

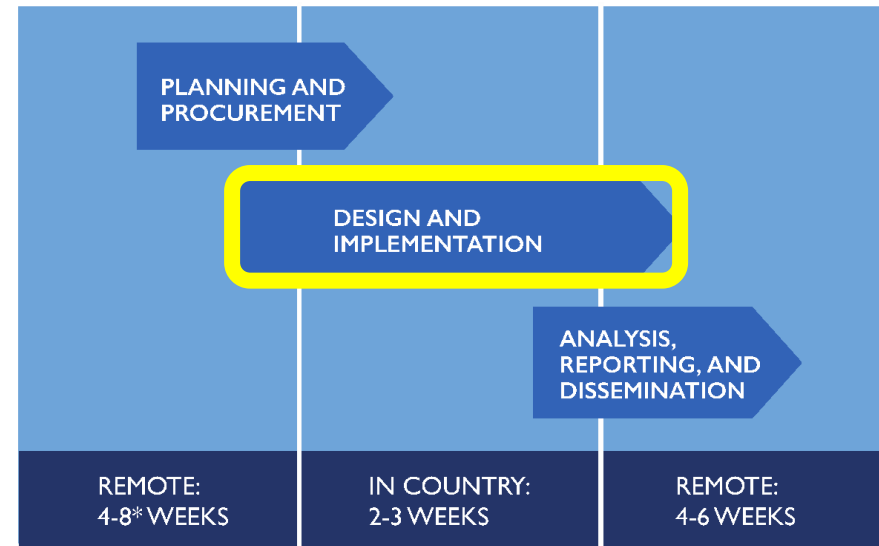
PRIMARY DATA COLLECTION: Planning and Implementation



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USAID
Dec 1, 2017

PHASE 2: DESIGN & IMPLEMENTATION

1. Select desk review research questions and undertake steps for IRB approval or exemption
1. Identify data sources, informants, and key stakeholders
1. Conduct the desk review
1. **Plan primary data collection**
2. Decide on and adapt questions for primary data collection
1. Decide on the school community sample for primary data collection
1. Prepare for fieldwork and collect primary data



OBJECTIVES

Objective: Learn how to plan for and collect primary data including:

- defining focus group and key informant interview protocols
 - training facilitators and enumerators
 - creating feedback loops
 - and adapting protocols as needed
- Learn to use **Tool 10 School Community Fieldwork**

TOOL 10

School
Community
Fieldwork Tool

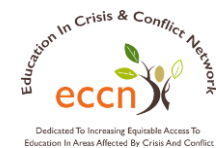
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TOOL 10

School Community Fieldwork Tool

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Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
All-1	Crosscutting (Pertaining to all risk categories – Possible additional questions)	Please tell me a bit about the main challenges faced by this community in terms of access to education and safer learning environments. We will have a chance to talk more about the main issues in detail, but for now I'd like to know: In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)? <i>[Opening question is designed to initiate conversation; issues will be probed in more depth later on, but allow people the opportunity to say what is immediately on their mind. Note what in particular they mention first or most prominently – is this the major issue that was emerging in other work? Note that the term risk does not have to be used—adapt as necessary to employ the most relevant, understandable terms.]</i>	<ul style="list-style-type: none"> a) Internal risks: SRGBV (includes sexual, physical, emotional abuse, corporal punishment, and bullying) and/or gang violence b) External risks: conflict and/or gang violence c) Environmental risks: natural disasters or health emergencies d) Trauma: related to any of the other risks e) General school climate
All-2	Crosscutting (Pertaining to all risk categories – Possible additional questions)	In your opinion, what is driving division and conflict in your community? What is the role of access to (or lack of access to) quality education in division and conflict? Discuss in more detail the issues that are involved.	<ul style="list-style-type: none"> a) Inequality/injustice b) Ideology c) Territorial ambition d) Natural resources e) Other



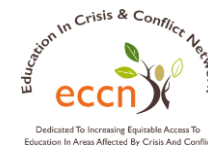
DATA COLLECTION: Key Steps



- Select questions (Tool 10)
- Adapt and contextualize questions
- Train field team
- Pilot questions and protocol
- Develop or modify database
- Conduct advance site planning and scheduling
- Collect data
- Debrief daily



SCHOOL COMMUNITY FIELDWORK TOOL: Discussion Questions



- Recommended discussion questions to be pursued in FGD and KIIs
- Organized by risk category
- Questions should be adapted to the local context

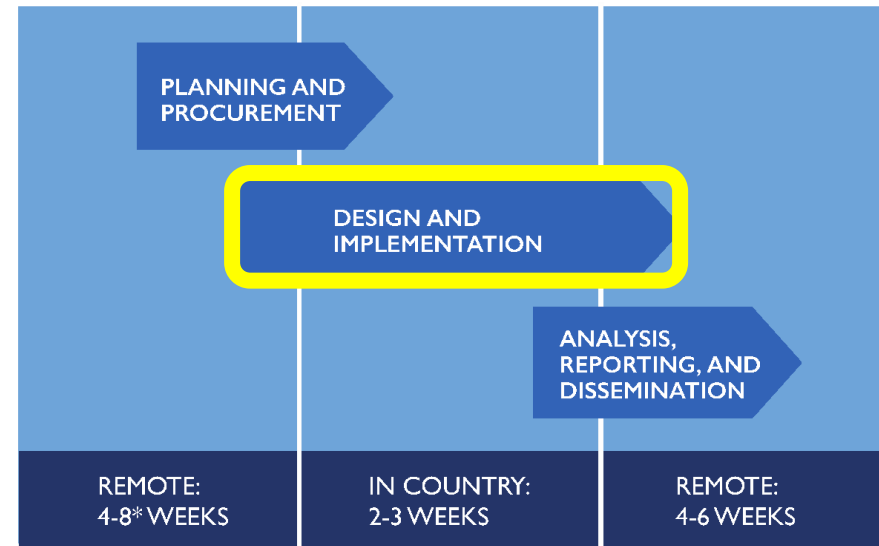
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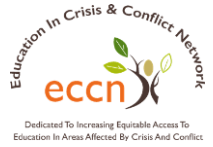
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SCHOOL COMMUNITY FIELDWORK TOOL



- Question selection should fit into your time limit and be informed by desk review.
- Question Risk Categories include:
 - **Internal risks** such as SRGBV, gang violence, school climate
 - **External risks** - gang violence, armed conflict, ideological attack, natural hazards, health epidemics, trauma
 - **Environmental risks** - natural hazards, health epidemics
 - **Cross-cutting risks** - mental/emotional trauma

ACTIVITY

1. In your groups, go to page 88 of the RERA Toolkit and familiarize yourselves with the risk categories and structure of Tool 10.
2. Using the risk categories you identified in the Desk Review session, and drawing upon the corresponding questions in the tool, **choose five questions for either KIIs or focus groups and write them on the flip chart.** (What are some sensitivities you would expect to encounter when discussing these risks with students? Teachers? Other stakeholders?)
3. Select a team docent.
4. Gallery walk!

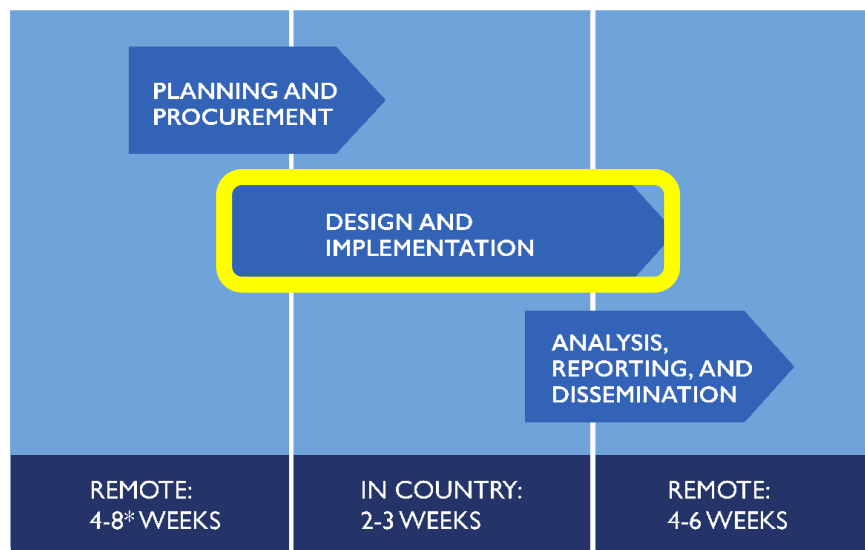
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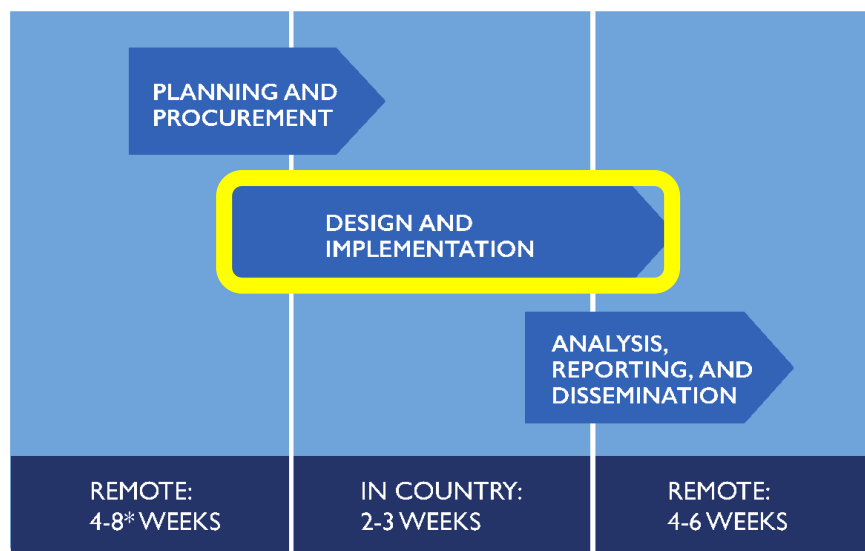
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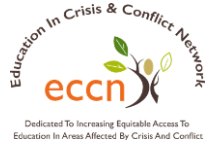
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PREPARING FOR DATA COLLECTION



- Defining data collection team:
 - Conflict sensitivity
 - Experience
 - Skillsets
- Ethical Considerations:
 - Informed consent

FIELD TEAM TRAINING

- One-day training provides:
 - Overview of the RERA purpose
 - Primary research questions
 - Methodology
 - Research ethics
 - Coding
 - Simulated focus groups and key informant interviews.
- Field Pilot
 - field team conducts interviews and/or focus groups with as similar a demographic as possible



SITE SELECTION

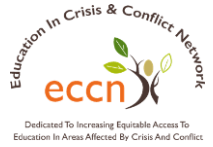
- Guided by secondary data (desk review) and consultations with key stakeholders
- Gaps in data
- High or low levels of risk or resilience (Tool 9)
- USAID programming and strategy relevance

TOOL 9
School Community
Review Scoring
Rubric

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PLANNING YOUR SITE VISIT



- Collaborative, advance site planning is vital!
 - In-person scouting visit
 - Foster a clear understanding of the RERA purpose
 - Consider including local government representatives
 - Identify referral pathways
 - Define safety and security protocols
 - Discuss informed consent and supervisory approval

PARTICIPANT TYPE





DATA COLLECTION METHODS



Key Informant Interviews (KIIs)

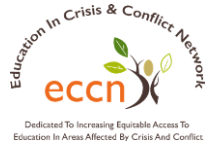
- One on one, in-depth
- Appropriate for experts or sensitive topics
- KIIs should be diverse and representative of different stakeholder groups

Focus Group Discussions (FGDs)

- Ideally groups of 6-8 people
- Structure should be sensitive to ethnic or gender concerns



TIPS FOR FACILITATORS



- Gender lens on questions
- Positive phrasing
- Focus group discussion (max time 100 mins)
 - Close-ended blind voting vs. open-ended questions
- Key Informant Interviews (max time 30 mins)

TIPS FOR NOTE-TAKERS

- Dedicated to note taking only!
- Record your data as soon as possible!
- **Reconvene with other note takers and RERA team members daily** to debrief, share observations, and revisit protocols



DAILY DEBRIEFS





CASE STUDY: South Sudan



- A practitioner's experience collecting data