Planning: putting it all together

Description

This section will help you to use the information you have collected to decide whether to advocate, to put together an advocacy strategy and to fill in the columns in the Summary Advocacy Strategy table.

Planning is a vital part of any development work. It is useful for:

- thinking ahead and preparing for the future
- clarifying goals and objectives and methods of measuring success
- understanding risks and assumptions
- allocating resources and responsibilities.

Learning objectives

By the end of the section, participants will be able to:

- **decide whether advocacy is an appropriate response to an issue and assess their own skills and resources**
- **write SMART objectives and choose appropriate advocacy methods**
- **measure success and develop indicators**
- **understand who their allies and opponents are**
- **analyse the risks of their advocacy work**
- **develop an action plan and activity schedule.**

Links

This links to SECTION C0 (The advocacy cycle), SECTION C2 (Research and analysis), SECTION C4 (Action) and SECTION C5 (Evaluation).

Tools

This section is presented as a series of tools that can be selected and worked through as appropriate. The tools are split into eight broad categories which cover the ten columns in the Summary Advocacy Strategy table (page 10):

3.1 Deciding whether advocacy is an appropriate response to an issue (TOOL 13)

3.2 Writing SMART objectives (TOOLS 14–15, columns 1 and 2)

3.3 Measuring success and developing indicators (TOOL 16, columns 3 and 4)

3.4 Understanding allies and opponents (TOOLS 17–19, columns 5 and 6)

3.5 Choosing appropriate advocacy methods (TOOL 20, column 7)

3.6 Analysing the risks of advocacy work (TOOL 21, column 8)

3.7 Developing an action plan and activity schedule (TOOLS 22–23, columns 7, 9 and 10)

3.8 Assessing skills and resources for advocacy (TOOLS 24–25)

Note

An alternative approach to using the Summary Advocacy Strategy Table is to use a logical framework, or 'log frame.' This is useful for those who would prefer to use the method of planning that they are familiar with. For details about constructing a log frame, we suggest you look at Tearfund's resource, *Getting People Thinking*. For advocacy work, we suggest that you add two columns to the log frame: one for targets (policy-makers) and one for allies and opponents.

3.1 Decision-making

TOOL 13 Deciding whether to advocate

Aim **To see whether you have sufficient information, understanding and support to plan an advocacy intervention.**

SECTION C2 looked at how to gather information on the causes and effects of the issue being faced and the wider forces operating on society. At this stage a decision needs to be made about whether to advocate or not.

Questions to ask when deciding whether to advocate are:

ISSUE Does it really need to be addressed now? Is it a priority issue?

CAUSES Do you have a good understanding of the causes of the problem and how they can be addressed?

EFFECTS Can you identify the effects of the problem and back this up with reliable information?

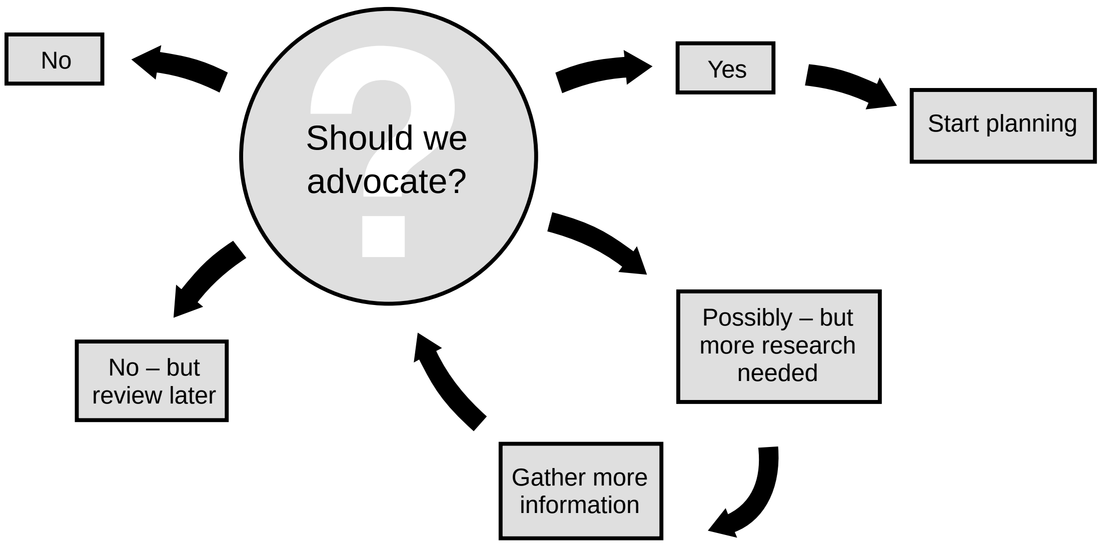
OTHER POSSIBLE ACTIONS Is advocacy the best way to tackle this problem?

TARGETS Are you clear about who is responsible for this problem and who has the power to bring about change? Do you have access to them and a chance of influencing them?

ALLIES Are you clear about who will support you and what help they will give? This is addressed in more detail in SECTION C3.7.

COMMUNITY INVOLVEMENT Is the community mobilised and involved in the advocacy proposal?

After assessing the information that you have gathered, the possible decisions are shown in the following diagram. If you decide to go ahead with advocacy work, you will then need to start putting together a strategy.



3.2 What are you trying to do?

TOOL 14 Developing your goal

Aim **To clarify the goal of your advocacy work.**

It is vital to know what you are trying to do before you start your advocacy work. This involves developing your goal. Important points to note about the goal are:

- The goal is the overall purpose of the project. It is a broad statement of what you are tying to do.
- The goal is long-term and gives direction – it helps you know where you are going, but needs an accompanying route map (strategy) to show you how to get there.
- A goal is different from an objective because it is not SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
- Without a goal, project objectives can easily become ends in themselves and it is possible to lose sight of what you are trying to do.
- The goal needs to be linked to the mission and vision of your organisation.
- A goal often refers to the benefit that will be felt by those affected by an issue. The objective often refers to the desired changes in policy and practice that will contribute to that goal.

Examples of goals

- Improve healthcare of the children in the local area.
- Ensure that women are more fairly represented in decision-making.
- Challenge corruption in public life.

TOOL 15 SMART objectives

Aim **To help participants write SMART objectives.**

An objective is the intended impact or effects of the work you are doing, the specific change that you want to see. **It is the most important part of your strategy** and is the next step after developing the goal. It is worth spending time writing clear objectives, because you will find you are able to write the rest of the advocacy strategy much more quickly and you are likely to be more effective in achieving change.

All objectives must be S M A R T

S Specific **M** Measurable **A** Achievable **R** Relevant **T** Time-bound

An example of a SMART objective

To increase the number of women participating in village committees in a particular area by 20% in two years.

- It is **Specific** because the increase will be 20%.
- It is **Measurable** because the number of women on village committees can be easily measured.
- It is **Achievable** because a 20% increase means a change from the existing ten women to twelve women.
- It is **Relevant** because it will reduce oppression of women in the area, who are currently having other people make their decisions for them.
- It is **Time-bound** because it will happen in two years.

Key points

- Objectives can be long-term or short-term and it is wise to have a variety of these. Short-term objectives, when fulfilled, give encouragement early on and help you to see whether activities are going in the right direction.
- Long-term objectives usually focus on changing institutions' policy or practice that affect the community. The short-term objectives may focus on smaller policy and practice change, attitude change by the target group or raising awareness.
- It may be necessary to achieve some of the short-term objectives before you can achieve the long-term ones. For example, women need to believe that they can make a difference to their village before they become involved in the committees.

3.3 Measuring success

TOOL 16 Setting indicators and means of measurement

Aim **To develop clear indicators to measure advocacy success.**

Once you have developed your objectives, the success indicators should follow logically. They are produced by asking: 'How will I know if I have fulfilled my objectives?' If the objectives are SMART, then the indicator is the objective once it has been achieved. It is often the objective put in the past tense!

The means of measurement is sometimes clear, such as Example 1 below. However, at other times, you might have to think of less obvious indicators, such as monitoring how frequently your campaign is mentioned in the press. Advocacy is often long-term so measuring impact may take many years.

Example 1

Objective That government reintroduce subsidy for grain within four weeks at original level.

Indicator That subsidy for grain is reintroduced by government within four weeks.

Measurement Speaking to a number of people who usually receive the subsidy to check that they are receiving it.

Example 2

Objective To increase number of women participating in village committees by 20% within two years.

Indicator That there are twelve women on the committees in two years, compared with the current ten.

Measurement Look at the lists of committee members posted on the church walls, or attend each committee, or ask each of the women participating.

Difficulty of measuring impact

It can be difficult to set advocacy indicators and measure impact because:

- It may be difficult to know when to give credit for successful change to specific advocacy activities if there are many other factors also contributing to community change.
- The impact might not be complete 'success', but rather a compromise. The advocacy objectives may therefore need to be changed as the work develops. For example, the goal might be equality between men and women in decision-making. However, it might become clear that an objective of increasing female representation on village committees to 50% will not be achieved. In this case, rather than giving up, you need to modify the objective to increase participation to 33% with one woman to every two men. This would still represent progress.

3.4 Stakeholder mapping and analysis

TOOL 17 Stakeholder mapping

Aim **To understand the views of various groups about the issue you wish to address.**

Before undertaking any advocacy work, it is important to identify whom you should be speaking to and whom you need to be working with. These people are commonly referred to as stakeholders because they have an interest or 'stake' in the issue. One way of grouping or categorising stakeholders is offered below:

GROUP 1 Those directly affected by the situation, such as local communities and trade unions.

GROUP 2 Those responsible for creating the situation or with formal responsibility for finding a solution, such as government, civil service, local authority. These are usually the targets of advocacy work, but may also be allies.

GROUP 3 Those concerned for the welfare of others and other interested groups, such as NGOs, church groups, business, media. These are potential allies, and may also be targets.

GROUP 4 International players, such as donors, UN bodies, NGOs. These can be targets, allies or opponents.

Identifying stakeholders

To identify stakeholders it is useful to ask the following questions:

- **Which** are the relevant groups or organisations?
- **Who** is the relevant contact person within the organisation?
- **What** is their specific interest or stake in the issue?
- **What** is their position with respect to the issue?

This can be represented in a table, similar to the one below. The most common types of stakeholders are given in the first column, although it is unlikely that all of these groups will be stakeholders for all of your work. For each specific issue, you will need to pick out the main relevant stakeholders, develop relationships with them, understand their positions and work with those who are able to make a difference.

The table of stakeholders has been partially completed and refers to the issue of a proposed business development threatening to force a community from their land.

Table of stakeholders

STAKEHOLDER TYPE	ORGANISATION / INSTITUTION	INDIVIDUAL IN ORGANISATION	INTERESTS / STAKES	POSITION
THOSE DIRECTLY AFFECTED				
Local community	3,000 people who may be affected	*Fill in name of relevant person*	Removal from land: lose house, subsistence	Claim they cannot do anything
Other	Neighbouring smallholders	*Fill in name of relevant person*	Land will become overcrowded	Do not want extra people on the land
GOVERNMENT AND STATE DECISION-MAKERS				
National	Ministry of agriculture	*Fill in name of relevant person*	Responsible: land policy	Claim they cannot do anything
	Ministry of trade	*Fill in name of relevant person*	Responsible: business development	Keen to develop land
Local	Local authority	*Fill in name of relevant person*	Responsible: welfare of communities	No power to influence
Other	National committee on land policy	*Fill in name of relevant person*	Responsible: impacts assess-ment of business	Concerned, asking for impact assessment
OTHER MAJOR ORGANISATIONS				
NGOs	Environment group	*Fill in name of relevant person*	Concern over river pollution	Against development
	Human rights group	*Fill in name of relevant person*	Ensure human rights not abused	Against forced removal from land
Media	Main independent newspaper	*Fill in name of relevant person*	Concern that public know facts	Concerned about proposals
Churches	Anglican diocese	*Fill in name of relevant person*	Members in community	Want full consultation
INTERNATIONAL ORGANISATIONS				
Donors	European government	*Fill in name of relevant person*	Funding community health unit	Concern that grant will be wasted
NGOs	Development organisations (UK)	*Fill in name of relevant person*	Capacity building for community	Concern over displacement
IMF / WB	IMF	*Fill in name of relevant person*	Keen that earn foreign exchange	Supportive of business investment

TOOL 18 Stakeholder analysis

Aim **To understand the importance of the issue to each stakeholder and their level of influence.**

Once you have mapped your main stakeholders, and have an idea of why they are interested in the issue and the position they are going to take, you can draw up a stakeholder analysis table to enable you to understand:

- how much each group **agrees** with your position – you can score them on a scale of -3 (strong disagreement) to +3 (total agreement), with a score of 0 meaning undecided
- how **important** the issue is to them (on a scale of L=low, M=medium and H=high priority)
- what level of **influence** they have (on a scale of L=low, M=medium and H=high).

Stakeholder analysis table

STAKEHOLDER	AGREEMENT	IMPORTANCE	INFLUENCE
Directly affected:			
• community	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• local smallholders	-3 -2 -1 0 +1 +2 +3	L M H	L M H
etc			
Government:			
• ministry trade	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• local authority	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• land policy committee	-3 -2 -1 0 +1 +2 +3	L M H	L M H
etc			
Other major players:			
• environment group	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• media	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• Anglican diocese	-3 -2 -1 0 +1 +2 +3	L M H	L M H
etc			
International:			
• European govt	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• UK NGO	-3 -2 -1 0 +1 +2 +3	L M H	L M H
• IMF	-3 -2 -1 0 +1 +2 +3	L M H	L M H
etc			

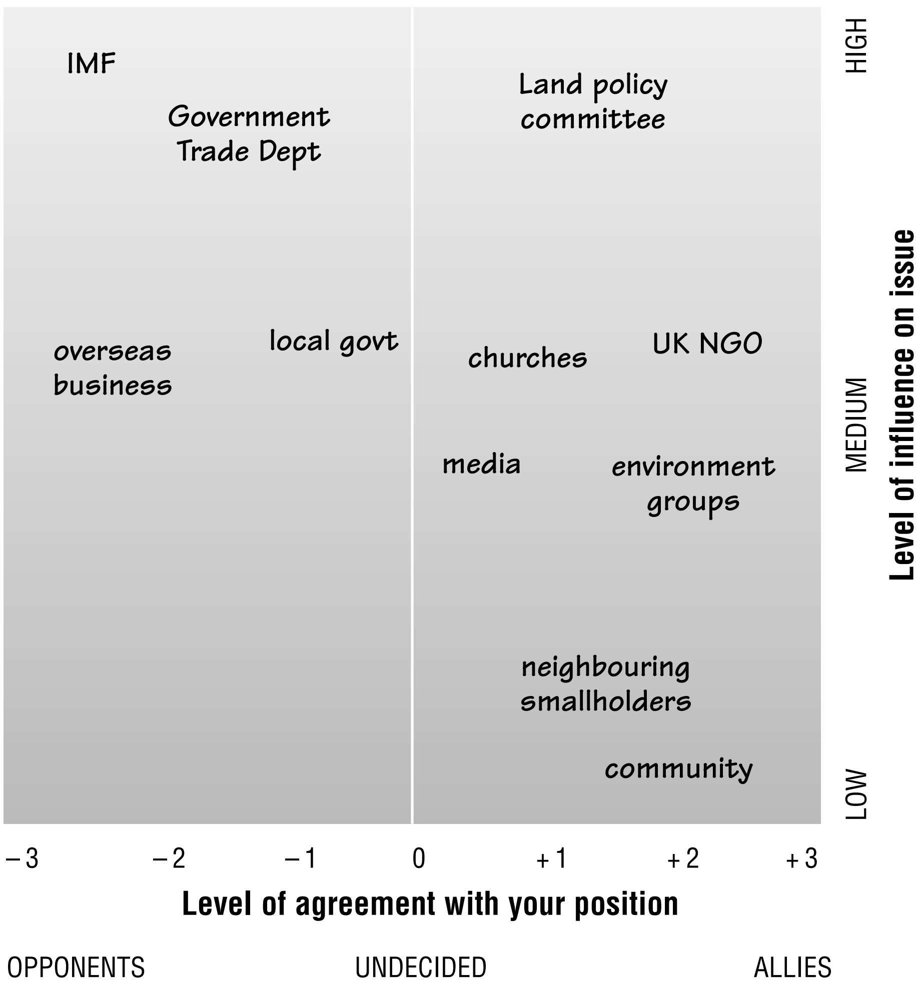
This can help you target your time and resources towards the most useful contacts. It will help you to avoid putting all of your effort into working with those who are in strong agreement but who have no influence, or working with those for whom the issue is low priority and so are unlikely to give much time to it. However, you should never neglect working with those affected by the issue, even if you think they have low influence.

TOOL 19 Allies and opponents matrix

Aim **To represent the findings of a stakeholder analysis in a diagrammatic form.**

It may be useful to represent the findings of the stakeholder analysis table (TOOL 18) in a more diagrammatic form to see at a glance who your opponents and allies are. Opponents will be to the left, allies to the right of the central line.

The allies and opponents matrix



Key points

- Allies and opponents are not fixed positions – individuals and organisations are open to change.
- In addition to trying to influence stakeholders so that they move towards the right side of the matrix, you also need to work with those who are not yet stakeholders to try and bring them on board as your allies.
- You need to continue to work with your allies so that they do not become your opponents!
- You should be trying to enable the poor to have greater influence themselves so that they move towards the top of the matrix.
- There may be situations when you cannot gain direct access to policy makers, but you can influence others who have direct access to them. For example, you do not have direct access to the bishop, but can go to your church leader who does have access to him.
- You need also to understand your own power to be able to influence stakeholders effectively (see SECTION A5 and SECTION C3.8).

3.5 Choosing your methods

TOOL 20 Selecting appropriate methods for advocacy

Aim **To be aware of the methods available for advocacy.**

There are many methods and activities that can be used to carry out advocacy. It is likely that you will use most of them at various stages of the advocacy process. The activities you choose will be determined by your objectives, skills and resources and targets. These methods are outlined in much greater detail in SECTION C4 (Action). The most common methods are shown in the following table:

Advocacy methods

METHOD	EXPLANATION	COMMON USE	EXAMPLES
Networking (SECTION C4.2)	Building alliances with as many people as possible Creating a movement for change	For any long-term advocacy activity to make it sustainable When you do not have the skills or strength in numbers	Meeting other community leaders Sharing information via email Joint conferences
Lobbying (SECTION C4.3)	Speaking directly to the target to explain in detail the problem and the proposed solution	When target is open and will listen to facts and careful argument	Meetings Phone calls Briefing document Public meetings
Raising awareness (SECTION C4.4)	Informing people of the situation so that they are aware of the issues Often the first step in an advocacy process	When information is hidden When issues are complex To build confidence	Training Community meetings Church services Posters and leaflets
Mobilising (SECTION C4.5)	Closely connected with awareness raising and media Involves harnessing 'public pressure' so that as many people as possible will contact decision-makers and call for change	When policy-maker can be swayed by public opinion To show strength of feeling To use strength in numbers and organisation	Letter writing by public Marches and rallies
Media (SECTION C4.6)	Using the radio, newspapers and television (owned by others as opposed to using your own media, eg: newsletter)	When you cannot get direct access to policy makers To reach those outside the local area	Radio phone-in Press release to newspaper Briefing a journalist

3.6 Risk management

Any work that we do involves risks. We are constantly seeking to avoid or reduce risk. For example:

- We risk driving a car even though we know that accidents happen. However, we reduce the risk by wearing a seat belt, making sure we are not too tired and driving in the daytime etc.
- We might risk reporting a robbery in the street even though the robbers might discover that we reported it, and seek revenge. We reduce risk by travelling in a group or by reporting the robbery anonymously.

Risk management is therefore making sure that you consider the main risks you face as an organisation before you undertake your advocacy, and planning ways of reducing these risks.

The main risks of advocacy

- Damaged reputation, due to factors such as incorrect information, claiming to be speaking for a group that you have not consulted or failing to deliver promises.
- Violence against those doing the advocacy and their friends and family, and against those being advocated for.
- Violence against property, such as theft of key documents, stealing livestock, burning crops, polluting water supply.
- Psychological abuse against all those involved. This could include isolation in the community and being ignored at church.
- Economic loss such as loss of a job or trade with a particular group of people.
- Diversion of resources from other work so that development projects do not have enough time given to them and are ineffective.
- Advocacy work is stalled, perhaps because there are not enough resources or necessary skills or a key person leaves the organisation or community.
- Missed opportunity to impact the lives of poor people using advocacy work due to lack of awareness or a focus on other issues.

TOOL 21 Risk management

Aim **To consider the risks of advocacy and plan ways to reduce them.**

This tool is simply a table in which you can list the main areas of risk (first column) and agree the methods and activities you will use to reduce the risk (second column) and who is responsible for this, the ‘owner’ (third column). We have filled it in for two of the main risks mentioned above.

Risks of advocacy

MAJOR RISKS	WAYS OF REDUCING RISK	OWNER
Damaged reputation:		*specify person*
• if information is incorrect…	• Check information with others before going to policy-maker	
• if claim to be speaking for a group you have not consulted…	• Establish clear lines of accountability and clarify process of deciding policy and consulting stakeholders	
• if fail to deliver on promises…	• Be clear about what you will offer to do before you go to a meeting and be clear about who can speak on behalf of the community / group	
Personal violence	• Build relationships with those in power who could help you in difficult situations • Work in networks to give strength in numbers • Work with external allies who are not under the same threat • Treat your opponents with respect so as not to cause them to be violent	*specify person*

Key points

- If you think any risk is too high, it is wise to consider using other options for your advocacy, such as using an external spokesperson or overseas NGO. There may be some situations where the risk is so high that you cannot do any advocacy at all.
- Ensure that everyone involved is aware of the risk, is still happy to proceed and is aware of what to do to minimise the risk. This might involve ensuring that they know who to go to for help.
- Remember that often, there may be a bigger risk in not doing advocacy than in doing it, such as not speaking out for people being removed from their land.

3.7 Action planning

Once you have developed an overall advocacy strategy with clear ideas of methods and activities, it is important to plan how it will take place in terms of timing, resources, budgeting, personnel, etc. Planning should not be too rigid. Rather, the possibility of making changes should be built into the plan. The important things to decide at the beginning of the planning process are:

- who will do what
- when will this be done, and with whom
- what types of inputs, besides people, will be needed.

These things can be done using an activity planning worksheet (TOOL 22) and an activity schedule (Gantt chart – TOOL 23).

TOOL 22 Activity planning worksheet

Aim **To plan the specific details of how you will implement your advocacy strategy.**

Take each of the activities in the Summary Advocacy Strategy table (page 10), and place them in an activity plan as shown below.

EXAMPLE GOAL To increase the community's ability to undertake their own development.

OBJECTIVE 1 Enable community to see themselves as agents of change and to organise for action.

Activity plan

ACTIVITY	START/END DATE	PERSONNEL NEEDED (P)	MATERIAL NEEDED (M)	TOTAL COST (P + M)	PERSON RESPONSIBLE	ASSUMPTIONS/ CONSTRAINTS
Workshop on problem analysis	March	One trainer	Writing material Five days pay for trainer Food for 20 people for 4 days	$1,000	Community development worker Chair of community committee	Village is accessible in March
Skills training – experience at NGO office	May	One trainer One staff member	Three days pay for trainer Transport of 4 people to city Food and accommodation for 4 people for 4 nights	$1,500	Community development worker Chair of community committee	Will all be able to take time off from work in fields
etc						

TOOL 23 Activity schedule (Gantt chart)

Aim **To place all of the activities into a time frame so that you can all plan your work together.**

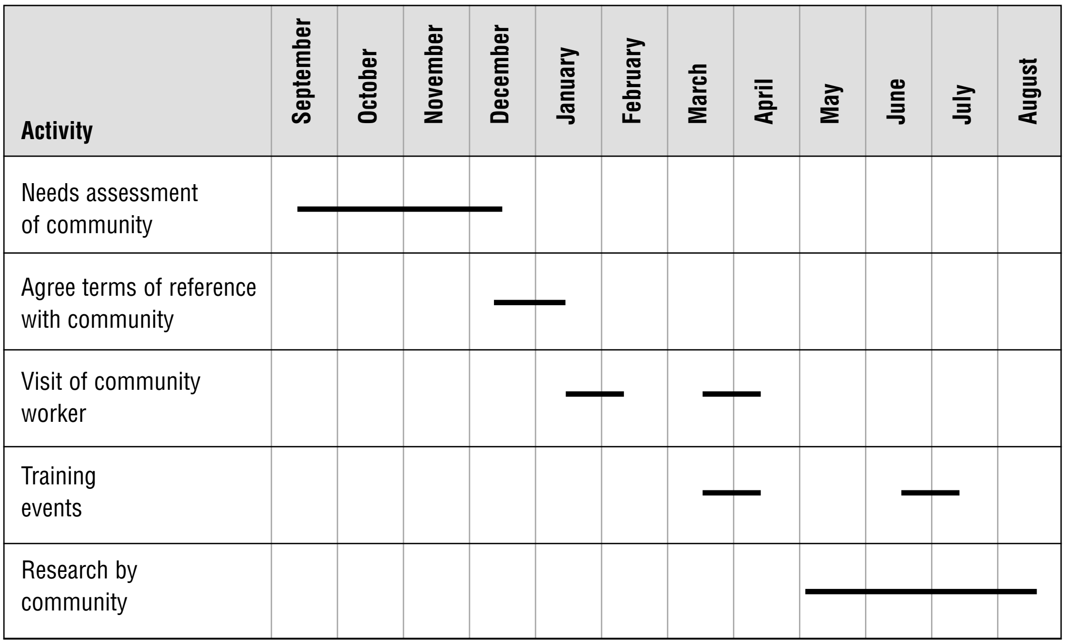
All the advocacy activities now need to be incorporated into one time-frame. The simplest way of doing this is through an activity schedule, called a Gantt chart. The chart shows when each activity is due to start and finish. It is useful for:

- sequencing activities
- seeing where delays and blocks are likely to occur

- monitoring a project's progress and raising questions such as 'Why are these activities delayed?' 'What will be the effects on other project activities?'
- ensuring co-ordination and understanding of all activities
- helping to clarify responsibilities.

The Gantt chart should be used as a guide only and needs to be flexible and responsive to new circumstances. The lines in the chart indicates the time span for each activity. You can make some lines thicker if the activity is intense to avoid planning too many intense, time-consuming activities at once.

A Gannt chart showing when activities occur during the year



3.8 Organisational assessment for advocacy

TOOL 24 Organisational assessment for advocacy

Aim **To help you see the strengths that your organisation, community or group has for advocacy and to reduce any weaknesses.**

This tool will help you to:

- know what your organisation, community or group does well
- target resources most effectively by using and building on your strengths

- be aware of weaknesses and develop ways of reducing them
- have a realistic expectation of your advocacy work.

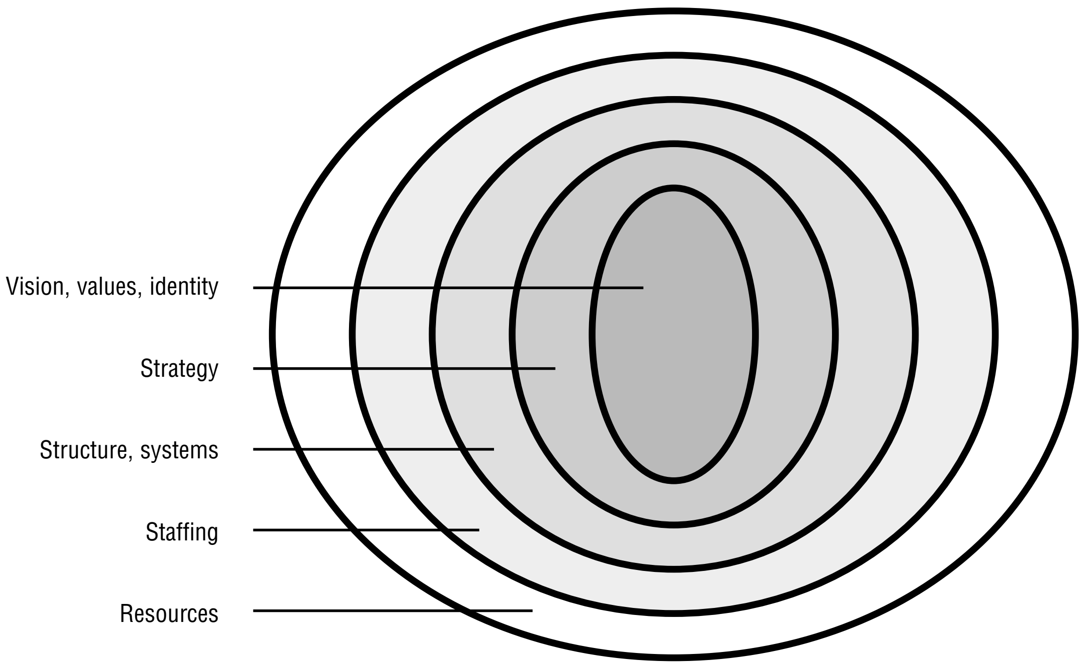
Capacities The diagram of the onion skin model of organisational development helps to show the relevance of advocacy at each layer of the onion skin. Each layer represents a set of capacities that can be used to assess advocacy strengths.

Note that some of the capacities are general capacities that an organisation will need whether it undertakes advocacy or not. Other capacities are more advocacy-specific. The five layers in the onion correspond to:

- What is our identity and what are we here for?
- How are we organised and how do we plan?
- How and why do we relate to others?
- What skills do we have?
- What resources do we have?

The onion skin model

Adapted from a model developed by INTRAC



Note on personal preferences

Just as an organisation has different strengths, so do individuals within the organisation (or community). Some individuals will be more effective in some kinds of advocacy work than others – some will be good at research, others at networking and others at lobbying decision-makers. If people have the chance to identify their own personal strengths, this can increase confidence and the effectiveness of advocacy work.

The capacities are listed in the table below. It is designed to be filled in as it is, or to be adapted as appropriate for each organisation or community. For most organisations there are likely to be too many capacities to assess all at once, and there may also be some missing. However, it is important to understand that an organisation does not need even half of the capacities before beginning to do advocacy work. These capacities can be used as criteria to determine the initial activities in advocacy, and to identify areas that will need more work to make advocacy more effective in the future.

Table of advocacy capacities

CAPACITY	SCORE (1–5)
A Vision, values, mission, strategy	
1 Clear mission and purpose of organisation or community group	
2 Clear and agreed values underpinning organisation or community	
3 Understanding of how advocacy links with core values and mission and as an integral part of development	
4 Strategy for action, linking to mission and values	
5 Understanding the servant nature of advocacy and appropriate use of power	
6 Commitment to building capacity of others to speak for themselves	
B Internal systems and structures	
1 Clear and accountable process for decision-making	
2 Theological reflection on issues	
3 Commitment to advocacy at highest level	
4 Clear idea of who you represent and how you represent them	
5 Clear understanding of own legitimacy and what this is based on	
6 Participation by all stakeholders in advocacy and other development work	
7 Clear lines of communication within and outside the organisation or community	
8 System for ongoing monitoring and evaluation of work	
9 Experience in conflict resolution	

Table of advocacy capacities (continued)

CAPACITY	SCORE (1–5)
C Skills, experience and understanding	
1 Understanding of how local, national and international policies affect local problems	
2 Understanding of policy-making and power relations	
3 Understanding the views and influence of key stakeholders	
4 Skills in research and access to good information	
5 Skills in community mobilisation and awareness-raising	
6 Skills, or access to skills, in law	
7 Skills in strategy development	
8 Skills in lobbying	
9 Experience of working with the media	
10 Support from others, such as partners or networks	
11 Understanding of risks and how to plan to reduce them	
D Resources	
1 Human resources committed to advocacy	
2 Financial resources committed to advocacy	
E External links	
1 Access to/relationship with grassroots groups	
2 Access to/relationship with policy-makers	
3 Access to/relationship with other local NGOs and churches	
4 Access to/relationship with international NGOs and churches	
5 Access to established networks	
6 Relationship with journalists	
7 Committed membership which can be mobilised	
8 Access to experts in your issue	
9 Access to trainers and other advocacy resources in-region	

The process

The best way of carrying out an organisational assessment is for it to be participatory, rather than being done by an individual for one organisation, so that the assessment takes account of different points of view, and is based on sufficient information. We suggest a process below:

STEP 1: DISCUSSION The group lists and discusses some of the key issues the organisation is facing.

STEP 2: SCORING For each indicator in the table, the group scores them on a scale of 1–5, as does the facilitator if there is one, and any comments are added:

Suggested criteria for allocating score

CHARACTERISTIC OF INDICATOR	SCORE
SEED Just beginning to define itself in this area, has potential to develop	1
EMERGING Starting to become established	2
GROWING Beginning to gain momentum and confidence	3
WELL-DEVELOPED Good degree of competency and is seen to be very effective	4
MATURE Highly competent	5

Score sheet

INDICATOR	STAFF SCORE	FACILITATOR SCORE	COMMENTS
Clear mission statement?			
Good research skills?			
Clear lines of accountability?			
Strong links with other groups?			

STEP 3: SUMMARY AND FEEDBACK The group discusses the findings and implications. The participants:

- discuss whether they agree with each score
- try to understand what the scores tell them about each aspect of the organisation or community
- pick out the main trends and issues
- identify strengths and weaknesses and discuss options for strengthening specific areas and eliminating weaknesses (see TOOL 25)
- develop a clear programme of activities in order to implement the findings.

STEPS 4 AND 5: REPORT AND PLANNING THE NEXT REVIEW It is useful to write a report of this process and to review the plan of action after a suitable period of time, such as a year, to see whether the changes have been made and whether they have been effective. The whole process will not need to be repeated, but it is useful to assess all of the areas again. You can then see which have been strengthened and which still need more work.

TOOL 25 SWOT/BEEM analysis

Aim **To identify strengths and weaknesses for advocacy and develop a strategy to build on strengths and eliminate weaknesses.**

Once you have used TOOL 24 to assess the health of your organisation, you need to take action to improve it. You probably will not be able to act on everything at once so pick out the five strongest areas for advocacy work and consider how you can build on these, and focus on five priority areas for improvement within the following twelve months. One way of considering how to go about this is to do a SWOT/BEEM analysis.

SWOT/BEEM analysis is a simple way of looking in more detail at your strengths and weaknesses, and considering how to build on your strengths and eliminate your weaknesses, concentrating particularly on the first two rows (see below).

For this exercise we are focusing mainly on the strengths and how to build on them, and the weaknesses and how to eliminate them.

SWOT/BEEM analysis

Strengths	How to Build on them
Weaknesses	How to Eliminate them
Opportunities	How to Exploit them
Threats	How to Minimise them