

## SII on GiE: Discussion note on Elements of Global Methodological Guidance

In March 2019, the SII's Team Research members reviewed a draft text on research methodology for the SII on Gender in Emergencies. One suggestion was to convert general research methodology guidance into simple tools that might help pilot teams make decisions about how to build their research. The following outlines some focus topics that would benefit from the development of these decision tools in ways suited to the humanitarian context.

### a) Building an SII Research Team:

- team composition
- roles and responsibilities
- resources (provision for team member time, salaries and operational support)
- collaboration processes (communication, decisionmaking, & mutual accountability)
- information & knowledge management
- training plan

### b. Building Research Designs for Persuasive Answers to Questions:

- Confirm global and clarify local research questions.
- Articulate program hypotheses about actors/factors driving impact (causal mechanisms, including those identified in the GiE Impact Framework).
- Define the sample of cases that will allow you to test one or more of those hypotheses. Compare cases where the causal mechanisms (ie, project interventions) are *strongly*, *partly*, and *not* present.
- Specify what alternative explanations/answers could be investigated to explain the data observed (counterfactuals). What might explain the outcome that is *not* connected to the project? How can you test if this was a factor?
- Decide how many cases and how much variation you will need to consider the findings persuasive (triangulation and saturation).

### c. Ethical Guidelines for SII on GiE:

- Develop simplified guidelines on ethical research in crisis settings (drawing on materials on Team). Core ethical commitments in the SII should include
  - (i) physical and psychological safety of all participants (researchers, respondents),
  - (ii) honesty and critical courage in exploring realities of what does and does not work, and
  - (iii) transparency and accountability in sharing the research findings in ways appropriate and relevant to all interested stakeholders.
- Develop training program involving simulation, roleplay, situation analysis and crisis response exercises.
- Develop resources (materials/partnerships) TR can draw upon to ensure follow-up support for with any participant who needs it.

### c. Gathering the Right Data (part 1: general principles):

- Select locally relevant indicators for each AOI and dimension of the Global Framework, and any local dimensions of interest.
- Specify what kind of data would provide useful evidence about those indicators.
- Identify where this data resides (documents, personal narratives, physical infrastructure, etc).
- Negotiate and secure access to the sources of this data.
- Design data gathering processes/instruments to elicit and record the information needed (decide on both instrument content and effective technology type - paper/pen, audio, photo, digital).
- Trial the data collection process, testing for feasibility, reliability across researchers and confidentiality/safety for all participants.
- Document data in analytically useful way (interview forms, matrices, diagrams, maps, photographs, etc).
- Validate data for clarity/completeness against core data requirements.
- Review data onsite with informant/source, and elicit/document immediate onsite analysis/interpretation of significant points.

**d. Gathering the Right Data (part 2 - exploring specific domains in the Global Protocol):**

- Society/system-level data collection should begin with an open-ended (inductive) and sex-age-gender-disaggregated inquiry about
  - (i) the most significant changes the emergency has triggered (positive and negative),
  - (ii) the timeline/sequence of change pre/mid/post emergency, and
  - (iii) the key drivers of change (actors and factors).
- AFTER this *inductive* inquiry, shift to a *deductive* inquiry to fill in gaps for each of the 6 core global AOIs. Planning this deductive inquiry means specifying locally relevant indicators of the global core dimensions, and identifying the kinds/sources of data for those indicators, as in Part 1.
- NOTE: For each AOI, data should provide a sense of the STATE of selected indicators at different points in time (before crisis, onset of crisis, initial response, mature response, post-response) and also a sense of the PROCESS of change in the AOI to include how respondents see key sequences, actors and factors that shaped the eventual outcomes.
- NOTE: in the SII's iterative learning approach, research teams would layer/sequence the data gathering process through successive levels to leverage all chosen forms/sources of information: (a) existing documents and data, (b) staff and partner perceptions, (c) community WMbg perceptions, (d) key informant perceptions/data (researchers, peer agencies, key government and civil society leaders)

**e. Gathering the Right Data (part 3 - mapping organizational factors to explain program outcomes).**

Organization/system-level data collection should include and bring together

- (i) staff perceptions of what CARE's priority commitments are with respect to emergencies and GIE, and their personal GED experiences/preferences/beliefs,
- (ii) gender and emergency analysis of formal organizational policies, structures, staffing, budgets, operating systems, monitoring and learning processes, partnerships, and
- (iii) organizational culture and practices around learning,