Collective service | Risk Communication and Community Engagement

TRAINING PACKAGE FOR USING SOCIAL SCIENCE IN COMMUNITY ENGAGEMENT AND/OR COMMUNICATIONS ACTIVITIES

GUIDANCE NOTE FOR DELIVERING THE TRAINING PACKAGE: USING SOCIAL SCIENCE EVIDENCE FOR COMMUNITY ENGAGEMENT AND/OR COMMUNICATIONS ACTIVITIES DURING AN EMERGENCY 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 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 related 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

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).

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 their ability 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 includes 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 Officer	Regional Community Engagement Training Officer
Regional Community Engagement Coordinator	Community Mobilization Officers and Assistants
Subregional Community Engagement Coordination Team	Social Mobilization Officers and Assistants
RCCE Programme Manager	Community Health Worker Supervisors
Regional Infodemic Management	M&E Officers and Assistants
Regional Media Relations Officer	WASH Officers
Communications Specialists	Gender Officers and Assistants
Community Engagement Specialist team	Protection Officers and Assistants
Social and Behavioural Scientist team	National/District-level Government Communication Focal Points

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.

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 7 key questions in the social science research process (see Figure 1 below).

Public

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 90 and 170 minutes and is composed of real-time presentations, discussions, individual and group exercises and case examples. Each session includes a guidance document for facilitators, handouts and PowerPoint slides. PowerPoint slides are intentionally simple so that facilitation teams 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.

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 can conduct a learning needs assessment to understand their knowledge gaps and inform which sessions they should prioritize. Assessment questions can be derived from the learning outcomes and used to flag which topic areas might be priorities for different group (see Appendix B for example questions that could be put into an online survey format).

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.

Prerequisite sessions:
Some sessions 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'. Prerequisite sessions are marked 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 core concepts related to social science data collection, analysis and dissemination. Suitable for people 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 people who would be able to give a basic overview of the topic area, and who have some 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 people who are familiar with the topic area and have direct, relevant experience (e.g. research experience across multiple projects, research sites, or years of experience).
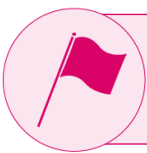
> *Sessions also 'flag' specific content that, when participants want to apply this in their practice, would require the input or guidance of a social science technical expert or the Collective Service HelpDesk – i.e. Social Science / BI Research thematic area.*

Sample training agendas:
Example training processes for three different training 'personas' including Community Engagement Officers (subnational), Regional Community Engagement Coordinators, and Ministry-level Communications Focal Points, can be found in Appendix A.

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.), a 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.

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.

HOW SHOULD THE SESSION CONTENT BE ADAPTED?

The content of the modules has been developed as generically as possible. It is necessary for the content to be adapted to the specific context, type of emergency response, phase of the response and the intended participant group. 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 participants' 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 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 for them.

For specific questions on adapting the modules, contact the Collective Service HelpDesk.

Public

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.

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	90 mins	• Gain familiarity with additional social science tools (e.g. Rapid	

Public

	understand the political, sociocultural and economic factors that increase vulnerability		Remote Context Analysis Tool, Rapid Anthropological Assessment in the Field) that can be used and adapted to identify inequalities and vulnerabilities • 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/emerg ency 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	
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
	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 outputs 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 Outbreaks Analytics and MONITO	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 • 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

APPENDIX A: SAMPLE TRAINING AGENDAS

Group 1: Community Engagement Officers (subnational)
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

Public

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	1.3 – Advocating for the inclusion of social science in emergency response activities that engage communities
10.30-12.30	4.2 – Quantitative and qualitative approaches to generate data in operational social science research
	4.4 –Qualitative data collection methods: in-depth interviews, observations, and focus group discussions
13.15-15.15	4.7 – Mixing different methods to produce quality evidence to inform action
15.30-17.00	7.1 – Tracking the uptake of socio-behavioural evidence

APPENDIX B: LEARNING NEEDS ASSESSMENT (POTENTIAL QUESTIONS)

Topic area	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
1.1 – Introduction to social science: definition, approaches and role in humanitarian action **	• 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	• 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	• 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					
2.1 – Understanding context, vulnerability and inequality in public health and humanitarian emergencies **	• 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	• Become familiar with decision-making and behavioural theories/models, e.g. Behavioural Drivers Model					
2.3 – Rapid strategies to understand the political, sociocultural and	• 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					

Public

economic factors 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	• 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					
3.1 – Ethical principles and approvals for social science research in a humanitarian/emergency context**	• 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	• 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					
4.1 – Localized research: designing operational social science research that is responsive to communities **	• 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	• 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	• Be familiar with different quantitative data collection survey methods used by social scientists and relevant to community engagement and/or communications activities					

(RNA) surveys, and knowledge, attitudes and practice/perceptions (KAP) surveys	• Understand the key steps for the use of Knowledge, Attitudes, and Practice/Perception (KAP) surveys					
4.4 – Qualitative data collection methods: in-depth interviews, observations, and focus group discussions	• 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	• 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	• 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	• 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?	• 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	• 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	• 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					

Public

5.1 – Evidence synthesis for social and behavioural data**	• 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					
5.2 – How to transform social science data and evidence into actionable findings	• 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 outputs to different audiences	• 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	• 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					
6.1 – Translating social science research into action **	• 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	• 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					
7.1 – Tracking the use or 'application' of integrated	• Understand the Integrated Outbreak Analytics approach and its application in emergency response					

Public

operational social science outputs: Integrated Outbreaks Analytics and MONITO	• Know different methods for ensuring the use of evidence for decision-making • 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"	• 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					

Public

APPENDIX C: QUESTION FLOW AND MODULES

Key questions flow in the social science process and modules that 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

Public