

A guide on how to measure community engagement and accountability impacts in humanitarian settings

Annexes —

Annexes —

Annex 01

Further resources and references

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- **The PULSE Study created a resource database of existing community engagement tools and guidance used for vaccination in low-middle-income settings:** Tool mapping

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- Research on the Impact of Community Engagement and Accountability Approaches in Public Health Emergencies – Malawi - A Case Study on Cholera and Covid-19. Available at: <https://communityengagementhub.org/resource/community-engagement-and-accountability-impact-research-malawi-case-study/>
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- **MODULE 2:** Feedback Essentials. A quick guide to setting up
- a simple feedback mechanism. Available at: https://communityengagementhub.org/wp-content/uploads/sites/2/2022/08/IFRC_CF_Module2_EN_20221020.pdf
- **MODULE 5:** How to Handle Sensitive Feedback. A quick guide to identifying and referring sensitive feedback in a safe and efficient way. Available at: https://communityengagementhub.org/wp-content/uploads/sites/2/2022/08/IFRC_CF_Module5_EN_20221020.pdf

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- **Evaluation examples:** IFRC Evaluations and Research

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UNICEF Social + Behaviour Change: SBC programmatic approaches. Social Science for Community Engagement in Humanitarian Action: Bridging theory and practice. [Online]. Available at: <https://www.sbcguidance.org/understand/social-science-community-engagement-humanitarian-action>

Eight co-created global goods:

- Landscape report
- Ethics and data sharing report
- Code of Conduct mapping report
- Common Principles for data ethics and data sharing for the application of SS4CE in HA
- Mapping of capacity development for SS4CE in HA in Conflicts and Hazards
- Common Monitoring and Evaluation Framework for Community Engagement
- Compendium of case studies on the use of community engagement to inform decision-making
- Vision paper on CE for Accountability to Affected Populations (AAP) and Social and Behaviour Change (SBC)

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Additional tools and resources: **Social and behaviour change in community health**

- IFRC Epidemic control toolkit: <https://epidemics.ifrc.org/>
- Evidence-focused community-based health and first aid (eCBHFA) toolkit: <https://ecbhfa.ifrc.org/guides-and-tools/>
- Resources for mpox, from the Risk Communication and Community Engagement Collective Service: <https://www.rcce-collective.net/resources/thematic-kits/mpox/>
- Resources for cholera, from the Risk Communication and Community Engagement Collective Service: <https://www.rcce-collective.net/resources/thematic-kits/cholera/>
- Resources for Covid-19, IFRC: <https://docs.google.com/spreadsheets/d/1S8rlzukZYzn7uVgWdXhOUzcXR-WmyS0BYpAk5DhSQ0/edit?gid=473433992#gid=473433992>
- UNICEF Social and Behaviour Change Programme Guidance: <https://www.sbcguidance.org/>

Additional tools and resources: **impact measurement methods**

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Outcome mapping learning community: <https://www.outcomemapping.org/>

Peersman G, Rogers P. Impact Evaluation [online]. Better Evaluation: Available at: <https://www.betterevaluation.org/methods-approaches/themes/impact-evaluation>

Rapid Research and Evaluation Lab (RREAL), at the University College London: <https://www.rapidresearchandevaluation.com/resources>

Rogers P, Woolcock M. *Process and Implementation Evaluations: A Primer*. Working Papers: Center for International Development at Harvard University [online]. Harvard Kennedy School: CID Faculty Working Paper Series 433; 2023. Available at: <https://bsc.hks.harvard.edu/publications/process-and-implementation-evaluations-a-primer/>

Glossary —

Annex 02

Glossary of terms

This section is a reference to help use this guidance. Refer back to it often by bookmarking or saving it separately.

We acknowledge that there may be other ways to describe these concepts and there may be details missing. This is a working document that you can add to, refine, take or leave. These working definitions are intended to be written in plain language, for convenient, easy and offline reference by local practitioners. These are not academic definitions and they may be updated from time to time or revised. You may prefer to use other terminology rather than the terms reflected in the headings of this glossary.

Community engagement (CE)

Community engagement can be defined in several ways:

- To bring together groups and leaders from community, civil society, government, cultural institutions, and increase collective roles in responding to issues affecting them and their lives (UNICEF 2020)
- Ways of working together with people and with communities, ensuring that actions are effective, inclusive, sustainable and accountable. These ways of working enable and support people and their communities to lead changes in their lives that are positive, sustainable and on their own terms. It includes the responsibility of transparent, appropriate and accessible communication about principles, values, aims, objectives of advocacy and of actions; and what communities and people can expect, how they can share their input and how they can participate in activities and decision-making (Red Cross Red Crescent Movement definition)

Community engagement serves several purposes including to:

- Support programme and emergency response pillars and functions, for example:
- A vaccine campaign (routine or public health emergency)
- Climate emergency response planning
- Better understand the diverse needs, vulnerabilities and capacities of the people it supports
- Gather, respond to and act on feedback and input about their priorities and preferences
- Provide safe and equitable opportunities to actively participate in decisions that affect them Community engagement can look like: Processes to systematically listen to, engage and communicate with people and communities
- A cross-cutting approach working with all response pillars (e.g. coordination; planning and monitoring; surveillance; case investigation and management; points of entry; infection prevention and control; water, sanitation and hygiene; migration; disaster response and recovery)

- Integrated at the local community, regional/sub-national, national and international scales Other names that are often analogous for or that include community engagement are: Risk Communication and Community Engagement (RCCE)
- Accountability to Affected Populations (AAP)
- Communication for Development (C4D)
- Social and Behaviour Change (SBD)
- Participatory action approaches, social listening, community-led or community-driven projects
- Community Engagement and Accountability (CEA)

In this document, we will default to the term Community Engagement and Accountability, since it most completely reflects all the above concepts and principles.

Community engagement can also intersect with Protection, Gender and Inclusion (PGI). PGI and community engagement complement and help each other. By engaging communities with approaches and tools, we ensure the voices of community members are clearly heard and used to guide our work. PGI works to ensure that no harm is done and that no one is left behind, left out, or left unsafe. Both community engagement and protection, gender and inclusion approaches ensure good quality programmes and operations that have a lasting, positive impact, for communities. (RCRC CEA Guide, 2021).

What's important to know is what community engagement looks like – what does it look like in your community, or in the community you work with?

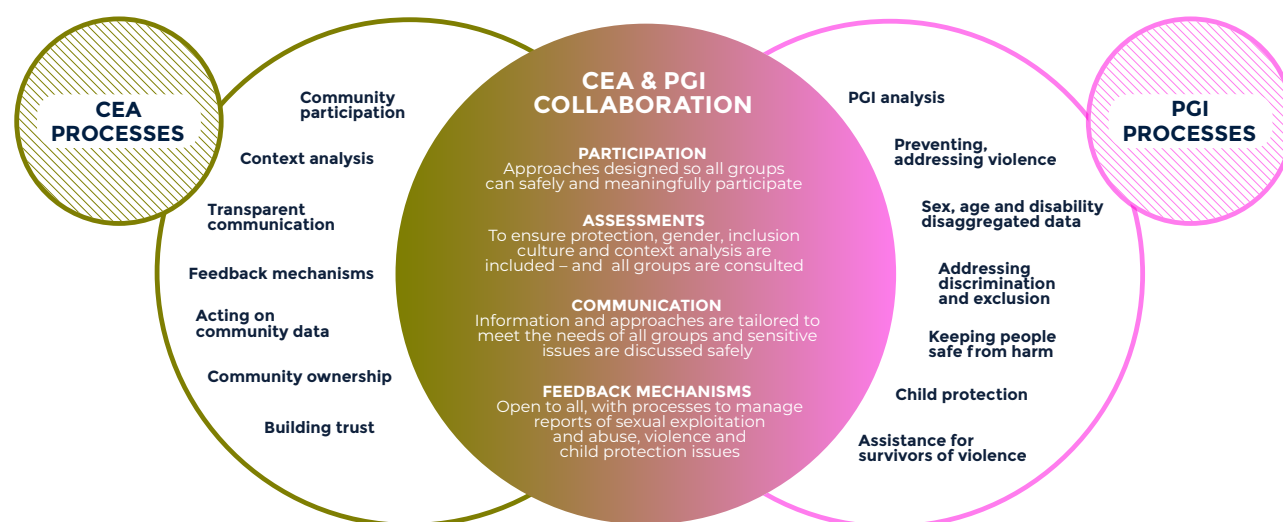


Figure 1: from the IFRC CEA Guide, Module 7, p.115-116

COMMUNITY

Community is the group of people affected by our activities, programmes or operations. It includes people who receive our support, and those who don't. A community is by its nature made up of diverse groups with different needs, capacities and risks. Community can be defined in several ways:

- By place (geographically)
- By a group's shared characteristics, such as age, gender, ethnicity, religion, sexuality or status (e.g. a pregnant person or a displaced person)
- By a group's shared experiences of inclusion or marginalization, such as disability status
- By a group's role, such as community representatives, including local leaders, organizational staff, or authorities

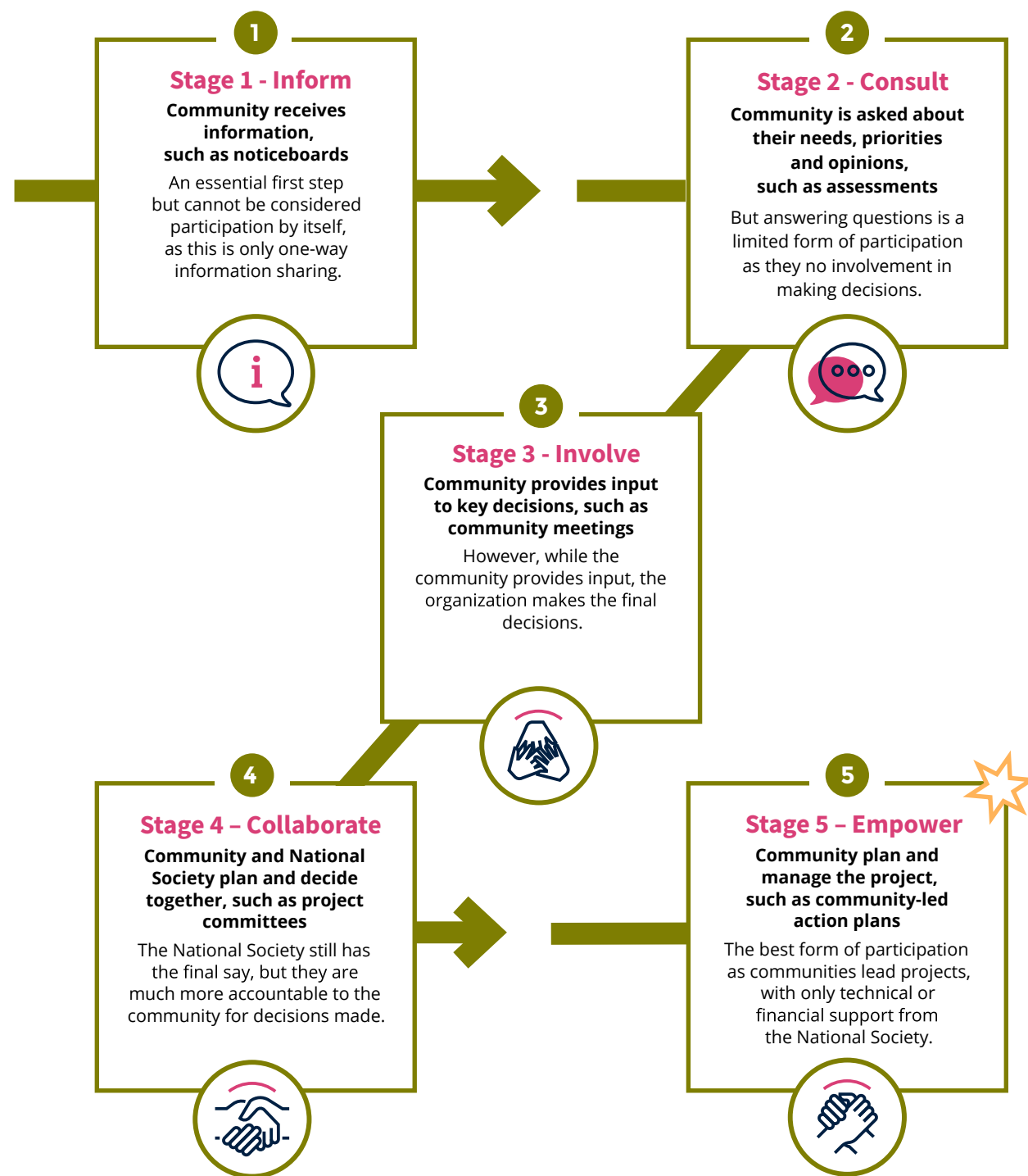
COMMUNITY ENGAGEMENT AND ACCOUNTABILITY (CEA)

Community Engagement and Accountability (CEA) is a pillar of the Red Cross Red Crescent Movement and is a transparent and participatory way of working that includes the community and makes programmes and operations better. This way of working is guided by community needs, priorities and preferences, and includes community members as equal partners by recognizing and valuing them. CEA works within all programmes and operations by using:

- Meaningful community participation
- Open and honest communication
- Mechanisms to listen to and act on feedback

(CEA Guide)

(CEA Guide)



Based on IAP2's Public Participation Spectrum, 2014

Figure 2: Levels of Community Engagement - from the RCRC CEA Guide, 2021



Figure 3: Adapted from the RCRC CEA Guide (2021). Community engagement approaches help us to be accountable to communities we serve and ultimately have a more effective response to crises. But how, to what extent and why? How do we know?

MEANINGFUL PARTICIPATION

Meaningful participation of communities and people affected by a crisis, is an evolving goal of the Red Cross and Red Crescent Movement. It is lacking a clear, common, contextualized and unified definition. For this CE Evaluation Guidance, we can broadly define meaningful participation as the outcome of inclusive and accessible response systems that are community-based, share power equitably and are designed and delivered by, for and with affected groups within communities.

Simply put, meaningful participation from a community perspective, means “Nothing about us, without us, is for us.”

Meaningful participation in a humanitarian crisis or programme can look like:

- Empowerment of community members, especially marginalized groups (shared power)
- A sense of belonging and ownership (community cohesion)
- Professional and skills development (capacity-building)

Meaningful participation exists along a continuum with different levels. At its least, meaningful participation looks like two-way communication; its full potential is self-determination and community-controlled decision-making of interventions and their resources, with shared leadership and shared power.

Further resources:

- ✓ Arnstein's Ladder of Citizen Participation
- ✓ Community Engagement Continuum
- ✓ CEA Guide – pg 50, levels of community participation

Programme or intervention

A programme, programming or intervention refers to the set of activities that are underway now, were completed in the past, or are planned for the future. Each activity is usually done for a reason (whether direct and clear, or automatic and implicit) and in that sense functions to serve a particular purpose (intended or actual). Across programmes/interventions, some activities may resemble each other, and functions may also be similar (for example, budgeting activities are often standardized, and unified to serve a reporting and accountability function).

In this document, we use programme, programming, and intervention interchangeably.

Humanitarian crisis, disaster & public health emergency

A humanitarian crisis is one or several events that overwhelm normal systems and services, creating a risk for a community or population's safety, well-being, or health. When a humanitarian crisis primarily involves risks to health, it can also be called a public health crisis or public health emergency. Economically depressed or poor areas are more often and more greatly affected by crises.

A humanitarian crisis can be a natural event such as a disaster (for example a cyclone or earthquake), another natural event (for example a pandemic, outbreak or other public health crisis) or a human-made/political event (for example war, pollution, or industrial accidents).

When multiple crises compound to create a greater overall risk, we call this a complex humanitarian emergency. For example, a complex humanitarian emergency can involve:

- Significant human suffering and death
- Human-induced environmental destruction
- Large numbers of displaced people
- Risk of disease outbreaks and public health emergencies
- Armed conflict or war
- Weakened public institutions (sanitation, health care, education)

Humanitarian and public health interventions can have goals that include prevention, recovery, systems strengthening, preparedness and resilience, in addition to crisis response and disaster mitigation.

See: Keck School of Medicine of USC. What Is the Role of Public Health in a Humanitarian Crisis? November 8 2023. Accessed at: <https://mphdegree.usc.edu/blog/humanitarian-crisis>

Evaluation

Evaluation is an unbiased and systematic assessment of a project, programme or policy that provides useful and believable (credible) information about design, implementation (process) and/or results. The project, programme or policy can be ongoing or completed. Evaluation takes place in the real world, embedded in an organization and shaped by its culture, norms, policies. Evaluation can use different lenses, at the community level, systems level or societal level, to answer questions about how things work and why.

Evaluation is used by CE practitioners, funders and communities for:

- Reflection and design
- Accountability and learning
- Adaptation and transformation
- Decision-making based on lessons learned It can answer important and useful questions for learning, including: Were the objectives achieved?
- Are the objectives relevant?
- Were the activities efficient (did they use resources in a way that maximizes the quality and quantity of the activities)?
- What impact did the activities have? Did the activities achieve their intended outcomes or impacts? How well did they achieve them (effectiveness)?
- How sustainable are the activities, outcomes or impacts?
- What was the quality of community participation in decision-making and co-creation of strategies?
- To what extent were community feedback and engagement integrated in the design of programmes and strategies?

Evaluation is different from research in the types of questions it asks (and therefore its objectives), and in its uses. Evaluation is usually for operational or strategic purposes, and is used for decision-making rather than to generate new knowledge. Evaluation and research can often use the same methods and methodologies to answer different types of questions and serve different applications.

(PULSE Study; IFRC Framework for Evaluations 2024 – IFRC Secretariat/OECD/DAC Definition)

PROCESS EVALUATION (ALSO CALLED: IMPLEMENTATION EVALUATION)

Process evaluation is a type of evaluation that aims to answer questions around dynamics of implementation of a programme. They are also sometimes referred to as implementation evaluations. Process evaluations describe:

- ✓ How a programme works;
- ✓ The different elements of a program and mechanisms connecting them;

- ✓ How elements are combined;
- ✓ The timing of elements;
- ✓ Places and people who contributed to outcomes;
- ✓ Types of activities that take place in a programme, including where, when and for whom.

“...a variety of barriers and challenges still exist to institutionalizing a consistent approach to ensuring we really do ‘put people at the centre’ by providing support that meets peoples’ needs, doesn’t undermine existing capacities or dignity, and helps to strengthen long-term resilience.” (RCRC CEA Guide, pg. 4.)

(Rogers, Patricia J. and Michael Woolcock. 2023. Process and Implementation Evaluations: A Primer. Available at: <https://bpb-us-e1.wpmucdn.com/websites.harvard.edu/dist/c/104/files/2023/05/2023-05-cid-wp-433-process-and-implementation-evaluation.pdf>)

REALIST EVALUATION

To answer questions about impact, we can also use tools within evaluation and research. Realist evaluation is an approach to evaluation based in theory, asking the question:

“What works, for whom, in what respects, to what extent, in what contexts, and how?”

It helps us to understand why and how things work in a local community setting (context), which helps to plan, adapt and improve programmes. Realist evaluation is based in the idea that the context will shape how an activity will activate a mechanism to create the outcomes and impacts.

In one context, during the intervention, one particular mechanism fired for these participants, generating those outcomes. In another context, this other mechanism fired, generating these different outcomes.

- ✓ Context 1 – Intervention – Mechanism A – Outcome Z
- ✓ Context 2 – Intervention – Mechanism C – Outcome W
- ✓ **The framework often cited is:** C+I+M=O

We use realist evaluation when we want to understand the complex processes that connect programme activities to their outcomes and impacts, and the conditions shaping how they work. This is useful for planning and adapting community engagement in humanitarian activities, given that every community is unique, and therefore every crisis and intervention are also unique.

For further support with evaluating impacts and outcomes, connect with monitoring and evaluation staff or colleagues in your organization or networks.

Also see:

Van Belle S, Westthorp G, Marchal B, Stevens K, Rogers P, Levine C et al. Realist Evaluation [online]. Better Evaluation; 2024 [accessed 9 January 2025]. Available at: <https://www.betterevaluation.org/methods-approaches/approaches/realist-evaluation>

Blanchet, K. , Sanon, V. , Sarrassat, S. and Satouro Somé, A. (2023). Realistic Evaluation of the Integrated Electronic Diagnosis Approach (leDA) for the Management of Childhood Illnesses at Primary Health Facilities in Burkina Faso. International Journal of Health Policy and Management, 12(Issue 1), 1-11. doi: 10.34172/ijhpm.2022.6073. [Accessed 18 Feb 2025, from: https://www.ijhpm.com/article_4353.html]

(Source: Better Evaluation, <https://www.betterevaluation.org/methods-approaches/approaches/realist-evaluation>)

CONTEXT

Context means the characteristics or features of the setting of the community, including space, place, people and things, that have an influence on the programme and how it works. Context is dynamic, meaning that it changes over time.

For the purpose of this guidance, we may be interested in measuring impacts in different humanitarian contexts, including those of vulnerable or hard-to-reach groups, or the communities we are aiming to reach with our interventions.

MECHANISM OF CHANGE

In realist evaluation, a mechanism is the underlying process or force that causes a change. It’s the link between the intervention activities and the outcomes or impacts. Multiple mechanisms can be connected to an intervention; a mechanism is only activated when in a certain context.

Framework

A framework is a tool that we use to help organize our thinking. It’s intended to be a bit simplistic. No framework is complete, and each one has its biases or limits. But a framework allows us to quickly orient ourselves so we are not starting from scratch.

Evidence-based frameworks are especially useful since they are based on the experiences and lessons learned of past work. Frameworks can also give us a common language to communicate across sectors, disciplines, countries more effectively, and can help remind and keep us grounded over time.

An example of a framework is from the eCBHFA logframe. eCBHFA is a flagship programme of Red Cross and Red Crescent movement, with existing resources and tools on programme monitoring and evaluation using a simple framework. National Societies/Programme managers can refer to IFRC’s project/programme planning guidance manual for more details on developing logframes.

Definition of terms from eCBHFA logframe:

| Objectives (What we want to achieve) | Indicators (How to measure change) | Means of verification (Where/ how to get information) | Assumptions (What else to be aware of) |
|--|--|---|--|
| Goal The long-term results that an intervention seeks to achieve, which may be contributed to by factors outside the intervention. | Impact indicators Quantitative and/ or qualitative criteria to measure progress against the goal | How the information on the indicator(s) will be collected (can include who will collect it and how often) | External factors beyond the control of the intervention, necessary for the goal to contribute to higher-level results |
| Outcome(s) The primary result(s) that an intervention seeks to achieve, most commonly in terms of knowledge, attitudes or practices of the target group | Outcome indicators Quantitative and/ or qualitative criteria to measure progress against the outcomes | As above | External factors beyond the control of the intervention, necessary for the outcomes to contribute to achieving the goal. |
| Outputs The tangible products, goods and services and other immediate results that lead to the achievement of outcomes | Output indicators Quantitative and/ or qualitative criteria to measure progress against the outputs | As above | External factors beyond the control of the intervention, necessary if outputs are to lead to the achievement of the outcomes |

THEORY OF CHANGE

A theory of change is the full description of our programme or intervention, including the activities, their intended or actual results and impacts, measurement questions, and the contextual influences on activities and results, are often reflected in a simplified framework, to provide a quick visual understanding of how a programme works or is intended to work.

A theory of change is a framework that can be represented in different ways. I can also be called a logic model, logframe, program logic, causal model, results chain, programme theory or intervention logic. Each of these frameworks may have different elements within it, or different methods and approaches used in its development. However they all act as a framework for describing a programme and answer questions about its impacts.

How and Why Does Community Engagement Work? A Theory of Change from the IFRC Global CEA Strategy

How and why do our activities lead to a change in outcomes? What is making a difference, and how do we know? To more clearly answer these questions and to uncover the relationships between activities and impacts, we can use a tool called a Theory of Change.

The IFRC's Global CEA Strategy presents a theory of change for community engagement.

Communities are equal and valued partners in IFRC and National Society efforts, whose active and meaningful participation strengthens the relevance, impact, and quality of our work, while enabling them to drive change for themselves, their communities, and the world.

The diagrams below are two ways of depicting the theory of change for IFRC's Global CEA Strategy.



Figure 5: Overall CEA Theory of Change

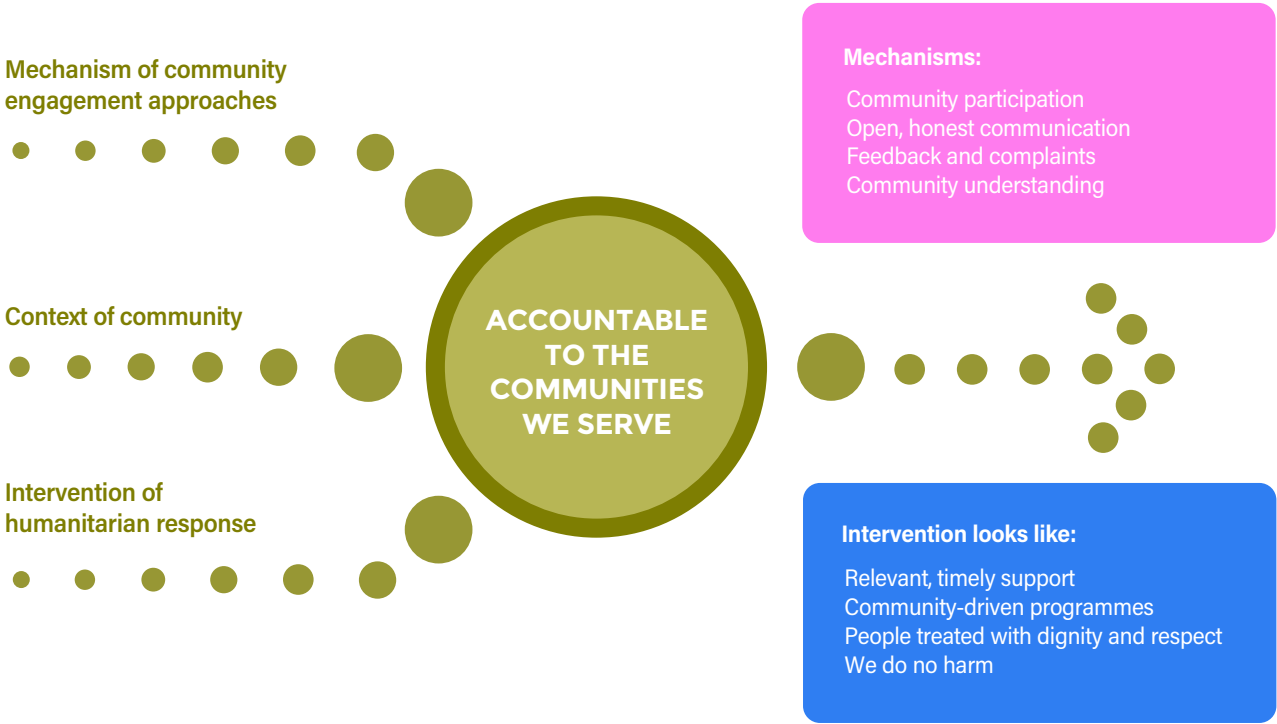


Figure 6: Theory of Change reflected as
Context + Mechanism + Intervention = Outcome

CEA impact framework

OUTCOME

An outcome is a desired result of an intervention. In the context of CEA, an outcome is a transformative result of the intervention, contributing to the larger strategic goals and global challenges (impacts).

IMPACT

An impact is simply, the difference we make in the lives of people and in their communities. It is the broader and long-term effect of an intervention or programme on affected populations and systems. Impacts are the significant changes—whether positive or negative, direct or indirect, intended or unintended—that occur as a result of humanitarian action. The scope can include the social, economic, technical, and environmental effect on individuals, groups, communities, and institutions.

In the context of the IFRC CEA Impact Framework, impacts are the IFRC Strategy 2030 Global Challenges.

How do we know how much our intervention contributed to the change? How do we know the specific contribution of CEA? In other words, its attribution?

- By comparing what happened after an intervention, to what would have happened without it
- By understanding how and intervention could have led to a change, by studying a case in depth (also known as theory-based evaluation, including the realist approach)
- In the case of CE Impacts, a realist approach fits the purpose and questions of the evaluation and works for the complex and local nature of the intervention being assessed

Impact can be challenging to measure. It can be costly and time-consuming or delayed, given that impacts are longer-term changes, and may take months or years to happen or to be measurable.

(see IFRC Evaluation Framework (2024), CEA Impact Framework, IFRC Strategy 2030)

INTERMEDIATE RESULT

An intermediate result, within the CEA Impact Framework, is a short-term result of an intervention at the community level, that supports a larger outcome.

OUTPUT

An output is an immediate result of community engagement activities, that happens during or shortly after an intervention and as a direct result of the activity. An intervention can be considered effective, if the intended immediate results (outputs) are achieved as planned.

For example: # of communities reached through communication campaigns; # of feedback reports

SUSTAINABILITY

Sustainability asks whether the benefits of an intervention are likely to continue once initial resources change or are no longer available (e.g. the end of a grant or donor support). It includes community, environmental, institutional, and financial sustainability. Sustainability is an important evaluation criteria for longer-term interventions that seek to build local capacity and ownership so management can continue without donor funding, i.e. livelihoods programmes. However, with interventions that respond to complex emergencies or natural disasters, acute and immediate needs take precedence over longer-term objectives. Within the CEA Impact Framework, the cross-cutting themes of Localisation, Environmental considerations (green responses) and National Society Development (Institutionalization) each contribute to sustainability of an intervention.

(IFRC Evaluation Framework)

Impact measurement

Impact measurement, or outcomes measurement, is the qualitative or quantitative assessment of impact based on measured observations (using structured methods and tools) with a basis in theory and evidence.

While some may believe that random control trials (RCTs) with a control group is the best way to measure impact, this is not ethically viable, practical or feasible in humanitarian settings. However by applying theory-driven approaches, like realist evaluation, we can build an evidence base by connecting activities with outputs and outcomes, which are early and visible signs of longer-term outcomes and impacts. We can use a good set of indicators with a theory of change to measure impacts.

<https://www.commonapproach.org/what-is-impact-measurement/>

INDICATOR

An indicator is information that provides us with a sign or signal of something we are interested in knowing about (in other words, it indicates some kind of status). An indicator can:

- Be quantitative (based in the analysis of statistics and numbers)
- Be qualitative (based in the analysis of words, narratives and their meanings)
- Be measured at different points in time and compared to show a change or trend
- Tell us about many parts of the CEA Impact Framework, including the outputs, intermediate results, outcomes and impacts
- Qualitative indicators include narratives and experiences around adapting and maintaining behaviours
- Quantifiable metrics through qualitative data include the rate to which individuals adapt and maintain a behaviour

METHOD

A method is a series of steps and structured way of conducting a process, for example data collection or analysis. These steps can be clearly explained to someone else, and are often documented in a Standard Operating Procedure (SOP) or protocol. Tools help support a method to be consistent and clear.

METHODOLOGY

A methodology is a system or set of methods working together to answer an impact measurement, research or evaluation question. For example, mixed methods research and evaluation are a methodology, in that it combines qualitative methods such as interviews, with quantitative methods such as a knowledge, attitudes and practice (KAP) survey to answer one research or evaluation question.

FUNCTION

A function is the relationship connecting one thing to another, to transform or produce a change in a certain way. It's a specific, identifiable type of task or activity that contributes to an overall goal. In other words, it's a key operation within and across an intervention that is necessary for the intended outcome.

ANALYSIS

Analysis is the process of studying a collection of data (dataset) to understand something about it; it can include ordering, calculating or grouping pieces of data in an organized way, according to a series of steps (method) to understand patterns, trends, themes or other features of the data. Analysis allows us to pull out information from a set of data, and draw conclusions.

DATA

Data are facts, statistics, words, symbols, or other things that can be collected, either for reference or for analysis. Data are usually raw, meaning they are not in order, and it takes some work or time to easily understand them. Data on its own can lack context, and often looks like a complex grouping that is difficult to draw conclusions from, and so need to be analyzed.

INFORMATION

Information is data that has been processed and organized to include context and meaning. For example, a summary of key themes across interviews, or a statistic such as an average.

DATA COLLECTION

Data collection is the process of collective information or data from one or many sources, following a certain methodology (set of methods) and with the aim of answering an evaluation question.

CONTEXT ANALYSIS

A context analysis is a type of methodology that seeks to understand the broader environment in which the community lives, on an ongoing basis, including:

- Social, political, environmental, and economic structures
- The role of different groups and the power dynamics between them
- Cultural and social values
- Who is marginalized or at-risk?
- What capacities exist?

NEEDS ASSESSMENT

A needs' assessment is a type of evaluation that seeks to understand the current needs and priorities in the community and includes questions to help plan the programme. It's a methodology that corresponds to specific evaluation questions and is based in a point in time (for example, the beginning of a response, or in a transition such as the recovery phase of a response). Needs assessments can be rapid or comprehensive, depending on the resources, information and time available.

Both context analysis and needs assessment are needed to ensure programmes are accepted by the community and have a positive, lasting impact. However, they are not separate processes and are likely to overlap.

COMMUNITY FEEDBACK

Community feedback is any insights generated by community members and can include any type of information, such as questions, suggestions, observations, beliefs, perceptions, concerns, complaints and statements of thanks. Community feedback can therefore be positive, neutral or negative information.

It can be received in all kinds of ways, for example as part of an informal conversation with a staff member, via a phone call to a call centre, or in the form of responses to structured surveys.

A feedback mechanism is a system to enable community members to share information, express concerns and needs or suggest changes of importance to them. It includes the channels for receiving feedback, the processes and tools for managing, analysing and sharing the data, and the processes for ensuring feedback is acted upon, and communities are informed of the actions. A feedback mechanism helps organizations be more accountable to communities and ultimately contributes to better quality of programming.

(IFRC Community Feedback Kit, Module 1: Community Feedback – Why bother?)



Figure 7: The Community Feedback Mechanism/Cycle - From the IFRC Feedback Kit

Annex 03

IFRC’s Community Engagement and Accountability Impact Framework: connecting routine engagement activities to overarching impacts of humanitarian responses¹



¹ Note that the top row of impacts are IFRC-specific impacts at the strategic level. These may be different for each organisation, institution or response operation, can be substituted as needed.

Annex 04

Part 1:

What do you want to measure and why? Framing impact measurement

Name of your community engagement intervention or programme:

Why do you want to measure impact?

Using impact measurement, what do you want to know about your programme? What do you want to highlight?

Or, once you understand the impacts – now what? So what?

Defining community and context

| Who is the community you are working with? | | | | |
|---|--|--|--|---|
| Place | Shared characteristics: <ul style="list-style-type: none"> • Age • Gender • Ethnicity • Religion • Sexuality • Status (pregnant, displaced, zero-dose unvaccinated children, other?) | Shared experiences of inclusion or marginalisation: Disability status Refugee status | Role: Community representative Local leader Organisational staff Authority Religious leader Influential figure Household decision-maker | More affected by the situation or crisis Less affected Not affected |
| | | | | |
| What does community engagement look like for your intervention/programme? | | | | |
| | | | | |

What's important to know is what community engagement looks like – what does it look like in your community, or in the community you work with?

What is the community context of your programme/intervention? This can include the context of specifically vulnerable and hard-to-reach populations for your programme.

Use any of the frameworks below to think about and describe your programme's context.

Framework 1: Socioecological model

Policy Level

- **Broad societal factors:** Cultural norms, economic systems, policy environments.
- **Change Strategy:** Policy advocacy and societal norm campaigns.

Organizational Level :

- Influence of institutions and organizations.
- **Change Strategy:** Organizational policy and practice reforms.

Community Level

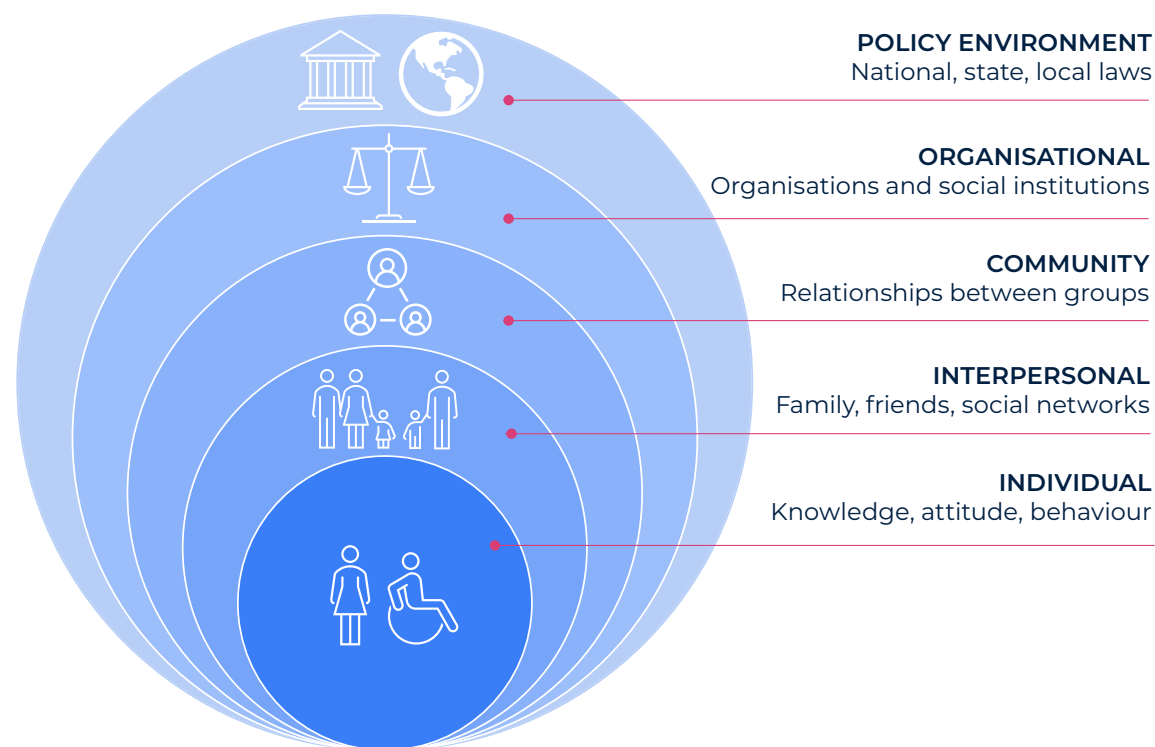
- Relationships between organizations, institutions, and informational networks.
- **Change Strategy:** Strengthening community norms and values.

Interpersonal Level :

- Relationships with family, friends, peers.
- **Change Strategy:** Building supportive social networks and community engagement.

Individual Level :

- **Internal factors:** Knowledge, attitudes, skills.
- **Change Strategy:** Education and skill development.



Fill in your own:

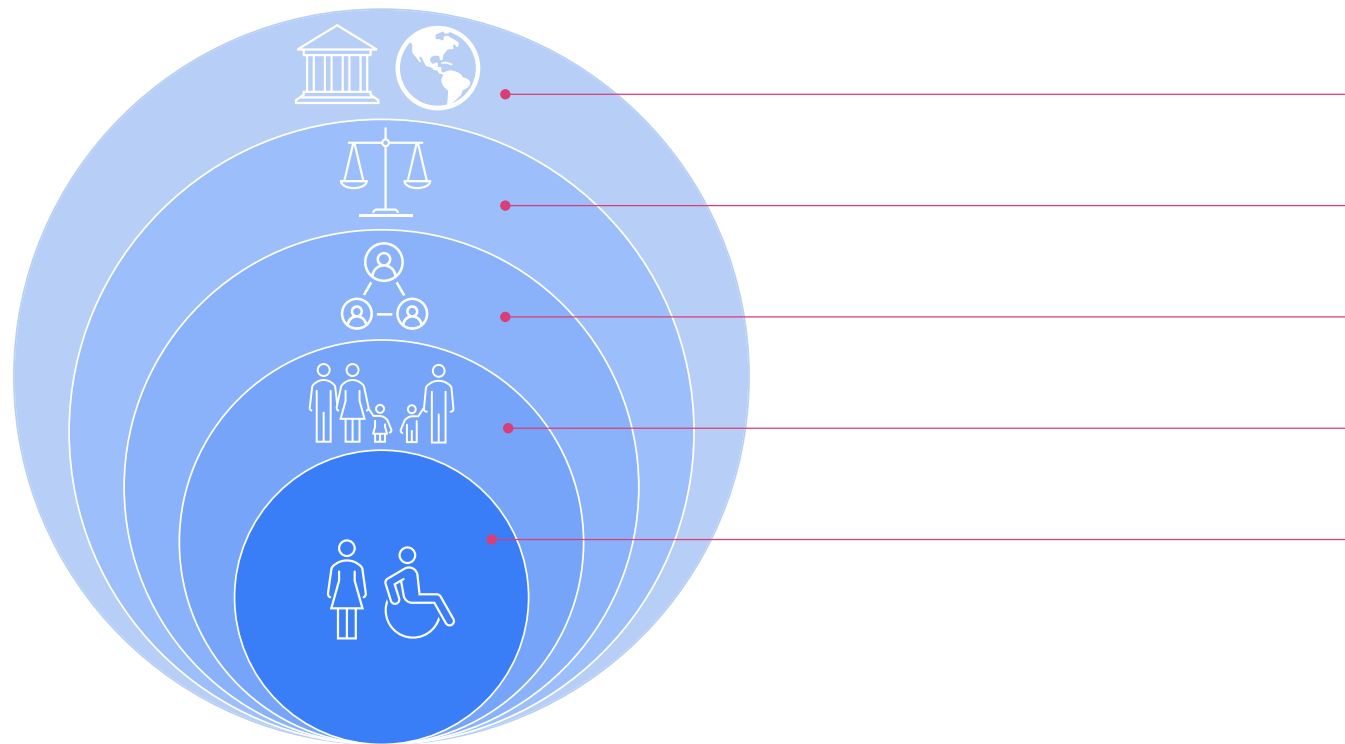


Figure 2: Blank socio-ecological model to fill in

Framework 2: Context Pyramid

- **Mandate (organisation):** What mandate is received from your organisation or funder? What is the organisational cultural context?
- **Epidemic or humanitarian issue (evidence-based):** What is the context of the humanitarian issue, crisis or epidemic? What is the existing scientific evidence base, best practices and recommendations?
- **Community needs and preferences:** What is the community's context – what are their needs, preferences, concerns? What was their feedback on past programmes?

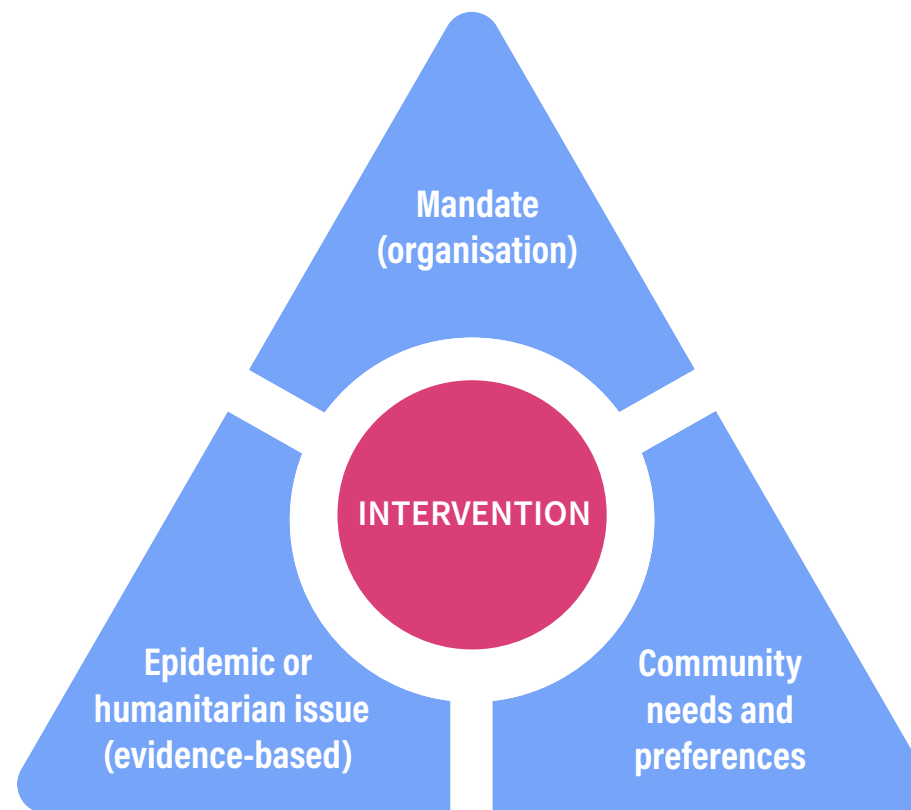


Figure 3: Intervention context triangle

Framework 3: PESTLE Analysis

| Features | Examples | Your context |
|-------------------|--|--------------|
| Political | <ul style="list-style-type: none"> • Political stability • Power dynamics and decision-making structures | |
| Population health | <ul style="list-style-type: none"> • Health system characteristics and structures • Legacies and historical events affecting trust • Experiences and perceptions concerning health interventions • Beliefs and information or misinformation around health • Access to healthcare | |
| Economic | <ul style="list-style-type: none"> • Access to cash or credit • Emergency assistance and other resources • Income and education | |
| Social | <ul style="list-style-type: none"> • Demographics (education levels, age distribution, etc). • Cultural norms • Values, trends and tastes | |
| | <ul style="list-style-type: none"> • Health literacy | |
| Technological | <ul style="list-style-type: none"> • Access to technology and capacity/ability to use it • Communication channels available | |
| Legal | <ul style="list-style-type: none"> • Structural or systemic violence and discrimination • Health and safety regulations and labour laws | |
| Environmental | <p>Geography and location</p> <p>Environmental risks and resiliency factors</p> | |

Or, add other pieces of the context from your analysis:

Write a summary to describe your context, in 5 bullet points.

Part 2:

Design your impact measurement - Building a Theory of Change Using the Community Engagement and Accountability Impact Framework

What is your programme's purpose or goal? What impact are you aiming to achieve with your work?

Write it simply, in 1-2 sentences.

What emergency response, humanitarian crisis, strategic goal or global challenge is your intervention/programme contributing to?

Choose within options below from the Impact Framework:

People anticipate, respond
to and quickly recover
from crises

People lead safe, healthy
and dignified lives, and have
opportunities to thrive

People mobilise for
inclusive and peaceful
communities

This example is specific to the strategic goals and global challenges of the Red Cross Red Crescent Movement and IFRC. Your organisation or institution might have similar or different goals. We encourage you to substitute these terms as needed. For definitions, see the guidance.

Describe in more detail:

Or, add others:

What is the outcome you are trying to create or support, for the community, in this context?

What is your purpose or goal? What outcome are you aiming to achieve with your work?

Choose within options below from the Impact Framework:

Safe and protective behaviours

Community cohesion

Community-led action

Trusted action

Definitions:

Communities adopt and maintain safe and healthy behaviours to prevent or protect themselves from crises or problems they face.

Maintaining social cohesion by preventing inequality and social exclusion, and increasing inclusion in local decisions and responses.

Effective, sustainable and equal partnership between the organisation and the community.

Communities adhere to the response and trust actors.

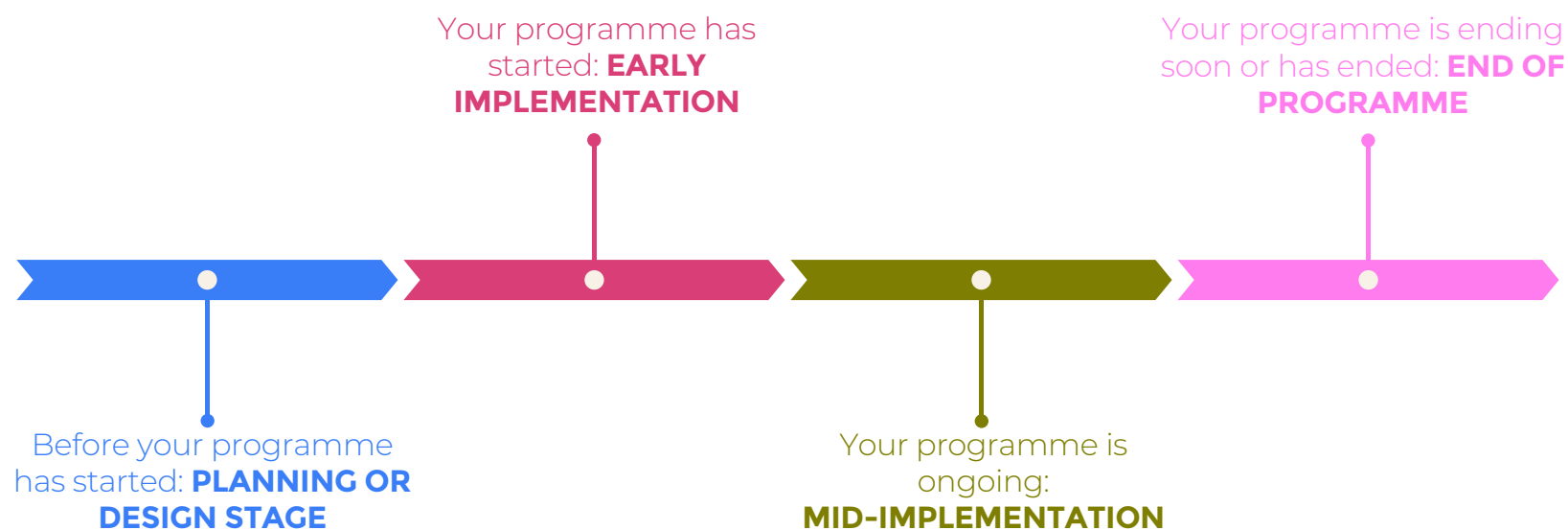
Improved effectiveness, quality, cost efficiency and sustainability of programmes and services.

Describe in more detail:

Or, add others:

Activities and outputs / immediate results

At what stage is your programme/intervention?



Before your programme has started - Planning or design stage

Your programme has started - Early implementation

Your programme is ongoing - Mid-implementation

Your programme is ending soon or has ended - End of programme

| What activities have you done, are doing or are planning to do as part of your programme/intervention? | | | |
|--|---|--|--|
| Choose within options below from the CEA Impact Framework: | | | |
| Mass communication | Two-way communication | Community participation | Community-based activities |
| Broadcast media Leaflet, poster, print Local media Targeted communication [add others] | Field activities (focus group discussion, door-to-door) Feedback management Digital engagement Interactive media | Community dialogue Community group meetings Leadership consultation Joint decision-making | Community planning Design and co-production with communities Partnership with community structures |

| Research and data | Capacity strengthening | Coordination and advocacy |
|--|---|--|
| Social science studies Assessment, surveys Social listening Feedback analysis | Community-based training Training for volunteers System strengthening Coaching, mentorship | Response coordination Local actor coordination Advocacy on behalf of communities |

For definitions, see the guidance.

Describe in more detail: What is their scale (size or extent) and scope (including/not including)?

Or, add others:

What do you think will be the immediate results or outputs of each activity you are doing or planning to do?

These are results that you see in your programme's activities, staff, and participants themselves, at the individual or operational level.

Choose within options below from the Impact Framework:

| | | | | | |
|--------------------------------|------------------------------------|---|---|-------------------------------------|---|
| Raising awareness and interest | Strengthening knowledge and skills | Addressing misinformation and misconception | Raising community needs and suggestions | Understanding social context | Analysing social behaviours |
| Supporting local initiatives | Enhancing community participation | Supporting local decision-making | Promoting equity and inclusion | Advocating on behalf of communities | Addressing issues from community to programme |

For definitions, see the guidance.

Describe in more detail:

Or, add others:

Intermediate results

| What do you think will be the intermediate results, or community-level outputs of each activity you are doing or planning to do? | | | |
|---|--|--|--|
| Community capacities | Relevant and appropriate response | Inclusive engagement | Community systems |
| Definitions: | | | |
| Community’s capacity to respond rapidly and effectively to changing circumstances is enhanced by improved awareness, knowledge and skills | Response appropriateness is enhanced by improved participation, understanding of community needs | Response appropriateness is enhanced by improved participation, understanding of community needs | Ensuring that diverse, vulnerable groups are engaged in decision-making processes at community level |
| Describe in more detail: | | | |
| Or, add others: | | | |

Putting together the programme theory of change

Mechanism of change

Try to describe your programme, and the story or theory of how it works. Specify whether the theory of change is expected, or tested in the context, and

The activities of _____, as part of the intervention of _____, with the engagement of the community in _____ context, will start to create impacts through short-term outputs of _____, leading to intermediate results of _____, transformative outcomes of _____ and contributing to the broad impacts of _____. We believe this because [evidence, best practices, previous experience of communities].

Intervention(Activity + Community Engagement) x Context = Outputs + mechanism1 < Intermediate results + mechanism2 < transformative outcomes + mechanism3 < Impacts + mechanism4

The programme is expected to have/had the following effects (outputs, intermediate results, outcomes) resulting in these (outcomes, impacts) because of this mechanism and influenced by this context.

Mechanism of community engagement approaches



Context of community



Intervention of humanitarian response

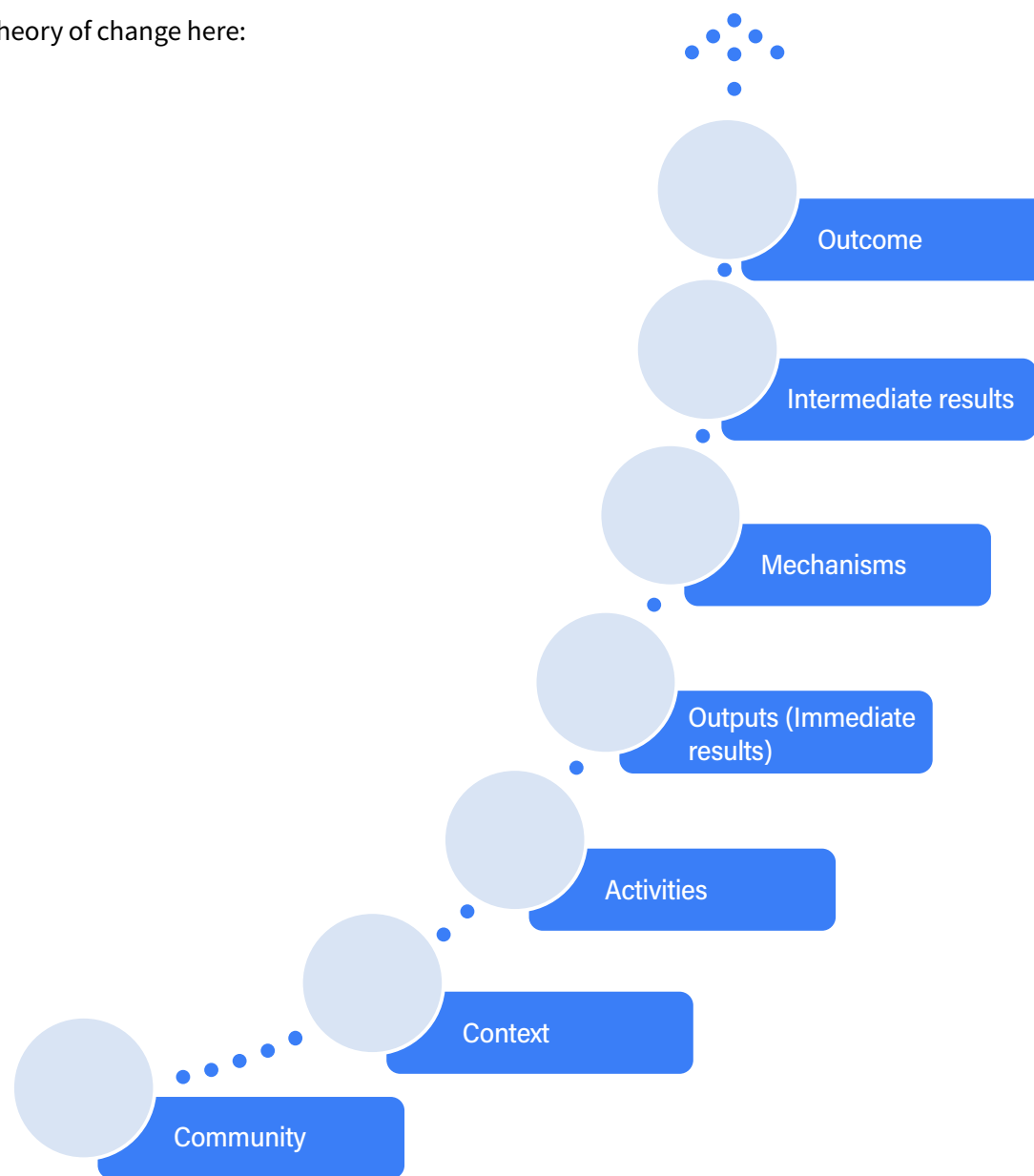


Mechanisms:

Intervention looks like:



Fill in your programme impact theory of change here:



APPROACH AND METHODS

Decide your methods and methodology

- Think about how best to collect information on your indicators, to answer your impact measurement questions. What is most important is that the approach and method fit your programme and local context.
- Each programme's impact measurement will be different. Just like community engagement, impact measurement is dependent on the context. The methods suitable for one programme or context will be different than for another. Impact measurement will also vary from one response to another.
- Use a combination of qualitative and quantitative methods to measure and understand your impacts. Using a realistic approach, quantitative data can help us to focused on context and outcomes and qualitative data can help us understand generative mechanisms.
- By using a combination of methods, you're ensuring that you'll not only have a more complete and wholistic measurement of impacts, but you'll also strengthen and validate your findings through triangulation. Triangulation means comparing and corroborating findings arising from different methods, to highlight commonalities and illuminate unique findings drawn out by methods differently, overall strengthening your impact measurement. It also allows to make sense of the data by offering an opportunity to discuss, compare and contrast findings.
- Collecting information about the processes of community engagement connected to your programme will be helpful to understand the outputs and intermediate results of your programme. For example, we want to know, How did different groups experience the program? Was any group underserved or excluded? This question connects to the intermediate result of Inclusive Engagement in the IFRC CEA Impact Framework. We can apply a mix of qualitative and quantitative methods that include descriptive statistics (quantitative) and focus groups with different demographic targets (such as a focus group with people who have special needs and disabilities) to answer this question.
- Having conversations with volunteers, community members, staff and partners, in a structured format like a focus group or key informant interview, can help gather information about the impacts of a programme, and fill gaps about the process (how and why it's having those impacts).
- A survey is another type of tool that allows asking many individuals or teams to share their views in a written or verbal format. It can also collect information about quantities and start to produce some statistics. A survey can be a good tool to collect both quantitative and qualitative data, and measure changes over time, depending on how the survey is set up. Surveys can be set up for different audiences, depending on what questions would be relevant for them.
- A combination of tools, for example a set of surveys, together with some meetings and discussions, could help answer most or all of the impact measurement questions and indicators in this guidance.

Two examples are below:

| Impact measurement question | Connection to IFRC CEA Impact Framework | Quantitative method | Quantitative method |
|---|--|--|--|
| How did different groups experience the program? Was any group underserved or excluded? For example: people with special needs and disabilities, including deaf and hard of hearing persons | Inclusive Engagement (intermediate result) Promoting equity and inclusion (output) | Descriptive statistics (2x2 table of participants in community engagement, disaggregated by disability identity) Number and percentage of sessions with Local Sign Language interpretation available | Focus group with key demographic you wish to include (in this case, people with special needs and disabilities) Key informant interviews with staff from the Community Organization for Deaf and Hard of Hearing Persons Number and type of engagement sessions held in collaboration with the Community Organization for Deaf and Hard of Hearing Persons; and findings from those sessions |
| Was support relevant, timely, effective and of a high quality? Were there any changes in the wellbeing of community members over time visible, from the beginning of the programme until another point in time? | Efficient response (outcome) Growing gaps in health and well-being (global challenge) | Perception survey: Yes/no, likert scale responses about impacts of the programme Knowledge, attitudes and practices (KAP) survey: change in practices from baseline to endline Trends in population statistics on wellbeing, peace, poverty or another long-term indicator | Key informant interviews that identify stories of Most Significant Change, 6 months or 1 year after a programme Surveys: open-ended responses or ranking responses that speak to the impacts participants attribute to the programme Theory of change that connects context, mechanisms and outcomes to the intervention |

What is your impact measurement question?

Fill in the table below with your impact measurement question, question type, method, indicator and implications.

| Impact measurement question: What do you want to know? How does the question connect with the impact framework? | Question type (impact, process/implementation) Do you want to understand what change (impact) or the how and why the change happened (process)? | Method chosen How can you answer your question? | Indicator | Implications So what? Why does this matter? |
|---|--|--|-----------|---|
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What methods and tools will you use for your impact measurement?

Choose your set of methods: Ensure at least one qualitative and one quantitative

| Name of method | Type (quantitative, qualitative) | Tools | Data sources | Data collection | Impact measurement question and indicator | Resources checklist | Safe question? Sensitive question? (to ensure that we do no harm) | Notes |
|----------------|----------------------------------|-------|--------------|-----------------|---|---------------------|---|-------|
| | Quantitative | | | | | | | |
| | Qualitative | | | | | | | |

Or, write them below.

Qualitative methods and their tools:

Quantitative methods and their tools:

Revisions to scope:

Updated scope and scale

What further resources do you need to add or have ready?

What are the potential risks?

Final Impact Measurement Plan:

Analysis Plan:

Plan out how you will analyse your data.

| Type of data and collection tools/ sources/ method | Framework for analysis | Analysis tools | Impact measurement question and indicator | Person responsible | Timeframe | Results format |
|--|---|----------------|---|--------------------|-----------|----------------|
| | IFRC CEA Impact Framework | | | | | |
| | Draft Theory of Change | | | | | |
| | Realist approach (Context – mechanism – outcome) | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| For reference: | |
|--|---|
| Layer of the CEA Impact Framework | Analysis Framework – IFRC CEA Impact Framework |
| | Description of the layer |
| Impacts | Strategic goals |
| | Global challenges |
| Outcomes | Transformative results contributing to strategic goals |
| Intermediate results | Results at community level, bolstering outcomes |
| Outputs | Immediate results of CEA activities |
| Activities | CEA interventions or approaches |
| Cross-cutting themes | Localization, environmental considerations, and national society development (institutionalization) |
| Other frameworks: https://www.unhcr.org/handbooks/assessment/design/defining-analytical-framework | |
| Cross-cutting themes | Localization, environmental considerations, and national society development (institutionalization) |

Part 3:

Measure the impacts

Record your results:

| Question | Result/Answer/Indicator time 1 | Result/Answer/Indicator time 2 | Result/Answer/Indicator time 3 |
|----------|--------------------------------|--------------------------------|--------------------------------|
| | | | |
| | | | |
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| | | | |

Top 10 key themes or facts from the impact measurement results:

Part 4:

Use your impact measurement results

How will you share your impact measurement results?

Communication plan for sharing results

| Message (what results do you want to share) | Audience (who do you want to share it with) | Format and channel (how do you want to share it) | Objective (what do you want to accomplish by sharing) | Timeframe (when do you want to share it) | Person responsible (who will share it) |
|---|---|--|---|--|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

PULSE Study tool —

Annex 06

Citizen Ethnography Tool

Everyday life, practices, and ways of seeing the world matter to understand impacts of humanitarian programmes. Citizen-led ethnography is an important qualitative data collection tool that can help inform impact measurement. It's especially useful for understanding how people behave naturally, and what some of the subtle or hidden impacts may be.

We know that as human, we are creatures of habit and are not always aware of what we do, or we can remember events slightly differently. There are a range of biases that can affect our perceptions and self-reports. Citizen-led ethnography combines community engagement, by involving community members, with observational approaches to understand changes in behaviour. Observers are in the background of the action and try not to intervene or interfere, and observe without judgement. This helps to see the clear, and at times the more true picture of what's going on.

The PULSE Study applied citizen ethnography to more closely understand the community engagement and vaccination process in Kano, Nigeria and Dire Dawa, Ethiopia. This tool is based on the PULSE example.

To prepare for citizen ethnography, it's important to understand at which level you are making observations:

- Is your observation at the Household-level?
 - › You can use a checklist to check off what you notice (e.g. Does the family cover the water storage container? Is soap available? Yes or no)
- Exploratory observation walks or transect walks using a topic guide.
 - › These are often citizen-led or conducted with people from the community including representatives from specific population groups (e.g. adolescents, minority groups, women).
 - › The representatives help to collect information, for example on popular gathering places, existing infrastructure, and accessibility to services such as health structures.

Ethnographic observations involve taking detailed notes to document participants' ongoing behaviour in a natural situation. This allows for a thorough record of what people say and do in a given situation and can provide direct information on their actions and behaviours – e.g. what nurses say and do during vaccination clinics, versus what they remember doing.

Some tips for making your observations:

- **Begin each entry** with the date, time, place, and type of data collection event.
- **Leave space** on the page for expanding your notes
- **Take notes strategically.** Type words and phrases that will trigger your memory when you expand notes.
- **Use shorthand**
- **Cover a range of observations**
- **Arrive early and leave late.** Some of the most interesting/important observations may occur before or after the event.
- **Consider using present tense** to increase the level of detail you capture.
- Return to your notes to complete them – ethnography is an iterative process of observation
- Take pictures or videos (if you have consent from the community members)
- If you can't write out your notes, you can use a voice recorder, or event WhatsApp voice notes!

Observation takes practice! If you have not done this before, training is essential. It's a different approach, especially if one is accustomed to engaging the community directly. The Collective Service has a training module on qualitative data collection, including observational methods. Also reach out to local researchers for support. Try to role-play using this tool with a partner before going out to observe.

Specific areas of focus during training when observing community engagement in a vaccination programme are:

- Qualitative research basics
- Ethics and informed consent
- Privacy protection
- Ethnographic methods
- Data collection tools and data security
- Reflexivity (acknowledging the biases and perspectives we hold as individuals collecting and analysing the data)

Themes:

- Community dynamics and formal/ informal authority structures
- Contextual factors—e.g. dynamics specific to the group/ community (migratory patterns, livelihoods, experiences of humanitarian crisis etc)
- Mapping of health services
- Everyday experiences of healthcare
- Experiences and memories of recent outbreaks (e.g. COVID-19) and their socio-economic impacts
- Tracking concerns, anxieties and perceptions around outbreaks/ vaccination
- Observation of vaccination (routine and campaign)
- Barriers/ enablers of vaccination
- Observation of community engagement campaigns
- **Information flows:** where do people get their information/ who they trust to deliver it etc.
- Personal reflections on observations and experiences of doing ethnographic observation

Potential observation sites are:

- Community engagement events
- Vaccination drives
- Vaccination clinics
- Areas where decision-making about vaccination is taking place (e.g. health clinics)
- Areas where there may be access challenges
- **You may find it helpful to split observations into tasks, as the PULSE study did:** one task focussing on routine immunization activities within certain health centres, and a second in the community

After collecting the data, have a collaborative analysis workshop together, for all observers to discuss what they found and build recommendations together. Triangulate findings with other collection methods to validate and understand outliers or differences, and find areas of convergence.

MODULE 4.6 – HANDOUT 2

Observation Field-Notes 24 July 2020

Research questions: What are the needs and priorities of youth regarding livelihood activities? What are some of the barriers to accessing paid work? What actions can our organization take to increase access?

Location of interview: Boora refugee camp in Bagara¹, 'Dex' Tea-house

Time of observation: 10am-11am

Humanitarian context: Cross-border conflict causing mass displacement

Extract from observation

When I first sit down in the tea-house there is a group of 5 young men who seem to be aged between 19 and 26 years old sat around a small wooden table. They turn to me as I sit down and 2 of the young men stare for a few minutes before they turn back to face one another.

Three of the five men are looking at their mobile phones (smartphones, model unknown). One of those three guys has music playing on his mobile phone. They are dressed in baggy jeans and basketball or football shirts, their clothes and shoes are clean.

The five men sit without talking to each other for a few minutes, the two on their phones are staring at the walls. One of the men says something I cannot hear which made the others laugh.

They have a plastic bowl of 6 mandazi (doughnut) in the middle. One of them takes a mandazi using a piece of newspaper to pick it up. A newspaper is also on the table in-between all of the men. It is opened which suggests to me they have been reading it.

The atmosphere feels quite serious, but the five men seem comfortable in each other's company.

Figure 1: Example from the Collective Service Social Science Training Module 4 Session 4 on Qualitative Data Collection: <https://www.rcce-collective.net/resources/trainings/social-science-training/module-4/>

For more information and insights, see the CWC Research blog post on the experience of deploying citizen ethnography during the PULSE Study in Kano state, Nigeria!

Citizen ethnography
Data collection tool

| | |
|--|--------------------------|
| Site or location | |
| Date and time | |
| Observer's name | |
| Humanitarian context | |
| Question or objective 1: | Question or objective 2: |
| <div>Reminder of key themes: Community dynamics and formal/ informal authority structures Contextual factors—e.g. dynamics specific to the group/ community (migratory patterns, livelihoods, experiences of humanitarian crisis etc) Mapping of health services Everyday experiences of healthcare Experiences and memories of recent outbreaks (e.g. COVID-19) and their socio-economic impacts Tracking concerns, anxieties and perceptions around outbreaks/ vaccination Observation of vaccination (routine and campaign) Barriers/ enablers of vaccination Observation of community engagement campaigns Observation of community engagement impacts Information flows: where do people get their information/ who they trust to deliver it etc. Personal reflections on observations and experiences of doing ethnographic observation</div> | Notes: |

