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YouthExcel
Our Knowledge, Leading Change

Research-to-Change Toolkit:

Implementation Research for Youth Practitioners

Acknowledgments

This toolkit is the result of an extended consultative and human-centered design process with several local, youth-led, and global development organizations. We collected input from adult and youth professionals from Africa, Latin America, Middle East, North America, and Europe including users of the pilot toolkit. We thank all contributors for helping us understand how to make implementation research accessible, actionable, and enticing for leaders at youth-led and youth-serving organizations.

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Welcome to the Research-to-Change Toolkit!

Research-to-Change (R2C) is an approach that embeds research into implementation, enabling organizations to gather data, take what they learn, and turn it into what they do in real-time. R2C is not a one-time effort; rather, it is a continuous learning and adaptation journey. R2C is based on approaches to implementation research which you can learn more about in this At-a-Glance Factsheet and can practice by following this toolkit.

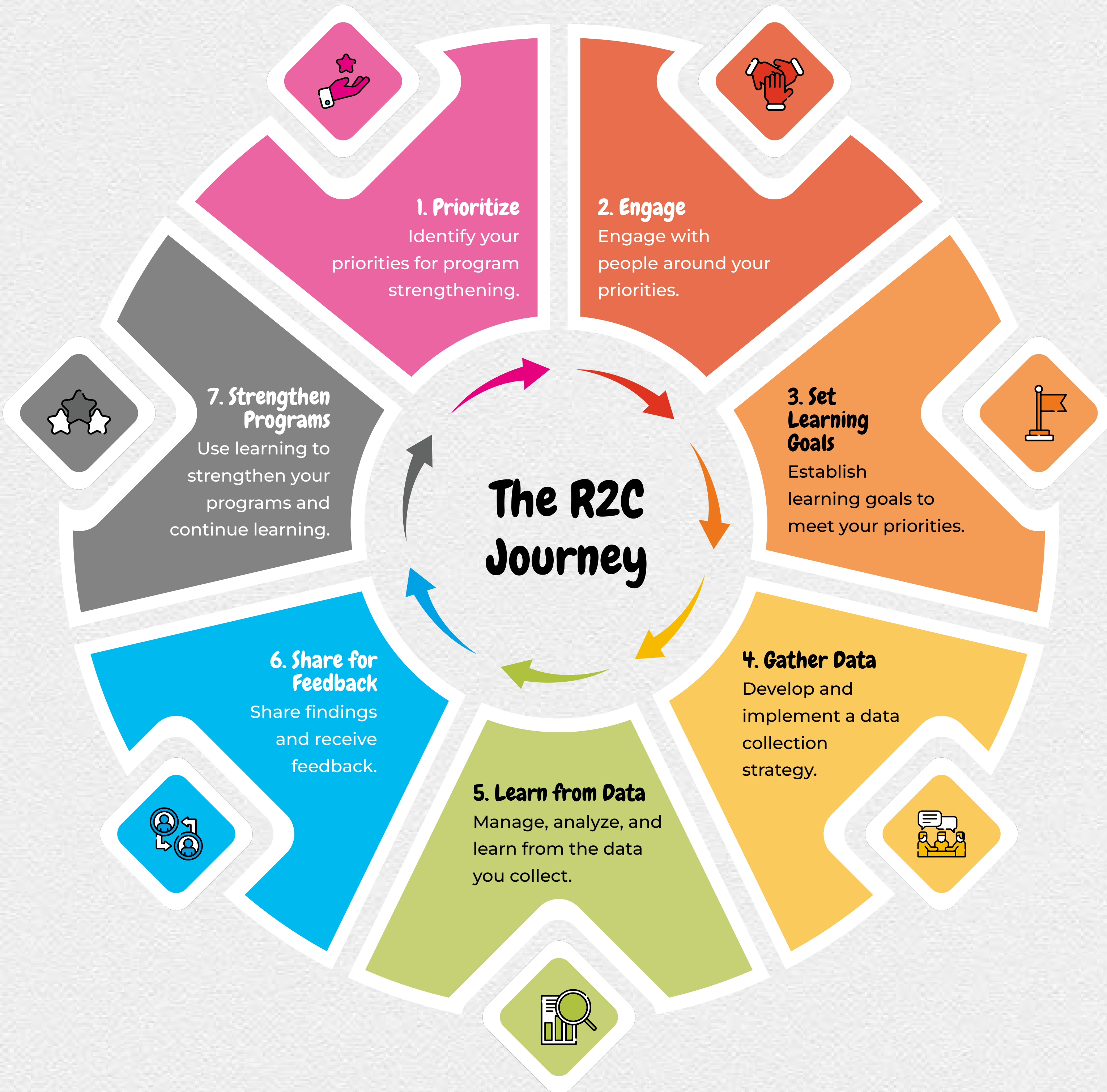
The R2C Toolkit was designed by the Youth Excel: Our Knowledge, Leading Change Consortium.[1] Consortium members have experience designing and leading youth-focused programs across sectors and regions, and many are youth themselves. This toolkit reflects Youth Excel's commitment to providing resources to help advance the use of research and data to strengthen programs, for organizations serving communities locally and globally.

Who is this toolkit for?

This toolkit was designed for leaders at youth-led and youth-serving organizations working across sectors in local and global development but can be used by leaders at any organization who are looking for new ways to better understand and strengthen their work.

1. Youth Excel

What might a Research-to-Change journey look like for your organization?



Planning Considerations

Timelines:

The R2C journey is a continuous process that is guided by your learning and decision-making priorities as an organization. As you collect data and use this data to make priority decisions, you can then establish new priorities and continue learning and strengthening your program.

This means that R2C timelines should ideally align with your implementation or project timelines. If your project is 12 months, then you might prepare your R2C plan before the project starts, work on R2C as you implement, and use what you learn to strengthen your work during implementation and for your next project.

Essential participants:

R2C is most effective when multiple implementation team members are involved. Within your organization, it will be essential to establish an **R2C team** to lead this journey. This team might include staff at various levels of seniority and diverse roles across your organization.

Across every step of the R2C journey you can engage people outside of this team and outside of your organization who can help you reach your priorities. This will ultimately lead to better and sustained outcomes because your achievements will be more inclusive, responsive, and have greater support from diverse perspectives outside of your R2C team.

Results:

By embarking on a R2C journey, your organization will make data-informed decisions so that your programs can continuously grow to help more people in more impactful ways. R2C results include: (1) strengthened ability of your team and your organization to use data for decision-making; (2) stronger youth programs that have more impact for your participants; and (3) research findings and research products that can help other people and programs work in more effective ways.

Ethical Requirements[2]

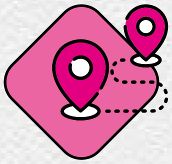
- **Minimizing harms and maximizing benefits:** Ethical research should maximize potential benefits and minimize potential harms to participants. The potential benefits of research should always outweigh any potential harms. Having a strategy to ensure this is key to ethical research.
- **Ensuring privacy and confidentiality:** Protecting privacy and confidentiality serves as a foundation of trust and respect between researchers and participants. Researchers must ensure that the privacy and confidentiality of participants are protected through data collection, data storage, and when sharing findings of the research with others.
- **Consideration of compensation:** There are many different ways to consider compensation, all with their own unique ethical opportunities (i.e. expressing gratitude) and challenges (i.e. intensifying power imbalances between researchers and participants). Careful consideration of compensation is key to ethical research.
- **Establishing informed consent:** Informed consent is a conversation where you can tell someone what they might expect from their participation, and they can ask questions to help them decide whether they would like to participate.

2. For further guidance on these ethical requirements, we recommend International Ethical Research Involving Children Project. You can find sample tools and other planning frameworks for research ethics in the Quickstart Guide.

How to Use the Toolkit

This toolkit will introduce you to many different concepts and approaches. As you progress, the different modules will invite you to engage by applying these concepts and approaches to your own work. This toolkit is both an informational and a practical tool that walks you through the process of using R2C to advance your organization's work. As you progress through the toolkit, look out for the icons below that highlight different ways that the toolkit will engage you as the user.

Toolkit Visual Guide

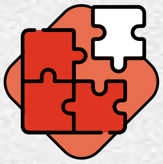


Research-to-Change Journey:

Whenever you see this symbol, you will find an overview of your progress along the R2C journey and some resources to deepen your learning. You will also see an opportunity to share feedback with our team.

Guidance:

This symbol means that you will find guidance for how to use the toolkit as you engage with the concepts and approaches.

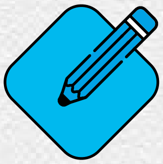


Definition:

This symbol means that you will find a definition for a key term highlighted in this toolkit.

Demonstration:

Whenever you see this symbol, you will see real-life examples from an organization that has used R2C.



Interaction:

This symbol invites you to interact with the toolkit by applying concepts and approaches to your own work. The guidance provided will detail how to do this.

How to Navigate the Toolkit

You may be new to R2C or to research overall! The toolkit is organized around questions you may have when learning about R2C to guide you through the process. There is also a QuickStart Guide for R2C planning.

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About the QuickStart Guide for Research-to-Change

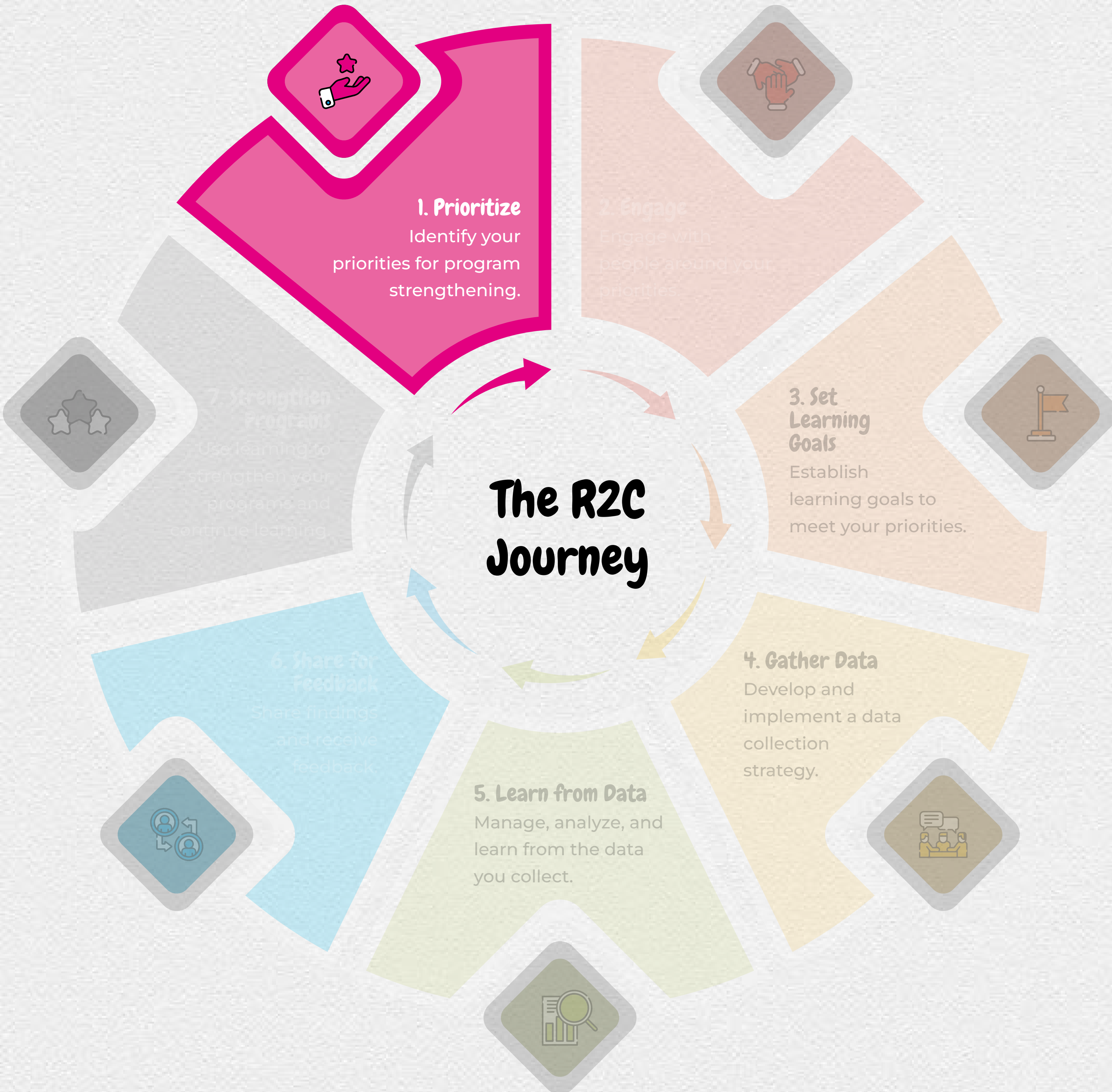
This **QuickStart Guide for R2C** was designed for leaders who are looking for a practical planning tool for their R2C journey. Many of the planning steps included in the QuickStart Guide are explained in further depth in Modules 1-7. We recommend reviewing these contents should you want to gain a deeper understanding of these topics.

If you are new to participatory or applied research, you may want to find someone who can support your R2C work.

For additional support on the topics addressed in this toolkit:

- Reach out to peer organizations who may be able to provide insights on applied research approaches.
- Consider connecting with a local university that has applied researchers who can provide insights on these topics and serve as a mentor for your R2C work.

Module 1: What is Research-to-Change and how can it strengthen our work?



Data is a powerful resource that organizations can use to help more people, spread their impact, sustain funding, and help their organization grow. Your organization can use R2C to harness data and use it to help achieve your priorities for your program, no matter what stage of implementation you are in.

In this module, you will...

- **Step 1.** Learn more about R2C.
- **Step 2.** Identify one of your programs that could be strengthened using R2C.
- **Step 3.** Identify the current Implementation Stage for the program you selected.
- **Step 4.** Discuss your current decision-making priorities.

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Step 1. Learn more about R2C.

R2C is an approach that is concerned with understanding how and why interventions work under real-world conditions so that implementation can be adapted and strengthened. Organizations can use R2C as a tool to gather data, take what they learn, and turn it into what they do in real-time. R2C is based on approaches to implementation research, which you can learn more about in this At-a-Glance Factsheet.

Research-to-Change

- Involves collecting data to inform decision-making to strengthen programs while they are being implemented.
- Gives insights into how and why programs work, and how they can function better.
- Allows maximization of program benefits by using data before the program concludes.

R2C is not...

- ✗ Only conducted by "research experts"
- ✗ Separate from your work as implementers
- ✗ Limited to specific types of data or methods
- ✗ Primarily focused on creating publications or reporting findings to donors
- ✗ A one-time research project

R2C is...

- ✓ Conducted by or closely with implementers
- ✓ Integrated with your work as implementers and engages existing implementation efforts
- ✓ Inclusive of many forms of data and many types of research methods
- ✓ Focused on achieving your learning priorities so that you can improve your own work
- ✓ A continuous learning and adaptation journey

Step 2. Identify a program that could be strengthened using R2C.

Guidance:

Please brainstorm with your team to identify one program[3] that you feel could be strengthened using R2C. We have provided a list of questions below to aid in the process.

You can use the fillable box below. You can scroll in the box if you need more space.

Brainstorm Questions:

- Are you thinking of implementing a new program, but need to learn more in order to invest resources wisely?
- Have you been implementing a program for some time, but are not seeing the results you had originally expected?
- Have you run a successful program in one place, but want to learn how to best expand the program to new settings and people?

Which of your programs would you like to strengthen using R2C? How might you describe this program? Why did you select this program?

3. Please note: Outside of programs that you implement, you may also apply Research-to-Change to organization wide efforts or general performance needs.

Step 3. Identify the current Implementation Stage for the program you selected.

No matter where you are in implementation, thoughtful and informed decision-making can help your team achieve your priorities. R2C can be used to inform decision-making with data. These decisions can be made across different stages of your program such as **starting implementation, maintaining implementation, or expanding implementation.**

Starting Implementation is a stage where your team has plans to or has just started implementing a program.

Maintaining Implementation is a stage where your team has been implementing your program for some time and still has plenty of time before the program concludes.

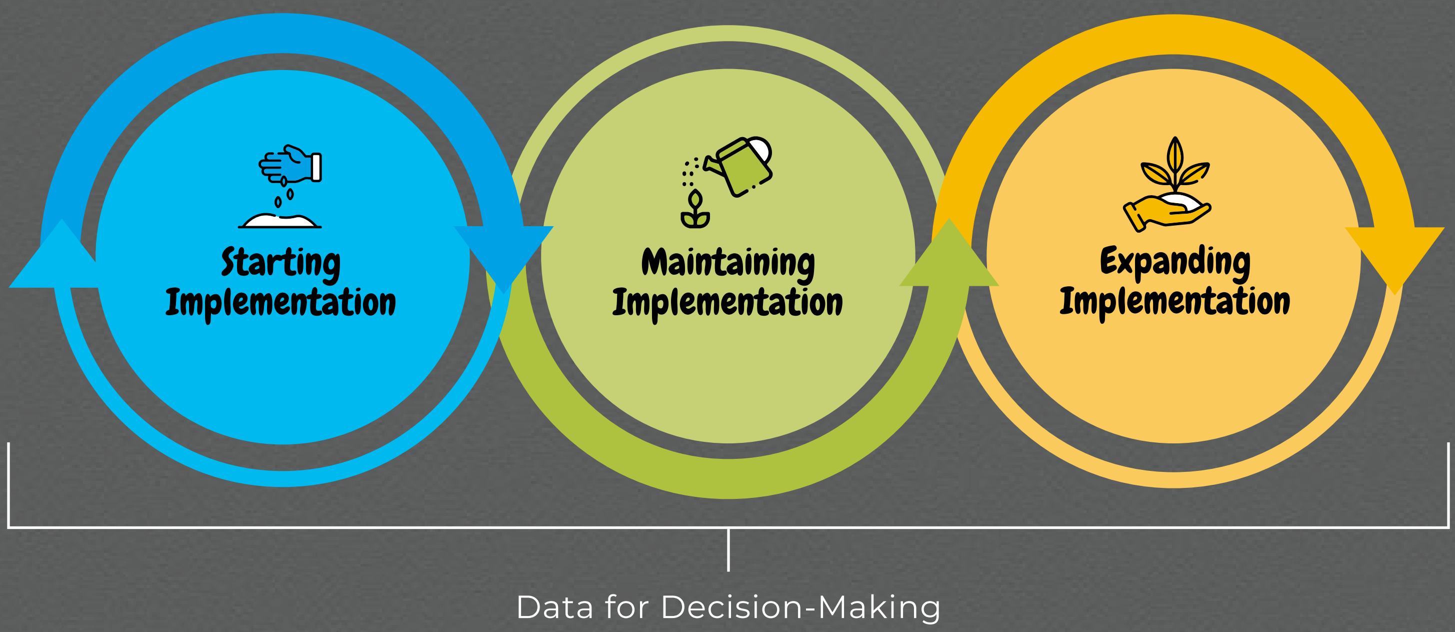
Expanding Implementation is a stage where your team is near the end of program implementation and is planning future programs.

Guidance:

Please identify which Implementation Stage outlined in the graphic below best describes where you are in your implementation. Once you select this stage, explain why you have selected it.

You can use the fillable box below. You can scroll in the box if you need more space.

Implementation Stages



Step 4. With your R2C team, identify your current decision-making priorities.

Each Implementation Stage may come with its own unique decision-making priorities. R2C can help you inform decision-making with data at any Implementation Stage. This step should include your R2C team.

Guidance:

In the section below, please go to the Implementation Stage you've identified. Use the questions in the box to discuss and identify decision-making priorities with your program team. If you would like to, you might also think forward with your team into future Implementation Stages.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Starting Implementation:
Explore solutions before investing time and resources

You are currently exploring different potential solutions for a problem facing your community. You have an idea of how the program could achieve change but are relying on some assumptions. R2C can use data to determine whether a program would be practical to implement in a certain setting.

What decision-making priorities do you have for your program at this time? What would be helpful to know in order to take action on these decision-making priorities?

Examples:

We want to decide which communities would be best for us to invest resources for our sports program.

We want to develop a school-based life skills intervention that is well received by school administrators and parents.

Maintaining Implementation:
Address the gaps between program expectations and realities

You explored different solutions to address a problem in your community and felt confident that your program would work. However, when the program is being implemented, you are not seeing the results that you had expected. R2C can use data to better understand your existing implementation so that your program can be adapted to reach its full potential.

What decision-making priorities do you have for your program at this time? What would be helpful to know in order to take action on these decision-making priorities?

Examples:

We want to adapt our outreach strategy so that our workforce trainings are more inclusive of diverse populations.

We want to adapt our implementation approach so that youth will be more comfortable when participating in our mental health programming.

Expanding Implementation:
Expand on program achievements and address new challenges

You would like to expand your work to address similar challenges in new places or to address new challenges. R2C can use data to expand your program to reach more people in new settings and become more effective when approaching new challenges.

What decision-making priorities do you have for your program at this time? What would be helpful to know in order to take action on these decision-making priorities?

Examples:

We want to adapt our school-based arts program to be implemented in a new community with a high proportion of out-of-school youth.

We want to test whether adding a digital skills training to our workforce programs will strengthen employment outcomes given the rise of virtual job opportunities.

R2C can be used by your team to continuously learn about what is working and what is not working for your program. It acknowledges that no program will ever be perfect, so that you can continue to identify opportunities for growth. This continuous learning can be used to inform decisions that build on successes and adapt from setbacks, so that your participants can experience your program at its full potential. By applying the process outlined in this module, you will be able to help facilitate conversations within your team about current decision-making priorities for your programs.

Now that you have completed this module, you have:

- Learned about how R2C can strengthen your work.
- Identified a program implemented by your organization that can be strengthened using R2C.
- Discussed how R2C can address current priorities for this program.

For additional support on these topics, we recommend that you:

- Explore the following resources: Implementation Research At-a-Glance Factsheet, TDR Implementation Research Toolkit, WHO Implementation Research Toolkit.

In the next module, you will:

- Learn about the importance of engaging people outside of your organization to achieve your decision-making priorities and identify these people for your work.
- Create a plan to advance inclusive engagement across your R2C project.

We want to hear your feedback so that we can make this module better:

- Help us learn by taking this short survey.

Module 2: Who should we engage in our Research-to-Change journey?[4]

4. Inspired by the International Institute for Environment and Development Stakeholder Power Analysis Tool.

Now that you have established your organization's decision-making priorities, the next step is to identify who else will influence these priorities. Outside of your organization, there are people or groups of people who can influence the success of your program. They are connected by their relationships with the problem your program is seeking to address. We call them **stakeholders.**

Engaging stakeholders will ultimately lead to better and more sustained outcomes because your work will be more inclusive, responsive, and have greater support from diverse perspectives in the community. Dedicating the time to identify and understand different stakeholder groups will help your team plan thoughtfully for engagement across your R2C journey.

Stakeholders are people or groups of people outside of your organization who can influence the success of your program. They are connected by their relationships with the problem your program is seeking to address.

About The Biz Nation:

Meet The Biz Nation, a youth-led organization and Youth Excel Consortium partner based in Colombia! The Biz Nation is an organization with a social approach developed to promote productive education online and provide better income generation opportunities for its participants. The Biz Nation is implementing an online digital marketing training program for youth in the Dominican Republic.

In this module, you will learn about how The Biz Nation engaged stakeholders in their youth training program.

In this module, you will...

- **Step 1.** Use your decision-making priorities to define the problem that your program seeks to address.
- **Step 2.** Brainstorm and identify key stakeholder groups around the problem you have defined.
- **Step 3.** Identify people who can represent your key stakeholder groups.
- **Step 4.** Gain a deeper understanding of your key stakeholder groups.
- **Step 5.** Develop a stakeholder engagement plan.

1

Step 1. Use your decision-making priorities to define the problem that your program seeks to address.

Stakeholder groups are connected to and by the problem you are seeking to address. Stakeholders who will want to work with you will be inspired to help address the problem. Use the decision-making priorities you have identified and your knowledge of the problem within the local context to define the problem.

Guidance:

Please take some time to answer the following questions in a few sentences.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Questions

Answers

Which of your programs are you strengthening with R2C? What are your current decision-making priorities for this program? Refer to **Module 1.**

What is the problem you hope to address through this program?

What are the current barriers to addressing this problem?

Why does this problem matter?

The Biz Nation might answer these questions in the following way:

Questions	Answers
Which of your programs are you strengthening with R2C? What are your current decision-making priorities for this program? Refer to Module 1.	We will be using R2C to strengthen our online digital marketing course. We want to know how to best implement this course in ways that will be relevant for youth in the Dominican Republic.
What is the problem you hope to address through this program?	The population of young people who neither study nor work in the Dominican Republic has increased in recent years, especially in vulnerable communities. We want to provide job skills that can create employment opportunities for these young people.
What are the current barriers to addressing this problem?	Students do not receive the necessary training in skills that would allow them to enter the economic dynamics of the 21st century. In addition, there are technological barriers, such as access to the internet or an electronic device, which prevent them from accessing online courses focused on this aspect.
Why does this problem matter?	Unemployment can lead young people to live under challenging circumstances. With the relevant skills for the job market, young people can better support themselves financially and have an improved quality of life.

Step 2. Brainstorm and identify key stakeholder groups around the problem you have defined.

Now, it is time to identify an initial list of stakeholder groups. Stakeholder groups are different sets of people who have shared identities and a common relationship to the problem you want to address. For example, if your organization wants to reduce school dropout of teenage girls, stakeholder groups might be teenage girls, siblings of teenage girls, parents, teachers, local government officials, etc. Here are some questions to help you identify and name your stakeholder groups.

Guidance:

Please brainstorm a list of stakeholder groups that you will need to engage. You can do this with your R2C team or with people outside of your organization who might have key insights. Here are some questions to aid in the process. Please feel free to modify, discard, or expand on these questions in ways that are best for your team.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

BrainstormingQuestions	List of Stakeholder Groups
What groups of people might be adversely affected by this problem?	
What groups of people might have the skills, motivation, knowledge, influence, or resources to address this problem?	
What groups of people might have the decision-making power to address this problem?	
What groups of people are likely to resist any solution to this problem?	
What groups of people might be responsible for the execution of a plan to address this problem?	

Guidance:

Now that you have brainstormed a list of stakeholders you might engage through your research, it's time to think carefully about each group. You should engage groups that are most deeply affected by the problem and those most motivated to work toward a solution. Which ones stand out to you as most important for you to engage throughout the research process?

In the fillable boxes above, mark these key stakeholder groups with a *.

3

Step 3. Identify people who can represent your key stakeholder groups.

Now that you have identified your key stakeholder groups, you will need to identify individuals who can speak on behalf of these stakeholder groups and provide important perspectives. We call these people **key informants.** The key informants selected should reflect the diversity of the community of their respective stakeholder group (i.e., gender, ethnicity, religion, ability/disability, socioeconomic group, urban/rural residence, etc.).

Key informants are specific people who can provide important information from the perspective of their stakeholder group.

Guidance:

Please identify key informants to represent the key stakeholder groups you identified in Step 2. If you are unable to identify key informants for a particular key stakeholder group, try asking other key informants, or other contacts that your team has, for their recommendations.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Stakeholder groups	Key Informant(s) and Why you Selected Them
Key Stakeholder Group #1: -------------------------------	
Key Stakeholder Group #2: -------------------------------	
Key Stakeholder Group #3: -------------------------------	
Key Stakeholder Group #4: -------------------------------	
Key Stakeholder Group #5: -------------------------------	

Step 4. Gain a deeper understanding of your key stakeholder groups.

Every stakeholder group will come with their own unique motivations, challenges, and resources to offer. Now, take some time to understand how each stakeholder group can help you advance your priorities, AND how each stakeholder group is connected to each other.

Assessing these relationships can also be helpful for identifying power imbalances between different stakeholder groups. **Dedicating time to understanding these relationships will allow your team to develop strategies for inclusive stakeholder engagement that allows for all voices to be heard.**

Guidance:

Please spend some time describing stakeholder groups by answering the following questions.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Which of your programs are you strengthening with R2C? What are your current decision-making priorities for this program? Refer to your answer from Step 1 of this module.		
Stakeholder groups	What are their motivations to help you advance your priorities? What barriers might they present?	What resources could they put toward helping you advance your priorities (money, power, influence, key information, skills)?
Key Stakeholder Group #1: ----------------------		
Key Stakeholder Group #2: ----------------------		
Key Stakeholder Group #3: ----------------------		
Key Stakeholder Group #4: ----------------------		
Key Stakeholder Group #5: ----------------------		
How are these stakeholder groups connected to one another?		

Here is how The Biz Nation analyzed their stakeholder groups!

<table>
<tr><td colspan="3">Which of your programs are you strengthening with R2C? What are your current decision-making priorities for this program? Refer to your answer from Step 1 of this module.</td></tr>
<tr><td colspan="3">We will be using R2C to strengthen our online digital marketing course. We want to know how to best implement this course in ways that will be relevant for youth in the Dominican Republic.</td></tr>
<tr><td>Stakeholder groups</td><td>What are their motivations to help you advance your priorities? What barriers might they present?</td><td>What resources could they put toward helping you advance your priorities (money, power, influence, key information, skills)?</td></tr>
<tr><td>Youth-led community-based organizations</td><td>These organizations that have similar motivations for youth employment will help us advance our priorities. The barriers might be that our program conflicts with their current schedules and programs.</td><td>These organizations have access to many young people that are already part of their programs. They could help in communicating our training course opportunity with their members.</td></tr>
<tr><td>Adult mentors</td><td>These mentors are already engaged with these youth-led organizations and have demonstrated a commitment to advancing youth employment. The main barrier that they might have is time available for mentorship.</td><td>The main resource to help advance in our purpose is their mentorship skillsets and past experiences working in the community with these young people. This close relationship that they have with the students could help us increase our student engagement.</td></tr>
<tr><td>Program participants</td><td>Their motivation is to gain skills to help them generate income in a sustainable way. They might have challenges accessing a digital device and internet needed to complete the online course.</td><td>The main resource could be their time and commitment in order to complete the program. They can also provide insights to make our program better and stronger.</td></tr>
<tr><td colspan="3">How are these stakeholder groups connected to one another?</td></tr>
<tr><td colspan="3">These organizations recruit adult mentors to serve as volunteers for their programs. These adult mentors are members of communities served by these organizations and have a demonstrated commitment to serving youth. Program participants are community members who utilize the services offered by these organizations and may look to adult mentors as role models.</td></tr>
</table>

After completing this analysis exercise, please revisit your initial key stakeholder list. You may now recognize the need to engage a certain stakeholder group more deeply or you may even identify new stakeholder groups that you will want to include in your work. Once you feel comfortable with your list of stakeholder groups, it is time to develop a plan to engage them.

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Step 5: Develop a stakeholder engagement plan.

When developing a stakeholder engagement plan, we recommend developing multiple opportunities for engagement across your R2C Journey. Not every stakeholder can realistically be engaged in every part of the research process. However, thoughtful planning can allow for you to maximize stakeholder engagement while also prioritizing the voices of those stakeholder groups most deeply affected by the problem and those most motivated to work toward a solution.

NOTE: If you are new to research, you may want to complete this step after you develop your research goals in Module 3 and your data collection strategy in Module 4.

Guidance:

Please spend some time planning for how you might engage each key stakeholder group throughout your R2C process by answering the following questions. Feel free to copy this table and fill it separately so that you can customize the elements of the table to meet the needs of your program.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

How will this stakeholder group be engaged to... ?

Stakeholder groups	Help you develop research goals.	Help you develop and/or implement a data collection strategy.	Provide feedback on what you learn and help you use data to strengthen your programs.
Key Stakeholder Group #1: ---------------------			
Key Stakeholder Group #2: ---------------------			
Key Stakeholder Group #3: ---------------------			
Key Stakeholder Group #4: ---------------------			
Key Stakeholder Group #5: ---------------------			

Below, you can see The Biz Nation's stakeholder engagement plan for their R2C! activity

How will this stakeholder group be engaged to... ?

Stakeholder groups	Help you develop research goals.	Help you develop and/or implement a data collection strategy.	Provide feedback on what you learn and help you use data to strengthen your program.
Youth-led community-based organizations	Co-develop scope of research goals.	Review and provide inputs on the data collection plan. Assistance in the distribution and collection of information.	Review findings and provide recommendations for program adaptations. Invite to program adaptation planning session.
Adult mentors	Co-develop scope of research goals.	Remind participants to fill out surveys or join focus group discussions.	Share planned program adaptations with mentors and gather feedback to make stronger.
Program participants		Review data collection tools for clarity and understanding.	Share planned program adaptations with participants and gather feedback to make stronger.

Thoughtful and intentional engagement with stakeholders that accounts for relationships, capacities, and motivations is key to any successful R2C effort. By following the process outlined in this module, you will be able to gain a deeper understanding of the different stakeholder groups and develop an inclusive stakeholder engagement strategy.

Now that you have completed this module, you have:

- Identified key stakeholders to be engaged through R2C.
- Described the motivations and capacities of different stakeholders.
- Created an inclusive stakeholder engagement plan.

For additional support on these topics, we recommend that you:

- Reach out to The Biz Nation at info@thebiznation.com to learn more about how they used R2C.
- Explore the following resources: International Institute for Environment and Development Stakeholder Power Analysis Tool, Community Toolbox.

In the next module, you will:

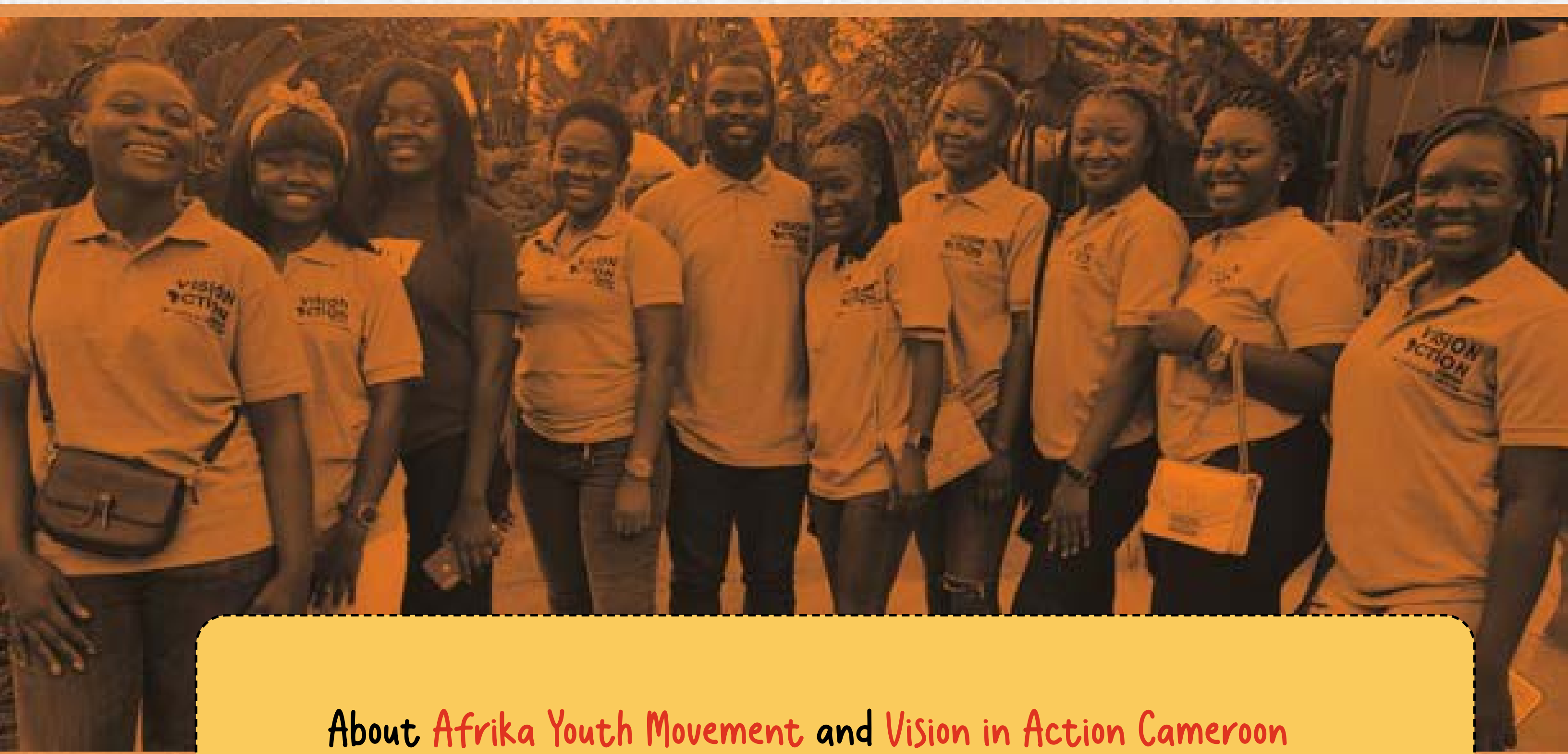
- Describe the people, the problem, and the program that shape your Implementation Setting.
- Learn about pieces of information that will give you insight on how well your implementation is going.
- Create learning goals that can be connected to decision-making for your program.

We want to hear your feedback so that we can make this module better:

- Help us learn by taking this short survey.

Module 3: What do we want to learn about, and why?

With so many potential opportunities for learning around your decision-making priorities, it may feel overwhelming to focus in on what to learn and how to use it to strengthen your work. Dedicating the time to focus your learning and set learning goals will help your team make better use of time and resources for your R2C effort. *In this module, you will refer to your work in Modules 1 and 2 to set your learning goals.*



About Afrika Youth Movement and Vision in Action Cameroon (AYM / VIAC):

Meet AYM, a Pan-African, youth-led organization and Youth Excel Consortium partner. AYM is committed to the participation, development, and leadership of African youth to transform Africa. With VIAC as their implementing partner, AYM is currently implementing a school-based menstrual health and hygiene educational program.

In this module, you will learn about how AYM / VIAC set learning goals for their program.

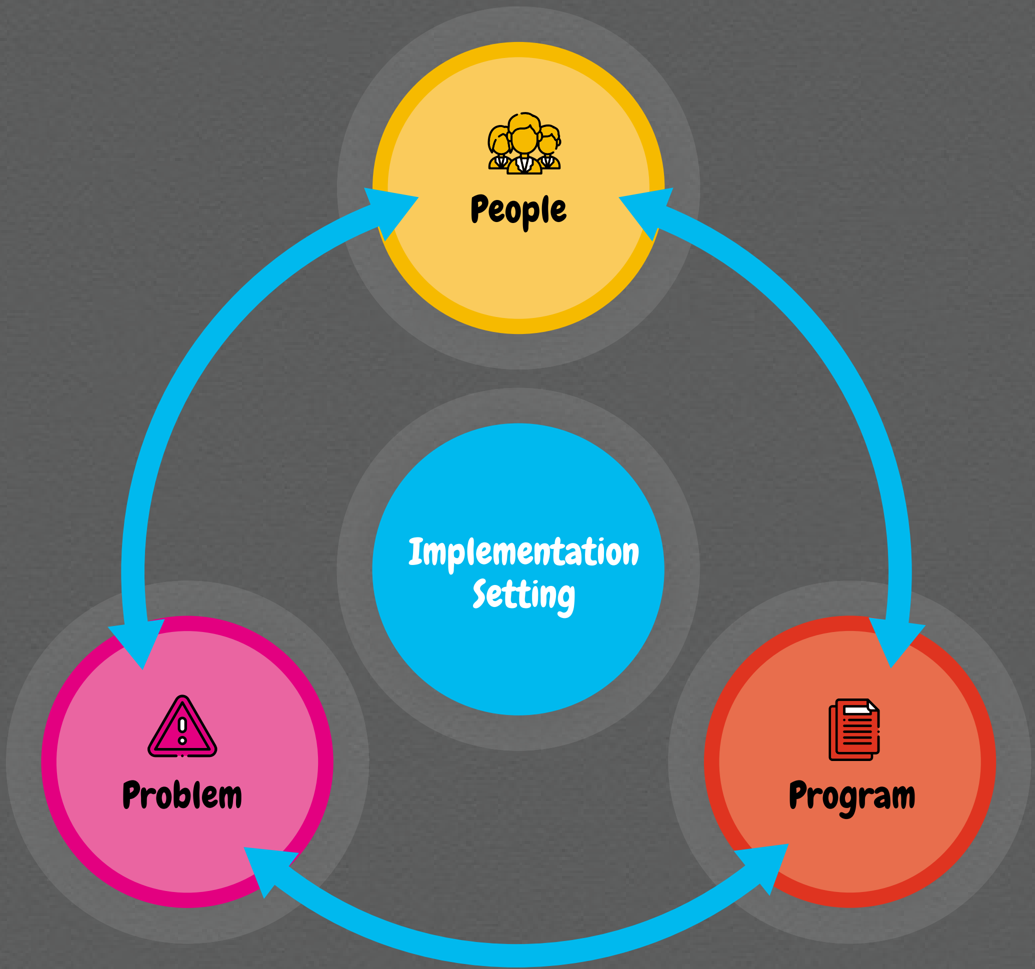
In this module, you will...

- **Step 1.** Describe your Implementation Setting.
- **Step 2.** Explore what you can learn through Implementation Signals.
- **Step 3.** Set learning goals for your R2C journey.

Step 1. Describe your Implementation Setting.

The successes and challenges of implementation are often shaped by three interacting elements: the problem you are seeking to address, the people who might influence the success of your implementation, and the program that you will be implementing. We call these interacting elements the Implementation Setting. You have already done the work to identify these different elements in the previous modules. Dedicating time to describe your Implementation Setting will allow your R2C team to have a common point of reference when discussing opportunities for learning.

Implementation Setting is the circumstances surrounding your implementation. The Implementation Setting consists of the problem you are seeking to address, the people who might influence the success of your implementation, and the program you will be implementing.



Guidance:

Take some time to review the graphic above. Using the following questions, describe the people, problem, and program that relate to your own work. When describing, it might be helpful to refer to your answers in Module 1 (Step 2) and Module 2 (Steps 1 and 2).

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Implementation Setting

Describe your Implementation Setting

What is the **problem** you are addressing? Refer to Module 2, Step 1.

What **program** are you implementing? Refer to Module 1, Step 2.

What **people** might influence the success of your work? Refer to Module 2, Step 2.

Here is how AYM / VIAC describe their implementation setting!

Implementation Setting	Describe your Implementation Setting
What is the **problem** you are addressing? Refer to Module 2, Step 1.	Lack of access to menstrual health and hygiene management information in schools and low-income communities.
What **program** are you implementing? Refer to Module 1, Step 2.	We will be using comic books as educational content that will be used to increase support and lower stigma around menstrual health and hygiene management. We will bring this new approach to our already existing programs.
What **people** might influence the success of your work? Refer to Module 2, Step 2.	Students, parents, teachers, administrators, and community leaders.

Step 2. Explore what you can learn from Implementation Signals.

When the three elements of your Implementation Setting interact, they provide key pieces of information that can be used to strengthen your program. We call these **Implementation Signals**[5]. Implementation Signals are specific pieces of information that will give you insight into how well your implementation is going.

How do these different Implementation Signals relate to your current work, and which are most relevant to you? Take some time to brainstorm different learning questions you might have for these different Implementation Signals. We have provided some examples from AYM / VIAC to help. Please focus on the Implementation Signals most relevant for your current decision-making priorities. You can save other Implementation Signals for a later time. You may also want to refer to Module 1 (Step 4) to think more about which Implementation Signals most align with your current decision-making priorities.

Implementation Signals are specific pieces of information that will give you insight into how well your implementation is going. They are the result of interactions between your program, problem, and people within your Implementation Setting.

5. Another way to refer to Implementation Signals is 'Implementation Research Domains' as seen in the At-a-Glance Factsheet.

Guidance:

As you review these examples, do the following:

1. Identify which Implementation Signals are most relevant to your current decision-making priorities.
2. Brainstorm your own learning questions for these priority Implementation Signals.

Note: It may help to refer back to Module 1 (Step 4) to think more about which Implementation Signals most align with your current decision-making priorities.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Implementation Signals[6]	Questions that AYM / VIAC brainstormed	Questions you might ask
Feasibility The extent to which a program is practical to implement in a particular setting.	How well equipped are schools to implement the program (e.g., time, staff, past experience with menstrual health and hygiene management)?	
Stakeholder Relevance The extent to which implementation stakeholders (e.g. people who may influence and be affected by your program) feel the program meets their needs and priorities.	How receptive will the school administration be towards using the educative materials? How supportive will the parents/ guardians of the participants be of participants reading the comic books at home?	

6. Adapted from Proctor et al., 2011 and RE-AIM Framework. For additional information on Implementation Signals your organization may want to learn about we recommend the Consolidated Framework for Implementation Research Guide.

Implementation Signals	Questions that AYM / VIAC brainstormed	Questions you might ask
Participant Relevance The extent to which potential or actual program participants feel that a program and its goals address problems that relate to their lives.	How motivated do participants feel towards reading comic books on menstrual hygiene management and stigmatization? Does the comic book address areas of needs for the participants?	
Adoption The willingness or decision of implementation stakeholders to initiate a new program and the reasons for their decision.	Will the school administrators accept to mainstream the program into school extracurricular? Why might they choose to do so?	
Fidelity The extent to which a program was implemented as it was originally planned.	No questions at this time. We can learn about this later.	
Reach The extent to which the people that are eligible to benefit from a program actually receive it, and the equity of this benefit across social groups.	How can we ensure that the comic books are inclusive of girls, boys, and students with disabilities?	

Implementation Signals	Questions that AYM / VIAC brainstormed	Questions you might ask
Effectiveness The extent to which a program has reached its goals.	No questions at this time. We can learn about this later.	
Implementation cost The extent to which the financial cost of delivering the program varies across contexts.	No questions at this time. We can learn about this later.	
Sustainability The extent and length of time to which a program is maintained after your organization has finished implementing.	Will schools adopt and integrate our menstrual hygiene management program into regular school programs after we finish implementing?	
Other Explore other questions or topics that you feel would strengthen your work.	How safe will students feel when reading the comic books in the community?	

Step 3. Set learning goals for your R2C journey

Now that you have explored the different things you can learn through R2C, it is time to create some learning goals that you feel will strengthen your work. Consider what you might want to learn about to strengthen your work in your current Implementation Stage. There is no perfect "formula" to do this. As the implementer, you know best about your learning needs.

Learning goals should not state what your program seeks to achieve in the long-term. **Learning goals should detail the information you need to make a specific decision in the near future.** These learning goals will help you to identify your information needs and the specific decisions you would like to make for strengthened programs. Setting learning goals will not only help you guide your R2C plan, but can also serve as a common point of reference for your team when connecting data to decision-making.

Learning Goals are statements that clearly define specific information that you need to know in order to make a specific decision in the near future.

The number of learning goals that you set will depend on the time and resources you have available, and what your program decision-making needs are. If you need to make a decision soon, we recommend focusing on one or two learning goals and saving others for later. It may help to refer to Module 1 (Step 4) to think more about how you can establish learning goals that will achieve your priorities.

Guidance:

Please create learning goals for your current Implementation Stage by answering the questions below. We recommend focusing on your current learning needs for decision-making. Other learning goals can be pursued at a later time! If you have more than one learning goal, we recommend copying this table and filling it separately, so that every learning goal can have its own unique table. It may help to refer to Module 1 (Step 4) to think more about how you can establish learning goals that will achieve your priorities.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Questions	Answers
What Implementation Stage are you in now?	☐ Starting Implementation ☐ Maintaining Implementation ☐ Expanding Implementation
What decision do you want to make related to your current priorities? (See **Module 1**)	
What would you need to learn about your work to make this decision? It may be helpful to refer to some of the questions you brainstormed on your priority Implementation Signals in the previous step.	
Let's make this into a learning goal: *"We need to know [information you want to learn] so that we can [decision you would like to make using this information]"*	

Here are some examples of learning goals that AYM / VIAC set across their different Implementation Stages. In Module 7, you can learn more about how AYM / VIAC progressed along this R2C journey!

	Starting Implementation	Maintaining Implementation	Expanding Implementation
Here are some learning goal examples from AYM / VIAC	We need to know whether school administrators and students see this comic book strategy as relevant for education around menstrual health and hygiene so that we can modify our strategy to better meet their needs.	We need to know whether engaging comic book champions in peer-to-peer education feels comfortable for participants so that we can adapt our delivery to improve participant experiences.	We need to know whether our peer-to-peer comic book education strategy is effectively reducing stigmatization around menstrual health and hygiene management so that we can adapt and expand the strategy into new schools.

Identifying the Implementation Setting, developing learning questions and setting learning goals will help your organization have a clear direction and purpose for R2C efforts. As your work unfolds, your Implementation Setting may change and your learning priorities might shift. By applying the process outlined in this module, you will be able to help your team adapt and orient to new learning goals.

Now that you have completed this module, you have:

- Described the people, the problem, and the program that shape your Implementation Setting.
- Learned about pieces of information that will give you insight on how well your implementation is going.
- Created learning goals that can be connected to decision-making for your program.

To strengthen your R2C journey, we recommend that you:

- Revisit the stakeholder engagement plan you created in Module 2 (Step 5) to adjust your plan as needed.

For additional support on these topics, we recommend that you:

- Reach out to AYM at info@afrikayouthmovement.org and VIAC at info@viacame.org to learn more about how they used R2C.
- Explore the following resources: Module 1, Module 2, Frame Your Design Challenge (IDEO Design Kit)

In the next module, you will:

- Learn about different types of data and different approaches to collecting data.
- Develop a data collection strategy that will help you achieve your learning goals.

We want to hear your feedback so that we can make this module better:

- Help us learn by taking this short survey.

Module 4: How can we create a data collection strategy that will help us achieve our learning goals?

Data is information. We use data in our everyday lives to make decisions. When planning a trip, we might look at data about the weather at the destination to decide how to pack our luggage. Organizations can collect and use data to achieve their learning goals, better understand their programs, and make decisions to strengthen their work. There are many ways to collect data. As the implementer, you must think of the decisions you want to make with data and use that to determine your data collection approach. *In this module, you will refer to your learning goal(s) in* ***Module 3*** *to develop a data collection strategy.*

About Tech Tribes:

Meet Tech Tribes, a youth-led organization and Youth Excel Consortium partner based in Jordan! Tech Tribes is dedicated to advancing youth digital skills, innovation, and entrepreneurship. Tech Tribes is implementing a social impact incubator called "Holoul", meaning "solutions" in Arabic.

In this module, you will learn about how Tech Tribes created a data collection strategy for their R2C.

In this module, you will...

- **Step 1.** Identify appropriate data sources.
- **Step 2.** Identify what type of data you will need.
- **Step 3.** Identify how you would like to collect this data.
- **Step 4.** Create your data collection tools.
- **Step 5.** Determine how much data you will need to collect.

Step 1. Identify appropriate data sources.

There are many sources for data. Implementers can collect data by asking questions to people relevant to their programs and by recording their answers as data. We call these people **response-based data sources.** You might refer to Module 2 (Step 2) when thinking of different people who can serve as response-based data sources.

Implementers can also collect data by observing specific details and recording these details as data. We call these **observation-based data sources.**

The decision on where you will source your data from will depend on many factors such as information needs, time, money available for data collection, and sensitivity of information. You can even choose multiple sources if that makes sense to you. Ultimately, it is you as the implementer who knows what data you will need for the decisions you would like to make.

A **Data Source** is the origin of the information that you will be collecting. is the origin of the information that you will be collecting.

	Response-Based Data Sources	Observation-Based Data Sources
Definition	Sharing a question with someone in order to collect their answer as data.	Watching and paying attention to specific details and documenting these details as data.
Example data sources	Program participants (current, past, or potential), Stakeholders	Program facilities Program activities Existing literature and data
Interaction with people required	Yes	No
Example from Tech Tribes	Asking a participant how many impact incubator sessions they attended.	Looking at attendance records to count the number of sessions a participant attended.

2

Step 2. Identify what type of data you will need.

After determining your data source(s), consider what type of data you would like to receive. There are two different types of data that you can collect – quantitative data and qualitative data. You can choose to collect qualitative data, quantitative data, or even a combination of both if it makes sense to you. It is up to you as the implementer to determine which type of data would best help you make decisions for your work.

	Quantitative Data: Data you can count	Qualitative Data: Data you can read
Definition	Anything that can be counted is a source of quantitative data.	Anything that can be read is a source of qualitative data.
Potential Uses	Quantitative data is useful when you want to measure how relevant or widespread a problem is, measure an outcome of your program, or understand the scope, duration, or size of something.	Qualitative data is useful when you want to measure an outcome of your program, understand how an event or phenomenon is affecting a community, or why people behave the way they do.
Recommendation for Response-Based Data Sources	Consider asking questions with defined response options so that you can count the number of responses for different options.	Consider asking questions without defined response options so that participants can share their answer in their own words.
Recommendation for Observation-Based Data Sources	Consider making an observation template where you can record details that can be counted.	Consider making an observation template where you can record details in a narrative form.

3

Step 3. Identify how you would like to collect this data.[7]

Whichever type(s) of data you decide to collect, you will need to think through how you might collect this data. There is no single way to collect data and it is up to you as the implementer to decide which data collection method(s) would best meet your needs. Here, we provide some recommendations. For further guidance on these data collection method(s), we recommend the OMNI Information Gathering Toolkit and the Community Toolbox guidance on focus group discussions, interviews, and surveys.

7. This module provides some recommendations, but there are many different ways to collect data. For further guidance on these data collection methods, we recommend the OMNI Information Gathering Toolkit and Community Toolbox guidance on focus group discussions, interviews, and surveys.

Data Collection Methods are a range of different approaches that you can use to collect data.

	Quantitative Data: Data you can count	Qualitative Data: Data you can read
Methods for Response-based Data Sources	Surveys	Interviews Focus Group Discussions Surveys (with open-ended questions)
Methods for Observation-based Data Sources	Programmatic document reviews (i.e., attendance records) Observation templates with space to count or quantify details.	Programmatic document reviews (i.e., meeting notes) Observation templates with space for narrative summaries. Photographs and video.

Using your learning goals as a starting point, you will need to identify your data source(s), identify the specific questions you will ask or details you will observe, and select the appropriate data collection method(s) to do so in a reasonable time for decision-making. Again, there is no single way to collect data and it is up to you as the implementer to decide which data collection method(s) will help you achieve your learning goals.

Guidance:

Please spend some time connecting your learning goals to data collection method(s) using following questions. You can use the fillable boxes below. You can scroll in the boxes if you need more space. When thinking of data sources for response-based data, it may be helpful to refer to Module 2 (Step 2).

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Learning Goal(s)	What are your data source(s)?	What specific details you would like to observe or questions you would like to ask?	Data collection method(s)
Learning Goal #1: --------------------			
Learning Goal #2: --------------------			
Learning Goal #3: --------------------			

Here is how Tech Tribes connected their learning goal to data collection methods!

Learning Goal(s)	What are your data source(s)?	What specific details you would like to observe or questions you would like to ask?	Data collection method(s)
We need to know whether the existing Holoul Impact Incubator application process is easily accessible for diverse users so that we can ensure an inclusive application process.	Past Holoul participants and applicants	How easy was it to access the application online? Was the language used in the application easy to understand? How much time was required to complete the application? What challenges did you face when completing the application? What concerns did you have when completing the application? How would you recommend we make our application process more accessible?	Survey and Focus Group Discussion

Step 4. Create your data collection tools.[8]

After identifying the appropriate data collection method(s) to achieve your learning goals, you will decide which tool or tools to use and put a plan in place for your data collection.

A data collection tool is a document (i.e., interview guide, survey, focus group guide, observation template) that a data collector can use to gather data consistently when making observations or engaging participants. Creating data collection tools can be complicated, but for your R2C journey, we recommend that your tools are brief and straightforward. For example, you might prepare a 3-5 question survey! Remember that too many questions may cause people to not complete your survey, focus group, or interview.

8. This module provides some recommendations, but there are many different ways to collect data. For further guidance on developing and administering data collection tools, we recommend the OMNI Information Gathering Toolkit and Community Toolbox guidance on focus group discussions, interviews, and surveys.

Data Collection Tools are documents that allow data collectors to apply a data collection method consistently when collecting new data.

When creating any data collection tool, please consider the following:

- Use language that is clear and easy to understand.
- Ensure that tools match the participant's perspective and language level.
- Only gather data that you need to know for your learning goals.
- Avoid collecting personally identifiable information (i.e. name, address, email, other personal information) or potentially sensitive information (i.e. past traumatic experiences, deeply private information).[9]
- Place easier questions first and group questions together by topic.
- Avoid words that make your participant feel like they have to provide a certain answer.
- Once you create your tool, test out the tool with your team.

Guidance:

Using the fillable templates below, please create any data collection tools you intend to use to address your learning goals. We have separate templates for observation-based data sources and conversation-based data sources. You can scroll in the boxes of the template if you need more space. As you practice using your tool, take note of how long the data collection will take so that you can communicate this with data collectors and potential participants.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

9. This will help your team ensure the minimization of harms from research and protection of privacy and confidentiality. Refer to Module 5 to learn more about keeping your data secure.

For further guidance on developing and administering data collection tools, we recommend the OMNI Information Gathering Toolkit and Community Toolbox guidance on focus group discussions, interviews, and surveys.

Data Collection Template for Response-Based Data Sources

What data collection method is this?	
Who is this data collection tool for?	
Questions you will ask:	Response Options (if applicable)

Data Collection Template for Observation-Based Data Sources

What is this template being used to observe?	
Details you want to record	**Notes**

Here are some data collection tools developed by Tech Tribes!

What data collection method is this?	Survey
Who is this data collection tool for?	Past Holoul Participants
Questions you will ask:	**Response Options (if applicable)**
What year did you participate in Holoul?	Open-ended
From 1-5, how easy was it to fill out the application form? (1: very difficult, 5: very easy)	Response Options: 1: Very Difficult 2: Difficult 3: Neither difficult nor easy 4: Easy 5: Very easy
From 1-5, how relevant did you find the application questions? (1: very irrelevant, 5: very relevant)	Response Options: 1: Very irrelevant 2: Irrelevant 3: Neither irrelevant nor relevant 4: Relevant 5: Very relevant
From 1-5, how safe and secure did you find the application portal? (1: Very unsafe, 5: Very safe)	Response Options: 1: Very unsafe 2: Unsafe 3: Neither unsafe nor safe 4: Safe 5: Very safe
What suggestions do you have to make the application process more accessible for future participants of Holoul?	Open-ended

Here are some data collection tools developed by Tech Tribes!

What data collection method is this?	Focus Group Discussion
Who is this data collection tool for?	Past Holoul participants and applicants
Questions you will ask:	**Space for note taking:**
What Holoul cohort did you belong to?	
How did you learn about the program?	
How easy was it to have access to a digital device and internet needed to complete the online application? If there were any challenges, what made it difficult for you to access the online application? Would you have preferred to fill out the application form offline?	
When completing the application, how easy was it to understand the different questions being asked? To what extent was the language used a barrier to understanding the questions? How would you recommend simplifying the language?	
How much time did it take for you to complete the application? What components of the application took the greatest amount of time to complete? Why?	

Scroll to next page to see the remainder of this focus group discussion data collection tool

Focus group discussion data collection tool (continued).

Questions you will ask:	Space for note taking:
When experiencing challenges during the application process, did you reach out for any assistance? If so, who did you seek help from?	
What concerns if any did you have around privacy and confidentiality of the information you were providing in the application?	
How would you recommend that we make the application process more accessible for future participants?	

5

Step 5. Determine how much data you will need to collect.[10]

Reaching your learning goals does not require you to collect data from the entire population (i.e., participants or a particular stakeholder group) that you are trying to learn from. To save time and resources while reaching your learning goals, you will need to think strategically on how to identify and gather data from a smaller group within this population so that the data you gather can be representative of the entire population. We call this smaller group of people a **sample.** We call the strategy you use to select people into your sample a **sampling plan.**

You will want to determine what specific groups of people (i.e., rural youth, urban youth) you are trying to represent in your data, so that you can determine a sampling plan that will allow for you to hear from all the perspectives you are trying to learn from.

10. This module provides some recommendations, but there are many different ways to collect data. For additional guidance on sampling strategies, we recommend the OMNI Information Gathering Toolkit and the TDR Toolkit.

A **Sample** is a smaller group of people within a population that you engage with for data collection.

A **Sampling Plan** details how you will select the data into your sample.

You will also need to determine how many people to include in your sample. If you are collecting quantitative data, you will generally need a larger sample size. If you are collecting qualitative data, you will generally need a smaller sample size.

When determining a qualitative sample size, you will need to consider the point at which you believe that the people you are speaking with will not provide any new information. This will be generally higher for interviews in comparison to focus groups. For focus group discussions, 1) organize it so that you have no more than 10 people within a focus group, 2) ensure that the people within each focus group are matched by specific groups (i.e., rural youth focus group, urban youth focus group), and 3) hold 1-3 discussions per specific group you are representing in your sample.

When determining a quantitative sample size, there may be more complex methods involved depending on your learning goal so you may want to consult your R2C mentor for guidance. Different researchers may recommend different sample sizes based on your needs, potentially ranging from 10-25% of your population. For additional guidance on quantitative sample size determination, we recommend visiting Tools4Dev. For in-depth guidance on sampling strategies, we recommend the OMNI Information Gathering Toolkit.

Guidance:

Using the questions below, please describe your sampling approach for each data collection method that you selected.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Data collection method	Representation: What specific groups of people are you representing in this sample?	Sampling plan: How can you select people into your sample so that these specific groups are represented?	Sample size goal: How much data would you like to collect?

Here is how Tech Tribes developed their sampling approach!

Data collection method	Representation: What specific groups of people are you representing in this sample?	Sampling plan: How can you select people into your sample so that these specific groups are represented?	Sample size goal: How much data would you like to collect?
Survey	Program participants from every past cohort of Holoul.	Head of Programs Development and program manager will randomly select 10 participants from each past cohort and reach out to them through an email.	100 past Holoul participants
Focus Group Discussions	People who applied and participated from every past cohort of Holoul. People who applied to Holoul, but were not selected from every past cohort of Holoul.	Head of Programs Development and program manager will select 5 Holoul program participants or applicants from every cohort. These people will be selected to reflect a diverse range of engagement with Holoul (i.e., application with no acceptance, limited participation, highly engaged participation).	30 past Holoul participants and applicants

Careful attention and consideration should be given when planning for the focused and intentional recruitment and participation of vulnerable groups. Vulnerable groups may be at higher risk of having negative experiences associated with participating in research (i.e. retaliation, social exclusion). We encourage the recruitment and participation of these groups, but need to plan carefully to ensure ethical research.

Guidance:

Please select all vulnerable groups of individuals that your research will recruit and engage through data collection, explain how they will be engaged, and why it is essential to your program. If you believe that any of these vulnerable groups may be participating in your research without your focused and intentional recruitment please explain.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Vulnerable Group	Explain
Minors (under the legal age limit for adulthood)	
Women and girls	
Persons with disabilities	
Religious and ethnic minorities	
Sexual and Gender Minorities (LGBTQI+)	

Vulnerable Group	Explain
Low-income persons	
Refugees and internally displaced persons	
Houseless or homeless persons	
Incarcerated persons	
Other	

If through this exercise, you find that focused and intentional recruitment of a particular vulnerable group is unnecessary for your learning goals and/or poses significant risk to that group, you might reconsider engaging this vulnerable group. If you believe it is necessary, please plan carefully to protect these groups from harm. For additional guidance and practical planning on research ethics, please see the QuickStart Guide.

Developing a data collection strategy centered on your learning goals will help your organization conduct research that can more easily translate to decision-making for your programs. Now that you have identified data sources and data collection methods, and have developed data collection tools and a sampling plan, your next steps are to orient and train your team members on this data collection strategy. Properly orienting and practicing this data collection strategy with your team is vital to receiving quality data that will help you reach your learning goals. To prepare for the management of the incoming data, we recommend reviewing Module 5.

As your work unfolds, your team might identify needs for new data as new learning goals are set. By revisiting the process outlined in this module, you will be able to help your team ensure that data collection will provide useful data when engaging stakeholders and making decisions for your program.

Now that you have completed this module, you have:

- Learned about different forms of data and ways of collecting data.
- Developed an appropriate data collection strategy based on your learning goals.

To strengthen your R2C journey, we recommend that you:

- Revisit the stakeholder engagement plan you created in Module 2 (Step 5) to adjust your plan as needed.

For additional support on these topics, we recommend that you:

- Reach out to Tech Tribes at info@techtribes.org to learn more about how they used R2C.
- Explore the following resources: Module 2, OMNI Information Gathering Toolkit, Community Toolbox guidance on focus group discussions, interviews, and surveys.

In this next module, you will:

- Learn how to organize data so that you can learn from it more easily.
- Learn and apply different techniques that will help you learn from the data that you receive.

We want to hear your feedback so that we can make this module better:

- Help us learn by taking this short survey.

Module 5: How can we organize and learn from the data we receive?

You just successfully developed a plan for collecting data. Soon, you will start to collect data. Keeping your data well organized will help you to examine and learn from the data more easily.

In Module 4, you met Tech Tribes. **Click here** to learn more about Tech Tribes and their current work.

In this module, you will learn about how Tech Tribes organized and learned from the data that they received.

In this module, you will...

- **Step 1.** Create a summary of all of the data you expect to receive.
- **Step 2.** Create a template where all data can be recorded.
- **Step 3.** Identify and correct data errors.
- **Step 4.** Examine and learn from your data.

Step 1. Create a summary of all of the data you expect to receive.

Every piece of information you collect or question you ask will result in data. With so many different pieces of data coming in, it may feel overwhelming to keep track of it all. All the data from each question you ask or item you observe is a **variable.** Creating a summary of these variables can serve as a resource for your team that can be referred to for easier use of the data. We call this summary of variables a **codebook.** It may be helpful to refer to Module 4 (Step 4) when identifying variables you might add to your codebook.

A **Variable** is all the data from each question you ask or item you observe. The word "variable" means that there will likely be differences, or "variances" in the data. For example, "attendance at a training" might be a variable you consider, with differences

A **Codebook** is a list of all of the variables you expect to gather through your data collection plan.

Guidance:

Take some time to review your data collection tools. When reviewing, place each piece of information (variable) the tool will collect into the first column of the template below. You can use the other columns to provide additional information about each variable. It may be helpful to refer to Module 4 (Step 4) when identifying variables you might add to your codebook.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

R2C Codebook

Variable Name	Description	Data collection method	Type of variable (Qualitative or Quantitative)	Response options/ format

Here is Tech Tribes' codebook.

R2C Codebook

Variable Name	Description	Data collection method	Type of variable (Qualitative or Quantitative)	Response options/ format
Participant ID	Unique ID (letter and number) assigned to each participant by our R2C team.	Survey and Focus Group Discussion	N/A	N/A
Year	What year did you participate in Holoul?	Survey	Quantitative	Open-ended
Ease	From 1-5, how easy was it to fill out the application form? (1: very difficult, 5: very easy)	Survey	Quantitative	Response Options: 1: Very Difficult 2: Difficult 3: Neither difficult nor easy 4: Easy 5: Very easy
Relevant	From 1-5, how relevant did you find the application questions? (1: very irrelevant, 5: very relevant)	Survey	Quantitative	Response Options: 1: Very irrelevant 2: Irrelevant 3: Neither irrelevant nor relevant 4: Relevant 5: Very relevant
Safe	From 1-5, how safe and secure did you find the application portal? (1: Very unsafe, 5: Very safe)	Survey	Quantitative	Response Options: 1: Very unsafe 2: Unsafe 3: Neither unsafe nor safe 4: Safe 5: Very safe
Suggest	What suggestions do you have to make the application process more accessible for future participants of Holoul?	Survey	Qualitative	Open-ended

R2C Codebook

Variable Name	Description	Data collection method	Type of variable (Qualitative or Quantitative)	Response options/ format
Cohort	What Holoul cohort did you belong to?	Focus Group Discussion	Qualitative	Open-ended
Exposure	How did you learn about the program?	Focus Group Discussion	Qualitative	Open-ended
Online	Series of questions to explore challenges in accessing the application online.	Focus Group Discussion	Qualitative	Open-ended
Language	Series of questions to explore how easily participants understood the language used in the application.	Focus Group Discussion	Qualitative	Open-ended
Time	Series of questions to explore time required to complete the application.	Focus Group Discussion	Qualitative	Open-ended
Help	Series of questions to explore what support participants received in completing the application.	Focus Group Discussion	Qualitative	Open-ended
Privacy	Series of questions to explore privacy concerns of participants.	Focus Group Discussion	Qualitative	Open-ended
Recommend	Questions to gather recommendations for future program participants.	Focus Group Discussion	Qualitative	Open-ended

Step 2. Create a template where all data can be recorded.

As data are being collected and recorded, it can be stored in a central location where the incoming data build toward a **dataset.** This is typically done using a spreadsheet, whether digital or written. In a dataset, each column represents a variable, and each row represents an observation made or a person engaged through your research. Each data collection method used will need its own unique dataset. For example, if you conducted a survey, you would use that data to create one dataset. If you also held focus group discussions, you would use that data to create another dataset.

A **Dataset** is a central location where the data you collect can be stored.

It's important to keep your data safe and secure! Before you collect data with this dataset template, ensure that your data can be stored in a safe and secure location. If you are storing data digitally, use a password-protected file and only share the password with your R2C team. If you are storing the data physically on a written template, lock the data in a safe and secure location that only your R2C team can gain access to. In addition, you should store all personally identifiable information (i.e. name, address, email, other personal information) separately from your dataset and assign a unique ID to each participant to protect their privacy.

Guidance:

For each data collection method you have, take some time to develop a dataset template using a spreadsheet. At the top of each column, you will write a variable name. As you collect data, it will be recorded under each respective variable.

Here is Tech Tribes' dataset template that they created with some data filled in. You can learn more about these variables by reviewing their codebook in the previous step.

Participant ID	Year	Ease	Relevant	Safe	Suggestions
P1	2019	4: Easy	3: Neither irrelevant nor relevant	3: Neither unsafe nor safe	It is necessary to consider stronger digital safety and security measures/ platforms.
P2	2017	4: Easy	4: Relevant	4: Safe	An informational webinar would have been helpful for interested applicants.
P3	2015	4: Easy	4: Relevant	5: Very safe	No suggestions to share.
P4	2016	4: Easy	2: Irrelevant	3: Neither unsafe nor safe	More explanation about the importance of specific questions would be helpful.

Now it's time to gather your data! As you do so, check in regularly with your data collection team to troubleshoot any challenges with logistics and with applying the tools and methods. Record and manage your data as you go!

3

Step 3. Identify and correct data errors.

As you collect data, you might find that data errors will occur. **Data errors** are improperly collected data that are often the result of human mistakes. They are not pieces of data that you disagree with.

Data errors are extremely common. For example, a data collector asks for someone's age, and the person tells them they are 20 years old. The data collector accidentally adds an extra 0, so the data will say that this person is 200 years old! You might think this sounds like a rare mistake, but mistakes like these do happen. The process of **data cleaning** is meant to ensure that we remove all possible errors that may have happened during data collection and/or data entry.

Data Errors are improperly collected data that are often the result of human mistakes. Data errors are not pieces of data that you disagree with.

Data Cleaning is the process of looking for errors in the data and correcting them[11].

Below, we have included a summary of three different data errors, how to identify them, how to prevent them before they happen, and how to respond once they do happen.

11. Data cleaning must focus only on fixing data errors. No alterations should be made to data to purposefully change meaning of the data.

Data Error Type	How to identify	How to prevent	How to respond
Double Entry	See if there are any pieces of information that should be unique to each individual but are repeated within the dataset.	Ensure that all participants have their own unique ID to be stored in the dataset.	Look for other unique identifiers to try to resolve the issue. Talk with the people who collected the data if the data was collected in person.
Missing Values	See if there are any variables with consistently missing values in the dataset.	Train the people collecting the data on how to explain questions for full participant comprehension.	If you suspect that the question is too sensitive, consider removing it from the dataset or asking in a less intrusive way. Make sure to store it as a different variable if doing so. Talk with the people who collected the data if the data was collected in person.
Extreme and Illogical Values	See if there are any values that look out of a potential range of answers.	If you are collecting data digitally, test out the data collection tool to see how values are storing in your dataset before starting data collection. Train staff on proper data recording and entry into dataset.	Talk with the people who collected the data to see how this value may have appeared. Remove this data error from the dataset.

Guidance:

In this dataset, you will find several examples of data errors described above. Take some time with your team to name the different types of errors that you see in this dataset.

After working through this with your team, you can check your answers using our answer key.

Participant ID	Year	Ease	Relevant	Safe	Suggestions
P5	2019	3: Neither difficult nor easy	3: Neither irrelevant nor relevant	3: Neither unsafe nor safe	It would be great to have the option to fill this out offline.
P6	2018	4: Easy	3: Neither irrelevant nor relevant		
P7	2016	4: Easy	3: Neither irrelevant nor relevant	3: Neither unsafe nor safe	
P8	2017	2: Difficult	2: Irrelevant	4: Safe	An informational webinar would have been helpful for interested applicants.
P9	2015	5: Very Easy	4: Relevant	5: Very Safe	No suggestions to share.
P10	2017	5: Very Easy	4: Relevant	4: Safe	Meetings with past participants to learn more about the program.
P10	2017	5: Very Easy	4: Relevant	4: Safe	Meetings with past participants to learn more about the program.
P11	3015	4: Easy	5: Very relevant	5: Very safe	

Please scroll to the next page to see the answer key

Data Error Answer Key

Participant ID	Year	Ease	Relevant	Safe	Suggestions
P5	2019	3: Neither difficult nor easy	3: Neither irrelevant nor relevant	3: Neither unsafe nor safe	It would be great to have the option to fill this out offline.
P6	2018	4: Easy	3: Neither irrelevant nor relevant	Missing Value	Missing Value
P7	2016	4: Easy	3: Neither irrelevant nor relevant	3: Neither unsafe nor safe	Missing Value
P8	2017	2: Difficult	2: Irrelevant	4: Safe	An informational webinar would have been helpful for interested applicants.
P9	2015	5: Very Easy	4: Relevant	5: Very Safe	No suggestions to share.
P10 Double Entry	2017	5: Very Easy	4: Relevant	4: Safe	Meetings with past participants to learn more about the program.
P10 Double Entry	2017	5: Very Easy	4: Relevant	4: Safe	Meetings with past participants to learn more about the program.
P11	3015 Extreme or Illogical Value	4: Easy	5: Very relevant	5: Very safe	Missing Value

Step 4. Examine and learn from your data.

You have finished collecting your data and correcting any data errors. You now need to understand what the data is telling you so that you can learn from your data and make decisions for your work. **One way to gain a deeper understanding of your data is to examine for any patterns or differences.** When we examine our data for patterns and differences, and take time to describe them, we are conducting a data analysis. **Data analysis** tells the story of the data you collected and will ultimately help you to make informed decisions for your work. The ways that you can analyze your data will depend on the types of data you collected. Describing what you have learned from your data with as much detail as possible will help others to understand the patterns and differences as well. It may be helpful to refer to Module 4 (Step 2), for an overview of qualitative and quantitative data.

Data Analysis is the process of examining for patterns or differences within your data, by variable or multiple variables.

Qualitative Data[12]

Qualitative data analysis examines the stories shared around your questions and tries to identify **themes.** Themes are patterns that arise from qualitative data. They can be ideas that are either deeply significant or appear across many of the data. Examples could be attitudes toward a program, different barriers someone might face to participation, benefits experienced because of your program.

Themes are patterns that arise from qualitative data.

12. For additional guidance on qualitative data analysis, we recommend TDR Toolkit and the IDEO DesignKit.

When conducting qualitative analysis, be open to all potential themes that can come from your data, even when you may not agree with the perspectives shared. Because qualitative data analysis is an interpretive activity, it is helpful to have someone who is very knowledgeable about the context to help with identifying patterns. For additional guidance on qualitative data analysis, we recommend the [TDR Toolkit] and the [IDEO DesignKit.]

Guidance:

Using the template below, please analyze each of your qualitative variables from your data.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Qualitative Variables	What are some key themes that you are finding in these qualitative data? For each key theme shared, please share quotes that support this theme.

Qualitative Variables

What are some key themes that you are finding in these qualitative data? Please share quotes that stand out to you.

Online

Many past participants of Holoul expressed that they faced challenges accessing their own personal digital device needed for the online application.

"I do not own a device of my own. I share a device with two of my siblings. Device sharing poses the biggest challenge in accessing digital opportunities and choosing the right ones. I prefer opportunities that are flexible in engagement and learning requirements. For example, 'self-paced' online courses are a better option for me as I am never certain when I can access a mobile phone/ laptop. Unfortunately, such flexible options are mostly limited to e-learning opportunities in the form of courses. I miss out on most opportunities, like webinars, mentorship, workshops, due to that limitation."

- Holoul 2018 cohort member

Recommend

Many participants recommended that Tech Tribes offer trainings in Arabic language for future Holoul cohorts.

"While many think that digital access is only limited to internet connectivity, I and many other young people face a different type of access challenge linked to the availability of content in Arabic. For many young emerging social innovators and entrepreneurs, access to mentorship programs, incubators or even online learning is conditioned by our ability to be fluent in English. This makes it nearly impossible to enroll in a program, let alone engage in its activities. From the online application to the email communication, Tech Tribes needs to ensure that 'Holoul' communicates in a local language that is accessible by all young people."

- Holoul 2020 cohort member

Quantitative Data[13]

With quantitative data analysis, you are still looking for patterns in the data just like with qualitative data. The primary difference is that you have placed boundaries on the potential range of data you can receive. Quantitative data analysis summarizes data into statistics within the boundaries you have defined.

A **Statistic** is a way to describe a pattern that arises from quantitative data. There are different types of statistics that can be used to describe these patterns.

Before sharing the different ways to describe quantitative data, we will describe the two different forms of quantitative variables that you can have: Categorical and Continuous. Please see a summary of these two different forms of quantitative variables below.

Form of Quantitative Variable	Definition	Example
Categorical	Data collected for this variable each fall within a distinct category.	What season of the year is it? *Note that this variable is categorical because there are a limited number of choices and are one or another (I.e., it can't be winter and summer at the same time).
Continuous	Data collected for this variable do not have distinct categories and are numbers	What is the temperature outside? Note that this variable is continuous because there could be a wide range of choices and each degree relates to the other (e.g., 29 is slightly lower than 30, but is much lower than 79).

13. For additional guidance on quantitative data analysis, we recommend the TDR Toolkit

Below, we share an overview of different statistics. Each provides a way for you to describe patterns and differences in the data.

Categorical Variable Statistics

Counts - these tell the number of participants who provided a particular response to a question (For example, 70 participants identified as female).

Percentages – these tell the part of the whole that is represented by a variable (for example, out of 140 participants, 50% of participants identified as female).

Continuous Variable Statistics

Mean – this is an average value across all of the data for a specific variable. This works well if there is a large sample and if there are not many extreme values (that are not data errors).

Range – this is the span of numbers from lowest to highest. For example, if age was your variable, your range might be from 15- 30 in a youth program.

Median – if the sample size is small or there are several extreme values (that are not data errors), medians can help for understanding middle value across all of the data for a specific variable. *See explanation below.*

Variable Type	Statistics	How to calculate
Categorical	Count	Add together the number of data that are in a category.
	Percent	$\frac{\text{Number of specific observations}}{\text{Number of total observations}}$ *100
Continuous	Mean	$\frac{\text{Sum of all values}}{\text{Number of total observations}}$
	Range	highest value - lowest value
	Median	Line all of the values up from lowest to highest. Select the middle value.

Guidance:

Using the guidance above, please analyze each of your quantitative variables from your data in the template below.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Quantitative Variables	Categorical or Continuous	Using the guidance above, describe each categorical and numeric variable in your data.

Quantitative Variables	Categorical or Continuous	Using the guidance above, describe each categorical and numeric variable in your data.
Ease	Categorical	1: Very Difficult (7%) 2: Difficult (10%) 3: Neither difficult nor easy (40%) 4: Easy (25%) 5: Very easy (18%)
Relevant	Categorical	1: Very irrelevant (5%) 2: Irrelevant (10%) 3: Neither irrelevant nor relevant (20%) 4: Relevant (50%) 5: Very relevant (15%)

Dedicating time to organize and analyze your data will allow you to learn and make the best use of this data for decision-making. By following the processes outlined in this module, you will be able to help your team learn effectively and efficiently from the data you receive.

Now that you have completed this module, you have:

- Learned how to organize data for easier use.
- Learned different techniques for looking for patterns and differences in the data that you receive.

For additional support on these topics, we recommend that you:

- Reach out to Tech Tribes at info@techtribes.org to learn more about how they used R2C.
- Explore the following resources: **Module 4**, TDR Toolkit, and the IDEO DesignKit.

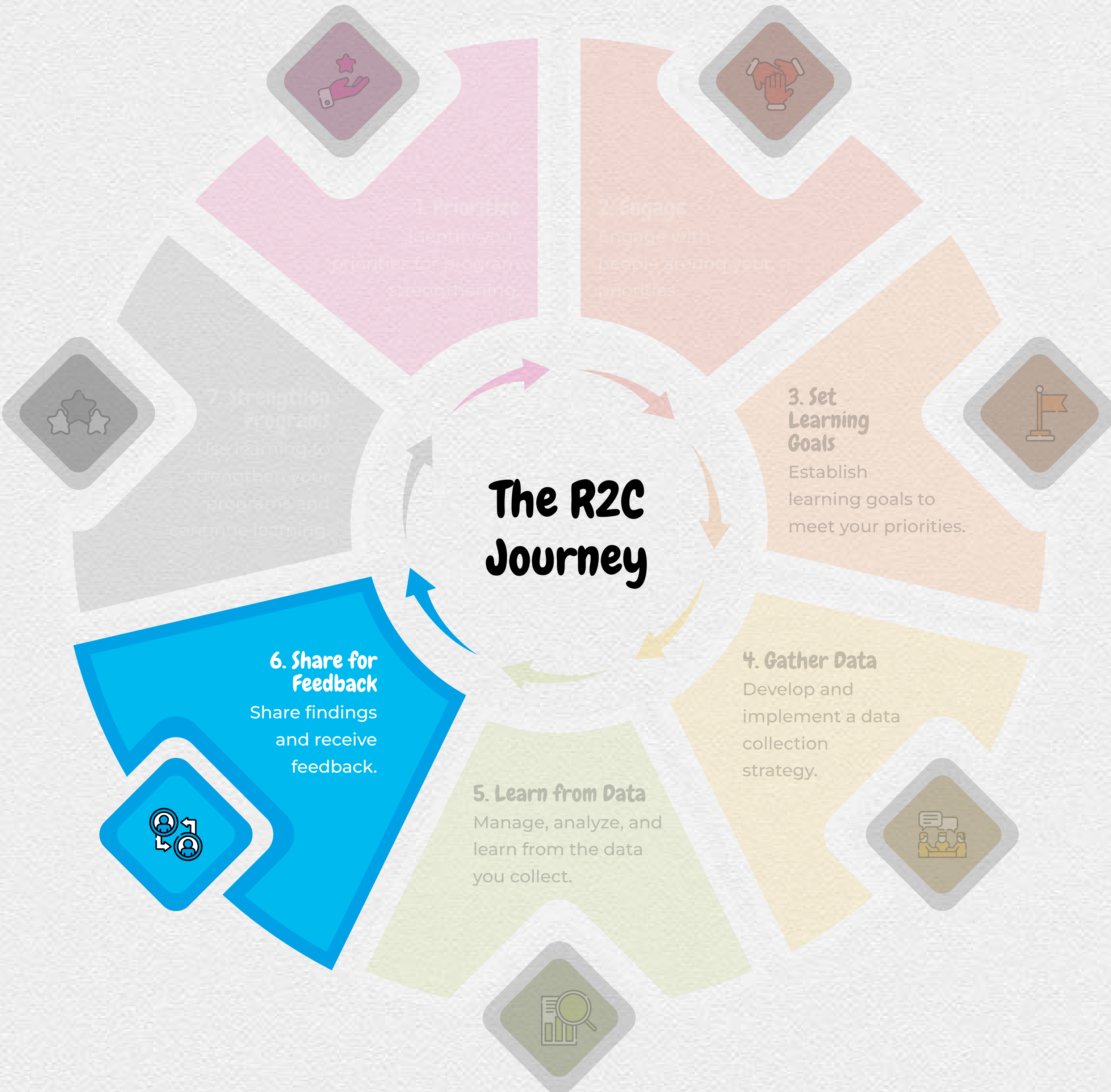
In this next module, you will:

- Identify meaningful pieces of information you learned from your data analysis.
- Learn techniques and develop a plan for sharing what you learned with stakeholders so that you can receive their insights.

We want to hear your feedback so that we can make this module better:

- Help us learn by taking this short survey.

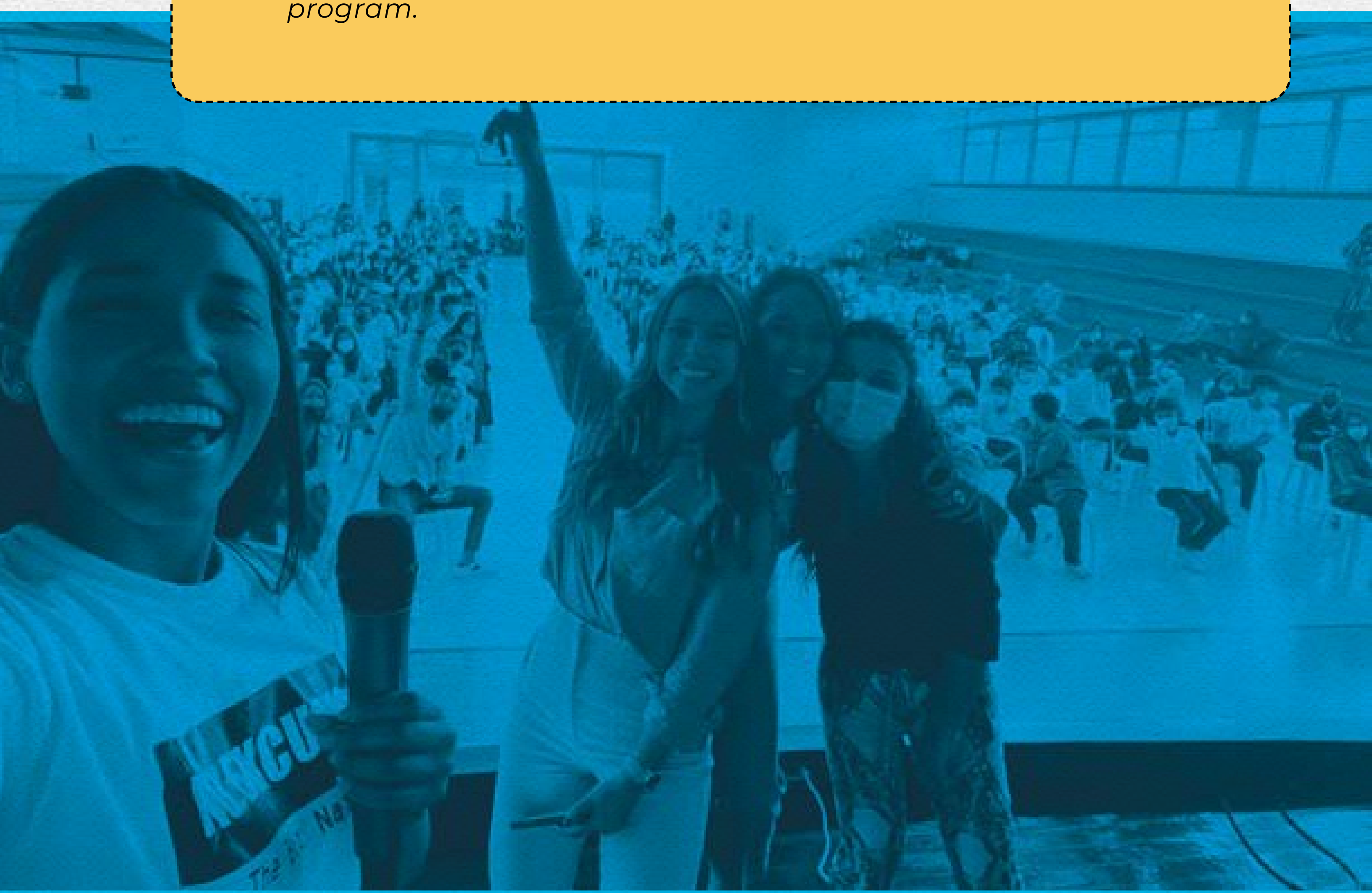
Module 6: How can we share findings and gain feedback?



You just successfully completed analyzing your data. You have several findings and now it's time to translate this data into decisions to improve your program. It could feel a bit overwhelming. Engaging stakeholders in this process can help facilitate the meaningful use of data and can even make the process less overwhelming. **Stakeholder feedback can also help you identify and prioritize decisions you will make based on your data (in the next Module).**

In Module 2, you met The Biz Nation. **Click here** to learn more about The Biz Nation and their current work.

In this module, you will learn about how The Biz Nation shared findings and received feedback for their youth training program.



In this module, you will...

- **Step 1.** Identify your key findings.
- **Step 2.** Find compelling ways to present your key findings.
- **Step 3.** Create feedback prompts.
- **Step 4.** Share your key findings with stakeholders and gather feedback.

Step 1. Identify your key findings.

Key findings are pieces of information that you feel might be meaningful for informing decision-making within your program. Identifying your key findings is important for engaging stakeholders. Detailing your key findings helps to not overwhelm the stakeholder and allows them to provide more focused feedback to help you strengthen your work. When thinking about the different findings that feel most meaningful for your program, it might be helpful to refer to your current decision-making priorities in Module 1 (Step 4) and your learning goals in Module 3 (Step 3).

With your team, take some time to look across the findings from your analysis in Module 5 (Step 4) to identify your key findings. When identifying key findings, select findings that show both the challenges and successes of your program, even when these challenges may not reflect the great results you might have hoped for (or make your team feel great). **Providing an honest representation of your findings will help stakeholders gain a clearer understanding of your work so that they can provide helpful recommendations.**

Guidance:

With your team, take some time to look across the findings from your analysis in Module 5 (Step 4) to identify your key findings. We have provided some brainstorming questions below to help in this process.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

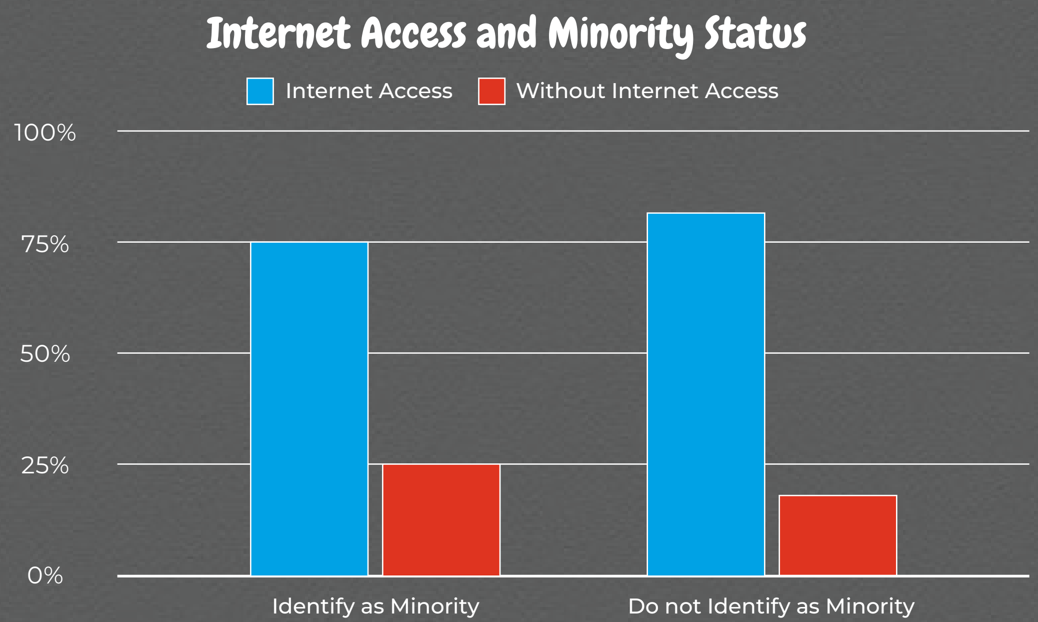
Brainstorming Questions	Key Findings
What findings best reflect challenges and opportunities within your program? Why?	
What findings do you feel are most important for decision-making for your program? Why?	
What findings would you like to better understand by hearing stakeholder perspectives? Why did you select these?	

Step 2. Find compelling ways to present your key findings.

Data visualizations of your key findings can be a great way to engage your stakeholders so that they can understand, and are excited about, your findings. When shared together, your key findings should complement one another and tell a truthful story about your work. There are endless ways to visualize and communicate key findings with your stakeholders.

A **Data Visualization** is a visual way that you can represent your key findings. Data visualizations may include charts, graphs, quotes, and any other clear and concise format to present a key finding.

Here is one data visualization that The Biz Nation shared with their stakeholders for their program!



Guidance:

Please brainstorm what your data visualization might look like in the space provided below. Think of how you might provide a clear and simple representation of your data to stakeholders (i.e. quotes, charts). You may also want to grab some paper and pencil to draw out the visualizations as well.

You can use the fillable box below. You can scroll in the box if you need more space.

3

Step 3. Create feedback discussion prompts.

When sharing your key findings with stakeholders, create opportunities for them to engage with your key findings. We suggest creating feedback prompts that you believe will provide you with meaningful information from stakeholders. These feedback prompts are questions that you feel would provide information that is helpful for you to gain a deeper understanding of your findings, gather recommendations for program adaptations, and inform future learning goals for your R2C journey.

A **Feedback Prompt** is a question that you can use to receive insights from your stakeholders.

Guidance:

Please brainstorm what feedback prompts you might use when sharing your key findings.

You can use the fillable box below. You can scroll in the box if you need more space.

Here is an example of feedback prompts developed by The Biz Nation!

What are your initial reactions for this finding?

Why do you think there is a difference in internet access between participants who identify as minorities and those who do not?

What actions might we take based on this finding?

What other questions does this raise for you?

4

Step 4. Share your key findings with stakeholders and gather feedback.

After creating your data visualizations and feedback prompts, it is time to share this data with your stakeholders in a dialogue or another interactive way. There are many ways to share key findings with stakeholders. For example, you could hold an event where you give a presentation of your key findings and have an open discussion around your feedback prompts. You might also share the document digitally and have them provide feedback in writing.

Which stakeholders will you invite to provide feedback? Your programs might have a range of different stakeholder groups (i.e. students, mentors, leaders at community-based organizations) who will all have unique and important insights to provide. You will want to make sure that all feel safe to react and reflect on your key findings. If you feel that the presence of one group might make another group feel uncomfortable, you might consider providing separate opportunities to provide feedback or limit who you decide to invite. Be thoughtful when deciding how many people to invite. Invite too many people and you may have issues engaging in meaningful ways. Invite too few and you may be missing key perspectives.

Whichever way that you choose to share these findings, documenting the feedback from stakeholders will help you make better use of it later.

Guidance:

Use these questions below to plan how you will engage stakeholders in providing feedback on your key findings.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Questions	Key Findings
How would you like to share your key findings (i.e. presentation, sharing document for review, participatory workshop, etc.)?	
Which stakeholders will you invite to provide feedback?	
How will you ensure that stakeholders feel comfortable to provide honest feedback?	
How will you document the stakeholder feedback?	

Guidance:

Use this template below to gather stakeholder feedback to your reflection prompts.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Who are you sharing these key findings with?	
Reflection Prompts	**Stakeholder Feedback Notes**
Other feedback shared	

Here is an example of some of the insights The Biz Nation received from their stakeholders! You can click here to see the data visualization shared.

Who are you sharing these key findings with?	Leaders from Youth-led Community-based Organizations
Reflection Prompts	**Stakeholder Feedback Notes**
Any initial reactions for this finding?	Surprised by the difference between people who identify as minorities and those who do not.
Why do you think there is a difference in internet access between participants who identify as minorities and those who do not?	Minorities may face increased financial barriers to accessing the internet.
What actions might we take based on this finding?	Reach out to more community-based organizations in minority communities to coordinate internet access through community centers. Distribute internet access cards to all participants.
What other questions does this raise for you?	What types of devices are participants using to access the online course? What are the specific challenges that participants are facing in accessing the internet? Are there any unique challenges to participants who identify as minorities?
Other feedback shared	It would be good to get a better understanding of what constitutes minority status for these participants. It would be good to get a better understanding of how this might differ for different genders.

Engaging different stakeholders and hearing their perspectives will help your team make the best use of your key findings. By following the process outlined in this module, you will be able to keep stakeholders engaged through translating data to program adaptations and continued learning. It might be helpful to think of stakeholder feedback as another piece of data that can help you reach your learning goals. In the next module, you will use your key findings and stakeholder feedback to make the decisions for your program you had originally outlined in your learning goals (see Module 3, Step 3), and you will develop new learning goals for your future work.

Now that you have completed this module, you have:

- Identified your key findings and found compelling ways to present them.
- Presented key findings and reflection prompts to stakeholders to generate new ideas and recommendations to strengthen your program.

For additional support on these topics, we recommend that you:

- Reach out to The Biz Nation at info@thebiznation.com to learn more about how they used R2C.
- Explore the following resources: Module 1, Module 3, and Module 5.

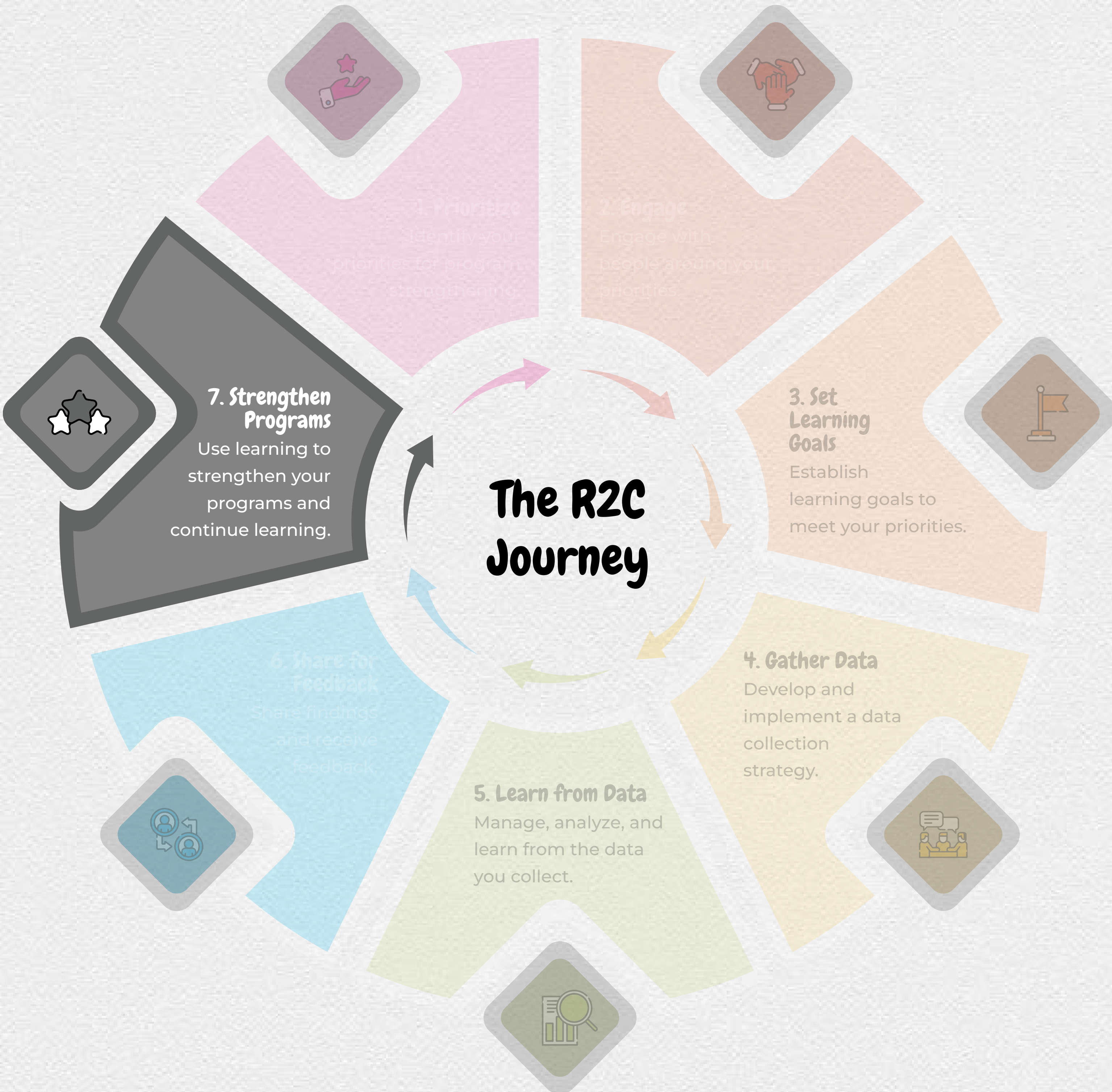
In the next module, you will:

- Use your key findings and stakeholder feedback to make decisions for your program and continued learning.
- Implement program adaptations and dedicated time to continue learning.

We want to hear your feedback so that we can make this module better:

- Help us learn by taking this short survey.

Module 7: How can we use what we learn to improve our program and continue learning?



You have just finished sharing your key findings with stakeholders and have received a lot of feedback. What's next? It's time to figure out how to make best use of your key findings in addition to this stakeholder feedback. In this module, you will work with your program team to decide **which program adaptations you will make based on the findings and feedback, and what you would like to learn next.** This is an exciting moment!

In Module 3, you met AYM / VIAC. **Click here** to learn more about AYM / VIAC and their current work.

In this module, you will learn about how AYM / VIAC used their findings to strengthen their programs and set new learning goals.

In this module, you will...

- **Step 1.** Plan for program adaptation.
- **Step 2.** Establish new learning goals.
- **Step 3.** Implement and track program adaptations.
- **Step 4.** Dedicate time for continued learning.

Step 1. Plan for program adaptation.

After gathering stakeholder feedback, spend time with your R2C team analyzing and summarizing stakeholder recommendations for program adaptation. These summaries can be used as a point of discussion with your team in a session where together you can generate new recommendations and set priorities for program adaptations. Some of these adaptations maybe applied right away, others might need more time.

As always, think carefully about which team members you invite to your session! Every team member, no matter what level of seniority, may have a unique perspective to bring based on their role.

Guidance:

Please take some time to document what you learned from your data collection and stakeholder feedback and how you will use what you learned to change your program. See the questions below to guide you through this process.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Questions	Answers
Which program team members have participated in this planning session?	
What was your learning goal? Refer to Module 3 (Step 3)	
What key findings did you share with your stakeholders? Please provide specific findings from the data you collected. It may be helpful to refer to Module 5 (Step 4) and Module 6 (Step 1)	
What did you learn from the data that you collected?	
What were some key recommendations for decisions you heard from the stakeholders? It may be helpful to refer to Module 6 (Step 4).	
What did you learn from the stakeholder feedback you received?	
How will you use what you learn to make specific decisions that will improve your program? What are those specific decisions?	

Guidance:

Now that you have brainstormed a list of adaptations you would like to make for your program, consider which changes to prioritize for now, and which you might need to save for later. When prioritizing, consider which will be most realistic for the near future given your time and resources. Which ones stand out to you as the most important for you to implement in the near future? **Mark these priority adaptations with a *.**

Here is an example of how AYM / VIAC's program adaptation action planning session went and how they answered these questions!

After reviewing their key findings and feedback from stakeholders as a team, AYM/VIAC decided that they should use the comic book approach as it seemed relevant both to students and school administrators. During interviews, several school administrators recommended that the comic books would be more effective if paired with peer-to-peer learning. Using these findings, AYM/VIAC decided to use a school champion approach where they will train students on how to deliver the comic book contents to their peers.

Questions	Answers
Which program team members have participated in this planning session?	Monitoring and evaluation specialist, program managers from AYM and VIAC, training specialist, communications officer.
What was your learning goal? Refer to Module 3 (Step 3)	We need to know whether school administrators and students see this comic book strategy as relevant for education around menstrual health and hygiene so that we can modify our strategy to better meet their needs.
What key findings did you share with your stakeholders? Please provide specific findings from the data you collected. It may be helpful to refer to Module 5 (Step 4) and Module 6 (Step 1)	Through interviews, we found that most of the school administrators think that using comic books to educate students on menstrual hygiene is a good idea and some added that peer-to-peer talks will make the strategy more effective. Through surveys, we found that 62% of students read comic books. We also found that 80% of students felt that comic books would be a relevant method for communicating educational material.
What did you learn from the data that you collected?	The majority of students and school administrators see comic books as a relevant strategy for delivering educational content. Since the percentage of current comic book readers is not very high, we may want to explore other methods, such as peer-to-peer talks, to complement the comic books.
What were some key recommendations for decisions you heard from the stakeholders? It may be helpful to refer to Module 6 (Step 4).	After sharing the findings from the school administrator interviews with parents and community leaders, they agreed that peer-to-peer talks would be an effective strategy to pursue and encouraged our team to do so.
What did you learn from the stakeholder feedback you received?	It seems like the peer-to-peer talks would be supported not only by school administrators, but also by parents and community leaders. This buy-in may help to make this a successful strategy.
How will you use what you learned to change your program?	Comic books will be used as a communication strategy to educate students on menstrual health and hygiene management. In an addition to the comic book, school champions will be trained on the use of the comic book to educate their peers in schools and communities.

Step 2. Establish new learning goals.

What's next for your team's learning? What do you want to learn next so that your program can continue to improve its effectiveness for the people whom you commit to serve?

When you were analyzing the data you collected, your team may have expressed curiosity around specific findings and wanted to collect additional data to learn more. During the stakeholder feedback process, you may have received some important questions about your work. Your team should spend some time analyzing and summarizing these questions. These can be used as a point of discussion with your team where new questions can be generated, and new learning goals[14] can be created. The feedback you received in addition to your own information needs should guide this process. As the implementer, you know best about your learning needs.

Guidance:

Please take some time to create your new learning goal(s). We have included some questions below that will guide you through this process. You may also reference Module 3 for further guidance as you develop your new learning goal(s)!

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

14. Reminder: Learning goals should not state what your program seeks to achieve in the long-term. Learning goals should detail the information you need to make a specific decision in the near future.

Questions	Answers
What were some key questions you received from the stakeholders?	
What do you want to learn about related to your work?	
What decisions do you want to make using what you learn?	
Let's make this into a learning goal: "We need to know [information you want to learn] so that we can [decision you would like to make using this information]"	

Here is an example of how AYM / VIAC's session to establish a new learning goal went and how they answered these questions!

AYM/VIAC received some great questions about the recommendations from school administrators to compliment the comic books with peer-to-peer education. After they discussed their own curiosities as a team, they wanted to learn more about how the new program adaptations they plan to make with the peer-to-peer education will be received by students. Specifically, they want to make sure that the peer-to-peer education is delivered in a way that makes students feel comfortable to learn and engage. Together, they set the new learning goal **"We need to know whether engaging comic book champions in peer-to-peer education feels comfortable for participants so that we can adapt our delivery to improve participant experiences."** They developed plans to hold focus group discussions with students and conduct interviews with school administrators to learn more about how this peer-to-peer education is being received and how it might be strengthened so that they can apply what they learn to improve their implementation. They have plans to share these findings back with stakeholders in a few months.

Questions	Answers
What were some key questions you received from the stakeholders?	What kind of training would a student need to be able to deliver the content to their peers? How comfortable will students feel with a peer-to-peer approach?
What do you want to learn about related to your work?	It would be helpful to know how comfortable our participants are with a peer-to-peer educational approach.
What decisions do you want to make using what you learn?	We want to be able to adjust our delivery of the educational content so that participants have a more comfortable learning environment.
Let's make this into a learning goal: "We need to know [information you want to learn] so that we can [decision you would like to make using this information]"	We need to know whether engaging comic book champions in peer-to-peer education feels comfortable for participants so that we can adapt our delivery to improve participant experiences.

3

Step 3. Implement and track program adaptations.

Now that you have made a plan for program adaption and have established a new learning goal, implement these adaptations and develop a plan for reaching your new learning goals with your R2C team.

Guidance:

Please answer the questions below to ensure smooth implementation of program adaptations and reaching new learning goals.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Consideration	Questions	Notes
Staffing	Who will work on implementing these program adaptations? What will each of their roles be? How will you train these staff members to fulfill these roles?	
Budgeting	Have all components required for this program adaptation been budgeted for? How?	
Learning	Have you established a data collection strategy to reach your new learning goal? It may be helpful to refer to Module 4.	
Timeline	Have you established a time by which you would like to see this program adaptation fully implemented? How will you know whether each task has been completed? When will you be assessing whether this program adaptation should be sustained or adapted further?	

Guidance:

Now that you have a plan in place, it is now time to implement this plan. Work with your team to implement the adaptation plan you outlined above!

4

Step 4. Dedicate time for continued learning.

Congratulations! You have just used data to make thoughtful decisions that will strengthen your program and bring greater impact for your participants!

Connecting data to decision-making takes time and effort, but the more that you practice, the easier it will become. Engaging your team in this process not only makes this task less overwhelming but can also make this process rewarding as you begin to see the benefits of using data to strengthen your work. By revisiting the processes outlined in this module on a regular basis, your team can have conversations around data that will inform program adaptation and generate new learning goals to inform your future work.

The R2C journey is a continuous process that is guided by your learning and decision-making priorities as an organization. Communicating the steps of the R2C journey outlined in this toolkit and dedicating time for your organization to work through the different steps will ensure that your programs will continuously grow to help more people in more impactful ways.

Now that you have completed this module, you have:

- ✓ Used your key findings and stakeholder feedback to make decisions for your program and continue learning.
- ✓ Implemented program adaptations and dedicated time to continued learning.

For additional support on these topics, we recommend that you:

- Reach out to AYM at info@afrikayouthmovement.org and VIAC at info@viacame.org to learn more about how they used R2C.
- Explore the following resources: Module 3, Module 5, and Module 6.

We want to hear your feedback so that we can make this module better:

- Help us learn by taking this short survey.

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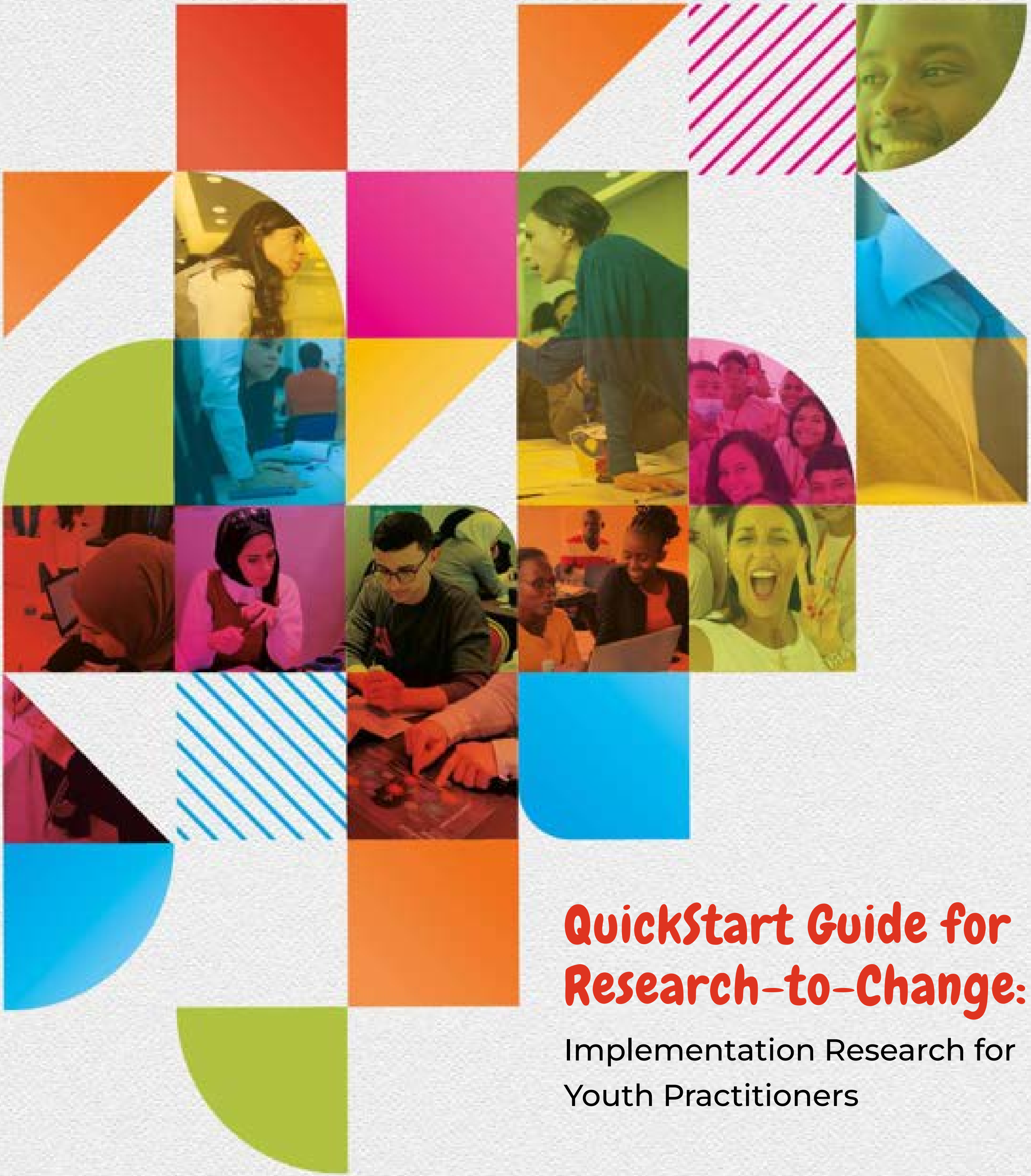
YouthExcel
Our Knowledge, Leading Change



QuickStart Guide for Research-to-Change:

Implementation Research for Youth Practitioners

Welcome to the QuickStart Guide for Research-to-Change (R2C)!

This QuickStart Guide was designed for leaders who are looking for a practical planning tool for their R2C journey. This QuickStart Guide contains two planning tools to help ensure that your R2C journey is both **effective** in reaching your learning goals and also **ethical** in protecting the rights of participants.

Many of the planning steps included in this Guide are explained in further depth in **Modules 1-7 of the R2C Toolkit.** We suggest reviewing these contents should you want to gain a deeper understanding of these topics.

We recommend that you use this QuickStart Guide in collaboration with someone who can serve as your R2C mentor. You can connect with a local university to identify dynamic researchers with applied or participatory research experience who can provide insights on this topic as your R2C mentor.

Who is this QuickStart Guide for?

This QuickStart Guide was designed for leaders at youth-led and youth-serving organizations but can be used by leaders at any organization who are looking for new ways to better understand and strengthen their work.

In this QuickStart Guide, you will:

- **Step 1.** Develop an R2C plan with your team.
- **Step 2.** Share your plan with your R2C mentor and determine a system of ethical accountability for your R2C plan.

Table of Contents

Part 1: Planning for Ethical and Effective Research (PEER) Workbook: A tool for R2C planning

Part 2: Ethics Accountability Self-Assessment Guide

Planning for Ethical and Effective Research (PEER) Workbook: A tool for R2C planning

Before starting your R2C journey, you will need to have a clear plan in place. The purpose of this workbook is to help your team develop a plan for ethical and effective research. Completing this workbook with your R2C team, rather than as an individual, will produce a stronger R2C plan.

Effective Research reaches learning goals established by your organization.

Ethical Research respects and protects the rights of participants of your R2C journey.

In this workbook, you will learn about how organizations used the PEER Workbook to plan for their R2C.

About Tech Tribes:

Meet Tech Tribes, a youth-led organization and Youth Excel Consortium partner based in Jordan! Tech Tribes is dedicated to advancing youth digital skills, innovation, and entrepreneurship. Tech Tribes is implementing a social impact incubator called "Holoul", meaning "solutions" in Arabic.

About Afrika Youth Movement and Vision in Action Cameroon (AYM / VIAC):

Meet AYM, a Pan-African, youth-led organization and Youth Excel consortium partner. AYM is committed to the participation, development, and leadership of African youth to transform Africa. With VIAC as their implementing partner, AYM is currently implementing a school-based menstrual health and hygiene educational program.

In this workbook, you will:

- Create a plan to conduct research that will achieve your learning goals. *(Effective research)*
- Ensure that participants of your research are protected and respected. *(Ethical research)*

Please provide some background information in the fillable boxes below. You can scroll in the boxes if you need more space.

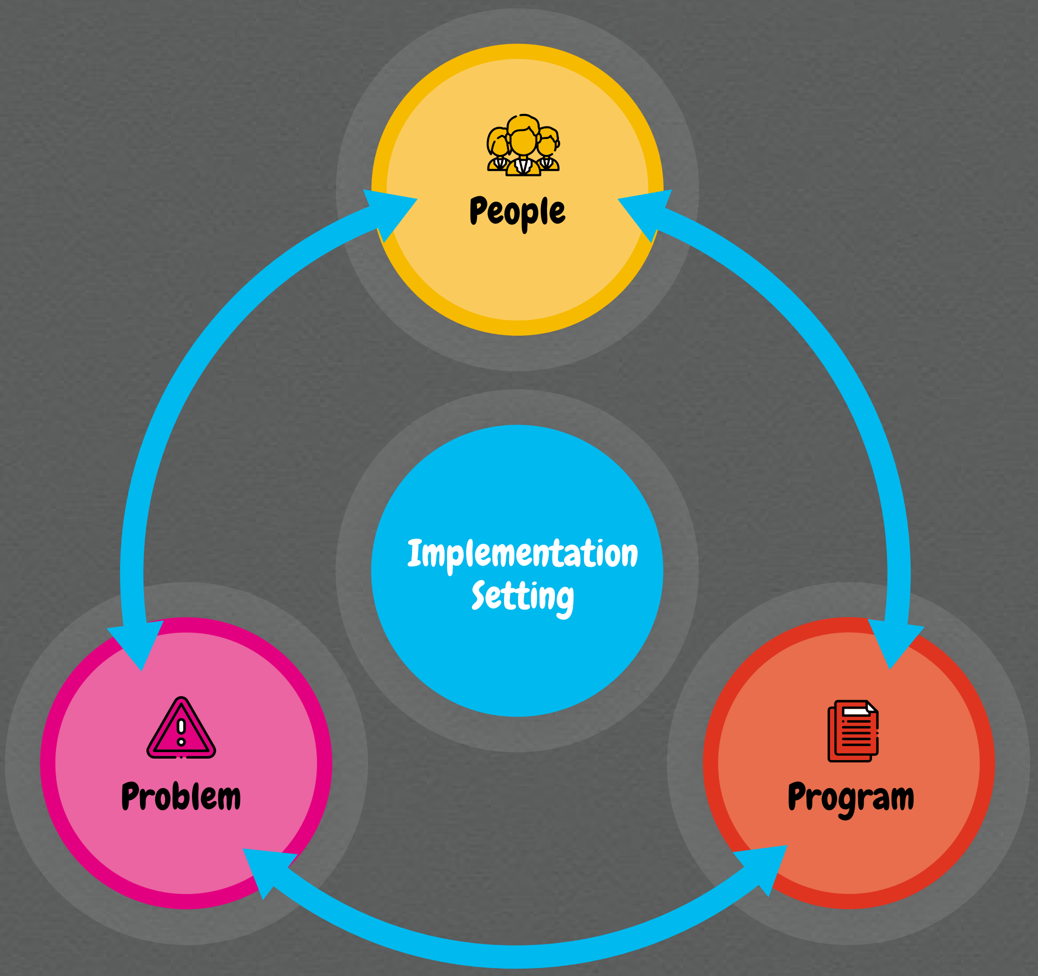
My Organization Details	Answers
Organization Name	
Name of R2C Team Leader(s)	
Name of additional contributors from your team (your R2C team)	
Start date for this R2C Plan	
End date for this R2C Plan	

1

Section 1. Implementation Setting

The successes and challenges of implementation are often shaped by three interacting elements: the problem you are seeking to address, the people who might influence the success of your implementation, and the program that you will be implementing. We call these interacting elements the Implementation Setting. Understanding your Implementation Setting will help you make better use of your resources, overcome challenges, and expand your successes. In this section, you will identify and describe your Implementation Setting.

Implementation Setting is the circumstances surrounding your implementation. The implementation setting consists of the problem you are seeking to address, the people who might influence the success of your implementation, and the program you will be implementing.



Guidance:

Take some time to review the graphic above. Using the following questions, describe the people, problem, and program that relate to your own work. To learn more about Implementation Settings, please refer to Module 3 (Step 1).

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Implementation Setting	Describe your Implementation Setting
What is the problem you are addressing? Refer to Module 2, Step 1.	
What program are you implementing? Refer to Module 1, Step 2.	
What people might influence the success of your work? Refer to Module 2, Step 2.	

Here is how AYM / VIAC describe their implementation setting.	
Implementation Setting	**Describe your Implementation Setting**
What is the problem you are addressing? Refer to Module 2, Step 1.	Lack of access to menstrual health and hygiene management information in schools and low-income communities.
What program are you implementing? Refer to Module 1, Step 2.	We will be using comic books as educational content that will be used to increase support and lower stigma around menstrual health and hygiene management. We will bring this new approach to our already existing programs.
What people might influence the success of your work? Refer to Module 2, Step 2.	Students, parents, teachers, administrators, community leaders.

2

Section 2. Implementation Stage

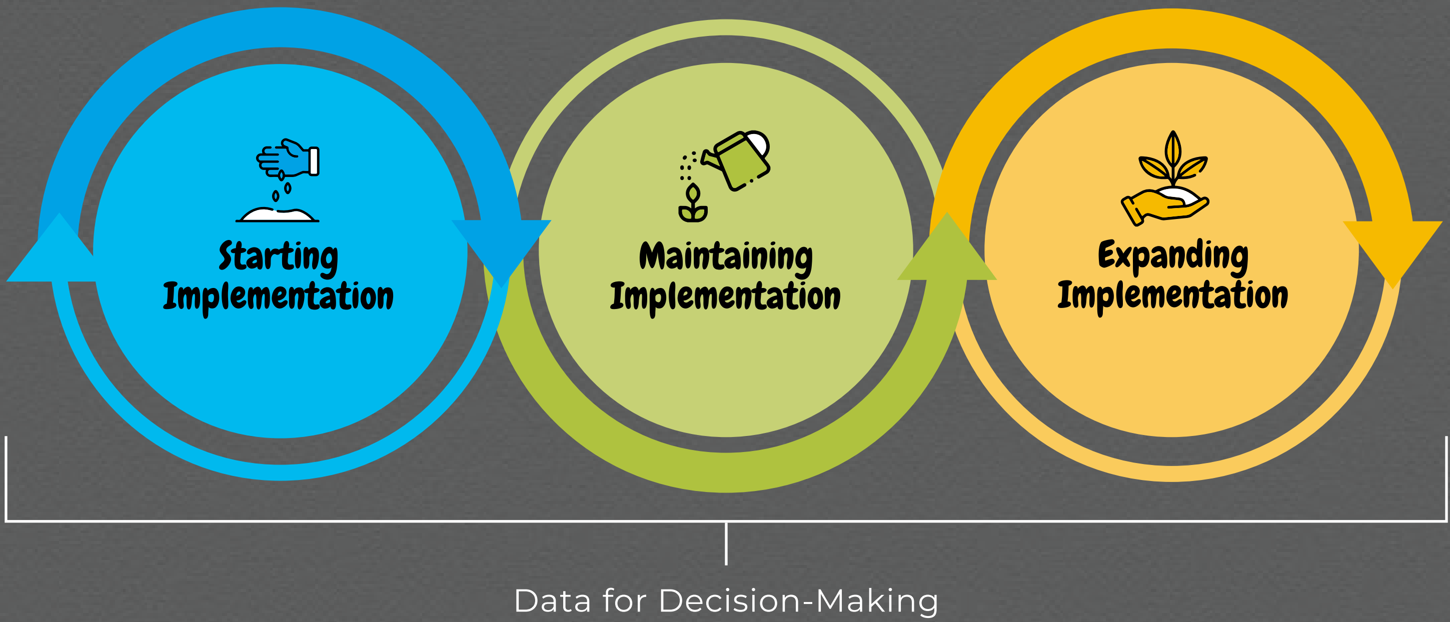
No matter where you are in implementation, thoughtful and informed decision-making can help your team achieve your priorities. R2C can be used to inform decision-making with data. These decisions can be made across different stages of your program such as starting implementation, maintaining implementation, or expanding implementation.

Starting Implementation is a stage where your team has plans to or has just started implementing a program.

Maintaining Implementation is a stage where your team has been implementing your program for some time and still has plenty of time before the program concludes.

Expanding Implementation is a stage where your team is near the end of program implementation and is planning out future programs.

Implementation Stages



Guidance:

Please identify what Implementation Stage describes where you are in your implementation. Once you select this stage, explain why you have selected it. To learn more about Implementation Stages, please refer to Module 1 (Step 3).

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Section 3: Learning Goals

Now it is time to create some learning goals to define the information that will help you to strengthen your work. Consider what you might want to learn about to strengthen your work in your current Implementation Stage. There is no perfect "formula" to do this. As the implementer, you know best about your learning needs.

Learning goals should not state what your program seeks to achieve in the long-term. **Learning goals should detail the information you need to make a specific decision in the near future.** These learning goals will help you to identify your information needs and the specific decisions you would like to make for strengthened programs. Setting learning goals will not only help you guide your R2C plan, but can also serve as a common point of reference for your team when connecting data to decision-making.

Learning Goals are statements that clearly define specific information that you need to know in order to make a specific decision in the near future.

The number of learning goals that you set will depend on the time and resources you have available, and what your program decision-making needs are. If you need to make a decision soon, we recommend focusing on one or two learning goals and saving others for later. It may help to refer to Module 1 (Step 4) to think more about how you can establish learning goals that will achieve your priorities.

Guidance:

Please create learning goals for your current Implementation Stage by answering the questions below. We recommend focusing on your current learning needs for decision-making. Other learning goals can be pursued at a later time! If you have more than one learning goal, we recommend copying this template and filling it separately for each unique learning goal. It may help to refer to Module 1 (Step 4) to think more about how you can establish learning goals that will achieve your priorities. To learn more about learning goals, please refer to Module 3 (Step 3).

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Questions	Answers
What Implementation Stage are you in now?	☐ Starting Implementation ☐ Maintaining Implementation ☐ Expanding Implementation
What decision do you want to make related to your current priorities? (See **Module 1**)	
What would you need to learn about your work to make this decision?	
Let's make this into a learning goal: *"We need to know [information you want to learn] so that we can [decision you would like to make using this information]"*	

Here are some examples of learning goals that AYM / VIAC set across their different implementation stages. In Module 7, you can learn more about how AYM / VIAC progressed along this R2C journey!

	Starting Implementation	Maintaining Implementation	Expanding Implementation
Here are some learning goal examples from AYM / VIAC	We need to know whether school administrators and students see this comic book strategy as relevant for education around menstrual health and hygiene so that we can modify our strategy to better meet their needs.	We need to know whether engaging comic book champions in peer-to-peer education feels comfortable for participants so that we can adapt our delivery to improve participant experiences.	We need to know whether our peer-to-peer comic book education strategy is effectively reducing stigmatization around menstrual health and hygiene management so that we can adapt and expand the strategy into new schools.

4

Section 4: Data Collection Method Selection

Using your learning goals as a starting point, you will need to identify people to engage or things to observe, identify the specific details you would like to observe or the questions you would like to ask, and select the appropriate data collection method(s) to do so in a reasonable time for decision-making. Again, there is no perfect way to collect data and it is up to you as the implementer to decide which data collection method(s) will help you achieve your learning goals. In this section, you will identify how you would like to collect data to reach each of your learning goals.

Guidance:

Please spend some time connecting your learning goals to data collection method(s) using the following questions. To learn more about data collection methods, please refer to Module 4.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Learning Goal(s)	What are your data source(s)?[1]	What specific details you would like to observe or questions you would like to ask?	Data collection method(s)
Learning Goal #1: ---------------------			
Learning Goal #2: ---------------------			
Learning Goal #3: ---------------------			

1. A data source is the origin of the information that you will be collecting.

Here is how Tech Tribes connected their learning goal to data collection methods!

Learning Goal(s)	What are your data source(s)?	What specific details you would like to observe or questions you would like to ask?	Data collection method(s)
We need to know whether the existing Holoul Impact Incubator application process is easily accessible for diverse users so that we can ensure an nclusivee application process.	Past Holoul participants and applicants	How easy was it to access the application online? Was the language used in the application easy to understand? How much time was required to complete the application? What challenges did you face when completing the application? What concerns did you have when completing the application? How would you recommend we make our application process more accessible?	Survey and Focus Group Discussion

5

Section 5: Data Collection Tools

After identifying the appropriate data collection method(s) to achieve your learning goals, you will decide which tool or tools to use for data collection and put a plan in place for your data collection.

A data collection tool is a document (i.e. interview guide, survey, focus group guide, observation template) that a data collector can use to gather data consistently when making observations or engaging participants. Creating data collection tools can be complicated, but for your R2C journey, we recommend that your tools are brief and straightforward. For example, you might prepare a 3-5 question survey! Remember that too many questions may cause people to not complete your survey, focus group, or interview.

Data Collection Tools are documents that allow data collectors to apply a data collection method consistently when collecting new data.

When creating any data collection tool, please consider the following:

- Use language that is clear and easy to understand.
- Ensure that tools match the participant's perspective and language level.
- Only gather data that you need to know for your learning goals.
- Avoid collecting personally identifiable information (i.e. name, address, email, other personal information) or potentially sensitive information (i.e. past traumatic experiences, deeply private information).[2]
- Place easier questions first and group questions together by topic.
- Avoid words that make your participant feel like they have to provide a certain answer.
- Once you create your tool, test out the tool with your team.

Guidance:

Using the fillable templates below, please create any data collection tools you intend to use to address your learning goals. We have separate templates for observation-based data sources and conversation-based data sources. As you practice using your tool, take note of how long the data collection will take so that you can communicate this with data collectors and potential participants. To learn more about data collection tools, please refer to Module 4.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

For further guidance on developing and administering data collection tools, we recommend the OMNI Information Gathering Toolkit and Community Toolbox guidance on focus group discussions, interviews, and surveys.

2. This will help your team ensure the minimization of harms from research and protection of privacy and confidentiality. Refer to Module 5 to learn more about keeping your data secure.

If you have a **Response-based Data Source,** it means that you will be sharing questions with someone in order to collect their answers as data.

Data Collection Template for Response-Based Data Sources

What data collection method is this?	
Who is this data collection tool for?	
Questions you will ask:	Response Options (if applicable)

If you have an **Observation-based Data Source** it means that you will be paying attention to specific details about something and recording these details as data.

Data Collection Template for Observation-Based Data Sources

What is this template being used to observe?	
Details you want to record	**Notes**

Here are some data collection tools developed by Tech Tribes!

What data collection method is this?	Survey
Who is this data collection tool for?	Past Holoul Participants
Questions you will ask:	**Response Options (if applicable)**
What year did you participate in Holoul?	Open-ended
From 1-5, how easy was it to fill out the application form? (1: very difficult, 5: very easy)	Response Options: 1: Very Difficult 2: Difficult 3: Neither difficult nor easy 4: Easy 5: Very easy
From 1-5, how relevant did you find the application questions? (1: very irrelevant, 5: very relevant)	Response Options: 1: Very irrelevant 2: Irrelevant 3: Neither irrelevant nor relevant 4: Relevant 5: Very relevant
From 1-5, how safe and secure did you find the application portal? (1: Very unsafe, 5: Very safe)	Response Options: 1: Very unsafe 2: Unsafe 3: Neither unsafe nor safe 4: Safe 5: Very safe
What suggestions do you have to make the application process more accessible for future participants of Holoul?	Open-ended

Here are some data collection tools developed by Tech Tribes!

What data collection method is this?	Focus Group Discussion
Who is this data collection tool for?	Past Holoul participants and applicants
Questions you will ask:	**Space for note taking:**
What Holoul cohort did you belong to?	
How did you learn about the program?	
How easy was it to have access to a digital device and internet needed to complete the online application? If there were any challenges, what made it difficult for you to access the online application? Would you have preferred to fill out the application form offline?	
When completing the application, how easy was it to understand the different questions being asked? To what extent was the language used a barrier to understanding the questions? How would you recommend simplifying the language?	
How much time did it take for you to complete the application? What components of the application took the greatest amount of time to complete? Why?	

Scroll to next page to see the remainder of this focus group discussion data collection tool

Focus group discussion data collection tool (continued).

Questions you will ask:	Space for note taking:
When experiencing challenges during the application process, did you reach out for any assistance? If so, who did you seek help from?	
What concerns if any did you have around privacy and confidentiality of the information you were providing in the application?	
How would you recommend that we make the application process more accessible for future participants?	

Section 6: Sampling Approach[3]

Reaching your learning goal does not require you to collect data from the entire population (i.e. participants or a particular stakeholder group) that you are trying to learn from. To save time and resources while reaching your learning goals, you will need to think strategically on how to identify and gather data from a smaller group within this population so that the data you gather can be representative of the entire population. We call this smaller group of people a **sample.** We call the strategy you use to select people into your sample a **sampling plan.**

A **Sample** is a smaller group of people within a population that you engage with for data collection.

A **Sampling Plan** details how you will select the data into your sample.

You will want to determine what specific groups of people (i.e. rural youth, urban youth) you are trying to represent in your data so that you can determine a sampling plan that will allow for your sample to hear from all of the perspectives you are trying to learn from.

You will also need to determine how many people you will need to include in your sample. If you are collecting quantitative data, you will generally need a larger sample size. If you are collecting qualitative data, you will generally need a smaller sample size.

When determining a qualitative sample size, you will need to consider the point at which you believe that the people you are speaking with will not provide any new information. This will be generally higher for interviews in comparison to focus groups. For focus group discussions, organize it so that you have no more than 10 people within a focus group, ensure that the people within each focus group are matched by specific groups (i.e. rural youth focus group, urban youth focus group), and hold 1-3 discussions per specific group you are representing in your sample.

3. For additional guidance on sample size and sampling plans we recommend the OMNI Information Gathering Toolkit and the TDR Toolkit.

When determining quantitative sample size, there may be more complex methods involved depending on your learning goal so you may want to consult your R2C mentor for guidance. Different researchers may recommend different sample sizes based on your needs, potentially ranging from 10-25% of your population. For additional guidance on quantitative sample size determination, we recommend visiting Tools4Dev. For in-depth guidance on sampling strategies, we recommend the OMNI Information Gathering Toolkit.

Guidance:

Using the questions below, please describe your sampling approach for each data collection method that you selected. To learn more about sampling approaches, please refer to Module 4.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Data collection method	Representation: What specific groups of people are you representing in this sample?	Sampling plan: How can you select people into your sample so that these specific groups are represented?	Sample size goal: How much data would you like to collect?

Here is how Tech Tribes developed their sampling approach!

Data collection method	Representation: What specific groups of people are you representing in this sample?	Sampling plan: How can you select people into your sample so that these specific groups are represented?	Sample size goal: How much data would you like to collect?
Survey	Program participants from every past cohort of Holoul.	Head of Programs Development and program manager will randomly select 10 participants from each past cohort and reach out to them through an email.	100 past Holoul participants
Focus Group Discussions	People who applied and participated from every past cohort of Holoul. People who applied to Holoul, but were not selected from every past cohort of Holoul.	Head of Programs Development and program manager will select 5 Holoul program participants or applicants from every cohort. These people will be selected to reflect a diverse range of engagement with Holoul (i.e., application with no acceptance, limited participation, highly engaged participation).	30 past Holoul participants and applicants

Careful attention and consideration should be given when planning for the focused and intentional recruitment and participation of vulnerable groups. Vulnerable groups may be at higher risk of having negative experiences associated with participating in research (i.e. retaliation, social exclusion). We encourage the recruitment and participation of these groups, but need to plan carefully to ensure ethical research.

Guidance:

Please select all vulnerable groups of individuals that your research will recruit and engage through data collection, explain how they will be engaged, and why it is essential to your program. If you believe that any of these vulnerable groups may be participating in your research without your focused and intentional recruitment please explain.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Vulnerable Group	Explain
Minors (under the legal age limit for adulthood)	
Women and girls	
Persons with disabilities	
Religious and ethnic minorities	
Sexual and Gender Minorities (LGBTQI+)	

Vulnerable Group	Explain
Low-income persons	
Refugees and internally displaced persons	
Houseless or homeless persons	
Incarcerated persons	
Other	

7 Section 7: Harms and Benefits[4]

Ethical research should maximize potential benefits and minimize potential harms to participants. The potential benefits of research should always outweigh any potential harms. Having a strategy ensure this is key to ethical research. In this section, you will detail your strategies to maximize benefits, minimize harms, and meet potential support needs for your participants.

4. For additional guidance on assessing harms and benefits we recommend exploring the International Ethical Research Involving Children Project.

Guidance:

Please provide strategies that you will use so that participants can experience potential benefits of research. The table below lists some common benefits that you may consider. Because benefits may differ from context to context, you may add any additional items (using 'other').

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Benefits	Strategy
Education and learning through sharing back findings	
Providing information that can help other people in the future	
Connection and referral to therapeutic and community resources	
Direct social/economic betterment	
Other	

Guidance:

Please provide mitigation strategies for the potential risks of research stated. The table below outlines some common risks that should be considered. Because risks may differ from context to context, you may add any additional items (using 'other').

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Risks	Mitigation Strategy
Breach of confidentiality	
Invasion of privacy/ distress/ re-experience of trauma	
Embarrassment/stigma	
Retaliation for participation	
Unfair burden through participation	

Risks	Mitigation Strategy
Tokenization and disregard	
Harms to researchers	
Raising unrealistic expectations	
Other	

Guidance:

Please provide a detailed list of contacts for participant support (including organization reporting chain) and your response plan for adverse events.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Potential Support Needs	Support Resources
Psychosocial support or counseling	
Medical Care	
Legal services and resources	
Basic material assistance (food, clothing, shelter, etc.)	
Other	

Section 8: Privacy and Confidentiality[5]

Protecting privacy and confidentiality serves as a foundation of trust and respect between researchers and participants. Researchers must ensure that the privacy and confidentiality of participants are protected through data collection, data storage, and when sharing findings of the research with others. Careful attention should be given to personally identifiable information and potentially sensitive information. Personally identifiable information is data that can be used to identify a specific person (i.e. name, address, email, other personal information). Potentially sensitive information is data that if collected could result in a negative emotional response from participants (i.e. past traumatic experiences, deeply private information). Researchers should limit the collection of these data from the onset of research planning.

5. For additional guidance on protecting privacy and confidentiality we recommend exploring the International Ethical Research Involving Children Project.

It's important to keep your data safe and secure! Before you collect data, ensure that your data can be stored in a safe and secure location. If you are storing data digitally, use a password-protected file and only share the password with your R2C team. If you are storing the data physically on a written template, lock the data in a safe and secure location that only your R2C team can gain access to. In addition, you should store all personally identifiable information (i.e. name, address, email, other personal information) separately from your dataset and assign a unique ID to each participant to protect their privacy.

In this section, you will detail your approach to protecting the privacy and confidentiality of your participants.

Guidance:

Please detail your approach to protecting participant privacy and confidentiality.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Consideration	Approach
What personally identifiable information will you be collecting? For each piece of information, please explain why it matters for your program. If you cannot find a clear justification, you may want to consider not collecting this information and revisit your work in <u>Section 5.</u>	

Consideration	Approach
What potentially sensitive information will you be collecting? For each piece of information, please explain why it matters for your program. If you cannot find a clear justification, you may want to consider not collecting this information and revisit your work in Section 5.	
How will you ensure privacy during data collection?	
What practices will you use to make sure that any data collected is secured and protected?	
What practices will you use to make sure that the identities of participants are not disclosed when sharing your findings with others?	

Section 9: Compensation[6]

There are many different ways to consider compensation, all with their own unique ethical opportunities (i.e. expressing gratitude) and challenges (i.e. intensifying power imbalances between researchers and participants). Careful consideration of compensation is key to ethical research. In this section, you will detail your approach to compensation for participation.

Guidance:

Using the space below, detail any compensation (if any) will be provided to participants. Please include any justifications for your compensation approach.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

Consideration	Approach
Financial compensation	
Non-financial compensation	

6. For additional guidance on compensation considerations we recommend exploring the International Ethical Research Involving Children Project.

Section 10: Informed Consent

Obtaining informed consent to participate in the research is central to the research relationship. Consent signals respect for the participant's dignity, their capability to express their views, and their right to have these heard in matters that affect them. **Informed consent is a conversation where you can tell someone what they might expect from their participation, and they can ask questions to help them decide whether they would like to participate.**

Written and signed consent forms provide the best documentation of consent, but if this is not possible, you may try to establish and document consent verbally.

Every data collection method will need its own unique consent form. Additionally, every population you engage will need its own unique consent form. Finally, if you will be engaging minors (under age 18), an additional informed consent form will be needed for guardians of that minor.

How many different types of informed consent forms will you need?

Guidance:

Following the step-by-step process below, please write out what you might say when engaging someone in an informed consent process. Please remember to keep the specific person you will be engaging in mind and write in a way that they will understand. Note that you will need to repeat this process to create each different type of informed consent form that you will use.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.

1

Step 1. Introduce yourself.

Questions to answer/notes to include when introducing yourself:

- What is your name?
- What organization are you representing?
- What does your organization do?
- Are you speaking on behalf of a specific program? If so, tell them about this specific program. (Note: It might be helpful to refer to **section 1** of this workbook.)

Step 2. Provide an overview of the purpose of your R2C.

Questions to answer/ notes to include when explaining:

- Explain that you are conducting research. Make sure to mention that they can stop you at any time to ask any questions they might have.
- Tell them that after the conversation, you will ask whether they would like to participate in your research.
- What do you hope to learn through your research? (Note: It may be helpful to share your learning goals in **section 3** of this workbook)
- Where is your research taking place?
- Who else are you asking to participate in your research?

Step 3. Tell them what they can expect during their participation.

Questions to answer/ notes to include when explaining:

- What types of questions (i.e. topics) will the participant be answering should they decide to participate? (Note: It may be helpful to refer to **section 5** of this workbook)
- What method will you be using to ask these questions? (Note: It may be helpful to refer to **section 4** of this workbook)
- How much time will their participation take?
- Tell them how their responses will be recorded.

Step 4. Explain the rights they have as participants and what efforts you have taken to protect their rights.

Questions to answer/ notes to include when explaining:

- Explain any potential harms and benefits that may come from their participation (Note: It may be helpful to refer to **section 7** of this workbook)
- Will there be any compensation for their participation? If yes, please explain. (Note: It may be helpful to refer to **section 9** of this workbook)
- Make sure to mention that they have a clear alternative to not participate in your research and that their decision will not impact their access to any services.
- Make sure to mention that they have the right to stop participating during data collection if they choose to do so.
- What have you done to ensure the privacy and confidentiality of their information? (Note: It may be helpful to refer to **section 8** of this workbook)
- Make sure to share contact information of staff who can address any concerns that they may have surrounding their participation.
- Make sure to share any contact information for helpful resources they may need for additional support (Note: It may be helpful to refer to **section 7** of this workbook)

Step 5. Create a script of this information to share with potential participants.

Guidance:

Please compile your information from steps 1-4 into one continuous script that that you can read to participants should you be collecting data in person. You can include space for the participant signature at the bottom of this script.

Please note that you can adapt the presentation of this content to virtual data collection as well. Regardless of the form or method of data collection, it is vital to include the information from steps 1-4 so that participants can provide their fully informed consent.

You can use the fillable box below. You can scroll in the box if you need more space.

Now that you have completed this workbook, we recommend that you:

- Complete the ethics accountability self-assessment to identify a system of ethical accountability for your journey.
- Orient and train your team members on this R2C plan.
- Review **Module 5** for guidance on organizing and analyzing your incoming data.
- Review **Module 6** for guidance on sharing key findings with stakeholders.
- Review **Module 7** for guidance on connecting data to decision-making that will achieve your learning goals.

For additional support on these topics, we recommend that you:

- Review and familiarize yourself with the content and approaches in **Modules 1-4.**
- Explore the following resource: International Ethical Research Involving Children Project.

We want to hear your feedback so that we can make this workbook better:

- Help us learn by taking this short survey.

Ethics Accountability Self-Assessment Guide

Congratulations! You have completed your PEER Workbook. As you completed the workbook, you've already started the process of planning *ethical research.*

There are key ethical requirements that all research should follow: (1) Maximizing benefits and minimizing harms, (2) Ensuring privacy and confidentiality, (3) Considering compensation, and (4) Establishing informed consent.[7] **Ethical research respects and protects the rights of participants.** To learn more about these ethical requirements, we recommend the International Ethical Research Involving Children Project.

A key component to ethical research is establishing a system of accountability for following these ethical requirements. We understand that accountability takes effort, but the effort is worth it so that the people in your program are safe, protected from undue harm, and respected. We suggest reviewing this guide together with your R2C mentor.

An R2C Mentor is a person outside of your R2C team who has expertise in applied research and has demonstrated a commitment to protection and safeguarding participants. You may share research plans with this person and receive feedback on how to better protect participants from potential harms. We recommend connecting with a local university that has applied researchers who can provide insights on this topic as your R2C mentor.

7. For further guidance on these ethical requirements, we recommend the International Ethical Research Involving Children Project.

In this guide, you will:

- **Step 1.** Learn about risk levels.
- **Step 2.** Assess your risk level.
- **Step 3.** Identify the right system of accountability for your research.

1

Step 1: Learn about risk levels.

The risk level will help you decide which system of accountability is appropriate. This resource defines levels as “minimal risk” or “more than minimal risk”. The table below outlines the considerations and examples for these two different levels of risk.

Risk Level	Illustrative Examples	Assessment
Minimal Risk: The probability and level of risk for harm introduced are not greater than those the participant may encounter in their everyday life.	An organization is implementing a vocational training program to connect high school graduates with job opportunities. They are conducting focus group discussions to understand student learning experiences within the program.	The organization has no plans to engage minors (people aged under 18 years). Employment and education do not constitute a sensitive topic. Asking questions to understand the experiences of participants within a vocational education program does not constitute sensitive information. The organization is not working in a conflict or post-conflict zone and/or will not bring together populations that experience risk or conflict (eg different ethnic groups, visible LGBTQI+ individuals in an intolerant culture, etc).

Risk Level	Illustrative Examples	Assessment
Minimal Risk: The probability and level of risk for harm introduced are not greater than those the participant may encounter in their everyday life.	An organization is running a social impact incubator for environmental conservation. They are sharing a survey with past participants to understand how to strengthen the implementation of their next incubator cycle.	The organization has no plans to engage minors (people aged under 18 years). Asking questions to understand the experiences of participants within a social impact incubator does not constitute sensitive information. The organization is not working in a conflict or post-conflict zone and/or will not bring together populations that experience risk or conflict (eg different ethnic groups, visible LGBTQI+ individuals in an intolerant culture, etc).
More than Minimal Risk: The level of risk for harm introduced is greater than the level of risk the participant may encounter in their everyday life.	An organization is implementing a menstrual health education program to address stigma in secondary schools. They want to research to understand menstrual health stigma and experiences with their program.	The organization has plans to engage minors (people aged under 18 years). Menstrual health is a sensitive topic in many contexts (stigma, gender, and inclusion). Even if they were to stick to the health education program experiences, they may still ask questions that can reasonably make participants uncomfortable.
	An organization is planning to implement a new mental health counseling program for LGBTQI+ individuals.	Mental health is a sensitive topic in many contexts (stigma, gender, and inclusion). LGBTQI+ identities are highly stigmatized in this context and may experience physical or emotional abuse.

2

Step 2. Assess your risk level.

Now that you have learned about different risk levels, you will need to identify the level of risk associated with your R2C plan. Identifying your level of risk is inherently contextual and will require a thoughtful assessment considering a range of potential risks that people may experience should they choose to participate in your data collection. The graphic below outlines a set of questions to help you determine your level of risk. If your answer is yes to any of these questions, your plan may introduce more than minimal risk.

What level of risk is my R2C Plan?

Do you plan to engage minors in data collection? (See PEER Workbook Section 6)

YES → Your Plan may introduce more than minimal risk

NO ↓

Do you plan to engage vulnerable populations (i.e. LGBTQ + indigenous) in data collection? (See PEER Workbook Section 6)

YES → Your Plan may introduce more than minimal risk

NO ↓

Does your project address a topic that could make participants experience discomfort or harm (i.e violence, health, gender and inclusion etc.)? (See PEER Workbook Sections 1, 3, and 5)

YES → Your Plan may introduce more than minimal risk

NO ↓

Does your data collection tools ask questions that may be considered potentially sensitive or private? Do your data collection tools collect information that personally identify participants? (See PEER Workbook Sections 5 and 8)

YES → Your Plan may introduce more than minimal risk

NO ↓

Do the potential harms of research outweigh the potential benefits of research? (See PEER Workbook Section 7)

YES → Your Plan may introduce more than minimal risk

NO ↓

Your Plan may be of minimal risk

3 Work with your R2C Mentor to identify the right system of accountability for your research.

Depending on the risk level that is associated with your research, your R2C mentor may have different recommendations for identifying a proper system of accountability. Should your R2C mentor agree that your plan constitutes more than minimal risk, we have provided two accountability mechanisms you might consider exploring with your mentor.

Ethical accountability options for R2C with More than Minimal Risk:

Institutional Review Board (IRB):
An IRB is an external and independent party of safeguarding and protection experts. This is considered to be a more formal mechanism. The members of the institutional review board are not selected by you, but appointed by the institution in which the review board is held. IRBs can be typically found in universities, but can also be found in other research-focused institutions. These universities and institutions have specific standards for engaging an IRB. Some countries also have approval requirements for certain types of research.

NOTE: Formal accountability mechanisms for research plans (such as IRB) may differ from country to country. We recommend asking your R2C Mentor for guidance on how to seek approvals for applied research approaches within your context.

Ethical Accountability Committee:
This is a group of people who can support your team in making ethical decisions for your research through an informal mechanism. The committee will ask questions and make suggestions to programs to protect research participants. These people will be selected by your R2C mentor and will have demonstrated a commitment to protecting participants and/or have topical knowledge relevant to your R2C. This committee may refer you to an Institutional Review Board in certain cases. For additional details on the Ethical Accountability Committee, please see Annex 1.

Establishing a system of accountability is critical for ensuring that the highest ethical standards are upheld through your R2C plan. We hope that by using this self-assessment guide, you and your team can have an honest reflection of the unique ethical challenges that your R2C plan may pose. Dedicating time to accountability will ensure that your research is both ethical and effective, in protecting participants, receiving quality information, and reaching your learning goals.

Now that you have completed this guide, you have:

- Learned about different risk levels.
- Identified a risk level associated with your R2C plan.
- Selected a system of accountability that meets the needs of your plan.

For additional support on these topics, we recommend that you:

- Explore the following resource: International Ethical Research Involving Children Project.

Now that you have reviewed all toolkit content, we recommend that you:

- Explore the external resources shared and revisit earlier content to deepen your learning.

We want to hear your feedback so that we can make this guide better:

- Help us learn by taking this short survey.

ANNEX 1: Ethical Accountability Committee Overview

What is the Ethical Accountability Committee?

This is a group of people who can support your team in making ethical decisions for your research.

How are committee members selected and onboarded?

An R2C mentor selects and assembles committees when a particular R2C plan constitutes more than minimal risk to participants. We recommend that R2C mentors select committee members based on 1.) ethics and safeguarding expertise, 2.) topical or contextual expertise, and/or 3.) research expertise.

During the onboarding process, committee members are oriented to the four key ethical requirements: (1) Maximizing benefits and minimizing harms, (2) Ensuring privacy and confidentiality, (3) Considering compensation, and (4) Establishing informed consent. Committee members are also oriented to the Planning for Ethical and Effective Research (PEER) Workbook and directed to provide their reviews with a specific focus on ethics and safeguarding to allow for organizations to have leadership in their research while centering the protection of participants.

How does the review process work?

After selecting and onboarding the Ethical Accountability Committee members, the R2C mentor will share a completed PEER Workbook for individual review using the template below. After each committee member conducts their individual reviews, the R2C mentor will convene the committee to share notes and consolidate recommendations for the organization implementing the R2C plan. Once all recommendations for protection and safeguarding are integrated, the organization can commence their R2C. The process typically takes roughly two weeks from the submission of the initial PEER Workbook. However, this timeline may vary.

Ethical Accountability Committee Review Template

As an Ethical Accountability Committee Member, your responsibility is to review the completed Planning for Ethical and Effective Research (PEER) Workbook. After reviewing, you will provide a determination of approval. At your earliest convenience, the Ethical Accountability Committee will convene to compare notes and consolidate recommendations.

Ethical Review Template		
Name of Reviewer		
PEER Workbook Section	**General Notes/ Questions for Consideration**	**Recommended Changes**
Learning Focus and Objectives	Does the proposed objectives constitute risk outside of what is needed for program strengthening?	How might we refocus goals and objectives to lower the risk of harm to participants?
Section 1: Implementation Setting		
Section 2: Implementation Stage		
Section 3: Learning Goals		
Approaches to Research	Are the proposed approaches necessary to achieve program strengthening? Do the proposed approaches introduce unreasonable risk to participants?	How might we adjust these approaches to lower the risk of harm to participants while still reaching learning goals?
Section 4: Data Collection Method Selection		
Section 5: Data Collection Tools		
Section 6: Sampling Approach		

Protection and Safeguarding	Has the organization provided a thoughtful assessment and strategy for participant protection?	How might the organization modify protection strategies to increase participant safety?
Section 7: Assessment of Harms and Benefits		
Section 8: Privacy and Confidentiality		
Section 9: Consideration of Compensation		
Section 10: Informed Consent Forms		
Determination of approval	Please provide justifications here.	
Revise and Resubmit Research protocol either needs 1.) further clarity before determining approval status or 2.) a change to protocol that would require further review prior to approval.		
Conditional Approval Research protocol has demonstrated thoughtful effort to mitigate the ethical challenges of research. However, the committee member recommends minor changes before approval.		
Unconditional Approval Research protocol has demonstrated thoughtful effort to mitigate the ethical challenges of research. The committee member approves the protocol with no changes recommended.		