TWO
PLANNING FOR IMPACT

INTERNAL

PLANNING FOR IMPACT

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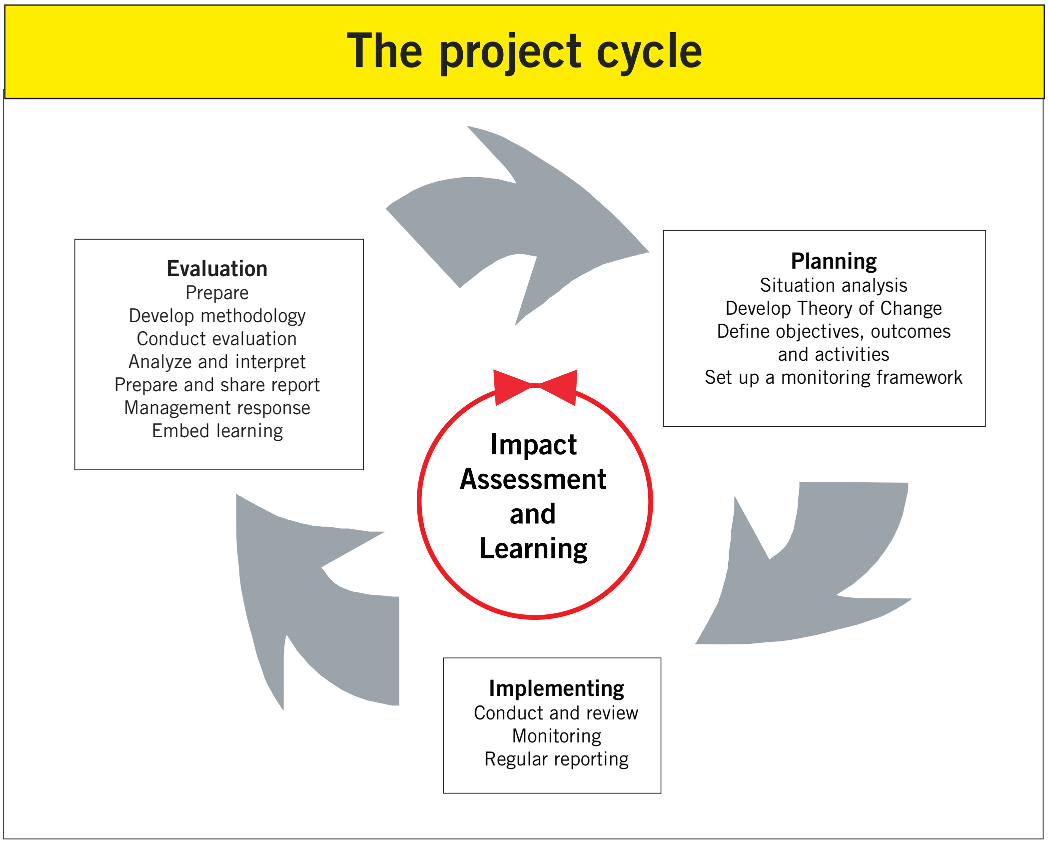
INTRODUCTION

This toolkit is arranged into three broad, interlinked project cycle stages – planning, implementing and evaluating. Each of these stages is distinctive, but they are all closely linked. You can only implement activities effectively when your plans are clear and relevant. Good planning is informed by lessons learned from evaluations.

Impact assessment and learning are core components of each of these stages. They should be part of planning discussions and when implementing activities. As well as asking: "What impact did we have?", it is important to keep on asking: "What impact will we have?" and: "What impact are we having?"

Each stage should be informed by lessons learned in the preceding stages. The aim is to see planning, monitoring and evaluation as dynamic processes, flexible enough to adapt to changing external and internal contexts.

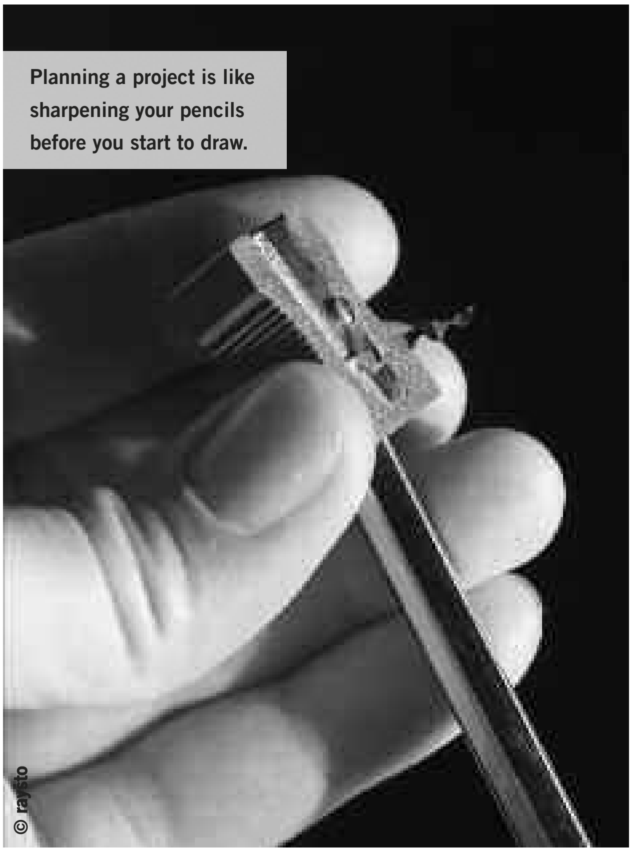
Figure 2: The project cycle



BASIC PRINCIPLES

Planning is about clarifying our purpose and finding the best way to achieve it. It is about analyzing the problem, working out possible solutions based on the available resources, and adding value to other people's work. When planning, we are actually outlining what IMPACT we think we can have. You could think of it as sharpening your pencils or choosing colours from a palette in order to make the best drawing or picture possible.

To have maximum impact, plans need to identify clearly the changes we want to see, outline strategies to get there and define ways of monitoring progress. The plan has to be as explicit as possible so it can be monitored and adapted if necessary.



Planning a project is like sharpening your pencils before you start to draw.

A crucial part of maximizing impact is to challenge our own assumptions. This means considering a variety of opinions and allowing partners, people affected, colleagues and activists to participate in designing the plan. It is important to not just talk about it with people who think alike. Involving stakeholders in planning means they are actively participating in the project, and also that we are being accountable in practice.

Planning for impact is a dynamic exercise of change in itself, because all those involved are engaged in a process of reflection and learning.

It is important to assess impact at the planning stages. We call this "prospective" impact assessment. This will provide an opportunity to think about your potential, unintended negative impact. This is a very important way to ensure and sustain our commitment to accountability.

BASIC CODES OF PRACTICE AROUND PLANNING

- Always aim for impact.
- Be clear on how you intend to have an impact.
- Make realistic and achievable plans.
- Consider your evidence and lessons learned.
- Challenge assumptions.
- Involve and communicate with your stakeholders throughout.
- Ensure your project is adequately resourced with people and money.
- Revise and adapt your plans to address the changed context.

INTERNAL

STEP-BY-STEP PLANNING

This toolkit will take you through four distinct steps for project planning. Building a complete project plan is a cumulative and dynamic process, so allow time for completing each step and consulting your stakeholders.

Step 1: Carry out a situation analysis
Step 2: Develop a Theory of Change
Step 3: Define objectives, outcomes and activities
Step 4: Set up a monitoring framework

STEP 1: CARRYING OUT A SITUATION ANALYSIS

What is a situation analysis?

The first step in planning your project is to assess the context you are operating in. Try to gain a clear understanding of the issue, the factors that contribute to it, and its root causes and effects. Identify individuals, communities, organizations or others who are affected by or can do something about it. This is called a situation analysis, and it will provide a sound basis for shaping your actions.

Depending on the project, a situation analysis could cover a single country or look at specific rights across a region. It could also examine the context surrounding a specific person's situation, or a single event being organized. Situation analysis is not an alternative to high quality, accurate research on human rights violations. However, it can complement or form the basis for research.

For example, a situation analysis can help you find out how different stakeholders have previously handled the issue you are going to research.

Guiding questions for situation analysis

- Which issue am I trying to tackle?
- What are the underlying causes of the problem?
- What possible solutions are there?
- Which of these solutions can I best address given my resources and work context?
- Where can the project add most value? Where can it have maximum impact?
- Who is suffering most due to this problem? Who will benefit most from the planned work?
- Who are my key stakeholders?
- Which key social actors am I trying to influence?
- Who are my potential allies? Who might oppose my plans?

Step 1 Carry out a situation analysis → **Step 2** Develop a Theory of Change → **Step 3** Define objectives, outcomes and activities → **Step 4** Set up a monitoring framework

How to conduct a situation analysis

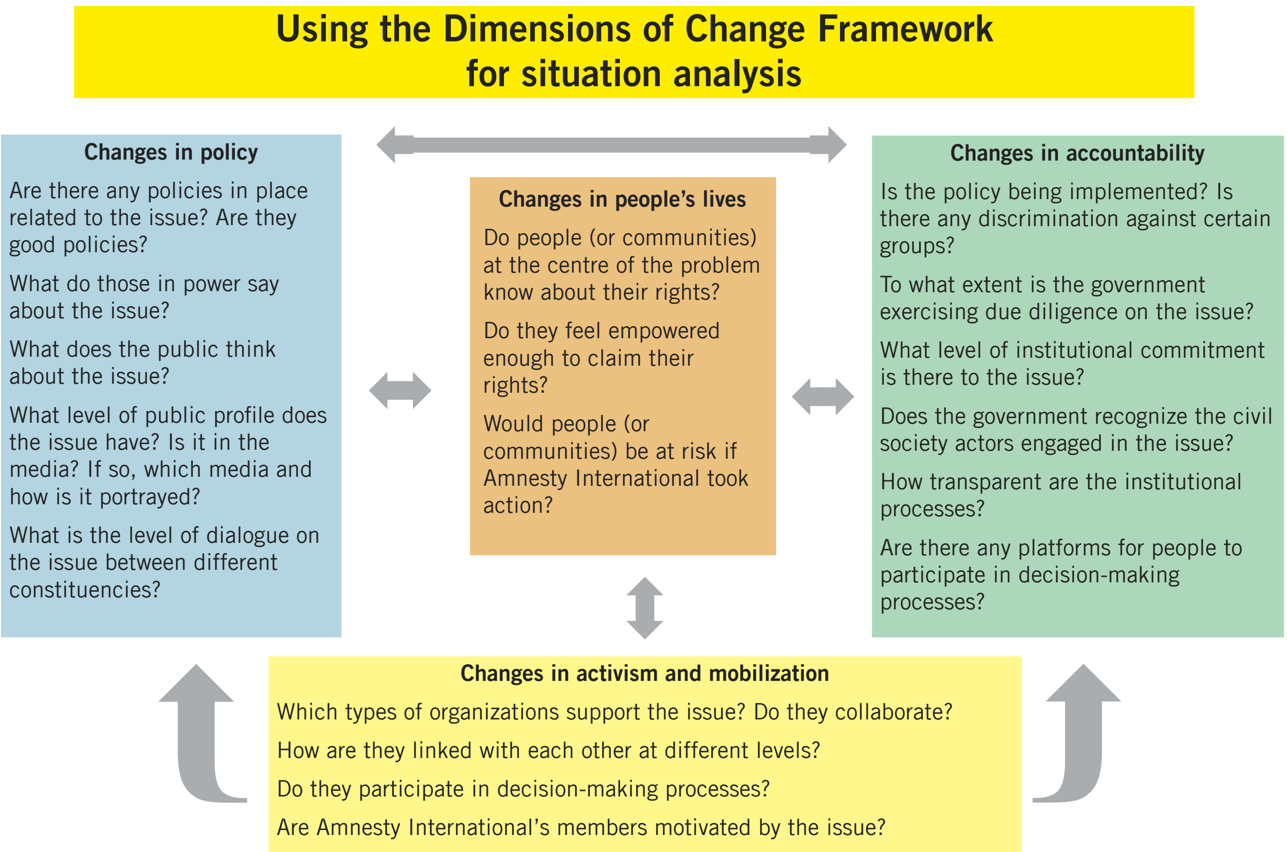
Try organizing your information around the guiding questions on page 12. Start by defining the issue in question and assessing its underlying causes. Aim to analyze the external and internal (organizational) situation vis-à-vis the problem. This should help you contextualize and prioritize issues and focus your project.

Next, identify and prioritize those solutions you would most likely consider for your project. Consider past experiences and lessons learned. Ask yourself, where could my project specifically intervene? Where could I have maximum impact? What could be my best entry point? Think about what others are doing on the same issue and how your project can complement their work.

This is a good stage to consult with all relevant stakeholders to check your assumptions about change. It is also an opportunity to be transparent and accountable about your intentions. At the end of this stage, you should be able to establish why the project should be undertaken and what results you want to achieve.

You can use the *Dimensions of Change* as a tool for analyzing the situation. The following figure outlines some broad questions you can ask while using the framework for situation analysis.

Figure 3: Using the Dimensions of Change Framework for situation analysis



STEP 2: DEVELOPING A THEORY OF CHANGE

What is a Theory of Change?

Once you are clear about your context, start developing a Theory of Change[2]. The idea is to capture exactly *what* concrete changes you want to achieve through your project and *how* you see those happening.

A Theory of Change outlines how the project hopes to achieve change, or impact. By visualizing different changes at different levels, a Theory of Change will help you see links between them and identify **impact pathways**. This will also clarify how specific changes eventually contribute to more significant and broader impact. The process is designed to show how complex change unfolds over time.

A Theory of Change maps out a process of change from beginning to end and anticipates its likely effects. It also provides the basis for monitoring progress, collecting evidence and adjusting your work accordingly. This approach helps you visualize the links between strategic planning and project monitoring and evaluation processes. Linking these two processes helps you assess your project's impact from the start. This will make your work more effective, because you will have established clearly how you are planning to bring about change. This clarity of purpose is essential when communicating your work to others and seeking input from partners, activists and people affected. However, a Theory of Change should not remain static. It should be refined and revised as your external and internal contexts change.

How to develop a Theory of Change

Start by becoming familiar with the organization's directions and priorities. Identify where and how your project is going to complement them. For Amnesty International, the key building blocks are the Integrated Strategic Plan (ISP), as well as other strategic directions documents such as the Critical Pathways, Global Priorities Statement (GPS) and Operational Plans.

Developing a Theory of Change often starts by bringing together the project's key stakeholders. By working backwards from the long-term change you are seeking to achieve, the theory unfolds. Use the following guiding questions to visualize and link changes at different levels.

Use the Dimensions of Change Framework to map out the first question. Starting from the dimension *Changes in people's lives*, identify the changes in all dimensions that are relevant to the project. Identify which dimensions could be your project's most tactical entry point for creating change and how change in one dimension affects change in the others.

Once you have identified key areas of change, work out various steps (or **impact pathways**) you think will be crucial in achieving your envisaged change. Social change is seldom linear, so this is not about establishing a linear causal relationship between actions and results. Instead, it is an attempt to break down broad, long-term changes into a series of smaller changes at different levels, and to understand how they are linked. This will provide a strong basis for planning

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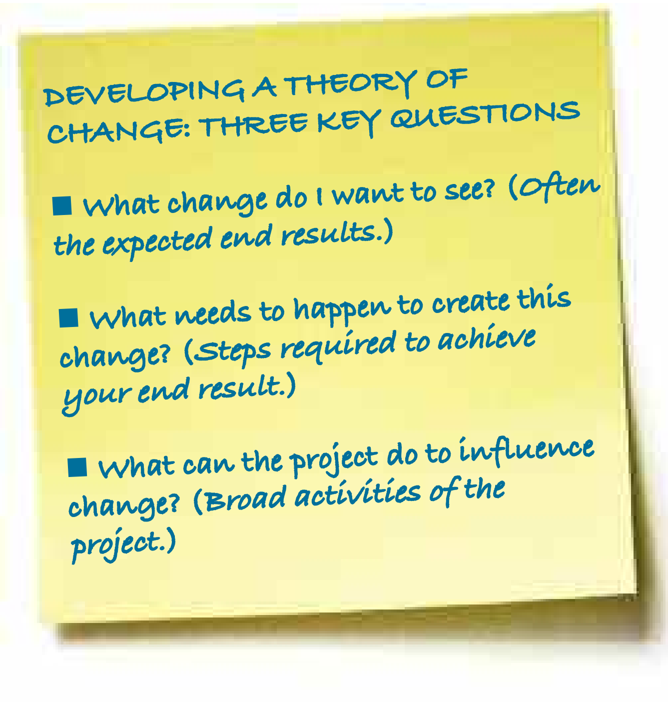
your activities. You will be able to visualize how and what type of activities are connected with your envisaged change.

Each of the steps in your project's impact pathway reflects your assumptions about how a particular action will result in, or contribute to, subsequent changes. Be realistic about these assumptions and challenge them so that your Theory of Change remains valid. Ongoing monitoring, reflection and listening to different stakeholders' views can help this process.



THREE STEPS TO ESTABLISHING A THEORY OF CHANGE

STEP I

Identify the long-term changes that you would like your project to bring about.

Guiding question: *What is the change that I want to see? (Often the expected end results.)*

Tips: Use the Dimensions of Change Framework to capture change. Always start with the *Changing People's Lives* dimension, as that is the ultimate change any project should aim for. Identify which dimension(s) could be your project's entry point and how change in one dimension will affect change in others.

STEP 2

Identify what needs to happen to realize the long-term change. This involves all changes, mid- and short-term, required to achieve the long-term change.

Guiding question: *What needs to happen to create this change? (Steps required to achieve the end results.)*

Tips: Imagine starting at the end of your project and walking backwards. Think of all the project's key agents of change. How does each of these need to be influenced to realize the envisaged change? What strategies could you use to influence them? Be realistic about how a particular action will lead to change.

STEP 3

List the activities needed to bring about change at each level.

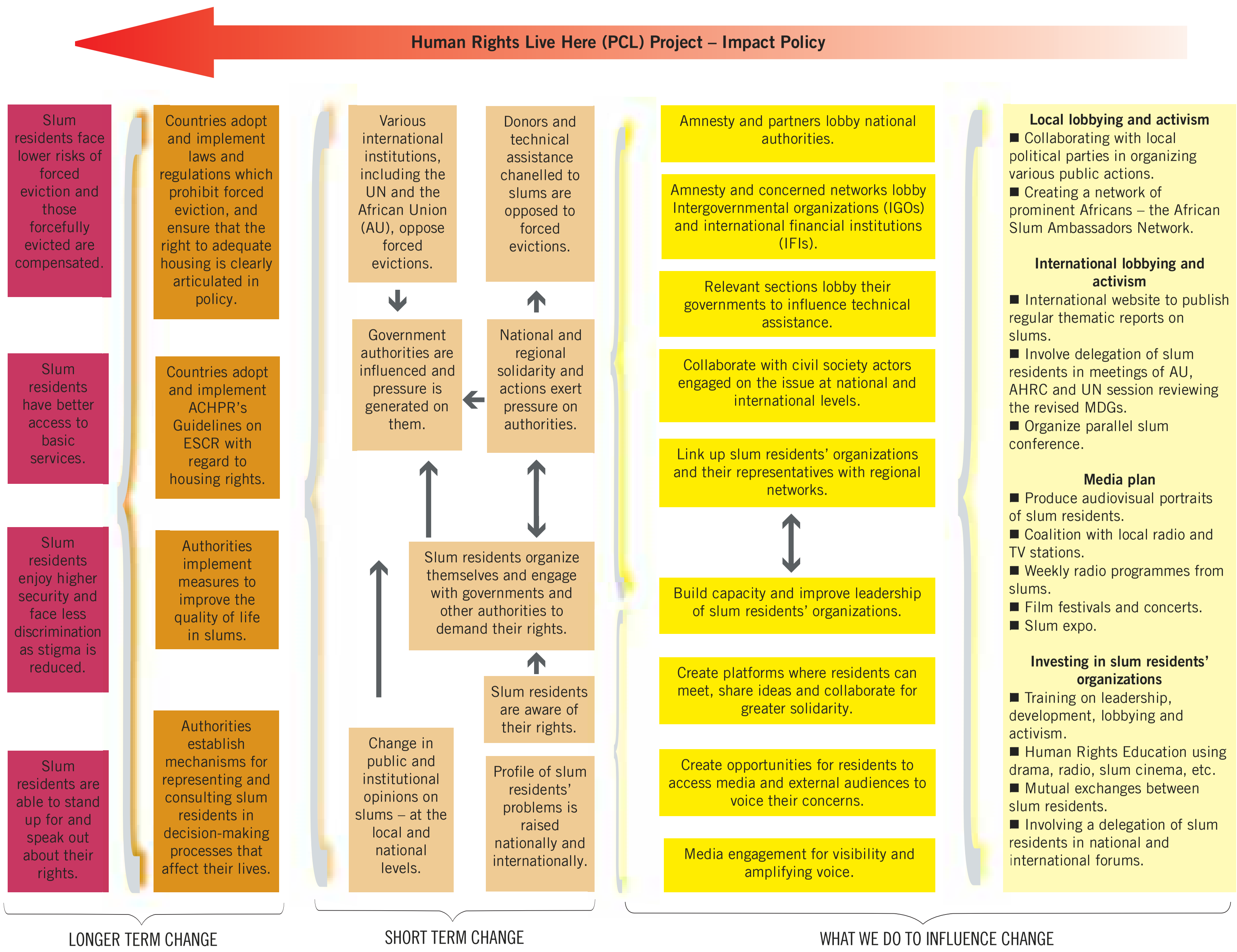
Guiding question: *What can the project do to influence change? (Broad project activities.)*

Tips: Make sure your activities correspond to the changes you have outlined and that your project has activities to influence the key change agents identified earlier. Your resources might not allow you to take on all possible changes or change agents. If so, prioritize your activities based on your experience, expertise and the greatest possible value you can add to the larger issue.

You can capture your Theory of Change either in a diagram (see Figure 4 on page 17) or in a table (see Table 1).

Human rights live here! A boy stands in the polluted stream running through Soweto East, one of many villages in Kibera, Kenya's largest informal settlement, March 2009.

Figure 4: Visual representation of a Theory of Change



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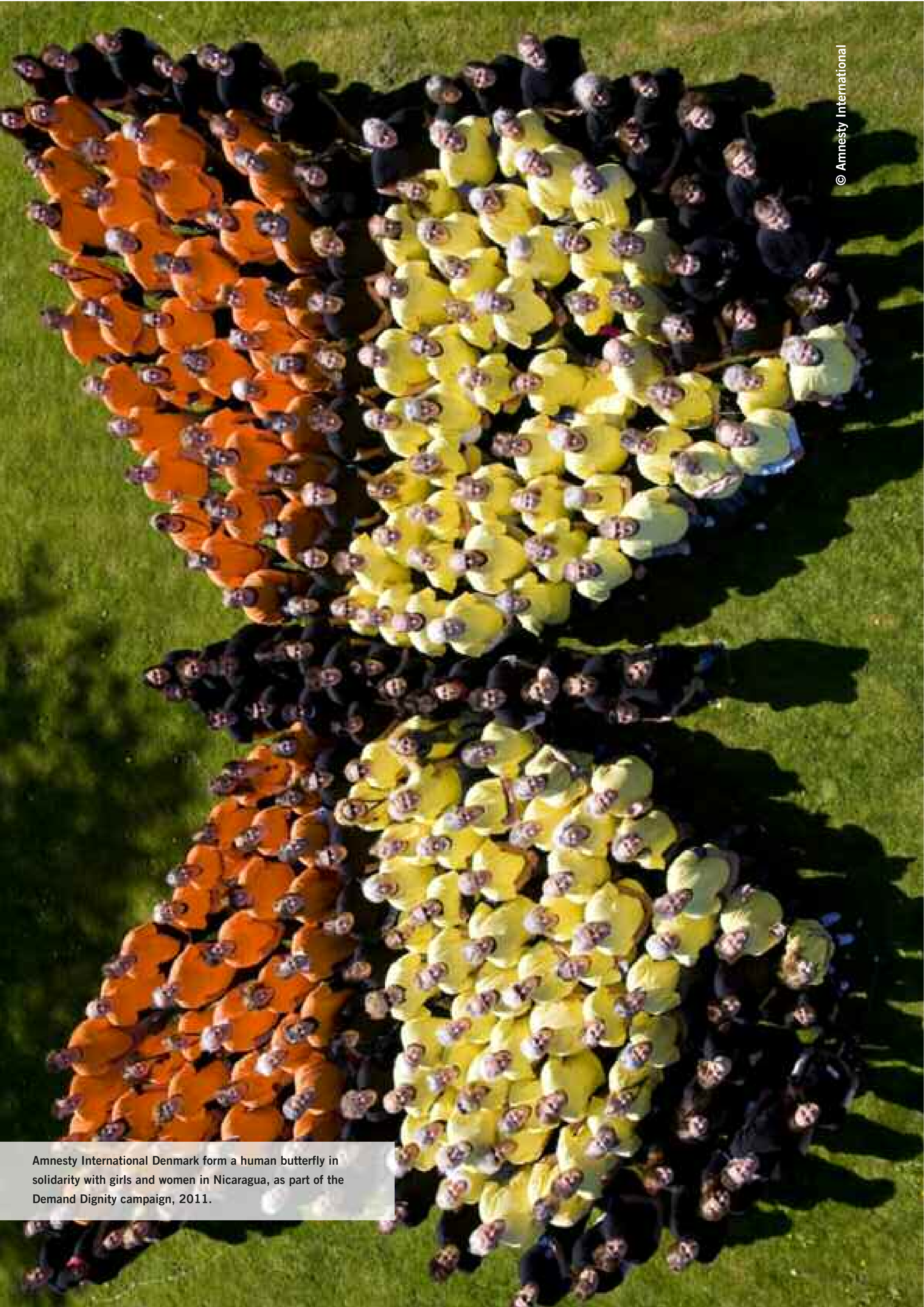

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Amnesty International Denmark form a human butterfly in solidarity with girls and women in Nicaragua, as part of the Demand Dignity campaign, 2011.

Table 1: Nicaragua Sexual Violence Against Girls and Sexual and Reproductive Rights Project – Theory of Change[3]

What is the CHANGE we want to see?		What needs to happen to create this CHANGE?	What can the project do to influence CHANGE?
Change in lives of rights holders	Change in policy and accountability of duty bearers	←	←
Women and girls requiring therapeutic abortion have access to safe and legal abortion services. Victims of sexual abuse are not stigmatized by their communities. Girls are empowered to recognize sexual abuse and become aware about how and where to seek help.	The total abortion ban is repealed. The Nicaraguan government prioritizes the issue of sexual abuse by developing and implementing a national programme to tackle the problem and its consequences for people's lives. All political parties commit to prioritizing and tackling the problem of sexual abuse. Public attitudes (general public, legislators, criminal justice system) in Nicaragua towards sexual abuse begin to change. Changed government attitude towards NGOs working on girls' and women's rights.	Put pressure on the Nicaraguan authorities to improve their response to sexual violence against girls and young women, and to legalize therapeutic abortion. The attitudes and priorities of key stakeholders (Congress, Congressional Committees, political parties) begin to change. The Nicaraguan Supreme Court rules that the total abortion ban is unconstitutional. NGOs working on the issue are legitimized and their voices strengthened. The profile of the problem of sexual abuse and rape in Nicaragua is raised nationally and internationally. Other governments issue public statements, or voice concerns via the UN system or in bilateral meetings with the Nicaraguan authorities. Pressure generated through the Inter-American system (Special Session/Rapporteur visits). Pressure from UN Committees. Pressure from members of the Socialist International on the ruling Sandinista National Liberation Front (FSNL) party. Pressure from the international trade union movement on the Sandinista Party. More open discussions in Nicaraguan society about the problem of sexual violence against girls.	■ Identify new NGO partners and discuss our campaign strategy and joint plans. ■ Amnesty International sections and structures lobby Heads of Congress, relevant Congressional Committees and major political parties. ■ IS delegates hold lobby meetings with these stakeholders. ■ IS lobbies UN treaty bodies, Organization of American States (OAS) and Inter-American System Rapporteurs. ■ Convention on the Rights of the Child (CRC)/Convention against Torture (CAT) submissions. ■ Generate national and international media coverage to add pressure on the Nicaraguan authorities. ■ Sections and structures engage with the trade union movement to encourage them to lobby FSLN. ■ Sections and structures encourage national governments, political parties, and Socialist International to lobby the ruling party and executive. ■ Ensure sections and structures and IS teams engage with and support the project. ■ Mobilize local media – radio and press. ■ Involve Nicaraguan and foreign celebrities in highlighting the campaign message. ■ Amplify the voices of survivors of sexual abuse (report launch involving actors to re-record victims' voices). ■ Individuals at Risk portfolio case.

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STEP 3: DEFINING OBJECTIVES, OUTCOMES AND ACTIVITIES

Once you have developed a Theory of Change, you can start to define your objectives, outcomes and specific activities. The Theory of Change outlines a spectrum of change. Depending on the project's context and available resources, it is up to the project team to decide where their specific project objectives lie within this spectrum. Ask yourselves what you can realistically achieve in the time available. Once your objectives are set, work out your specific activities. Your Theory of Change should guide you through this process, as your broader activities should already be clear.

Objectives are the specific results you expect the project to achieve within a specified time. Objectives are very useful for focusing your project and sharing your understanding with the project team. It is not good to have too many objectives, but it is good to make them SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

While defining an objective, use the Theory of Change as a reference. Identify at what point in the change spectrum your project can realistically make a difference considering your context and resources. And remember, think SMART (see page 22).

Simply achieving an objective is no guarantee that the project will have a positive impact, or that people will automatically benefit from an improvement in a human rights situation. You therefore need to outline the specific changes you expect to see *as a consequence of achieving the objectives*. These are called **outcomes**. For example, your objective could be: "The Nicaraguan government repeals total ban on abortion". In this case, you would be interested in ensuring that the total ban is repealed. However, this still may not be your preferred end result. As a result of repealing the ban, you would want to see women and girls who require therapeutic abortion get access to safe and legal abortion services.

CLARIFYING "WHO DOES WHAT BY WHEN" MAY BE HELPFUL IN SETTING YOUR OBJECTIVES.

For example:

- **Local authorities in Egypt** will have **mechanisms in place to consult residents in any eviction, relocation and development plans** that concern them by 2012.
- **One third of Amnesty International's sections and structures** will have **applied a common framework to aggregate impact** by the **end of Operational Plan 1.**

Step 1	Step 2	Step 3	Step 4
Carry out a situation analysis	Develop a Theory of Change	Define objectives, outcomes and activities	Set up a monitoring framework

Outcomes are the changes that take place as a result of achieving objectives.

Table 2 shows the links between objectives and outcomes. To define your outcomes you first need to know who your stakeholders are (see Step 1: Situation Analysis). Answer this question: "If I achieve my project's objectives, what changes will my key stakeholders see – in particular my primary stakeholder (people whose human rights are affected)?"

Table 2: Objectives and outcomes – some examples

Objective	Outcome
By 2012, Kenya's government will develop guidelines for evictions in line with international human rights law.	Slum residents face lower risks of forced eviction and those who are forcefully evicted are compensated.
By 2012, Amnesty International will approve a new information policy for improving internal communications.	Staff members will have timely information about organizational policies and procedures.

Activity is what you do to achieve your objectives. Always be clear about why you are undertaking an activity and how it is linked to your overall objectives. Ask yourself:

☑ **Are the activities sufficient and effective enough to influence the changes I want to bring about?**

☑ **How much work is involved in each activity, and do I have time to do them all? Which ones are the most effective?**

Output is defined as the tangible product of your activity. For example, a report is the output of research activities. A series of training sessions might be the output of several weeks' preparation and assessment. Don't confuse outputs with outcomes. Outputs are products of your work that are under your control. Outcomes are the results of your work in the external world – the world that you want to influence, but which is rarely under your control.

☑ **What are the tangible results of your activities?**

☑ **Will your chosen output be the best way to influence the external world and your audience?**

CLARIFYING "WHAT WOULD RESULT, AND FOR WHOM" AFTER ACHIEVING YOUR OBJECTIVES MAY BE HELPFUL IN ESTABLISHING YOUR OUTCOMES.

For example:

- Residents of informal settlements are able to influence decisions made concerning their lives.
- Amnesty International is able to demonstrate its impact on human rights across the movement.

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THINKING "SMART"

Specific: Your *objective* must be precise and explicit. Be absolutely clear what you want to achieve in the given timeframe.
Ask yourself:
☑ What in particular will my objective achieve in my project's overall Theory of Change?
☑ Is my objective clearly articulated as a step towards achieving long-term change?
Hint: Write your objective as a solution statement that doesn't start with a verb. This makes the achievement you are seeking and who you are asking it from more explicit.
Example: "Abolish the death penalty" is too vague and makes assessment difficult. "The Governor of Texas will call for a moratorium on executions by 2012" is a more specific objective.

Measurable: Define your *objective* so you can check if it has been achieved.
Ask yourself:
☑ How will I know to what extent my project is achieving its objectives?
Hint: Introducing targets can help to increase measurability.
Example: Instead of saying: "EU member states sign and ratify the Convention on the Protection of the Rights of all Migrant Workers and Their Families (ICRMW)", say: "50 per cent of EU states sign and ratify the ICRMW".

Achievable: Your *objective* needs to be achievable within the project's timeframe. You also need to consider your available resources, risks, assumptions, political trends and civil society's attitudes to the issue, for example. An objective needs to be inspiring but not unrealistic.
Ask yourself:
☑ Can I achieve my objectives in the given timeframe with my available resources?
☑ Looking at my situation analysis, can I really achieve my stated objectives? Do they need to be broken down into smaller steps?
Hint: A thorough assessment of your context, strengths, weaknesses and opportunities through situation analysis can help you to decide if an objective is achievable or not. Reducing your scope may help make it achievable.
Example: Consider changing: "The software will be available worldwide to all Amnesty International entities" to: "By the end of 2012, the software will be available to a small group of sections and structures, and preparations will be underway to make it accessible to all".

Relevant: The *objective* needs to be relevant to Amnesty International and its priorities, as well as to the situation. It should also add value to what others are doing.
Ask yourself:
☑ Does my objective clearly fit within the organization's priorities?
☑ Is my objective relevant to solving the problem?
Hint: Referring to the strategic direction documents such as the Integrated Strategic Plan and your relevant Operational Plan would be useful to ensure your project objective aligns with your organizational priorities. Proper assessment of problems and solutions during situation analysis will also help you to understand the relevance of your objectives.
Example: "To strengthen Amnesty International's e-campaigning for growth" may not be a very relevant objective in places with low internet access. This objective may have to become: "Five hundred youth activists engage in an e-membership pilot project in Country X".

Time bound: The *objective* needs to have a time limit.
Ask yourself:
☑ Have I set a time limit for each objective (for example, six months or two years)?
☑ Will I achieve all my objectives within the given timeframe?
Hint: If you realize that an objective is not achievable within the timeframe, revise it by breaking it down further.
Example: "The death penalty will be abolished in Iran" may have to become: "By the end of OP1, Iran will call for a moratorium on the death penalty for juveniles".

STEP 4: SETTING UP A MONITORING FRAMEWORK

Once you are clear about the changes your project is aiming for and how to achieve them, start thinking about how to monitor your progress. This involves understanding what information you will need in order to assess progress, and how to collect it. Think of change as a process with markers to indicate your progress, rather than as an end product. Identifying signs of success (or progress indicators) for each key change is essential to acknowledging the value of small or incremental changes.

The Dimensions of Change can help you to frame your findings and analyze your project's results. Table 3 (on page 24) presents a number of progress indicators. This list is not exhaustive, but it can help you to get started. It can also be a guide to framing your indicators and monitoring your progress under each dimension, which can be helpful at the evaluation stage.

Indicators do not necessarily have to be fixed, and they could change according to circumstances. For example, while implementing your project, you may find better ways of monitoring change. Selecting indicators involves having a clear understanding of the overall change you want to achieve, and how to reach it. Indicators do not tell the whole story – they can help us see what has changed but not how things have changed. It is up to you to learn from what indicators are telling you and make sure that your Theory of Change remains relevant throughout the project. Indicators can also be ambiguous, for example: Do changes in reported cases of violence against women reflect the violence occurring, people's willingness to report it, or a complex mixture of the two?

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Indicators are clues, signs and markers that help you monitor and evaluate your project and its achievements.

Step 1
Carry out a situation analysis

Step 2
Develop a Theory of Change

Step 3
Define objectives, outcomes and activities

Step 4
Set up a monitoring framework

Table 3: Progress indicators under the Dimensions of Change

	Dimensions of change	Progress indicators	Who (unit of analysis)
1	People's rights are respected, protected and fulfilled.	■ Number of people at risk. ■ Level of freedom from violations. ■ Level of empowerment (individual action, awareness of oneself as a citizen with rights and responsibilities).	■ Individuals at risk. ■ People whose rights are affected.
2	**Activism and mobilization** ■ Actors demanding accountability and claiming their rights. ■ Actors are active in influencing decision-making	■ Changes in actors' mobilization and advocacy (skills, capacity, diversity, etc.). ■ Changes in collaboration, trust and unity in working practices. ■ Synergy of strategic aims between actors. ■ Level of participation into decision-making processes. ■ Number of organizations supporting human rights issues.	NGOs. ■ Civil society organizations. ■ Social movements. ■ Popular organizations. ■ Others.
3	**Accountability** ■ Policy/legislation is implemented. ■ Due diligence is exercised.	■ Level of institutional commitment to policy implementation (discussions, responses, budget allocation, etc.). ■ Level of acceptance/recognition of civil society organizations (such as freedom of expression, association or assembly). ■ Level of transparency of institutional processes. ■ Extent of platforms for civil society organizations' participation in decision-making processes.	■ National governments (executive, ministries, legislature, parliament, military, police, judiciary, etc.). ■ Governments at provincial and local levels. ■ Intergovernmental organizations. ■ Multinational corporations. ■ National corporations. ■ Other non-state actors. ■ NGOs. ■ Others.
4	**Policy** ■ Policy/legislation is changed. ■ New policy/legislation is introduced. ■ International treaty is ratified.	■ Level of public profile. ■ Changes in discourse. ■ Changes in public opinion. ■ Level of dialogue between relevant constituencies.	

How to develop your monitoring framework

The next step is to identify indicators for each area in your Theory of Change. These could be progress indicators in a particular change area, indicators of the change being achieved, or both. Choose indicators based on what you think will be the best way to measure change during the project. Keep them to a minimum, and make sure they are relevant, simple and doable. Collecting information around indicators is part of the project, not an add-on, and involves commitment and work.

You will need to collect and verify information for each of your key indicators. Begin by thinking of different ways to capture this information. You will need support from different people and teams, so it is a good idea to clarify monitoring roles and responsibilities from the very onset. You can use the following two questions to develop a monitoring framework:

Table 3 on page 24 provides an example of developing a simple monitoring framework by using the questions on the right.

TO DEVELOP A MONITORING FRAMEWORK, ASK YOURSELF:

1. How will I know that change has happened, or is in the process of happening?

2. How and from where can I capture evidence about the project's progress?

Table 4: Monitoring framework for the Millenium Development Goals (MDGs) Project

Dimensions of Change *(What changes do I want to happen?)*	**Progress indicators** *(How do I know that change has happened or is in the process of happening?)*	**Monitoring techniques** *(How/where can I capture evidence about these indicators?)*	**Responsibility centre(s)** *(Who needs to do what to capture the required information?)*
Amnesty International is seen as a relevant actor in the MDGs discourse. Amnesty International is able to influence discourse around human rights and MDGs with a wide range of stakeholders (governments, intergovernmental organizations, civil society, etc). Human rights concerns are clearly articulated in the Outcome Document of the MDGs Summit.	Increased requests to collaborate with others on MDGs (call for joint actions, participating in different forums, etc). Our message is endorsed by different stakeholders (in formal reports and declarations, meetings, speeches, articles, etc). Evidence of our concerns is addressed in the Outcome Document.	Creating mail-in database where team members will regularly post relevant information (news, stories or other evidence). Sharing and reflecting on information during team and cross-programme meetings. Some stakeholders will be directly contacted for their reaction. Analysis of the Outcome Document followed by collective team reflection.	LIU will help the Demand Dignity team to create the database. The Demand Dignity team will actively share information. The Demand Dignity team will do a quick evaluation in collaboration with LIU. The Project Manager will do an initial analysis and share it with the wider team for further inputs.

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Planning tools

Table 5 below lists some tools that can assist you in project planning. Think about your context, the information you have and the questions you need to answer. Then look through the table and work out which tools may be most useful to you. Keep in mind that these tools can be useful at different stages of your project work and for different purposes.

You can find full explanations of these tools and more in the IMPACT Wiki space: https://intranet.amnesty.org/wiki/display/IA/Tools+and+Techniques

Table 5: Planning tools

Tool	Brief description	Questions it can answer
Dimensions of Change	Helps analyze the situation in relation to the issue your project focuses on.	What is: ■ the current context surrounding the issue in terms of policy and public profile ■ the accountability of different actors concerned ■ the level of activism and mobilization ■ the situations of people whose rights are affected by the issue?
PESTE Anaylsis	Helps identify important trends surrounding your field of work or the local area.	What political, economic, social, technological and environmental contexts surround your project? How will they impact on my work?
Problem Solution Tree	Analyzes the root causes of a problem and outlines possible solutions.	What are the underlying causes of a particular problem? What possible solutions are there?
Stakeholder Analysis	Analyzes who the key stakeholders are in relation to an issue.	Who are the main players in relation to my project and how do I influence and work with them?
Force Field Analysis	Identifies forces in favour of and against a plan or proposed change, and helps weigh up their importance.	
Circles Diagram	Identifies the relationships between different people, networks, places, organizations or services involved in a particular issue.	Which people, networks, places, organizations or services matter to people in relation to a particular issue? What kinds of relationships do they have between them?