



# QUIZ

## Individual competition

Welcome our esteemed panel of judges:  
Ashley & Jim

Prizes to the quickest and most correct, complete  
answer

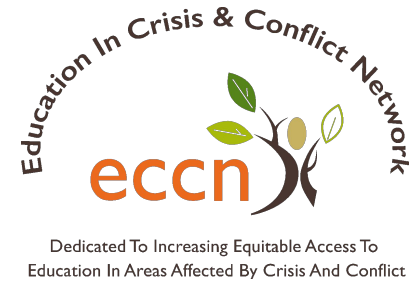
Once you have an answer, raise your hand. If we  
call on you, but you aren't totally ready, we move  
on.

## QUESTION 1

Name at least 4 different types of information that the RERA desk review tells you

## QUESTION 2

Name 3 ways that the RERA desk review shapes primary data collection



# PRIMARY DATA COLLECTION: Planning and Implementation



Anjuli Shivshanker  
Jim Rogan

Date: September 10, 2019

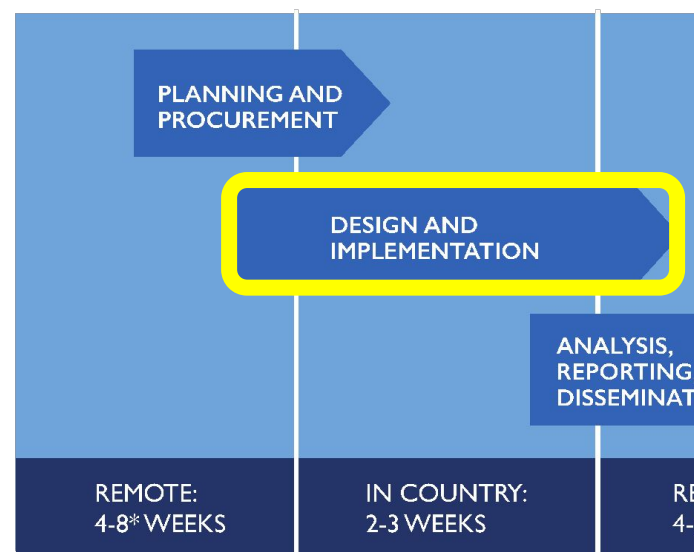
## OBJECTIVES

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

- using the desk review
  - ethics, do no harm, safety & security
  - hiring and training data collection staff
  - defining or adapting protocols
  - selecting the sample
- 
- Learn to use **Tool 10 School Community Fieldwork**

## PHASE 2: DESIGN & IMPLEMENTATION

1. Select desk review research questions; start ethics prep
2. Identify data sources
3. Conduct the desk review
4. Plan primary data collection
5. Decide on the school community sample
6. Decide on and adapt questions
7. Prepare for fieldwork and collect primary data

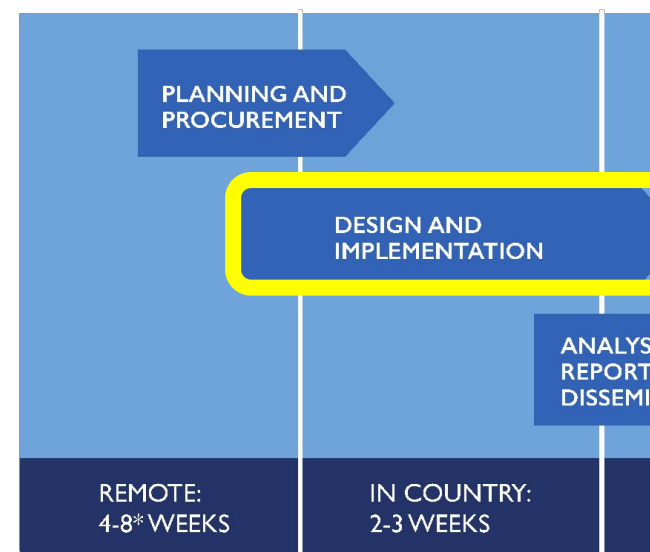


## DO NO HARM: Ethics, IRB, Safety & Security pg 19, 82, 109

- IRB - depends on the country & RERA specifics
- Formal approval from MoE - REQUIRED
- Informed consent - REQUIRED
- Data protection - REQUIRED
- Safety & security - REQUIRED
- Reporting back to participants - REQUIRED

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# SITE SELECTION



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## pg 73 & 108

- USAID programming and strategy relevance
- Data needs based on key decisions needed
- Desk Review (Tool 9)
- Gaps in data
- Feasibility for rapid assessment
- Equity

**TOOL 9**  
School Community  
Review Scoring  
Rubric

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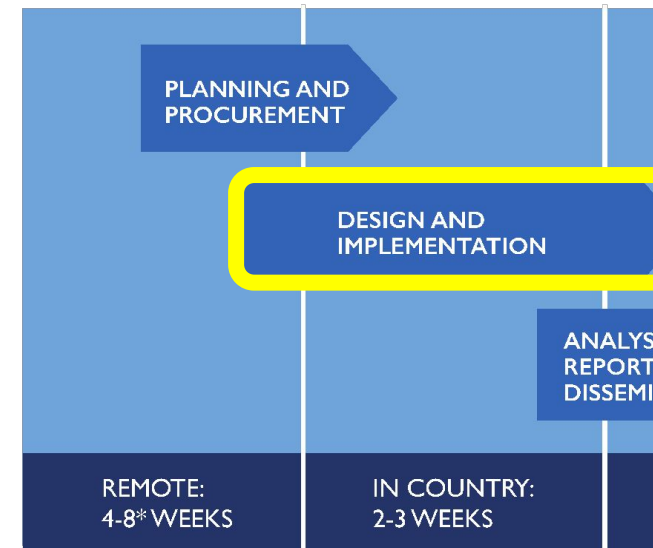
# PARTICIPANT SELECTION

pg 109



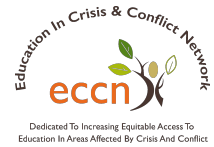
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# WHO, WHAT, HOW ACTIVITY



1. What you need:
  - Tool 10 (printed)
  - Resilience capacities (printed)
  - Desk review findings (from yesterday) that name key risks
  - Flip chart
  - Marker

# TOOL 10

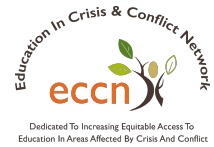
## School Community Fieldwork Tool

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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: <b>In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)?</b> <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"> <li>a) Internal risks: SRGBV (includes sexual, physical, emotional abuse, corporal punishment, and bullying) and/or gang violence</li> <li>b) External risks: conflict and/or gang violence</li> <li>c) Environmental risks: natural disasters or health emergencies</li> <li>d) Trauma: related to any of the other risks</li> <li>e) General school climate</li> </ul>
All-2	Crosscutting (Pertaining to all risk categories – Possible additional questions)	<b>In your opinion, what is driving division and conflict in your community?</b> 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"> <li>a) Inequality/injustice</li> <li>b) Ideology</li> <li>c) Territorial ambition</li> <li>d) Natural resources</li> <li>e) Other</li> </ul>



# WHO, WHAT, HOW ACTIVITY



1. What you need:
  - Tool 10 (printed)
  - Resilience capacities (printed)
  - Desk review findings (from yesterday) that name key risks
  - Flip chart
  - Marker



# WHO, WHAT, HOW ACTIVITY



1. Pick a country.
2. From tool 10, choose three to five questions that you think are relevant for your country.
3. **At least one** question should be focused on resilience.
4. **Adapt** these questions. **Write adapted questions on the flipchart paper.**

15 minutes





# WHO, WHAT, HOW ACTIVITY

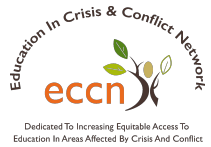


1. Brainstorm preliminary ideas on methods and who you want to serve as informants.
  - Conflict sensitivity
  - Triangulation & saturation

10 minutes



# WHO, WHAT, HOW ACTIVITY



Gallery walk to three other groups. (15 mins)

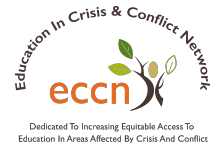
Discussion will focus on: (10 mins)

1. What part of this was most difficult? How could we address this challenge?
2. What's similar or different across the groups?



# DATA COLLECTION METHODS

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## Key Informant Interviews (KIIs)

- One on one or computer assisted, can be in-depth
- Appropriate for experts or sensitive topics
- KII data can triangulate each other if informants are diverse
- Capture individual experiences and opinions

## Focus Group Discussions (FGDs)

- Ideally groups of 6-8 people
- Structure should be sensitive to ethnic or gender concerns (but can be structured purposefully to capture disagreement or lack of consensus)
- Captures what a group thinks, how a group discusses something
- Reflects power dynamics

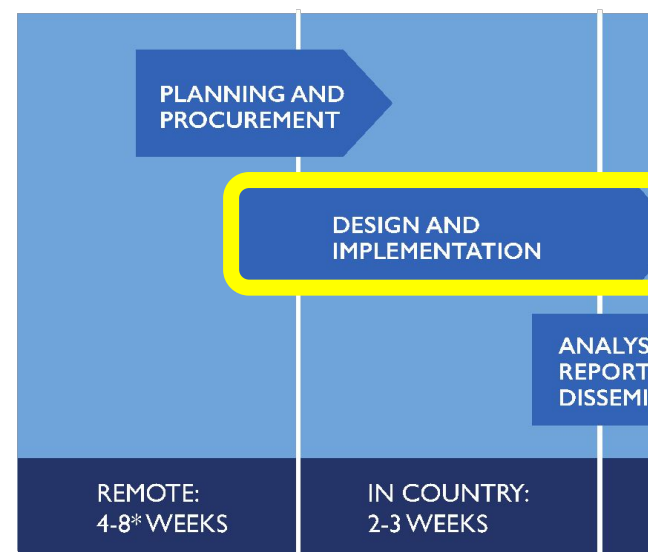
# DATA ENTRY, STORAGE, BACKUP

pg 110

- How & where will data be stored?
  - Cloud
  - On a laptop/computer/phone
  - On pieces of paper
- How & where will data be entered?
  - Paper and pen notes
  - Audio recording
  - photographs
  - Computer notes
  - Will data be entered coded or raw?
- How & where will data be backed up?

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# FIELD TEAM TRAINING

pg 83

- Training provides:
  - Overview of the RERA purpose
  - Primary research questions
  - Methodology
  - Research ethics
  - Data entry, storage, backup
  - Coding if needed
  - Simulated focus groups, observations, and key informant interviews.

TOOL 10

School  
Community  
Fieldwork Tool

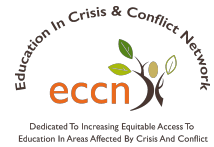
81





# FIELD PILOT

## pg 83



Conduct full day of data collection under as similar conditions as possible

Test connectivity with remote teams

Test back up plans and procedures

TOOL 10

School  
Community  
Fieldwork Tool

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# PRACTICAL DETAILS PRIOR TO PILOT TESTING



Translation & back translation

Collaborative selection of pilot testing  
site

Preliminary site supervisors

Field behavior expectations

Community entry

Proper permissions



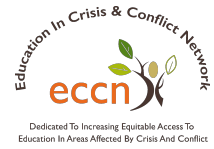
# PRACTICAL DETAILS PRIOR TO DATA COLLECTION



- Finalize team, sample and sampling plan
- Finalize + print all measures and data entry tools
- Per diem, transportation, and housing
- Field supervisor training
- Safety & security protocols
- Vehicles
- Community entry
- Proper permissions
- Data entry + storage + backup plans
- Connectivity or checking in while in the field



## TIPS FOR THE FIELD



- Be genuinely curious.
- Listen. Really listen.
- Don't judge.
- Don't be afraid of silence.
- Pay attention to non-verbal cues.
- Question to understand.
- Find patterns.
- Center equity. Who does this not represent?