

This toolkit includes the 7 steps you take to develop a landscape analysis. The process of completing the 7 steps below can take about 5 hours of dedicated time. This exercise is best done in a group, with all relevant and interested stakeholders participating in the process i.e Country coalition members and, where possible, affected community representatives. You completed a landscape analysis for Year 6 — if you are doing a related campaign this year, feel free to update last year’s landscape analysis and submit that.

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Step 1: Defining the Topic

1) What's the thing/topic/problem you're considering as the focus for strategic action? <i>Write it down in the space below, or on a separate sheet and define it, in your own words.</i>
2) What do you know about this already? <i>Use a bullet point list – you can do this collaboratively with your team or via email - put down everything. Nothing is too minor or too basic – it could be things: I know why this is needed, I know why this might or might not work, I know the status of the process, policy, funding related to this, I know.... Etc.</i>
3) What are your sources of information? <i>What are the policies, reports, documents, articles, meetings that you have been to or used to build your knowledge—or that you could use? So, for example, even if you don't attend the technical working group on a given topic, you can still list it as source of information to pursue. Who are the people you have talked to, or could talk to, to get more information?</i>
4) What <i>don't</i> you know? <i>Same as for question 2 – be inclusive with this -- major, minor, basic, complex questions down in a list.</i>

5) What do you need to find out? <i>Prioritize the questions—what are the gaps that feel most critical to fill in? It could be on content—what are the data saying? or on political support – what are the decision-makers saying?</i>
6) What are the related topics? <i>Every topic is connected and depends on many others. i.e. ART retention rates are impacted by stigma, drug supply, service delivery models and much more. Generate a list, prioritize or rank the topics in terms of overlap to or impact on your original content – and repeat these questions for that one as well, so that you complete these questions for two to three topics related to the one you started with.</i>

Step 2: What is causing the Problem? Which of these causes/issues do you want to take on?

You picked your topic in Step 1 because it's important and because there's something going on with that topic that needs to change to improve the HIV response in your context. In this step, you:

Use Worksheet 1 to identify the multiple causes of the problem.

Define the issue—this is a specific part of the problem, i.e. one of the sub-causes of the problem that can be tackled directly.

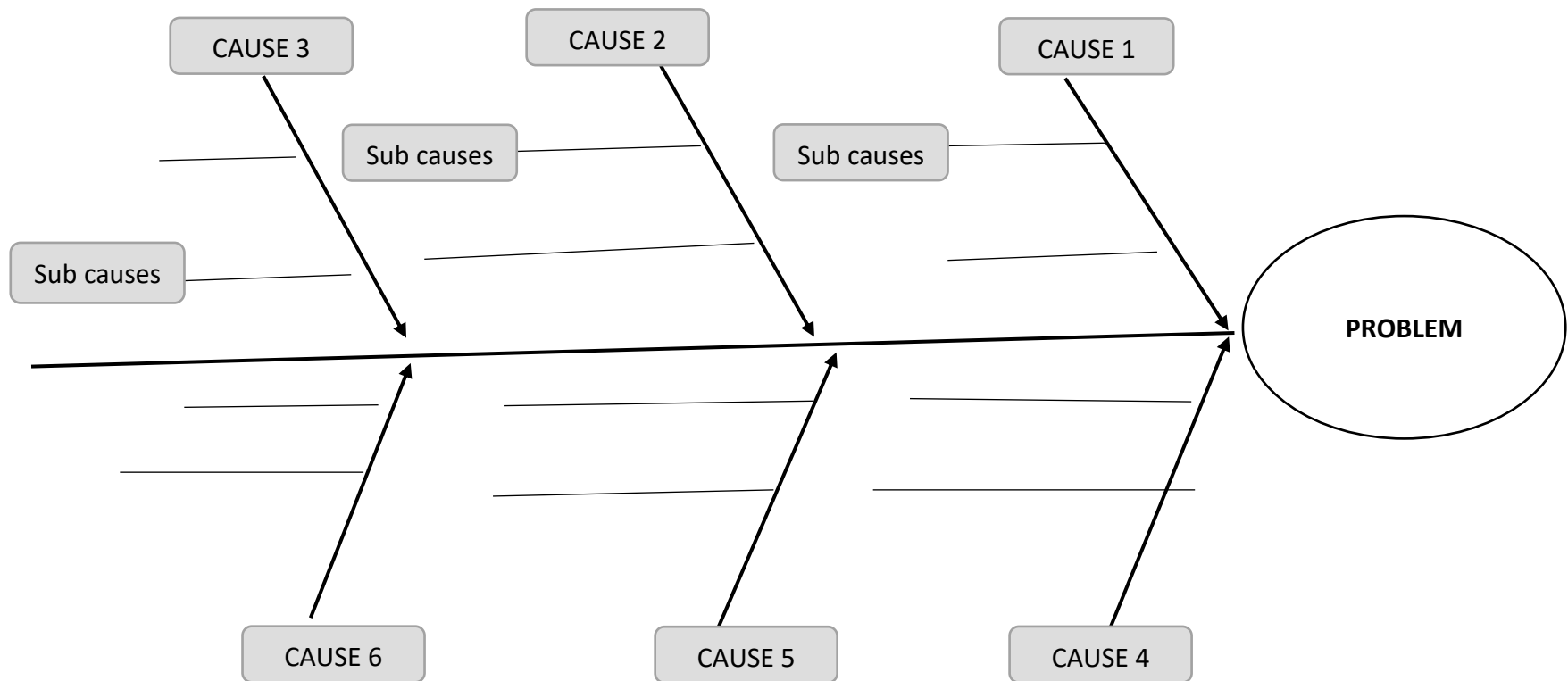
For example: If a problem is that too many adolescent girls and young women are still getting HIV, you will generate many, many causes and sub-causes for this:

- AGYW often can't negotiate when, how and with whom they have sex.
- They don't have access to the tools that can reduce HIV and pregnancy risk when they do have sex—by choice or under coercion.
- They aren't in school and/or don't have financial resources
- Etc.

To move to the “issue” defining stage, **you take one cause or sub cause of the problem that your coalition feels is key and is best positioned to move on—and you identify what needs to change, and who can change it.** So, it could be a change in investment, policy, or access.

Worksheet 1: Identifying the Issue

1. **Identify the problem** (Write it at the head of the fish)
2. **List the plausible causes of the problem** on the bones that are stemming from the backbone of the fish (1 cause per bone).
3. Brainstorm further on **why each cause happens** i.e. why does this happen? Write the responses as sub-causes that branch off each bone. Also list or make note of the evidence that supports your reasoning for listing this as a potential cause of the problem.



Worksheet 2: Cutting an Issue

- Pick a cause or aspect of the problem from Worksheet 1.
- In this worksheet, identify the barrier and/or solution to that problem—e.g. a policy that is missing, a funding gap, a bad program design.
- Identify the people or person who can remove that barrier.
- The three columns as a whole—**the problem + the barrier/solution + the target = the Issue.**
- You can “cut” several issues out of any given problem—and you need to, in order to figure out what to prioritize.
- Remember to work on one issue at a time.

Issue = Problem+ Barrier/Solution+ Target
--

problem

+

Barrier and solution
to that problem...
be very specific

+

target
(person or people
who can give us that
solution)

Step 3: Setting your campaign goals

Once you have cut out the issues; the next step is to set goals. Your goals define what achieving victory would look like in response to the issues you have identified.

Worksheet 3: Goals and Objectives

Campaign goal: This is the ultimate impact you want to have during year 6 of COMPASS. A strong campaign goal is ambitious and clear in as many ways as possible relevant to what you are trying to achieve—resource amounts, geographies, specific policies that need to be written or amended. Example: <i>We want to increase access to Differentiated Service Delivery Models for eligible PLHIV from 30% to 50%.</i>
Short term goal 1: What is your campaign seeking to change in the short term? These are changes that a campaign seeks to achieve, moving us closer to our overall goal. They can refer to a favorable shift in behavior, policy, and actions of stakeholders. Example: <i>To win PEPFAR’s Commitment to fund roll out of DSD models</i>
Short term goal 2: What is your campaign seeking to change in the short term? These are changes that a campaign seeks to achieve, moving us closer to our overall goal. They can refer to a favorable shift in behavior, policy, and actions of stakeholders.

Short term goal 3: What is your campaign seeking to change in the short term? These are changes that a campaign seeks to achieve, moving us closer to our overall goal. They can refer to a favorable shift in behavior, policy, and actions of stakeholders.

Step 4: Identifying Constituents, Allies and Opponents

The next step is to identify those people who can help you to win. Who is the constituency and/or who are your allies for this work? What are their values, their interests? What problems do they face? And what kind of change do they need? why do they care about the problem—the big topic, and do they agree with your identified issue—the specific change you’re seeking? What kinds of power do they have? (Your constituency and allies can include people directly affected by the problem and issue, such as AGYW and KPs, but can also others who are impacted in other ways: health workers, human rights activists, government officials working in related ministries, private sector and more).

Worksheet 4: Identifying Key Stakeholders in the Campaign

List of Constituents, Allies & Opponents
1) Constituents: Who are the people who will benefit from your campaign? <i>Example: People living with HIV</i>
1a) What problems are your constituents facing?

1b) Why do they care about the problem?
1c) What kind of change do they need?
2) Allies: List the groups who will help you win your campaign
2a) What interests do your allies have in the campaign?
2b) What influence do your allies have over those who have the power to give us what we want?
3) Opponents: Who is opposed to your goal? Who will obstruct the success of your campaign?

Step 5: Stakeholder Influence Mapping

Using the grid below, **position your allies and opponents along the x (horizontal) axis or “support spectrum.”** Once you’ve lined them all along the axis, start **identifying their strength of power (y/vertical axis)** by moving each ally or opponent up or down the spectrum. This map can help you prioritize efforts to build up a base of powerful support and to overcome opposition.

Worksheet 5: Power and Support Mapping

High Power		
Moderate Power		
Low Power		
	Low Support (Opponents)	High Support (Allies)

Step 6: Defining Our Stakeholders and Tactics

A **tactic** is a **specific action that you will take to achieve your campaign goal**. A tactic is always **directed at the person with the power** to give you what you want. **Think of a tactic as a campaign activity**. Remember, your tactics **should also move you closer to achieving your goal** (See Step 2).

Worksheet 6: Tactical Planning

Target Stakeholder	Tactic/activity
1.	1. 2. 3.
2.	1. 2. 3.
3.	1. 2. 3.

Step 7: What do you need to win?

It is very important to understand the internal factors that may affect the success of your campaign. Think about your strengths and gaps as a team.

Worksheet 7: Building the Strength of Our Team

1) What resources are you bringing to the campaign? (Staff, technical capacity, facilities, positioning etc.)
2) What resources are you lacking to carry out this campaign?
3) How can you get the additional resources you need?