Collective service | Risk Communication and Community Engagement

MODULE 5.2
RCCE CROSS-BORDER TRAINING, EAST AFRICA

IMPLEMENTATION – SOCIAL SCIENCE

LEARNING OBJECTIVES

At the end of this session, participants will be able to

1. Comprehend the concepts and key considerations for using social science in disease outbreaks

2. Understand the important role of social and behavioural evidence in supporting the design, delivery, and continuous adjustment of RCCE and broader response actions during outbreaks

3. Differentiate between qualitative and quantitative data collection approaches to social science research, and determine when to apply each approach

4. Demonstrate the ability to transform data into practical knowledge and formulate actionable recommendations.

5. Recognise the importance of feeding research findings *and actions taken based on these* back to communities and evaluate the benefits associated with this practice

APPLIED SOCIAL SCIENCE RESEARCH

Social science is **the study of people**: individuals, communities and societies; **and their behaviours** and interactions with each other and their environments

Applied social science generates data and findings **that can be translated into action to improve outbreak strategies and response interventions**

Tackles a **'real world' question** and attempts to **solve a problem**

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SOCIAL SCIENCE EVIDENCE HELPS US TO UNDERSTAND:

WHAT WE WANT TO UNDERSTAND

- Individuals' and communities' **capacity** to respond to the crisis.
- Their **priorities** and **preferred solutions**

- If systems are **functioning, available, accessible** and of adequate **quality**
- **Trust** in services, systems, policies, information
- Their **perception of the response**

- People's belief systems, sociocultural **norms, and traditions** related to the emergency & response
- Individuals' and communities' **knowledge** and resources
- People's perceptions of risk
- Peoples' attitudes, practices and **behaviours**
- 'Rumours'

- Preferences to **access information** and their i**nformation needs**
- **Languages** people speak and how they **prefer to communicate** with each other and response actors

- Existing **vulnerabilities** and social inequalities
- Existing **social networks**, community leadership structures and related social and power dynamics.

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WHO ARE YOUR STAKEHOLDERS?

Wider public

Donors

International organisations

People in affected comms

Government

WHO?

Health / frontline workers

Colleagues

Media

Religious, cultural, traditional leaders

Key community influencers

National and local partners

CASE STUDY

BURIAL RITUALS AND COMMUNITY FEEDBACK

Social Science in Humanitarian

Balancing Burial Ritual with Public Health Dem During the 2014 Guine Ebola Epidemic

What may have been the consequences had social science research not been integrated into these response actions?

Social Science in Humanitarian
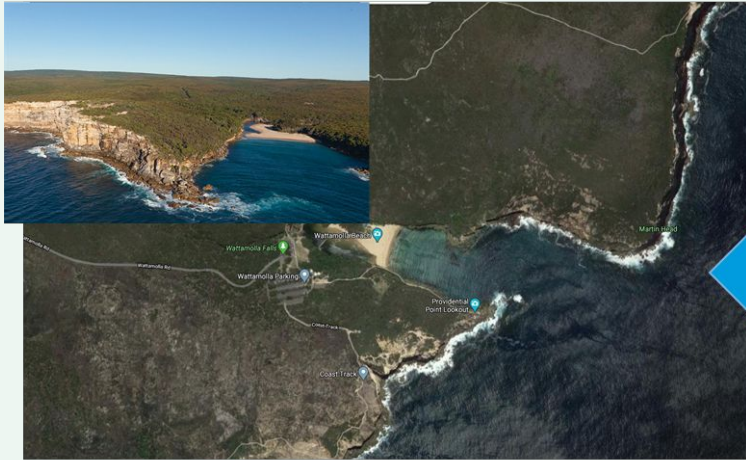
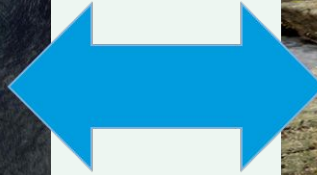**Real-Time Ebola Comm Feedback Mechanism**

QUANTITATIVE VS QUALITATIVE

- What is the difference between quantitative and qualitative methods?

QUANTITATIVE VS QUALITATIVE
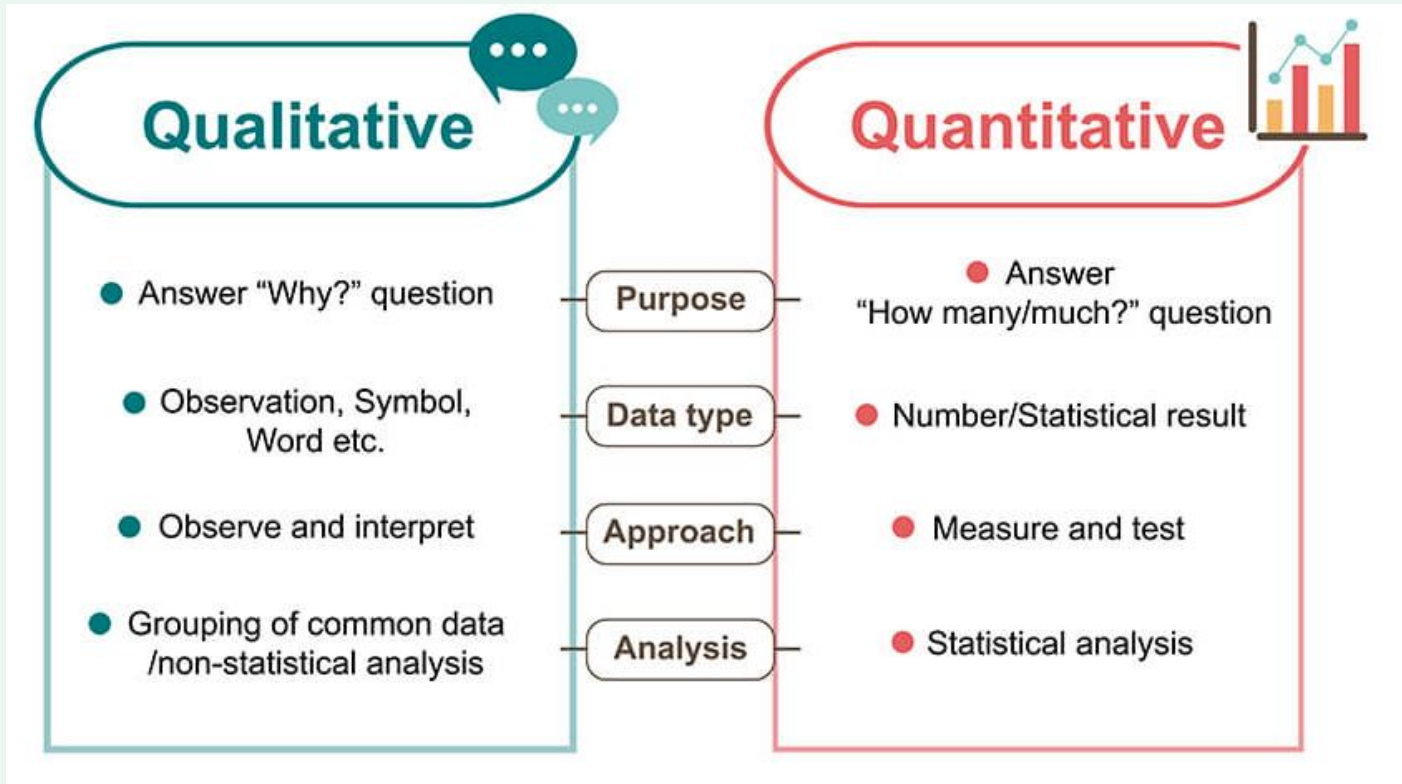

Quantitative Survey
- Broad area
- Patterns and general features
- Correlational
- *What* is happening and how often

Qualitative Interviews
- Small, purposively sampled area
- Rich detail
- Narrative
- *Why* things are happening

QUANTITATIVE AND QUALITATIVE APPROACHES...

QUANT OR QUAL?

Stand up if you if you think these methods are quantitative or qualitative

QUANTITATIVE DATA COLLECTION TOOLS AND TECHNIQUES

KAP Survey

Perception Survey

U-Report Poll

Rapid Needs Assessment

Exit survey

Satisfaction survey

Others?

QUALITATIVE DATA COLLECTION TOOLS AND TECHNIQUES

KEY INFORMANT INTERVIEW

OBSERVATION

FOCUS GROUP DISCUSSION

TRANSECT / OBSERVATORY WALK

SOCIAL NETWORK MAPPING

COMMUNITY RESOURCE AND RISK MAPPING

MEDIA / SOCIAL MEDIA MONITORING

COMMUNITY FEEDBACK MECHANISM

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QUALITATIVE APPROACHES...

STRENGTHS

- Rich and detailed information
- Perspectives of specific social and cultural contexts
- Opportunity for more active participation in the research
- Flexible and open tools
- Requires limited numbers of respondents
- Can be carried out with limited resources.

WEAKNESSES

- Accuracy of the data cannot be objectively checked
- A more labour intensive analysis process
- Needs skilled interviewers
- Requires a detailed dissemination and visualisation plan
- Data does not as easily translate into PowerPoint or dashboards
- More time intensive for audiences to understand

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QUALITATIVE DATA ANALYSIS

- There are many ways to analyse qualitative data, and thematic analysis is one of these. Thematic analysis is possible to do simply on Word or Excel software. **It is essential to decide how the data will be analysed in advance of collecting the data.**

- Steps to thematic analysis include:

  - Translating and transcribing

  - Coding the data – including decided whether to use inductive or deductive coding and developing a coding book

  - Identifying and grouping themes from the data

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An example from Zimbabwe

Rapid qualitative assessments for cholera

- Series of rapid qualitative data collection exercises incl. observation, focus group discussions, and key informant interviews in cholera hotspots

    - Iterative process where data collection tools are adapted to focus on key enquiries each round, based on the [cholera questions bank](#)

    - Building on work initiated in Malawi, refined in Zimbabwe, now being deployed in Zambia

- Data is collected and analysed by multiple partners (e.g. MoH, local NGOs, INGOs, Red Cross/Crescent, UN agencies, local academic institutions)

- Findings disseminated through user-friendly information products e.g. 1-page snapshots, PPT presentations, summary reports and discussed with all pillar leads to encourage uptake of evidence

A nurse presents a cholera hotspot map

A FGD with community leaders

Examples of using rapid qualitative data

TRIANGULATION

- Why might triangulation be important to inform response interventions in an outbreak?

- Functions of triangulation:
  - To **validate** data
  - To **deepen our understanding of the situation / problem** by stitching together multiple sources of data

DISCUSSING THE FINDINGS

- Why is it so important to discuss the findings of your research?

FEEDING BACK TO COMMUNITIES

- Why is it important to make sure communities know about the findings from the research they have been involved in?

Community Advisory Boards | **Community action planning workshops** | **Community meetings** | **Educational session** | **Radio/ Newspaper**

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FEEDING BACK TO COMMUNITIES

In order to:

- Actively turn those **findings into actions** or change that are **realistic and acceptable** to affected communities **(co-creation)**

- Ensure research informs and supports **community-level action** to address the emergency but also benefit the longer-term development of the area

- **Increase communities' knowledge** around a topic area or issue

- **Verify** the findings of the research

- Build **trust and transparency**

There are a number of approaches to feeding research findings back to communities, including through community meetings, community advisory boards, radio/TV and other technological means like SMS.

TRACKING THE IMPLEMENTATION OF RESEARCH RECOMMENDATIONS

> We're doing social science but no one is using our data!

Part of making sure that evidence is used is then **actively tracking or monitoring if and how** the evidence has been taken up.

Zimbabwe | Last updated: 05/12/2023

INTERAGENCY COMMUNITY FEEDBACK AND SOCIAL INSIGHTS ACTION TRACKER

This table keeps track of the recommended actions to address community feedback and social insights received by the interagency community feedback team in Zimbabwe.

REPORTING PERIOD Date when the action was agreed upon	TOPIC Topic the action relates to	ISSUE Short description of the issue which is to be addressed	RECOMMENDATION Short description of the suggested action to be taken	Pillar Response pillar esponsible for taking action alongside RCCE	FOCAL POINT Name of the person responsible for action and/or follow-up	ACTION TAKEN Short description of the action taken to address the issue
	Water quality testing	Lack of community level water quality testing is making it difficult to identify the location of contaiminated water sources and therefore which are the riskiest practices and behaviours for RCCE activities to focus on	Work with IPC pillar to share data on community level water quality test results to inform RCCE interventions and community level action planning	WASH		
	Lack of community level ORPs	ORPs are currently only set up in the CTCs, meaning access to ORS and referrals is limited	Conduct rapid qualitative assessments on community perceptions of ORS and ORPs to inform ORP scale up strategy	Case Management		

SUMMARY

- Operational social science research should be used to improve the **coverage, quality and effectiveness** of outbreak response activities

- We need to actively work with the data that we collect and **transform it into findings** that can be shared and **acted on**

- We should involve communities in all steps of the research in order to:
  - Actively turn those findings into actions or change that are **realistic, trusted and appropriate for affected communities** – so they actually work!
  - Ensure research informs and supports **community-led action** which can address the emergency but also benefit longer-term resilience building

- There are a number of approaches which will enable you to **'close the loop' with communities**

Questions?