



**INCLUSIVE
SECURITY**



MODULE TWO

Analyze Problems

**Advocacy for
Inclusive Security
Curriculum**

Acknowledgements

Carrie O'Neil and Nanako Tamaru are the primary authors of this curriculum. Many Inclusive Security staff also contributed to its development; Elena Parades, Jacqueline O'Neill, Michelle Barsa, and Miki Jacevic were instrumental in shaping content. Thanks also to Lauren Conroy, Farah Council, Radhika Behuria, Angelic Young, Ruth Allen, Marie O'Reilly, Pari Farmani, Kristin Williams, Kelly Case, Anna Tonelli, Shereen Hall, and Stephanie Pierce-Conway for invaluable help along the way.

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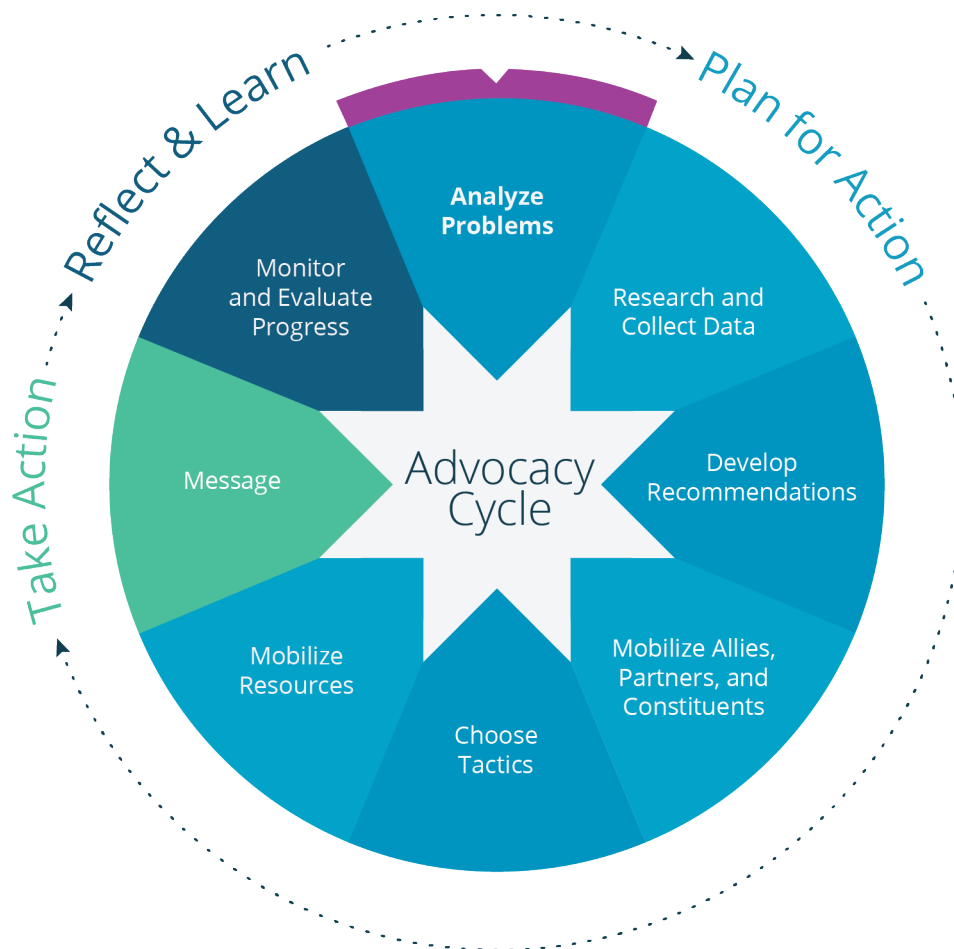
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Contents

Presentation 2.1 Introduction to the Module	8
Activity 2.2 Visioning	10
Presentation 2.3 Content Grounding/Why Negotiations Matter	12
Activity 2.4 Problem Tree	14
Activity 2.5 Force Field Analysis	18
Activity 2.6 Identifying a Policy Issue and Advocacy Goal	20
Presentation 2.7 Conclusion	22
Annex	23



Advocacy for Inclusive Security Curriculum

- Module 1** | Introduction to Advocacy
- Module 2** | Analyze Problems
- Module 3** | Research and Collect Data
- Module 4** | Develop Recommendations
- Module 5** | Mobilize Allies, Partners, and Constituents
- Module 6** | Choose Tactics
- Module 7** | Mobilize Resources
- Module 8** | Message
- Module 9** | Monitor and Evaluate Progress

MODULE OVERVIEW: Analyze Problems

Learning Objectives

Participants are able to:

- Connect the importance of analysis to strong advocacy outcomes.
- Use tools for problem analysis that will help uncover the root causes and effects of the problems they want to address with their advocacy.
- Identify a policy issue that they want to work on.

Evaluation Procedures

Pre- and post-workshop evaluations

Time Frame

4 Hours 20 Minutes

Background for Facilitator

This module grounds participants in the importance of gaining a thorough understanding of the root causes and effects of the problem they want to address with their advocacy. The process of problem analysis can identify issues for policy action and widen the range of possible solutions. This module begins with a visioning activity and then introduces two tools for problem analysis. These activities draw on participants' knowledge of the problem, which is then strengthened by the creation of a research and data collection plan in later modules. The final activity introduces the key definitions of policy, policy issue, and advocacy goal. The problem analysis stage is a great time to present some key content related to the process or policy participants are trying to change and there is an illustrative activity related to why peace negotiations matter where you can substitute different content depending on the context.

Background Resources

- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009.
- Inclusive Security and International Alert. *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action*. Washington: Inclusive Security, November 2004.
- O'Reilly, Marie. *Why Women? Inclusive Security and Peaceful Societies*. Washington: Inclusive Security, October 2015.

Time Type of Session Title

15 minutes	Presentation	Introduction to the Module
30 minutes	Activity	Visioning
60 minutes	Presentation	Content Grounding/Why Negotiations Matter
60 minutes	Activity	Problem Tree
60 minutes	Activity	Force Field Analysis
30 minutes	Activity	Identifying a Policy Issue and Advocacy Goal
5 minutes	Presentation	Conclusion

Analyze Problems

Key Takeaways

Analysis is crucial for advocacy.

Understanding the root causes and effects of the problems we are trying to address with our advocacy is our responsibility as advocates.

Analysis is ongoing and iterative.

Analysis needs to be ongoing because circumstances change. Your advocacy should be responsive to changes in the context you are trying to effect.

Analysis is subjective and should be informed by a diverse range of perspectives.

Who conducts the analysis will impact the result. If analysis is done with a group of people from the same part of a country or ethnic group, the result will not be as comprehensive if the analysis is done with a wider range of stakeholders.



Presentation 2.1 Introduction to the Module

Background for Facilitator

This section introduces the purpose and learning objectives of the module.

Facilitator Talking Points

- The first step in planning for advocacy is to determine what problem you want to address that requires policy action from an institution or organization. Often advocacy interventions are designed without a clear understanding of the problem which can result in advocacy activities that don't focus on root causes.
- Problem analysis can identify issues for policy action, help us get a better, more nuanced understanding of the root causes and effects of a problem, and therefore widen the range of possible solutions we can put forward.
- In other words, this type of analysis can help you unpack and understand the opportunities and challenges related to the problem you want to address and determine what solutions may be achievable.
- For example, think back to the house on fire. [*Facilitator note: Example discussed in Module 1: Introduction to Advocacy.*] The fire fighters are like direct service providers, working to put out the fire. As advocates, we are like investigators, trying to learn what caused the fire in the first place. Let's say that our initial analysis suggests that the fire occurred because there was no smoke detector in the building. A solution might be for the home owner to buy a smoke detector. But let's say that after additional analysis, we also discovered that smoke detectors are expensive and hard to use. Many people cannot afford to buy them and, even if they have them, they do not know how to use them properly. Given this new information, a potential solution might be (1) to start a public awareness campaign about the dangers of home fires, including information on how to use a smoke detector, and (2) to create a government program that subsidizes the purchase of smoke detectors for people below a certain income bracket.
- Sometimes problem analysis can seem daunting. You want to make sure that you don't become so involved in analysis that you never act at all. Develop a sufficient understanding of the problem and then act on that understanding. Often the most critical information about a problem can be found by talking to the right people in a community affected by a problem.
- Remember that analysis is an ongoing, iterative process, and an analysis outcome represents a snapshot in time and might not remain relevant in the dynamic circumstances in which we work.

Materials Needed

Flipchart

Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

Time 15 minutes

- Analysis is also highly subjective and should be informed by a diverse range of perspectives. If analysis is done with a group of people from the same part of a country or ethnic group, the result will not be as comprehensive if the analysis is done with a wider range of stakeholders. This is also a process that might lead to a difference of opinion between those that are conducting the analysis. Diverse perspectives are important at the information gathering stage and should not be discounted.
- This module will introduce tools that will help you gain a deeper understanding of the contexts they are working in and key issues they might want to address.
- We hope that you will be able to:
 - Connect the importance of analysis to strong advocacy outcomes.
 - Use tools for problem analysis that will help uncover the root causes and effects of the problems you want to address.
 - Identify a policy issue that you want to work on.

Activity 2.2 Visioning

Background for Facilitator

This activity will give participants an opportunity to envision the change that they want to see in their communities and countries. Since advocacy is a process that goes from the big picture to the very specific, starting by thinking expansively about the future we want to see is an important reference point for later.

This activity can create a sense of hope within a group. Displaying what each group came up with in one part of a workshop room can be a helpful reference as we get more specific with our advocacy recommendations. This activity can be skipped if groups already have a sense of shared future or big picture goal that they are working towards. It is more important for groups who are new to working together or new to advocacy.

Participant answers in this activity can range from words like peace, security, justice and pluralism to specific like good governance, rule of law, public parks, universal access to quality education, etc. All answers are welcome at this stage.

Materials Needed

Flipchart

Learning Objectives

Participants are able to identify what kind of future they want to see and understand the different priorities of others in the group.

Time 30 minutes

Facilitator Talking Points

- Often an important place to start is working together to envision the change we want to see. As we plan for advocacy, we will get more and more precise about the problems we want to address and the solutions we propose.
- Starting broadly with our vision for the future can be an important first step for groups who are in the long term work of social change.
- Your vision is the result of the long term change you want to see. Visioning can create shared understanding within a group of why we are doing this work in the first place. Creating a shared vision is also something you can return to at later stages of their advocacy and can serve as an important reminder of why we are doing the work we are doing, generating hope when things get challenging.

Vision

The results of the long term change you want to see.

Instructions

Divide participants into small groups and give them a flipchart and colored markers. Tell participants that they will work in these groups for fifteen minutes to determine their collective vision for the future, answering the question, “If the conflict ended tomorrow, what does your country or region we live in look like in 20 years?” You may want to adjust this language to fit the context. They can use their imaginations, using words or pictures, and do not have to agree as a group.

Debrief

Facilitator Instructions: Option 1

- Allow each group five minutes to present.

Facilitator Instructions: Option 2

- Facilitate the report back by asking each group to give one attribute they discussed and write it on a flipchart. Keep going around until everyone has had their ideas represented and you have one collective vision for the future for the entire group.

Discussion Questions

- Why do you think we did this exercise?
- How did it make you feel?
- Why do you think having a vision is important for advocacy?



Presentation 2.3 Content Grounding/ Why Negotiations Matter

Background for Facilitator

This is where you can introduce relevant content in the form of an activity or presentation. The content you choose will depend on what is relevant to the context of the training. The following is an illustrative activity that grounds participants in why peace negotiations are important and might be followed by an overview presentation of what peace negotiations are, which is not included here. The main purpose is to help participants link the vision that they have for the future of their country to a relevant process they want to influence with their advocacy (whether it be peace negotiations, security sector reform, transitional justice, the creation of a National Action Plan or other national level policies on 1325, etc).

For the sample activity on why peace negotiations matter, participants will have an opportunity to link the future that they envisioned in the previous activity to the importance of peace negotiations. Peace negotiations are where decisions are made about how states will rebuild after conflict, which is why pushing for inclusion at this point is so important. Peace negotiations are, of course, imperfect processes that may have different levels of legitimacy for different groups of people. However flawed, it is crucial try and influence the outcome since so many critical decisions are made there. This activity is meant to directly follow the visioning activity. Be sure that the group's collective vision(s) for the future are visible to everyone before beginning this exercise.

Materials Needed

Flipchart; markers

Learning objectives

Participants are able to explain why peace negotiation are important.

Time 60 minutes

Facilitator Talking Points

- We just imagined what we want our countries and regions to look like in the future. Visioning is important because it reminds us of what we are working towards and what we hope to see.
- *[Facilitator note: Recall a few of the components of the collective vision like stable democratic state, access to education for everyone, etc.]*
- Now let's consider another question: If the conflict ended tomorrow, what would be the problems that would keep us from achieving this vision? Work in your small groups to generate a list. (10 minutes)
- What are some examples you came up with?
 - Examples can include proliferation of small arms, reintegrating fighters, reconciling broader elements of society, creating a stable government responsive to peoples' needs, etc.
- Now discuss what are the processes that will address these problems? (5 minutes)

- What are some examples you came up with?
 - Examples could include security sector reform, DDR, reconciliation commissions, etc.
 - All of these processes are critical for getting societies from where we are right now to the vision we want to see. Who decides if these processes will happen?
 - These critical, transitional processes are determined during peace negotiations. The scope of what is discussed and agreed on during negotiations determines how a country will rebuild for the next five, ten, twenty, thirty years. This is why peace negotiations matter and inclusion is critical.
-

Debrief

Facilitator Instructions

- Invite questions and comments. You can also link this activity to UN Resolution 1325 and sister resolutions that stipulate that women should be involved in these processes.
- The main take away is that peace negotiations matter. Emphasize that even if these processes are flawed, we need to care about their outcome and work to make them better.



Activity 2.4 Problem Tree

Background for Facilitator

The problem tree is an excellent analysis tool for unpacking the root causes and effects of any kind of problem.

When teaching participants how to use this tool, you will save time by assigning the problem. If you have additional time and want to let them define the problem themselves, make sure it is a facilitated brainstorm and the problem is specific enough so they can get the most out of the activity.

Coaching groups as they do this group activity will yield better analysis. As the groups work on their trees, circulate and ask them to explain their process to you. Push groups to uncover more precise root causes and effects by continually asking why certain factors are included. For example, often “culture” or “poverty” will end being root causes of women’s exclusion and you need to push participants to explain what about those factors are root causes of the specific problem. Often groups will also find the root causes are actually effects and vice versa if they dig a little deeper.

Determine in advance a core problem you want the group to work on for the purposes of this training and learning the exercise.

Draw a tree on a flipchart and give participants the [Problem Tree](#) handout (see annex).

Materials Needed

Flipchart with a problem tree drawn on it; markers; [Problem Tree](#) handout

Learning objectives

Participants are able to use a tool for analyzing problems and can describe the root causes and effects of a problem they want to address.

Time 60 minutes

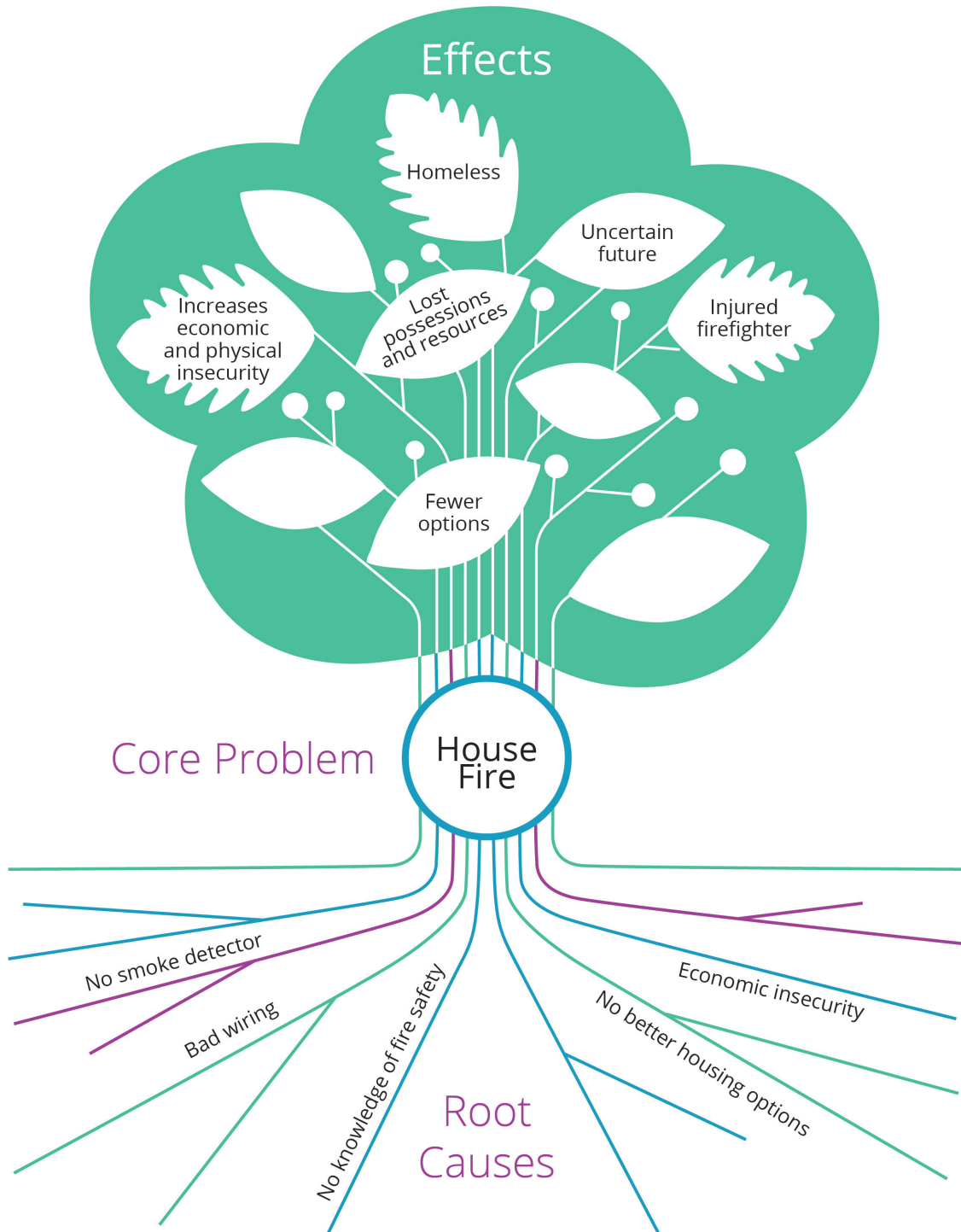
Facilitator Talking Points

- To advocate effectively, you need to understand the root causes and effects of the problems you are trying to address. The problem tree is a simple tool for analyzing any kind of problem.
- Like a tree, any given issue is an ecosystem with changes at the roots that can affect the whole tree. When planning for advocacy it is especially important to understand the relationship between contributing factors and their manifestations so that you can best target the change for which you are advocating.
- First, name the problem you are trying to address and place it on the trunk of the tree. The more specific the problem, the more useful the analysis will be. For example, the problem of “limited women’s participation in X process” will allow you to not only understand the issue’s root causes, but also the many issues that occur as a result of that problem. Once you have identified the problem, brainstorm what the possible root causes of the problem could be and write them on the roots of the tree.
- So, for example, if our core problem was “house fire” what could be all the possible root causes?
[Facilitator note: Write responses on the problem tree you drew on a flipchart.]
 - Root causes: No smoke detector, bad wiring in the house, residents of the house left the stove on, etc.

- Once you've identified the root causes, do the same thing for effects of the problem and write them in the branches of the tree. These can be in the form of leaves or fruit, as they are the result of the problem listed on the trunk. In our same examples, what might be some of the effects of the house fire?

[Facilitator note: Write responses on the problem tree you drew on a flipchart.]

- Effects: The residents of the house have nowhere to live and lose all of their possessions, a firefighter might get injured fighting the fire, etc.



Instructions

Divide the participants into small groups (4-5 persons per group) and, using a flipchart, have each group develop a problem tree that explains the core problem identified. All of the problem trees should have the same core problem.

For the purposes of Inclusive Security's trainings, use a problem like "limited women's participation in peace negotiations." If you have more time, facilitate a group brainstorm of the range of problems that they might want to address with their advocacy.

In pairs or triads, have participants discuss what they think is the most pressing problem right now as it relates to women's exclusion. Invite participants to share what they discussed, fielding responses on a flipchart. Summary will be required. Once you have a good list of problems, ask participants to vote on which they want to analyze.

If it is not possible to get consensus, tell participants that for the purposes of this training, we are going to choose one problem related to women's exclusion, but they are welcome to analyze other problems that are important to them during breaks and get feedback on the analysis from facilitators.

The choice of the core problem will determine the focus of advocacy recommendations later on, so be sure that the problem is written in a clear way.

Instructions: More Time (30 minutes)

Have groups link the causes to effects using a marker. This process can also bring up different levels of causes and effects that lead to each other. In the example above, you can get more detail by just asking why about root cause and effects:

- Root causes: No smoke detector and bad wiring → No better housing options and no knowledge of fire safety → Economic insecurity, etc.
- Effects: Homeless → Fewer options → Increased economic and physical insecurity → Uncertain future

This will help groups get a more nuanced understanding of the problem. Have groups reflect on the process of linking root causes to effects and give two or three examples of the links they made.

As participants do this analysis, a more nuanced view of the problem will emerge. It can be useful to do multiple trees with root causes that emerge from participants' first trees.

This exercise can be helpful in later stages of advocacy when groups need to more clearly understand and articulate the problem, from which they can develop messages to communicate the importance of a given issue. They can be part of their messaging to potential advocacy partners, advocacy targets, the general public, etc. It can also help to inform risk analysis, identifying issues that are not directly related to the advocacy objectives, but which could change or significantly impact the work. It can also give clues as to what other advocacy, policy, or programming efforts are needed.

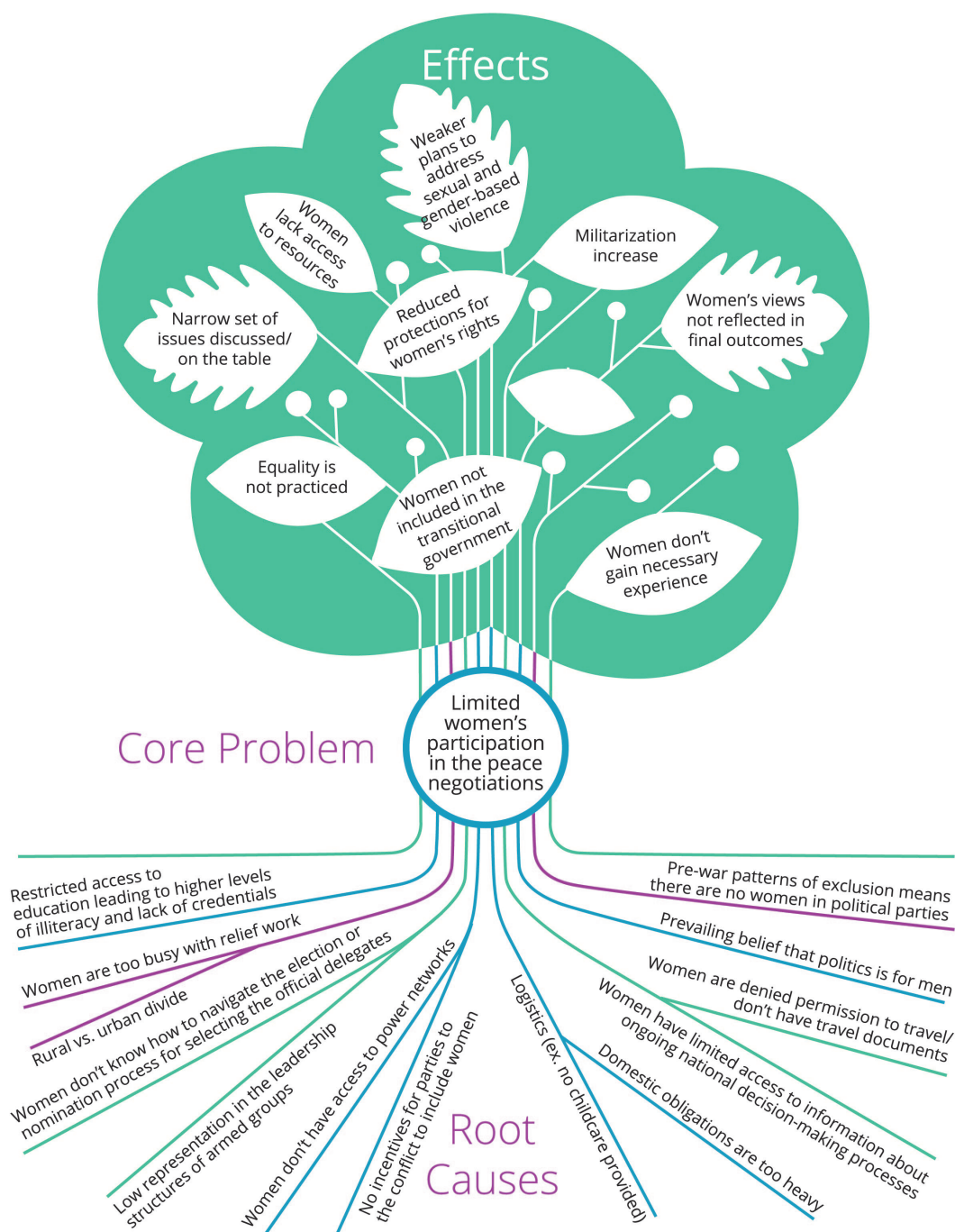
Debrief

Facilitators Instructions

- Time allowing, have each group briefly present their tree. If you have less time, you can ask groups what they learned from this exercise.

Discussion Questions

- How does this process help your group? Can more clearly articulate the problem and potential solutions?





Activity 2.5 Force Field Analysis

Background for Facilitator

This activity helps to identify the different forces influencing the change you want to make. It takes two kinds of forces into consideration – forces that might act in favor of your desired change and those that might act against it.

This activity can be used after the problem tree analysis or you can use the problem tree to do a more nuanced analysis of one of the forces for or against the desired change.

Identify a desired change for participants to analyze using this exercise. The desired change can be the inverse of a core problem the group worked on using the problem tree. For example, if the core problem was “limited women’s participation in peace negotiations” the desired change would be “increase women’s participation in peace negotiations.”

Materials Needed

Flipchart; markers; [Force Field Analysis](#) handout

Learning objectives










Participants are able to identify factors that inhibit or contribute to the desired change they want to see and develop strategies to reduce the forces against and build on the positive forces.

Time 60 minutes

Facilitator Talking Points

- A “Force Field” analysis is a simple visual representation of the factors that encourage change and those that might inhibit change in a given environment.
- Let’s do a word association for the word ‘force.’ What are some words, in any language, that mean ‘force.’
 - Examples: strength; energy; power; intensity, power to influence, affect, or control
- Whenever you’re working toward social change, there are going to be forces that are already working in favor of that change, as well as forces working against that change.
- **Force field analysis can determine factors required for achieving a goal or to identify hurdles.** It can also be used to decide whether to pursue change (or not) and to determine how to increase your chances of achieving desired goals by building on forces in favor of change.
- There are two kinds of forces we will analyze today: forces for a desired change and forces against a desired change.
- **Forces for a desired change:** What is happening in an environment to promote the change you seek?
 - Who is already in favor of this?
 - What are others doing in favor of this change?
 - What systems or institutions or organizations are allies or open to supporting this change?
 - What progress has been made on this issue already that can be built on?

- **Forces against a desired change:** What is happening in an environment to discourage the change you seek?:
 - What factors exist that might discourage this change?
 - Who is against this change and who will experience a loss if it occurs?
 - What groups, individuals, or organizations are preventing progress?
 - What about the way we live (as a culture, country, community, etc.) prevents us from moving forward on this issue?
- When considering both of these forces, you can also draw arrows of different thicknesses to indicate the “strength” or influence of that force. Thicker arrows for stronger forces and thinner arrows for a weaker force.

FORCES ENCOURAGING CHANGE/PEACE		DESIRED CHANGE: Increased women's voices in decisionmaking	FORCES RESTRICTING CHANGE/PEACE	
Some national leaders in favor				Culturally unacceptable; People don't believe women should lead
Constitutional quota				Competition among women's groups
Funding streams supporting women's participation				Lack of access to information and professionalization
Growing women's movement				Media portrayal of women
Press about women-led peace protest in neighbor country				

Instructions

Divide participants into small groups (4-5 persons per group) and distribute the [Force Field Analysis](#) handout (see annex), flipchart, and markers to each group. Building off the core problem identified in the previous activity, have participants identify the forces for their desired change and forces against their desired change on a flipchart.

Optional: Have participants choose 2-3 forces for and against their desired change and brainstorm strategies to mitigate the negative forces and build on the positive forces.

Debrief

Facilitator Instructions

- Invite participants to share their analysis with the group and reflect on the following questions.

Discussion Questions

- What were the top two forces for and against change in each group?
- How did this exercise influence the way you see peacebuilding or advocacy?



Activity 2.6 Identifying a Policy Issue and Advocacy Goal

Background for Facilitator

This brief overview follows the problem analysis activities and introduces key terms that will be used throughout the rest of the curriculum (policy, policy issue, advocacy goal and advocacy objective).

Facilitator Talking Points

- Let's discuss some key terms we will be using throughout the training.
- What is a policy?
- A **policy** is a plan or course of action adopted by the government or other institutions, designed to influence and determine decisions or procedures. Another way to frame the problem we are choosing to address with our advocacy is as a **policy issue**.
- Identifying a policy issue involves determining a problem which an institution or organization can take action to solve by instituting or reforming a policy. For example, a policy issue Inclusive Security regularly works on is women's exclusion from peace and security decision making.
- As we get a better understanding of our policy issue, we can then determine our **advocacy goal** which is a version of your vision, or the long term change you want to make with your advocacy. Your **advocacy objective** is the smaller order changes you want to see happen towards your goal.
- For example: Imagine that our goal is a secure country with gender equality. The policy issue we might work on is "Women's exclusion from peace and security decision making in the peace process"; our advocacy objective might then be to "increase women's inclusion in peace and security decision making in the peace process." Identifying these pieces are the first steps to creating your advocacy action plan. Achieving this objective would require many actions taken by many actors. Next we will determine who those actors are and what actions they can take to make the change we want to see.

Materials Needed

Flipchart; markers

Learning objectives

Participants are able to define the terms 'policy' and 'policy issue' and exchange knowledge about the policies and processes they want to influence.

Time 60 minutes

Policy

A plan, course of action, or set of regulations adopted by the government, organization or other institutions, designed to influence and determine decisions or procedures.

Policy Issue

(same as core problem)

A problem or situation which an institution or organization could take action to solve.

Advocacy Goal

This is your vision for the future. It is the long term change you want to see. This is the inverse of the policy issue.

Advocacy Objective

The smaller order changes we want to see happen to address our policy issue and achieve our goal.

EXAMPLE	
Policy Issue (core problem)	Women's exclusion from peace and security decisionmaking in the peace process
Advocacy Goal	A secure country with gender equality
Advocacy Objective	Increase women's inclusion in peace and security decisionmaking in the peace process

Instructions

Now that participants understand these definitions, have them work in pairs (or as a large group) to identify a policy issue and advocacy goal. Explain that they will create advocacy objectives later when we discuss advocacy recommendations.

Debrief

Instructions

- Have a representative from each group share what they came up with. Write the different issues and goals on flipcharts as participants present. This can also be an opportunity to workshop the group work. Make sure that each group has a strong policy issue and advocacy goal by the end of the session.



Presentation 2.7 Conclusion

Background for Facilitator

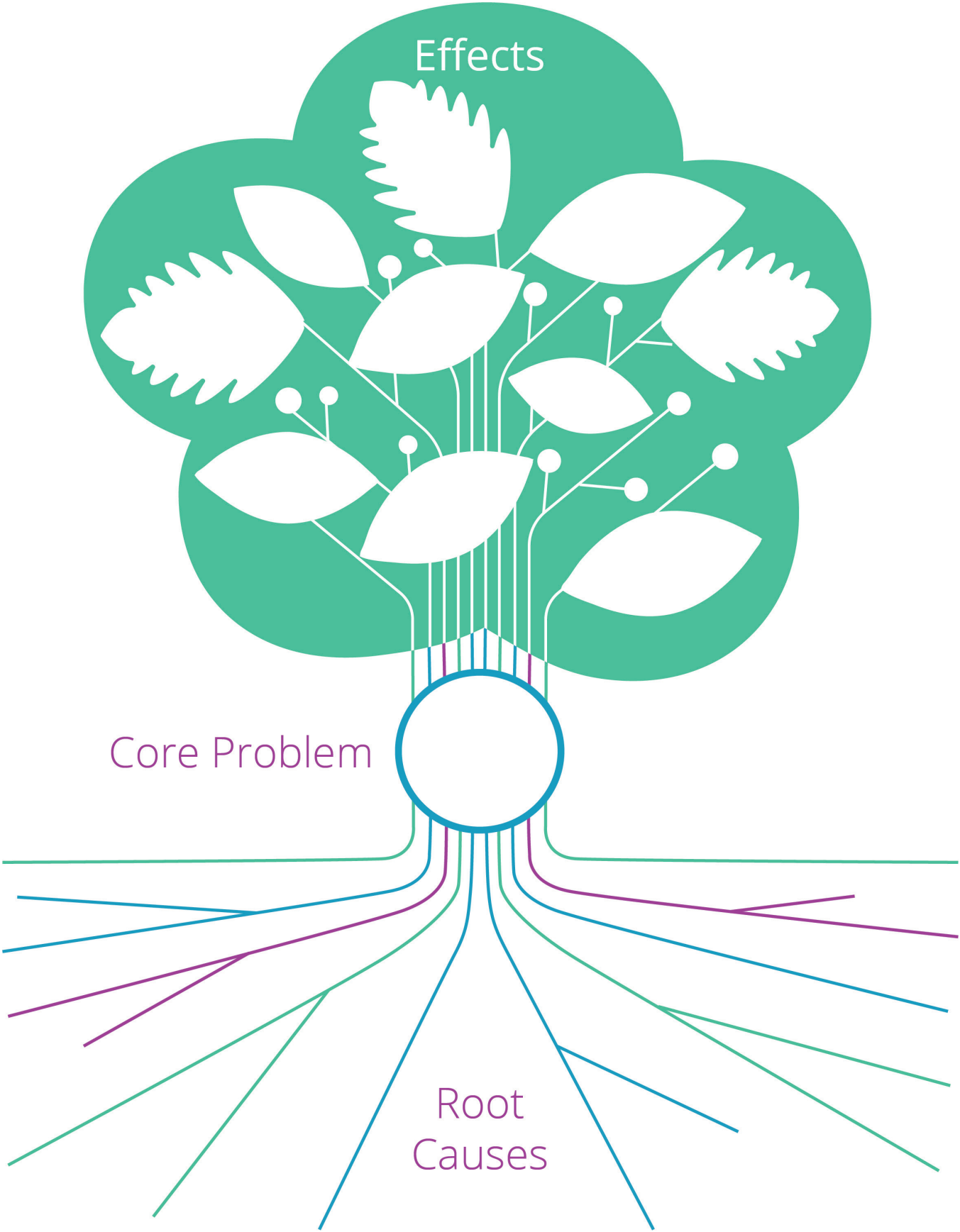
This section provides an overview of the module's key takeaways.

Facilitator Talking Points

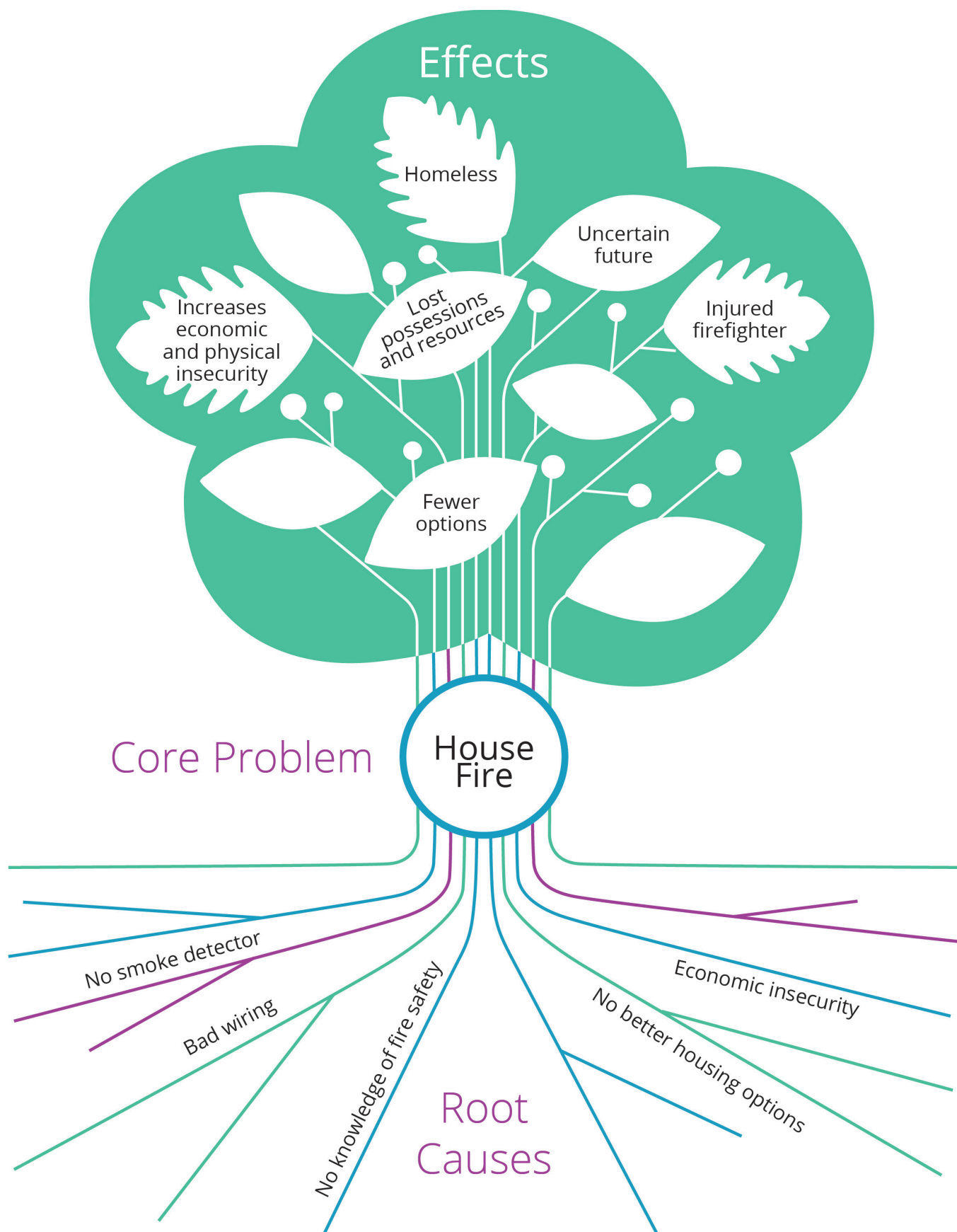
- We've worked together to determine our vision for the future we seek and all the changes we want to see. Then we picked one specific problem and worked to understand the root causes and effects on a deeper level. We've also learned more about the policies or processes we are trying to change.
- Whatever your method of analysis, it is important to remember that it is our responsibility as advocates to keep ourselves informed about the situation we are trying to change, especially as circumstances change. Our advocacy needs to be responsive to changes in the environment. Analysis should also be informed by a diverse range of perspectives.
- Advocacy takes us from the very broad to the very specific, so let's keep our vision for the future close by as we continue to determine the best strategies to get us there.

ANNEX

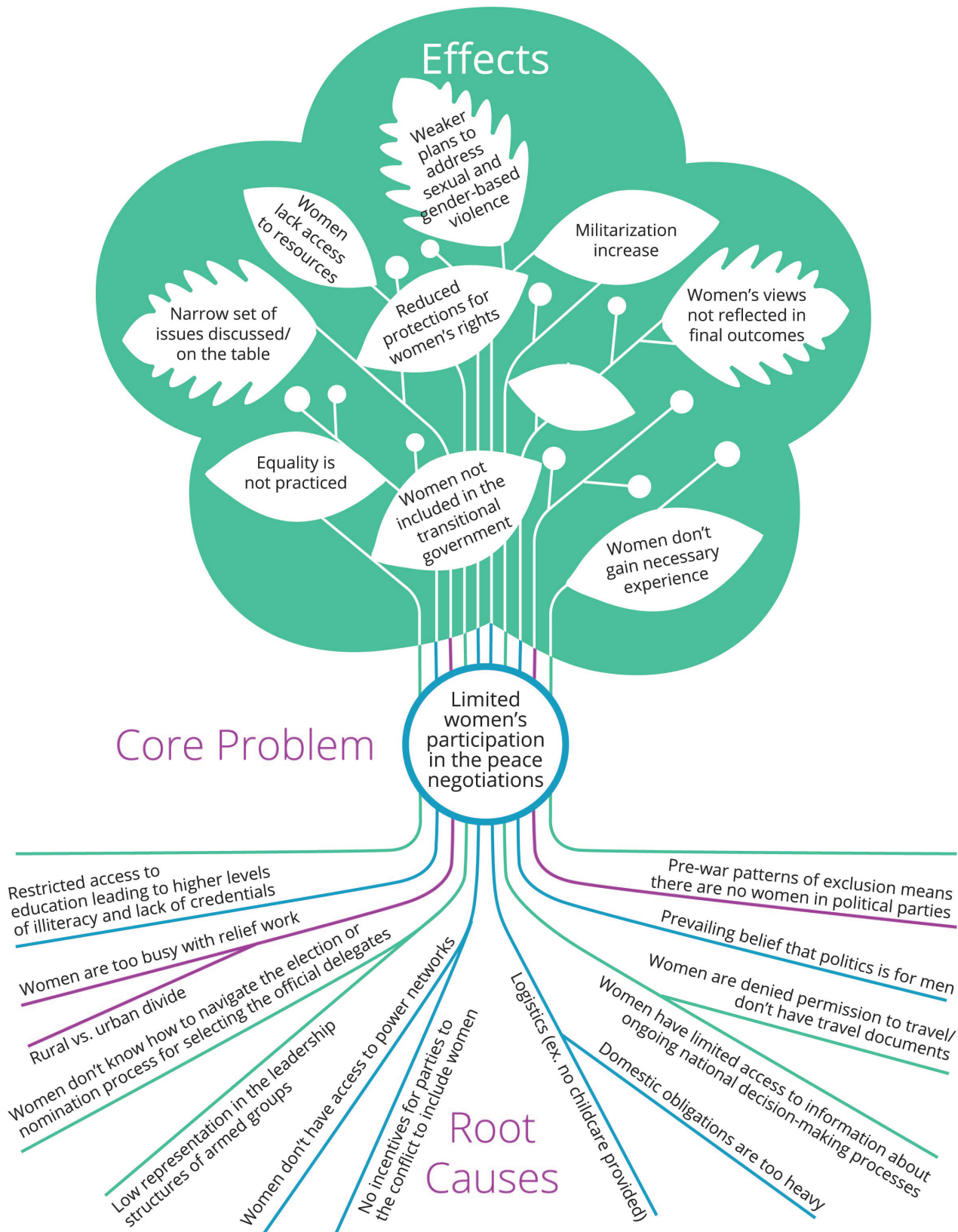
Problem Tree



Problem Tree



Problem Tree



Force Field Analysis

FORCES ENCOURAGING CHANGE	DESIRED CHANGE	FORCES RESTRICTING CHANGE
What factors exist that might enable this change?		What factors exist that might discourage this change?
Who is already in favor of this change and will benefit from it?		Who is against this change and who will experience a loss if it occurs?
What are others doing in favor of this change?		What groups, individuals, or organizations are preventing progress?
What systems or institutions or organizations are allies or open to supporting this change?		What about the way we live (as a culture, country, community, etc.) prevents us from moving forward on this issue?
What progress has been made on this issue already that can be built on?		

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