

# Annex 2: Worksheets

## Worksheet 1: Brainstorming Problems Template

This worksheet provides a template for CSOs and research organizations to use in internal deliberations and external consultations. Prioritizing and synthesizing action areas is the first step in advocacy and research to design solutions to problems related to corruption. Further information about this process can be found in Stage 2.

	<b>Responses and Evidence</b> , based on knowledge gathering, context analysis, and expert inputs to help define the problem.	<b>Outcomes, Program Responses, and Solutions for Advocacy and Research</b> , based on the responses. Proposed solutions should be actionable and measurable.	<b>Areas for Further Research and Consultation</b> , with information and evidence to better define the problem or assess the solution
<b>Based on knowledge gathering exercises, which areas of anti-corruption are most pressing and accessible?</b>			
<b>Who is most affected by these types of corruption and how?</b>  <b>Is the impact urgent and immediate? (Use external consultations for this step).</b>			

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<p><b>What legal frameworks allow for civil society engagement with these issues?</b></p> <p><b>Can they monitor legal and policy processes related to corruption?</b></p> <p><b>Can they comment on legislation?</b></p>			
<p><b>Do any severe restrictions prevent civil society from responding directly or through other political or academic stakeholders?</b></p>			

## Worksheet 2: Brainstorming Solutions Template

*Drawing on the information in the Problem Brainstorming Worksheet above, define specific problems and corresponding solutions. List related solutions under the corresponding problem. They can be separated during planning phases, if necessary. Describe the problems in specific and actionable language. For example, rather than “procurement causes corruption,” write “national procurement of health supplies during the COVID-19 pandemic has not been monitored closely. This may have resulted in favoritism in contracting and a lack of oversight of the spending of emergency funds because the public did not receive necessary vaccines and protective equipment on time.”*

*Further information about this process can be found in Stage 2.*

	<b>Problem Statement, with notes on the urgency of the problem</b>	<b>Potential Solutions, with evidence citations</b>
<b>Response A</b>		
<b>Response B</b>		
<b>Response C</b>		

## Worksheet 3: Political Will and Feasibility Assessment

This worksheet can provide a streamlined way of assessing the political will and feasibility of solutions identified in the previous worksheet.

Questions to guide the assessment are included below for reference.

### Political Will Questions to Consider:

1. Where do these problems and solutions originate – with opposition or other political actors? Is the problem an organic policy, political position, or court ruling, or is there force from outside sources or countries?
2. Will the solutions domesticate, codify, or otherwise enshrine reform? Are they institutionalized or relevant for only a few actors? (Institutionalization may lead to more debate and longer-term impact.)
3. Do any constituencies and other political and influential networks work on these issues? Can they be partners?
4. Can this problem lead to sanctions? Which political groups may favor such sanctions?
5. Can this solution lead to a set of reforms over time? Can civil society be a resource for political actors to develop similar solutions?
6. What vulnerabilities might this solution address? For example, would compliance with a regional anti-corruption agreement lead to more trade and increased flows of investment?

### Feasibility Questions to Consider:

1. Who benefits from status quo patterns of corruption? What are their incentives for continued corruption in the priority issue areas you are exploring? How do checks and balances, their relationships, reputations, financial considerations, and social norms facilitate the continuation of these behaviors?
2. How could the costs for continued patterns of corruption be increased (e.g., by applying international pressure to leverage concerns about reputation, or applying financial sanctions)?
3. Could this problem lead to sanctions? Which political groups may favor them?
4. Who or where do anti-corruption reform initiatives come from? If from political actors, there may be more scope for engagement.
5. Is it an organic policy position of these political actors or was there coercion by external groups?
6. Do checks and balances, reputations, relationships, potential financial costs, or social norms keep corrupt behaviors in check? How can you tell? Are these sustainable forms of pressure?
7. Are constituencies and other political and influential networks working on these issues? Can they be partners?
8. What vulnerabilities might be addressed through this solution? For example, would compliance with a regional anti-corruption agreement lead to more trade and increased flows of investment? Can international or regional actors be partners?

Identified problem/solution		Political Will Assessment (Circle One)	Feasibility Assessment (Circle One)	Notes
A		HIGH	HIGH	
		MEDIUM	MEDIUM	
		LOW	LOW	
B		HIGH	HIGH	
		MEDIUM	MEDIUM	
		LOW	LOW	

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C		HIGH MEDIUM LOW	HIGH MEDIUM LOW	
D		HIGH MEDIUM LOW	HIGH MEDIUM LOW	
E		HIGH MEDIUM LOW	HIGH MEDIUM LOW	
F		HIGH MEDIUM LOW	HIGH MEDIUM LOW	

## Worksheet 4: Stakeholder Power Mapping Assessment

Power mapping is a critical process that assesses stakeholders through the lenses of power, influence, and access. The information provided in the body of the guide is repeated here for ease of use during trainings and consultation sessions. It is often useful to divide stakeholder groups into allies and spoilers, understanding that alliances can easily shift in either direction. A blank template is provided below, as are two examples of a completed version. More information is provided in Stage 3.

For ease of reference, the purpose of each section of the worksheets is reproduced here:

- **Role in reform.** This is a simple statement of why the actor is central to a reform process and has been otherwise chosen for analysis.
- **Source of authority.** Describes whether the actor represents a legally mandated public body or is a member of the media or academia to ensure clarity around the purpose of engagement.
- **Current interest and power.** Considers speeches, statements, and actions to understand what the actor seeks by engaging in a particular reform process.
- **Projected interest and power and sources of change.** Is the actor jockeying for a higher office or a different position? Could he or she be voted out of office or removed in some other way?
- **Strength of allyship or opposition.** Based on public statements and actions, what is the extent of the actor's allyship or opposition? Could this position shift?
- **Current and projected relationships.** What relationships does the actor have that could be support or impede advocacy?
- **Access points/outreach strategy.** Are there immediate access points to engage this actor? How can the organization bridge the divide?
- **Risk of engagement or non-engagement.** What are the risks of engagement to the reform, organization, and staff? For non-engagement?
- **Next steps.** Use the bottom row of the table to list potential meeting topics and goals for engaging with the actor; and note their priorities, aligning with any action plans.

<b>Role in reform</b>	
<b>Source of Authority</b>	

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<b>Current interest and power</b>	
<b>Projected interest and power; sources of change</b>	
<b>Strength of allyship or opposition</b>	
<b>Current and projected relationships</b>	

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<b>Access points/outreach strategy</b>	
<b>Risk of engagement or non-engagement</b>	
<b>Next Steps?</b>	



## Worksheet 5: Risk Management Assessment

*This worksheet can be used to better synthesize potential risks in any planned activity. This worksheet should by no means be seen as exhaustive and it is encouraged that it is used as a starting point for risk management discussions. More information on risk management can be found in Stage 5.*

Program Management	
Is the program detailed and well-designed?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is there accountability and reporting to monitor activities?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Does it have a timeline?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Trust and Confidentiality	
Is there conflict among staff?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Do you trust them?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Do they trust each other?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Have you tried conflict resolution?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Do your staff, volunteers, and stakeholders respect confidentiality?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Have you built a culture of trust and positive engagement?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Budget Constraints	
How are you managing organizational finances?	
Are you working within budget?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Does the organization have debts?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Does the organization seek funding from individuals, organizations, or businesses?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Effectiveness	
Do you monitor and evaluate the organization's activities?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Do you consult frequently with staff, volunteers, and stakeholders and maintain good relationships with them?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Is your advocacy evidence-based, with qualitative and quantitative elements?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Do you promote the organization's messages among stakeholders?	<input type="checkbox"/> YES <input type="checkbox"/> NO
<b>Perception/Reputation</b>	
What is the organization's reputation among its stakeholders, advocacy audiences, donors, and partners?	
How do you measure these relationships?	
<b>Backlash and Security</b>	
Have you, staff, volunteers, and/or stakeholders received physical or other threats (either directly or through social media)?	<input type="checkbox"/> YES <input type="checkbox"/> NO  Additional information:
Do you have access to legal, law enforcement, or financial resources to counter these threats?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Do you plan to adapt activities if they are interrupted or shut down?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Have you secured your space and files?	<input type="checkbox"/> YES <input type="checkbox"/> NO
<b>Following the assessment above, list any major risks identified below:</b>	
<b>Potential Risk A:</b> _____  <i>Probability of risk occurring? (Circle one)</i> LOW / MEDIUM / HIGH  <i>Impact of risk? (Circle one)</i> LOW / MEDIUM / HIGH  Notes:	

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**Potential Risk B:** \_\_\_\_\_

*Probability of risk occurring? (Circle one)*  
LOW / MEDIUM / HIGH

*Impact of risk? (Circle one)*  
LOW / MEDIUM / HIGH

*Notes:*

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## Worksheet 6: Action Planning Template

*This worksheet can be used as a template for action planning. It is recommended multiple action plans are developed if the proposed advocacy plan covers multiple issue areas.*

<b>ACTION PLAN:</b>	
<b>International, regional, or national standards or priorities</b>	
<b>Overarching objective</b>	
<b>Specific Goals</b>	
<b>High-Level Indicators</b>	

**GOAL 1: \_\_\_\_\_**

Action	Sub-actions	Primary target(s)	Potential Partner(s)	Measurable indicators	Timeline	Resources needed (technical input & funding)

**GOAL 2: \_\_\_\_\_**

Action	Sub-actions	Primary target(s)	Potential Partner(s)	Measurable indicators	Timeline	Resources needed (technical input & funding)



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