

Acknowledgements

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Foreward

A lot of people talk about power. But very few really try to understand it. Yet, power affects everything we do – the decisions that control our lives; what emerges in the public agenda and what does not; even what information we have, what we know, and how we see ourselves as agents and actors. Making change happen means both understanding the power that prevents change from happening – that protects an unjust status quo – as well as understanding the power we have within ourselves and with others to create change, hopefully towards a more just, sustainable and positive future.

While understanding power is critical to our lives and futures, it is a really hard task. There are lots of reasons for this. Power often has many different meanings. Sometimes it is about people and actors – the powerful or the powerless – and other times it is about structures, rules or institutions. Sometimes it is about how we feel about our capabilities and those of others to act for or against change; other times it is about the more material sources and resources of power that affect our actions. Sometimes it is located in very intimate experiences in our families or private lives, other times it involves issues and actions on the larger public stage, be it in our communities, our nations or even globally.

Power is also hard to understand because by its very nature it is illusive. Power can be the ability to act visibly in ways that affect others, but it is also the power to act behind closed doors through more hidden and invisible means. Power can be about what is on the agenda, but also what is kept off; about who speaks, but also who does not; about whose voices count, as well as whose voices go unheard. As such, power is about what we see easily and experience directly, as well as what we do not see. For this reason, we need deliberate and creative ways to understand it and to make how power affects our everyday lives more legible and visible to ourselves and to others.

Power is also dynamic. We may all have assumptions about who wields power in communities and in our societies, yet these constantly need to be re-tested against an ever-changing reality. Power changes, and in doing so opens up new possibilities while also closing off older avenues and strategies for citizen action. Making change happen effectively means understanding and getting ahead of these shifts, otherwise we may be acting in the wrong places, on the wrong issues, or in the wrong ways.

The guide has emerged out of years of experience of its authors, Raji Hunjan and Jethro Pettit, in helping grassroots communities analyse power for change. Their practical approach to facilitation builds on a growing body of useful concepts and methods being used for power analysis by grassroots organisations in the UK and around the world. Many thanks to the authors and the participants in this project for sharing their experiences in order to help others around the UK and the rest of the world to deepen their understanding of power in order to be more effective in making change happen.

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Contents

| | |
|---|----|
| Introduction | 3 |
| Part One: Background | 4 |
| 1. The Context | 4 |
| 2. Our approach to power analysis | 6 |
| 3. Role of the facilitator in using this handbook | 9 |
| 4. Power and power frameworks | 10 |
| Part Two: Workshops | 16 |
| Section One: How to Introduce Power | 18 |
| Section Two: Problem Analysis | 26 |
| Section Three: From Analysis to Strategy | 37 |
| Section Four: Reflection on Action | 47 |
| Appendix One – Action Learning Outline | 53 |
| Appendix Two – Action Learning Sets | 54 |
| Appendix Three – Power Matrix | 56 |
| Endnotes | 57 |

Introduction

Between 2008 and 2010 the Carnegie UK Trust and the Joseph Rowntree Foundation, jointly funded a programme of work on power, participation and social change. Over the course of two years, we worked with twenty organisations, which were focusing on various social issues, to explore ways in which the analysis of power could support them to achieve the social change they were working towards. This helped organisations to recognise their own power, as well as to understand power issues in relation to the political, social and economic environment within which they were working.

Through this action oriented work, as well as through existing research¹, we uncovered evidence that a better understanding of power is a missing link between how people envisage the change that they want in theory and how they go about achieving that change in practice. We believe that an analysis of power helped the organisations and their communities to re-evaluate their existing strategies and to explore new actions for change. Participants talked about the importance of addressing the issue of power and said that they felt motivated by a process that focused on their power rather than their powerlessness.

The key findings of this work, as well as a broader discussion on the importance of examining power, can be found in our report, *Power and Making Change Happen*, which demonstrates the practical outcomes of analysing power. This report is supplemented by a series of short video case studies of how some of the organisations involved in the project benefited from the experience.

This handbook, which accompanies the report and videos, is about taking action. It is a practical guide, which draws on the methods and tools that we used in our programme, to build the capacity of others, and, most importantly, to achieve social change. It is designed to be used collaboratively with others, to explore what can be achieved when working together to combine a range of different strategies and ways of analysing the issue.

Who is the handbook for?

The handbook is for people, within organisations, networks or within community groups, who want to explore power in relation to achieving change in the interests of the communities they are working with. Its purpose is to help facilitate discussions about issues concerning power in order to deepen our understanding of the causes of social problems and the various strategies that can be taken to achieve change. It is most likely to be useful for:

- organisations that are committed to scaling up the capacity and ability of other organisations to achieve change in the interests of the communities they are working with. This could be funders or membership organisations.
- organisations that are working directly with grassroots communities, and different groups in society, and that want to explore different ways to engage the community in the change process.
- individual facilitators and activists who are working directly with organisations and grassroots communities, to deepen discussions about power and social change.

How should the handbook be used?

The handbook is designed primarily for those who want to explore issues of power over a sustained period of time through workshops, one to one mentoring, and self reflection. However, it can also be used by those who wish to start with an introduction to power analysis through stand-alone workshops.

Part One:

Background

1. The Context

In this section we discuss the role of power in making change happen, and why we should take account of this when devising strategies for achieving social change.

Why Power, Why Now

Over the course of the last decade, there has been a significant push from successive UK governments to encourage the greater participation of ordinary people in decision-making processes. The policies of New Labour – which dominated during the earlier part of this period – focused not only on the relationship between citizens and national governments, but also on the role people play in improving communities and public services. Initiatives and prominent themes included community voice, participation, citizenship, citizen education and citizen engagement. Many of these key themes were introduced during a time of relative economic stability, and new funding opportunities made it possible for civil society to embrace these top-down initiatives and explore new ways to engage people in social change.

In the latter part of this period, there has been a significant economic decline globally, which, amongst other challenges, has had a serious impact on the funding streams available to organisations working with communities at the grassroots. In 2010, a coalition government was formed, which on the one hand is implementing public expenditure cuts as a result of the recession and on the other promoting the “Big Society” as a key theme. A government focus on empowering citizens may bring excitement and opportunity for

those organisations working with communities, but this is tempered by the challenge of cuts to spending and how these will affect the poorest.

So how can a focus on power help? Understanding power is about making sure that the actions of all those with an interest in a specific issue can lead to a change. It's about thinking of ourselves as powerful and shifting our mindset to see beyond the obstacles to change. Analysing power is also about deepening our understanding of social problems, to then work together to find more long-term sustainable solutions. Put in the context of an economic decline, severe and deep public spending cuts, and the impact of this on the poorest in society, analysing power plays a vital role in supporting people to re-assess bottom-up approaches to achieving change.

How does change happen?

In our work on power we acknowledge that change happens in different ways and that it is important to conduct a broad analysis which looks at and beyond the most visible forms of influencing public policy. By this we mean the traditional methods of campaigning and advocacy work, most often adopted by civil society organisations, which primarily rely on professionalised people to take the lead in influencing those who we see as more powerful than ourselves such as

politicians and political advisors. Whilst this is clearly important, we also recognise the importance of empowerment strategies and consciousness-raising, which enable ordinary people and communities to take a more active role in achieving the change they want. This means supporting people to understand their power as individuals, and the power they have when they work together with others in their communities. It is also about helping people to understand how other actors and institutions beyond the formal political structures, such as business and the banking sector, may exercise their own power in less transparent ways to achieve the change they want, and the impact of this on the change we are working towards.

What is power?

We understand power in its most basic form to be the ability of people to achieve the change they want². However, power is complex and a person who has power in one context, can be relatively powerless in another. We do not see power as being held solely by the few, but rather as something that can be found in the hands of many, and can manifest itself in both positive and negative forms. The definition below has most reflected our own understanding because it addresses the positive forms of power, whilst also encapsulating the reality that different manifestations of power will challenge those concerned with social justice. It also acknowledges that power is relational and contextual:

'In reality, power is dynamic, relational and multidimensional, changing according to context, circumstance and interest. Its expressions and forms can range from domination and resistance to collaboration and transformation. This is good news for social justice promoters whose strategies depend upon new opportunities and openings in the practice and structures of power'³.

Without this broader understanding of power any process of analysing power could be limited and potentially disempowering, in that it is likely to reinforce the notion that people closest to the grassroots are powerless to achieve change.

What is power analysis?

Power analysis is a process that helps organisations and groups to navigate the different dimensions of power, to understand how social issues are shaped and what change could be achieved to improve the lives of the communities those organisations and groups are working with. Power analysis is facilitated by a series of frameworks that can be used to interpret power in different ways. We understand that a framework can be a conceptual way of understanding power, but it can also be a tool⁴ or a technique to be used by organisations and communities to make sense of the challenges they face.

Power analysis is not a change strategy or a tool in itself, but a process that can be applied as part of other change strategies. These other change strategies vary and could include community development, campaigning, advocacy or empowerment processes.

What can power analysis help with?

There are a number of ways in which power analysis helped the organisations that we worked with and could help others:

- To better understand and utilise the power of individual spokespeople within the organisation.
- To review the internal practices of the organisation, and explore ways in which it could be better equipped to exercise power.
- To explore empowerment strategies and new ways of working with constituents.
- To have a deeper analysis of the issue that the organisation is addressing and test assumptions about how change could be achieved.
- To explore new strategies for change.

2. Our approach to power analysis

The aim of this section is to explain the action learning model and how it can be usefully replicated.

The approach

The tools, methods and workshop outlines presented in this handbook are based on our experience of using power analysis to support organisations in the UK. The frameworks listed on (page 10) formed the basis of our approach to power analysis.

We worked with three groups of organisations over a period of nine months each to help them to think through their understanding of social problems, their strategic aims and practices for achieving change, and how to take appropriate action as a result of this thinking. We offered the organisations four workshops as a group, and three one-to-one support sessions based within their individual organisations, to help them to embed learning across the various organisations.

We aimed to work with at least two key people from each of the organisations, who would then be supported to share learning with their internal and external stakeholders. By 'internal stakeholders', we mean staff team, volunteers, boards, advisory groups and 'constituents'. By constituents, we mean the people on whose behalf the organisations were working. The organisations themselves used a range of different words to describe their constituents – members, service users, beneficiaries, clients, individuals and grass root groups. As much as possible, we have tried to use 'constituents' throughout this handbook as a catchall term to cover these different meanings. 'External stakeholders' include other community groups, partner organisations, external consultants etc.

We called the approach an action learning model because we worked with the participants in the format of an action learning set (see Appendix Two), where participants support each other in their own learning. The process was designed

so that the learning and doing was simultaneous and that we and the participants would critically reflect on our own actions and experiences while also challenging and supporting each other. Each organisation would be encouraged to focus on a concrete issue of social concern that it would want to work on during the project timeframe. These issues could range from revisiting strategic plans, developing a new focus such as policy influencing or service delivery, or starting work on a new theme.

In total, we ran three action learning sets, made up of six organisations, with each lasting nine months, over the two year period of this programme of work.

In the separate report, *Power and Making Change Happen*, we analyse the successes and challenges, and the impact of an action learning approach. The following is offered as a summary of what the action learning model can help to achieve:

- Full day workshops, away from the day to day organisation challenges provides a space for deeper reflection and thinking.
- The model allows for people to work together over a longer period of time and therefore gain the trust to support each other to solve different issues. It is also a space for organisations working on different issues to explore new partnerships.
- One to one mentoring provides an opportunity for further reflection and time to think about how to put new ways of thinking about power into practice.
- The learning is sustained over a longer period of time and therefore is more likely to be embedded into organisational thinking beyond the lifetime of the action learning yet.

What approach does this handbook offer?

There are already many books and resources that offer a range of different tools that can assist with power analysis⁵ and we have adapted many of these tools for use in this handbook. This handbook adds to existing resources by offering a range of different workshop outlines and exercises, which can be adapted to meet the priorities of the users of the handbook.

Part Two of this handbook describes these workshop outlines and exercises. It is divided into four sections, which cover four different themes. The first section, as explained below, can be used as stand-alone exercises and workshops, as well as part of the action learning process. The second two themes form part of the action learning process only:

- **Introducing power** – this section explores the different ways in which power can be understood and analysed, using the power frameworks to explore the different ways in which they can help to achieve a better understanding of how power operates. All the exercises and workshop outlines in this section can be offered as stand alone. The full day workshop can be offered as the start of the action learning model, or can be offered as a stand-alone workshop.
- **Problem analysis** – this section focuses on supporting people to explore a deeper understanding of social problems. In our experience of working with organisations to analyse power, we found that challenging people to further examine their understanding of the root causes of a problem, then enabled the organisations to consider new strategies and approaches for achieving the change they desire. All the exercises and half day workshops can be offered as stand-alone. However, the full day workshop is designed to be a part of the action learning model.
- **From analysis to strategy** – this section moves to consider strategies for change. It builds on the problem analysis stage and focuses specifically on helping people to think through strategies for themselves. It is designed to help people to start to focus in and understand where they are more likely to have a significant

impact. All the exercises and workshops offered in this section are designed to be a part of the action learning model.

- **Reflection on action** – this section is about helping people to reflect and explore ways in which understanding and analysing power can be embedded into our day to day practices and understanding of change. It's about helping people to continue to use power analysis beyond the workshops and exercises they take part in as part of this handbook. All the exercises and workshops offered in this section are designed to be a part of the action learning model.

In each section, under each theme, we provide exercises and workshop outlines that require different levels of intensity and time commitment:

- **Taster exercises** – these are one off exercises that can be used flexibly to help the user to work with others to understand how power analysis can help to shed new light on different aspects of a change strategy.
- **Half day workshops** – these are designed for users that have limited time, but want to apply power analysis more deeply to a problem and change strategy.
- **Full day workshops** – these are designed for users that wish to work with a broad range of stakeholders from within an organisation, to dissect and analyse a social issue from a power perspective.
- **Full action learning set exercises** – these are designed for those that wish to follow the same model that we used at the Carnegie UK Trust. This includes ideas for self reflection and one to one support:
 - **Self reflection exercises** – to provide the space for workshops participants to reflect on their own learning and understanding of power, but taking time to make notes and keep a journal on how their own learning has developed.
 - **One to one support exercises** – to be used with workshop participants in their individual organisations. They are designed to help participants to deepen their understanding of power analysis and take action prior to the next workshop.

Is the action learning model right for you?

The key considerations when adopting the action learning model on power analysis that we developed, are time and the commitment of potential organisations and participants. The process, from the point of recruiting participants to final evaluation, can take up to 12 months (see *Appendix 2 for an outline*). It is therefore important that everybody involved is able to commit to this timeframe and understands the benefits of this approach.

In two of the action learning sets that we conducted, we worked with a diverse range of organisations from different sectors, so that we could explore ways in which these organisations could think about collaborations beyond their usual circle of allies. The third action learning set was made up of organisations all working on the same issue. Another variation could be that all participants are made up of one organisation that is keen to explore its own strategies and practices in depth. When thinking about whether the organisations that you work with would benefit from this process, we suggest that the following is taken into consideration before adopting the action learning model:

- 1** A committed and confident facilitator, who is able to encourage the participants to learn from each other, and can make judgements about how much to push participants to think and take action beyond their usual areas. It will also require the facilitator to be available to run 4 workshops over a 9 month period of time, and offer one to one support to each of the participants. The one to one support that we conducted was offered face to face, however, it may be possible to adapt some of the exercises that we suggest in this handbook, to be offered via email or telephone. We say more about the role of the facilitator in section three.
- 2** Committed organisations. The action learning model is designed to support learning across the whole organisation and therefore it is important that the whole organisation understands the model and the potential benefits of power analysis. (see *the exercises in Part Two, Section One*). We believe that the organisations/groups that will most benefit from the action learning approach are ones that shared the following characteristics:

- They have had some experience of trying to influence change, and are ready to evaluate this and explore new ways of working.
- They are all exploring other ways in which they could strengthen their organisation (e.g. staff development, new ways of working in partnership) and want to use the power analysis to shed new light on this.
- They have very strong relationships with their internal stakeholders and their constituents and want to explore ways of building on this.
- They should have at least one staff member (paid or a volunteer), with a key role in shaping the change strategies, who is committed to using power analysis and can see the benefit of working with others over a longer period of time.
- They are willing to share learning across the whole of the organisation.

- 3** Committed participants. The individual participants that we worked with were very diverse, with some coming from very professional backgrounds, and others seeing themselves as part of the communities they were working with. We suggest that participants should have some similar characteristics:

- They all have very inquisitive minds and are keen to learn from a model that focuses on power.
- They all understand the benefits of working across different organisations/issues/or approaches to an issue and are willing to learn from one another.
- They are all, to different degrees, keen to share their learning with internal stakeholders, including colleagues and constituents.

- 4** Access to workshop venues and funding for lunch and travel. From our own experience, we believe that it is very important to find venues and workshop space that is large enough to be able to conduct participatory exercises.

For more analysis of the successes and challenges of the action learning model, refer to our accompanying report, *Power and Making Change Happen*.

3. Role of the facilitator in using this handbook

In this section we explore the process of facilitation and its importance in applying power analysis.

Power analysis and facilitation⁶

Facilitation is the process of helping groups of people, or individuals, to learn, share ideas, find a solution or reach a consensus. It is about enabling and making things possible through collaboration and sharing power with others. Facilitation can be the role of one person, or can be shared across a group, with people taking turns to facilitate each other.

Facilitation in relation to power analysis is not a neutral process. It is about transforming power relations and working with others to build alternative ways of understanding key social issues such as poverty, inequality and discrimination and developing new strategies for change. It is about creating the space and environment for people with different starting points and experiences of a social issue to come together and explore commonalities and ways of working collaboratively.

Role of the facilitator in this handbook

It is expected that the users of this handbook will either facilitate the exercises in the handbook themselves, or be responsible for appointing a facilitator. Whilst we have offered some guidance, we have generally assumed that facilitators using this handbook will have the confidence and ability to make judgements about general issues, such as the length of an activity and when to use pair work or group work. We believe that the workshops in this handbook could be facilitated by any person who is open minded in their approach and willing to listen and learn in order to both understand the challenges the participating organisations face and tailor the power analysis approach accordingly.

We offer the following guidance to help a facilitator to think through their role when introducing others to power analysis:

- The facilitator should spend time reflecting on the power frameworks that are presented in this handbook (page 10), and if time allows, exploring some of the sources of these frameworks. It is important that the facilitator uses these frameworks to explore the different ways in which change can be achieved – from policy change through campaigning and advocacy to developing empowerment strategies.
- The facilitator should be able to encourage participants to critically reflect on their own knowledge and understanding of change, how they believe power operates and how this relates to the change they want to achieve.
- The facilitator should encourage participants to explore ways in which they can work with their own stakeholders – including their communities, constituents and work colleagues – to both analyse how power operates to shape the problem and what strategies can be used to achieve change.
- The facilitator should be able to work with participants on a one to one basis, to encourage critical thinking by questioning effectively to deepen learning and understanding. This means the facilitator should be listening to participants in a non-judgemental way and seeking clarity on what is being said.

One to one mentoring:

In each section of part two of this handbook, we have offered the facilitator guidance and ideas for one to one mentoring of participants. It is important to note that in our experience, the key to making the one to one support work is to ensure that the facilitator is able to respond to the individual concerns of participants. This will mean listening and asking questions that enable participants to better understand the issues they are addressing and what actions can taken. It also means ensuring that the facilitator is fully engaged with the power frameworks and is able to draw on these to help participants more forward.

4. Power and power frameworks

The frameworks below can be used and adapted as the basis for power analysis. The frameworks were all developed originally to bring to life different theories and understandings of power, and to be relevant to civil society and people working within communities to achieve change. Understanding and engaging with these frameworks is essential when facilitating the exercises in this handbook. We therefore recommend that the user of this handbook spends some time engaging with these frameworks, by drawing on their own understanding of social change including familiarity with policy change, organisational change as well as community and individual empowerment strategies.

We have presented the frameworks in the format of photocopyable pages that can be shared with others. After each framework, we offer some questions to encourage thinking about the frameworks that is relevant to the challenges people using this handbook may be facing. These frameworks are also discussed in *Power and Making Change Happen* – the report to accompany this handbook – and we provide examples of how the different organisations that we worked with, engaged with the frameworks.

Power Frameworks Pages

These pages are designed to be shared by those of you who are interested in analysing power to achieve social change. The frameworks will help you to reflect on your own strategies and understanding of change, as well helping you to think about possible new actions.

There are many ways of understanding power, and no single definition is possible. Some see power as a resource wielded by certain people or groups over others, whether as a means of domination or as a form of legitimate authority. Others see power as a positive force or ability of people to strengthen and mobilise to challenge inequalities and demand rights. Both these views of power recognise it as something exercised by actors or groups – as a kind of “agency” or capacity to act, and powerlessness as the lack of that ability.

Power can also be understood not as a resource or ability, but as the prevailing social, political and economic norms and structures that create hierarchies within society, as well as the attitudes and behaviour leading to marginalisation. Discrimination on the basis of gender, ethnicity, disability, sexuality and other identities is often caused by such norms and structures of power, making it more challenging to address discrimination. These norms and structures are often “internalised”, becoming part of the unconscious social patterns to which people conform – whether “powerful” or “powerless”. Challenging power then becomes a question of recognising, naming and shifting these socialised boundaries.⁷

“Empowerment” has become a central goal for many organisations, but like “power” this can have many different meanings. One criticism of participatory approaches to empowerment, democracy and citizen action is that they sometimes seek to involve or consult people without examining the underlying power dynamics of the situation. For example, a focus only on “agency” or “structures”, without looking at their inter-relationship, will not give a complete understanding of power or empowerment. A practical understanding of power needs therefore to draw on a combination of concepts and frameworks, adapted to your context. The frameworks presented below can help with this.

1. Sources and Positions of Power

The following two frameworks specifically look at personal experiences of power and where this power comes from.

a. Sources of power⁸

This framework is about the different sources people can draw on to gain personal power. Power is gained by drawing on various sources which include capital (financial, natural, physical, social, human), labour and consumer power, culture, location and geography, information, knowledge, networks, technology, physicality (e.g. age, sex, health or physicality ability) and personality (e.g. charisma). This understanding challenges the view of power as limited to a zero-sum game – in other words, a finite resource that needs to be taken away from others.

b. Positions of Power⁹

When thinking about positions of power – and about ‘who has’ power – it is helpful to think of power as contextual. In other words where power lies and who has power will always change according to the context and setting. Someone can be in a dominating position on one issue and be relatively weak on another matter. Similarly, someone who appears marginalised from national decision-making can be the most influential person in his/her local area.

Discussion questions

- **Try to think about times when you have drawn on your own personal sources of power to help you to achieve something. When might these same sources of power have been an obstacle to achieving change?**
- **Try to think about people who you would describe as powerful, and then think about the contexts in which these people might be powerless and why.**

2. Forms of Power

The following two frameworks help to analyse the complex ways in which power operates from an actor perspective.

a. Expressions of power: Power over – Power to, with, within¹⁰

As noted above, power is often thought of in a negative and coercive manner (‘power over’ being seen as domination or control of one person, group or institution over another). However, there are alternative expressions of power that pave the way for more positive thinking and action.

| Expression | What does it mean in practice? |
|--|---|
| ‘Power to’: individual ability to act | This is rooted in the belief that every individual has the ‘power to’ make a difference (see sources of power framework). |
| ‘Power with’: collective action, the ability to act together | ‘Power with’ helps build bridges across different interests, experiences and knowledge and is about bringing together resources and strategies. |
| ‘Power within’: individual or collective sense of self-worth, value, dignity | Enhancing the ‘power within’ individuals builds their capacities to imagine and raise aspirations about change. |

This way of analysing power encourages thinking about power as not only negative but also as something that can be galvanized to create positive strategies and create multiple opportunities for change.

b. Faces of power: visible, hidden, invisible¹¹

Power analysis is not simple because most of the time power does not operate in visible and tangible ways.

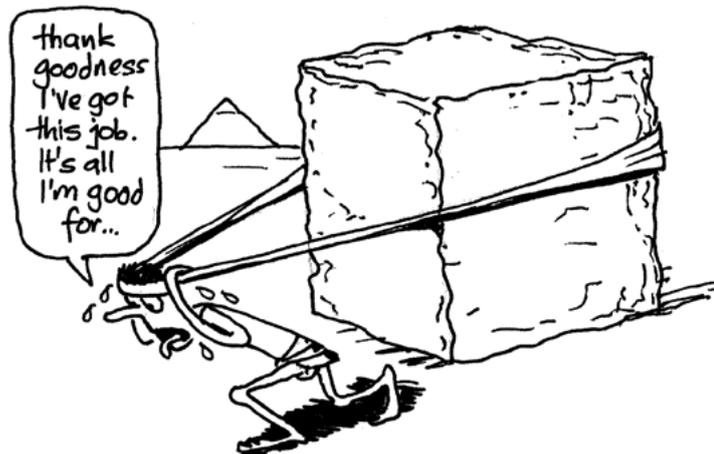
| Visible | Hidden | Invisible |
|---|---|--|
| <p>Visible power includes the aspects of political power that we 'see'— formal rules, structures, institutions and procedures informing decision-making. In other words, it is about how those people with power use existing procedures and structures to control the actions of others. <i>Examples include: elections, political parties, budget, laws etc.</i></p> | <p>Hidden power is exercised when powerful people and institutions maintain their influence by setting and manipulating agendas and marginalising the concerns and voices of less powerful groups. Those with power see and understand these rules of the game; others don't. <i>Examples include: quality of some consultation processes that exclude some voices; and setting the agenda behind the scene.</i></p> | <p>Invisible power operates in ways in which people will adopt belief systems that are created by those with power. Problems and issues are kept away not only from the decision-making table but also from the minds and hearts of different people including those affected by these decisions. This is when powerlessness is internalised. <i>Examples include: negative stereotypes that limit the roles of certain groups.</i></p> |



Visible Power



Hidden Power



Invisible Power

It is often easier to engage with visible power holders such as policy makers than to engage with power that is exercised behind the scenes, or is embedded in cultural and social norms and practices. However, ignoring hidden and invisible forms of power is likely to lead to a limited understanding of how change could happen, how

alternative sources of power could be mobilised, and which change strategies should be developed. Challenging the social and cultural boundaries that condition all actors (powerful or powerless) may require strategies other than challenging the “power-holders” alone, whether they are visible or hidden in the way they exercise power.

Discussion Questions

- **Looking at the Expressions of Power framework, can you think of examples under each of the categories that are relevant to your work?**
- **Looking at the Faces of Power framework, can you think of institutions or people that exercise hidden power on the issues you are addressing?**

3. Power: Spaces and Levels

The following three frameworks look at where power is being exercised.

Power is exercised by various people in different ways in any given context. Understanding the characteristics of arenas in which different people exercise their power is key to identifying the different entry points for change.

a. Closed, invited, created/claimed spaces¹²

‘Spaces’ is understood in this framework as the places where opportunities for formal and informal interaction help people to shape the decisions and rules that affect their lives.

| Closed | Invited | Created/claimed |
|---|--|---|
| Spaces are closed when decisions are made behind closed doors – often without providing opportunities for inclusion. This may include formal spaces open only to those in official positions or as formal representatives. | Spaces are invited when various kinds of authorities invite people to participate in decision-making processes as citizens, beneficiaries or users. Although these spaces could become opportunities for genuine collaboration, agendas are often pre-determined. | Spaces are created/claimed when less powerful people come together to create their own space, and set their own agendas. |
| Eg. Cabinet meetings, boards of directors, local government councils | Eg. public consultations | Eg. grassroots campaigns, neighbourhood meetings, social movements |

b. Public, private and intimate realms of power¹³

The **public** realm of power concerns aspects of one's public life – what is visible such as employment or role in the community.

The **private** realm of power includes family, relationships, friends, marriage.

The **intimate** realm of power means the psychological – such as self-esteem and confidence.

This framework builds upon the work of gender theorists and advocates who argue that power takes shape on three interacting levels of a woman's life with women often having contradictory experiences of power in these three realms.

Discussion Questions

- **Can you name the type of spaces that are closed, invited or created in your work? As an organisation, what sort of spaces do you work in?**
- **Looking at the public, private and intimate realms of power, does this framework relate in any way to ways in which your constituents may experience power – what are the contradictory experiences of power in these three realms?**



c. Power is also exercised at different levels

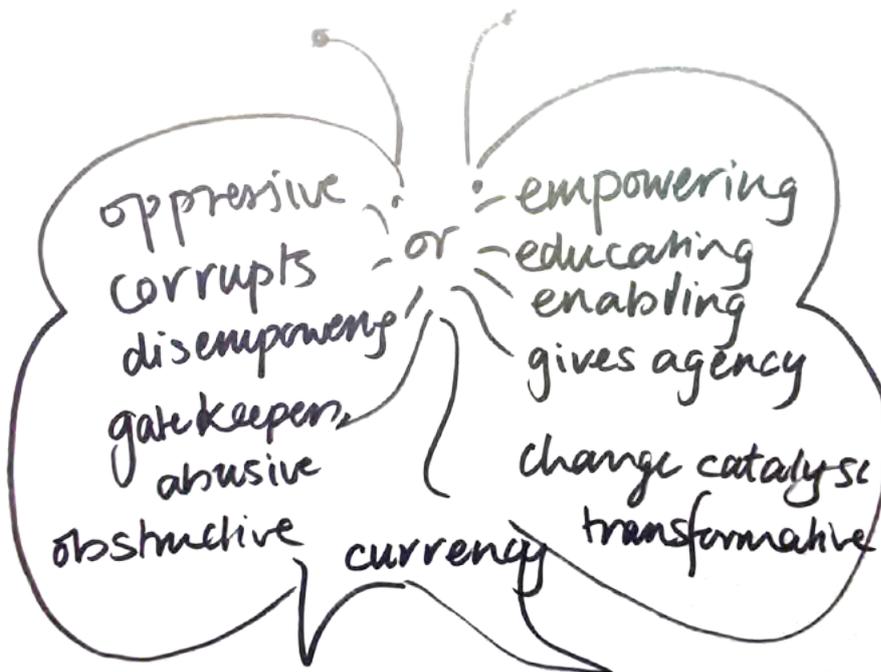
In today's world, power is increasingly seen as multi-layered and multi-faceted; it is found across various levels among state and non-state actors and there are long-standing debates among activists and academics alike on which levels of power are the most important to address. Indeed as suggested by Gaventa¹⁴: 'some argue that participatory practice must begin locally, as it is in the arenas of everyday life in which people are able to resist power and construct their own voice.

There are others who argue that power is shifting to more globalised actors, and struggles for participation must engage at that level. In between there are debates on the role of the nation state, and how it mediates power...'

Power works at all these levels (global, regional, national, local, community, household etc.) and it is therefore a challenge for civil society groups and ordinary people to assess how they are linked and which levels and entry points they want to act upon.

Discussion Question

- Try to name the different levels at which power works to shape the issue that you are working on.



Part Two:

Workshops

This part of the handbook is divided into four sections, which cover four different themes.

- 1. Introducing power** – this section explores the different ways in which power can be understood and analysed, using the power frameworks to explore the different ways in which they can help to achieve a better understanding of how power operates.
- 2. Problem analysis** – this section focuses on supporting people to explore a deeper understanding of social problems. In our experience of working with organisations to analyse power, we found that challenging people to further examine their understanding of the root causes of a problem, then enabled the organisations to consider new strategies and approaches for achieving the change they desire.
- 3. From analysis to strategy** – this section moves to consider strategies for change. It builds on the problem analysis stage and focuses specifically on helping people to think through strategies for themselves. It is designed to help people to start to focus in and understand where they are more likely to have a significant impact.
- 4. Reflection on action** – this section is about helping people to reflect and explore ways in which understanding and analysing power can be embedded into our day to day practices and understanding of change. It's about helping people to continue to use power analysis beyond the workshops and exercises they take part in as part of this handbook.

In each section, under each theme, we provide exercises and workshop outlines that require different levels of intensity and time commitment:

- a. Taster exercises** – these are one off exercises that can be used flexibly to help the user to work with others to understand how power analysis can help to shed new light on different aspects of a change strategy.
- b. Half day workshops** – these are designed for users that have limited time, but want to apply power analysis more deeply to a problem and change strategy.
- c. Full day workshops** – these are designed for users that wish to work with a broad range of stakeholders from within an organisation, to dissect and analyse a social issue from a power perspective.
- d. Full action learning set exercises** – these are designed for those that wish to follow the same model that we used at the Carnegie UK Trust. This includes ideas for self reflection and one to one support:
 - Self reflection exercises** – to provide the space for workshops participants to reflect on their own learning and understanding of power, but taking time to make notes and keep a journal on how their own learning has developed.
 - One to one support exercises** – to be used with workshop participants in their individual organisations. They are designed to help participants to deepen their understanding of power analysis and take action prior to the next workshop.

Activities

The following guide refers to three kinds of activities that you may not be familiar with:

- **Free Writing.** This is useful for self-guided reflection. Ask participants to find a space they feel comfortable in and give them a time limit of around 20 minutes. It can be helpful to ask participants to write without lifting their pen from the paper. If they get stuck, they can simply write the last words repeatedly until they have more to write. It is helpful for the writer to review their writing and underline any phrases that they like or that seem important to them. If you want the participants to go more deeply into these ideas, they can start a new piece of writing, starting with one of the phrases they underlined. In some Free Writing exercises, prompt sentence openers are given.¹⁵
- **Sculpting,** ‘freeze frames’ and still images. These are useful for physically engaging groups in representing and making visible to themselves and others issues that are important to them. Ask participants to imagine that the group they are working with are clay, which they can then mould into the image they want. Asking the ‘sculptor’ to change these images helps them to make changes in a safe environment that they may wish to make in their lives. Freeze frames or still images are moments of this process that they want to present to a wider group.¹⁶
- **Snow Cards:** This is useful for gathering and sorting ideas from small groups into a set of ideas for the whole group to work with. This works best with participant standing around a large table or in front of a pin board or wall on which cards can be stuck with tape or blu-tac. The table works best as everyone can participate in moving the cards around to form categories.

Ask all participants to hold on to their cards to begin with, and ask for one card related to the first question. Ask the person to read out the card and place it in the centre of the table (or wall). Ask the participant to clarify what is meant by the card if not clear. Then ask if anyone else has a card similar to this one, and if so to read it out and place it next to the first card, until there are no more cards that fit the category. Then ask for a new card and repeat. When all the cards for the first question have been clustered, repeat for the second question.

Tip: There can be a tendency in this exercise for everyone to want to put their cards down at once, and also to form large categories rather than many smaller ones. It can be useful to take it step by step, make sure the meaning on each card is clearly read out and understood, and to create new categories rather than ending up with large, general categories. You may also have small clusters that are related, forming a larger category.

Once the clusters of cards are all down, give participants time to shift things around themselves until everyone is happy with the arrangement. Using a new colour of paper or card, ask the group to give a title or label to each cluster and write this in large letters, placing it at the top of that cluster of cards. If possible, encourage the participants to arrange the clusters in a way that makes sense to them.

Option: If desired, the ‘responses’ can be ranked or prioritised. A simple way to do this is to allow each participant three ‘dots’ with a marker (or votes) which can be marked on the label cards for the clusters they think are most important.

Section One: How to Introduce Power

The aim of this section is to help you to explore ways in which to introduce the concept of power and power analysis in order to help groups understand the link between power and social change. All the exercises and workshop outlines can be used as stand-alone, as well as part of an action learning model.

a. Taster Activity – Stories of Power

Time commitment: one hour

Materials: blank A4 paper and markers (optional)

Aim: to get people thinking about the different ways in which power can be understood – in both positive and negative terms.

Facilitator preparation: You will need to have understood the [Expressions on Power \(2a\)](#), and [Faces of Power Spaces \(2b\)](#) frameworks in advance.

Optional: Ask everybody to come to the workshop ready to discuss a story about power or powerlessness. This can be from their personal or professional life, or a story about the people they work with. Each person can bring a visual aid, such as a picture, object, newspaper clipping or a video clip to illustrate their story.

Activity: Start by asking people to think about a personal experience of power or powerlessness. It may be a positive or negative experience, drawn from either their personal or professional life. After a few minutes of reflection, ask them to form pairs and take turns sharing their stories, allowing 2-3 minutes each. Remind them to switch storytellers half way through the time allotted.

Following this – depending on the number of people – either ask each pair to share their stories with the whole group, or ask the group to summarise the key points from the stories. A fun way to do this with larger groups is to ask the listeners to come up with a news headline about the story they heard and write it in large letters on a piece of A4 paper. This instruction can be given before the storytelling begins, and materials provided. Participants then take turns reading out their headlines, filling in any essential details, and then stick the headlines on a board.

The stories can then be used to explore ways in which power can be defined. This can be done by working in pairs or small groups to discuss a definition and then as a group to agree one definition, by completing the sentence – ‘Power is....’ Or the various meanings of power can be discussed as a large group.

Plenary: Is it possible to agree one definition about what power is? What new light do our definitions of power shed on our understanding of achieving social change? The facilitator should use their familiarity with the power frameworks to identify the types of power arising in the stories. For example, noticing the difference between stories in which there is visible domination or ‘power over’ and those with more subtle or ‘invisible’ power (e.g. discrimination based on gender, ethnicity or age).

b. Half Day Workshop – A Deeper Understanding of Power

Time commitment: 2 hours 30 minutes to 3 hours

Materials: blank A4 paper (optional), markers, flip chart paper

Aim: to deepen our understanding of the different ways in which power can be understood and the relevance of this to our day to day work.

Facilitator preparation: You will need to have understood the **Expressions of Power (2a)**, and **Spaces of Power (3a)** frameworks in advance. (see handout on page 11).

Session Outline:

| Time Allocated | Activity |
|----------------|---|
| 1 hour | Begin with the activity set out above (Taster Activity – Stories of Power). |
| 30 mins | Introduce the Expressions of Power (2a) framework by listing the categories – power over, power to, power with, and power within on a flipchart paper. In pairs or as a group, using the ‘headlines’ or stories from the Stories of Power activity, ask everybody to identify examples under each of these categories. Then as a group, discuss examples of when, as an organisation, you have encouraged power with and power within in terms of the change you are aiming to achieve. |
| 30 mins | Introduce the Spaces of Power (3a) framework by writing closed spaces, invited spaces, created/claimed spaces on a flipchart paper and briefly discuss / explain the terms. Repeat the activity directly above using these categories. Then as a group, discuss examples of when, as an organisation, you have operated within closed, invited and claimed spaces. Questions to guide discussion: <ul style="list-style-type: none"> • What spaces do you engage in, or not? Why? • How does power operate in all of these spaces? • Who is allowed in these spaces, and who is not? • What can be said or done, and what can't be said or done? • In what kinds of spaces have you been most effective? • Should you consider working in (or creating) other kinds of space? |
| 30 min | Additional discussion. These prompts can be useful when introducing power analysis frameworks to funders, umbrella organisations, and training organisations. Within your own organisation, they can be helpful for working with senior management team, your governing body, or your peers. Facilitate a whole group discussion about what the frameworks add to our understanding about how the change we are looking for can be achieved: <ul style="list-style-type: none"> • What role do individuals and groups of people in society play in achieving the change we are looking for? Do we have good relationships with these people/groups/organisations? • Are we doing enough to empower our constituents (power within)? • Is empowerment enough? What does the Spaces framework tell us about the role of institutions in supporting/constraining change? |

c. Full Day Workshop – Frameworks and concepts for analysing power

Who is this for?

This full day workshop is ideal if you work within an organisation or with a group of organisations and want to facilitate an analysis of their experiences of influencing change, and what the barriers and opportunities have been. The workshop was designed originally to be part of an action learning process but can also be conducted as a stand-alone one day workshop.

Time Commitment: six hours (to include breaks for lunch and refreshments)

Materials: Coloured cards (2 colours), blank A4 paper, markers.

Aim:

- To get to know each other better, both at a personal and professional level
- to work towards a common understanding of concepts around power, participation and social change
- to agree a shared working definition of power which is relevant to day-to-day work
- to agree actions to be taken forward by participants and within their organisations

Facilitator preparation: You will need to have understood the power frameworks (see handout on page 10) in advance, and photocopy these for participants (one per person). Participants should be asked to come to the workshop prepared to share an experience of power, powerlessness or empowerment from their work experience, or from the communities with whom they work. Ask participants to bring an object or image that in some way represents this experience (it may be symbolic or a metaphor, or it may be literal).

| Time Allocated | Activity |
|----------------|--|
| 20 mins | Welcome – and why are we here? Overview and Introductions |
| 1 hour | <p>Introducing ourselves and our interest in power</p> <p>Form two groups (try to ensure that people who know each other well are in the same groups) – one group in the centre of a circle facing outward, and the other in a circle on the outside facing inward. Allow 3 minutes for each pair facing each other to share their name and background, why they are interested in power. This can be done standing, but is best done seated in two circles of chairs facing one another.</p> <p>After 3 minutes, the outside circle rotates one or two places and the new pairs talk. Continue for 4-5 times, then...</p> <p>Individually write 1-2 expectations for the day and 1-2 concerns on coloured cards (one colour for hopes/expectations, one colour for fears/concerns)</p> <p>Snow cards: invite people to present one 'expectation' card to be stuck to flip chart, then invite others to share similar cards and continue until all the cards are presented. Repeat process for 'concerns'. These can be clustered into similar groups as they are presented, or afterwards.</p> <p>Plenary – discuss themes emerging; come back to key question: "How can a better understanding of power help me in my work?"</p> |

1 hour

Optional activity: you can ask people to stand in a circle and step into the space either together or individually to represent power and/or powerlessness through a gesture. This just helps to get existing ideas and experiences of power visible and can help to create images (e.g. a fist or a person cowering) that you can talk about later. These images are useful for participants to track how their ideas about power change during the workshop. Briefly reflect on the main images that are represented.

Stories of power and change

Remind participants that they have come to the workshop ready to share a story about an experience of power, powerlessness or empowerment. This could be from their personal or professional life, or a story about the people or communities they work with. People have brought a visual aid, such as a picture or a video clip to illustrate their story.

Before the storytelling begins, it can be helpful to allow a few minutes for personal reflection. As a prompt, ask participants to think about a very specific moment or event, rather than a 'general time when', and to recall the details of that experience. Encourage them to use all their senses and feelings in telling the story: sight, sound, emotions, etc. and to evoke the characters and dialogue, as if seeing the moment in a film. It can be helpful to think about how they felt before and after the event.

Ask participants to form pairs or groups of 3-4 (use the same size group for all participants) to share their stories and show their objects or images. Smaller groups will take less time, while groups of 3-5 allows for a richer diversity of stories. Allow about 3 minutes per person to share their stories.

For each story (whether in pairs or small groups), the pairs or groups should identify a 'reporter' whose job is to make a 'news headline' about the story. Remind them that this is an exercise in listening. The headline can be agreed with the storyteller, and should be written with a marker in large print on a piece of blank A4 paper. The facilitator should keep time and remind pairs or groups to change storytellers every 3 minutes.

In plenary, the facilitator can play the role of a TV news anchor, and ask for news reports from 'correspondents' in different locations. Use an object (or an imaginary one) for a microphone. Ask for a 'news headline' to be read out, and post it on the wall. If there are objects or images related to the stories, ask these to be displayed near the headlines on a board or table. If necessary ask the reporter for a bit more information, as during a live TV news programme. The headlines and information should be provided by the 'reporter' who heard the story, not the storyteller. Continue until all the 'headlines' have been posted, using the headlines and stories to build a story about 'what is power' and explore different meanings of power, powerlessness and empowerment.

As the headlines are shared, the facilitator can ask participants to notice connections between the stories, noting similarities and differences.

2 hours

(you may need to take breaks)

Concepts of power

Briefly present each of the power frameworks, using the Frameworks handouts. It is also helpful to have the types of power written in large letters on flip chart paper, with a page for each framework, showing one framework at a time. For example, '**Sources of power**'; '**Positions of power**'; '**Expressions of power: power over, power to, power with, power within**' etc.

For each power framework, show the key words on the flip chart, introduce the framework, and ask participants to reflect on the stories and headlines – those from their own pair or group and from the others – and try to identify what forms of power were at work in that story. If desired, for some of these frameworks, allow time in the original pairs or groups to discuss examples of kinds of power related to the frameworks. If there is a framework of power that is not clearly represented by any of the stories, ask participants to think of examples from their work experience.

Begin with the two frameworks which specifically look at where power comes from **Sources of power**, and **Positions of power**. Ask participants – Do any of the stories include examples of personal power or powerlessness (or moments of feeling either powerful or powerless) that might come from a particular source or position? What might be the root causes of these feelings?

Next look at the two frameworks which help analyse the complex ways in which power operates.

Expressions of power: Ask participants – What are the examples if any of **power over, power to, power with**, and **power within** from the stories and headlines? Or from other experiences from your work.

Forms of power visible power, hidden power and invisible power – Ask participants

1. Visible power: who are the individuals, and what are the institutions that have the power to change laws, policies, practice on the issue you are interested in? Who are the decision-makers?

2. Hidden power: How are decisions being influenced from behind the scenes? Who sets the agenda? Who is included or excluded from making decisions? Who may have an interest in the issue, but are influencing decisions outside of the public eye (e.g. role of business, banks, special interest groups, etc)

3. Invisible power: to what extent are those with least power unable to address the issue, simply accepting the situation they find themselves in and why? How is their opinion shaped by society, education or the media, and internalised?

Finally look at the frameworks which explore where power is being exercised. **Spaces framework: closed spaces, invited spaces, and created/claimed spaces.** In pairs or small groups, ask everybody to identify examples from their stories or other work experiences of the different kinds of spaces where power operates. Which kinds of power are at work in which spaces?

Conclude the session by asking whether these frameworks shed light on how we understand the issues we are addressing? Do these frameworks help us to see power in a new way? Which of the frameworks feel more or less relevant?

This session may also be concluded by a quick review. Indicate that one end of the room is 'Yes' and one end of the room is 'No'. Ask participants to stand along a line from 'yes' to 'no', asking which forms of power they have experienced. Name the frameworks one by one and ask people to take positions along the line. Ask a few people each time to speak to the reason they are standing where they are. This may help to gauge levels of understanding. You can repeat the exercise emphasising asking about which forms of power they have exercised.

20 mins

Feedback/evaluation: Using two colours of cards, ask participants to write "One key thing I will take away with me" and "One thing I would have liked / or would like next time"



d. Full Action Learning Exercises

Self Reflection Exercise:

This exercise can be completed straight after the workshop above, or after a few days, giving the participants a chance to reflect. Start with a **free writing exercise**. You can use the following prompts:

Now that I have been thinking about power, I have more insight into....

I have more questions about.....

In my work, I will.....

Then, ask participants to take some time out of their day to think about their personal power and how this is demonstrated in events in their daily work. Ask them to divide a piece of paper into three columns:

In the first column write down the most important things you did/happened in your work today or this week. Avoid thinking too much – just write the incidents and tasks that come to your mind as more significant.

In the second column write how each of these events or tasks made you feel: satisfied? powerful? powerless? inquisitive?

For the third column, think about your own power, and put down what source of power were you using while doing each of these things. What other sources of power could you have used?

Prior to meeting with each of the participants for one to one mentoring, ask them to answer the following questions and ask them to send you their answers in advance of meeting with them:

1. Describe the problem you wish to focus on during the action learning process.
2. What change do you hope to achieve and why?
3. What opportunities and barriers exist to help you with this problem? (this could be anything from a policy change, to communities and attitudes.)

Section Two: Problem Analysis

The aim of this section is to facilitate discussions to deepen our understanding of a problem and to test our assumptions about the causes and consequences. A confident facilitator may be able to adapt the exercises and workshops to be stand-alone, however they are designed primarily to be part of the action learning model. There are taster exercises and half day workshops to introduce two areas:

1 Understanding power in relation to the external environment

This part focuses on how power operates and how external factors combine to shape the problem that the organisation/ group you are working with is addressing.

2 Understanding the power we have

This part is about helping the organisations/groups you are working with to understand their own power and how this can be applied to the problem they are addressing.

1. Understanding power in relation to the external environment

This part is for working with organisations/groups that want to better understand how power operates in different ways to shape a problem.

a. Taster Activity – Simple Forcefield Analysis

Time commitment: one hour

Materials: paper plates or flip chart paper

Aim: to get people thinking about how the external environment works to shape a problem.

Activity: Split into small groups to talk about an example of a social problem. The problem could be related to participants' work in their organisations or something that they have knowledge about. Then ask the group to think about what influenced that problem and contributed to shaping it. Give each group a paper plate, or a piece of flip chart paper and ask them to draw a simple diagram of a bubble with two arrows pointing towards it. Ask the participants to write the problem in the central bubble, and then to think of the influences working for and against resolving the problem. Ask participants to write these down in the appropriate parts of the diagram, then ask them to feedback in plenary.

- what has made the problem worse?
- what has the potential to address the problem?



Plenary: What does the activity tell us about the different forces that work to shape a problem? Can these be split in political, social, economic, technological or other forces?

b. Half Day Workshop – Problem Tree Analysis

Time commitment: 2 hours 30 minutes to 3 hours

Materials: Flipchart pages with images of a tree on them. Pens and extra flipchart paper.

Aim: to deepen our understanding of the root causes and consequences of a problem. This is a good exercise for testing our assumptions about how a problem is shaped, and therefore provides a starting point for considering new options for change.

Facilitator preparation: Photocopy the power frameworks handout for each participant.

| Time Allocated | Activity |
|----------------|---|
| 1 hour | <p>Start by identifying a problem that the group would like to focus on – this should ideally be related to the participants’ day to day work. Then explain to the group what a problem tree is. Point out the different parts of the tree and what each represents:</p> <p>Roots = root causes of the problem</p> <p>Trunk = the problem</p> <p>Branches = consequences of the problem</p> <p>As a whole group write the problem in the trunk of the branch. Then list all the causes of the problem. These could be divided into social, economic and political causes, including attitudes, behaviour and other factors. Repeat the process with the consequences.</p> |
| 30 mins | <p>Then help the participant to focus in on the cause and consequence their organisation is most likely to be able to address by discussing the following:</p> <ul style="list-style-type: none"> • What are the most serious consequences? • Which causes will be easier for the organisation to address? More difficult to address? Why? • Which of the causes and consequences are others already working on? |
| 30 mins | <p>Introduce the group to the frameworks handout and facilitate a conversation about each of the frameworks. Use the questions on the handout to help with this.</p> |
| 30 mins | <p>Go back to the problem tree and look again at the causes. Using the frameworks handout, facilitate a conversation about what types of power are present in each of the causes. Repeat for the consequences.</p> |

2. Understanding the power we have

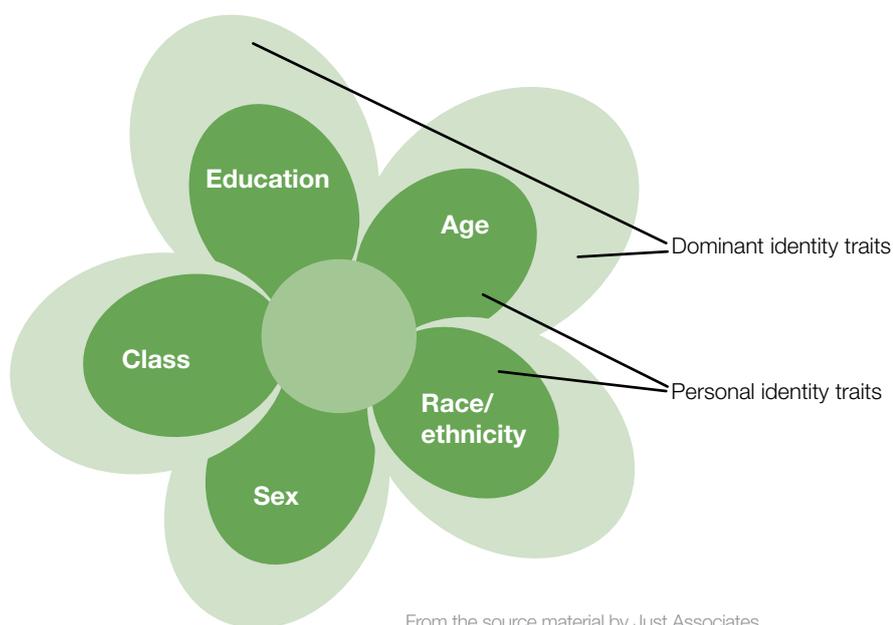
The exercises in this section are for exploring sources of individual and collective power, and ways of using them in working for change. Power is present not only in the external environment or in other actors, but can be developed internally and collectively by change agents.

a. Taster Activity – The Power Flower

Time Commitment: one hour

Materials: paper and pens. Power Flower templates¹⁸

Aim: To identify who we are individually in relation to those who have power over the issues we are focusing on. To understand ways in which we can be powerful in one context and less so in another.



Facilitator preparation:

Activity: The power flower looks at social identity, and who we are in relation to those who have power in society. Either give each of the participants a stencil outline of the power flower or ask each person to draw their own. Ask them to write their names in the middle of the flower. Explain to participants that they will be asked to complete the outer circle of petals as a group and the inner circle as individuals. It is therefore important that they all have their own power flower diagram each.

Ask participants to begin with the outer circle of petals. Explain that these represent the dominant social identity of those who have most power over the issue that they are addressing. Start by explaining that each petal on the power flower represents one category which can include: sex, ethnic group, language, religion, sexuality, social class, age group, geographic region etc. Ask participants to agree the categories that are relevant, this could be done as a group, giving the group a chance to discuss each category and the characteristics of those who have most power over the issue they are addressing.

Then move on to the inner circle of petals. Ask participants to complete inner petals on their individual diagrams. Ask each person to write their own identities for each petal/category on the flower's inner circle.

Discussion questions:

- **How many of your individual characteristics are similar/different from the dominant identity? When can these similarities/differences be of advantage/disadvantage in influencing the change you are working towards?**
- **What does this exercise tell us about identity and power more broadly?**

Additional Taster Activity – You and Your Power.

This can be done as an opening activity to the workshops or the taster activity above if you have time. It is a physical version of the reflection activity at the end of Section 1.

Time Commitment: 30 minutes

Aim: This is a good tool for exploring forms and experiences of power at the individual level, making connections between the individual and the different communities that they are a part of. It explores the different power that individuals have in different situations and how their power is affected by the social relations that they are a part of.

Activity: Ask the participants to get into groups of 3, encourage them to fully step into the roles that they are going to represent. Call out a series of scenarios and ask the participants to represent how they feel they are expected to behave in each one. Scenarios could include: as a child in your family; as a teenager in your community; in your community now; as a social worker/activist with your constituents; in your organisation; in your team. Give each group a few minutes before each “freeze frame” to prepare their scene. Ask the participants to represent two positions – first how they feel they are expected to behave and how they want to behave. Pause the activity at points so that the participants can see the images they and other groups have formed. Allow for reflection on any similarities and any contradictions – both between the expected behaviour and how participants want to be and also between the different scenarios. A social development worker might, for example, feel that their role asks them to behave differently in their community than they might usually do. Someone who has children might find that their behaviour at work is very different from at home.

Allow for a few points to be made in the group about the kinds of power they feel they have in different situations and any tensions or contradictions between their different positions in these power relations.

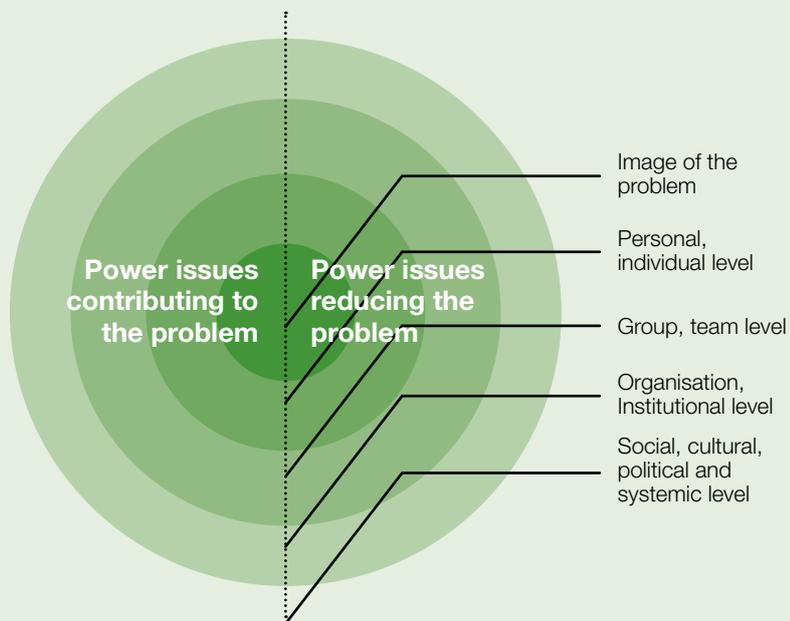
b. Half Day Workshop – ‘Peeling the Onion’

Time Commitment: 3 hours

Materials: flip chart paper, markers, tape; it is helpful to have a mock-up of the exercise on a piece of flip-chart paper that participants can use as a model for their diagrams.

Aim: This is a good tool for exploring forms and experiences of power at different levels: the individual, the group or collective, the organisation or institution, and wider society or system (the names of these levels can also be adapted depending on the context and participants). The exercise explores both the negative or dominating forms of power ‘out there’ in the external environment and in other actors, and the positive or alternative forms of power that can be mobilised for change.

| Time Allocated | Activity |
|----------------|---|
| 10 mins | <ul style="list-style-type: none"> Introduce the workshop, participants and exercise. Explain to the group that they will need to think of a problem that they wish to explore. The exercise can either be done by all individuals (sharing their results in small groups of 3-4 people), or by small groups analysing one problem together. |
| 15 mins | <ul style="list-style-type: none"> ‘Zooming in’ on a problem. If participants have done the ‘Problem Tree’ (see page 25), ask each person (or small group) to identify one issue or problem that appears to represent a core challenge. If they have not done a Problem Tree, ask them to reflect on the challenges and issues they are facing and to choose one core problem. Ask each participant (or small group) to place a piece of flip chart paper on the table horizontally (landscape format) and draw a circle in the centre about the size of half a piece of A4 paper. In this circle, draw an image representing the problem. It can be a symbol, metaphor or object that represents the problem. Use colour and shading. |



c. Full Day Workshop – Problem Analysis

Time Commitment: 6 hours

Materials: Handout of 'Power Matrix' (see p56)

Facilitator Preparation: The facilitator should be familiar with using problem trees and the 'power matrix'.

Aim: The purpose of the full day workshop is to get people to explore their realities and issues, challenge each other, deepen their analysis of root causes of problems they are encountering, and identify what forms of power are at work. This workshop also provides an opportunity to review and revisit the power concepts and frameworks. Some exercises draw out and visualise the different forms of power and spaces, using examples from the problem trees. The exercises also encourage members of the group to take on the role of facilitator.

Two alternatives are offered here. If you are doing this as part of an action learning process, begin with participants sharing the problem tree analyses they will have done following the previous workshop (see page 25). If you are doing this as a stand-alone workshop and not part of an action learning process, begin by facilitating a problem tree analysis (use the half-day workshop above as a basis – see page 27).



| Time Allocated | Activity |
|-------------------------------|--|
| 30 mins | <ul style="list-style-type: none"> • Welcome and introductions (or re-connecting if part of action learning process). Purpose and overview of workshop agenda. |
| 120 mins (include a break) | <ul style="list-style-type: none"> • Form small groups of 3-4 participants. If there are pairs or groups of people who have done the problem tree together, they should be in the same group. Individuals or groups take turns presenting their problem trees, allowing about 20-30 minutes to present and respond to questions (10-15 minutes to present, 10-15 for deepening analysis through questions). Refer the participants back to the power frameworks. The following questions can be used to guide the discussion: <ul style="list-style-type: none"> • in this view of the issue, where and how does power arise? • are there any hotspots to 'zoom in' on or focus on? <p>A 'hotspot' is a root cause where you think power can be addressed to create a change. Encourage participants to think beyond the most obvious root causes.</p> <ul style="list-style-type: none"> • what particular types of power are at work in this hotspot, or could be explored further? • how do we understand these types of power? |
| 60 mins | <p>Plenary – sharing reflections and key insights from the earlier exercises. Encourage participants to share any key learning from their problem trees:</p> <ul style="list-style-type: none"> • what hotspots or root causes did I focus on, and why? • what issues or causes are most important to address, and why? • what types of power are at work in these hotspots, and how do we understand these types of power? (for example, is it the 'power over' of dominant people or groups that needs to be named and challenged? If so, is this power visible or hidden? What are the sources behind this power? Or is it the invisible power of social and cultural norms that needs to be addressed? If so, what are the sources of this invisible power? • any key insights? • deepen analysis of types of power in discussion <p>You can end this section by reflecting on the process of the problem tree analysis</p> |

60 mins

Introduce the power matrix (see p56) . Distribute a handout of the power matrix, and post a simple version on flipchart paper or on a white board. This should include only the left-hand column with the types of power listed (visible, hidden, invisible), and the two additional column headings – ‘examples’ and ‘responses’ – with space in each column to write examples and responses

Briefly introduce the power matrix: it is a simple tool for identifying the types of power we encounter, and the kinds of responses and sequence of responses that might be most effective. The power matrix helps to identify ‘if/then’ scenarios: ‘if I am dealing with this kind of power, then I need to respond in this way’. Explain that some find this tool useful and others not, but it is worth trying. Ask participants for a few examples and write them on the flip chart paper or board in the columns provided. Allow about 20 minutes to introduce the power matrix in this way.

Once there is a basic understanding of how the power matrix works, ask participants to work in pairs with a simple version on flip chart paper, using their own context and problem trees, and to focus on: ‘if/then’ scenarios, e.g. ‘if we are dealing with this kind of power, then what responses will be effective?’ Allow pairs to work for about 20 minutes.

In plenary, ask for more examples, or surface any confusions or questions. Ask participants to clarify for each other how they understand the power matrix. If time permits, point to the combination of responses that may be needed to address all the kinds of power. Draw out the kinds of power that might need to be developed and strengthened in response (e.g. power to, power with and power within).

Point out that these responses may include developing or mobilising your own forms of hidden and invisible power to counter the dominant ones. For example, if there are barriers to participation or behind the scenes agenda-setting (hidden power), how can you use your influence and connections gain access or to get your issue on the agenda? If there are cultural assumptions or stereotypes that discriminate against people (invisible power) how can you communicate and raise awareness using your own values and messages to counteract these stereotypes?

Guide questions:

- What are the different responses you have identified? How can these responses work together to have a greater impact?
- What alternative or positive forms of power are needed to respond to this? What might need to happen first, second, third?
- Are some groups or people better placed to take the lead on some responses than others? What are the implications for alliances and collaboration with others? For further guidance see notes below on one-to-one mentoring.

| | |
|---------|---|
| 60 mins | <p>Deepening inquiry and action. Participants or groups of participants brainstorm ideas for a plan to pursue for between now and the next workshop. Provide guidelines and ideas of actions that participants could carry out on their own before the next workshop, which could include:</p> <ul style="list-style-type: none"> • Think about moments in your existing work plan and calendar where there are opportunities to (a) introduce power analysis or (b) observe and reflect on power • Apply the power matrix in your work or organisation, with others: identify just 2-3 examples of different types of power you are dealing with, and what responses make sense. • Develop and agree your plan for exploring power in your work • Share your work plan with others by x date |
| 30 mins | <p>Evaluation and closing. Give participants post-it notes of 2 different colours. On one colour, write down all the things that worked about the workshop, and on the other colour, write down all the things that did not go so well. Put these all on flip chart paper and give participants some time to read through these.</p> |

d. Full Action Learning Exercises

Self Reflection:

Participants should be encouraged to complete this exercise a few days after the full day workshop. If possible, give participants copies of their problem tree analysis diagrams to take away with them as these will help them to reflect.

Ask participants to take an hour to think back to the workshop and in particular, the problem tree analysis. Then ask them to consider the following questions:

What are the key external changes that are affecting your work right now – political, social, economic, technological? What forms of power – visible, hidden, invisible – are shaping these changes and how can your organisation better respond to them?

Participants should also be encouraged to answer the questions below prior to meeting with you for one to one mentoring.

- Me and my work: to what extent has the action learning process helped you to be more reflective in your own work and what has been the impact of this?
- Our organization and the problem we are facing: to what extent do you feel clearer about the causes and consequences of your problem and about the potential strategies to address it?
- What are your potential strategies for addressing the problem?
- What support do you need with this?

One to one mentoring:

In coaching and mentoring sessions with participants, build on what was achieved in the workshops by working through the power matrix (see p56) exercise together using examples from their experience and contexts. Focus in on 2-3 key areas or 'hotspots' where power relations are inhibiting change, and identify what kinds of power are at work, and what kinds of response are called for.

Discuss the implications for developing positive forms of power (power to, power with, and power within). Consider how participants and their organisations or communities can develop their own forms of hidden and invisible power. It can help to use a 'blank' version of the power matrix (see p56) to fill in the various dimensions. Consider how the responses can reinforce one another, and what sequence of responses might be effective: what needs to happen first, second, third, etc.

For example, it may be necessary to include responses that counter the invisible power of social and cultural norms and assumptions, through methods of outreach, education, the use of participatory and action research, creative uses of information and media channels (citizen-led and mainstream).

In addressing visible and hidden power, it may be useful to identify the specific actors and spaces where this power is at work, and how. Evaluate the pros and cons of engaging directly or indirectly with these actors and spaces. When is it worth addressing the power in a closed or invited space, through formal channels, and when it might be more effective to focus on claimed or created spaces.

Section Three: From Analysis to Strategy

This section is designed to facilitate moving from deepening our understanding of a problem to taking action. **Note: exercises and workshops in this section will only be meaningful if you have already done some of the exercises and workshops in the previous sections, which are about understanding power analysis and analysing a problem. There are taster exercises and half day workshops to introduce two areas, these can be combined to make a whole day workshop:**

1 Exploring the options for change

This section moves to consider strategies for change. It builds on the problem analysis stage and focuses specifically on helping people to think through strategies for themselves.

2 Turning strategy into action

This section is designed to help people to start to focus in and understand where they are more likely to have a significant impact.

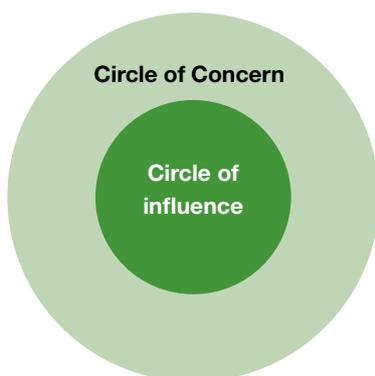
1. Exploring the options for change

a. Taster – Circle of Concern, Circle of Influence

Time Commitment: 1 hour

Materials: flip chart paper, markers

Aim: to stimulate reflection on the difference between one's wider concerns and one's sphere of influence, and to think about where one can begin to make a difference



Facilitator preparation: useful to familiarise yourself with Covey's 'circle of concern, circle of influence'

(adapted from Habit 1: Be Proactive, in *The Seven Habits of Highly Effective People*, by Stephen R. Covey, (New York: Simon and Schuster, 1990).

Give a piece of flip-chart paper (or half a sheet) and a marker to each participant. Ask them to draw a large circle taking up the whole page, with a smaller circle inside of it, labelled like this.

Share or summarise the following from Stephen Covey: "In looking at ways to influence and change our surroundings it is helpful to notice where we focus our time and energy. We each have a wide range of concerns—our health, our family, problems at work, the national debt, etc., and it is these things in our lives that make up our **Circle of Concern**. As

we look at those things within our Circle of Concern, it becomes apparent that there are some things over which we have [less] control and others that we can do something about. We could identify those concerns in the latter group by circumscribing them in a smaller **Circle of Influence**."

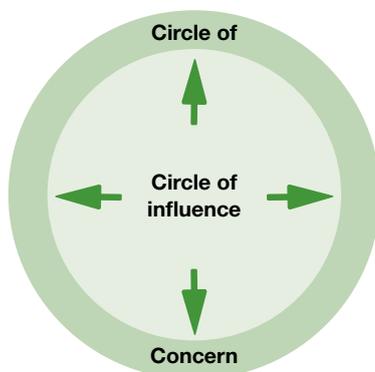
Give participants 15 minutes, individually, to brainstorm and fill in the things they are concerned about in relation to the change they wish to achieve, placing them either in the outer circle (things they have less or no control over) or the inner circle (things they feel they can do something about).

Share circles in pairs or small groups, and discuss. The groups will need about 15 minutes for this. You can give them prompts for their discussion:

What do we have in common? What are the differences? How does this relate to my day to day actions? Where am I investing my time and energy? How can I become more proactive in my circle of influence? What are the potential links between the actions in my circle of influence and the issues in my circle of concern? How can I expand my circle of influence?

In plenary (leave about 20 minutes for this) ask participants to share key points or insights. Facilitate a discussion. If you like, you can draw on more of Covey's insights about this, and share the 2nd diagram:

"The problems all of us face fall in one of three areas: direct control (problems involving our own behaviour); indirect control (problems involving other people's behaviour); or no control (problems we can do nothing about, such as our past, or situational realities). A proactive approach is the first step to the solution of all three kinds of problems within our present Circle of Influence. Some people interpret proactive to mean pushy, aggressive, or insensitive, but that isn't the case at all. Proactive people are smart, they are value driven, they read reality, and they know what's needed. And they focus their efforts in the Circle of Influence. They work on the things they can do something about. The nature of their energy is positive, enlarging, and magnifying, causing their Circle of Influence to increase."...



In adapting this tool to social change work, it is useful to identify the links between actions in the circle of influence and issues in the circle of concern. These links can be drawn as 'wedges' that connect the two circles. Focus on one wedge which you can focus attention on the areas you would like to expand.

b. Half Day Workshop – Journeys of Change, Part 1

Time Commitment: 4 hours

Materials: Flip chart paper, A4 paper, markers

Aim: This exercise assumes that participants will have done the full day ‘problem analysis’ workshop in Section 2, and have spent some time exploring the different types of power arising in their work that are either enabling or constraining change. It is designed to help participants to envision the change they hope to achieve and to map their forward journeys, identifying the types of power that will enable or constrain their progress

| Time Allocated | Activity |
|----------------|---|
| 30 mins | <p>Introductions and overview</p> <p>As a warm-up activity, if time allows, introduce the ‘circle of concern, circle of influence’ exercise.</p> |
| 20 mins | <p>Visions of change</p> <p>Hand out blank sheets of A4 copy paper to participants, pairs or small groups. Ask them to come up with a visual image or symbol that represents the change they are seeking, using coloured markers. Words can be added around the edges of the image, but focus on the image.</p> |
| 30 mins | <p>Journeys of change</p> <p>Provide a full sheet of flip chart paper to each participant (or pair/group) and glue or tape to affix the A4 image to the centre of the sheet. Ask them to start in one corner and map the “journey” they or their organisation or the people they work with need to follow to get to the desired change. There may be more than one starting point for different actors. There may be branches or forks. There may be obstacles that have to be confronted or avoided. The journey may take a long, spiral route or a more direct route, but use the whole page to map out the journey. Identify the different stages or milestones (smaller changes or victories) along the way. Use different colours and images.</p> |

| | |
|------------|--|
| 45 minutes | <p>Mapping the power for and against</p> <p>Ask participants to reflect on the journey using the frameworks of power. What forms of power will be encountered at each stage of the journey? What are the types of power that work in favour of, or against, the desired change?</p> <p>Write these down on either side of the journey-line. Use one colour of marker to note down the types of power that enable change, and another colour to note down the types of power that constrain change. Refer to the frameworks of power (see page 10), especially the forms of power ('visible, hidden and invisible') and the expressions of power ('power over, to, with and within').</p> |
| 60 minutes | <p>Share journeys in plenary. Ask participants to begin with a description of the vision and why they chose the image or symbol to represent it. Then ask them to chart their journeys and discuss the types of power for and against the changes they are seeking. Focus discussion on power, what the issues are, and what the implications are for strategy.</p> <ul style="list-style-type: none"> • How do the strategies need to vary depending on the forms of power? • What forms of positive power can be strengthened or mobilised to respond to the negative forms of power? • What obstacles can be addressed and what obstacles have to be accepted, and coped with? |
| 60 mins | <p>Evaluation and closing (or go on to Journeys of Change, Part 2, in half day workshop option opposite)</p> |

2. Turning strategy into action

a. Taster – Prioritise the Issue¹⁹

Time Commitment: One Hour

Materials: Post-it notes or small pieces of card, flip chart paper.

Aim: To help participants focus and prioritise issues. The tools can be used to test problem analysis as well as make strategic decisions.

Activity: Reproduce the matrix below on large paper – either on the wall, table or floor

| | Easy to achieve | Medium | Difficult to achieve |
|---------------|-----------------|--------|----------------------|
| Low impact | | | |
| Medium impact | | | |
| High impact | | | |

- Refer participants back to the problem analysis stage in Section Two, particularly the problem tree analysis exercise. Then ask participants to start to identify possible actions and solutions. Write each onto a post-it note or card. Place the idea on the matrix where ever it feels appropriate. Does every one agree with this placement? If not, why not? Discuss and agree a final place.
- As more ideas are placed on the diagram prompt participants to think about the following:
- if they want to rethink the position of earlier placements. This is absolutely fine and for these reasons it is best not to fix the cards onto the diagram until it is finished.
- When thinking about impact – add a further level of analysis on whom the impact is for?
- Challenge assumptions all the time; by going through these matrices and asking the criteria questions on all the ideas they are being rigorously tested and reality checked
- The questions this might expose are should we be working on issues with low impact? There might be strategic reasons to do these – but you need to be clear about what these are
- You might want to agree a number of actions that form a complimentary range across this diagram

b. Half Day Workshop – Journeys of Change, Part 2

Time Commitment: 4 hours

Materials: Participants' diagrams from the half-day workshop 'Journeys of Change, Part 1', markers.

Aim: This exercise is intended to deepen analysis of the types of power participants expect to encounter on their journeys of change, and the positive forms of power they can develop in response. This exercise should only be done following the half day workshop in Part a above (Journeys of Change, Part 1). This exercise provides another opportunity to apply the 'power matrix' (see p56) tool introduced in the workshop on 'Problem Analysis', and is best used if there is a sense that it would help to reinforce this.

| Time Allocated | Activity |
|----------------|---|
| 30 minutes | Review and discuss the power matrix, using 'if.... then' scenarios and example. Draw from participants' journey as examples. |
| 90 minutes | <p>Participants (or pairs/groups) go back to individual or small group work with 'Journey of Change' maps, and use the 'Power Matrix' to identify concrete strategies and actions for each stage of the journey.</p> <p>Process tip:</p> <ul style="list-style-type: none"> • pick the first stage of the journey and review the forms of power that are enabling or constraining change • review each column of the matrix and see which ones fit the forms of power that constrain • looking at the suggestions given in the matrix for that column, identify strategies and actions that can be taken to respond to that power, or to enhance alternative forms of power • do this for each stage of the journey, or until time runs out • record the results on a separate sheet of flip chart, in three columns: 'stage of journey' 'forms of power for and against change' 'strategies and actions' |
| 45 minutes | In plenary or larger groups, share and discuss strategies and actions. Identify similarities and differences. Encourage participants to be critical and challenging, to offer each other advice |
| 45 mins | Evaluation and closing |

c. Full day workshop – Journeys of Change

A full day workshop can be designed by combining the two half day workshops above: Journeys of Change, parts 1 and 2. If time allows for an additional stage of strategising, we recommend that a session be added to prioritise the strategies and actions participants have identified, to identify what help they need and where they can get it, and to think about who they need to be working with.

Full Day Workshop – Prioritising strategies and actions

Time Commitment: 4 hours

Materials: Flip chart paper, markers

Aim: This workshop is intended to help participants move from strategy to action by setting more specific priorities, using the criteria of **chronology**, **feasibility** and **impact**. The exercise will also help participants identify allies and sources of collaboration and support.

| Time Allocated | Activity |
|----------------|--|
| 30 mins. | <p>Introduction and overview. Discuss the concept of prioritising, by introducing three criteria: chronology, feasibility and impact.</p> <p>Chronology: what needs to happen first, second, third?</p> <p>Feasibility: what do we have the capacity to do? What resources (time, money, volunteers, etc.) are required? What are the trade-offs, e.g. what will you have to NOT do if you take on this strategy or action? What are the risks of this activity not working?</p> <p>Impact: what will be the impact of the strategy or activity? What effects can we expect this to have on the next stage of the journey?</p> |
| 60 mins. | <p>Prioritising Strategies and Actions</p> <p>Each participant (or pair/group) work individually to prioritise the strategies and actions identified in the previous workshop/session, using the three criteria given: chronology, feasibility and impact. Be strict and realistic, taking into account all the criteria.</p> |
| 45 mins. | <p>Plenary to share priorities. Encourage participants to be critical and demanding, and to hone their strategies and actions down to realistic steps that can be taken. Discuss: how will you know when you have achieved this step? How can you measure progress?</p> |
| 30 mins. | <p>What help do I need? Who do I need to work with?</p> <p>Individually or in pairs/groups, look at your list of priorities and think about what help you need, where you can get it, and who you need to work with:</p> <ul style="list-style-type: none"> • What help do I/we need to achieve this action? • What additional capacities or skills do I/we need? • Where can we get this support (people, skills, resources)? • Who do I/we need to work with to achieve this action? • What can I/we encourage others to do to support this? |
| 45 mins | <p>Share and discuss in plenary.</p> |
| 30 mins | <p>Evaluation and closing</p> |

d. Full Action Learning Exercises:

Self Reflection:

Encourage participants to think again about the questions that were discussed in the full day workshop, with regards to an action that participants want to try:

- What help do I/we need to achieve this action?
- What additional capacities or skills do I/we need?
- Where can we get this support (people, skills, resources)?
- Who do I/we need to work with to achieve this action?
- What can I/we encourage others to do to support this?

Then ask them to think about these questions again from the perspective of their constituents and communities that they are working on behalf of. What sources of power do the participants' constituents have? Refer back to the power flower (see page 28) exercise. Where do their constituents draw their sources of power from? To what extent could the organisations that the participants are a part of use the power of their constituents more effectively?

One to one mentoring:

Use the one to one mentoring to encourage participants to start to think more deeply about their stakeholders and how others may interact and influence the issue. Explain to participants that carrying out a stakeholder analysis is essential to map out other stakeholders connected to the issue, and work through how they relate to the problem. A mapping exercise also helps to push the question 'who isn't here and should be?'; you can identify other people or organisations that you feel should be involved in the problem analysis as they have a useful and relevant perspective or experience of it.

We have listed a range of different types of stakeholder analysis tools below; you will need to work with participants to decide which are most relevant to the issue they are addressing.

Naming the powerful²⁰

Aim:

To identify the key economic and political decision makers in the context of your project and to attempt to define their interests. This can help test the analysis of your problem as well as test out your thinking about your advocacy or influencing strategies

It looks at these issues through three lenses:

- Economic
- Political
- Cultural or ideological

Activity:

- Within each of the three lenses above, think through the main groups in that area; list in the left hand column and then identify who the decision makers are – put these in the ‘Who?’ column. Depending on the level of your analysis and when you do it, the ‘who’ can be more or less specific (e.g. this can be a job role or the name of an individual). Think about their main interests and note these down, using the template below:

| Economic | Who? (leaders) | Interests |
|----------------|----------------|-----------|
| Banks | | |
| Major industry | | |
| Funders | | |

- Do for each ‘lens’; ensure that you include the media as well
- Where you may not know the answers to these questions – note this and if necessary plan to find out from others. Only commit time to answering questions that are essential to your analysis
- As you do this, think all the time about the levels of power behind all these groups and how they relate to the issue that concerns you.

At the end of this, use the analysis to reflect on the issue you wish to address; use questions such as:

- Where and what are the most serious changes needed?
- Where are the potential dangers?
- Where are the potential opportunities?
- Who will be the most difficult/easiest to engage with? Who are the unknown?

Interest/Importance/Influence matrix²¹

Aim:

To map out the stakeholders and indentify how they relate to the issue – what might their reasons be for supporting it or not. This is then followed by an attempt to tease out the relative influence and importance of each.

Activity:

With the participant, list the main stakeholders and write a Post-it note or card for each one.

Draw up a simple table – as illustrated below (with a simple example for a teenage sexual health project), and place the stakeholder names down the left column. For each stakeholder fill in the other columns – indicated whether their interest is +ve or –ve, and why.

| Stakeholder | Interest in project | +ve/–ve |
|---------------|---|---------|
| Teenage girls | Interest in information about safe sex | + |
| mothers | Concerned that their daughters are not safe | – |

The next step is to understand the importance/influence of each stakeholder – thinking about their ‘importance’ (is the priority given to satisfying the needs and interest of each stakeholder) and ‘influence’ (the power a stakeholder has to facilitate or impede the achievement of an activity’s objective)

They can then be mapped out on the following matrix and grouped into one of four categories below:

| | |
|--|---|
| A: High importance/low influence | B: High importance/ High influence |
| C: Low importance / low influence | D: Low importance/ high influence |

Those in A, B and C are identified as ‘key stakeholders’ in the activity and their category determines how their involvement might need to be managed:

- A:** these stakeholders are of high importance to the activity, but have low activity. It is important that their involvement is well managed to ensure that their interests are protected
- B:** these stakeholders are of high importance and can also influence its success, and hence the project needs to have good relations with them to ensure an effective coalition in support of the activity
- C:** these stakeholders are not central to the group, but may need limited monitoring
- D:** these stakeholders have high influence and so can affect the outcome of the activity, but the activity is not focussed on their particular interests. They could pose a threat to the success of the activity as they might block it in pursuit of their own interests

Section Four: Reflection on Action

This section is designed to facilitate reflection and discussion about what has been achieved and how a better understanding of power will help participants in their future work. Exercises and workshops in this section will only be meaningful if participants have already done some of the exercises and workshops in the previous sections, which are about understanding power analysis, analysing a problem and exploring new strategies.

Supporting people to reflect in critical and meaningful ways on their experiences, including their learning, has a vital role to play deepening understandings of power and preparing for effective strategy and action. Reflection can take many forms, and is ideally done as both an individual and a collective process. It may be critical and analytical, expressed in formal and rational language, or it may be creative, visual or embodied, expressed in creative writing, storytelling, drawing, diagrams or drama. Reflection may be conceptual as well as emotional, literal as well as symbolic or metaphorical. All of these ways of making meaning are important for deepening learning and enabling action. Ideally, therefore, reflection will take various forms and help participants to process their experience and learning in an integral way.

There are taster exercises and half day workshops to introduce two areas:

1 Action taken now

This section is about helping people to reflect and explore ways in which understanding and analysing power can be embedded into our day to day practices and understanding of change.

2 Action for the future

This section is about helping people to continue to use power analysis beyond the workshops and exercises they take part in as part of this handbook.

1. Action taken now

a. Taster – Head, heart and feet

Time Commitment: 1 hour

Materials: flip chart paper, markers

Aim: This exercise enables a quick and fun self-assessment and sharing of personal learning and change at the level of thinking (the head), feeling (the heart) and action (the feet). Its aim is to help participants reflect on their personal change and learning from this process.

Activity: Participants are each given a sheet of flip-chart paper (whole or half) and markers, and asked to draw a picture of themselves, including a heart. Give them a question to prompt reflection:

‘Thinking back to the beginning of this learning process, how have I changed in my practical understanding of power? What has changed in my thoughts, feelings and actions?’

Participants reflect on this question and write words or draw images around the head (thoughts), the heart (feelings) and the feet (actions and intentions).

A further variation is to divide the paper in two with a vertical line, with a ‘before’ and ‘after’ side. ‘What did I think/feel/do before, and what do I think/feel do now?’ A fun variation can be to get large pieces of paper and ask participants to draw round each other to produce an outline of their own body, this helps them to think about how they have really changed through the process.

As a plenary, ask participants to share and discuss their images, in pairs/small groups or large group.

b. Half Day Workshop – Reflection on the journey

Time Commitment: 4 hours

Materials: flip chart paper, markers

Aim: This exercise is designed to help participants reflect on the journey they have been through in the action learning set or workshop series: their insights and learning about power, their actions and experiences, and any frustrations or breakthroughs along the way. This workshop can also be done as two shorter sessions of 2 hours each.

Facilitator preparation:

| Time Allocated | Activity |
|----------------|---|
| 15 mins | <p>Introduction and overview of workshop</p> <ul style="list-style-type: none">• What's happened, and where are we now:• mapping and sharing our journeys• where are we? exploring the changing context and how we can respond |
| 45 mins | <p>Mapping and sharing our journeys</p> <p>Working individually or in organisational pairs, each participant uses a sheet of flipchart and markers to create a visual 'map' of the learning journey they have been on during this workshop series or action learning set on power. Ask participants to think about where they began and the questions or challenges they faced, and where they are now, and what have been the critical stages, events or moments, support and resistance, obstacles and breakthroughs that have occurred along the way.</p> <p>Guide questions:</p> <ul style="list-style-type: none">• Where did you start your journey – what were your issues?• What have you done? What happened along the way?• What changes took place in the context of your work?• What challenges or opportunities did you encounter?• What support or resistance did you encounter?• What changes, breakthroughs or insights? <p>The journey can be represented as a timeline, a tube journey, or a series of images or symbols linked together that capture the key moments and stages. Encourage participants to represent all the key points in the questions above.</p> <p>Tip: encourage participants to really take time to think about their journeys as they may be surprised by how much they have actually achieved.</p> |

| | |
|---------|---|
| 60 min | <p>Sharing our journeys – 10 mins each (be strict!) If a large group, share journeys in small groups. However, do take the time to do this exercise as it gives participants a chance to learn from each other and by motivated by what can be achieved.</p> <p>In plenary, individuals / pairs take turns sharing their journeys. Ask participants not to tell the whole story in detail, but to focus on the critical moments and events, the key challenges, support, resistance, obstacles, breakthroughs...</p> <p>Discussion for each: what has changed and what has not? Which ideas about power were useful (if any) and which were not? What difference if any did this make in your analysis and actions?</p> |
| 60 mins | <p>Where are we? Exploring the changing context.</p> <ul style="list-style-type: none"> • Looking at our context – naming the moment. Based on these journeys, where are we now? Working in pairs, ask participants to brainstorm on 2 colours of cards (or choose one of these questions to work with): • What are the key external changes in our context (think social, cultural, political, economic, technological?) • What are some possible responses to this context – that can be led by us or by others? |
| 60 mins | <p>Card sort exercise. Use the Snow card technique, which works best with participants standing around a large table or in front of a pin board or wall on which cards can be stuck with tape or blu-tac. The table works best as everyone can participate in moving the cards around to form categories.</p> <p>Ask all participants to hold on to their cards to begin with, and ask for one card related to the first question: What are the key changes in our context? Repeat this until all the cards are on the table (see instructions in Part One).</p> <p>Guide questions for discussion:</p> <ul style="list-style-type: none"> • What changes are happening in our context, and why? • How are these trends related to one another? • What types of power are at work in these changes? • How can we best respond? • Which responses relate to which changes? <p>You can ask participants to prioritise the cards if you wish.</p> |

2. Action for the future

a. Taster – Imagining the change

Time Commitment: 1 hour

Materials: A4 paper, different colour pens, blu-tac

Aim: This simple exercise is designed to help participants imagine a significant change they feel strongly about and would like to see happen in the ‘practicable’ future, i.e. medium term (1-3 years). It is a chance to be quite aspirational about the change they want to see.

Activity: Participants reflect individually on the change they would like to imagine, and draw a picture that represents this on an A4 piece of copy paper. It can be a drawing, image or symbol, using colour. Encourage creativity and allow time. Participants can add a few words or title if they wish.

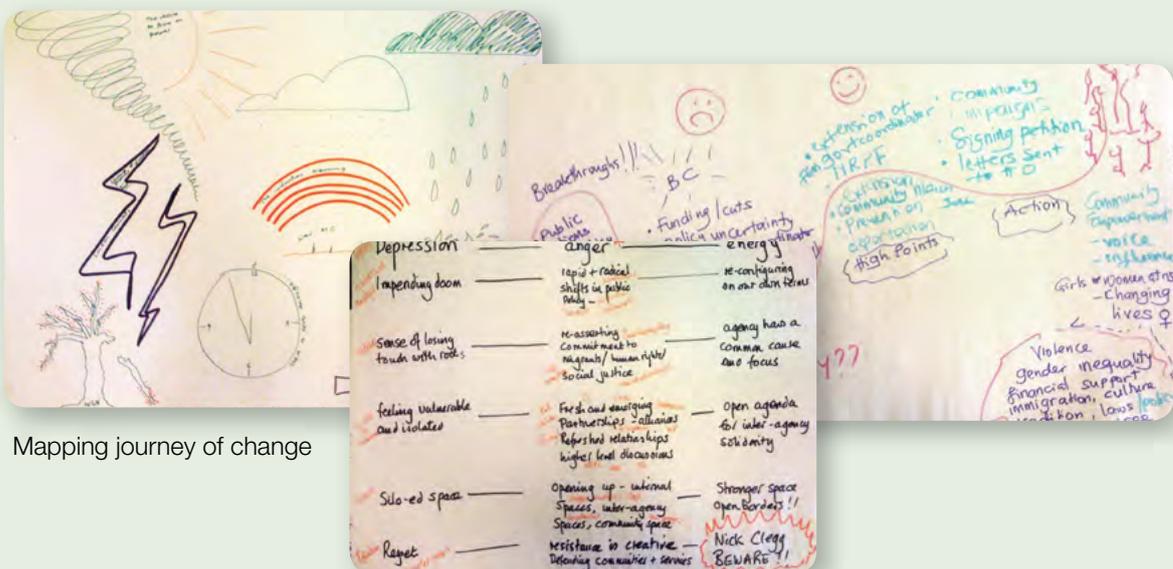
Gallery: Ask participants in turn to share their drawings and speak about the imagined change. If in a large group, this can be done in pairs or small groups. Ask participants to share aspects of their imagined change that evoke the senses, rather than the intellect:

What does the change look like? What colours are there? What does it sound like? What kind of a character or animal would it be? What does it feel like? Why do you like/want it? What would you feel like if I didn't have that change?

If time allows and the facilitator and participants are comfortable with body work, invite participants to make themselves into sculptures that represent the change.

Discussion

- **Ask participants to ask themselves the following questions – what was my experience of doing this exercise? Did I gain any insights or ideas about the change I am hoping for that would not have come if I just wrote it down or spoke about it in words? How do I feel about the change I believe in? What insights did I gain about the changes imagined by others? What difference did it make to see these in pictures/body sculptures?**



Mapping journey of change

b. Half day workshop – Collective Action and Personal Power

Time Commitment: 3 hours

Materials: Outputs from second part of the ‘Reflection on the Journey’ half-day workshop (clusters of cards with responses to the current context); flip chart paper, markers; example of ‘head, heart and feet’ template

Aim: This exercise is designed for thinking ahead: reflecting on what needs to happen next, on the basis of past experience and learning. It is not concrete planning as much as developing ideas and visions of where things are going and how these ideas can be supported. It builds directly on the half day workshop: Reflection on the Journey and can only be completed if this previous workshop has been done.

| Time Allocated | Activity |
|----------------|---|
| 15 mins | <p>Introduction and overview</p> <ul style="list-style-type: none"> • next steps for collective action and power • mobilising our personal power • evaluation of the action learning set (if relevant) |
| 45 mins | <p>Next steps for collective action and power</p> <p>Plenary discussion using the outputs from the end of the ‘Reflecting on our Journey’ workshop activity. You should have clusters of responses about the current context. Review the clusters and remind people/clarify what they mean.</p> <p>Guide questions: ask participants – ‘Given these possible responses...’</p> <ul style="list-style-type: none"> • What can we do in our organisations? • What initiatives can we take with others in our networks? • Who are our allies and collaborators? • What collective power do we have now? • What power do we need to develop and mobilise? • What help do we need from others? |
| 60 mins | <p>Reflecting on personal learning and power</p> <p>Having talked about what needs to happen collectively, encourage participants to think for a minute about themselves and their role in the actions that could be taken. What are our own sources of power, and how can we use, develop and sustain them over time?</p> <p>Use a variation of the ‘Heard ,Heart and Feet’ exercise:</p> |

| | |
|---------|---|
| | <p>Participants are each given a sheet of flip-chart paper (whole or half) and markers, and asked to draw a picture of themselves, including a heart and also a shoulder bag. Use an example of the drawing, with the following labels on parts of the figure:</p> <ul style="list-style-type: none"> • Head – thoughts • Arms – actions • Hands – connections and relationships • Heart – passions and commitments • Bag – resources • Feet – past experience <p>You can ask participants to add other categories e.g. Back = background/identity</p> <p>Give them some questions to prompt reflection, and ask them to write next to each feature of the body in response:</p> <p>‘What power do I have, personally, to contribute to the responses and collective actions we have identified? What strengths, abilities, skills and resources can I contribute? What ‘power within’ and ‘power to’?’</p> <p>Participants reflect on these questions and write words or draw images around each feature of the body.</p> <p>A further variation is to use two colours of marker for ‘before’ and ‘after’. ‘What power did I have before, and what did think/feel/do etc. before, and what do I think/feel/do etc. now?’</p> <p>Again, it can be fun and a deeper experience for participants to use an outline of their own body for this exercise as it encourages them to connect more with their own abilities and intentions.</p> |
| | <p>Plenary – ask participants to share and discuss their images, in pairs/ small groups or large group. Draw out perspectives on personal power, its sources, and how to sustain and develop it in the future. What actions can we take to do this?</p> |
| 45 mins | <p>Evaluation of the action learning set, and closing</p> <p>A prompt for the evaluation could be to ask participants to present images of how they think about power now. This could be through drawings or through groups presenting a snapshot or still image. Take care to probe these images and not accept overly positive images of power. It is likely that the images will be more positive than at the beginning of the action learning set, but the point is a more diverse set of images of power, including acknowledging their own power, rather than a shift from negative to positive images of power.</p> |

c. Full day workshop

A full day workshop can be created by combining the two half-day workshops above.

Appendix One – Action Learning Outline

| Activity | Objectives | Period |
|--|--|-----------|
| Recruitment of participants | Select organisations and individual participants, ensure the commitment of the whole organisation to the process | Month 1-2 |
| One to one organisation mentoring session | Introduction Clarify objectives | Month 2-3 |
| Workshop 1: Framing workshop | Introduction Develop as a team Introduction to power Introduction to power frameworks Clarify the process and discuss next steps | Month 3 |
| One to one mentoring: Problem Identification and Analysis | Problem analysis understanding the causes and consequences of the issue/project that each organisation has chosen to focus on Challenging assumptions about change strategies | Month 4 |
| Workshop 2: Power frameworks in practice | Revisit frameworks and their application to problem analysis and strategy Power Matrix tool (see p56) (depending on time other tools/visuals could be used to facilitate the discussion e.g.) Explore key moments/milestones | Month 4 |
| One to one mentoring: progress | Feedback Support for forward planning | Month 5 |
| One to one mentoring: mid review | Detailed feedback and progress report | Month 6 |
| Workshop 4: progress workshop | Strategy to action Peer support to address problems and issues that may have arisen Articulate projects through a power lens | Month 9 |
| Workshop 5: Synthesis and exit workshop | Documenting journey Explore what next | Month 11 |
| One to one mentoring: Exit | This could be used as an independent evaluation, an opportunity to co produce the documentation of the process, etc. | Month 12 |

Appendix Two

Action Learning Sets²²

The basic principles to Action Learning Sets are that a group of people can facilitate their own active learning, facilitating each other to reflect on and share experience and to think through problems and issues. Action Learning Sets are often practised as a group of 6 to 8 people – not necessarily all from the same area of work or organisation. They meet regularly over a set period of time. They can be run as workshops as well – over part of a day, a whole day or a series of days.

See <http://www.teachingexpertise.com/articles/action-learning-708> for more information

At each meeting there is a disciplined process:

- each Action Learning Set (ALS) member reports briefly on what has been happening to them
- ALS members then choose who will speak about a particular situation they are currently facing. This is known as **presenting**
- the **Presenter** describes the situation, problem or challenge
- ALS members (the **Supporters**) ask open questions which help the presenter come to a deeper or different understanding and so be open to new solutions, attitudes and behaviour changes
- ALS members do not give advice, tell anecdotes, pass judgement or talk about their own situation – they stay focussed on the presenter
- The group helps the presenter review their options and decide on action
- ALS members reflect on the group process, respond to the presenter about what they have heard and talk about their own individual learning
- the presenter takes what they have learnt back to their workplace – initiating changes and trying new ideas or approaches
- at the next set meeting the presenter reports on the action they have taken.

Some guidance on the two principal roles –

1. The Presenter:

The Presenter is the individual in the Action Learning Set whose turn it is to share with the other members the particular issue or problem that is relevant to them. The issue is usually presented in the form of a problem – some aspect of the Presenter's work role that is causing some anxiety, perplexity, conflict or dilemma.

The Presenter tells the account of the issue from her/his personal point of view. The account is presented as a "story" and should focus on the Presenter's personal experiences, and not just facts and figures. The telling should include disclosing of feelings, not just the recounting of facts.

In preparation for taking the role of Presenter in the Action Learning Set, the following questions will help to focus and to ensure that the Presenter maximises the value of the airspace with the Set members:

- How can I present the background to the issue clearly and concisely?
- What resources are there to help me to explain the problem?
- How can I describe the situation creatively?
- What equipment do I need?
- What do I want from the Set and how do I let Set members know?
- What will I do if I feel unable to answer a question from one of the Set members?
- How will I indicate to the Set that I need time to reflect in silence?
- Am I holding back any key information?
- How can I tell the Set that I feel unsupported or inappropriately challenged?

2. The Supporter

The main function of the Supporters in the Action Learning Set is NOT to offer advice (although this has its place on rare occasions) but rather to help each individual to understand their situation (issue, problem, dilemma or concern) through:

- Empathy (not sympathy)
- Genuine interest in the issue
- Encouragement and support
- Exploration
- Challenge of assumptions
- Listening
- Not interrupting
- Prompt to action

Supporters do not have to know details of the issue being presented. Their main contribution to the development of the Presenter is the help they give to promote discovery and specific actions that the Presenter can take to reach resolution. This is done through open questions (e.g. "how do you know?" "What does this mean?", etc.). In this respect listening can often be the key to helping another person solve a problem for themselves. The standard open questions starting with 'Who', 'Why', 'What' etc are really useful as are questions such as:

- What could you do...
- It sounds as if you are feeling....
- How does that make you feel...
- What do you think is really going on....
- What do you think would happen if....
- How would you know if....
- How can you...

Appendix Three



THE POWER MATRIX

This matrix presents how different dimensions of power interact to shape the problem and the possibility of citizen participation and action. The distinctions among the different dimensions are not neat or clean. The arrows are intended to indicate the interactive nature of these various manifestations of power.⁷

| | MECHANISMS <i>Through which dimensions of power over operate to exclude and privilege</i> | EXAMPLES <i>Power Over</i> | RESPONSES & STRATEGIES <i>Power With, Power Within, Power To</i> | |
|-------------------|--|--|--|---|
| POWER OVER | <p>Visible: Making & Enforcing the Rules</p> <p>Presidents, Prime Ministers, legislatures, courts, ministries, police, military, etc. United Nations, IMF, World Bank; World Trade Organization, Multinational corporations (Halliburton, Nike, Coca-Cola), private sector actors, chamber of commerce, businesses, etc.</p> <p>Instruments: Policies, laws, constitutions, budgets, regulations, conventions, agreements, implementing mechanisms, etc.</p> | <p>Biased laws/policies (e.g. health care policies that do not address the poor or women's reproductive needs)</p> <p>Decision-making structures (parliaments, courts, IFI governance, etc.) favor the elite or powerful and are closed to certain people's voices and unrepresentative</p> <p>Principle of 'equality' may exist in law, but parliaments and courts are not fairly representative of women and minorities</p> <p>International financial/trade bodies dominated by G-8 despite rising economic power of others</p> | <p>Lobbying & monitoring</p> <p>Negotiation & litigation</p> <p>Public education & media</p> <p>Policy research, proposals</p> <p>Shadow reports</p> <p>Marches & demonstrations</p> <p>Voting & running for office</p> <p>Modeling innovations</p> <p>Collaboration</p> <p>Etc.</p> | Building collective power |
| | <p>Hidden: Setting the Agenda</p> <p>Exclusion & delegitimization:</p> <p>Certain groups (and their issues) excluded from decision-making by society's unwritten rules and the political control of dominant and vested interests. They & their issues made invisible by intimidation, misinformation & co-optation</p> <p>Examples: The oil-gas industries control on energy/environmental policies & public debate about global warming and climate change; the Catholic Church's influence on global reproductive health policy in Latin America and elsewhere, etc.</p> <p>Often, formal institutions with visible power, also exercise hidden power</p> | <p>Leaders are labeled trouble-makers or unrepresentative</p> <p>Issues related to the environment are deemed elitist, impractical; feminism blamed for male violence/breaking families/sex industry. Domestic violence, childcare are seen as private, individual issues not worthy of public action; peasant land rights/labor rights are 'special' interests and not economically viable.</p> <p>Media does not consider these groups' issues to be mainstream or newsworthy</p> | <p>Organizing communities and active constituencies around common concerns, and mobilizing to demonstrate clout through numbers and direct action</p> <p>Strengthening organizations, coalitions, movements, and accountable leaders</p> <p>Participatory research and dissemination of information/ ideas/images that validate and legitimize the issues of excluded groups</p> <p>Use alternative media outlets/internet/radio to name and shame - exposing the true agendas and actors dominating public debate, agendas and policy</p> | Confronting, engaging, negotiating |
| | <p>Invisible: Shaping Meaning, Values & What's 'Normal'</p> <p>Socialization & control of information:</p> <p>Cultural norms, values, practices, ideologies and customs shape people's understanding of their needs, rights, roles, possibilities and actions in ways that prevent effective action for change, reinforces privilege-inferiority, blames the victim and "manufactures consent". Dominant ideologies include neoliberalism, consumerism and corporate capitalism, patriarchy-sexism, racism, etc. Key information is kept secret to prevent action and safeguard those in power and their interests</p> | <p>Socialization/oppression</p> <p>1) Belief systems such as patriarchy and racism cause people to internalize feelings of powerlessness, shame, anger, hostility, apathy, distrust, lack of worthiness etc. especially for women, racial-ethnic minorities, immigrants, working class, poor, youth, gay-lesbian groups, etc.</p> <p>2) Dominant ideologies, stereotypes in "popular" culture, education and media reinforce bias combined with lack of information/ knowledge that inhibits ability to question, resist and participate in change</p> <p>Examples: Women blame themselves for domestic abuse; Poor farmers for their poverty despite unequal access to global markets or decent prices or wages</p> <p>Crucial information is misrepresented, concealed or inaccessible (e.g. WMDs & Iraq).</p> | <p>Popular education, empowerment, new knowledge, values and critical thinking tied to organizing, leadership and consciousness for building confidence, collaboration, political awareness and a sense of rights/responsibilities/citizenship which includes such strategies as: sharing stories, speaking out and connecting with others, affirming resistance, analyzing power and values, linking concrete problems to rights, etc.</p> <p>Doing action research, investigations and dissemination of concealed information and also using alternative media, etc.</p> | Building individual and collective power |
| | | | | TRANSFORMING POWER |

The Power Matrix is reproduced with grateful permission from Just Associates, and appears in 'Making Change Happen No. 3: Power', available at: http://www.justassociates.org/publications_files/MCH3.pdf

The Power Matrix is also available at www.powercube.net/wp-content/uploads/2009/12/Power_Matrix.pdf

Endnotes for Part One

- ¹ See www.powercube.net for examples of how power analysis has been used internationally
- ² Weir, S, Beetham D, Blick A & Margetts H (2008) *Power & Participation in Modern Britain*. Democratic Audit.
- ³ Just Associates (2006) *Making Change Happen: Power, Concepts for Revisioning Power for Justice, Equality and Peace, Making Change Happen No.3*, Washington: Just Associates
- ⁴ The International Institute for Environment and Development has gathered a range of tools for analysing power which focus on four topics – tools for understanding, organising, engaging and ensuring change – <http://www.policy-powertools.org/>
- ⁵ This has been adapted from *Critical Webs of Power and Change*, Action Aid, London, 2005
- ⁶ This draws from:
VeneKlasen, L. and Miller, V. (eds) (2002) *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, Practical Action Publishing
Vermeulen, S. (2005) *Power tools: Handbook to tools and resources for policy influence in natural resource management*, London: ILED publication
- ⁷ This draws from:
Chambers, R. (2006) *Transforming Power: From Zero-Sum to Win-Win?* in Eyben, R., Harris, C. and Pettit, J. (eds) *Exploring Power for Change*, IDS Bulletin, Vol 37: 6, Brighton: Institute of Development Studies
Vermeulen, S. (2005) *Power tools: Handbook to tools and resources for policy influence in natural resource management*, London: ILED publication
- ⁸ This framework can be found in VeneKlasen, L. and Miller, V. (2002) *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, Practical Action Publishing; it has been used previously in analysis of power in gender relations, for example Rowlands, Jo (1997) *Questioning Empowerment: Working with Women in Honduras*, Oxford: Oxfam Publications
- ⁹ Versions of this framework can be found in the following works: VeneKlasen, L. and Miller, V. (2002) *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, Practical Action Publishing
Lukes, S. (1974, reprinted 2005) *Power a Radical view*, second edition, Basingstoke: Palgrave Macmillan
New-York: Palgrave Macmillan. The framework originates in Luke's work, but using the labels of 'three faces' or 'dimensions' of power, rather than visible, hidden and invisible.
Gaventa, J. (1980) *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*, Urbana and Chicago: University of Illinois Press. See also Gaventa, J. (2006) 'Finding the Spaces for Change: A Power Analysis', IDS Bulletin Volume 37 Number 6 November 2006
- ¹⁰ This framework was developed by John Gaventa, Andrea Cornwall and the Participation, Power and Social Change team at IDS, and versions can be found in the following references:
Cornwall, A. (2002) *Making Spaces, Changing Places: Situating Participation in Development*, IDS Working Paper 170, Brighton: IDS
Cornwall, A. and Coehlo, V. (eds) (2006) *Spaces for Change? The Politics of Citizen Participation in New Democratic Arenas*, London: Zed Books
Gaventa, J. (2006) *Finding the Spaces for Change: A Power Analysis* in Eyben, R., Harris, C. and Pettit, J. (eds) *Exploring Power for Change*, IDS Bulletin, Vol 37: 6, Brighton: Institute of Development Studies
- ¹¹ This framework is based on the work of gender scholars, practitioners and activists and can be found in VeneKlasen, L. and Miller, V. (2002) *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, Practical Action Publishing
- ¹² Gaventa, J. (2006) *Finding the Spaces for Change: A Power Analysis* in Eyben, R., Harris, C. and Pettit, J. (eds) *Exploring Power for Change*, IDS Bulletin, Vol 37: 6, Brighton: Institute of Development Studies

Endnotes for Part Two

- 1 See www.powercube.net for examples of how power analysis has been used internationally
- 2 Weir, S, Beetham D, Blick A & Margetts H (2008) *Power & Participation in Modern Britain*. Democratic Audit.
- 3 Just Associates (2006) *Making Change Happen: Power, Concepts for Revisioning Power for Justice, Equality and Peace*, Making Change Happen No.3, Washington: Just Associates
- 4 The International Institute for Environment and Development has gathered a range of tools for analysing power which focus on four topics – tools for understanding, organising, engaging and ensuring change – <http://www.policy-powertools.org/>
- 5 See <http://www.powercube.net/resources/>
- 6 This has been adapted from *Critical Webs of Power and Change*, Action Aid, London, 2005
- 7 See Hayward, C (2000) *De-facing Power*, Cambridge: Cambridge University Press
- 8 This draws from: VeneKlasen, L. and Miller, V. (eds) (2002) *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, Practical Action Publishing Vermeulen, S. (2005) *Power tools: Handbook to tools and resources for policy influence in natural resource management*, London: IIED publication
- 9 This draws from: Chambers, R. (2006) *Transforming Power: From Zero-Sum to Win-Win?* in Eyben, R., Harris, C. and Pettit, J. (eds) *Exploring Power for Change*, IDS Bulletin, Vol 37: 6, Brighton: Institute of Development Studies Vermeulen, S. (2005) *Power tools: Handbook to tools and resources for policy influence in natural resource management*, London: IIED publication
- 10 This framework can be found in VeneKlasen, L. and Miller, V. (2002) *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, Practical Action Publishing; it has been used previously in analysis of power in gender relations, for example Rowlands, J. (1997) *Questioning Empowerment: Working with Women in Honduras*, Oxford: Oxfam Publications
- 11 Versions of this framework can be found in the following works: VeneKlasen, L. and Miller, V. (2002) *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, Practical Action Publishing Lukes, S. (1974, reprinted 2005) *Power a Radical view*, second edition, Basingstoke, New-York: Palgrave Macmillan. The framework originates in Luke's work, but using the labels of 'three faces' or 'dimensions' of power, rather than visible, hidden and invisible. Gaventa, J. (1980) *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*, Urbana and Chicago: University of Illinois Press. See also Gaventa, J. (2006) 'Finding the Spaces for Change: A Power Analysis', IDS Bulletin Volume 37 Number 6 November 2006
- 12 This framework was developed by John Gaventa, Andrea Cornwall and the Participation, Power and Social Change team at IDS, and versions can be found in the following references: Cornwall, A. (2002) *Making Spaces*, Changing Places: Situating Participation in Development, IDS Working Paper 170, Brighton: IDS. Cornwall, A. and Coelho, V. (eds) (2006) *Spaces for Change? The Politics of Citizen Participation in New Democratic Arenas*, London: Zed Books Gaventa, J. (2006). *Finding the Spaces for Change: A Power Analysis in Eyben, R., Harris, C. and Pettit, J. (eds) Exploring Power for Change*, IDS Bulletin, Vol 37: 6, Brighton: Institute of Development Studies
- 13 This framework is based on the work of gender scholars, practitioners and activists and can be found in VeneKlasen, L. and Miller, V. (2002) *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, Practical Action Publishing
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- 15 See Hunt, C. and Sampson, F. (2006) *Writing: Self and Reflexivity*, Palgrave Macmillan.
- 16 See Boal, A. (2002) *Games For Actors and Non-Actors*, London: Routledge
- 17 This activity has been adapted from VeneKlasen, L. and Miller, V., 2002, *A New Weave of Power People and Politics: The Action Guide for Advocacy and Citizen Participation*, San Francisco, Washington, D.C.: World Neighbors
- 18 Adapted from VeneKlasen, L. and Miller, V. (2002) *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, Practical Action Publishing,
- 19 We are grateful to Charlotte Flower, for putting together this exercise. This activity is based on tools presented in 'What men and women want: a practical guide to gender and participation', published by Oxfam, 2004. For more information go to www.oxfamgb.org/ukpp/whatmenandwomenwant
- 20 This is based on a tool presented in VeneKlasen, L. and Miller, V. (2002) *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, Practical Action Publishing, p 114-115
- 21 This exercise comes from Chapter 2 of DFID's Tools for Development <http://www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf>
- 22 We are grateful to Charlotte Flower, who originally prepared this document for our workshop participants.

Notes

Notes

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