PLANNING RESEARCH FOR INFLUENCING

USE THIS DIAGRAM AS A GUIDE TO YOUR OPTIONS AND REVISIT IT AT DIFFERENT STAGES OF **PLANNING AND ACTION**

Informed by influencing aims and objectives (problem, context) and gender analysis

WHAT ARE WE TRYING TO INFLUENCE WITH EVIDENCE?

INFLUENCING OBJECTIVE AND POSSIBLE ROLES FOR RESEARCH

Change people's attitudes and beliefs, norms and behaviours:



- Identify and understand existing attitudes and
- Identify influences that support or limit behaviour
- Identify positive outliers that might lead to wider

Change, implement government and private sector policies and practices:



- Demonstrate the human/gender/environmental impacts of policies and practices from local people's experiences.
- Show why policy and practice alternatives are feasible and likely to work.
- Change behaviours that hinder policy implementation.

Set the policy agenda, change the terms of debate:



- Document the problem and human/ environmental impacts.
- Propose general principles; present a new angle on a familiar issue; make hidden and neglected issues visible.
- Present moral, legal, political, practical case for change.
- Demonstrate viable policy and practice alternatives.

Inform and strengthen civil society voice and strategies:

- Analyse context and trends.
- Assess what works/doesn't work for influencing.
- Provide learning from evidence and practice.



Informed by an initial power analysis and stakeholder mapping (including gender analysis)

(indicative lists)

AUDIENCES AND EVIDENCE THEY RESPOND TO BEST

Policymakers/politicians:

- Short;
- Timely solutions that resonate with public mood and policymakers' values and priorities;
- Compelling stories;
- Positive visions.



Civil servants:

WHO ARE WE TRYING TO INFLUENCE WITH EVIDENCE AND HOW?

- Objective, rigorous,



Corporate executives:

Communities (geographic, identity, interest):

- Generated with their research.

Activists, supporters, general public:

- Human face to the story;

- Clear impacts of policy.

Media:



FOCUS YOUR RESEARCH!

15T: WHAT'S ALREADY KNOWN?

Conduct a rapid literature review of what's out there.

2ND: WHAT NEW OR ADDITIONAL **RESEARCH IS NEEDED, IF ANY?**

What are the knowledge gaps and what do we need to add e.g in relation to what needs to change, who has the power to achieve it and/or how - at different scales?

3RD: WHAT QUESTION(S) ARE WE **TRYING TO ANSWER?**

Refine and specify the question further

- Who, what, when, where?
- Is it a single case study, or comparative across time or place?

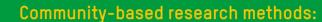
What sub-questions need to be answered to respond to the main question?

ANSWER THE RESEARCH QUESTION(S) AND ENGAGE TARGET AUDIENCES?

OPTIONS INCLUDE:

Macro policy research methods:

- Investigative/journalistic approach
- Document/data analysis
- Key informant interviews
- Modelling/projections/estimates



To collect qualitative data - semi-structured interviews, focus groups, participatory mapping, video, learning workshops

WHAT TYPE OR MIX OF RESEARCH

APPROACHES AND METHODS WILL BEST

To collect quantitative data - household and other surveys, participatory ranking, numbers

Consider gender and intersectionality fully



Record quotes, take photos!

Macro-micro linkages: human interest case studies and/or stories illustrating the broader issues/injustices, killer facts and graphics

DECIDE HOW TO DO IT

HOW CAN WE ENGAGE AUDIENCES WITH THE RESEARCH PROCESS AND FINDINGS TO MAXIMIZE RESEARCH INFLUENCE?

Refer again to your power analysis, research design and Communications: overall influencing strategy and think of ways to involve key audiences and influencers in the different stages of the research and influencing process:

- Develop relations with key audiences.
- · Plan the research together.
- Invite them to be a member of a steering or advisory group.
- · Involve in data collection team.
- Share and discuss draft findings in a safe space.
- · Ask them to comment on 1st draft report.
- Co-host a seminar on the topic.
- Discuss findings in a one-to-one meeting.

Are there important influencers whose cooperation is needed?

- Government ministries?
- Other national or local institutions?
- Key individuals at national or community level?

- **Decide how to frame the research,** e.g. how to appeal to
- Decide what research products will be most effective and user-friendly, e.g.
 - Written report with short executive summary or overview (with detail in annexes, separate documents or on web)
- 1-page policy/media brief(s) or well-placed blogs
- Video clips, photographs, cartoons?

Timing and messengers:

Regularly assess context and make the most of windows of opportunity; use influential people as messengers





- Using public campaigning;
- Engaging with the media.

This guideline has been prepared by the Oxfam Research Network for use by development practitioners and researchers, including Oxfam staff and partners. It was written by Martin To download the Research Guidelines from Oxfam Walsh, Ruth Mayne and Irene Guijt, with the help of Richard English and Duncan Green, and edited by Martin Walsh, Amy Moran and Helen Wishart. It was developed from an earlier visit www.oxfam.org.uk/researchguidelines Research for Advocacy diagram conceived and designed by Kate Raworth for Oxfam GB.



