWAY MATRIX

Step 1. Write up the matrix shown below on a sheet of paper.

a. Actor	b. Outcome Challenge	c. Change Pathway/Progress Markers

Step 2. Look at the list of target actors identified in phase 4 of Tool 7, the Power Web. Put each actor into column a.

Step 3. For each actor, write a statement that describes the ultimate behaviour or action that the actor could take that would have a major, positive impact on the change outcome being sought. This could include actions such as adopting new policies, making public statements of support, allocating resources, leading a network or establishing a partnership. Apply the news test: it needs to be an important enough action that you would expect to see it lead a news bulletin when it happens. Write that 'ultimate change' statement in column b. These will be your 'outcome challenges'.

Step 4. For each of the outcome challenges, discuss what changes in behaviour the actor would need to make before reaching the outcome challenge. Tool 6 (column e) notes what the current position of actors is on the issue. Use this and the outcome challenge as reference points. What changes would need to happen along the journey from one to the other? This will be your 'change pathway'

To help develop your change pathway, you can use the outcome mapping questions of what behaviours would you 'expect to see', 'like to see' and 'love to see' in your actor. So, the achievement of the outcome challenge describes the 'love to see' behaviour, while 'expect to see' would be something that you could reasonably expect the actor to be doing not too long after starting your work on influencing them. This will be your 'change pathway'.

An example of a 'change pathway':

Outcome Challenge: The minister of justice has mandated training in Gender Based Violence as part of the police cadet-training program.	
Progress Markers / Change Pathway	
Expect to see	The minister of justice participates in the high-level panel discussion on gender-based violence organised by the national coalition against GBV
Like to see	The minister of justice endorses the policy proposal put forward by the coalition to increase the capacity of police to respond to cases of GBV
Love to see	The minister of justice signs an agreement with xx to train all new police officers in GBV

If it makes your change pathway clearer, feel free to add more than one marker in each section. Add your change pathway for each outcome challenge into column c.

TOOL 9. OUTCOME CHALLENGE STRATEGY MATRIX

This process will help you think about how you're going to support actors to change their behaviours/take the actions that were identified in Tool 8.

To achieve change, most development organisations organise their staff in departments or teams focused on functional or thematic areas. Common ones in Oxfam are 'program', 'influencing/advocacy/campaigns', 'communication', 'media', 'fundraising', 'finance', 'HR' etc.

Program and influencing teams are usually responsible for planning and implementing social change strategies, while the other teams, such as media and communications and fundraising, provide supportive roles. However, we recognise that behavioural change at different levels relies on effective communication. Therefore, we see the communications function as core to social change initiatives rather than supportive.

We strongly emphasise the use, and combination of, program, influencing and communications strategies to achieve change. For that to happen, you'll need to include people with expertise in these areas in your planning process.

We're not going to go into detail about the content of these strategies. Oxfam and others have produced more detailed guidance on these issues, and a list of examples can be found in Annex 2. In any case, this process relies on bringing local expertise—from inside and outside Oxfam—who together can contribute from their own experience and knowledge of what works in the specific contexts of the Pacific.

The table below provides an overview of these approaches so that staff from different disciplines, which may not be familiar with other areas, can understand the breadth of options available to achieve change and engage in a dialogue together about what strategies could be used and how to combine them. Also, have a look at the third column of the Power Matrix at Annex 1. This provides examples of strategies for addressing different forms of power.

A.Program	B.Influencing	C. Partnerships for Change
Supporting, providing, conducting: 1. Research 2. Funding/Grants 3. Technical Assistance/Advice 4. Capacity development (training etc.) 5. Trying out new solutions 6. Taking innovations to scale 7. Multi-stakeholder program partnerships **Focus on service deliverers (government, civil society, and private sector)**	Supporting, conducting: 1. Research 2. Raising Awareness 3. Policy Analysis 4. Proposing Policy Change 5. Developing new or alternative Policies 6. Monitoring implementation of policy 7. Policy Advocacy 8. Capacity development 9. Convening Dialogue 10. Lobbying 11. Campaigning F**ocus on public decision-makers and the private sector**	Facilitating, supporting, brokering, participating, leading: 1. Networks 2. Alliances 3. Coalitions 4. Social Movements 5. Multi-stakeholder collaboration and learning **Focus on civil society public/community**
Communications tools		
Media: online, print, broadcast, social media **Content creation:** podcasts, films, theatre, dance, documentaries, reports, infographics **Events:** media conferences, campaign launches, direct action, speeches and oral interventions **Campaigns:** public figure advocates/champions, mass market advertising, out of home advertising, social media activations etc		

Steps:

1. Review and discuss the table above. Ask participants to give examples of the different kinds of work that they've undertaken.

2. For each change pathway developed through Tool 8, discuss what kinds of strategies and activities are most likely to support the project to reach the progress markers and the outcome challenge. Some questions that could be used to explore this further are:

    - How will you create real pressure on your specific target to make the change you want?
    - Which strategies or activities would be most effective to influence that actor?
    - What sequencing or combination of activities would maximise pressure?
    - What do you need to do these things? People, key influencers, access, channels to amplify, knowledge, materials, stories, analysis ?
    - What good work can you build on?
    - What new things can you do?

3. Write these up in the following matrix. This has been filled in with an example.

Outcome challenge strategy matrix

Outcome Challenge: *The minister of justice signs an agreement with xx to train all new police officers in GBV*		
Change Pathway		**Strategies / Activities**
Expect to see	The minister of justice participates in the high-level panel discussion on gender-based violence organised by the national coalition against GBV	• Conduct research on GBV in partnership with prominent university/researchers on the issue. • Generate awareness of and promote the research through communication products targetting different audiences – e.g. media for the public, policy briefs for decision-makers etc. • Conduct campaigns with other organisations to raise awareness. • Convene a panel of high-level experts and policy makers to discuss GBV. • Invite minister to give a keynote address/participate in the panel. • Livestream the event and invite journalists to attend.
Like to see	The minister of justice endorses the policy proposal put forward by the coalition to increase the capacity of police to respond to cases of GBV	• Develop a policy proposal together with local women's rights organisations • Working with these organisations, present and negotiate policy proposals to key decision-makers in the justice ministry through face-to-face meetings. • Conduct campaigns with other organisations to raise awareness.

Outcome Challenge: *The minister of justice signs an agreement with xx to train all new police officers in GBV*		
Love to see	The minister of justice signs an agreement with xx to train all new police officers in GBV	• Publicise this agreement to ensure visibility, public buy-in and to create an environment for monitoring of progress later

4. Discuss what capacities you have to do this work. Do other organisations have the capacity to take the lead? Would they be interested in partnering for change?

5. To monitor and review progress against these progress markers and strategies, Tool 12 can be used to track progress and Tool 13 to monitor change in outcomes.

The information in this matrix can also be presented as a logic model or a theory of change diagram.

TOOL 10. LOGIC MODEL & THEORY OF CHANGE

The outcome challenge strategy matrix can easily be turned into a 'logic model' and/or a 'Theory of Change'.

Logic model
This essentially involves representing the information in columns 2 and 3 as several IF, THEN statements, so that a logical cause and effect model leading to the higher-level change is created. Here is an example:

- **IF** the results of research on GBV by a leading university are widely promoted, reaching different public and policy audiences, **AND** campaigns are conducted to raise public awareness and concern on the issue;

- **THEN** the minister of justice will accept an invitation to, and participate in, a high-level panel discussion on gender-based violence to discuss the research;

- **IF** the minister of justice accepts an invitation to, and participates in, a high-level panel discussion on gender-based violence to discuss the research and practical proposals to address GBV **AND** campaigns continue to be conducted to raise public awareness and concern on the issue;

- **THEN** the minister's key policy advisor will be open to discussing such proposals, eventually presenting a well-grounded proposal to train police cadets to the Minister for approval;

- **IF** the minister's key policy adviser presents a well-grounded proposal to the minister to train police cadets, **AND** campaigns continue to be conducted to raise public awareness and concern on the issue;

- **THEN** the minister will endorse the proposal to train all new police officers in GBV.

This logic can be presented as a logic model as follows:

Theory of Change
To turn the logic model above into a Theory of Change, you need to make the assumptions underpinning each step in your logic clear, such as:

- The minister is open to listening to research on GBV conducted by a leading university
- Panellists put forward proposals to address GBV in a persuasive manner
- The panel discussion is reported in the media, keeping the issue on the agenda
- The minister's key policy advisor is open to discussing the proposals made because of the public interest
- The minister's key policy advisor is persuaded by the quality of the proposals presented and the continued advocacy on the issue
- Because of the public interest in the issue and direct advocacy by a range of individuals and organisations, the minister remains open to discuss the issue
- The minister listens to the recommendations of his advisor or other individuals persuaded by the coalition to speak for the proposal.

If these assumptions prove incorrect, then the logic underpinning the theory of change may not work and the Theory of Change may need to be revised. **For this reason, we recommend that logic models and theories of change are revisited every six months** in review and reflection meetings. This will enable you to adapt course in as new information arises about the assumptions and changes to the context and learning happens. This is the focus of the next section, **Adaptive Management**.

NOTES

STAGE 4. ADAPTIVE MANAGEMENT

Social change is complex and dynamic. Organisations and initiatives working on social change must respond to complexity and dynamism. As we discussed earlier, we view programs and projects working on social change as sailboats journeying towards a destination, with many potential paths across the ocean and a range of external and internal factors to adjust to on the journey. The sailors making such journeys must pay close attention to, and reading meaning from, a range of signs and adjust their course accordingly, if they are to reach their destinations. **Adaptive management** is a more recent term used in international development to describe such a process.

> ***Adaptive management is characterised by a flexible, exploratory approach in the face of uncertainty and complexity, involving testing, monitoring and getting feedback and – crucially – making course-corrections if necessary. It is often contrasted with approaches that emphasise adherence to detailed plans to solve development problems in a more linear, mechanistic way***[8].

Managing adaptively requires regular spaces for reflection, and therefore we propose a manageable set of structured and unstructured learning sessions for key moments in the programme cycle. This makes space for multiple stakeholders to make sense of what's working, what isn't and how adaptations can be made collectively. We also offer some suggestions to test the attitudes of opinion-leaders and key decision-makers and whether we are gaining traction or not. And finally, we offer some suggestions for easy ways to describe outcomes, and to assess our contribution to those outcomes.

[8] *Adaptive management: what it means for civil society organisations, Michael O'Donnell, 2007. (https://www.bond.org.uk/resources/adaptive-management-what-it-means-for-csos)*

We recommend having biannual reflection reviews in which teams come together with management to discuss progress, using the following tools:

1) **Intense-period debriefs**, to stimulate team reflection after an important moment;
2) **Outcome monitoring journals**, to record progress on the change pathway;
3) **Bellwether interviews**, to quickly sense test whether our efforts are gaining traction or not from the point of view of opinion leaders;
4) **Outcome harvests**, to support teams to articulate outcomes (behaviour change of key actors), even with very limited monitoring data.

These exercises and tools that are designed to support staff to **pause and reflect**, to make sense of changes they see, and develop ways to review what is working, and what isn't.

TOOL 11. INTENSE PERIOD DEBRIEF

Those involved in influencing/advocacy/campaigning work, often engage in a flurry of activity as windows of opportunity open. These intense periods often contain lessons for advocates, if they explore what caused the window to open, and how they were (or were not) able to take advantage of the window.

Once the intense period is over, advocates need to take the time to actively process what happened, otherwise these lessons are likely to be lost. If advocates gather to debrief what happened soon after the event, they can codify their lessons, and base future strategy on what they have learned.

As part of the process, advocates can meet and hold a discussion that addresses:

- The events contributing to the policy window;
- Actions contributing to the opening of the policy window;
- Actions that advocates took to move their agenda forward;
- Outcomes achieved;
- Outcomes that advocates hoped for, but were not achieved, and
- Whether the advocates might have done something differently to achieve a more favourable outcome.

It can also be important to consider who participates in these debrief meetings. It can often be helpful to include people from different levels and spheres of influence, or indeed with varying perspectives (i.e. program, influencing, and communications staff).

Guiding Questions

1. What events triggered this intense period?
2. How was the organisation's response agreed? Who was responsible for that decision? How was that decision communicated to other partners and allies?
3. Which elements of our response worked well? Which elements could have been improved?
4. What was the outcome of the intense period? Was the result positive or negative?
5. What insights will you take away from this experience that might inform your strategies going forward?

TOOL 12. OUTCOME MONITORING JOURNAL

Use the format below to record progress against the progress markers and strategies you defined in Tools 8 and 9.

Outcome Monitoring Journal					
Period of monitoring and data collection:					
Contributors to Monitoring Update:					
Name of the person(s) who compiled the journal:					
Outcome Challenge:					
Based on your analysis of each progress marker, please indicate the number on the scale that best represents the boundary partner's progress in achieving the progress marker (1 indicates no activity towards the progress marker while 7 represents full achievement of the progress marker) Not started yet/no activity towards progress marker 1 2 3 4 5 6 7 Progress marker reached/strong activity towards progress marker noted					
Progress markers	What happened (who, how, what, where)	Date (when)	Strategy Used and its Efectiveness	Follow up/corrective measures	Evidence (documents etc.)
1)					
Not started yet/no activity towards progress marker 1 2 3 4 5 6 7 Progress marker reached/strong activity towards progress marker noted					
2)					
Not started yet/no activity towards progress marker 1 2 3 4 5 6 7 Progress marker reached/strong activity towards progress marker noted					
3)					
Not started yet/no activity towards progress marker 1 2 3 4 5 6 7 Progress marker reached/strong activity towards progress marker noted					
4)					
Not started yet/no activity towards progress marker 1 2 3 4 5 6 7 Progress marker reached/strong activity towards progress marker noted					
5)					
Not started yet/no activity towards progress marker 1 2 3 4 5 6 7 Progress marker reached/strong activity towards progress marker noted					

TOOL 13. BELLWETHER INTERVIEWS

If you want to **understand what opinion leaders** think about your key issues, you may want to consider doing "bellwether" interviews, which were developed by the Harvard Family Research Project to determine where a policy issue or proposed change is positioned on the policy agenda, the perceptions of key actors, and the level of traction it has among decision-makers.

"Bellwethers" are simply influential people whose opinions are perceived to matter. The aim is to use these opinion leaders to track a broad range of policy issues. At least part of the bellwether sample is "unconnected" to the policy issue of interest, and bellwethers are unaware beforehand that the interview will discuss the policy issue of interest.

Steps

The bellwether methodology involves five main steps[9] common to all key informant interviews. Two steps, however—selecting the bellwether sample and setting up the interviews—require a unique "twist" that sets this approach apart from other types of structured interviews:

1. **Select the types or categories of bellwethers to interview:** For example, categories might include policymakers, the media, funders, researchers/think tanks, church leaders, the business community, trade associations, or advocates. Categories chosen should represent the types of individuals whose opinions are important or influential on the policy issue of interest.

2. **Select the bellwether sample:** After sample categories are determined, criteria are developed for selecting individual bellwethers. At least half the sample should include bellwethers who do not have a special or specific connection to the policy issue being explored. This approach increases the probability that issue awareness or knowledge detected during interviews can be linked to advocacy efforts rather than personal experiences or other extraneous variables. Other selection criteria might include, for example, bipartisanship, or gender, ethnic, and geographic diversity. Once selection criteria are developed, subject matter experts nominate bellwethers who fit those criteria.

3. **Set up interviews:** Interview setup is critical. Bellwethers must be unaware before the interview begins that the interview will focus on the specific policy issue of interest. They are informed about what the interview will generally cover, but do not receive specific details. This approach helps to ensure that bellwethers' responses are authentic and unprompted.

4. **Conduct the interviews:** Interview questions determine what bellwethers know and think about the policy of interest. For example, the interview might start by asking bellwethers what issues they think are at the top of the policy agenda. Their responses (which will be unprompted because they do not know beforehand which specific policy issue you are exploring) indicate whether the advocacy issue of interest shows up on that list, and if so, where, and along with what other

[9] *This section is adapted from Coffman and Reed, 2007, Unique Methods in Advocacy Evaluation. (http://www.pointk.org/resources/files/Unique_Methods_Brief.pdf)*

issues. Later questions can get more specific and ask about bellwethers' familiarity with the issue of interest and probe on what they know, allowing later content analysis to determine whether advocates' messages surface in bellwether discourse about the issue. Questions also might ask bellwethers to predict whether they think the issue will advance in the near future or in the longer term.

5. **Analyse and use the data to inform strategy:** The bellwether methodology returns both summative and formative data. Bellwether data can indicate how effective, according to this audience, advocates have been in communicating their messages and whether they have been successful in moving their issue either onto the policy agenda or at increasing its importance. Formatively, bellwether data can inform advocates about specific gaps in bellwether knowledge about how their messages are playing with this audience. This method is repeatable over time if the advocacy strategy takes place over several years.

TOOL 14. OUTCOME HARVESTS

One effective way to review what and how outcomes your program or project has achieved is through outcome harvesting.

In outcome harvesting you collect evidence of what has been achieved and work backwards from observable changes. Begin by identifying key questions and agree on what information is to be collected and how you believe your actions influenced actors.

At the heart of the harvest are outcome statements of changes that actually happened. Each of these should be one short and clear paragraph. The basic information that needs to be included in an outcome statement are:

- **Who** changed their behaviour?
- **What** changed?
- **When** did it change?
- And, **where** did it happen?

Below you can see an example for how to structure this information:

*In 2019 (**when**), the Minister of Justice (**who**) endorsed the policy proposal put forward by the coalition to increase the capacity of police to respond to cases of GBV (**what**) in PNG (**where**)*

We encourage you to:

- Make the outcome statements as SMART (Specific Measurable Achieved Relevant and Timely) as possible. In particular, the more **specific** your outcome statements are, the easier it is to substantiate your claim of influence. The outcome statement should be formulated in sufficient detail that a user without specialised subject or contextual knowledge will be able to understand and appreciate who changed what, when and where it changed, and how the change agent contributed (Wilson-Grau and Britt, 2013: 10).

- Write a **contribution statement** which directly refers to the outcome statement. And you can also articulate the **significance of the outcome** and the **context** in which the change takes place. These will help put your contribution in perspective.

A format for recording this information can be found on the next page.

Format for recording Outcomes

Sources of information:
Person responsible:
Date:

Title: In a sentence, summarise the change in the social actor (e.g. a boundary partner) – **who** did **what** that was new or different, **when** and **where**?

Description: Now in more detail, briefly describe who changed, what changed in their behaviour, relationships, activities or actions, when, and where.

Significance: **Briefly explain why the outcome is important**. The challenge is to contextualise the outcome so that a reader who does not have country and topical expertise will be able to appreciate why this change in a social actor is significant.

Contribution of our organisation: **Please indicate the evidence of our contribution.** How do you know that the outcome was a result—partially or totally, directly or indirectly, intentionally or not – of our activities? Please be concise. In a sentence or two, describe what was done, by whom, when and where as specifically as possible.

To conclude
Just a reminder that this is the first edition of this guide. We would like to improve it based on your feedback and experiences in using it. Please let us know what worked for you and what didn't, what you added, adapted or removed and what you learnt. You can reach us at: info@oxfampacific.org

ANNEX 1 – POWER MATRIX

MECHANISMS *Through which dimensions of power over operate to exclude and privilege*	EXAMPLES *Power Over*	RESPONSES & STRATEGIES *Power With, Power Within, Power To*	
Visible: Making & Enforcing the Rules Presidents, Prime Ministers, legislatures, courts, ministries, police, military, etc. United Nations, IMF, World Bank, World Trade Organization, Multinational corporations, private sector actors, chamber of commerce, businesses, etc. **Instruments:** Policies, laws, constitutions, budgets, regulations, conventions, agreements, implementing mechanisms, etc.	**Biased laws/policies** (e.g. health care policies that do not address the poor or women's reproductive needs). **Decision-making structures** (parliaments, courts, IFI governance, etc.) favour the elite or powerful and are closed to certain people's voices. Principle of 'equality' may exist in law, but parliaments and courts are not fairly representative of women and minorities. International financial/trade bodies dominated by G8, despite rising economic power of others.	**Lobbying & monitoring negotiation & litigation** **Public education** & media policy research, proposals shadow reports Marches & demonstrations Voting & running for office Modeling innovations Collaboration etc	Building collective power

MECHANISMS *Through which dimensions of power over operate to exclude and privilege*	**EXAMPLES** *Power Over*	**RESPONSES & STRATEGIES** *Power With, Power Within, Power To*	
Hidden: Setting the Agenda **Exclusion & delegitimisation:** Certain groups (and their issues) excluded from decision-making by society's unwritten rules and the political control of dominant and vested interests. They & their issues made invisible by intimidation, misinformation & co-optation. **Examples:** The oil-gas industries control on energy/environmental policies & public debate about global warming and climate change; the Catholic Church's influence on global reproductive health policy, etc. Often, formal institutions with visible power, also exercise hidden power.	Leaders are labeled troublemakers or unrepresentative. Issues related to the environment are deemed elitist, impractical; feminism blamed for male violence/breaking families/sex industry. Domestic violence, childcare are seen as private, individual issues not worthy of public action; land rights/labor rights are 'special' interests and not economically viable. Media does not consider these groups' issues to be mainstream or newsworthy.	**Organising communities and active constituencies** around common concerns, and mobilising to demonstrate clout through numbers and direct action. **Strengthening organisations**, coalitions, movements, and accountable leaders. **Participatory research and dissemination** of information/ ideas/images that validate and legitimise the issues of excluded groups. **Use alternative media outlets/ internet/radio to name and shame** – exposing the true agendas and actors dominating public debate, agendas and policy, or cultivate understanding and relationships with key journalists.	**Confronting, engaging, negotiating**

MECHANISMS *Through which dimensions of power over operate to exclude and privilege*	**EXAMPLES** *Power Over*	**RESPONSES & STRATEGIES** *Power With, Power Within, Power To*	
Invisible: Shaping Meaning, Values & What's 'Normal' **Socialisation & control of information:** **Cultural norms, values, practices, ideologies and customs** shape people's understanding of their needs, rights, roles, possibilities and actions in ways that prevent effective action for change, reinforces privilege-inferiority, blames the victim and "manufactures consent". **Dominant ideologies** include neoliberalism, consumerism and corporate capitalism, patriarchy-sexism, racism, etc. Key information is kept secret to prevent action and safeguard those in power and their interests.	**Socialisation/oppression** Belief systems such as patriarchy and racism cause people to internalise feelings of powerlessness, shame, anger, hostility, apathy, distrust, lack of worthiness etc. This is especially true for women, racial-ethnic minorities, immigrants, working class, poor, youth, LGBTQI groups etc. Dominant ideologies, stereotypes in "popular" culture, education and media reinforce bias combined with lack of information/ knowledge that inhibits ability to question, resist and participate in change. **Examples:** Women blame themselves for domestic abuse; Poor farmers for their poverty despite unequal access to global markets or decent prices or wages. Crucial information is misrepresented, concealed or inaccessible (e.g. Iraq and weapons of mass destruction).	**Popular education, empowerment,** new knowledge, values and critical thinking tied to organising, leadership and consciousness for building confidence, collaboration, political awareness and a sense of rights/responsibilities/ citizenship which includes such strategies as: • sharing stories • speaking out and connecting with others, affirming resistance • analysing power and values • linking concrete problems to rights, etc. Doing action research, investigations and dissemination of concealed information and using alternative media, etc.	**Building individual and collective power**

ANNEX 2 – ADDITIONAL RESOURCES

Adaptive management
- Adaptive management: what it means for civil society organisations, BOND
  https://www.bond.org.uk/resources/adaptive-management-what-it-means-for-csos

Gender
- Oxfam's Guide to Feminist Influencing
  https://oxf.am/2NLjbMA

- Politically informed, gender aware programming: five lessons from practice, Developmental Leadership Program
  https://bit.ly/2xJFvyY

- Putting gender in political economy analysis: Why it matters and how to do it, Gender and Development Network
  https://bit.ly/2Jw2X9L

Outcome mapping
- Outcome Mapping Learning Community
  https://www.outcomemapping.ca

Political Economy Analysis
- Beginners guide to political economy analysis, National School of Government International (UK)
  https://bit.ly/2XFVjlK

- Everyday political analysis, Developmental Leadership Program
  https://res.cloudinary.com/dlprog/image/upload/ZwPASQapyojZRnsWMkze6kMpomP1T6WrFsxGup08.pdf

Power Analysis
- Planning Research for Influencing Diagram
  https://policy-practice.oxfam.org.uk/publications/planning-research-for-influencing-diagram-620756

- Power analysis, a practical guide, SIDA
  https://bit.ly/2YIM05W

- Quick guide to power analysis, Oxfam
  https://bit.ly/2Y2ZhUF

- https://www.powercube.net/

Thinking and Working Politically
- The case for Thinking and Working Politically, the implications of Doing Development Differently, TWP Community of Practice
  https://bit.ly/2JE0o3X

- Thinking and Working Politically Community of Practice
  https://twpcommunity.org

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