Collective service

GUIDANCE NOTE FOR DELIVERING THE TRAINING PACKAGE: USING SOCIAL SCIENCE FOR EMERGENCY PREPAREDNESS & RESPONSE

BACKGROUND

The Collective Service (CS) seeks to reinforce capacity and local solutions to humanitarian emergencies through mentoring, technical support and resource sharing with local actors and national and subnational governments. People working in community engagement and/or communications related fields face several limitations to the effective integration of social science in health emergency interventions and policymaking. There are gaps in terms of knowledge and capacity to produce and use operational social science research in humanitarian and health emergency contexts. This training package and associated competency framework were developed to address these gaps by providing a set of modules with practical guidance to be adapted and used at the local level.

The training package and competency framework were informed by:
- A social science needs assessment conducted by the Collective Service in Eastern and Southern African Region (ESAR) from December 2020 to March 2021
- The UNICEF Social Science for Community Engagement (SS4CE) survey results with humanitarian partners conducted in February and March 2021
- Feedback from the WCAR social science coordinator providing technical country support
- Coordination with Integrated Outbreak Analytics (IOA) working group members
- Social science training implemented by the Collective Service in five countries in ESAR in 2021-2022
- Trainer of trainers (ToT) session conducted in partnership with IFRC to deliver a series of cascaded trainings – by Community Engagement and Accountability staff to National Society members – from June to July 2022

Development of this training package was led by Anthrologica for the Collective Service. The content was co-produced with partners from the Social Science in Humanitarian Action Platform (SSHAP), the Institute of Development Studies (IDS), Translators Without Borders (TWB), Médecins Sans Frontières (MSF), London School of Hygiene and Tropical Medicine (LSHTM), the Rapid Research Evaluation and Appraisal Lab (RREAL) at University College London (UCL), UNICEF's Social Science Analytics Cell (CASS), the Centers for Disease Control (CDC), Oxfam and READY at Johns Hopkins University (JHU).

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OBJECTIVES OF THE TRAINING

The training package has the following objectives:

1. To equip those working in community engagement and/or communications related fields with the knowledge to commission and/or design and implement operational social science research which can generate robust, rigorous and context-relevant socio-behavioural evidence.

2. To provide those working in community engagement and/or communications related fields with the capacity to access, assess and make sense of, evaluate, and synthesize existing socio-behavioural evidence relevant to work.

3. To strengthen the ability those working in community engagement and/or communications related fields to use socio-behavioural evidence to inform and adapt activities and other broader decision-making during humanitarian crises (e.g. for other response pillars, technical sectors).

WHO THE TRAINING IS FOR?

The training package was developed for implementation staff communicating, working with and engaging with communities in humanitarian and health emergency contexts.

These are response actors and stakeholders working in partnership with crisis-affected communities to support the prevention and reduction of public health risks and broader impacts of humanitarian crisis.

This includes individuals who design and implement community engagement and/or communications programming and who support the coordination of these responses (e.g. at the subnational communication pillar, the national-level community engagement pillar, etc.).

At the national and subnational level, this can include staff from government (e.g. Ministries of Health), UN agencies and non-government organizations (NGOs) that work in community engagement and/or communications programming. At the regional level, this includes humanitarian practitioners providing technical support to response teams in designing and implementing programmes and strategies.

Table 1 lists different possible potential training personas – including the 10 identified by the World Health Organization (WHO) in their Risk Communications and Community Engagement Competency Framework and Learning Needs Assessment report – as an example of the audience for this training.

Table 1: Potential training personas

Risk Communications and Community Engagement (RCCE) Officer	Regional Community Engagement Training Officer
Regional Community Engagement Coordinator	Community Mobilization Officer/Assistant
Sub-regional Community Engagement Coordination Team	Social Mobilization Officer/Assistant
RCCE Programme Manager	Community Health Worker Supervisor
Regional Infodemic Manager	M&E Officer/Assistant
Regional Media Relations Officer	WASH Officer
Communications Specialist	Gender Officer/Assistant
Community Engagement & Accountability Officer	Protection Officer/Assistant
Social and Behavioural Scientist Team	National/District-level Government Communication Focal Point

The basic requirements for participants to benefit from the training include:

Work experience: 2-3 years in the field of community engagement, community mobilization and/or development in humanitarian emergency responses.

Educational level: Completion of secondary-level education. Additional qualifications in a field related to sociology, anthropology, public health, development (and associated social science disciplines) an advantage.

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Familiarity with social science: The training package is suitable for staff with basic, intermediate or advanced knowledge of social science research approaches, methods and evidence. The sessions can be selected and combined according to level of existing expertise (see below).

Although the primary audience for the training package is field implementation staff, it would be possible to deliver shorter, tailored modules to senior managers (outside of this field) and for inter-agency RCCE/Community Engagement and Accountability (CEA)/Accountability to Affected Populations (AAP) Coordinators and donors to inform and advocate for use of social science evidence to inform decision-making.

OUTLINE OF THE PACKAGE

The training modules were developed to address **7** key competency domains for those working in community engagement and/or communications related fields (summarized in Table 2). Each module is made up of multiple sessions. Each individual session has a specific focus and learning outcome, which relates directly to the competency statement developed for each domain. Table 3 outlines the full training package with the anticipated time required for each module.

Table 2: Key social science competency areas

Key competency area
1. Social science in humanitarian action and health emergencies
2. Context analysis and behavioural drivers and barriers
3. Ethics in operational research
4. Implementation of social science research approaches
5. Evidence synthesis, interpretation and dissemination
6. Translating knowledge to action
7. Tracking the uptake of socio-behavioural evidence

Across the training package, the modules and sessions address **8** key questions in the social science – data to action – research process (see Figure 1 below).

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Figure 1: From data to action – Key questions in the social science research process

DATA TO ACTION:

Key questions in social science research

1. What information is needed?

2. Who needs this information?

3. Does this information already exist? Is there a related needs assessment or study?

4. Who can collect this information?

5. What methodology and tools should be used to collect and analyse this information?

6. How to ensure that this information goes back to communities? To inform community-level actions and decision-making of the broader response?

7. How to ensure that the information is used to make operational and/or strategic decisions?

8. How to track the information used to ensure that it effectively contributes to operational and strategic priorities?

Each session is intended to last between 80 and 170 minutes (although this will vary according to training needs and agendas) and is composed of real-time presentations, discussions, individual and group exercises and case examples. Each session includes a Facilitator Guide and Facilitator PowerPoint for facilitators to use to plan and deliver training. Some sessions contain additional handouts, 'dummy' data for participants to use for practical exercises (e.g. Module 4), and Jamboard templates for online collaboration (e.g. if training is delivered online). PowerPoint slides are intentionally simple so that facilitators can edit and adapt them to the context as necessary. For example, adaptations could involve inserting images and graphics that are relevant to the context, or inserting locally relevant examples to illustrate course content. Facilitators may also choose to use more or less words on each slide, depending on the facilitation approach and the learning style of the participants.

The content can be delivered either face-to-face or through online video conferencing software. All exercises and discussions give options for both formats.

If online, break-out rooms are suggested for some exercises, which is relevant to Zoom and Microsoft Teams. Some of the exercises suggest the use of polls, for which Mentimeter may be used. Slido is also an option for embedding interactive questions and quizzes into your online training agenda.

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A FLEXIBLE APPROACH TO THE TRAINING PROCESS

The training package is designed to take a 'pick and mix' approach, whereby teams can pull out specific topics to meet specific learning needs or create a more comprehensive training process.

Learning needs assessment:

Teams/practitioners are recommended to take a learning needs assessment to understand their knowledge gaps and inform which sessions they should prioritize. The Collective Service has developed an online learning needs assessment using Google Forms which can be used for this purpose. An offline version of this assessment can be found in Appendix A. Assessment questions are derived from the learning outcomes of each session of the training package.

Prior to selecting training sessions, facilitators ultimately need to carefully consider what knowledge, skills and attitudes (KSA) their trainees need to have for optimal job performance; and to assess these KSA's pre-training in order to select the most appropriate training sessions for their learners.

Core modules:

Most modules include a 'core session' (see Table 3), which must be included if any other session in that module is selected. For example, within the 'Social science in humanitarian action and health emergencies' Module, if Module 1.3 on advocacy is selected, then Module 1.1 also needs to be included.

Some sessions also require that participants have completed a previous session, e.g. 'Qualitative data analysis in operational social science research' requires the participant to have first completed 'Qualitative data collection methods'. These sessions are identified on the front page of each session's Facilitator Guide.

Basic, intermediate, advanced:

Sessions are labelled as either basic, intermediate or advanced according to how much familiarity with social science research approaches, methods and evidence is required for participants to benefit from the session. Note: Some of the content from the intermediate session could

be adapted to make it more suitable for participants requiring a basic session. Also, some of the content from the basic sessions may be useful for intermediate participants if they provide important information that later sessions build upon.

- Basic: Covers key concepts related to social science data collection, analysis and dissemination. Suitable for persons with minimal understanding of the topic area, and little or no relevant experience.

- Intermediate: Goes deeper into technical aspects of the relevant competency and topic area. Suitable for persons who would be able to give a basic overview of the topic area, and who have 2-3 years of relevant experience (e.g. related to a specific research

  project).

- Advanced: Provides detailed and complex insights into the relevant competency and topic area. Suitable for persons who are familiar with the topic area and have direct, relevant experience of 3 years or more (e.g. research experience across multiple projects, research sites, or with different organizations).

Icebreaker activities:
Facilitators may wish to begin their training with icebreaker activities, particularly if the participants are unfamiliar with one another, if an objective of the training is to foster team-building, and/or if training is

delivered in an online format. Liberating Structures has several ideas for these types of exercise which could accompany your training. Additional ideas for icebreaker activities are also available on other online sites.

> *Some training sessions 'flag' specific content that, when participants want to apply this in their practice, would require the input or guidance of a social science technical expert. The Collective HelpDesk – i.e. Social Science / Behavioural Insights Research thematic area – may also be consulted for additional assistance.*

Sample training agendas:
Example training processes for four different training 'personas' including: Community Engagement Officers (sub-national), Regional Community Engagement Coordinators,

Ministry-level Communications Focal Points, and IFRC Community Engagement and Accountability Officers can be found in Appendix B & C.

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WHO CAN DELIVER THIS TRAINING?

It is recommended that training be delivered by a minimum of two facilitators.

Facilitators should have a social science background (e.g. trained in sociology, anthropology, etc.), and robust experience in applying social science methods and approaches in humanitarian responses underpinned by strong experience in communicating and engaging with crisis-affected communities. Knowledge of the specific context the participants work in is extremely important. The facilitation team should preferably be from the country in which the training is being rolled out, and/or should have a robust understanding of the context and the specific humanitarian response operation (e.g. *who* is leading on *what*, *where* and *when*?).

FACILITATION SKILLS

- Advanced preparation
- Adapting materials to the needs of the group
- Clear communication
- Active listening
- Asking open-ended questions

- Timekeeping
- Establishing a psychologically safe environment
- Creating and maintaining focus
- Reflecting and summarizing

Many of the sessions require strong facilitation, and therefore the team's preparation should focus on the questions and discussions that need to be managed carefully, e.g. Session 3.1 on ethical principles and navigating approvals systems.

It is also recommended that at the conclusion of any training agenda, an action plan be developed to carry forward specific plans for research in order to directly apply and cement skills learned during the training. Training plans should, ideally, list at least 3 action points for operational research, with specific focal points and deadlines identified for each action. Where time allows, facilitators may also wish to intersperse training sessions with action plans – e.g. to deliver Session 4.1 and then make an action plan for participants to design a localised research agenda prior to scheduling Session 4.2.

HOW SHOULD THE SESSION CONTENT BE ADAPTED?

The content of the modules has been developed as generically as possible for a global audience. It is necessary for the content to be adapted to the specific context and type of emergency response, phase of the response and the intended trainees. The facilitation team, if including external facilitators, should work with local counterparts to critically review, adapt and contextualize the training material.

At minimum, what should be adapted:

- *Group/individual exercises:* including the location, organization and (where helpful) more relevant scenarios.
- *Case examples:* can be replaced with relevant examples from the trainees own context.
- *Sociocultural considerations:* where guidance given goes against local practices and norms (e.g. including men and women in focus group discussions together).
- *Delivery format:* considering the best approach to asking questions and conducting individual/group exercises (e.g. if the training is online versus offline).
- *PowerPoint slides:* these are intentionally basic for facilitators to be able to edit/format in the style that works best for them.

For specific questions on adapting the modules, contact the Collective HelpDesk. For an example of how the International Federation of Red Cross and Red Crescent Societies (IFRC) adapted training content for their audiences please refer to their Community Engagement portal for links to all training resources (including pre-recorded training sessions).

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TRANSLATION

The training should be delivered in whichever is the primary language of the participants. In this case all the training materials, presentation slides, questions etc. should be translated in advance.

In the case of a multilingual group, the speaker should favour the most dominant shared language. To achieve this, it may be necessary to survey participants first to find out their preferred spoken and written languages. Although one language may be used for the bulk of the training, key concepts should be translated into the primary languages of all participants (if necessary as supplementary sheets). If possible, discussion groups should be held in the favoured primary language of those in the discussion groups, even if feedback is given in the dominant delivery language of the whole training. This may mean arranging participants in discussion groups by language. Where several languages have to be catered for, pre-translate slides, questions for exercises, and all handouts in advance so that participants have the best opportunity to engage even if they are having to do so in a second language.

Note: The training content is currently available in English via the Collective Service. More languages are anticipated to be added in 2023 to include Portuguese, French, Spanish and Arabic.

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Table 3: Training modules and sessions

* Core session for module (i.e. in order to take other sessions in the module, you must first take this session)

Module	Session		Learning outcomes	Basic, Intermediate, Advanced
1. Social science in humanitarian action and health emergencies	1.1 – Introduction to social science: Definition, approaches and role in humanitarian action *	135 mins	• Understand why it is important to include social science as part of emergency response • Understand how social sciences can support the design, delivery, and continuous adjustment of community engagement and/or communication activities and wider response action	
	1.2 – Operational social science research in the humanitarian/emergency response cycle	80 mins	• Become familiar with the definition of operational social science and why it is important when evidence is needed urgently • Understand where the generation of quality operational social science research fits in the humanitarian/emergency response cycle	
	1.3 – Advocating for the inclusion of social science in emergency response activities that engage communities	90 mins	• Understand the importance of advocacy to increase the use of social science in community engagement and/or communication activities and wider emergency response • Know the key stakeholders to advocate with and how best to advocate among different groups • Consider the important steps to advocate for funding social science research	
2. Context analysis and behavioural drivers and barriers	2.1 – Understanding context, vulnerability and inequality in public health and humanitarian emergencies *	100 mins	• Understand the concept of 'vulnerability' and how vulnerable groups are differently affected during crises • Be familiar with how context, including the political economy and cultural and social norms, can influence vulnerability • Recognize the value of contextual knowledge to emergency response	
	2.2 – Understanding behaviour in humanitarian/emergency response: Models and theories	105 mins	• Become familiar with decision-making and behavioural theories/models, e.g. Behavioural Drivers Model	
	2.3 – Rapid strategies to understand the political, sociocultural and economic factors	90 mins	• Gain familiarity with additional social science tools (e.g. Rapid Remote Context Analysis Tool, Rapid Anthropological Assessment in the Field) that can be used and adapted to identify inequalities and vulnerabilities	

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	that increase vulnerability		• Be able to initiate a rapid context analysis to identify inequalities and vulnerable groups within a specific community • Gain familiarity with approaches to vulnerability assessment • Know how to conduct a power analysis
	2.4 – Understanding the importance of language in social science research	90 mins	• Become familiar with the basic language challenges in social science research • Understand the risks of conducting social science research which is not language-sensitive • Understand how social sciences can support community engagement and/or communications activities through language-sensitive research
3. Ethics in operational research	3.1 – Ethical principles and approvals for social science research in a humanitarian/emergency context*	100 mins	• Know the key ethical principles that guide social science research • Become familiar with the different ethical requirements and approval processes when doing operational social science research in a humanitarian context • Understand the importance of gaining community-level approvals
	3.2 – Promoting the meaningful translation and application of ethical principles	105 mins	• Know the common challenges of translating and applying ethical principles in practice, especially in humanitarian contexts • Know strategies of how to more successfully apply ethical principles to research activities that inform community engagement and /or communications activities
4. Implementation of social science research approaches	4.1 – Localized research: Designing operational social science research that is responsive to communities *	110 mins	• Know how to plan and design social science research that is responsive to communities • Understand the roles that affected communities should play in the different stages of social science research
	4.2 – Quantitative and qualitative approaches to generate data in operational social science research*	90 mins	• Know the difference between qualitative and quantitative data collection approaches to social science research • Know when to apply these different approaches, including to which types of research questions
	4.3 – Quantitative data collection methods: Rapid needs assessment (RNA) surveys, and knowledge, attitudes and practice/perceptions (KAP) surveys	100 mins	• Be familiar with different quantitative data collection survey methods used by social scientists and relevant to community engagement and/or communications activities • Understand the key steps for the use of Knowledge, Attitudes, and Practice/Perception (KAP) surveys

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	4.4 – Qualitative data collection methods: In-depth interviews, observations, and focus group discussions	140 mins	• Become familiar with the range of different qualitative data collection tools that can be useful to community engagement and/communications activities • Be able to apply certain qualitative data collection methods • Become familiar with different rapid qualitative methodologies	
	4.5 – Quantitative data analysis in operational social science research	120 mins	• Know how to analyse data collected with quantitative tools such as Knowledge, Attitudes and Practice/Perceptions (KAP) surveys using descriptive statistics • Know the different inferential statistics that might be helpful to apply to this type of data	
	4.6 – Qualitative data analysis in operational social science research	110 mins	• Understand the steps to analyse data collected with qualitative methods like interviews, observations and focus group discussions	
	4.7 – Mixing different methods to produce quality evidence to inform action	90 mins	• Understand the value of a mixed methods approach • Know different ways of conducting a mixed methods approach	
	4.8 –Triangulation of data: Why is it important and how does it work?	80 mins	• Know the importance of data triangulation • Understand the different steps of triangulating different forms and sources of data	
	4.9 – Community feedback mechanism: Design and data collection	150 mins	• Become familiar with community feedback data and its role in public health emergency responses • Be able to describe or set up a simple feedback system • Become familiar with methods to collect community feedback	
	4.10 – Community feedback mechanism: Consolidation and analysis	115 mins	• Become familiar with open and structured feedback data and how it is analyzed • Become familiar with methods to organise and analyse community feedback • Understand when feedback is of a critical or sensitive nature	
5. Evidence synthesis, interpretation and dissemination	5.1 – Evidence synthesis for social and behavioural data*	120 mins	• Be able to identify, access and assess evidence from different sources to inform strategies and decision making • Become familiar with the steps to effectively synthesize qualitative evidence • Understand the opportunities and challenges for synthesizing qualitative and quantitative evidence in an emergency context	

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	5.2 – How to transform social science data and evidence into actionable findings	105 mins	• Be able to design research that lays the foundation for actionable findings • Know how to draw out *what research findings actually mean* in a way that is helpful to community engagement and/or communications activities • Be able to transform data into useful knowledge and actionable recommendations
	5.3 – How to communicate and present research to different audiences	105 mins	• Become familiar with different products and channels for communicating social science evidence • Know how to understand and map different stakeholders, including intended users of the research findings and recommendations • Be able to create an effective communications plan
	5.4 – Feeding back to communities and using findings to support community-level solutions and actions	100 mins	• Understand the need to feed research findings back to communities and the many benefits of doing so • Be able to design research processes that incorporate a plan to share findings back to communities in a way that supports community-level solutions and actions and addresses power differentials
6. Translating knowledge to action	6.1 – Translating social science research into action *	120 mins	• Understand what it means to translate social science research into action • Understand the key challenges and opportunities to effectively translate knowledge to inform programming and/or policy • Become familiar with practical steps needed to translate evidence to inform action
	6.2 – Enabling environments for the uptake of social science evidence in emergency response	110 mins	• Be able to identify opportunities to create an enabling environment for uptake of social science findings within response pillars, technical clusters and sectors • Be able to identify opportunities to embed operational social science across different phases of a community-centred response • Understand what an enabling environment looks like at the community level to ensure that research can inform local action
7. Tracking the uptake of socio-behavioural evidence	7.1 – Tracking the use or 'application' of integrated operational social science outputs: Integrated outbreak	100 mins	• Understand the Integrated Outbreak Analytics approach and its application in emergency response • Know different methods for ensuring the use of evidence for decision-making

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	analytics and monitoring		• Learn what is needed to set up and manage a tool for monitoring the use of evidence	
	7.2 – Using community feedback to take action and "close the loop"	170 mins	• Become familiar with the uses and applications of complex feedback systems and how they can be used for course correction of response action • Become familiar with monitoring feedback systems and the concept of "closing the loop" • Learn how to use a community feedback action tracker and logbook to follow up on actions taken • Learn how to present feedback findings and make preliminary recommendations	

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APPENDIX A: COMPETENCY BASED LEARNING NEEDS ASSESSMENT

Competency: a blend of individual **knowledge**, **skills** and **attitudes** needed to complete a task, deliver an input, achieve an outcome or have an impact. See Transmissible 'What is competency?' short video for additional details on 3 pillars of competency.

The Collective Service has also developed an online version of this learning needs assessment.

Competency domain	Competency statement Currently, how far do you…understand, are familiar with, recognize, etc.?	Self-rating (Likert scale 1-5)				
		Very poor 1	Poor 2	Acceptable 4	Good 5	Very good 6
1. Social science in health emergency and humanitarian action	• Understand the value of social science as a necessary element to strengthen and improve community-centred approaches in health emergencies and humanitarian responses. KNOWLEDGE / ATTITUDE					
	• Understand the different types and approaches of operational social science research which are relevant for the effective design, delivery, and continuous adjustment of community engagement approaches and strategies. KNOWLEDGE					
	• Recognise existing (and emerging) communication/engagement coordination structures (global, regional, national) and position social science within them. KNOWLEDGE / SKILL					
	• Understand the need to advocate for and implement integrated initiatives to increase the availability and use of operational social science outputs in emergency preparedness and response. KNOWLEDGE / ATTITUDE					
2. Context analysis and barriers and enablers to behaviours	• Understand how social differences, and specifically inequalities along social and economic dimensions, can contribute to varying degrees of vulnerabilities to and during emergencies. KNOWLEDGE / SKILL					
	• Understand how to identify the drivers and barriers to the uptake of behaviours critical to the response to humanitarian action. KNOWLEDGE / SKILL					
	• Know about rapid strategies to establish and deepen understanding of social determinants, historical, political, socio-cultural, and economic context to mitigate					

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	vulnerabilities of specific population groups. KNOWLEDGE / SKILL					
	• Understand language challenges and risks of conducting social science research which is not language-sensitive, and recognise value of language-sensitive research to support community engagement and/or communications activities. KNOWLEDGE / SKILL / ATTITUDE					14
3. Ethics in operational social science	• Understand the importance of adhering to ethical standards when designing and implementing operational social science research and related data collection in humanitarian contexts. KNOWLEDGE / SKILL / ATTITUDE					
	• Understand how to design operational social science research protocols and informed consent forms to adhere to ethical standards, and how to engage Institutional Review Boards (IRB) boards for rapid ethical approval. KNOWLEDGE / SKILL / ATTITUDE					
	• Know how to translate and operationalise ethical standards in local contexts. KNOWLEDGE / SKILL / ATTITUDE					
	• Know how to apply ethical standards to collect data and report findings back to communities. KNOWLEDGE / SKILL / ATTITUDE					
4. Implementation of social science	• Plan and design operational social science research that is actionable, collaborative, draws on local expertise and gives voice to communities' knowledges, capacities, and needs. KNOWLEDGE / SKILL / ATTITUDE					
	• Distinguish between qualitative and quantitative approaches for collecting and analysing operational social science research. KNOWLEDGE					
	• Understand how to best sequence and integrate quantitative and qualitative approaches. KNOWLEDGE / SKILL					
	• Know how to evaluate the rigor of the approaches used, the data collected, and the analysis completed. KNOWLEDGE / SKILL					

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	• Know how to apply quantitative approaches to collect data in operational social science research. KNOWLEDGE / SKILL					
	• Know how to apply qualitative approaches to collect data in operational social science research. KNOWLEDGE / SKILL					
	• Understand how to analyse data collected with quantitative tools such as Rapid Needs Assessment (RNA) surveys, and Knowledge, Attitude and Practice/Perception (KAP) surveys. KNOWLEDGE / SKILL					
	• Understand how to analyse data collected with qualitative methods like interviews, observations, and focus group discussions (FGDs). KNOWLEDGE / SKILL					
	• Know how to apply mixed methods approaches to assess community perceptions, practices, and socio-behavioural trends. KNOWLEDGE / SKILL					
	• Understand how to systematically triangulate social science data with other types of data to generate robust evidence. KNOWLEDGE / SKILL					
	• Understand community feedback data and its role in emergency response and able to set up a simple feedback system using multiple methods. KNOWLEDGE / SKILL					
	• Understand how to structure and analyse community feedback data, including recognising and appropriately handling critical or sensitive (e.g. PSEA) feedback. KNOWLEDGE / SKILL					
5. Evidence synthesis, interpretation and dissemination	• Understand where and how to access and assess quality social science knowledge to plan an evidence synthesis of socio-behavioural trends capable of informing regional, national, and sub-national level community engagement strategies and approaches. KNOWLEDGE / SKILL					
	• Know how to develop an evidence synthesis that integrates stakeholders values and needs to facilitate the uptake of socio-behavioural evidence in programme and policy. KNOWLEDGE / SKILL / ATTITUDE					
	• Understand strategies and approaches to effectively transform social science data					

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	and evidence into actionable findings. KNOWLEDGE / SKILL					
	• Understand essential strategies, approaches and formats to effectively present data to decision-makers, addressing their interests and using their language and terminology. KNOWLEDGE / SKILL / ATTITUDE					
	• Know the importance of communicating research back to communities in an inclusive manner. KNOWLEDGE / ATTITUDE					
	• Understand social science research as part of a broader engagement and uses research findings to support existing community-level solutions and actions. KNOWLEDGE / SKILL / ATTITUDE					
6. Translating knowledge to action	• Know the common challenges and opportunities to translate operational social science research useful to inform health emergency and humanitarian response actions. KNOWLEDGE / SKILL					
	• Understands the practical considerations to translate evidence to inform clear and actionable recommendations in different contexts. KNOWLEDGE / SKILL					
	• Understand how to create an enabling environment within the response pillars and technical clusters/sectors to systematically embed operational social science across the different phases of a community-centred response. KNOWLEDGE / SKILL / ATTITUDE					
7. Tracking the uptake of socio-behavioural evidence	• Know what it takes to create a system to effectively track and monitor the uptake of operational social science research outputs in community-centred responses. KNOWLEDGE / SKILL / ATTITUDE					
	• Understand complex feedback systems for course correction, and learn how to use and present community feedback to follow up on actions taken and make recommendations. KNOWLEDGE / SKILL					

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APPENDIX B: SAMPLE TRAINING AGENDAS (GENERIC)

Group 1: Community Engagement Officers (sub-national)
Delivery mode: Face-to-face
Time commitment: 3 days (full-time)

Day 1

Time	Session
08.30-08.45	Welcome & introduction
08.45-10.45	1.1 – Introduction to social science: definition, approaches and role in humanitarian action
11.00-12.40	2.1 – Understanding context, vulnerability and inequality in public health and humanitarian emergencies
13.30-14.45	2.4 – Understanding the importance of language in social science research
15.00-17.00	3.1 – Ethical principles and approvals for social science research in a humanitarian/emergency context

Day 2

Time	Session
08:30-10.15	4.1 – Localized research: designing operational social science research that is responsive to communities
10.30-12.10	4.3 – Quantitative data collection methods: rapid needs assessment (RNA) surveys, and knowledge, attitudes and practice/perceptions (KAP) surveys
13.00-15.20	4.4 – Qualitative data collection methods: in-depth interviews, observations, and focus group discussions
15.30-17.30	4.5 – Quantitative data analysis in operational social science research

Day 3

Time	Session
09:00-10.40	4.6 – Qualitative data analysis in operational social science research
11.00-12.30	5.2 – How to transform social science data and evidence into actionable findings
13.30-15.15	5.3 – How to communicate and present research outputs to different audiences
15.30-17.00	5.4 – Feeding back to communities and using findings to support community-level solutions and actions

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Group 2: Regional Community Engagement Coordinators
Delivery mode: Online, biweekly sessions
Time commitment: 7 weeks (90 – 120 minutes per week)

	Session
Week 1	1.1 – Introduction to social science: definition, approaches and role in humanitarian action
Week 2	1.2 – Operational social science research in the humanitarian/emergency response cycle
Week 3	1.3 – Advocating for the inclusion of social science in emergency response activities that engage communities
Week 4	4.1 – Localized research: designing operational social science research that is responsive to communities
Week 5	5.3 – How to communicate and present research outputs to different audiences
Week 6	6.1 – Translating social science research into action
Week 7	6.2 – Enabling environments for the uptake of social science evidence in emergency response

Group 3: Ministry-level Communications Focal Points (who have specific knowledge gaps in the *use of* qualitative research methods)
Delivery mode: Face-to-face
Time commitment: 1 day (full-time)

Time	Session
08.30-08.45	Welcome & introduction
08.45-10.15	4.2 – Quantitative and qualitative approaches to generate data in operational social science research
10.30-12.30	4.4 –Qualitative data collection methods: in-depth interviews, observations, and focus group discussions
13.15-15.15	4.6 – Qualitative data analysis in operational social science research
15.30-17.00	4.7 – Mixing different methods to produce quality evidence to inform action

Group 4: Trainer of Trainers (ToT) session with IFRC Community Engagement & Accountability (CEA) staff (who have specific knowledge gaps in the *analysis of* qualitative research methods)
Delivery mode: Online
Time commitment: 6 days (half-time)

[See Appendix C]

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APPENDIX C: SOCIAL SCIENCE TRAINING AGENDA, IFRC, JUNE-JULY 2022

Social Science training Red Cross Red Crescent 15-17 June, 29 June -1 July 2022

IFRC

Session legend	BASIC		INTERMEDIATE		ADVANCED						

	WEEK 1: 15-17 JUNE					WEEK 2: 29 JUNE - 1 JULY					
CET Time	**DAY 1**	**Time**	**DAY 2**	**Time**	**DAY 3**	**Time**	**DAY 4**	**Time**	**DAY 5**	**Time**	**DAY 6**
13-14.30	**INTRO** **Intrdocution to Social Science / Context analysis and socio-behavioural drivers and barriers** **	13:00-13:10	**Morning recap and agenda review**	13:00-13:10	**Morning recap and agenda review**	13:00-13:10	**Morning recap and agenda review**	13:00-13:10	**Morning recap and agenda review**	13:00-13:10	**Morning recap and agenda review**
14.30-15.30	**MODULE 4: Implementation of Social Science Research** **Session 4.1** – *Localized research: designing operational social science research that is responsive to communities* **	13:10-15:00	*Session 4.4 – Qualitative data collection methods: in-depth interviews, observations, and focus group discussions*	13.10-14.30	*Session 4.7 – Mixing different methods to produce quality evidence to inform action.*	13:05-14.45	**MODULE 5 Evidence synthesis, interpretation and dissemination** **Session 5.1** *Synthetising socio-behavioural evidence* **	13:10-14 (brerak) 14.15-15.20	*Additional RECAP Session: DEEP and Coding Analysis* **Session 5.2** – *How to transform social science data and evidence into actionable findings*	13:10-15.30 (with break)	**Module 7. Tracking the uptake of socio-behavioural evidence** **Session 7.2** – *Using community feedback to take action and "close the loop"*
	BREAK		**BREAK**		**BREAK**	14.45	**BREAK**		**BREAK**		**BREAK**
15.45 – 16:50	**Session 4.2** – *Quantitative and qualitative approaches to generate data in operational social science research*	15.15 – 16:50	**Session 4.6** – *Qualitative data analysis in operational social science research*	14.45 – 16:05 (+break) 16.10-16.50	**Session 4.8** – *–Triangulation of data: why is it important and how does it work?* **Session 4.** 9 – *Community feedback mechanism - design and data collection (part 1)*	15.00 –15.40 (break) & 15.45 - 16:45 (break)	**Session 4.9** – *Community feedback mechanism - design and data collection (continues)* **Session 4.10** – *Community feedback mechanism – consolidation and analysis*	15.35-16.45	**Module 6: Translating knowledge to action** **Session 6.1** – *Translating social science research into action* **	15.30-16.15	*Final learning reflection, next steps and closing*
16:50-17PM	**Learning Reflection**	16:50-17PM	**Learning Reflection**	16:50-17PM	**Learning Reflection**	16:50-17PM	**Learning Reflection**	16:50-17PM	**Learning Reflection**		

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APPENDIX D: QUESTION FLOW AND MODULES

Key questions in the social science research process and the associated session which are important to the question.

DATA TO ACTION: Key questions in social science research		
1. What information is needed?	→	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.1, 5.2, 7.2
2. Who needs this information?	→	1.3, 2.4, 3.1, 3.2, 4.1, 4.9, 4.10, 5.2, 5.3, 7.2
3. Does this information already exist? Is there a related needs assessment or study?	→	2.4, 3.1, 3.2, 4.1, 4.3, 4.4, 4.8, 4.9, 4.10, 5.1, 7.2
4. Who can collect this information?	→	2.4, 3.1, 3.2, 4.1, 4.3, 4.4, 4.9, 4.10, 5.4
5. What methodology and tools should be used to collect and analyse this information?	→	2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.1
6. How to ensure that this information goes back to communities? To inform community-level actions and decision-making of the broader response?	→	2.4, 3.1, 3.2, 4.1, 4.9, 4.10, 5.3, 5.4, 7.2
7. How to ensure that the information is used to make operational and/or strategic decisions?	→	2.4, 3.1, 3.2, 4.1, 5.2, 5.3, 6.1, 6.2, 7.2
8. How to track the information used to ensure that it effectively contributes to operational and strategic priorities?	→	2.4, 3.1, 3.2, 4.1, 5.4, 7.1, 7.2

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