

White Ribbon Alliance's

Program Planning Guide

Power Up!



Acknowledgments

Power Up: White Ribbon Alliance's Program Planning Guide was developed by Kristy Kade, Nisha Singh, Elena Ateva, Kimberly Whipkey, and Jennifer Fox.

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For more information on White Ribbon Alliance, please visit www.whiteribbonalliance.org or email info@whiteribbonalliance.org.



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FOREWORD

Built on foundations of oppression, today's economic, health, and justice systems are inherently flawed. Intended or not, they are set up to disempower people at every turn. WRA partners with women and girls to take that power back.

It begins with us, and making sure women and girls are in positions of power within the community programs meant to benefit them. It begins with listening to women and girls about what they want and need to care for themselves, the people they love, and to be cared for in turn.

It continues with providing support and resources determined by women and girls as necessary to navigate and survive the system, while simultaneously and collectively challenging and transforming it.

It does not end until we have brought down a broken system.

It does not end until we build a new and better system founded on principles of gender and racial parity.

It does not end until we live in a society profoundly changed.

It does not end until women and girls—in all their diversity—are embraced for...

embracing power!



PART ONE

Overview

Power Up: White Ribbon Alliance's Program Planning Guide (Power Up) was developed by White Ribbon Alliance (WRA) to support the advocacy and community engagement efforts of WRA Alliances and other partners and stakeholders. The Power Model* presented in this guide spans the advocacy continuum, from social and behavior change communication (SBCC) to political advocacy, to spark change across households, communities, and countries.

Successful implementation of the Power Model is intended to immediately result in improved health access, behaviors, and decision-making. Yet, at its deepest level, it is an ongoing challenge to the accepted power structures which frequently hinder women and girls and the fulfilment of their rights.

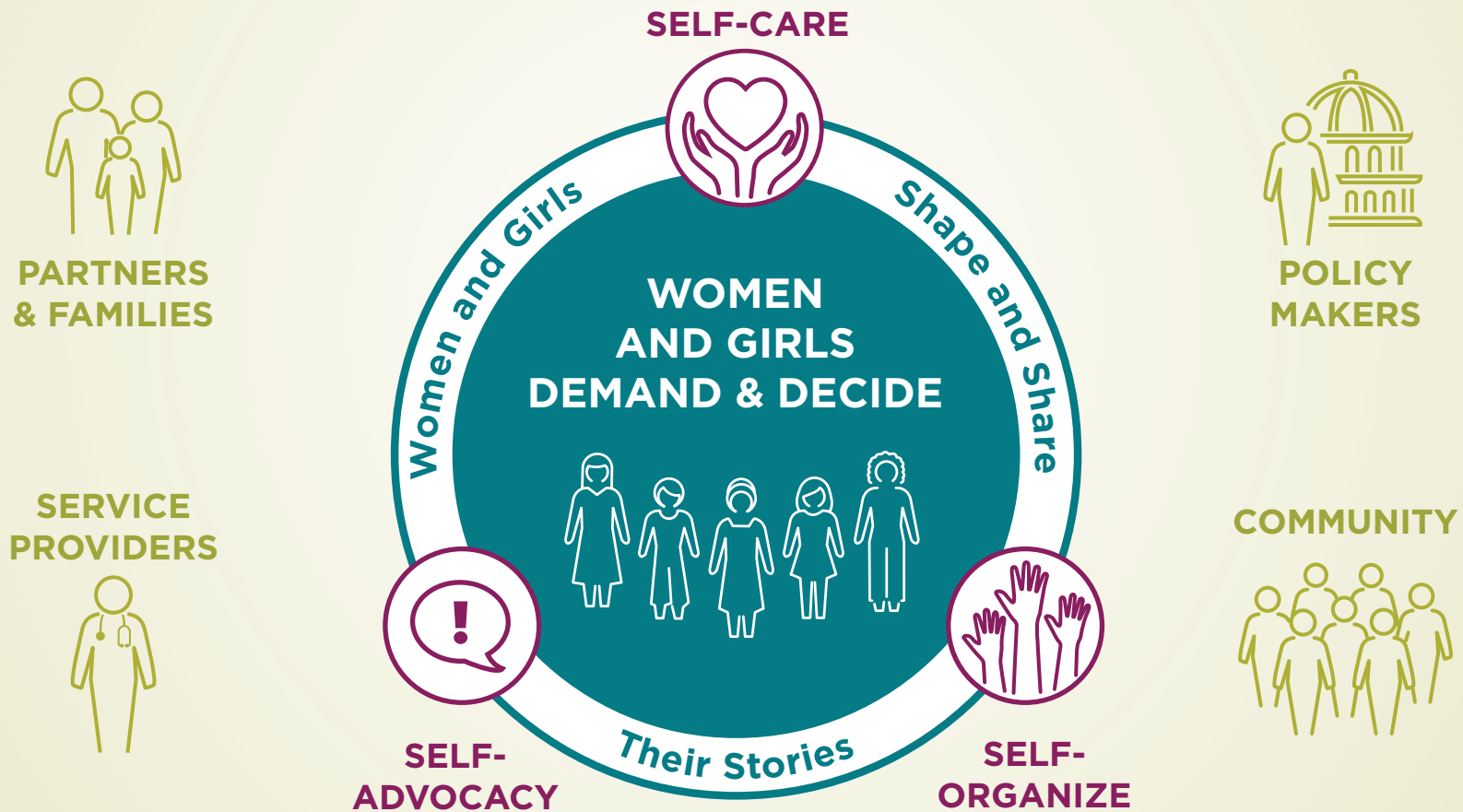
Power Up includes a series of instructions and worksheets to help guide women and girls in applying the Power Model to identify changes they themselves would like to see and ways a project can best support them to realize their desired changes.

* WRA's Power Model is another way to represent and visualize the strategy level of WRA's Theory of Change. Each component of the Power Model corresponds with a specific strategy.

Gender self-identification involves the right of people to identify with the gender of their choice. Regardless of how others view a person, everyone is free to live and express a gender that feels true to themselves. No matter how a person chooses to self-identify, they should always be treated with respect and have equal access to health and rights. The Power Model is meant for anyone who self-identifies as a woman or girl.



Women and Girls Health and Rights **POWER MODEL**



Power Model Components

Women and Girls Demand and Decide

The Power Model is unique in that it assumes women and girls are inherently powerful and that there is no greater force for change than when they are at the very center, determining project priorities, designing programs, and making decisions. The Power Model is underpinned by the following beliefs about women's and girls' leadership:



Women and girls are the experts regarding their own lives and experiences and know best what is needed to improve their own health and well-being.



Women and girls can and should speak for themselves, they do not require intermediaries.

They require opportunity and openness.



Women's and girls' wider communities and support systems, including development stakeholders, can and should be consulted and included in project planning and activities, but those who are expected to most benefit from a project, must drive it.

Self-Care, Self-Advocacy, and Self-Organize

The Power Model asks women and girls to consider their individual needs, aspirations, and abilities first and foremost to better their own health and lives and that of their families, communities, and countries. Evidence from around the world shows that when women and girls rise, so do those around them. However, too often women and girls are prioritized last by wider society and by themselves.

The Power Model has three pillars:

- 1) **Self-Care**
- 2) **Self-Advocacy**
- 3) **Self-Organize**

Each pillar contains a definition and key actions to propel women and girls on their self-journeys. Project inputs support women and girls to take forward these key actions contextualized by topic and community.



Self-Care

Acting to maintain and improve your and your family's health and well-being. This contributes to your community's overall health.

Key actions:

- Practice healthy behaviors and actions
- Seek information, knowledge, and literacy
- Make best use of resources



Self-Advocacy

Speaking up for yourself and your rights, using tactics to safely negotiate demands.

Key actions:

- Know your rights and entitlements
- Make or negotiate decisions for yourself
- Make best use of redress channels



Self-Organize

Joining with your community to collectively advance demands.

Key actions:

- Identify common challenges and behaviors
- Create community-based solutions
- Demand for wider change

Women and Girls Shape and Share Their Stories

In many ways, self-care, self-advocacy, and self-organization are both deeply personal and universal; individualistic, yet rarely practiced in isolation. The Power Model emphasizes connecting women and girls to shape and share their own stories for their own purposes. Through these connections, women and girls can better share with, learn from, and inspire each other, fortifying their individual and collective power to make change.



Partners and Families, Service Providers, Policymakers, and Communities

The Power Model acknowledges that women's and girls' ability to lead and connect, as well as care, advocate, or organize on their own behalf is significantly shaped by those surrounding them. However, the Power Model shifts the popular paradigm of health and development projects which begin with a situational analysis of the enabling environment and then designs to those specifications. The Power Model does not accept the status quo or existing limitations placed on women and girls. It begins first with what women and girls hope to experience and achieve, then reviews ways in which partners, families, service providers, community members, and policymakers can either ease or hamper women and girls realizing their full power, health, and rights. Project inputs are designed to strengthen facilitating behaviors—including cultivating champions—and mitigate hindering behaviors of important people in the lives of women and girls.



It is now time to power up!

PART TWO

Conduct Pre-work

Before bringing together women and girls to fill out their *Power Up* program planning worksheets, a representative leader or a small group of champions should conduct necessary pre-work. Pre-work includes worksheets to set project parameters, map community groups and partners, and understand what women and girls want. Taken together, this will ensure that you have a clear project focus that speaks directly to women's interests and a good sense of who you can collaborate with to advance your project.



Set Project Parameters

An important first step is to clarify the overall parameters of any project applying the Power Model. In service of true community ownership and lasting change, the Power Model is intended to be flexible and facilitate bottom up decision-making. However, there are often restrictions on how project funds may or may not be used, including what topics are in and out of scope, the geographies in which work will occur and the populations expected to become involved or benefit.

Outline the project parameters using the Power Project Parameters Worksheet. Be as specific as possible.

Additional resources:

For illustrative indicators, contact info@whiteribbonalliance.org to obtain White Ribbon Alliance's Monitoring, Evaluation, Accountability and Learning strategy and tools.

Remember the number and types of indicators you collect may shift following your Power Model discussions.

EXAMPLE | Power Project Parameters Worksheet

The **project topic** is:

Health and rights of expectant mothers

The **community** where the project will take place is:

Community X

The **focus population** and the expected number of those engaged or reached are:

Married and unmarried indigenous women between the ages of 18 - 45;
800 women

The **secondary population(s)** and the expected number(s) of those engaged or reached are:

Partners and mothers or mothers-in-law of focus population;
Health providers - such as midwives and/or local health outreach officials;
3,600 individuals

The **key indicators** to be measured are:

% of women reporting increased confidence in voicing issues of concern to health providers

% increase in women who report satisfaction with experience of care during pregnancy

Power Project Parameters Worksheet

The **project topic** is:

The **community** where the project will take place is:

The **focus population** and the expected number of those engaged or reached are:

The **secondary population(s)** and the expected number(s) of those engaged or reached are:

The **key indicators** to be measured are:

Map Community Groups and Partners

Using the Community Groups Mapping Worksheet, identify women- or girl-led groups in target communities, including their leaders and champions. These are groups or individuals who you can ideally recruit to become project organizers and to help facilitate completion of the workbook with their community.

Additionally, you may want to use the Partners Mapping Worksheet to identify local authorities, health professionals, or advocates, among others. Oftentimes, the project will need their permissions or may benefit from their insights on health, tactics, and strategies for wider change. Facilitators may even choose to directly involve them in Power Model discussions. However, it is important their voices do not outweigh those of women and girls.

EXAMPLE | Community Groups Mapping Worksheet

Please be as specific as possible, listing names and titles where appropriate.

Group Name: <i>Community Alliance for Health</i>	
Who are its leaders or major champions? <i>Maria R., local council woman</i>	What are their goals and interests? <i>Increase awareness of healthy pregnancy practices and connect indigenous women and their families to available government maternal health programs</i>
Who is their membership comprised of? <i>Local community women and girls lead the program</i>	What are their major activities? <i>Facilitate information sessions and peer to peer counseling sessions</i>

Community Groups Mapping Worksheet

Please be as specific as possible, listing names and titles where appropriate.

Group Name:	
Who are its leaders or major champions?	What are their goals and interests?
Who is their membership comprised of?	What are their major activities?

Group Name:	
Who are its leaders or major champions?	What are their goals and interests?
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Group Name:	
Who are its leaders or major champions?	What are their goals and interests?
Who is their membership comprised of?	What are their major activities?

EXAMPLE | Partners Mapping Worksheet

Please be as specific as possible, listing names and titles where appropriate.

Who are the **community gatekeepers** you need to support the project?

Moses E., District Health Director

How will you reach and persuade **community gatekeepers** to support the project?

Organize a meeting to present the project

How do you envision engaging **community gatekeepers** in the design of the project and Power Model discussions?

We will discuss approaches to community intel gathering with the District Health Director and review the proposed workplan with him following community meetings

Who are the **community allies** that can strengthen the project?

Local midwives within target facilities

How will you reach and persuade **community allies** to support the project?

Organize focus group discussions on what they need to effectively engage communities in healthy practices

How do envision engaging **community allies** in the design of the project and Power Model discussions?

Co-engage them in the power workshops as appropriate

Partners Mapping Worksheet

Please be as specific as possible, listing names and titles where appropriate.

Who are the **community gatekeepers** you need to support the project?

How will you reach and persuade **community gatekeepers** to support the project?

How do you envision engaging **community gatekeepers** in the design of the project and Power Model discussions?

Who are the **community allies** that can strengthen the project?

How will you reach and persuade **community allies** to support the project?

How do envision engaging **community allies** in the design of the project and Power Model discussions?

Understanding What Women and Girls Want

Integral to women's and girls' leadership—and ultimate success of the model—is their setting of the agenda.

The Power Model can apply to a variety of topics and concerns women and girls may experience. Before moving forward with additional planning, it is important you are clear on the specific focus of the project. Whether your project topic is completely open-ended or has been previously defined as part of project parameters, you will want to hear from women and girls in target communities about their needs and interests in order to define, refine, or better contextualize the issue.

This can be accomplished by working with local community groups to survey women and girls about their needs and interests. It is suggested you focus on one powerful question for the survey. Use the *What Women Want* Survey Worksheet to both plan and capture the results of your survey.

Additional resources:

Visit www.whiteribbonalliance.org/whatwomenwant for tools to help with your efforts, such as survey templates, consent forms, FAQs, and talking points.

EXAMPLE | *What Women Want* Survey Worksheet

What is the target population for the survey? How many people do you want to reach?

Married and unmarried indigenous women between the ages of 18 - 45 in Community X; 250 women and girls

What is the one question you want to ask?

What is your one request for quality reproductive and maternal healthcare services?

What, if any, other information will you collect?

Name, age, contact information

How will you distribute and get back the results of the survey?

Community mobilizers will visit and disseminate the survey via antenatal care clinics

How will you adapt the survey and survey process to reach persons with low literacy or limited language ability?

Surveyors who speak the local language will record answers for those who are unable to themselves

What are the results of the survey and the resulting project focus area?

Top three answers included respectful and dignified care, antenatal care supplies, and clean and safe labor wards. Project focus will be respectful and dignified care during antenatal care and delivery.

What Women Want Survey Worksheet

What is the target population for the survey? How many people do you want to reach?

What is the one question you want to ask?

What, if any, other information will you collect?

How will you distribute and get back the results of the survey?

How will you adapt the survey and survey process to reach persons with low literacy or limited language ability?

What are the results of the survey and the resulting project focus area? (To be completed after survey is administered).

PART THREE

Fill Out Group-Facilitated Worksheets

By this point, you have identified the community groups and leaders you will work with and the focus topic/area for your project. Now it is time to apply the Power Model to help women and girls experience or secure what it is they want.

The remaining sections of *Power Up* are intended to be completed by women and girls with support from White Ribbon Alliance or project representatives in a group exercise or workshop setting. *Power Up* discourages use of outside facilitators or organizers to the greatest extent possible. It recognizes that many, if not most, communities have established women-and girl-led groups, with respected and trusted leaders who are best positioned to facilitate discussion and application of the Power Model. It is also strongly advised that project representatives reflect the target community.

See [Annex 1](#) for Helpful Facilitation Tips to support the person(s) who is organizing or leading the group discussion.



Self-Care Worksheet

It is time to consider how you can practice self-care relative to the focus issue by answering the following questions about needed knowledge, behaviors, and resources.

- 1 At the top of the table, write down the focus topic from your *What Women Want* results.
- 2 In Column A, next to each question, list three priority answers. You may brainstorm many more but, as a group, make sure to narrow down the areas you most want the project to support.
- 3 Then in Column B, for each answer, work with the project team to develop a related project input or intervention.

EXAMPLE | Self-Care Worksheet



Focus Area: <i>Respect and dignity during antenatal care and delivery</i> 1		
Key Questions	Column A: Priority Answers	Column B: Corresponding project input or intervention
What behaviors, actions, or things should you do to take care of yourself?	1. <i>Attend antenatal care and go to facility to give birth</i>	1a. <i>Work with women to develop birth plans</i>
	2. 2	2a. 3
	3.	3a.
What information, knowledge, or education do you need to practice these behaviors and actions?	1. <i>Information on how and where to access services, including information on labor and delivery options</i>	1b. <i>Provide health literacy materials in indigenous language</i>
	2.	2b.
	3.	3b.
What resources do you need to practice these behaviors and actions?	1. <i>Money to pay for care</i>	1c. <i>Help eligible women apply for health cards for subsidized services</i>
	2.	2c.
	3.	3c.

Self-Care Worksheet



Focus Area:		
Key Questions	Column A: Priority Answers	Column B: Corresponding project input or intervention
What behaviors, actions, or things should you do to take care of yourself?	1.	1a.
	2.	2a.
	3.	3a.
What information, knowledge, or education do you need to practice these behaviors and actions?	1.	1b.
	2.	2b.
	3.	3b.
What resources do you need to practice these behaviors and actions?	1.	1c.
	2.	2c.
	3.	3c.

Self-Advocacy Worksheet

Self-advocacy may involve talking to decision-makers or policymakers, but most often it is with those people encountered in daily life, such as your family, health provider, or employer. Answering the below questions on rights, decision-making and opportunities for negotiation or redress can help illuminate how best to advocate to those around you regarding your focus topic.

- 1 At the top of the table, write down the focus topic from your *What Women Want* results.
- 2 In Column A, next to each question, list three priority answers. You may brainstorm many more but, as a group, make sure to narrow down the areas you most want the project to support.
- 3 Then in Column B, for each answer, work with the project team to develop a related project input or intervention.

EXAMPLE | Self-Advocacy Worksheet

Focus Area: <i>Respect and dignity during antenatal care and delivery</i> 1		
Key Questions	Column A: Priority Answers	Column B: Corresponding project input or intervention
What rights and entitlements do you want fulfilled?	1. <i>Want a family member during birth</i>	1a. <i>Assess the extent of women who are denied birth companion of choice</i>
	2. 2	2a. 3
	3.	3a.
What decisions do you have to make or negotiate with others?	1. <i>Must convince midwives to have family join in maternity wards</i>	1b. <i>Post respectful maternity care (RMC) charter in facilities; work with women and health providers to create birth plans that support companionship</i>
	2.	2b.
	3.	3b.
If your rights are not respected or you are unable to make or negotiate a decision for yourself, who or what else might help you address the situation?	1. <i>Speak to the head of the facility or to a patient advocate who may intercede</i>	1c. <i>Create a helpline for women to receive information on RMC rights and connects them to patient advocates</i>
	2.	2c.
	3.	3c.

Self-Advocacy Worksheet



Focus Area:		
Key Questions	Column A: Priority Answers	Column B: Corresponding project input or intervention
What rights or entitlements do you want fulfilled?	1.	1a.
	2.	2a.
	3.	3a.
What decisions do you have to make or negotiate with others? (in Column A, list both the specific decision and the person(s) you must consult)	1.	1b.
	2.	2b.
	3.	3b.
If your rights are not respected or you are unable to make or negotiate a decision for yourself, who or what else might help you address the situation?	1.	1c.
	2.	2c.
	3.	3c.

Self-Organize Worksheet


Self-advocacy is something you do primarily for yourself. Self-organizing is when you work with others to advance a benefit not just for yourself but your greater community. Many challenges are shared and thus require collective intervention or advocacy to overcome.

- 1 At the top of the table, write down the focus topic from your *What Women Want* results.
- 2 In Column A, next to each question, list three priority answers. You may brainstorm many more but, as a group, make sure to narrow down the areas you most want the project to support.
- 3 In Column B, work with the project team to develop a related project input or intervention for each answer.

Additional resources:

Visit www.whiteribbonalliance.org to download *Power On: A Toolkit for Community Organizing*

EXAMPLE | Self-Organize Worksheet

1 

Focus Area: *Respect and dignity during antenatal care and delivery*

Key Questions	Column A: Priority Answers	Column B: Corresponding project input or intervention
What are common challenges or barriers that are impacting women's and girls' health and rights in your community?	1. Disrespect between health providers and patients	1a. Provide joint education on respectful and dignified care for patients and providers
	2. 2	2a. 3
	3.	3a.
How can the community internally solve or lessen this challenge?	1. Participate in community monitoring and present issues to local health committees	1b. Provide tools to support community monitoring and recommendations for improvement actions
	2.	2b.
	3.	3b.
What outside intervention is demanded?	1. Funding and district-level support for comprehensive respectful care initiative	1c. Help community organize a hearing on respectful and dignified care
	2.	2c.
	3.	3c.

Self-Organize Worksheet



Focus Area:		
Key Questions	Column A: Priority Answers	Column B: Corresponding project input or intervention
What are common challenges or barriers that are impacting women's and girls' health and rights in your community?	1.	1a.
	2.	2a.
	3.	3a.
How can the community internally solve or lessen these challenges?	1.	1b.
	2.	2b.
	3.	3b.
What, if any, outside intervention is demanded?	1.	1c.
	2.	2c.
	3.	3c.

Women and Girls Shape and Share Their Stories Worksheet

- 1 At the top of the table, write down the focus topic from your *What Women Want* results.
- 2 Next, list the women and girls you would like to connect with either inside or outside of your community related to the topic— one per row.
These may be specific individuals or general categories; people who live next door or an ocean away. Be as descriptive as possible (e.g. young mothers in X country).
- 3 For each desired connection, brainstorm what you hope to get out of the conversation and how you wish to package and share your story.

EXAMPLE | Women and Girls Shape and Share Their Stories Worksheet



Focus Area: <i>Respect and dignity during antenatal care and delivery</i> 1			
Who do you want to connect with either in or outside of your community?	What do you want to tell them?	What do you want to hear from them?	How would you like to package your story?
<i>Other indigenous women in neighboring provinces who are pregnant or given birth</i> 2	<i>Ways that women in my community have faced disrespect during antenatal care and delivery services</i>	<i>Whether they face similar challenges and their ideas for improvement</i> 3	<i>Short article in local newspaper</i>

Women and Girls Shape and Share Their Stories Worksheet



Focus Area:			
Who do you want to connect with either in or outside of your community?	What do you want to tell them?	What do you want to hear from them?	How would you like to package your story?

Stakeholders Worksheet

Partners and Families, Service Providers, Policymakers, and Communities

- 1 At the top of the table, write down the focus topic from your *What Women Want* results.
- 2 For each of the main stakeholder groups—partners and families, service providers, policymakers, and community leaders—identify one important way in which they can help women and girls embrace their power to self-care, self-advocate, and/or self-organize.
- 3 Then identify one key way in which they can act as potential roadblocks.

While there are a multitude of ways these stakeholders interact with women and girls, it is necessary to prioritize actions the project is best suited to immediately address.
- 4 For each action, brainstorm a project input or intervention that can reinforce positive behaviors and mitigate hindering behaviors.

EXAMPLE | Stakeholders Worksheet (Partners and Families, Service Providers, Policymakers, and Communities)



Focus Area: <i>Respect and dignity during antenatal care and delivery</i> 1				
Stakeholder	Enabling/supportive actions	Project input or intervention	Hampering/non-supportive actions	Project input or intervention
Partners and Families	<i>Accompany women to antenatal care and to give birth</i> 2	<i>Work with families to prepare a birth plan together</i> 4	<i>Not allow women to attend antenatal visits</i> 3	<i>Engage community leaders in emphasizing importance of antenatal visits</i> 4
Service Providers	<i>Listen to women and take time to answer their questions</i>	<i>Collect women's experiences and information needs and sensitize providers to desires for respectful care and provide job aides</i>	<i>Rush through appointments and do not take time to answer questions</i>	<i>Help advocate for more health workers to enable time with patients</i>
Policymakers	<i>Promote the importance of respectful and dignified care</i>	<i>Advocate adoption of RMC charter</i>	<i>Non-participation or non-supportive presence in community hearings</i>	<i>Demonstrate value of community dialogue in increased service utilization and celebrate champion policymakers</i>
Community Leaders	<i>Promote and encourage antenatal care and safe delivery</i>	<i>Support communities and health providers to come together and create health charters</i>	<i>Discourage women from speaking out about health needs or in general</i>	<i>Community sensitization on gender equity and inclusion</i>

Stakeholders Worksheet

(Partners and Families, Service Providers, Policymakers, and Communities)



Focus Area:				
Stakeholder	Enabling/supportive actions	Project input or intervention	Hampering/non-supportive actions	Project input or intervention
Partners and Families				
Service Providers				
Policymakers				
Community Leaders				

Work Plan Worksheets

With your gathered insights, it is time to develop a comprehensive project workplan.

1 Develop a Specific, Measurable, Achievable, Relevant, and Timebound (SMART) objective for each of the key aspects of the Power Model:

- **Self-Care**
- **Self-Advocacy**
- **Self-Organize**
- **Women and Girls Shape and Share Their Stories**
- **Partners and Families, Service Providers, Policymakers, and Community Members**

2 Next take the suggested project inputs and interventions from the previous worksheets and turn them into specific activities the project will carry out and be held accountable.

3 Make sure to identify responsible staff, partners, costs, and timeline for each activity.

This activity can be done as part of the broader consultation. The project team may also choose to develop the work plan after the consultation. In this case, it is important to go back to the group of women and girls to approve the work plan before implementing.

EXAMPLE | Work Plan Worksheet: **Self-Organize**



Self-Organize Objective: District health office adopts RMC charter and creates a reporting mechanism for women to share incidences of disrespect and abuse **1**

A. Activity	B. Responsible Person(s)	C. Partners	D. Cost	E. Timeline
Organize a community hearing where citizen journalists share stories of women's experiences and issue calls for accountability 2	Pauline F.	Community Alliance for Health	\$250 for venue and equipment	Beginning of quarter 2

Work Plan Worksheet: Self-Care



Self-Care Objective:

A. Activity	B. Responsible Person(s)	C. Partners	D. Cost	E. Timeline

Work Plan Worksheet: Self-Advocacy



Self-Advocacy Objective:

A. Activity	B. Responsible Person(s)	C. Partners	D. Cost	E. Timeline

Work Plan Worksheet: Self-Organize



Self-Organize Objective:

A. Activity	B. Responsible Person(s)	C. Partners	D. Cost	E. Timeline



Work Plan Worksheet: Women and Girls Shape and Share Their Stories

Shape and Share Stories Objective:

A. Activity	B. Responsible Person(s)	C. Partners	D. Cost	E. Timeline

Work Plan Worksheet: Stakeholders

(Partners and Families, Service Providers, Policymakers, and Communities)



Stakeholders Objective:

A. Activity	B. Responsible Person(s)	C. Partners	D. Cost	E. Timeline

PART FOUR

Develop Policy Objectives

Congratulations! You have now completed your *Power Up* program planning to help women and girls achieve what they want for themselves and their communities. Without a doubt, positive changes that women and girls can feel where they live are so important—from the installation of running water to fully stocked medical supplies at the nearest health facility.

But equally important are changes made at the systems level. This means improving public policies and securing increased, equitably distributed financial and human resources at the subnational (state, province, county, district) and/or national level. Effecting changes in policies and resources not only benefits larger numbers of women and girls, but also is typically longer lasting.



Turning “Power Planning” into Policy Objectives with SMART Advocacy

Through your *Power Up* program planning, you have already identified a focus topic and several objectives that can easily be turned into a higher-level policy objective. The SMART Advocacy approach and portfolio is a recommended tool to assist you in this process.

The SMART Advocacy approach, developed by Advance Family Planning, takes individuals through several steps to craft a “SMART” policy/advocacy objective, identify the decision-maker who can make the change you are seeking, and develop an advocacy strategy to achieve the SMART objective. The SMART Advocacy approach has contributed to hundreds of family planning policy wins across the world, at all levels of government. It has also been used by and adapted for other health and development actors and topics.

To access the SMART Advocacy User’s Guide, visit:

<https://smartadvocacy.org/>

Resources and materials are available in English, French, and Spanish.







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Helpful Facilitation Tips

Before the meeting

-  **Determine the size, agenda, and timing of the meeting.** Make sure the meeting size is not too big so that everyone can participate equally. Depending on meeting size, worksheets can be completed either as one large group or through several small breakout groups. The time it takes to complete the Power Model worksheets is often dependent on the size of the gathered group.
-  **Ensure all meeting materials and discussion can be conducted in the local language** of participating women and girls.
-  **Consult with local experts on measures, language, and process to ensure a safe space** for participants. While women and girls possess inherent power, you may be facilitating in an environment where it may be threatening to discuss power and rights for women or girls. Take appropriate precautions so everyone feels safe and secure.
-  **Determine decision-making processes.** Different worksheets will often require prioritization of activities. You can try to build consensus by interweaving solutions or having the group respectfully debate and persuade each other. More often, you will have people vote. It is helpful to have a variety of ways that people can express their preferences, some of which ensure privacy.

You may be able to prioritize additional items than what the individual worksheets call for depending on your project timeline and budget. You can also copy worksheets onto large pieces of flipchart or chalkboards.

During the meeting

- **Begin by providing an overview of the project for participants**, including any critical project parameters and important concepts from the Power Model, such as self-care, self-advocacy, self-organize. Explain the objectives of the day and the desire to leave with a robust project action plan.
- **Next review the *What Women Want* survey results** and confirm the project focus area with the participants. Ideally, the participants will have already contributed to the *What Women Want* survey.
- **Add an icebreaker or “get to know you” exercise** to encourage people to feel comfortable sharing their experiences.
- **Go through the meeting agenda and a high-level overview of the worksheets**, explaining how they build on each other. Throughout the meeting, before participants use each worksheet, go through the instructions in careful detail.
- **Determine with participants if they prefer to fill in worksheets themselves or have someone assigned to capture the discussion.** Remember to keep the language simple and to the point so it is easily understood.
- **Help the group to focus on achievable actions in the here and now that will bring the community closer to fully realizing their health, rights, and power.** As you facilitate discussion, it is important to balance big dreams of toppling power structures that perpetuate gender inequality and poor health with the reality of time and resource constraints. But remember the facilitator’s job is to provide information and help the community find ways to realize their ambitions, not tell them what they should or should not do.

For information on more detailed facilitation techniques or information on how to apply the Power Model to populations and topics beyond women’s and girls’ health and rights, contact info@whiteribbonalliance.org.

Power Project Parameters Worksheet

The **project topic** is:

The **community** where the project will take place is:

The **focus population** and the expected number of those engaged or reached are:

The **secondary population(s)** and the expected number(s) of those engaged or reached are:

The **key indicators** to be measured are:

Community Groups Mapping Worksheet

Please be as specific as possible, listing names and titles where appropriate.

Group Name:	
Who are its leaders or major champions?	What are their goals and interests?
Who is their membership comprised of?	What are their major activities?

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Partners Mapping Worksheet

Please be as specific as possible, listing names and titles where appropriate.

Who are the **community gatekeepers** you need to support the project?

How will you reach and persuade **community gatekeepers** to support the project?

How do you envision engaging **community gatekeepers** in the design of the project and Power Model discussions?

Who are the **community allies** that can strengthen the project?

How will you reach and persuade **community allies** to support the project?

How do envision engaging **community allies** in the design of the project and Power Model discussions?

What Women Want Survey Worksheet

What is the target population for the survey? How many people do you want to reach?

What is the one question you want to ask?

What, if any, other information will you collect?

How will you distribute and get back the results of the survey?

How will you adapt the survey and survey process to reach persons with low literacy or limited language ability?

What are the results of the survey and the resulting project focus area? (To be completed after survey is administered).

Self-Care Worksheet



Focus Area:		
Key Questions	Column A: Priority Answers	Column B: Corresponding project input or intervention
What behaviors, actions, or things should you do to take care of yourself?	1.	1a.
	2.	2a.
	3.	3a.
What information, knowledge, or education do you need to practice these behaviors and actions?	1.	1b.
	2.	2b.
	3.	3b.
What resources do you need to practice these behaviors and actions?	1.	1c.
	2.	2c.
	3.	3c.

Self-Advocacy Worksheet



Focus Area:		
Key Questions	Column A: Priority Answers	Column B: Corresponding project input or intervention
What rights or entitlements do you want fulfilled?	1.	1a.
	2.	2a.
	3.	3a.
What decisions do you have to make or negotiate with others? (in Column A, list both the specific decision and the person(s) you must consult)	1.	1b.
	2.	2b.
	3.	3b.
If your rights are not respected or you are unable to make or negotiate a decision for yourself, who or what else might help you address the situation?	1.	1c.
	2.	2c.
	3.	3c.

Self-Organize Worksheet



Focus Area:		
Key Questions	Column A: Priority Answers	Column B: Corresponding project input or intervention
What are common challenges or barriers that are impacting women's and girls' health and rights in your community?	1.	1a.
	2.	2a.
	3.	3a.
How can the community internally solve or lessen these challenges?	1.	1b.
	2.	2b.
	3.	3b.
What, if any, outside intervention is demanded?	1.	1c.
	2.	2c.
	3.	3c.

Women and Girls Shape and Share Their Stories Worksheet



Focus Area:

Who do you want to connect with either in or outside of your community?	What do you want to tell them?	What do you want to hear from them?	How would you like to package your story?

Stakeholders Worksheet

(Partners and Families, Service Providers, Policymakers, and Communities)



Focus Area:				
Stakeholder	Enabling/supportive actions	Project input or intervention	Hampering/ non-supportive actions	Project input or intervention
Partners and Families				
Service Providers				
Policymakers				
Community Leaders				

Work Plan Worksheet: Self-Care



Self-Care Objective:

A. Activity	B. Responsible Person(s)	C. Partners	D. Cost	E. Timeline

Work Plan Worksheet: Self-Advocacy



Self-Advocacy Objective:

A. Activity	B. Responsible Person(s)	C. Partners	D. Cost	E. Timeline

Work Plan Worksheet: Self-Organize



Self-Organize Objective:

A. Activity	B. Responsible Person(s)	C. Partners	D. Cost	E. Timeline



Work Plan Worksheet: Women and Girls Shape and Share Their Stories

Shape and Share Stories Objective:

A. Activity	B. Responsible Person(s)	C. Partners	D. Cost	E. Timeline

Work Plan Worksheet: Stakeholders

(Partners and Families, Service Providers, Policymakers, and Communities)



Stakeholders Objective:

A. Activity	B. Responsible Person(s)	C. Partners	D. Cost	E. Timeline



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