

E1

Advocacy Cycle Stage 2

Research and analysis – Overview

Section E1 introduces Stage 2 of the Advocacy Cycle. It explains how successful advocacy depends on information that is accurate, reliable and sufficient. It considers the importance of gaining a deeper understanding of the advocacy issues identified in Stage 1 of the Advocacy Cycle, including the causes, effects and potential solutions, within the wider context. It also explores what types and sources of information need to be found and analysed, and how to assess them for their usefulness.

Section E1 presents tools that can be used in a training workshop setting or for desk-based research. For tools that are useful in field research, it is good to use a Participatory Rural Appraisal or Participatory Learning and Action manual.



Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.

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- What *sources* of information are available? 89
- How do we identify which policies and practices to research and analyse? 90



Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.

- TOOL 20: Information perceptions 92
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Training exercises

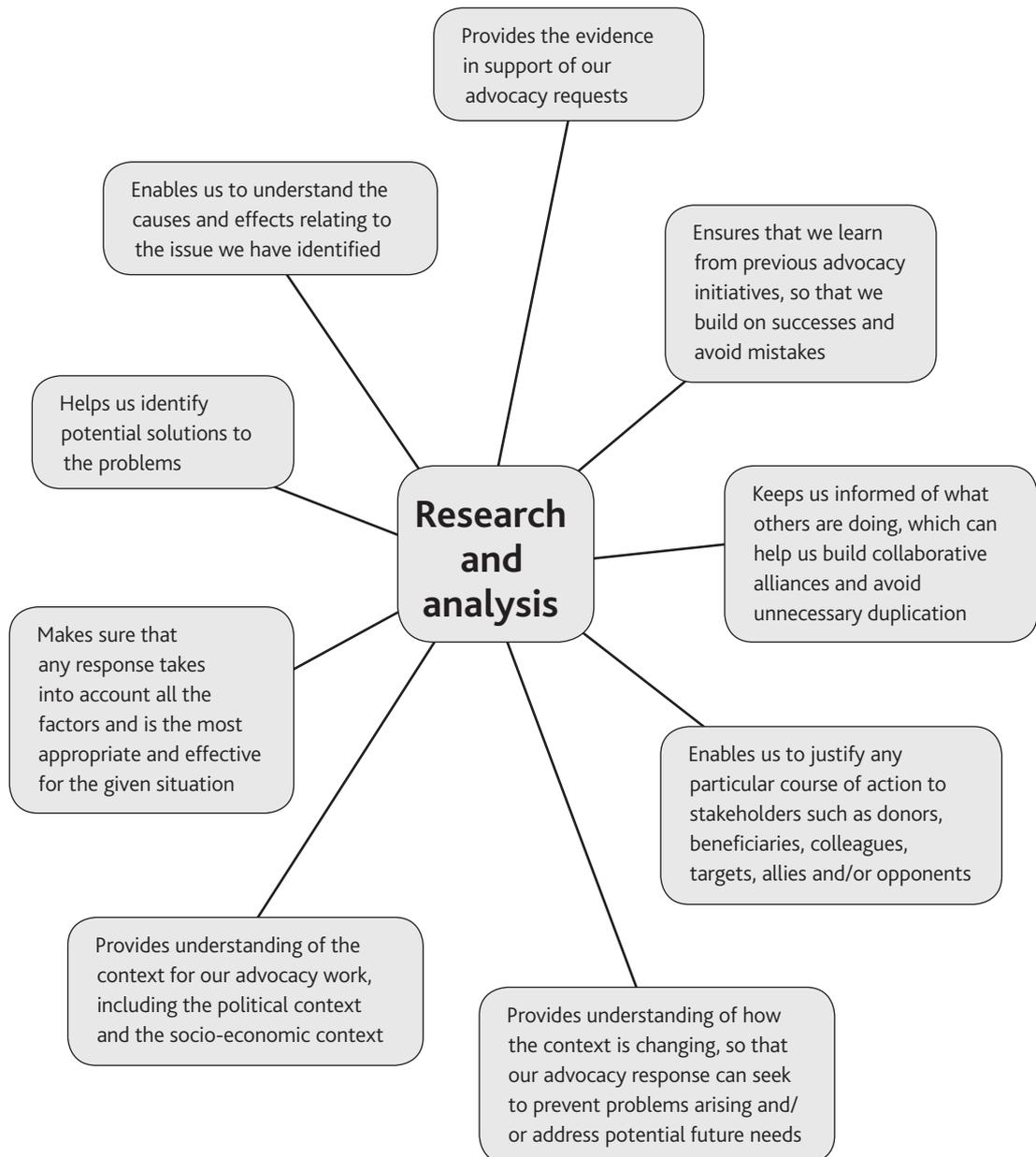
This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

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SECTION E1 **Facilitator's notes**
Why is it necessary to do research and analysis in advocacy?

All advocacy work needs to be based on accurate, reliable and sufficient information. In most instances, this information can only be obtained through research and analysis. This involves gathering, examining and scrutinising information. For successful advocacy, it needs to be timely, relevant and accessible to those we are trying to influence.

If we have good research and analysis, our advocacy will be based on a rational argument with evidence to back it up. If we have not done any research and analysis, or if our research and analysis has been inadequate, our advocacy will be at risk of failure. It is therefore vitally important to do research and analysis in advocacy.





How do we do research and analysis?

Research involves the focused collection of information and data, while analysis tries to understand what the data shows and to draw conclusions.

Depending on the issue, we may need to do primary research and/or secondary research before we do our analysis. For many organisations, their role is not to do research themselves, but to use authoritative research produced by others (including the United Nations, universities, think tanks and other NGOs) and to bring the experience of grassroots communities into the discussions about the issue.



■ Primary research

Primary research comes from original sources. It is first-hand information obtained directly from those involved and affected.

If we decide to do primary research, we have to identify who to interview or survey, what we are going to ask them, and how. For example, we may decide to interview or survey a cross-section of the population, or to approach everyone in one particular area.

The combination of people we approach should be broad and representative of the whole population, taking into account gender, age, household situation and other key characteristics, so that accurate conclusions can be drawn. We should not rely on the viewpoint of a single person or an exclusive group of people.

CASE STUDY

CENTRAL ASIA

After receiving advocacy training from a Tearfund partner in Central Asia, one community leader decided to conduct some research with a cross-section of community members by consulting them about the community's priority needs, and the causes and effects of those needs. She also talked with them about possible solutions to their needs and then established connections with the local authority in the area, with and on behalf of the community.

As a result of the research findings, a joint advocacy campaign was launched, asking for provision of roads to two inaccessible locations where the poorest and most vulnerable people in the community were based. The campaign argued that the roads would open up the locations to trade and increase their standards of living because these were issues of concern that the research had highlighted.

Initially, the government officials were sceptical and threatening. They did not want to see the community empowered. However, the community leader mobilised people in the inaccessible locations to speak out, and they joined other community members at meetings asking for the roads to be built. The local authorities had no option but to listen, and passed the request up to the national ministry for roads and transport, which gave approval and budget to fund the work. The roads were then constructed.

■ Secondary research

Secondary research comes from sources that already exist. It is second-hand information that has been recorded. It is often called 'desk-based' research because it can be done using websites, books, reports, consultations, statistics or information collated by other researchers.

If we decide to do secondary research, we have to find trustworthy sources that are easy to use. For example, we may decide to read some key websites or research reports that we know are correct, credible and up to date. It is often helpful to ask other people for advice and recommendations of good sources. Once we are familiar with the issue, and with our sources, it becomes easier to keep up to date with any subsequent changes in information.

CASE STUDY

NIGER

Tearfund partner JEMED (Jeunesse en Mission Entraide et Développement – Youth With A Mission Mutual Aid and Development) is committed to Niger's many pastoralist communities. When the Niger parliament announced its intention to create a law that would impact the livelihoods of nomadic herders, JEMED decided to take action.

They knew that they would have to do some research to understand the provisions of the law and what it would mean if the law was passed. So, with Tearfund's help, they accessed free legal advice to help them with their research. This led them to discover that the consequences of the new law would be to severely restrict the land rights of nomadic communities. It also enabled them to identify ways to improve the drafting of the law.

Once they had this information, which the research had revealed, JEMED held community meetings to raise awareness among pastoralists about their land rights and about the government's responsibilities towards them. They also met with local and national government officials to explain the problems with the proposed law, and to make recommendations on how it could be improved.

Initially, their recommendations were accepted. However, later, the government threatened to pass the law without the recommendations being adopted. Again, JEMED spoke out and engaged in crucial dialogue. This time, they highlighted the need for pastoralist communities to be consulted, so that their needs and rights could be considered first-hand. A consultation followed, facilitated in part by JEMED, which led to the government stopping the law proceeding.

■ Analysis

Analysis involves taking the research we have gathered, asking questions about it, identifying patterns, themes and gaps – including loopholes – and collating it together into key findings and recommendations that can be disseminated. Analysis provides an in-depth understanding of our research.

Sometimes, it can be tempting to spend all our time collecting information, and researching and analysing it, without allowing any time to actually take action. So it is important that we get a balance between having enough information to enable us to act on it, and gathering so much information that we will never act on it!

CASE STUDY

SUDAN

A Tearfund report based on experience of working in Darfur, researched and analysed the environmental context there. Through systematically asking questions and identifying where there were common findings, they were able to work out the things that would most practically help the relief effort and reduce the chances of further environmental degradation there in the future.

The analysis recommended systematic environmental assessments, promotion of alternative energy and construction technologies, and improved resilience in the face of drought, in order to mitigate damage to the environment for future generations. As a result, the report's message was clear: more sustainable use of natural resources would help deal with poverty and also reduce the chances of further conflict in regions such as Darfur. The report received widespread coverage and had a substantial impact on the international community's response in Darfur, such that all agencies, whether UN or INGO, began competing to be seen as the most environmentally sustainable in their work.

Later, the UN work plan for Darfur went on to feature the environment as a key theme. The UN Under-Secretary-General – as a result of the in-country research – endorsed the call from humanitarian agencies for the Sudanese government and civil leaders to take action concerning the significant effect the conflict was having on the environment, particularly forest cover and water resources, through impacts such as massive displacement. Tearfund, as the author, was credited for promoting an integrated holistic approach, far broader than a traditional disaster response, as it addressed a range of complex issues including livelihoods, conflict, political instability and environmental sustainability.



What do we need information about?

Information should only be gathered if it is accurate, reliable, relevant and sufficient. It should lead us to a greater depth of knowledge and understanding of the issue. Wherever possible, we should try to use the technique of triangulation, which means that we use at least two different types or sources of information to verify our data.

It is good practice to gather information about the following, using the most appropriate tools:

- **Context**

What is the specific context for the identified problem? What is the wider situation in the country, in terms of socio-economic, cultural, economic, religious and environmental factors?
Use **TOOL 21: Contextual analysis**

- **Causes**

What are the causes of the problem? What factors are making it worse? Are they socio-economic, cultural, economic, religious, environmental or other factors?
Use **TOOL 18: Problem tree / solution tree**

- **Effects**

What are the effects of the problem? How is it affecting poor and vulnerable communities?
Use **TOOL 18: Problem tree / solution tree**

- **Role of government**

What is the role of government in the problem? What laws, policies and practices relate to the problem? What budget information is available in relation to the problem?
Use **TOOL 23: Policy and practice framework**

■ **Targets**

Who has the power and authority to bring about change? Are they willing and able to do something? How will we access them? Are they open to discussion? Do they agree they have responsibility for this area of policy?

Use **TOOL 25: Stakeholder mapping matrix** and **TOOL 26: Allies and opponents matrix** from Section E2.

■ **Solutions**

What do we think needs to be done to resolve the problem? What are we going to propose? Are our proposals realistic? How will we defend our position? Do we have a clear vision for change, and a clear plan for how change will come about?

Use **TOOL 18: Problem tree / solution tree**

■ **Stakeholders**

Who else is interested in the problem? If they are in favour of what we are asking, how can we work with them as allies? If they are undecided, how can we persuade them to help us? If they are opposed to what we are asking, how can we address their objections as opponents?

Use **TOOL 25: Stakeholder mapping matrix** and **TOOL 26: Allies and opponents matrix** from Section E2.

■ **Resources**

What resources might be available (including money, equipment, volunteers, supplies, building space, etc) to help us do our advocacy?

Use **TOOL 24: Resource identification framework**



What types of information are required?

Information is needed that will provide facts, figures, data, stories and evidence that can be used to research and analyse the situation. It is important to collate a mixture of quantitative information and qualitative information.

Using a variety of types of information can help to provide a balanced picture, verify facts, understand the latest developments, identify possible targets and allies, and understand the arguments of any opponents.

Different types of information might include:



It is important to think about how to use the different types of information. Some information may be considered to be more trustworthy and/or legitimate than other information. This can influence how effective we are in our advocacy work.

TOOL 20: Information perceptions explains how different types of information may be viewed by different decision-makers.



What sources of information are available?

There are many places where we can look, and many people we can ask, to help us find useful information for our advocacy. Some information will be easy to obtain, while other information may require effort to find it.

It is a good idea to distinguish between primary and secondary information sources.

■ Primary information sources

A primary information source is an original, first-hand information source. It provides us with information directly from the people affected by, impacted by or interested in the issue. It is information that we collect ourselves, systematically and accurately, using data collection tools such as interviews, questionnaires, observation or statistical analysis.

CASE STUDY

DEMOCRATIC REPUBLIC OF CONGO (DRC)

In Goma, DRC, there used to be no official waste management system and large piles of rubbish were commonplace throughout the town. Joel Tembo Vwira, a local resident supported by the Tearfund Inspired Individuals initiative, decided to research whether Goma's inhabitants would be willing and able to pay for an organised waste management system, and also what the local authorities' legal responsibility was for rubbish collection. Using local students to conduct the research, Joel found that the majority of households, businesses and NGOs would be prepared to pay for a professional service. He also discovered that the local authorities were responsible for the general cleanliness of the town.

With the results of the research, Joel lobbied Goma's council officials and the provincial environment minister. He provided evidence that waste management was a huge problem, he reminded them of their legal obligations, and he asked them to provide an organised waste management system. As a result, the city authorities provided a place, 15km outside Goma, where recycling could take place. Joel worked with the authorities, the landowners and a private business to provide Goma with a professional service that collects, sorts and recycles the rubbish from thousands of residents. Due to better management of waste at household level and reduced rubbish tips in the town, there have been positive health impacts and people who use the service have commented that there are fewer mosquitoes.

■ Secondary information sources

A secondary information source is a second-hand information source. It provides us with information that already exists or that has been collated by someone else. Potential sources of secondary research include:

- **THE INTERNET** – a wealth of information if we know how to search, and where to look
- **LIBRARIES** – a librarian may be able to help us locate what we need
- **UNIVERSITIES** – we may be able to benefit from academic research, seminars and libraries connected to universities
- **GOVERNMENT DEPARTMENTS** (local, national and statistical offices) – sources of information on policies and statistics

- **NGOS AND RESEARCH INSTITUTIONS** – often produce research documents and provide information
- **DONORS AND INTERNATIONAL INSTITUTIONS** – provide detailed analysis, often over many years
- **THE MEDIA** (newspapers, magazines, radio, television) – good for stories and quotes.

CASE STUDY

NEPAL

Nepal has a national planning law that is meant to be inclusive, allowing local communities to contribute to local and district plans and budgets. While central government is still able to develop its own priorities, the law provides a mechanism to empower local communities to assert their own priorities and have their concerns formally heard. Unfortunately, commitment to this process has been low. Many communities are not even aware of this opportunity and decisions are often made by a small self-selected group of politically influential men.

One Tearfund partner, United Mission to Nepal (UMN), heard about the law and realised that it related to the work they were doing with local communities around issues of good governance. As a result, they did some research about the law, using the internet, contacting government departments and asking other agencies what they knew about it. This helped them understand why commitment to the law was weak, and enabled them to think of ways to ensure its implementation.

They also decided to raise awareness about the law, in order to facilitate community input into the local planning process and to improve local government transparency and accountability. They did this through community meetings involving community members and leaders, representatives from political parties and the media, as well as through training workshops.

After learning about their right to participate in local planning, communities were supported to develop proposals which reflected community needs and priorities and to present them in accordance with the law. These participatory meetings ensured that all voices were heard and that the proposals selected truly represented the community's concerns. They also led to the community members, newly empowered, continuing the process themselves after the support had finished.



How do we identify which policies and practices to research and analyse?

Research and analysis must always involve an assessment of the laws, policies and practices that relate to the issue identified. It should also consider the role played by the national government, overseas governments and international institutions (such as the International Monetary Fund, the World Bank and the United Nations) in addressing this issue.

In most countries, governments have policies on a variety of areas that impact the lives of people who are poor, vulnerable and marginalised, including commitments to:

- provide basic services, such as water, sanitation, education and health care
- establish commitments for collection of taxes and expenditure of public finances
- set out relief and development priorities
- oversee the regulation of medicines and combating disease
- protect the environment

- promote human rights and other principles of equality and equity
- regulate access to credit and controlling inflation.

CASE STUDY

BOLIVIA

In Bolivia, one Tearfund partner, SETESUR, works with the Quechua people, some of the most vulnerable and marginalised people in the country. SETESUR wanted to empower them and, when they did some research, found out that the national government had devolved powers to municipal authorities through a decentralisation policy. This transferred central funds to all the country's municipal authorities to spend on public services, with each municipal authority setting its own budget for allocating the spending. When SETESUR researched and analysed the decentralisation policy, they discovered that it encouraged communities to participate in the municipal authorities' budget-setting, so they mobilised members of the Quechua communities to get involved. When they did so, they were able to influence the municipal authorities to prioritise budget spending in favour of service provision for communities living in poverty.

Government policies may be formal strategies, official action plans, statements of intent or draft proposals. Only some of these will go on to become official legislation. It is generally only possible to access such policy documents if a government operates in an open and transparent way. If it does not, you may need to take one of the following approaches:

Where we know that the policy documents exist:

- Submit formal written requests to the government departments asking for access to the policy documents. Be sure to keep a record of all correspondence.
- Speak to other agencies and organisations to find out if they have copies of the policy documents or if they know of anyone who does.
- Approach the media and ask them to report about the difficulties faced in accessing policy documents.
- Talk to key people in the relevant government departments, or outside the government, to see if they have copies of the policy documents or if they know anyone who does, or if they could put pressure on someone else to release access to them.

Where the policy documents are incomplete or unreliable:

- Supplement the policy documents with information from other sources, such as universities, civil society organisations or international bodies.
- Interview officials in the relevant government departments to clarify what is incomplete or missing or does not match another reliable source.
- Ask an expert, such as a statistician, to assess which aspects of the data can or cannot be used.

Where the policy documents do not exist:

- Gather information about the issue directly.
- Use existing information sources to extract the information needed.
- Ask the government to begin recording the information needed.

For an overview of the different types of policies that relate to poverty issues, see **TOOL 23: Policy and practice framework**.



TOOL 20

Information perceptions

Information is rarely without bias in what it says, and how it says it. It is important to understand who or what is behind different types of information, why it has been produced, and how and why it has reached its conclusions. It would be easy to accept every piece of information at face value, but it is important that we analyse each piece and decide whether it is reliable.

This tool sets out some of the most common perceptions, in favour of and against different *types* of information. (Similar findings apply to different sources of information.) It enables us to see what may not always be obvious.

SAMPLE

Type of information	Factors in favour – as seen by others	Factors against – as seen by others
Government reports	Good research Access to good information Good to use if lobbying government	Biased towards ruling party or particular existing policy Not very self-critical
Eyewitness accounts	Add legitimacy and new facts	Subjective and one-sided
Media articles	In public domain Easily accessible Widely read	Political bias May report only one side of story
Legal evidence	Reliable and trusted information	Can be difficult to understand
NGO reports	Independent evidence On the side of poor people	Pushing a particular line (anti-government/business) Amateur
Trade union materials	Representative of members Personal evidence, first-hand testimony	Political bias Antagonistic
Documents from international institutions	Accurate, reliable and comprehensive information	Biased towards own institutional position, such as trade liberalisation
Academic research papers	Independent Thorough	Can be difficult to understand and highly specialised



TOOL 21

Contextual analysis

This tool provides a method of analysing the environment, internal and external, in which an organisation or community is operating. It provides information that is an essential prerequisite for strategic planning. It is useful to advocates because it considers all the facts, positive and negative, which may impact an advocacy initiative.

- Economics** What is the level of poverty? What is the cost of basic commodities? Who is excluded from economic activity? What is the level of national debt? Who has economic power?
- Basic needs** What percentage of the population has access to basic services such as health care, water, sanitation, education and housing?
- Spiritual** Which different religions are practised? Is there conflict or cooperation between religious groups?
- Social** How common are single-parent or child-headed households? Who has power in the family? What is the rate of family breakdown? What is the status of women in society? Who are the most vulnerable in society? How are they treated?
- Ethnicity** What are the main ethnic groups? How do they relate to each other?
- Health** What is the prevalence of malaria, TB and other preventable diseases? What is the prevalence of HIV? What is the rate of infant/maternal mortality?
- Education** What percentage of people go to primary/secondary school? Why do people not go to school? What level of education do girls reach? What is the economic and social status of teachers?
- Employment** What are the main types of employment? What is the level of unemployment? Who provides most jobs, and what control does this give them? Do trade unions exist, and are they recognised by the government?
- Environment** What percentage of the population has access to good sanitation and clean water supplies? What are the main environmental threats? What protection has been ensured against these? How much land is suitable for agriculture? How many people live in a state of food insecurity? To what extent is climate change impacting lives and livelihoods?
- Politics** Who has power in society? Who makes the decisions? What type of political system is there? Are elections free and fair? Are any Christians involved in politics? What concern is there for people living in poverty? What participation in politics is there by those living in poverty?
- Security/peace** What mechanisms exist for peace? Who is involved? What is the role of the church? Can the police be trusted? If there has been a war, or if there is one going on at the moment, how has this affected the country?
- Urban/rural** What are the differing situations of rural and urban populations? What is the level of migration? Do slums exist, and what are their conditions like?
- Human rights** Is there an independent and unbiased legal system? Is there freedom of movement, religion and expression? Is there a free media, outside the control of the government?



TOOL 22

Capability, accountability and responsiveness (CAR) framework⁵

This is an analytical tool that allows assessment of three specific dimensions of governance that lead towards state capability, accountability and responsiveness. It is useful when the issue that has been identified relates to government service provision in a specific sector, such as water, sanitation, road construction, shelter, education or health care. It is designed for use over time because it works by monitoring a government's performance, but it can also be used in a training workshop to provide a taster for longer-term use.

The component parts are:

- **CAPABILITY** – The ability and authority of leaders, governments and public organisations to get things done
- **ACCOUNTABILITY** – The ability of citizens to hold leaders, governments and public organisations to account
- **RESPONSIVENESS** – How leaders, governments and public organisations actually behave in responding to the needs and rights of citizens

	The key questions to consider	Answers
CAPABILITY	What international commitments has the government made on the issue?	
	Does the government have a national policy and implementation strategy for the issue?	
	Is the issue included in other government strategy documents?	
	What targets has your government set for the issue, and what progress is it making in achieving them?	
	How adequate are the systems for recording and monitoring the issue, and to what extent is data accurate and publicly available?	
	Which government ministries, departments and businesses are involved in the issue at national and local levels, and how are responsibilities divided between them? Which is the lead ministry for the issue?	
	Is there a sector coordination mechanism for the issue?	
	What role do other sectors play in relation to the issue?	
	Does the government have adequate human resources available to address the issue?	
	Is a decentralisation agenda being pursued and, if so, how is it impacting the issue?	
	How much of the government's overall budget is allocated to the issue? How has this changed over time?	
	Where is most of this money channelled? Are projects targeted towards people living in poverty?	
	Who else is addressing the issue, in addition to the government? What is the relationship between them and the government as far as the issue is concerned?	

TOOL 22 continues on next page

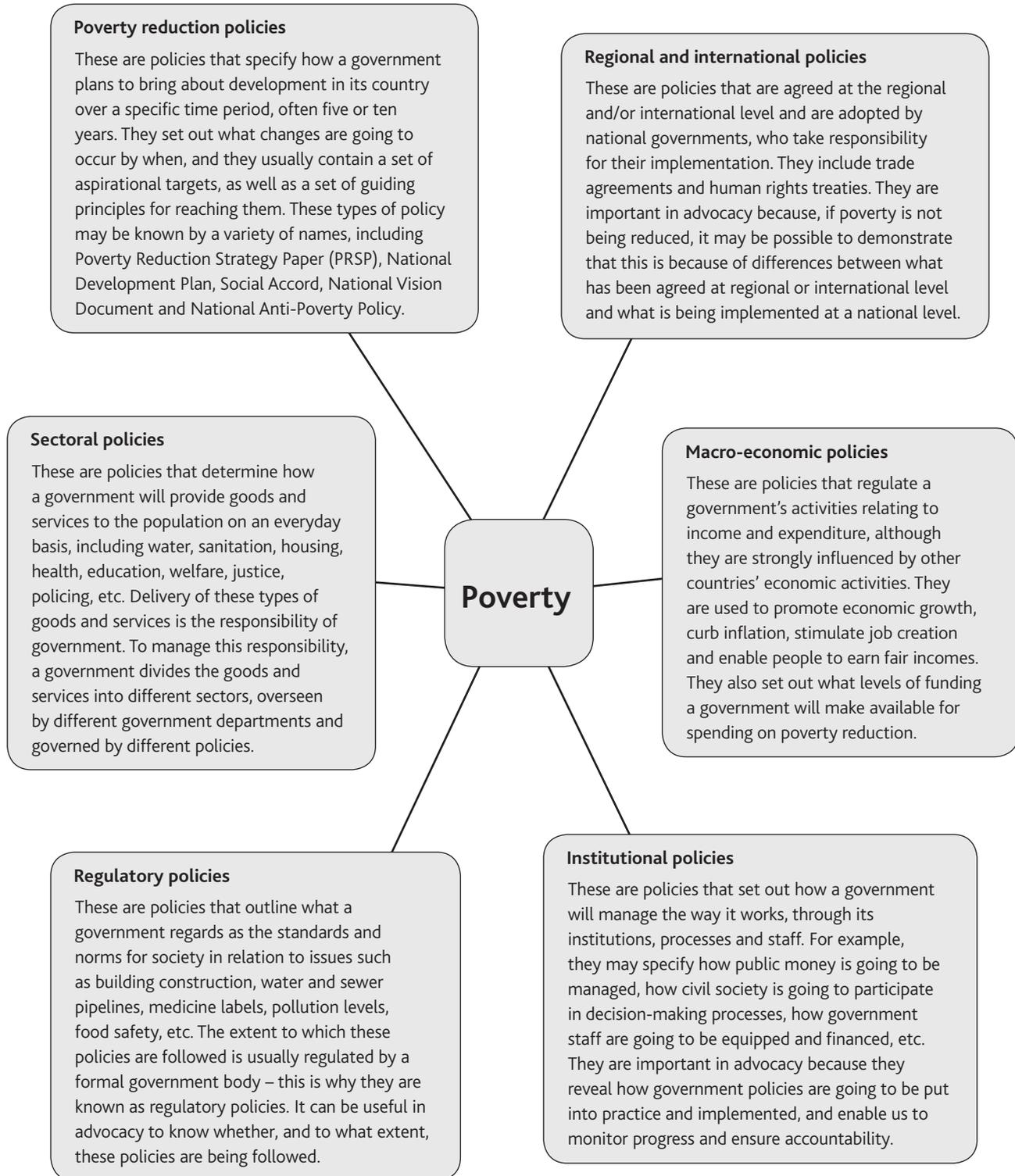
	The key questions to consider	Answers
ACCOUNTABILITY	Does civil society have freedom of information and association?	
	Is civil society able to participate in planning, budgeting, monitoring and evaluating government performance in relation to the issue?	
	How useful is the media in achieving government accountability?	
	Are there mechanisms for complaints and redress in relation to the issue? If so, are they effective?	
	Has the government discussed the issue within the past year?	
	What information is available on citizens' entitlements in relation to the issue?	
	What mechanisms are in place to track financial flows relating to the issue?	
	Which, if any, other actors are undertaking activities to stimulate accountability in connection with the issue?	
RESPONSIVENESS	Does the government promote pro-poor policies in relation to the issue?	
	Is the government using an approach that increases demand from poor people for adequate and affordable government services?	
	What laws or regulations are in place to safeguard and regulate government service delivery?	
	How willing is the government to learn from others?	
	Are government policies on the issue gender-sensitive and child-sensitive?	
	Do government officials attend NGO events that relate to the issue?	
	Are any processes in place to try to tackle misallocation and diversion of resources intended for government services?	
	Is the government prioritising an anti-corruption agenda?	

⁵ The CAR analysis is a tool created by the UK Department for International Development (DFID) for use by its country offices, which Tearfund amended for use in the water, sanitation and hygiene (WASH) sector, in partnership with DFID. To see an example of the guide for carrying out a CAR analysis in the WASH sector, go to: <http://tilz.tearfund.org/Research/Water+and+Sanitation+reports/Understanding+the+WASH+sector+2010.htm>



TOOL 23 Policy and practice framework⁶

Broadly speaking, there are six types of policies and practices that relate to poverty. It is important to research and analyse which ones are most applicable to any issue that is about poverty.



⁶ Adapted from 'Policies that may impact on poverty' on pages 16 and 17 of *Monitoring Government Policies*, a toolkit by CAFOD, Christian Aid and Trocaire: www.cafod.org.uk/Media/Files/Resources/Policy/Monitoring-government-policy



TOOL 24

Resource identification framework

As with all relief and development work, it is important to consider what resources are available to us before commencing an advocacy initiative and also to keep assessing and allocating resources throughout its duration.

	The key questions to consider	Answers
Funding 	How much money will be needed to implement the advocacy initiative?	
	Is this a realistic budget, based on actual costs and quotes?	
	What sources of funding are available? Is there going to be enough to cover the budget?	
	Are there likely to be any cash flow problems or difficulties in getting authorisation?	
People 	Who will be available to work on the advocacy initiative?	
	Do they have the required skills, experience and aptitude?	
	If not, can they be trained?	
	Do we need to bring on board any other people, for example people with specialist expertise relating to the issue?	
Relationships 	What relationships do we have?	
	What contacts do our staff, volunteers, partners and supporters have that we might be able to use, for example with other peer agencies concerned about the issue?	
	What relationships do we have with decision-makers, and how can we build and develop them?	
	Do we know people who could help us practically, for example with media publicity?	

TOOL 24 continues on next page

	The key questions to consider	Answers
Knowledge 	What knowledge and information do we have between us?	
	What evidence do we need to support our advocacy work and, if we do not have enough, how will we acquire it?	
	What research and analysis have we been able to do, and is it sufficient and robust?	
Reputation 	What reputation do we have with communities, partners, decision-makers, supporters, donors, the general public and the media?	
	Are we well known?	
	Do we need to work with other organisations that are better known? What tactics can we use to develop good will?	
Time 	How much time will be needed to implement the advocacy initiative?	
	Do we have enough time?	
	Are there particular deadlines that we will have to meet?	
	Are there external opportunities and events that we can use, such as local elections, anniversaries, government planning cycles or international summits?	

SECTION E1 Training exercises



EXERCISE 24 Assessing information for bias and usefulness

Aim	To understand the bias behind different sources and types of information, and to understand how this impacts the usefulness of the information
TYPE	This exercise works well in large or small groups, but could be done by individuals working on their own
METHODS	Information analysis, individual reflection, small group discussion, plenary feedback
MATERIAL	Pieces of information with a range of bias (Version 1), optical illusion (Version 2)
HANDOUT	TOOL 20: Information perceptions
ADVANCE PREPARATION (VERSION 1)	<ol style="list-style-type: none"> 1. Find a varied range of articles, reports and opinion pieces (pieces of information) from magazines, newspapers and the internet. 2. Cut out, or print out, those that show different types of bias.
STEPS (VERSION 1) – ON THE DAY	<ol style="list-style-type: none"> 1. Give each participant at least one of the pieces of information. They do not all need to have the same selection. 2. Ask participants to work together to put the pieces of information in order of usefulness. (They may first have to define and agree what is or is not useful!) 3. Ask them why they have placed the information in this order. 4. Present the following list of questions, and ask the participants to consider whether they would like to change the order they have chosen in light of their responses to the questions: <ul style="list-style-type: none"> • <i>Values:</i> What values lie behind the source of each piece of information? Do you agree with them? • <i>Purpose:</i> Why has this piece of information been produced? How does this affect its bias? How do you view it? Do you trust the source? • <i>Accuracy:</i> What facts are used in this piece of information? Are they supported by evidence? Are they represented fairly? Is the information up to date? Has anything been left out? • <i>Conclusions:</i> How have the conclusions been reached in this article? Are they based on evidence? Have any assumptions been made, explicit or implicit? Do you agree with them? Would you have reached different conclusions and, if so, why? • <i>Perception:</i> How will others view this piece of information, and why? • <i>Usefulness:</i> In what ways could you use the information? 5. Facilitate plenary discussion about the importance of assessing all information to establish whether it is trustworthy, using TOOL 20: Information perceptions, before relying on it in an advocacy initiative.
ADVANCE PREPARATION (VERSION 2) – IF TIME IS SHORT	Select a famous image of an optical illusion, such as the young woman/old woman picture.
STEPS (VERSION 2)	<ol style="list-style-type: none"> 1. Show the image to the group and ask them what they see.

- Facilitate a plenary discussion about perception and bias, using **TOOL 20: Information perceptions**, about the importance of assessing all perspectives on information, before relying on it in advocacy work.



EXERCISE 25 Information gathering

Aim To understand the need to gather a wide variety of information for research and analysis, and to know where to find it and how to identify it

TYPE This exercise will work for people working on their own, in pairs or in small groups

METHODS Reflection, pairs work, small groups, brainstorming

MATERIAL Paper and pens

HANDOUTS **TOOL 20: Information perceptions**
TOOL 21: Contextual analysis
TOOL 22: Capability, accountability and responsiveness (CAR) framework

- STEPS**
- Divide people into pairs. Each pair needs to choose an advocacy issue, or work on one that has already been identified.
 - Give each pair some paper and pens, and ask them to draw a table with four columns, labelling each column as outlined below. Invite each pair to complete their table, using **TOOL 21: Contextual analysis** and/or **TOOL 22: Capability, accountability and responsiveness (CAR) framework**. (The choice will depend on time available, the issue chosen or identified, and any expressed participant preferences to try out one or both tools.)
 - Ask each pair to identify what they need to find out about, and to think through what type of information they need to gather and how to find it.
 - Facilitate a discussion with the whole group. Gather good suggestions in a central place where everyone can see them, for example writing them on flipchart paper on the wall.

SAMPLE

Contextual issue	Type of information	Source of information	Findings
Economics	Statistics	Government statistics	80% of people live below the poverty line. National debt is 50% GDP.
	Reports	Peer agencies	
	PRSPs		
Basic needs	Surveys	Government surveys	1 in every 4 people does not have access to clean water.
	Census	Internet	
	Human rights reports		
Social	Poverty indicators	University libraries	Child-headed households are increasing year on year. Society is patriarchal.
	Academic reports	Internet	
Politics	Election results	Human rights agencies	Democracy is weak. Elections are not free and fair. Civil society participation is limited.
	Constitution	Government	
		Internet	
Etc ...			

**EXERCISE 26 Policy and practice analysis**

Aim To help identify which policies and practices relate to advocacy issues about poverty

TYPE This exercise will work for people working on their own, in pairs, or in small groups

METHODS Reflection, pairs work, small groups, brainstorming

HANDOUT TOOL 23: Policy and practice framework

- STEPS**
1. Divide people into pairs and ask them to select an advocacy issue per pair.
 2. Using TOOL 23: Policy and practice framework, ask each pair to identify which policies and practices relate to the issue that they are concerned about. Alternatively, if they do not know which policies and practices exist that relate to their advocacy work, ask them to identify how they would find out.
 3. Ask them also to consider how they might be able to locate and obtain a copy of the policies and practices identified, and how they might be able to use it in advocacy around their chosen issue.
 4. Ask them to consider how their identified policies and practices relate to the different levels where advocacy takes place. (Refer to TOOL 3: Advocacy pyramid, if helpful.) For example, if the issue is disability, the national government may have signed the UN Convention on the Rights of Persons with Disabilities, but the advocacy may be taking place at local level, so it would be a good idea to work out whether there is national legislation to implement the UN Convention in the country, and whether that national legislation includes provisions for outworking at the local level.
 5. Facilitate a plenary discussion about how best to identify policies and practices, and identify key points.

**EXERCISE 27 Resource analysis**

Aim To recognise what resources you have available to support your advocacy initiative, and analyse what resources need to be mobilised

TYPE Group or individual work

METHODS Individual reflection, small group discussion, plenary discussion.

HANDOUT TOOL 24: Resource identification framework

- STEPS**
1. Ask people to work in small groups of up to six, using an example from their own context(s) or experience, or a scenario given by the facilitator.
 2. Hand out copies of TOOL 24: Resource identification framework to each participant, pointing out the six sections of the tool (Funding, People, Relationships, Knowledge, Reputation, Time).
 3. Ask each group to divide up the sections of the tool, so that everyone has one section each. (If there are fewer than six people in a group, it is easiest to ask people to choose which section they want to work on and to leave out the extra ones.)

4. Individually, each person should reflect on the questions in the section of the tool that they have been allocated, and note their answers. If necessary, they can make assumptions about the information available to help them answer the questions. Encourage this work to be done in silence.
5. When everyone has had time to answer the questions for their allocated section, encourage the groups to come back together and to share their sections of the tool with each other.
6. If there is time, invite one or two of the groups to share reflections on using the tool. Which resources are going to be easy to identify and which ones are going to be difficult?
7. Explain the importance of resourcing advocacy, which means making sure we have enough funding, people, relationships, knowledge, reputation and time to go ahead with it. Use the Facilitator's notes to help.