Preparing and responding to disasters in Vanuatu:

COMMUNICATIONS AND COMMUNITY ENGAGEMENT HANDBOOK

COMMUNICATIONS AND COMMUNITY ENGAGEMENT SUB-CLUSTER

Australian Aid
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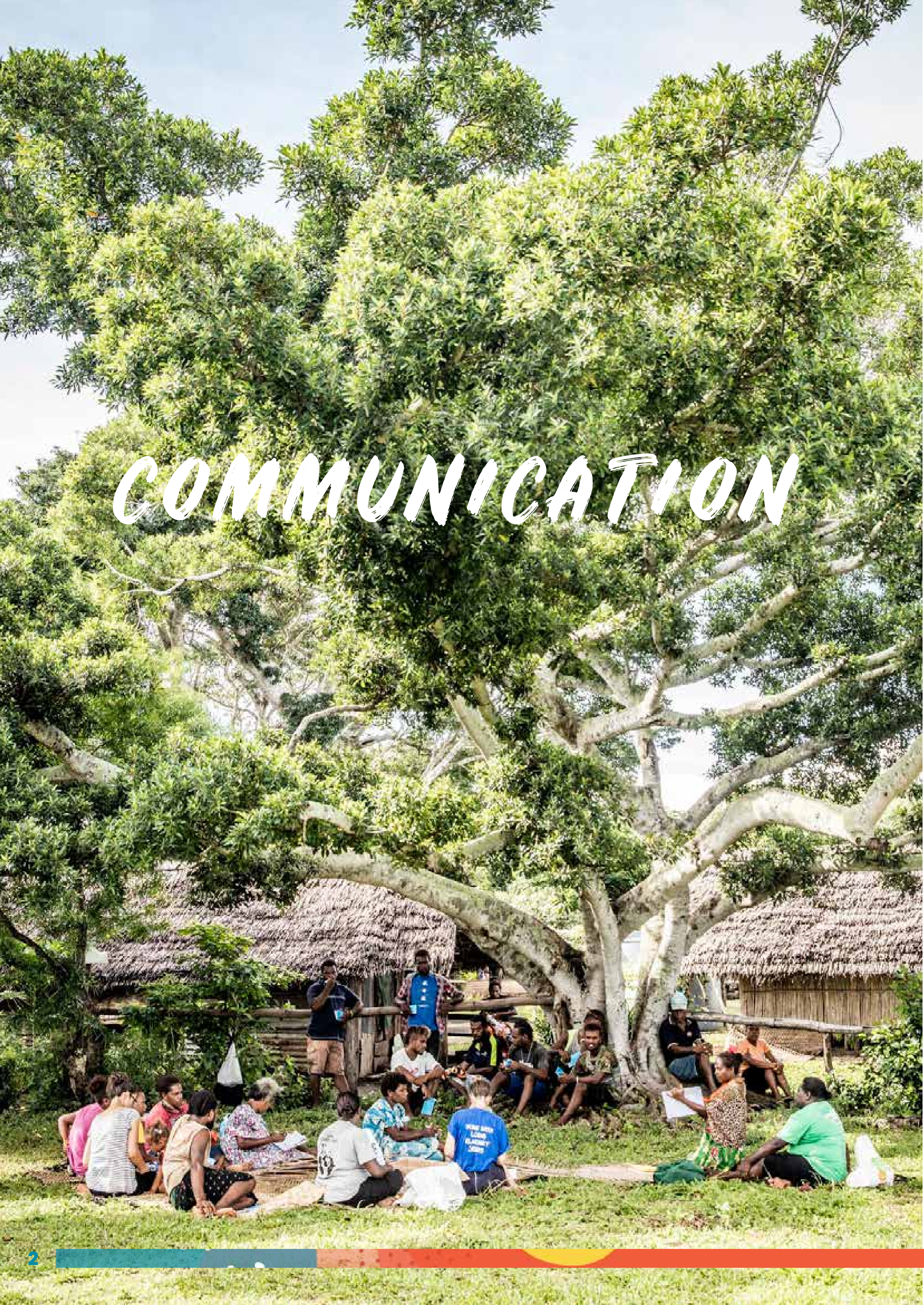
CDAC NETWORK
GROUND TRUTH SOLUTIONS

CONTENTS



WHAT IS COMMUNICATION AND COMMUNITY ENGAGEMENT?

Communication. It's talking to a neighbour. It's posting on Facebook. It's reading the news. We all depend on giving and receiving information to manage our lives and connect with our families, friends and communities.

In a disaster, it's not just our homes and gardens that are destroyed – communication networks are too, right when we need information and connections more than ever.

Communication is as crucial as food, water, shelter and medicine. Where do we go for help? What dangers should we be aware of? How can we find missing family, or contact friends on other islands to let them know we are safe? What do we do if help is not reaching us? How can we complain when there's a problem?

When people don't have the information they need, they become confused, isolated, afraid and angry. Rumours and misinformation spread and people's lives are put in danger. When people can't communicate with those making decisions, they feel powerless and frustrated. Aid is less effective because it's not informed by people's real needs, and they are vulnerable to corruption and exploitation because they don't have channels to report it.

Communication and community engagement changes that: it puts people affected by disasters in control of their lives. Watch this three-minute video (available at https://www.youtube.com/watch?v=ZDmKLcY7Nis) to find out how.

Communication and community engagement is an area of humanitarian action based on the principle that communication is aid. It gives priority to sharing life-saving, actionable information with people affected by disaster using two-way communication channels so aid providers listen to and act on people's needs, suggested solutions, feedback and complaints, and people receiving assistance have a say in and lead decisions that affect them. It also prioritises keeping people in crisis connected with each other and the outside world.

- Collective Communication and Community Engagement in Humanitarian Action (CDAC), 2019.

HOW TO USE THIS HANDBOOK

This Communication and Community Engagement Handbook is a step by step guide to communicating with communities affected by disasters in Vanuatu and the tools and systems that have been put in place to make sure that our disaster response is informed by and effective for the people we want to help. It's designed for organisations and individuals who are part of disaster preparedness and response in Vanuatu, especially those who work with communities, directly or through other partners.

Each section of this handbook explains one of the steps to good communication and community engagement and includes a list of further resources to make it easy to put that step into action. These resources are provided as printable files at the end of the handbook. Each section also highlights an action focused on keeping disaster affected communities at the centre of the response – because after all, they are the whole point of it, despite disaster responders around the world being notorious for leaving them out.

This handbook is a living document and will be updated as communications and community engagement in Vanuatu continues to evolve. Please email ccesubcluster@gmail.com to stay connected and receive updates.

COMMUNICATIONS AND COMMUNITY ENGAGEMENT IN VANUATU

While Vanuatu is regularly ranked as the world's most vulnerable country to disaster, 2018-19 was a significant year for disasters, even by Vanuatu's standards – humanitarian responders took action on Cyclones Gita, Hola and Oma as well as volcanic eruptions on two separate islands and various earthquakes and tsunami warnings. The frequency of these disasters highlighted some recurring and damaging gaps in Vanuatu's response mechanism in providing timely, clear information to communities, as well as in gathering and responding to community feedback about their needs and the response.

In 2018, the Australian Government funded a joint project led by the Communicating with Disaster Affected Communities (CDAC) Network and Ground Truth Solutions (GTS) to strengthen communication and community engagement during and in preparation for disasters (See Communications Preparedness and Accountability for Disaster Response: Vanuatu Scoping Report, available at www.cdacnetwork.org/tools-and-resources). Through this project, the Communication and Community Engagement (CCE) Sub-Cluster of Vanuatu's National Emergency Telecommunications Cluster was established.

The CCE Sub-Cluster is led by the NDMO, as Vanuatu's primary information management and coordination function during emergencies, and is co-led by Vanuatu Red Cross. The sub-cluster's members include representatives from Vanuatu Government departments, the media, the telecommunications sector, INGOs, NGOs and multilateral bodies including UNICEF and the Red Cross. A National CCE Sub-Cluster Coordinator position at the NDMO directs the sub-cluster's day-to-day work.

The CCE Sub-Cluster works to strengthen two-way communication and collaboration between national decision makers and communities in preparation for, during and after Vanuatu disasters, so that disaster-affected people have the information and resources they need to better prepare, survive, influence decisions, and be involved in the response and recovery of their own communities (See **CCE Sub-Cluster Terms of Reference**).

The functions of the CCE Sub-Cluster include:

- Advocating for communication and community engagement in preparation for, during and after disasters
- Supporting the development of messaging materials and the management of a centralised online resource library/portal
- Supporting the development of effective and efficient communications systems and channels
- Supporting the training of key communicators within the communications system
- Developing and coordinating a systematic community feedback mechanism, including data collection and analysis
- Supporting coordination of information sharing between and by the Emergency Cluster system
- Developing disaster-specific communication and community engagement plans for all stages of the response and recovery phases
- Providing communication and community engagement technical support to clusters and other disaster responding organisations.

RESOURCES:

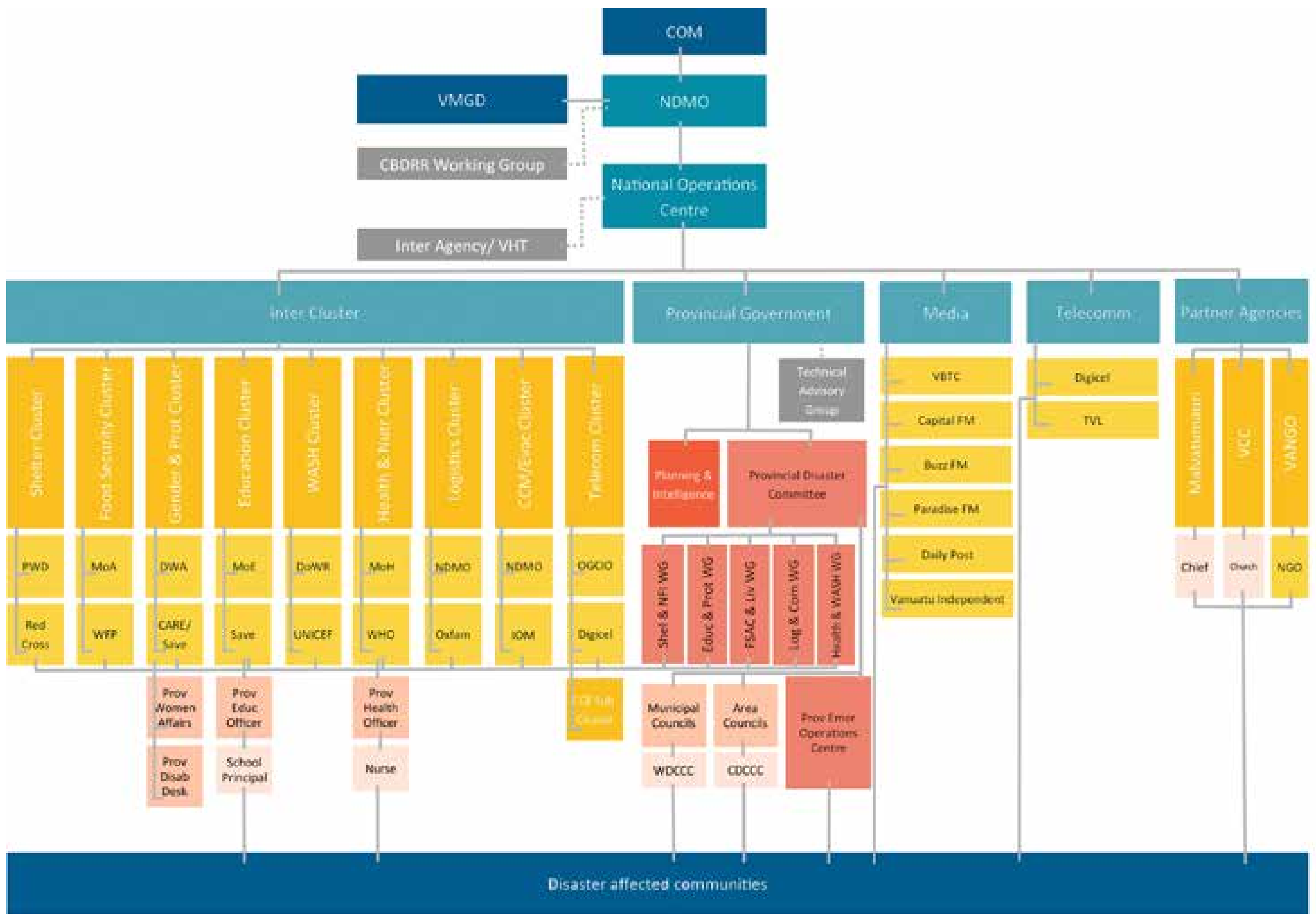
- CCE Sub-Cluster Terms of Reference pg 33
- Communications Preparedness and Accountability for Disaster Response: Vanuatu Scoping Report (available at www.cdacnetwork.org/tools-and-resources)

COMMUNICATION AND COMMUNITY ENGAGEMENT CHANNELS

Particularly since Category 5 Tropical Cyclone Pam devastated the country in 2015, efforts to strengthen disaster preparedness and response have been a key focus of donors, humanitarian actors and the Vanuatu Government. As a result, disaster preparedness and emergency response systems and resources are in place, and a network of national and international stakeholders are committed to their development.

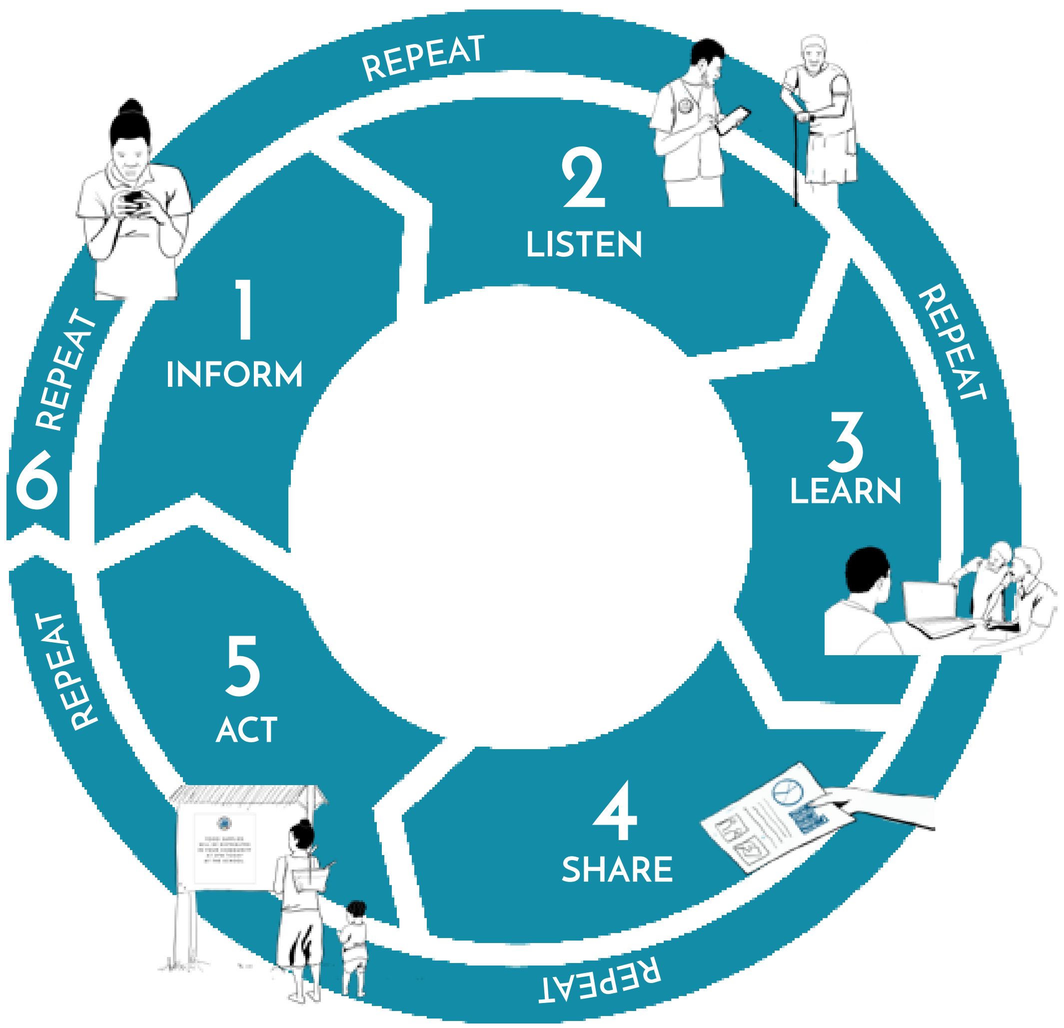
During disasters, the NDMO provides a coordinating function, the national cluster system mobilises national and international expertise, and the Provincial Disaster Committee system is gaining traction as a means of supporting on-the-ground activities. Media, telecommunications and other partner organisations also play an important support role.

The **Vanuatu National CCE Channels Map** below outlines the key stakeholders within Vanuatu's national disaster response infrastructure and the channels of two-way communication with disaster affected communities that they enable.



6 STEPS TO COMMUNICATION AND COMMUNITY ENGAGEMENT

Leveraging the foundation of Vanuatu's national emergency infrastructure, there are six steps that form Vanuatu's communication and community engagement approach. All humanitarian responders at all levels – from organisations, committees, bodies and departments to Area Councils, provincial authorities and working groups, and national authorities, clusters, inter-cluster groups, and media – have an important role to play in ensuring that there is two-way communication between communities and decision makers in times of disaster.



[Inform – listen – learn – share – act – and repeat to help people how they need it most.]

STEP 1: INFORM AFFECTED PEOPLE

When disasters hit, information is one of the most important and immediate needs of the people affected. Reliable and clear information that helps people to prepare for disasters, to warn them when disasters are about strike, to keep them informed about what has happened in their own and other areas, and to tell them what to expect next can help people survive and recover.

It's critical that people affected by disasters receive:

- The **RIGHT INFORMATION**
- At the **RIGHT TIME**
- Through the **RIGHT CHANNELS**

RIGHT INFORMATION

In times of disaster, it's vital that the information that affected people receive from emergency responders is accurate and reliable. If it's not, then people's lives can be put in danger, they cannot make good decisions, and they will not trust information that responders give them in the future, which could put them at further risk.

Information must also be understandable in order to be useful to people. It should have a clear message, focus on people's immediate needs and the action they should take, avoid technical terms and jargon, and be delivered in a language that people understand – including, for example, people who are hearing or sight impaired.

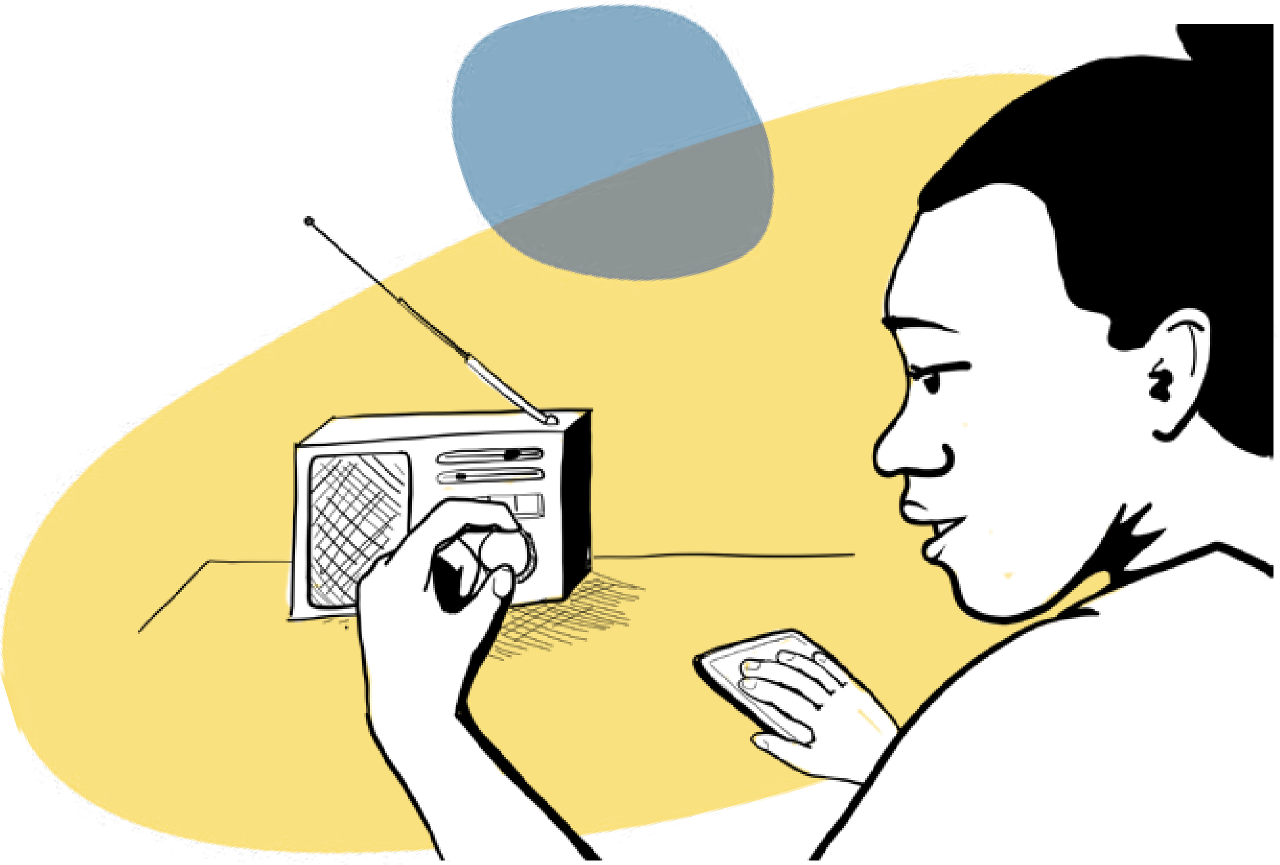
In order to avoid confusion, information from disaster responders should also be coordinated so that everyone is giving affected communities the same information. This is not always easy, and coordination can often be overlooked in the hurry to respond quickly to communities, but it is essential to make sure that communities don't receive mixed messages that can cause more harm to already fragile situations.

The best information is also responsive to the changing situation on the ground and the communities' response to it. This is possible when disaster responders not only give information, but also ask affected people for information through two-way communication – see Step 2 for details.

RIGHT TIME

Giving someone a perfectly accurate and clear warning about a cyclone coming is useless if it is delivered a week after the cyclone arrives. People need to receive information at the right time, when it is relevant to the decisions they need to make right now, in order for it to be useful.

Providing communities with timely information that is also coordinated in a rapidly changing disaster situation can be one of the most challenging elements of a humanitarian response – but it is also one of the most critical.



RIGHT CHANNELS

For people to be able to receive and act on information, we need to deliver it through the right channels. The best information delivered at the right time will not help people if they don't receive it through a channel they access.

In Vanuatu, common channels for giving and receiving information include:

- SMS and phone calls
- Community noticeboards
- Chiefly meetings
- Church meetings
- Women's meetings
- Radio
- Television
- Social media eg. Facebook

The most effective channels will be different for different communities and even different people within the same community – for example, women may not receive information that is shared through chiefly meetings, elderly people might not have access to a mobile phone to receive information shared through social media, and people with sight impairments will not receive information shared on community noticeboards. Disaster responders need to deliver messages through a number of different, locally relevant channels to reach all groups within a community.

The Vanuatu Country Preparedness Package, the Provincial Disaster Response Plans and the Vanuatu National Disaster Management Office Standard Operating Procedures (available at www.ndmo.gov.vu/resources) outline the channels and processes used by the NDMO to communicate with disaster affected communities. This includes a short-code phone system in which people can call or SMS 166 to receive pre-recorded warnings and updates during disasters, as well as HF and FM radio.

The media plays an important role in helping to disseminate information during disasters and Vanuatu's FM radio stations will broadcast pre-recorded emergency warnings as well as provide updates through programming. Providing timely, accurate information to the media is therefore a critical part of a disaster response. The CCE Sub-Cluster's **Media Landscape Guide** is a useful tool that lists media and other organisations who communicate with communities and their contact details.

RESOURCES:

- Media Landscape Guide pg 38
- Vanuatu National Disaster Management Office Standard Operating Procedures (available at www.ndmo.gov.vu/resources)

STEP 2: LISTEN BEFORE YOU LEAD

In the rush of an emergency, it's easy for humanitarian responders to think that we know what needs to be done. Afterall, we have experienced lots of disasters in Vanuatu! But humanitarians around the world now recognise that community engagement – that is, asking communities about how they have been affected by disaster, what help they need and how they want to receive it – is a critical part of a disaster response. Community engagement makes aid more effective and it means disaster survivors have a say in the decisions that affect their lives. This two-minute video (available at https://vimeo.com/206613266) explains how.

One of the best ways to find out what people affected by disasters think and need is to ask them – at all stages from disaster preparedness and throughout the disaster response. It's very important to capture the views of all different members of the community – including women and men, young people and older people, and people with and without disabilities. This can be done in lots of different ways, from community meetings and Focus Group Discussions to face to face interviews and phone surveys. Tracking rumours and community responses to media and social media can also be useful in understanding community views.

Gathering community feedback systematically, in a coordinated and collective way, makes community engagement even more effective. For example, working with disaster responders from other organisations, departments or Clusters to coordinate assessment questions and meetings means that communities are not asked the same questions and interviewed multiple times, which can help reduce the stress of their situation as well as make information gathering and sharing more efficient.

In Vanuatu, community feedback is most commonly collected using face to face surveys. Kobo is a useful app that is now used by many humanitarian responders in Vanuatu to collect data electronically during face to face surveys. For information on using Kobo, see the **Kobo Data Collection Guide**. The CCE Sub-Cluster has trialled both Kobo face to face surveys and Rapid Pro mobile phone SMS surveys in collecting data from disaster affected communities.

CONSIDER THE ETHICS

The first and most important priority in collecting data from communities is to make sure that it will not lead to any harm for the respondents.

Ethics checklist

- Consider the social, political and cultural situation and make sure respondents won't be put into uncomfortable or unsafe positions
- Be aware of the messages that people could assume from the research areas and questions
- Ensure all questions are relevant
- Ensure data collectors are responsible, respectful and well trained
- Ensure respondents understand why the research is being done, that their participation is voluntary, and what will happen with their answers.

DESIGN THE QUESTIONS

Asking the right questions is critical to get the right information. It's important that your survey design is well planned and tested before you take it to the community – the Survey Design Guidelines can help.

Question design checklist

- Can the questions be easily translated and understood?
- Are the questions culturally/contextually appropriate?
- Does the sequence of questions make sense?
- Are there any gender-sensitive questions?

In Vanuatu, the CCE Sub-Cluster has developed a set of Collective Feedback Mechanism Standardised Questions for before a disaster and after a disaster. By using this set of questions, alongside their own work-specific questions if they wish, organisations can gather data from communities that can be used internally to inform their own programming as well as be shared externally via the CCE Sub-Cluster as part of the Collective Feedback Mechanism to inform the broader, coordinated disaster response.

The NDMO and clusters also have a number of rapid and initial assessment forms (available at www.ndmo.gov.vu/resources) that are used to gather data from communities immediately after a disaster to determine the emergency response.

COLLECTIVE FEEDBACK MECHANISM STANDARDISED QUESTIONS

Theme	Before (collected by agencies)	After (collected by agencies)
Demographics	• *Gender / location / age / disability (WG Qs) / ethnicity / religion / dependents*	• *Gender / location / age / disability (WG Qs) / ethnicity / religion / dependents*
Services	• *Is your community well-prepared for a disaster?* • *Optional: How else could we support your communities (open)*	• *Do you know what services are available to your community?* • *Are the services your community receive meeting your important needs?* • *Optional: What services do you still need access to? (open)* • *Optional: Is anyone excluded from available services? If so, who and why? (open)*
Outcomes	• *Optional: Do you have a plan for an emergency?* • *Optional: Are you confident in implementing your emergency plan?*	
Relationships	• *Do you trust the organisations and departments working with you on disaster preparedness?* • *Does your community feel it has a say in what and how services are provided?*	• *Do you trust the organisations and departments working with you on disaster recovery?* • *Does your community feel it has a say in what and how services are provided?*
Communications	• *Does your community receive the information you need to be safe in an emergency?* • *Does your community trust the information it receives?* • *What is your preferred source of information?* • *Optional: How could communication be improved? (open)*	• *Does your community have access to the information you need?* • *What information do you need? (open)* • *Do you know how to raise a concern?* • *Optional: If you do raise a concern, do you think you will get a response? Why/why no? (open)*

ASK THE RIGHT PEOPLE

To get an accurate understanding of the community's views, it's important that surveys cover enough people and a range of different people to ensure that the results represent the real situation. It's especially important to make sure that marginalised people, such as people with disability, women or young people, are included in the survey. To do this, several different collection methods might need to be used in the same community, as different people might prefer to share their views in different ways.

A sample size calculator (available at www.surveymonkey.com/mp/sample-size-calculator/) can be used to figure out how many people need to be surveyed. Respondents can be selected through random sampling where every person has the same chance of being selected (eg. every tenth house in the village), or stratefied sampling where the group is divided into subgroups and respondents are selected randomly from each group (eg. 20 men and 20 women within the community).

Sampling checklist

- **Is it feasible to include the entire regional distribution of the target population in the study, or is it necessary to select locations based on access/logistics/time constraints?**
- **What is the gender split, and can this be reflected in the sampling strategy?**
- **What is the urban/rural split, and can this be reflected in the sampling strategy?**
- **Is there information on the percentage of people with disabilities, and can this be reflected in the sampling strategy?**
- **What languages are spoken by the target population, and do we have the capacity to include them in the surveys?**

TRAIN THE ENUMERATORS

Enumerators are the people who interview respondents in a survey. It's essential that enumerators are trained to understand effective approaches to conducting surveys, as well as their ethical responsibilities and the survey content, in order to get accurate information from the survey.

The approach to gathering community feedback is critical to make sure that we capture accurate information. Details like the language used by the survey or interviewer, their appropriateness for the job (eg. women are more likely to feel more comfortable speaking with a woman interviewer), their tone (ie. Friendly rather than overly formal), the length of the survey, and how confident the respondent feels in the confidentiality of the survey will all have a great impact on the quality of the results.

In Vanuatu, the CCE Sub-Cluster has developed and facilitated Enumerator Training (available at http://www.ndmo.gov.vu/resources) for several Youth Challenge Vanuatu volunteers and a number CDCCCs in Tafea and Sanma provinces as well as enumerator training of trainers at the national level. This training aims to create a pool of skilled enumerators who are available to be deployed in disasters. An Enumerator Terms of Reference Template has also been developed to outline the role and its responsibilities.

Enumerators checklist

- **Understand the subject**
- **Are friendly, positive, professional and respectful**
- **Understand and explain that the survey is confidential**
- **Understand and explain that there are no right or wrong answers**
- **Understand and explain that participation is completely voluntary and there are no rewards or consequences for participating or not**
- **Do not change the questions or influence answers.**

RESOURCES:

- Kobo Data Collection Guide pg 42
- Survey Design Checklist pg 47
- Collective Feedback Mechanism Standardised Questions pg 39
- Rapid and initial assessment forms (available at www.ndmo.gov.vu/resources)
- Sample size calculator (available at www.surveymonkey.com/mp/sample-size-calculator/)
- Enumerator Terms of Reference Template pg 48
- Enumerator Training Package (available at www.ndmo.gov.vu/resources)

STEP 3: LEARN FROM THE DATA

Making sense of the data collected is the vital next step to integrating communities' views into disaster preparedness and response – there is no point in collecting data that is not translated into usable information. It's only after data is analysed that it becomes information that can be used to inform decision making.

Using the research objective and research questions can help to organise and structure the analysis. Looking at the differences between demographic subgroups (e.g. by gender, age, location and status) relevant to the research question also provides important information about how different people within the community are affected differently by disasters and have different needs.

Data collected electronically using Kobo can be easily analysed within the app, while data collected using paper surveys will need to be input into a program like Excel. See Step by Step: Analysis in Kobo and Step by Step: Analysis in Excel for detailed guidance.

When analysing data, ethical considerations include:

- Could the findings about specific groups within the targeted population lead to negative images of or results for them if the results are shared with a larger audience?
- Is data being stored safely and anonymized where relevant?
- Is data being shared only with those who need to be involved in the data analysis?

Analysis checklist

- **Which results were expected and which results were surprising? Would follow up interviews or group discussions help clarify the findings?**
- **What are the general trends in the data?**
- **Are there any particular groups or themes which stand out? It might be useful to dig deeper and try to understand the reasons why people are particularly negative or positive about a certain topic or within a certain demographic subgroup.**

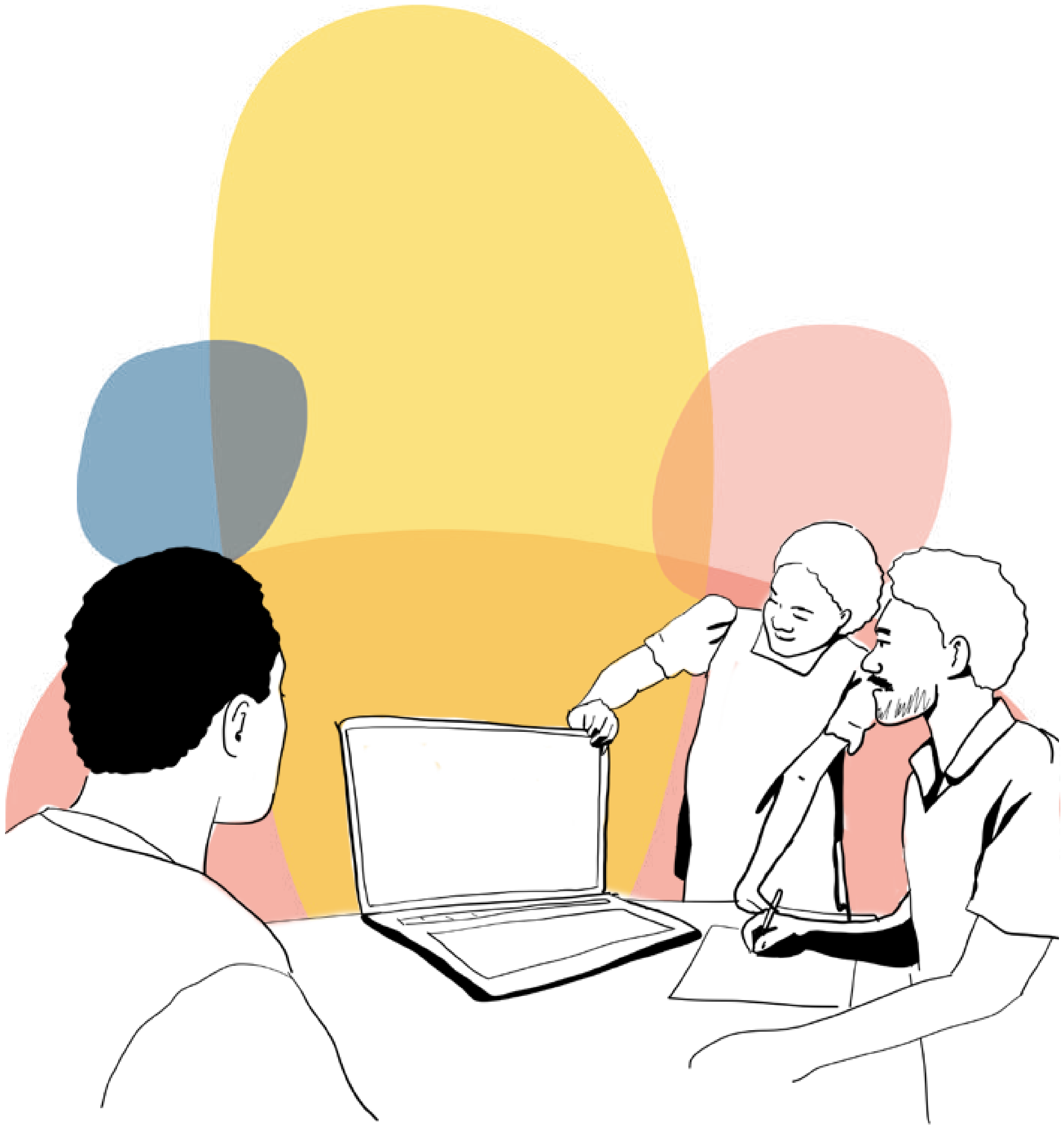
- Can you check your data against other sources of information and available data points? Are your findings similar to the findings of other research?

Discussing the findings within our own organisations as well as other disaster responders can be useful to test our interpretation of the data and the reasons behind the results – and that's important so that we can identify problems and issues and what action we need to take to address them.

In Vanuatu, the CCE Sub-Cluster is able to provide support with analysis of data, particularly data collected through the Collective Feedback Mechanism.

RESOURCES:

- Step by step: Analysis in Kobo pg 50
- Step by step: Analysis in Excel pg 56



STEP 4: SHARE YOUR DISCOVERIES

The idea is simple: we are stronger together. When one organisation gives communities information and gathers, analyses and responds to communities' feedback and opinions, the help that the organisation gives is better. When organisations, councils, committees, departments, working groups and clusters in communities, areas, provinces, and nationally work together to share information to and from communities and with each other, disaster preparedness and response as a whole is better. Communities receive more clear and consistent information and spend less time answering questions from multiple responders, decision makers have better information and can leverage diverse expertise, and disaster responses are better coordinated and more effective.

Humanitarian responders in Vanuatu are able to share information in a number of ways:

NDMO RESOURCES PAGE

The NDMO Resources page (www.ndmo.gov.vu/resources) is an online hub for disaster preparedness and response messaging, materials, plans and Standard Operating Procedures (SOPs). Resources on this page are approved by the NDMO as the national coordinating body for disaster preparedness and response, and can be used by any organisations working with communities to share consistent, approved messaging on disasters, including guidelines for humanitarian workers to prevent sexual exploitation and abuse.

CLUSTERS AND WORKING GROUPS

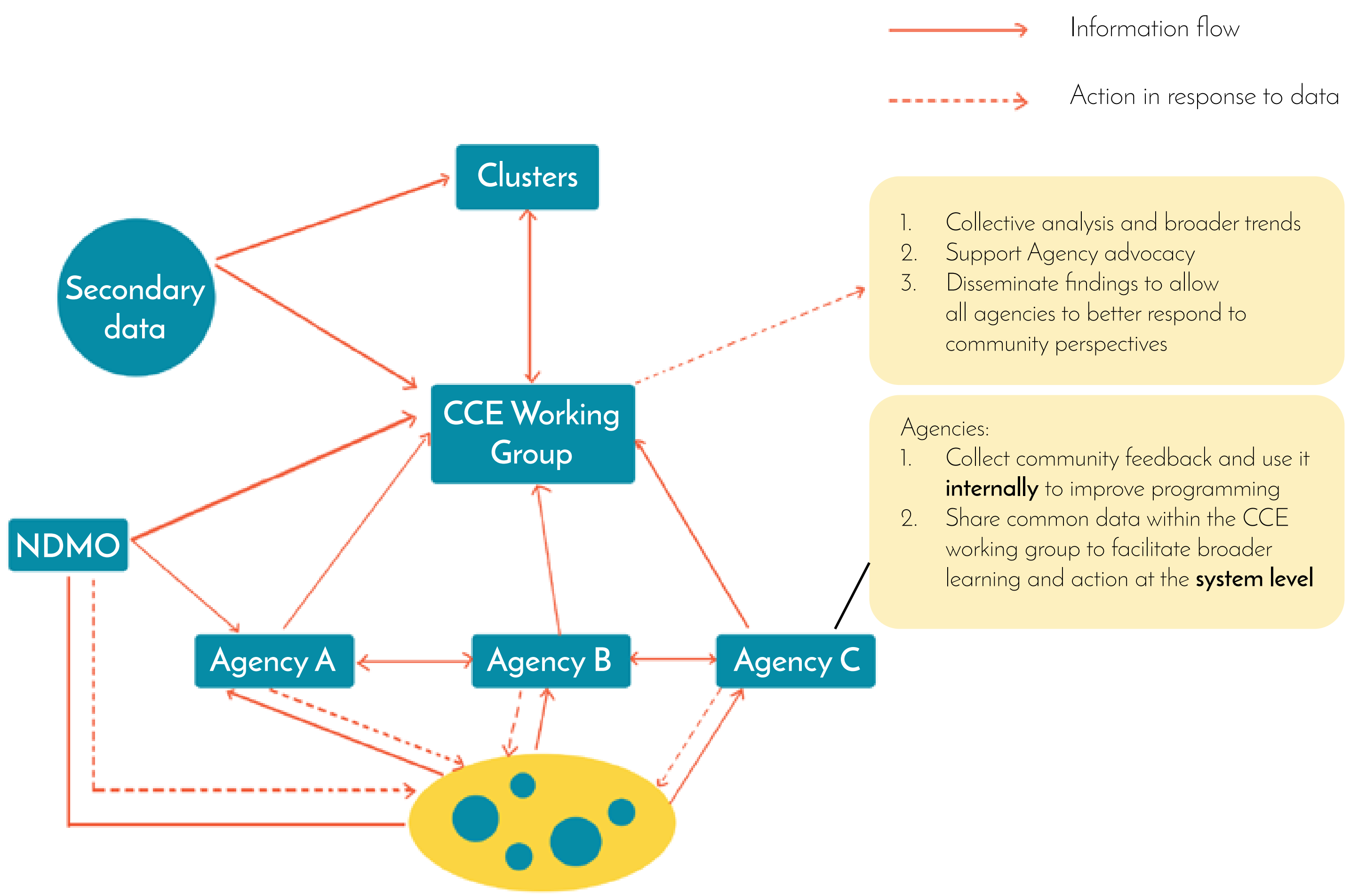
Vanuatu's national emergency clusters and provincial disaster working groups provide channels to share information and coordinate preparedness and response activities. Periodic inter-cluster meetings provide an opportunity for clusters to meet together, and links between national clusters and relevant provincial working groups have been established. See the **National CCE Channels Map** for more detail.

COMMUNICATION AND COMMUNITY ENGAGEMENT SUB-CLUSTER

As outlined in section 1, the CCE Sub-Cluster works at the national level to strengthen two-way communication and collaboration between national decision makers and communities in preparation for, during and after Vanuatu disasters. This includes providing support to create and disseminate messaging for disaster preparedness and response, and to collate, analyse, summarise and share community feedback collected by various stakeholders to inform organisational and collective disaster response decision making (ie. The collective feedback mechanism). Organisations that agree to collect and share feedback from communities are invited to sign a **Collective Feedback Mechanism Partnership Declaration**, which outlines the mechanism's shared principles and agreed way of working.

RESOURCES:

- National CCE Channels Map pg 40
- Collective Feedback Mechanism Partnership Declaration pg 69



STEP 5:
ACT ON WHAT YOU LEARN

Listening and learning about communities' needs won't help unless we act on what we hear. It's crucial to use the information we have received to make adjustments to our own organisation's programs and operations, as well as the disaster response as a whole. This action ensures that we deliver a response that meets people's real needs in the ways that they need them met and enables them to take back control of their lives, their recovery and their future.

Acting on communities' feedback isn't always easy. Limits on funding, staff and other restrictions might make it difficult, or just not possible, to give communities what they ask for. But looking closely at communities' feedback and what changes – both small and substantial – that we can make to our programs, distributions and other parts of the response can make a big difference in delivering a response that is effective in helping communities recover and increasing their satisfaction with the assistance we provide. The **Data Response Action Planning Tool** can help with this process.

Using feedback data to guide changes can also help to show donors, partner organisations, other departments and communities why decisions have been made, and strengthen consensus and support for the collective response.

In Vanuatu, decisions about a collective disaster response are made through the NDMO with the support of the Cluster system. The CCE Sub-Cluster can provide support to collect and use community feedback in decision making.

RESOURCES:

- Data Response Action Planning Tool pg 70

STEP 6: REPEAT THE PROCESS

Good communication is not one-way, and it is not a once-off event. We need to keeping talking – and listening – to people affected by disasters to make sure our support really helps.

When people affected by disasters have shared their ideas and opinions about what their community needs, it's important to report back to them the findings of what the community said, and what action is going to be taken as a response. This is called "closing the feedback loop" and it helps strengthen accountability and transparency in the disaster response, which is vital both for communities' and donors' satisfaction, as well as the integrity of the response.

Returning to Step 1: Inform – this time with information about your findings and response, as well as any information about new threats or dangers – is also an opportunity to repeat Step 2: Listen to collect feedback on changing needs, issues, preferences and, over time, the impact of the changes you make through continuing to carry out Step 3: Learn, Step 4: Share and Step 5: Act. This repeating process enables responders to get to the bottom of the reasons behind people's concerns and issues, fully understand their changing situation, and explain decisions and any limitations on the response to affected communities.

In Vanuatu, effective methods of repeating engagement with communities could include posters on noticeboards, SMS messaging and surveys, radio program features, announcements during distributions or programming, and community meetings. Using a number of methods targeting different groups within the community will ensure that all members will be able to give and receive information.

RESOURCES:

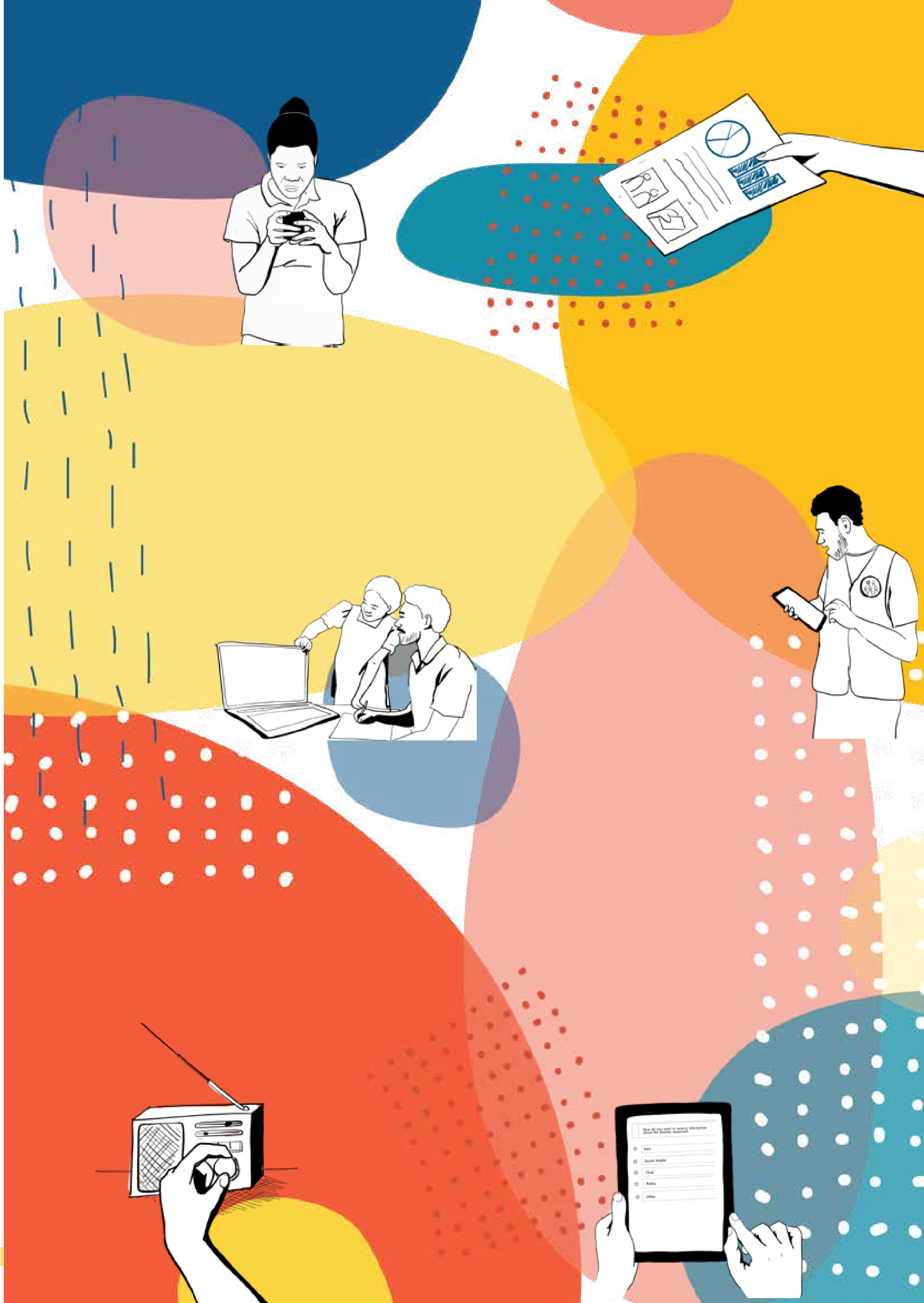
- Collective Feedback Mechanism Dialogue Guidelines pg 72

COMMUNICATION SAVES LIVES

In disaster situations, when people's lives are turned upside down, communication can make the difference between staying safe and life-threatening danger. Between knowing our family and friends are safe and feeling alone and afraid. Between being able to ask for the help we need and being frustrated and angry at the response.

Good communication makes a disaster response more efficient and effective, and more accountable and transparent. It gives people affected by disasters the help they need and puts them back in control of their lives.

Thanks for being part of communication and community engagement for disaster affected people in Vanuatu.



COMMUNICATIONS AND COMMUNITY ENGAGEMENT (CCE) SUB-CLUSTER TERMS OF REFERENCE

BACKGROUND

While Vanuatu is regularly ranked as the world's most vulnerable country to disaster, 2018-19 was a significant year for disasters, even by Vanuatu's standards – humanitarian responders took action on Cyclones Gita, Hola and Oma as well as volcanic eruptions on two separate islands and various earthquakes and tsunami warnings. The frequency of these disasters highlighted some recurring and damaging gaps in Vanuatu's response mechanism in providing timely, clear information to communities, as well as in gathering and responding to community feedback about their needs and the response.

In 2018, the Australian Government funded a joint project led by the Communicating with Disaster Affected Communities (CDAC) Network and Ground Truth Solutions (GTS) to strengthen communication and community engagement during and in preparation for disasters. Building on previous Communication With Communities efforts, the project worked with the National Disaster Management Office (NDMO) and key stakeholders from Vanuatu Government departments, the media, the telecommunications sector, INGOs, NGOs and multilateral bodies (including CDAC members UNICEF and the Red Cross) to identify communications and community engagement needs and solutions.

Through this process, the multi-sector group agreed to establish a Communication and Community Engagement (CCE) Sub-Cluster of Vanuatu's National Emergency Telecommunications Cluster. The CCE Sub-Cluster aims to build on previous work to prioritise and strengthen two-way communication with disaster affected communities across the preparedness, response and recovery phases.

DEFINITIONS

Communication and community engagement is an area of humanitarian action based on the principle communication is aid. It gives priority to sharing life-saving, actionable information with people affected by disaster using two-way communication channels so aid providers listen to and act on people's needs, suggested solutions, feedback and complaints, and people receiving assistance have a say in and lead decisions that affect them. It also prioritises keeping people in crisis connected with each other and the outside world.
- Collective Communication and Community Engagement in Humanitarian Action (CDAC), 2019.

Systematic community feedback is a collective and coordinated approach to collecting community feedback about activities that affect them using multiple channels (e.g. face to face interviews, phone hotlines, SMS surveys, radio call-back programs, media and social media monitoring), and analysing that feedback to determine appropriate changes.

- GTS, 2019

Closing the feedback loop refers to the process of making changes to activities in the community based on the feedback that communities have provided, then reporting back to the community to inform them about what action has been taken, and collecting follow up feedback to determine the impact of the changes.

- GTS, 2019

GOAL AND OBJECTIVES

The CCE Sub-Cluster works to strengthen two-way communication and collaboration between national decision makers and communities in preparation for, during and after Vanuatu disasters, so that disaster-affected people have the information and resources they need to better prepare, survive, influence decisions, and be involved in the response and recovery of their own communities.

Our objectives are to:

- Ensure that the information and communication needs, priorities and preferred engagement models of diverse communities are understood before, during and after a disaster.
- Ensure that messaging is developed in collaboration with communities and any information disseminated to disaster-affected communities is timely, relevant and accurate, reaching the last mile and all groups within the community, with clear messages and in the right languages, so that everyone hears, understands and acts on it.
- Ensure that effective and efficient communication systems and channels are in place, and that key position holders within the system have the training, capacity, mandate and plan they need to perform their role.
- Develop and coordinate a systematic feedback mechanism, so that community perceptions about their needs and the response in a disaster are collected and used to inform decision making.
- Ensure that communication and community engagement by national responders is coordinated and findings are shared, so that information and services received by communities are coherent and response decisions are community-informed.

FUNCTIONS

In order to achieve these objectives, the functions of the CCE Sub-Cluster will include:

- Advocating for communication and community engagement in preparation for, during and after disasters
- Supporting the development of messaging materials and the management of a centralised online resource library/portal
- Supporting the development of effective and efficient communications systems and channels
- Supporting the training of key communicators within the communications system
- Developing and coordinating a systematic community feedback mechanism, including data collection and analysis
- Supporting coordination of information sharing between and by the Emergency Cluster system
- Developing disaster-specific communication and community engagement plans for all stages of the response and recovery phases
- Providing communication and community engagement technical support to clusters and other disaster responding organisations.

WORKING PRINCIPLES

The CCE Sub-Cluster will adhere to the following principles in all its activities:

- **Social inclusion**
  The sub-cluster will pursue gender equality and inclusion of people with disabilities and other marginalised groups among its membership, as well as ensuring the specific needs of marginalised groups are considered in disaster communications systems, channels and messaging.
- **Transparency and accountability**
  The sub-cluster is committed to increasing the transparency and accountability of national disaster response decision makers, including the NDMO and clusters, by systematically collecting and sharing information among decision makers and closing the feedback loop with the communities they serve. These principles will also be followed in the sub-clusters own work.
- **Respect for information approval processes**
  Through its coordination function, the sub-cluster will have access to information and messaging that has not yet been cleared for release. While providing communities with timely information is a core goal of the sub-cluster, ensuring accuracy and fostering collaboration among responders by respecting approval processes is also critical.

LEADERSHIP

As the primary information management and coordination function during emergencies, the NDMO will lead the CCE Sub-Cluster. Vanuatu Red Cross will provide support as the co-lead.

The lead and the co-lead will be responsible for:

- Calling and chairing all sub-cluster meetings, designating a record keeper and distributing meeting records
- Attending inter-cluster meetings and other meetings in times of disaster, or designating a CCE Sub-Cluster attendee
- Leading the sub-cluster's engagement and contribution to the disaster plan and subsequent activities
- Providing strategic leadership and leading identification and development of work aimed at achieving the sub-cluster's objectives.

The lead and co-lead may delegate the above responsibilities to other sub-cluster members as required.

MEMBERSHIP

The CCE Sub-Cluster will be made up of representatives of national ministries, the media, telecommunications service providers, UN agencies, international and national non-government organisations and community organisations, the Vanuatu Red Cross Society and other organisations and individuals concerned with communicating with disaster affected communities, including representatives of other clusters.

Responsibilities of members include:

- Participating regularly in meetings
- Being a member of a sub-cluster working group and actively contributing to progressing its work area
- Advocating for communication and community engagement within their own organisation and sphere of influence
- Sharing information about their organisation's communication and community engagement work and lessons learned with the sub-cluster, and about the cluster's work with their own organisation
- Contributing to planning and implementing activities, in preparedness, response and recovery phases
- Contributing to sourcing resources to support sub-cluster work
- Proactively coordinating with other stakeholders, especially in disasters
- Contributing to the administration of the sub-cluster as required.

STRUCTURE

In order to make progress towards improving communications and community engagement, the CCE Sub-Cluster will establish working groups focused on specific priority areas. Members will self-nominate to join working groups based on interest and synergies with their organisation's work. These working groups will be responsible for progressing work on the priority areas, including liaising with relevant stakeholders, identifying resources, and planning and implementing activities. They will meet as required and nominate a member to report back to the CCE Sub-Cluster ahead of each whole-of-group meeting.

In the initial phase, the CCE Sub-Cluster will include four working groups focused on:

- Collective feedback mechanism
- Systems for information dissemination and collection
- Training for Provinces and Area Councils
- Cluster coordination

These working groups may be dissolved and different working groups established as needs change.

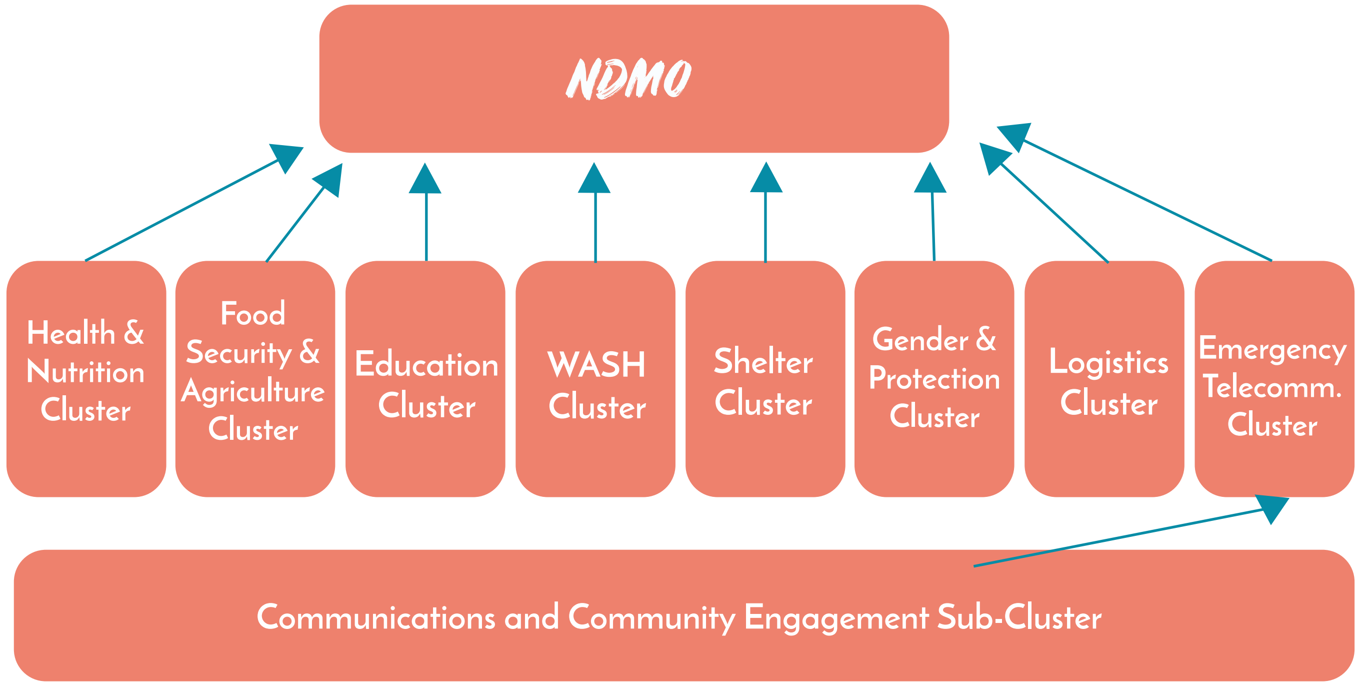
MEETINGS

The CCE Sub-Cluster will meet together monthly in the initial stages in non-disaster times, but meeting frequency may be reduced as the group becomes more established. The four working groups will meet as required, and at least monthly in the initial stages. A member will also be appointed to represent the sub-cluster at relevant meetings of other complementary disaster preparedness working groups, such as the Community Based Disaster Risk Mitigation (CBDRM) Working Group and the Disaster Ready Coordination Group.

During the response and recovery phases of disasters, the CCE Sub-Cluster will meet daily or weekly as required, with a sub-cluster representative appointed by the lead/co-lead to attend inter-cluster meetings.

Minutes will be taken during each meeting of the sub-cluster by a record keeper designated by the lead/co-lead and circulated among members via email.

VANUATU CLUSTER SYSTEM



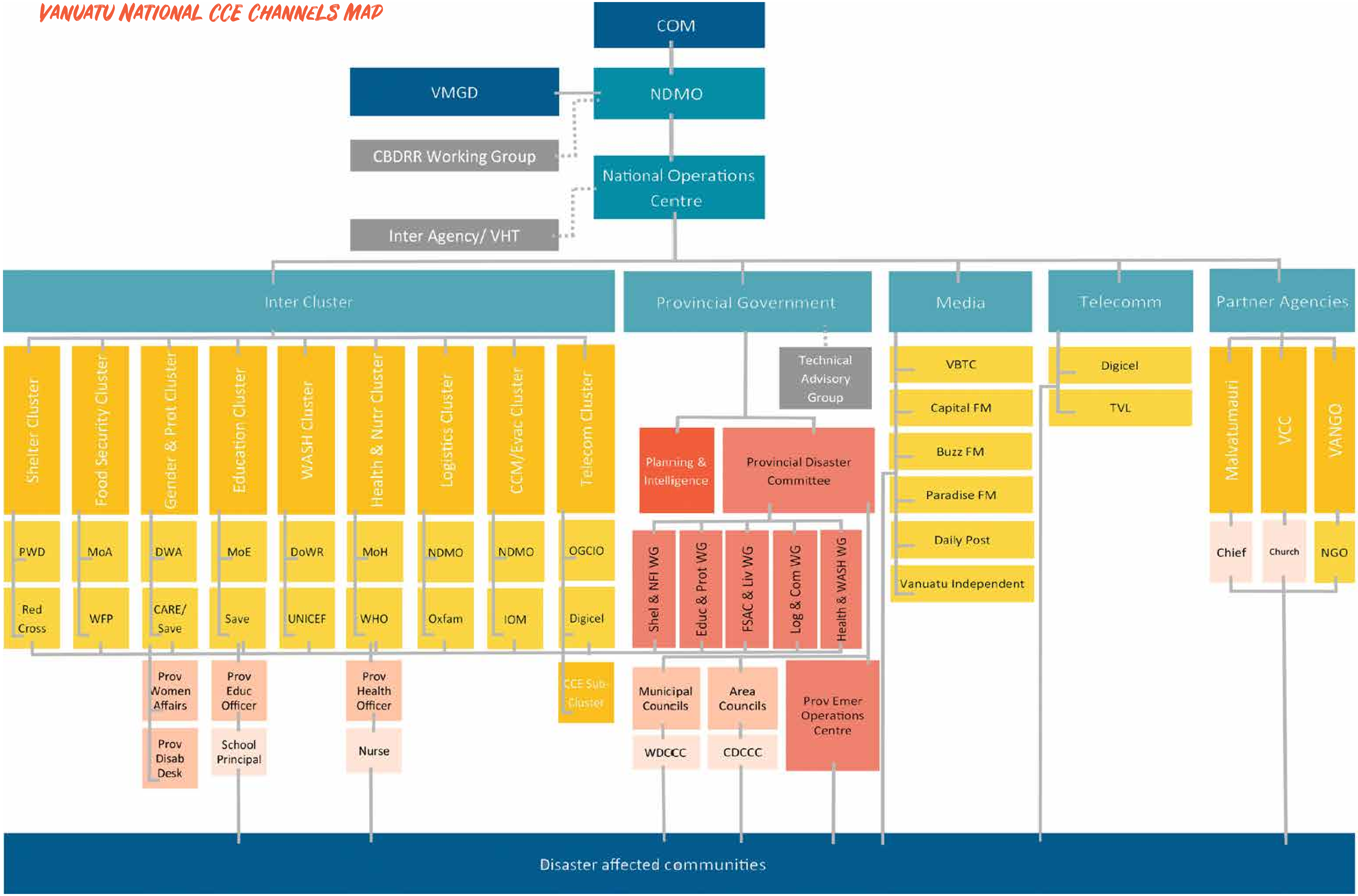
MEDIA LANDSCAPE GUIDE

NAME	TYPE	COVERAGE RANGE	LANUAGE OF OPERATION	TARGET AUDIENCE	CONTACTS
FM 107	Radio	70% percent of Vanuatu, Online	Bislama, English	15 years +	Tel: +678 25107/ Web: vanautufm107.com/ Postal Address: Capitol FM 107 Transpacific Haus PO Box 369/ Email: sales1@vanuatufm107.com
Daily Post	Newspaper	TAFEA, SHEFA,SANMA, Online	English	20years +	Tel: (678) 23111/ Web: dailypost.vu/ Postal Address: Vanuatu Media Marketing Trading Post Ltd PO Box 1292/ Email: news@dailypost.vu
FM 96	Radio	Port Vila, Online	English	20years+	Tel:(678) 24 427/ Web: buzzfm.vu/ Postal Address: PO Box 1292 / Email: info@buzzfm.vu
Digicel	Telecom	80%Mobile Coverage	Bislama, English,-French	15 years+	Tel: 5556001/123/ Web: digicelgroup.com/vu / Postal Address: Ellouk Plateau PMB 9103/ Email: customercarevanu-atu@digicelgroup.com/ Fax:+678 27865
Radio Vanuatu	Radio	70% percent of Vanuatu, Online	Bislama,English, French	5years+ over	Tel: 22999 / Postal Address: VBTC 9049/ Fax: 22852
TBV	TV	Port Vila, Luganville & Canal plus streaming	Bislama,English, French	5years+ over	Tel: 22777/ 22999 / Web: vbtc.vu
Vanuatu Media Association	Community group	Port Vila, Luganville	Bislama,English, French	Registred Media Memebers only	Tel: +678 22554/ Mob:5432962/7355675 / Web: activaassociation.org / Email: activassociation@hotmail.com
ABC Radio	Radio	50% of Vanuatu	English,Pidgin	20years+	Tel: 02-8333 2821 / Web: abc.net.au / Postal Address: ABC RN GPO Box 9994 Sydney, 2001 / Fax: 02-8333 2277
NDMO	Govt	All provinces	Bislama,English, French	20years+ over	Tel:+678 22699/ +678 33366 / Web: ndmo.gov.vu/ Postal Address:NDMO PMB 9107/ Email: ndmo@vanuatu.gov.vu
DWA	Govt		Bislama,English, French		Tel: 5333120/25099 / Web: dwa.gov.vu/ Postal Address: Department of Womens Affairs PMB 9091 /Email: eemele@vanuatu.gov.vu/ Facebook pge: Department of womens affairs
MOJ	Govt		Bislama,English, French		Tel: (678)33615 / Web: mjcs.gov.vu/ Postal Address: MJCS PMB 9084 / Email: mjcs@vanuatu.gov.vu
UNICEF	Inter govt		Bislama, English		Tel: (678)24655 / Web: unicef.org / Postal Address: UNICEF PO Box 926 /
UN Women	Inter govt		Bislama, English		Tel: +6622882093 Fax: +6622806030 Web: asiapacific.unwomen.org
Vanuatu Red Cross	INGO	Vanuatu	Bislama, English	18 years +	Tel: (678) 27418 / Web: vanuaturedcross.org / Postal Address: Vanuatu Red Cross Society Headquarters PO BOX 618 / Email: redcross@vanuatu.com.vu
World Vision	INGO	Tafea,Shefa, Sanma, Malampa-Torba	Bislama,English,	18 years +	Tel: (678)22161 / Web: wvi.org / Postal Address: World Vision Vanuatu Rue Artoi M/S PO Box 247 / Fax: 678-25209
Save the Children	INGO	SHEFA,SANMA,PENAMA	Bislama, English	18 years +	Tel: 22794 / Postal Address: Po Box 283 / Fax: 25214
Oxfam	INGO	SHEFA	Bislama, English	18years+	Tel: 25786 / Postal Address: Po Box 307 / Fax: 26416
CARE	INGO	TAFEA	Bislama, English	18 years +	Tel: 22951 / Web: care.org / Postal Address: Po Box 1129/ Email: infor@care.org
Action Aid	INGO	TAFEA, SHEFA	Bislama, English	Young women 18+ over	Tel: +678 7319909 / Email: editor@sista.com.vu
World Vision	INGO	TAFEA,SHEFA,SANMA,TORBA	Bislama, English	10years+	
VCC	Community group	All provinces	Bislama, English	18years+	Tel: +678 24686/ +678 23866 / Web: nab.vu / Postal Address: Ministry of climate change Number 2 Area / Fax: +678 22310
VSPD	NGO	Port Vila, Luganville	Bislama, English, Sign Lanuage	2years+	Tel: 22321 / Postal Address: Vanuatu society for disabled people PO Box 373 /
Youth Challenge Vanuatu	NGO	Port Vila	Bislama, English	Youths 15years - 35years	Tel:(678) 28182 / Web: www.tigweb.org/ Postal Address: Port Vila PO Box 1105 South West Pacific / Fax: (678)24510
Wan Smol Bag	NGO	Port Vila, Luganville	Bislama	Youths 15years - 35years	Tel:+67827119 / Web: wansmolbag.org / Email: kontaktem@wansmolbag.org

COLLECTIVE FEEDBACK MECHANISM STANDARDISED QUESTIONS (Questions in red optional)

Theme	Before (collected by agencies)	Rapid / Initial assessment (collected by NDMO/clusters)	After (collected by agencies)
Demographics	• Gender / location / age / disability (WG Qs) / ethnicity / religion / dependents		• Gender / location / age / disability (WG Qs) / ethnicity / religion / dependents
Services	• Is your community well-prepared for a disaster? • How else could we support your communities (open)	• Include in rapid assessment if not there already	• Do you know what services are available to your community? • Are the services your community receive meeting your important needs? • What services do you still need access to? (open) • Is anyone excluded from available services? If so, who and why? (open)
Outcomes	• Do you have a plan for an emergency? • Are you confident in implementing your emergency plan?	-	-
Relationships	• Do you trust the organisations and departments working with you on disaster preparedness? • Does your community feel it has a say in what and how services are provided?	-	• Do you trust the organisations and departments working with you on disaster recovery? • Does your community feel it has a say in what and how services are provided?
Communications	• Does your community receive the information you need to be safe in an emergency? • Does your community trust the information it receives? • What is your preferred source of information? • How could communication be improved? (open)	• Does your community receive the information you need? • What information do you need? (open) • Do you know how to raise a concern? • What communication channels are working, and which do you prefer?	• Does your community have access to the information you need? • What information do you need? (open) • Do you know how to raise a concern? • If you do raise a concern, do you think you will get a response? Why/why no? (open)

VANUATU NATIONAL CCE CHANNELS MAP

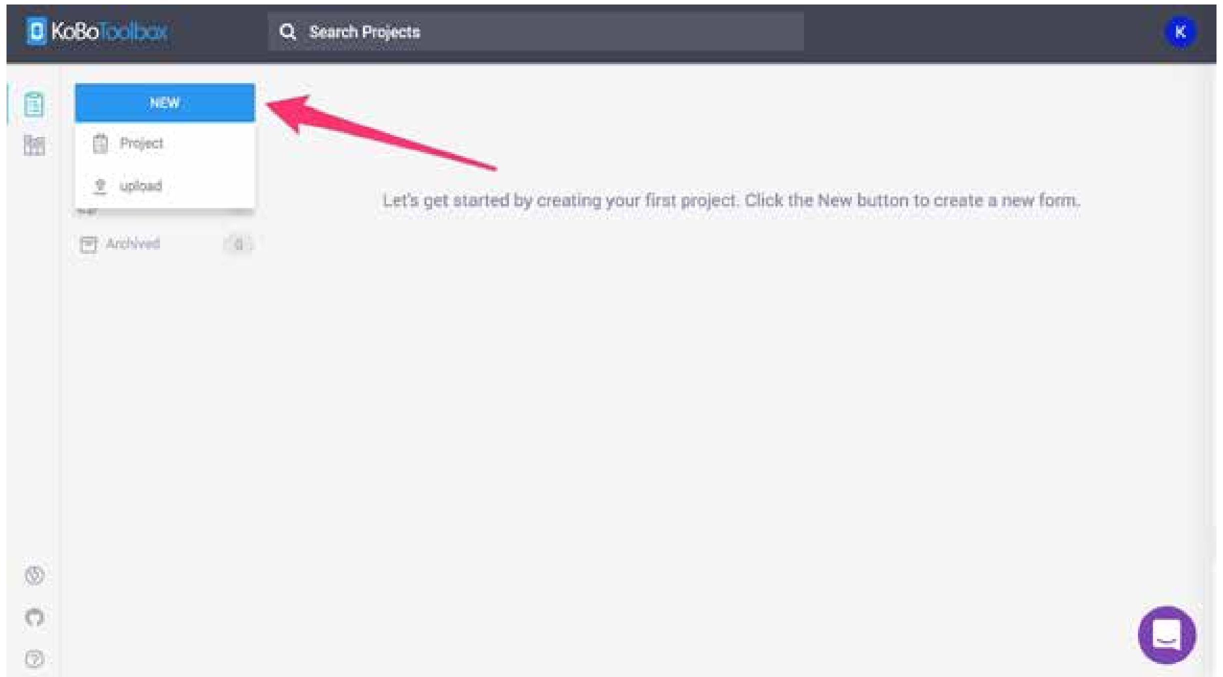


SETTING UP AN ACCOUNT

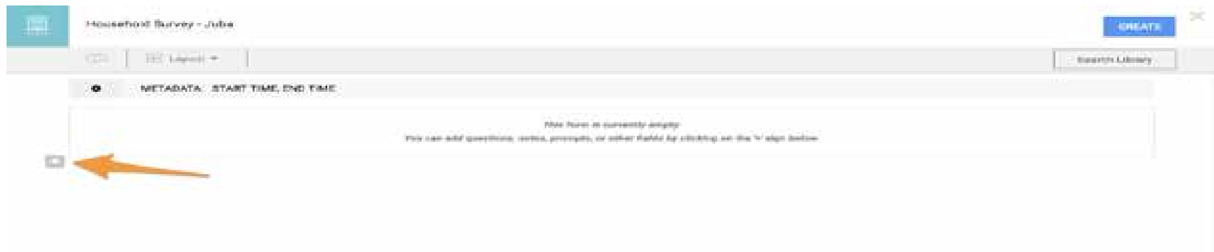
Visit www.kf.kobotoolbox.org to create a new account. If you work for a humanitarian organization, sign up at www.kobo.humanitarianresponse.info instead. After activating your account through the emailed link, you can log in to access your account.

1. CREATING YOUR FIRST FORM (SURVEY)

Create your first form by clicking on New, then choose New Form.



Click on the + button to add your first question.

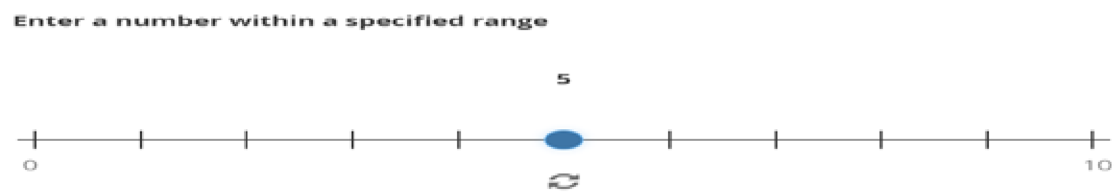


2. OVERVIEW OF QUESTION TYPES

There are different question types available. As a quick overview:

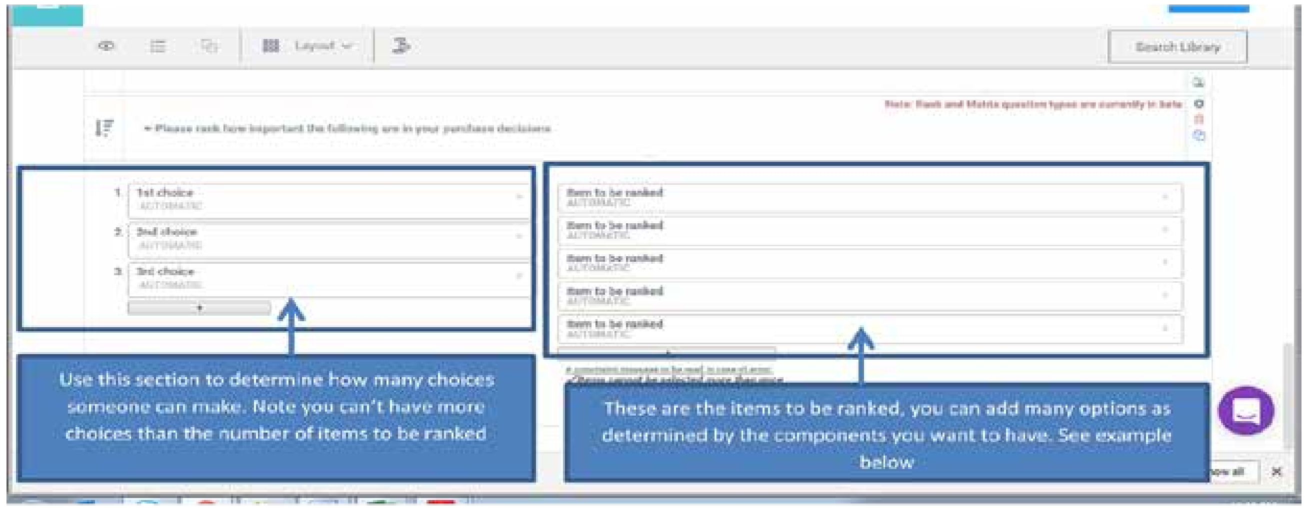
- 'Select one': multiple choice question, only one answer can be selected
- 'Decimal': select this option if you're answer will be given as a numerical value with decimals [rare]
- 'Point': select this option to record the GPS location that interviews are happening (note: it is important to ensure accuracy of between 5-10M)
- 'Line': record a line of two or more GPS coordinates
- 'Area': record a polygon of GPS coordinates [rare]
- 'Calculate': perform a calculation [rare]
- 'Select many': multiple choice question, multiple answers can be selected
- 'Date': records the date of the interview (important to check the date in the smartphones/tablet recording the interview is correct)
- 'Photo': you can take and upload photos [rare]
- 'Note': displays a note on the screen, takes no input (this can for example display a note or reminder for enumerators)
- 'Rating': compare different items using a common scale
- 'File': generic file input [rare]
- 'Text': open-ended responses can be recorded here
- 'Time': records the time the survey begins and ends (important to check the time in the smartphones/tablet recording the interview is correct)
- 'Audio': take an audio recording or upload one [rare]
- 'Barcode/QR code': scan a barcode or QR code (required you to download a barcode/QR code scanner app) [rare]
- 'Question matrix': create a group of questions that display in a matrix format, hereby each cell within the matrix represents a separate question. To use this response type, define the number of rows and columns you want in your matrix set and give each row and column a label or name. Each column can be a different question type. In the above screenshot, the first two columns are select-one questions, and the third column is a number question.

- 'Range': input a range of numbers which allows respondents to select their response on a scale (e.g. 0-10 scale)



- 'Number': respondents can input a number here (note: you can add a 'Validation criteria' skip logic)
- 'Date and time': record the date and time the survey takes place (again, it is important to check the date and time in the smartphones/tablet recording the interview is correct)
- 'Video': take a video recording or upload a video clip [rare]
- 'Acknowledge': this can be a note that enumerators have to tick 'OK' to (this can be used to ensure that enumerators confirm informed consent was taken or that the respondent is over the age of 18 years old)

'Ranking': compare a list of different objects to one another, see below:



Note: when to use rating and when to use ranking question - The choice of ranking or rating should be purely informed on the mode of analysis one needs to conduct. Note you can rate different components the same way, however when it comes to ranking you can't give them the same rank.

IMPORTANT: to save the form click the Create/Save button, then 'X' to close the form.

3. ADDING SKIP LOGIC, VALIDATION CRITERIA, AND MANDATORY RESPONSES

Skip logic can be used when you want a follow-up question to appear in the survey only to certain respondents (for example, if a respondent says they do not feel safe, a follow up question only to those who answer 'not at all' or 'not really' to that question will appear).

Step 1: click on settings on the right-hand corner of your question

Step 2: click on the 'Skip Logic' tab on the left-hand side

Step 3: select the question which you would like the skip logic to apply to from the dropdown menu from 'select question from list'

Step 4: select the responses which would warrant the follow up question being asked after the = sign

Top tip: If you have selected more than one answer option under 'select question from list, like below, ensure that you click on 'Question should match any of these criteria' and not ALL of these criteria which is the default.

Validation criteria can be used to limit the room and scope of error during data collection by adding certain 'parameters' to questions. For example, if the survey is only going to be asked to adults, you could all the validation criteria that only responses from those 18 years old or older can proceed with completing the survey.

Step 1: click on settings on the right-hand corner of your question

Step 2: click on the 'Validation Criteria' tab on the left-hand side

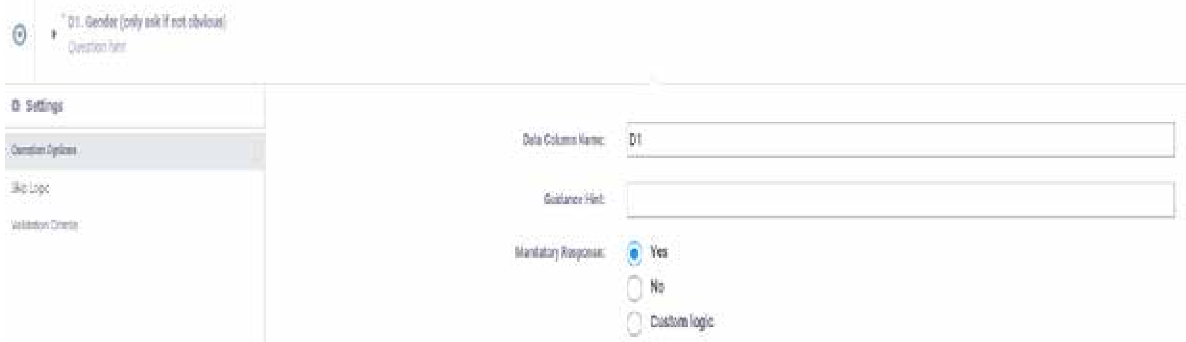
Step 3: add the conditions you wish to include.

Mandatory responses can be used when you want to ensure that all respondents or certain respondents have to answer certain question. Remember that you can make a question mandatory but add the option 'I do not know' or 'I do not want to answer' to help you understand WHY respondents are not answering certain questions.

Step 1: click on settings on the right-hand corner of your question

Step 2: click on the 'Question options' tab on the left-hand side

Step 3: under 'Mandatory response, select the appropriate option (i.e. 'Yes' if you want the question to be mandatory to ALL respondents, 'No' if you want they question to be optional to ALL respondents or 'Custom logic' if you want to personalise which type of respondent the question is mandatory for based on demographic markers or the way they have answered previous questions).

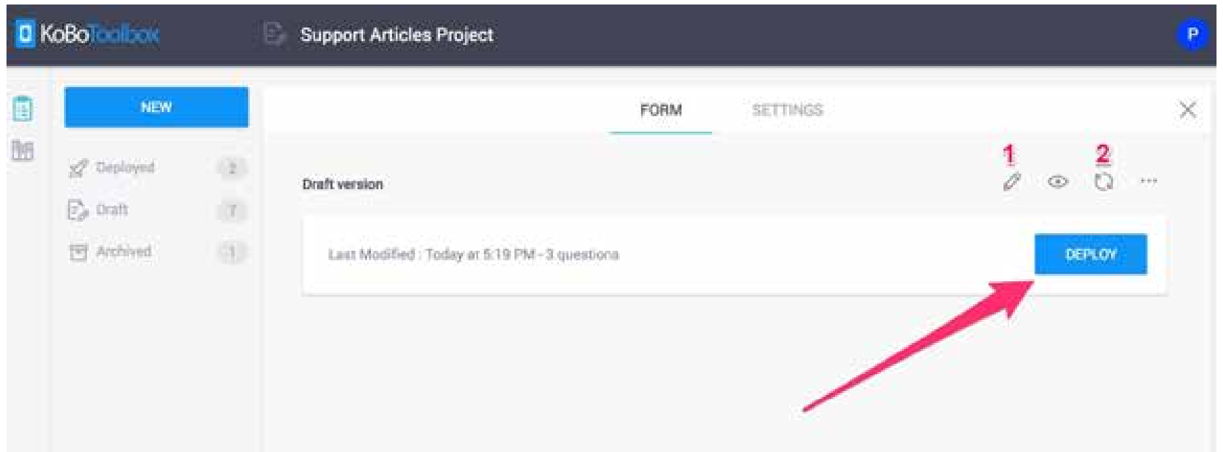


4. TESTING YOUR SURVEY

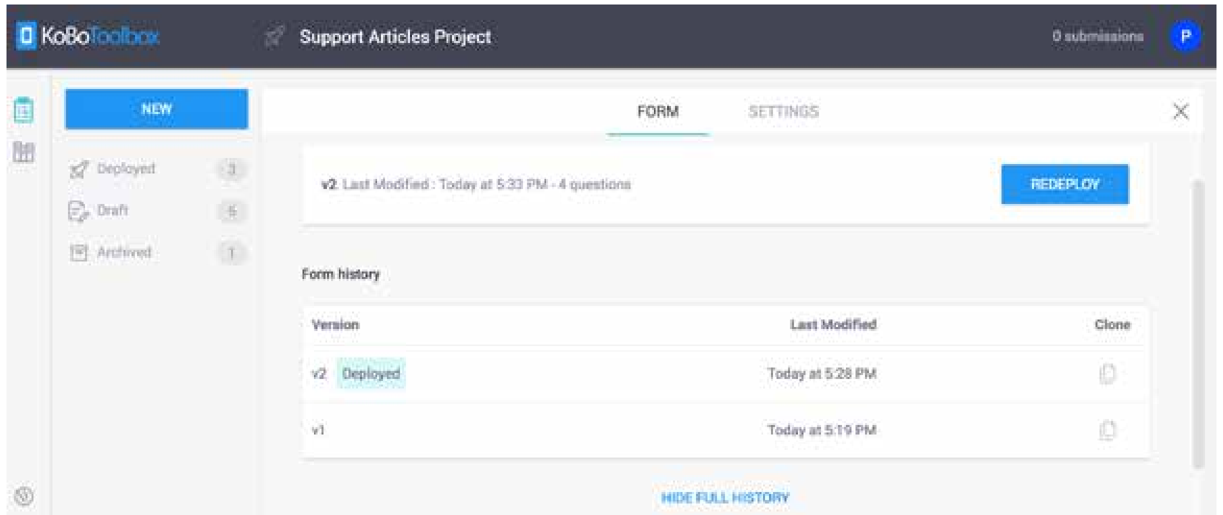
You can test your survey and make sure all the questions, skip logics, validation criteria, and mandatory responses are correct by selecting 'Preview form' on the left-hand side of the form.

5. DEPLOYING YOUR SURVEY

To start collecting data you need to first deploy your draft form as a new data collection project. Once you have deployed your form, you can still edit your form as many times as you like by clicking on the pencil icon (1), which takes you to the form builder, or by downloading the XLSForm and replace the form (2) after you make the needed changes.



You then select 'Redeploy' so that changes are reflected in the form shared with enumerators (they will need to 're-fresh' the form on their Kobo app to access the redeployed form).



6. SHARING YOUR SURVEY

Once you have deployed your survey, follow these steps to share your survey:

Step 1: click on the … (more actions) on the right-hand side of the 'Form' page

Step 2: select 'Share this project' option

Step 3: you will see a 'Shareable link' URL, enumerators can access the survey and submit completed surveys using this link.

This guidance was developed by Ground Truth Solutions for the CDAC funded project 'Operationalising Localisation and the Participation Revolution: Communications Preparedness and Accountability for Disaster Response in Fiji'

SURVEY DESIGN GUIDELINES

1. Design

- Make sure you are clear on who the audience for the survey is and what question you are trying to answer
- Keep it short - only ask questions where you're sure you'll use the data
- Ask what questions you missed that respondents would like to be asked next time
- Include all the demographic variables you might want to analyse the data by
- Mark branching questions as required so people answer all relevant subsequent questions
- Review your questions regularly, and repeat this checklist process each time you administer the survey

2. Scales

- Make sure the scales match the questions you're asking
- Make sure the scales are going in the same direction
- Include "Other" "Don't know' "Don't want to answer' or "Does not apply" options where relevant

3. Structure

- Start with general questions and then move onto more specific ones, this avoids confusion as participants may convolute the two if asked specific and then general questions
- If the survey tool is on the longer side, consider dividing the survey into thematic groupings to help structure the discussion

  e.g. 1. This first part of the questionnaire seeks to understand your everyday experiences and feelings in _____________, there is no right or wrong answer, we want to get your honest opinion, 2. The second part of this survey seeks to understand your experience receiving aid from local or international aid agencies in _____________, 3. The final part of this questionnaires seeks to understand your feelings of optimism, empowerment, and the level of opportunities for people in _____________.

4. Language

- Read through all questions and make sure they are full sentences, which make sense and avoid using jargon
- Make sure the language is polite and in your organisation's style
- If conducting the survey in multiple languages using digital data collection tools, translate all answer buttons and prompts too

5. Test

- Test it with people, including someone from your target population. Does it flow? Does it make sense? How long does it take to complete?

6. Implement

- Make sure you have explained why you want this data, that you want their honest feedback, and how you'll use it
- Tell respondents how long you think it will take to complete the survey (be realistic!)
- Tell them whether responses are anonymous or not, and who will be able to see what part of their responses

7. End

- Make sure you thank people for their contribution
- Tell them what the next steps of the survey process might be – how you will use and/or communicate back findings
- Make sure that collecting data is only the first step of your process, and that you follow through with the subsequent steps in the feedback cycle.

ENUMERATOR TERMS OF REFERENCE TEMPLATE

Summary (for organisers)

1.1. Introduction [Provide a brief overview of the purpose, scope, and objectives of the project to enumerators.]
1.2. Timeframe [Provide an overview of the project timeframe including training days, question testing, data collection, and de-briefing/feedback session as well as any community engagement activities planned.]
1.3. Location [Provide an overview of the regional coverage of the data collection activity]
Data collection will cover following areas and regions:

Area (example)	Region (example)	
Island xx	North	Village A
		Village B
	South	Village C
		Village D
	East	Village E
		Village F
	West	Village G
		Village H
		Village I

1.4. Survey [Provide enumerators with the survey, with any necessary translations.]

1. Enumerator Code of conduct

- Safety first: the safety of both the enumerator and the survey participant should always be prioritised over research interests. Enumerators should avoid putting themselves or others in danger during the data collection process.
- Informed consent: ensure participants consent to answering the survey and that this consent is entirely voluntary. It should be made clear that contribution to the survey will not result in direct changes to aid provision.
- Do no harm: avoid inducing further trauma by following the 'do no harm' principle. This requires redirecting the conversation if traumatic topics emerge which the enumerator has not been trained to handle.
- Manage expectations: there is a risk that false expectations will arise if enumerators do not properly explain the purpose of the survey. This can be unfair to those in a vulnerable situation and creates a reputational risk for agencies. If respondents believe that your organisation has the capacity to implement certain changes but do not, future data collection efforts may become difficult. This can be mitigated by ensuring participants are fully aware of the objectives and rationale of the survey.
- Confidentiality: reassure participants of the confidentiality of the data collection.
- Safeguarding: enumerators are prohibited from engaging in discrimination and abusing the authority of their position. Sexual exploitation and sexual abuse amount to a failure to adhere to ethical obligations and signify a clear breach of contract. "Sexual exploitation" is defined as any actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes – including, but not limited to – profiting monetarily, socially or politically from the sexual exploitation of another. The term "sexual abuse" is understood as the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. Enumerators are also prohibited from engaging in sexual relations with a child – here defined as any human being below the age of 18 years – in any context. If there are incidents of misconduct by enumerators, enumerators are required to report the incident(s) to the their supervisor for review.

2. Responsibilities

- Keep a low profile and do not attract excessive attention to yourself or research participants.
- Remain aware of your surroundings and potential security risks. Adapt research to security risks and maintain strict confidentiality.
- Refrain from consuming any alcoholic beverages or recreational drugs during working hours (including lunch breaks as the consumption will affect your performance afterwards).
- Obtain informed consent. If the participant has only agreed to participate in the survey, you have not obtained informed consent. Participants must understand who you are, how you will use their information, and the possible consequences for themselves and their communities. Explain that participation or refusal to participate will not have any effect on the individual's prospects of receiving assistance in the future.
- Ensure that participants understand the difference between receiving aid and participating in research.
- Remain aware of ethical issues and the inherent power imbalance between researcher and research subject. Do not force or intimidate people to answer for the sole purpose of fulfilling your data collection objectives. Participants should be respected throughout the research process. This includes being attentive to their welfare and security and protecting their privacy and confidentiality. For this reason, you should abstain from smoking during interviews and have your phone on silent. You should never take calls during an interview.
- Do not ask people to come to you in another location to conduct an interview, as this poses a risk to their safety and security.

3. Survey methodology and sample design

3.1. There will be around [insert] questions, plus some demographic questions. Questions will be [insert question types e.g. Likert questions, open-ended questions, binary questions, etc.]
3.2. The enumerators will identify themselves as working for [organisation] and that responses are anonymous and will not affect the level of aid respondents receive.
3.3. No respondent is required to identify himself or herself by name, and no reader of the survey data (or subsequent reports we will write) will be able to identify what any individual respondent has said.
3.4. Surveys will be conducted in the regions listed under 1.3.
3.5. Sample size: [insert] with men and women aged 18 and above will be conducted in total across specified areas in [insert] using a random sampling approach targeting the following demographic split of respondents by:
   - Gender:
     - [insert]% men
     - [insert]% women
   - Area/Region (TBC)
     - [insert]
     - [insert]
   - [insert any other important requirements from the sample strategy]

4. Deliverables

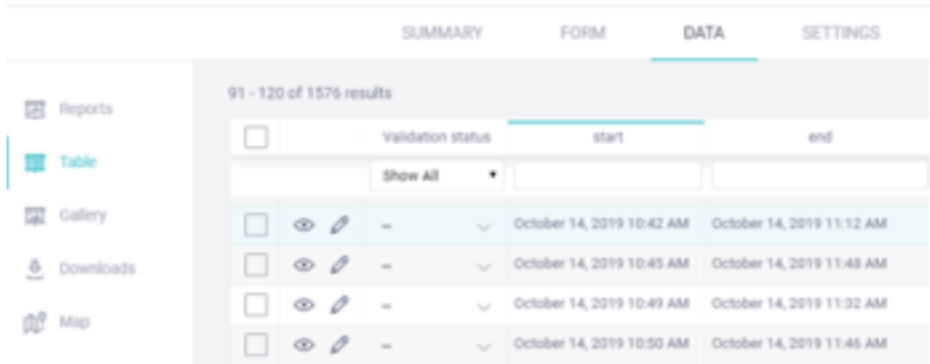
4.1. The expected deliverables are:
   - Submission of responses in an acceptable manner covering the number of successfully completed interview, adherence to agreed survey and sampling strategy;
   - Communication of any relevant observations and issues during training, question testing, data collection or community engagement;
   - Ensure adherence to the enumerator Code of Conduct and report any breaches;

STEP BY STEP: ANALYSIS IN KOBO

1. STEP ONE: CLEAN YOUR DATA

The first step in analysing your data is checking the quality of the data captured using Kobo. Ideally, you would have been checking the data throughout the data collection period. But if not, it is essential to look out for the following:

a. Length of interview times: you can check how long interviews conducted lasted under 'data' – 'table' where you will see the column titles 'start' and 'end'.



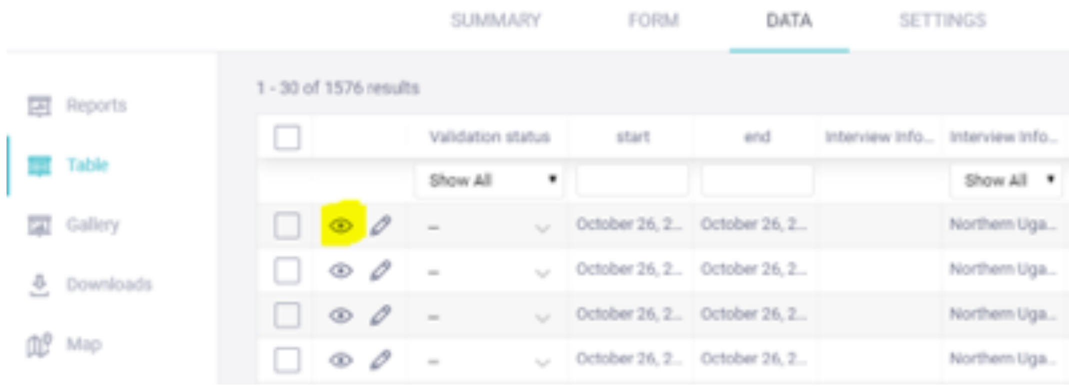
Go through all the responses and look out for any outliers. For example, if interviews only last a few minutes then this would suggest that enumerators did not really conduct the surveys or that they did not explain the project or questions properly to respondents. Equally, if interviews are too long, for example a few hours, this would also be deemed a red flag. In such cases, the data collected from these interviews should be deleted as it does not pass standard data quality control measures.

b. GPS locations of interviews: Kobo allows you to check the GPS locations of surveys conducted. You can access this information under 'data' – 'map' which will give you a visual overview of where the surveys were conducted. You can cross-check this with the sample strategy and instructions given to enumerators on where and how to collect data. It is important to look out for not only if the right locations were captured but also whether the time and distance in between the surveys adheres to the sampling methodology plan (for example if you instructed one interview per household yet you see several interviews conducted in the same location, all but one of the interviews should be kept).

c. Open-ended questions: it is also useful to look through any open-ended responses to questions in order to gauge the quality of the data. Things to look out for are responses which do not make sense or do not answer the questions satisfactorily (they imply the enumerator and/or the respondent did not understand the question) and enumerators who write the same response for all or many open-ended questions (this suggests they did not actually ask the question but filled out the answer option themselves). In such cases, the quality of the responses should come into question, you may want to decide to delete these responses to ensure the quality of the data.

How to delete individual survey submissions

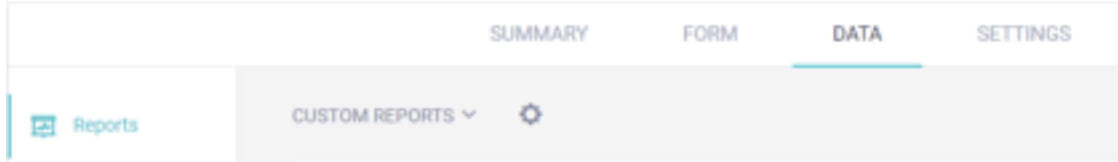
In order to delete an interview, select the eye icon under the first column under 'data' - 'table', which will bring up the interview. On the top right-hand corner is a red bin you can click to delete. This data will then be excluded to any of the analysis in the 'reports' section.



As mentioned in the introduction of this section, there are benefits to be rapt when the quality of the data is checked continuously throughout the data collection process, instead of merely at the end. Continuous data quality checking gives you the chance to speak to the enumerators producing bad-quality-data when they, for example, interview respondents way to quickly or collect data in the same households. This enables you to improve the quality of the data overtime, instead of having to delete a lot of bad quality data once data collection has concluded.

2. STEP TWO: ANALYSING DIFFERENT QUESTION TYPES IN KOBO

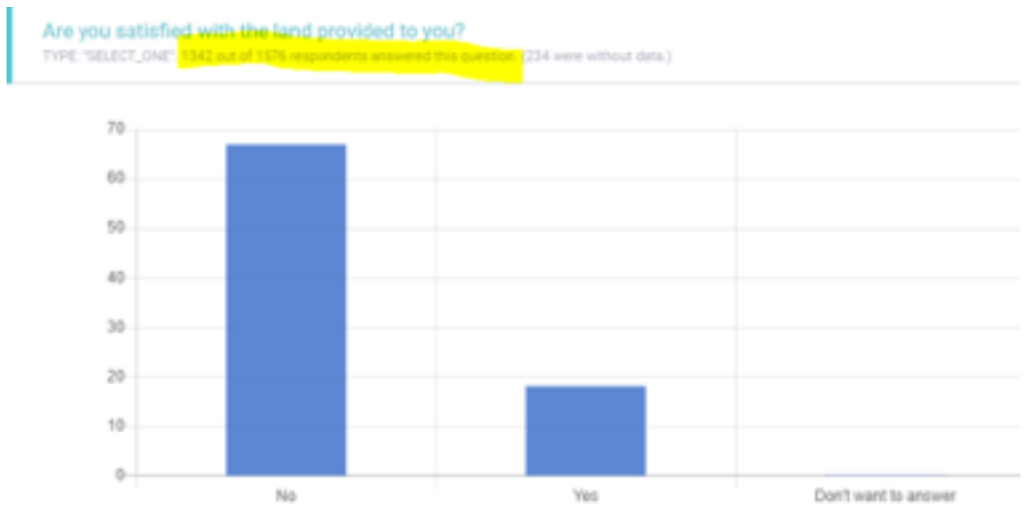
Once you are sure of the quality of the data, you can start looking at your data and understanding key trends and outliers. You can access an overview of your survey result under 'data' – 'reports', which will bring up the results for all questions asked in your survey.



The way to deal with question will depend on their questions type. The main ones are outlined below:

a. Binary questions: are questions where respondents are given two options and then ability to select one or the other (e.g. yes/no or IDP/refugee) – it is not possible to select more than one as the answers are mutually exclusive. The key steps in analysing the data are as follow:

i. Response number: the first step is to look at the response number (i.e. how many people in total answered this question?). This is typically found right under the question, for example in the below graph, 1342 people answered the question. The 1576 refers to the overall number of people who participated in the survey (not all respondents will answer all questions).

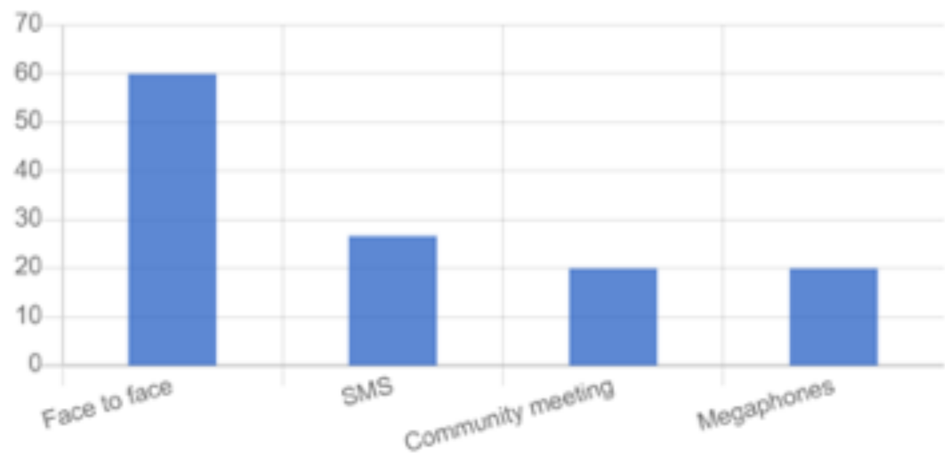


Value	Frequency	Percentage
No	1054	66.88
Yes	286	18.15
Don't want to answer	2	0.13

ii. **Frequencies for answers**: the second step is to note the frequencies for the answer options. For example, in the question above you can see that 1054 out of a total of 1342 respondents answered 'no'. Thus 79% of respondents answered no (calculation: (1054/1342)*100), not the 67% in the percentage column. This is because this percentage is calculated with the overall respondents rate (1576) and not the number of respondents who answered this particular question. **For the reason, ALWAYS ignore the percentage column as it is often inaccurate.**

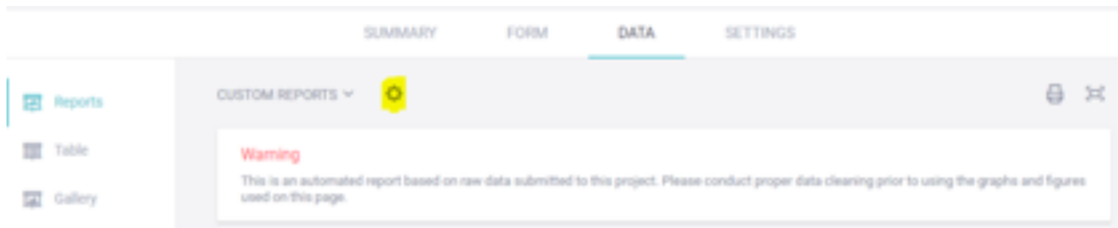
b. **Likert-scale questions:** refers to questions where respondents are able to answer the question on a scale (for example on a 5-points scale). For these questions the process to getting to the accurate percentages is the same as above (step i. response numbers and step ii. Frequencies for answers). However, it is important to note that the graphic representation of the answers are in order of largest to smallest for responses and not in order of the Likert-scale response options. It can therefore be confusing to present it in this way, and if you do, it is important to explain this to the audience. An example below:

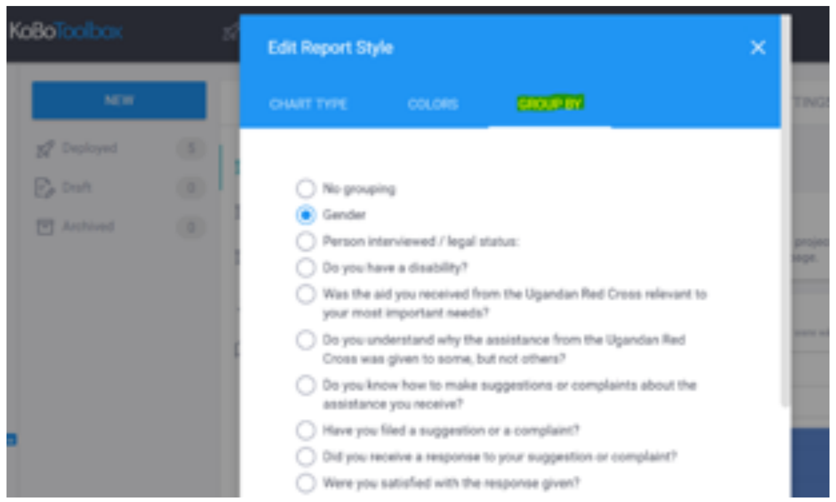
c. **Multiple-choice questions:** are question that allow respondents to select more than one answer response. For these questions the process to getting to the accurate percentages is the same as above (step i. response numbers and step ii. Frequencies for answers).
For multiple choice questions it is important to bear in mind that the percentages will not equal 100%, and it is important to explain this when presenting the data. Something like "Percentages do not total 100 because respondents could choose multiple options." is sufficient. Multiple choice graphs are easy to read, as they are ranked from the most frequently chosen to the least frequently chosen response option.



3. STEP THREE: ANALYSING DIFFERENT DISAGGREGATIONS IN KOBO

Once you have had a look at your questions and gotten a general overview of how respondents have answered, you may be interested in honing in on the perspectives of sub-groups within your data set (for example, do women feel differently than men on certain questions). Kobo has an inbuilt tool to explore such disaggregations, which can be accessed by selecting the wheel icon next to 'custom reports' under 'data' – 'reports'.

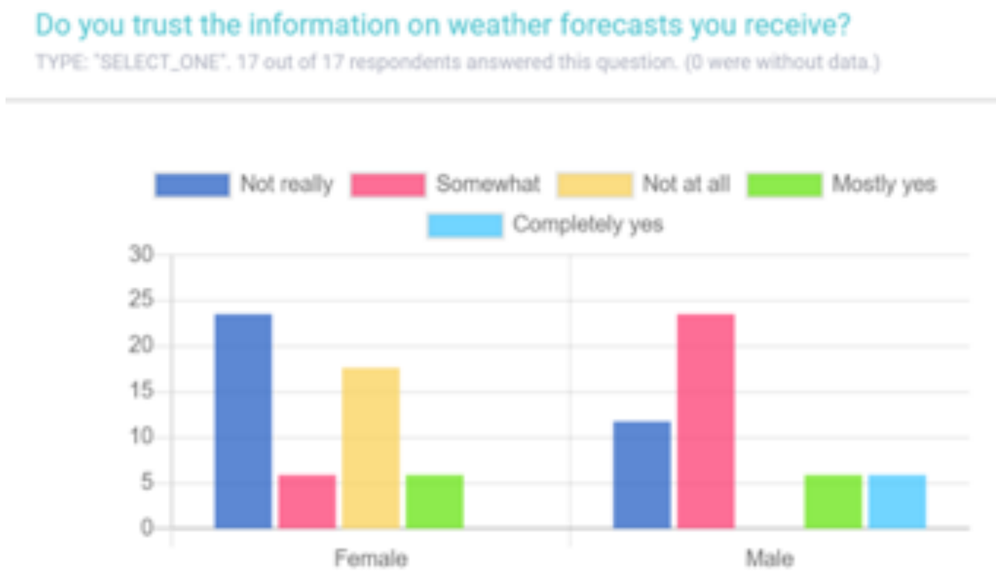




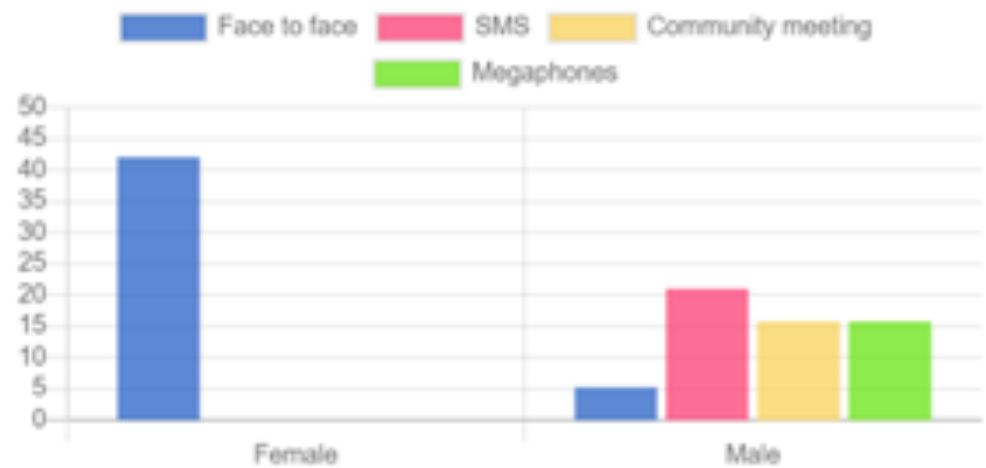
Once you click on the wheel icon, it will open the 'Edit Report Style' page. You should click the third column 'GROUP BY' which will bring up a list of different markers you can disaggregate the data by. Once you click on one of these markers (for example gender), all of the data will be presented separately for female and male respondents.

Let's look at a few examples to learn how to read disaggregated graphs and to highlight the importance of disaggregating data by different sub-populations, like gender.

a. **Likert scale questions:** display disaggregated data like in the graph copied in below. You can see the different answers given by female (left) and male respondents (right) to the question "Do you trust the information on weather forecasts you receive?". In some cases, the perceptions of male and females can be similar, but in this case, you see an important difference. Whilst female most frequently respond to the question with "Not really" and "Not at all", i.e., negatively, male respondents predominantly chose the answer option "Somewhat". You therefore know that females tend to answer this question considerably more negatively than men; a difference that might have been obscured if you had not looked at the disaggregated data. Similar to the non-disaggregated graph explained in Section 1, it is important to note that the graphic representation of the answers are in order of largest to smallest for responses and not in order of the Likert-scale response options.

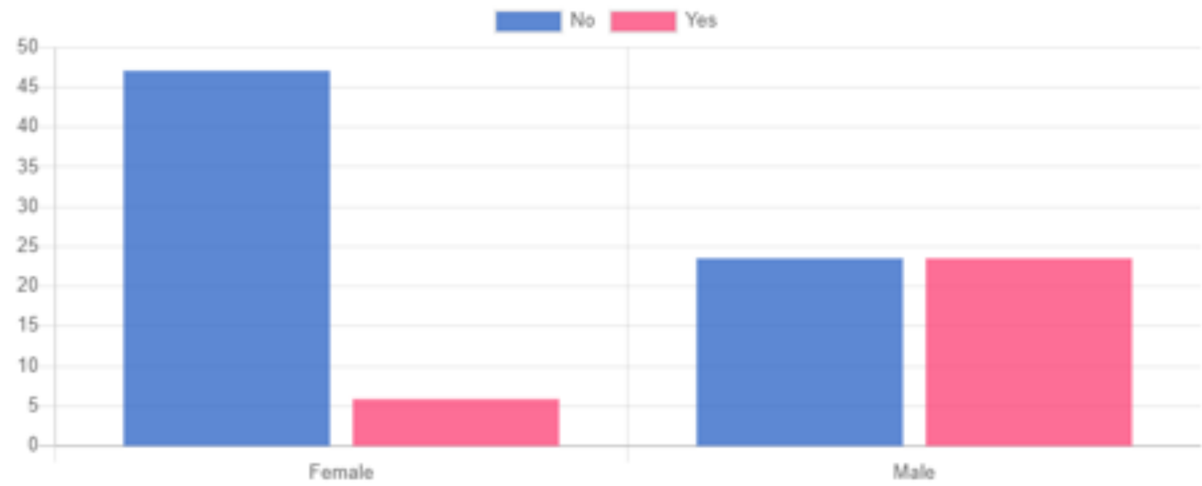


b. **Multiple-choice question:** follow the same logic as likert scale question when it comes to disaggregated data. As you can see in the graph below, women tend to choose the answer option 'face-to-face', whilst men prefer a mix of channels of communication. Again, these differences would not have shown in the non-disaggregated graph.



Please note that the same limitations regarding the percentages that KOBO automatically displays for disaggregated graphs apply: They are not accurate and should not be used in the analysis. Unfortunately, only the percentages and not the frequency of responses is displayed under this function. Therefore, this function is useful to give a general sense of differences between groups and how they answer but in order to get the true values, the data should be downloaded and analysed. Let look at a binary question to understand:

c. **Binary questions:** are quite easy to read in disaggregated form. As you can see below, women respond to this question much more negatively than men. Looking at the percentages automatically generated with KOBO below the graph, you can see that they don't allow us to say that x% of women answer 'no' and x% of women answer 'yes', as it only calculates the percentages from overall respondents (not disaggregating by male and female). Therefore, the only thing the percentages tell us is that of the total respondents to this question, 47% were female and said 'no', whilst 6% were female and said 'yes'. This is not very useful for the analysis. Unfortunately, the frequency of responses is not displayed for disaggregated data in KOBO reports and therefore, we can't calculate the percentages ourselves without downloading the data and analysing them on excel. Therefore, please only use disaggregated data to identify major trends.



	Female	Male
No	47.06	23.53
Yes	5.88	23.53

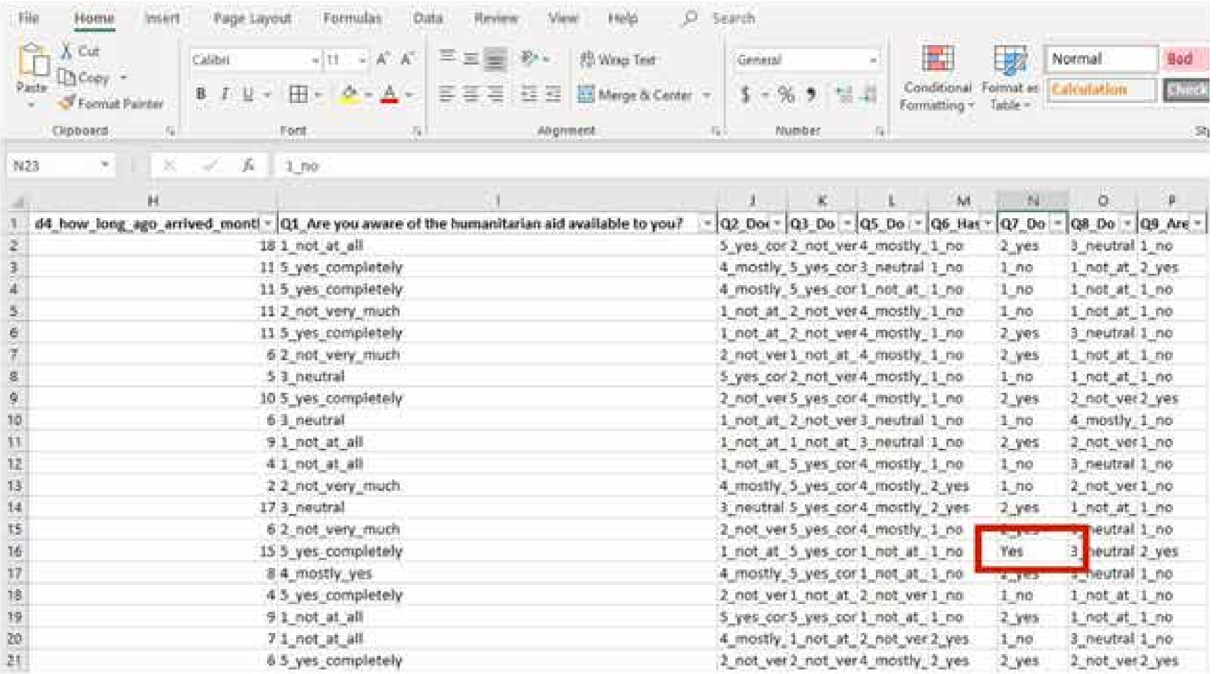
STEP BY STEP: ANALYSIS IN EXCEL

This document provides guidance on simple analysis from raw data in order to create stacked bar charts for 5-point scale Likert questions, demographic breakdown, and binary analysis.

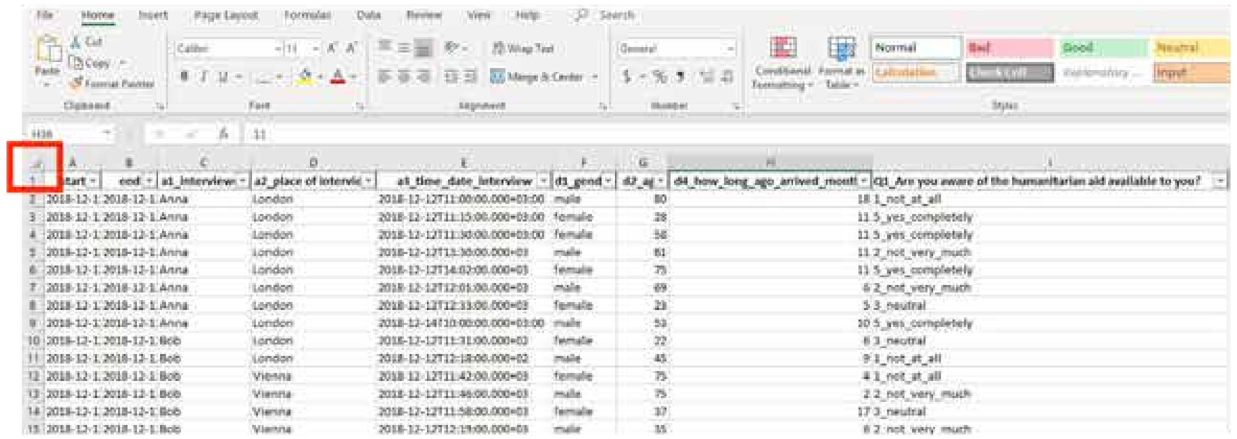
Pivot table analysis

1. Create first Pivot table for simple distribution graphs and mean scores

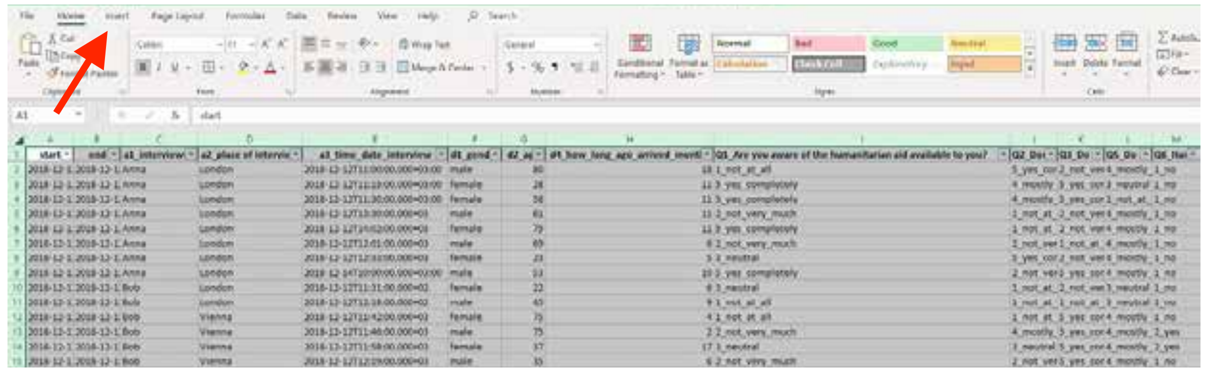
i. Check if all columns are consistent. For example, in column N (a binary question) there should be two response options. '1_no' and '2_yes'. Unfortunately, we detect an inconsistent response in cell N16. It is 'Yes' instead of '2_yes'. So, we need to change 'Yes' to '2_yes'.



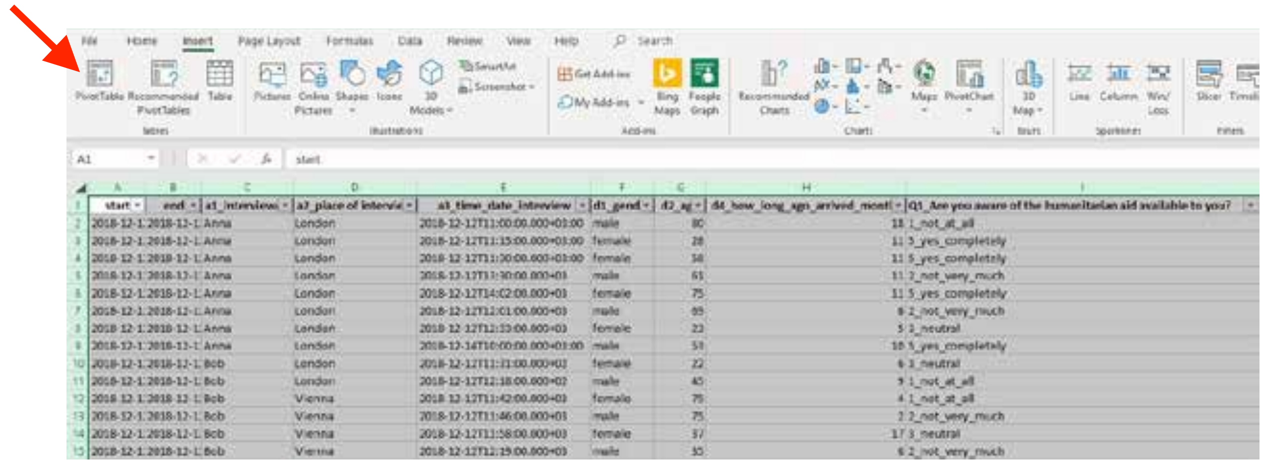
ii. Select all the cells from the raw data sheet, by either clicking on the top left rectangle next to the A column header and the 1 row header. Or just by using your mouse and selecting / marking all cells.



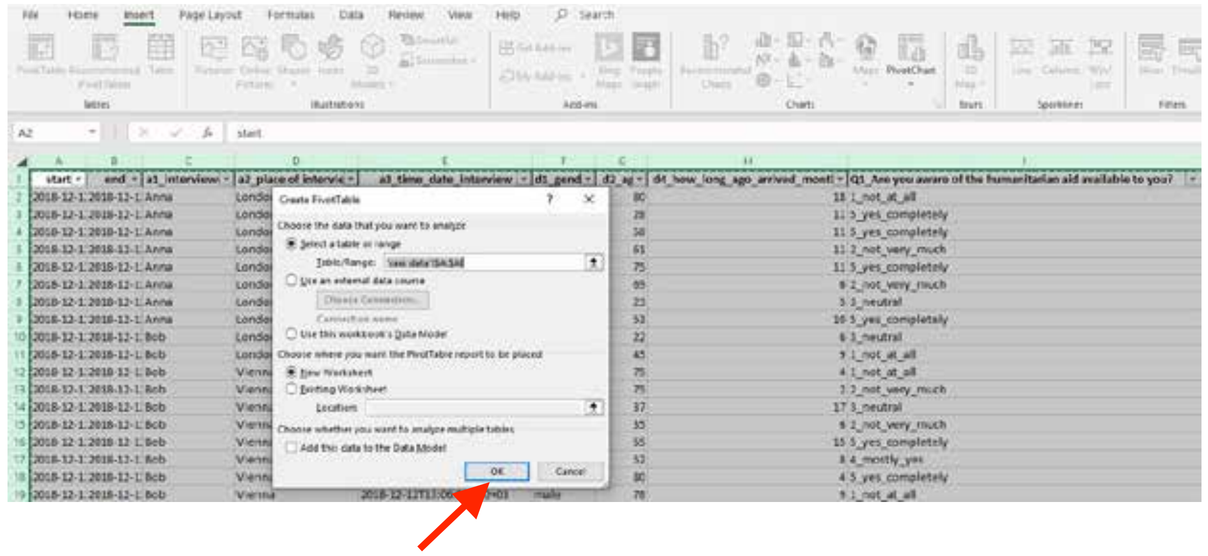
iii. Click on Insert once all fields are selected



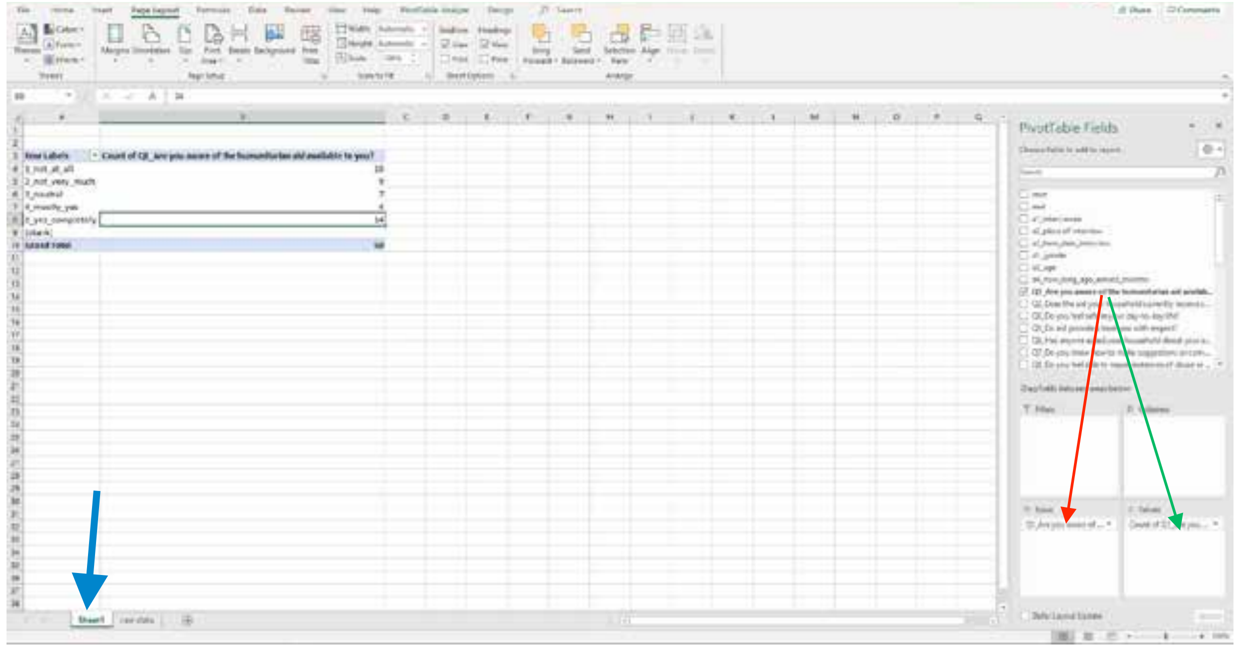
i. Select Pivot Table



ii. A window pops up. Click on the 'OK' button.



iii. A new worksheet is created (blue arrow). Select the Likert question you would like to analyse and drag and drop it into the rows field (red arrow) and then again into the values field (green field). A table will automatically populate in the excel sheet on the left.



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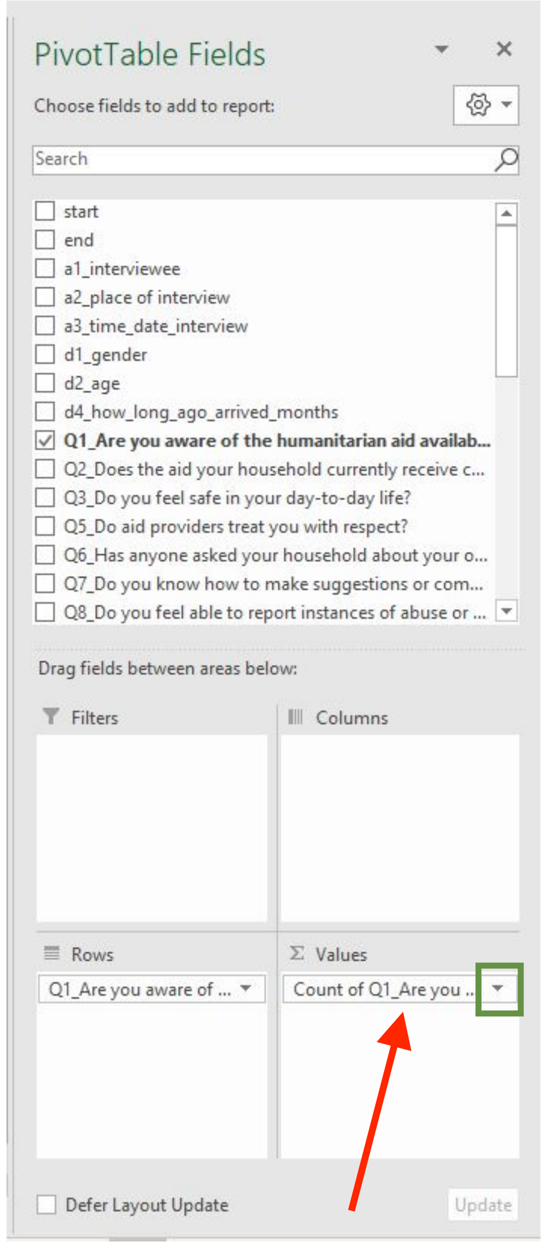
iv. In case the values field (red arrow) is not automatically set to 'Count' you have to click on the small arrow in the values field (green rectangle) and then click on 'Value Field Settings'. A window pops up. Select 'count' and click 'OK'.



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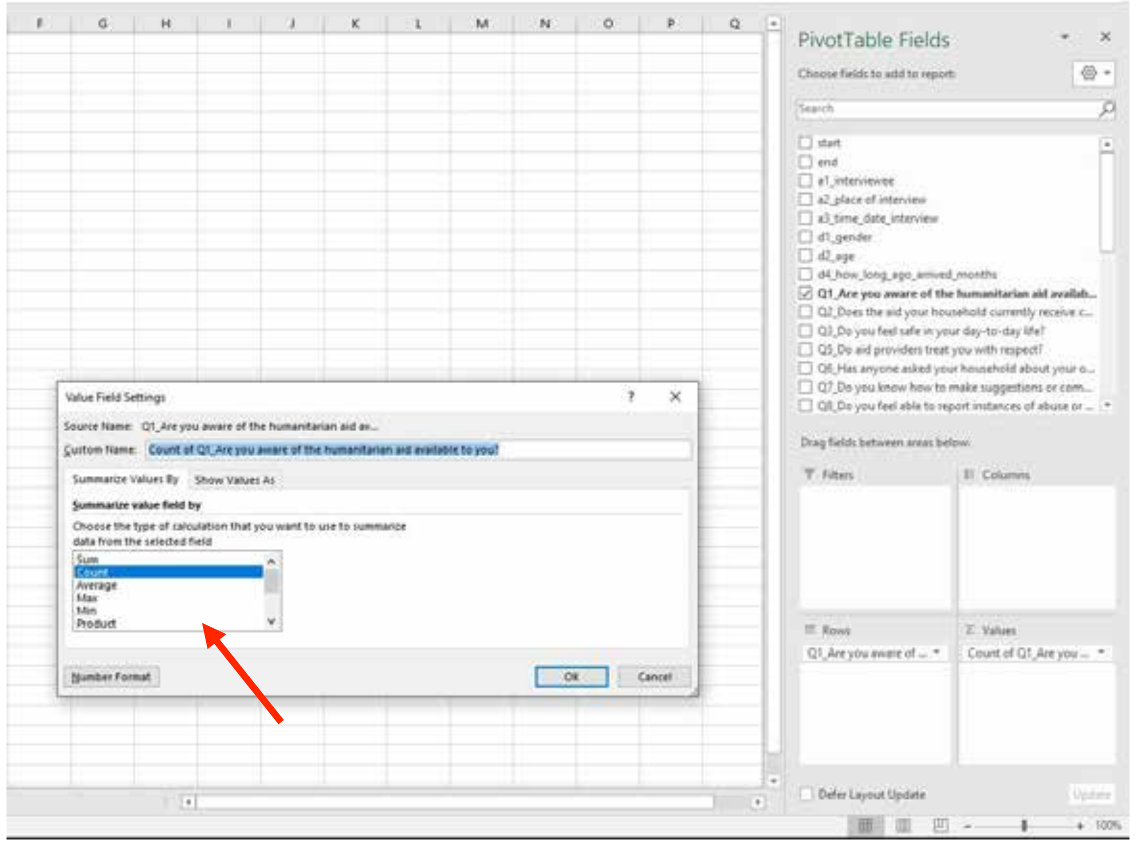


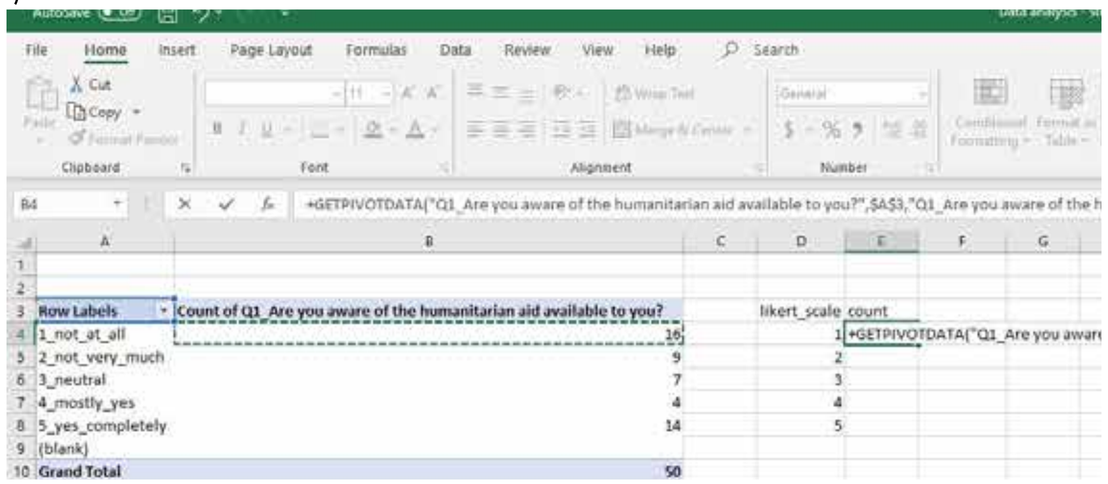
Selecting 'Count' will show the number of people who selected options '1_not_at_all', '2_not_very_much', '3_neutral', '4_mostly_yes', '5_completely_yes'.

We now want to calculate the mean score for all these responses and plot the bar chart beside the pivot table.

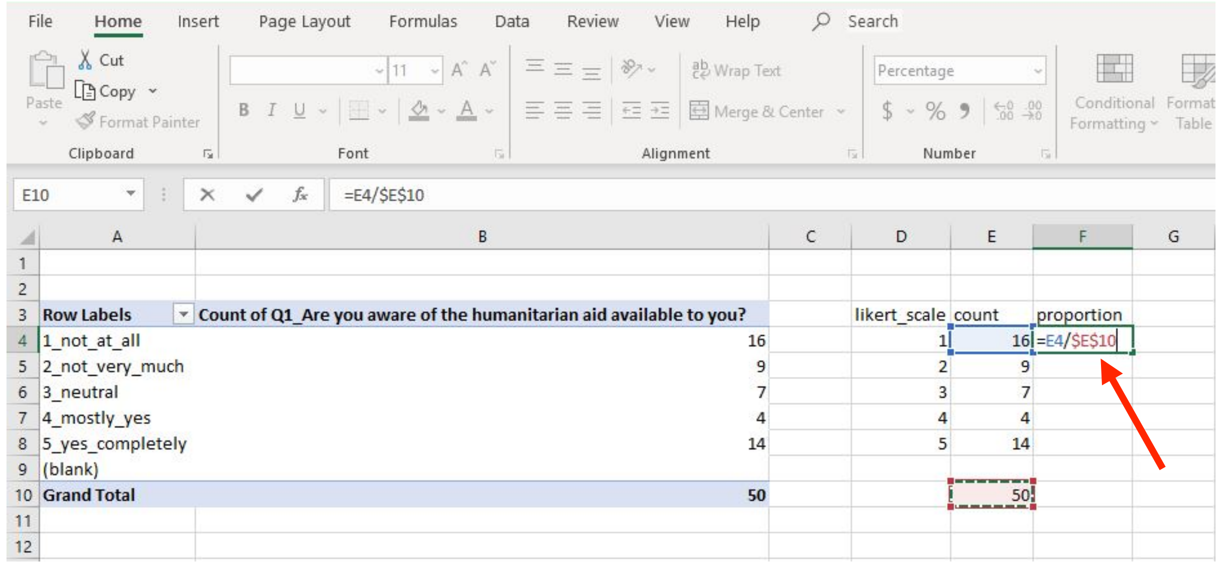
v. Calculating percentages, overall mean score value and bar charts for a Likert question

To calculate the mean score for one specific question, we need the percentages for each response option. To be able to do this, we need to create a new table next to the pivot table.

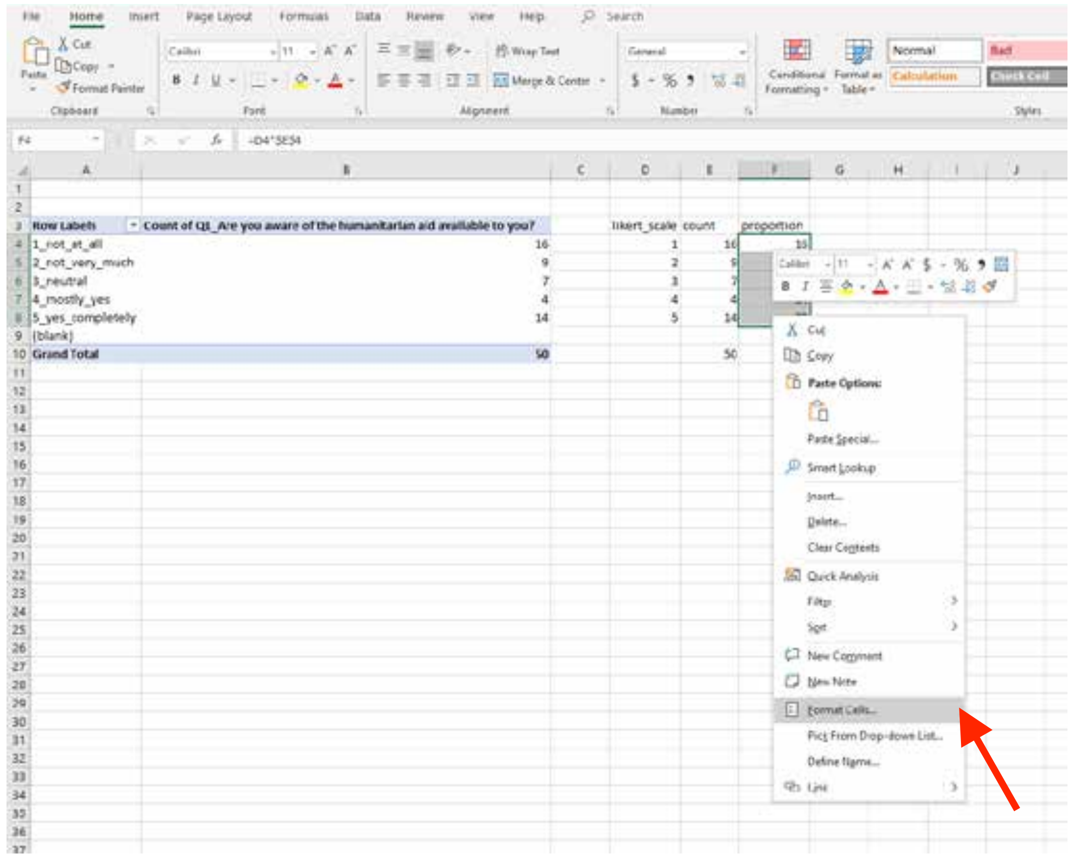
First, we map the numbers (1,2,3,4,5) from Row Labels to column D and name the new column *Likert scale* (D3).
We then label cell (E3) as 'count' and map all values from pivot table, column 'Count of Q1….' From the pivot table in column B to column E. Type '+' and then click on the field next to it (B4 for the first value). Also do it for the 'Grand Total'.

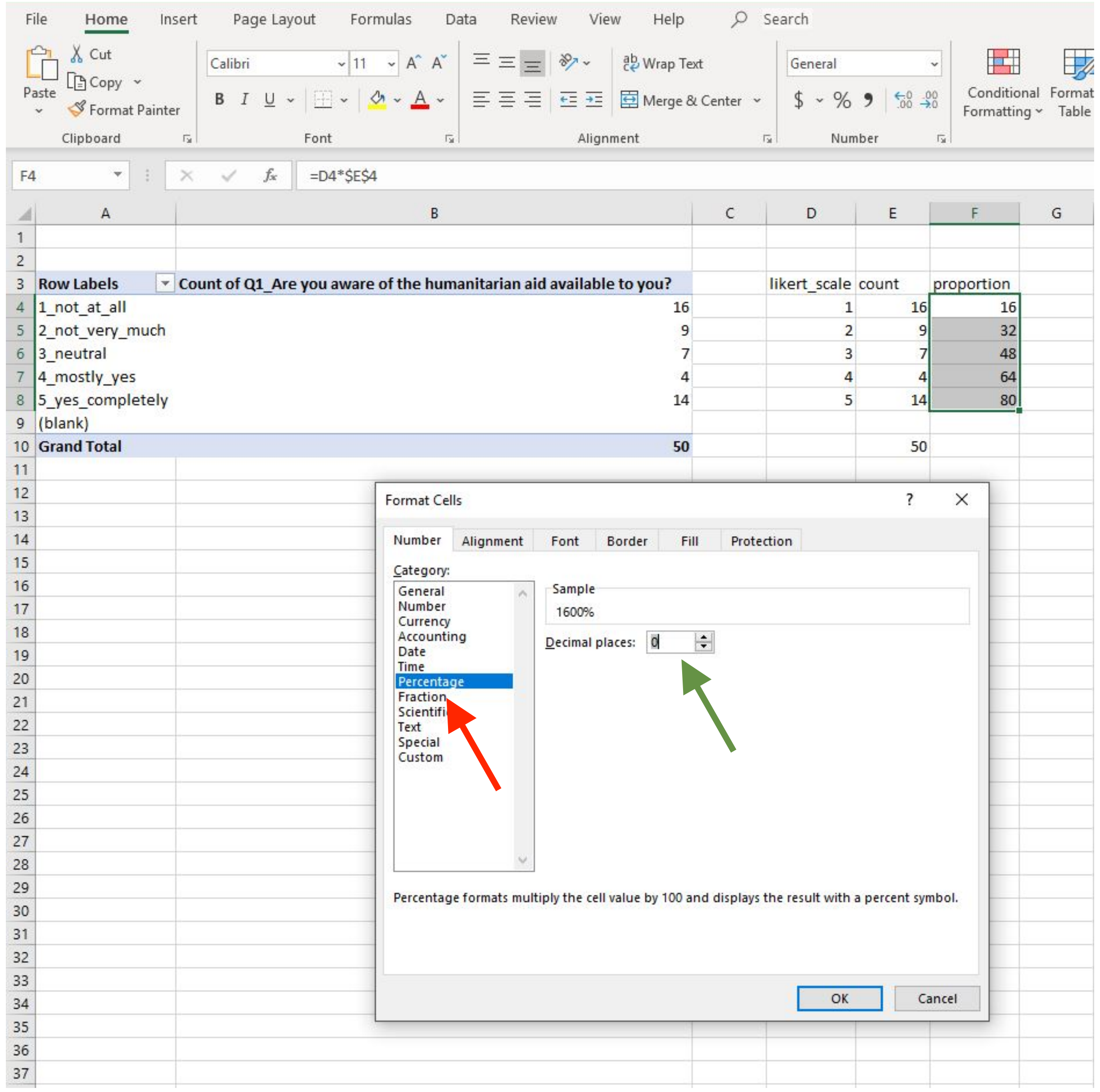


Next, we generate another column and label it 'proportion' (F3).
We now want to calculate the proportion for each response option. Thus, for response option 1 (1_not_at_all), type '=' in cell F4 and then select with your mouse cell E4. Type '/' (divide) and select cell D4. Then click 'F4' on your keyboard. This will lock the denominator and allows you to easily copy and paste the formula down. The dollar sign signifies that the cell is locked when copying.

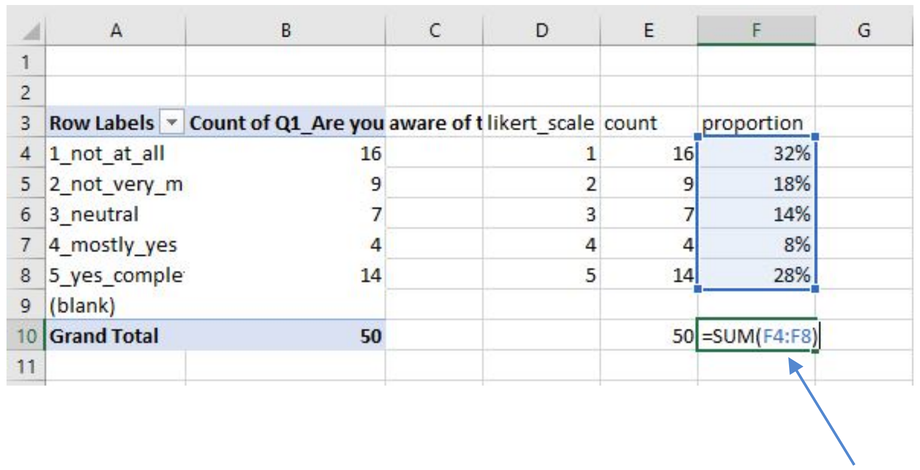


Press enter and then copy and paste this cell down to cell F8. Next you need to convert these integer numbers to percentages. Mark all cells F4-F8 and then right click with your mouse in the marked cells and select 'Format Cells'. Choose Category 'Percentages' (red arrow) and set 'Decimal Places' to 0 (green arrow).





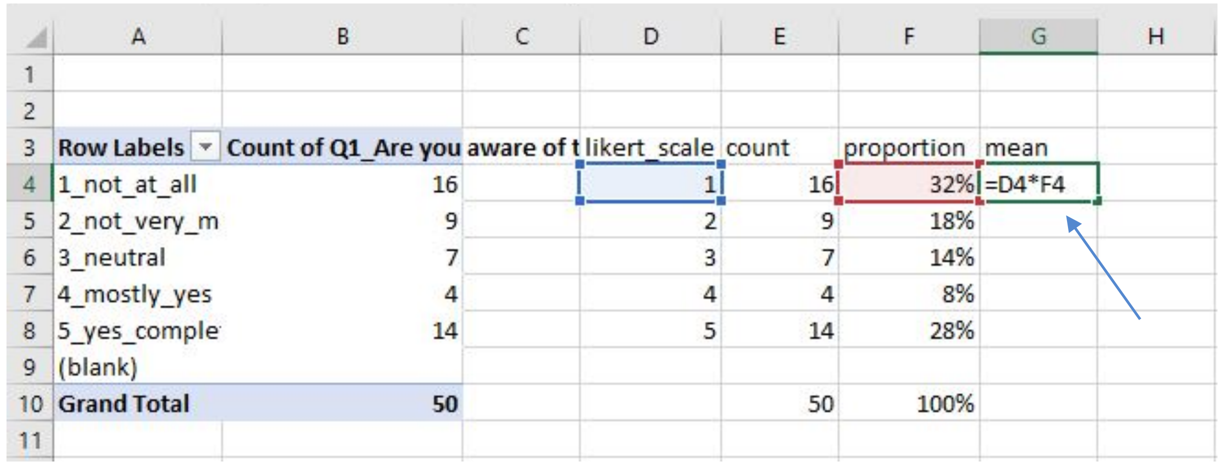
Always check your results by summing up all cells from the proportion column. The values should sum up to 100%.

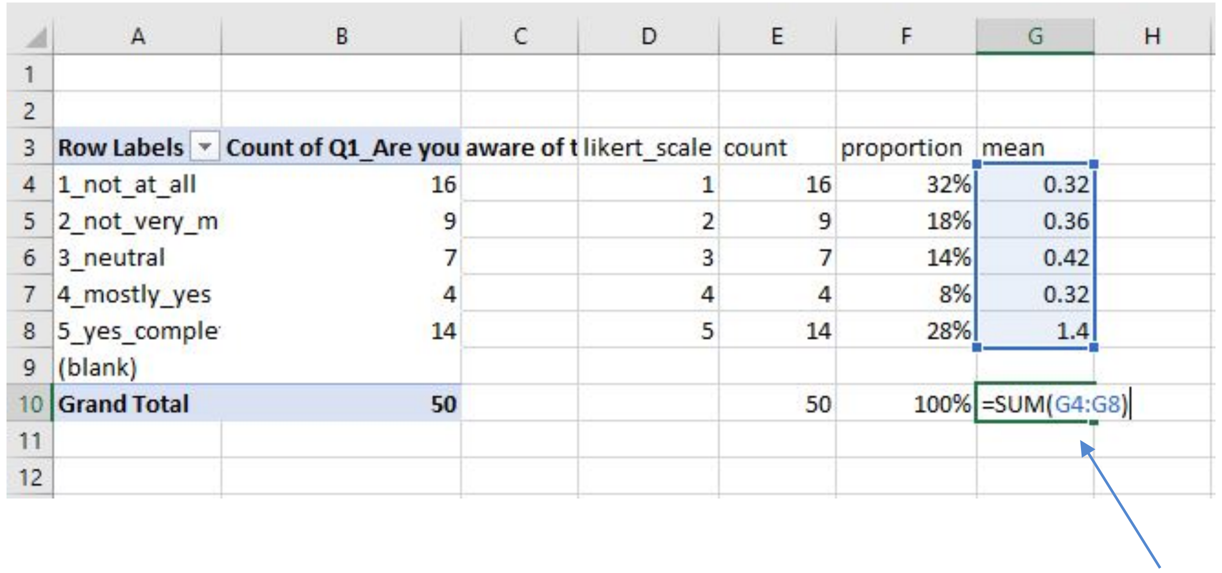


Next we calculate the mean score of the Likert question.

We create a new column next to the proportion column and label it 'mean'.

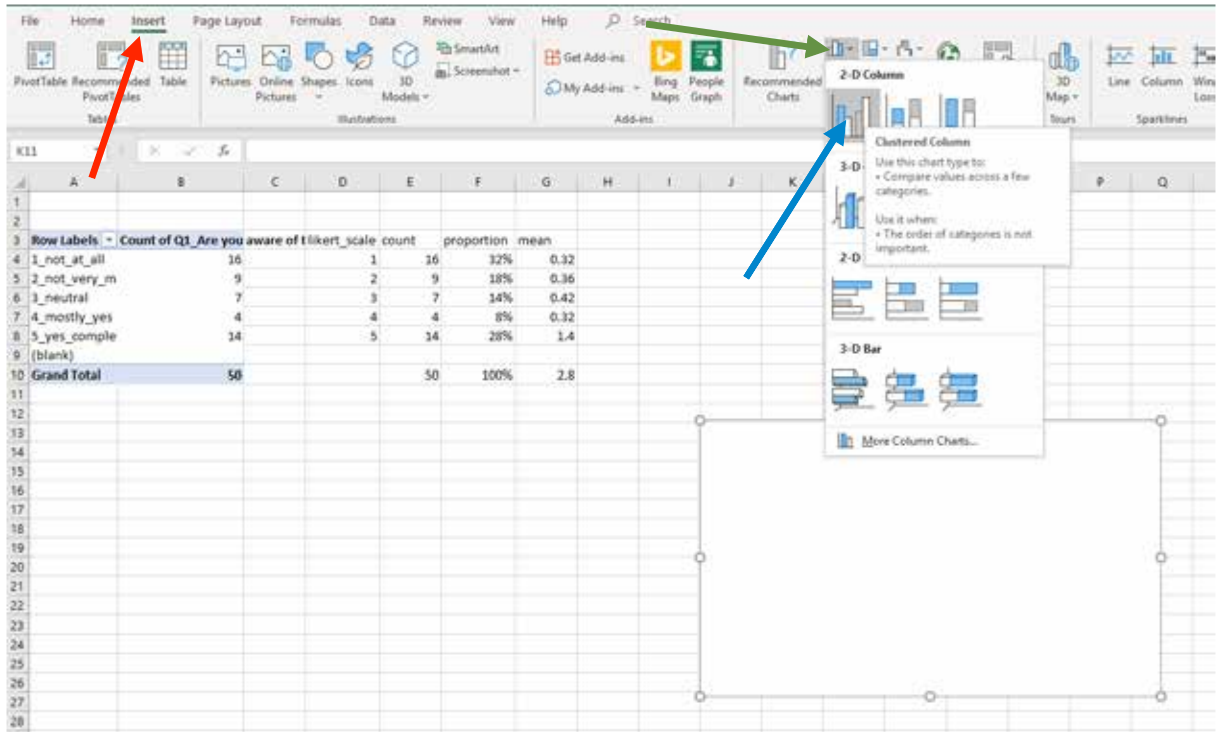
In cell G4 type '=' and then select D4 (blue rectangle) and multiply it with cell F4 (red rectangle). Press Enter. Copy and paste this cell down to cell G8. Then, you have to sum the products and then you have the overall mean score for the Likert question. For question Q1 we calculated a mean score of 2.8.



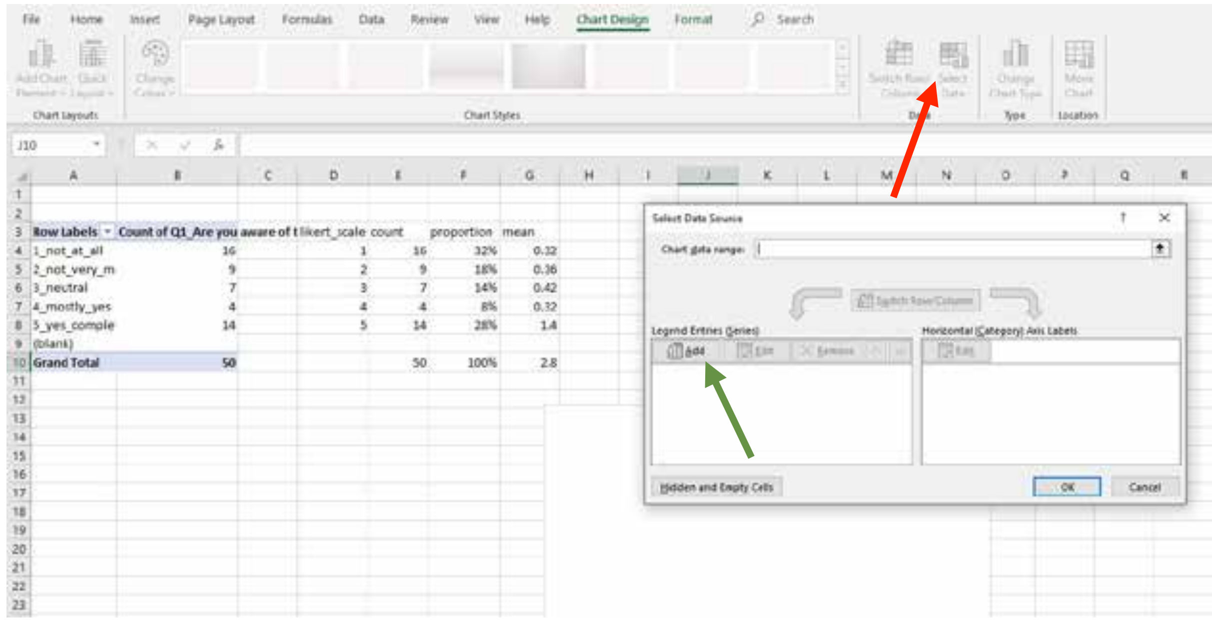


vi. Bar chart

To create a barplot, select Insert (red arrow) and the click on the bar chart symbol (green arrow). Pick the first barplot symbol (blue arrow).

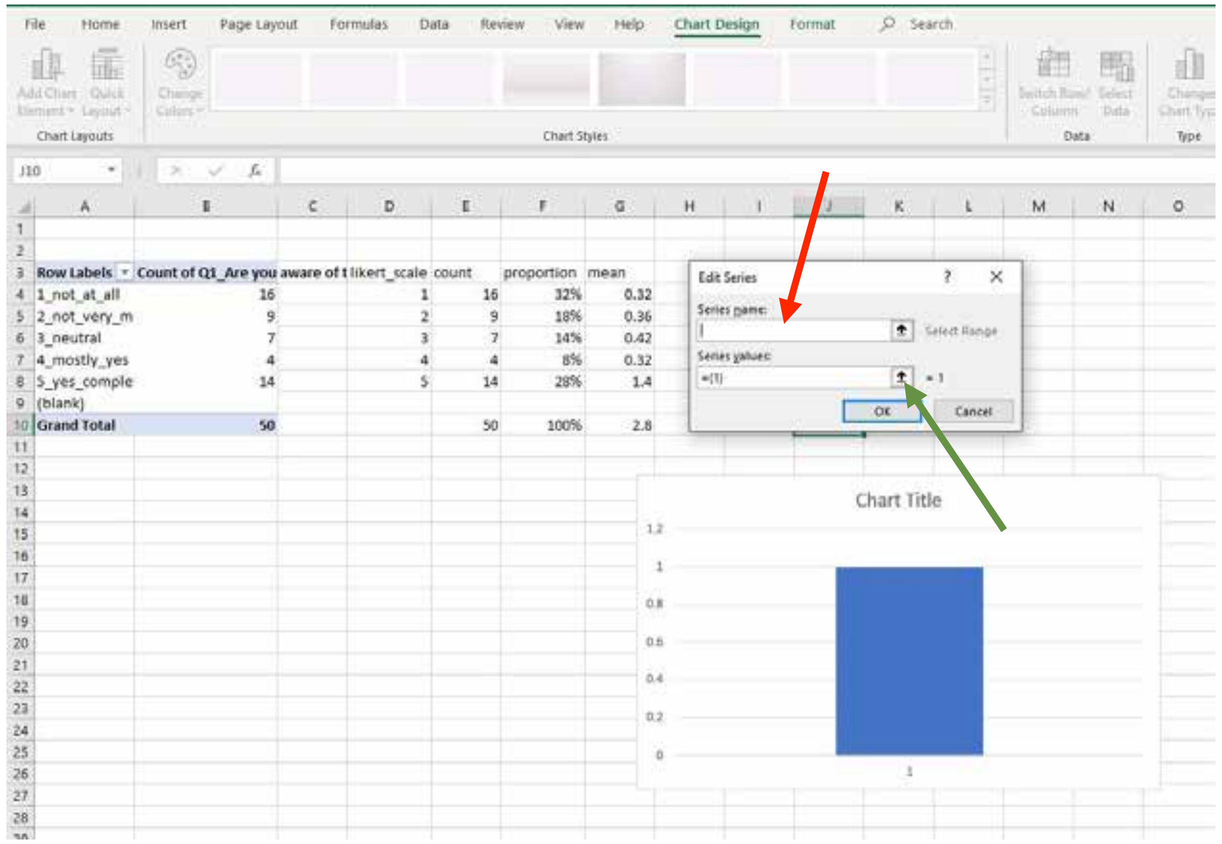


Then click on 'Select Data' (red arrow). Another window pops up. Click on the 'Add' button (green arrow).

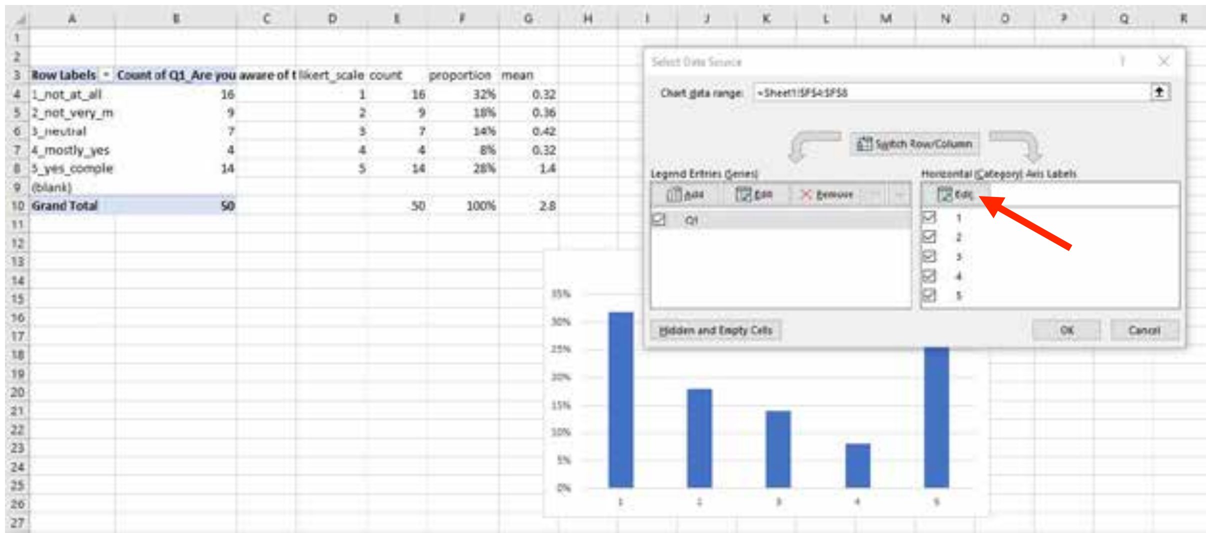


You can write the question or the label in the 'Series name' field (red arrow).

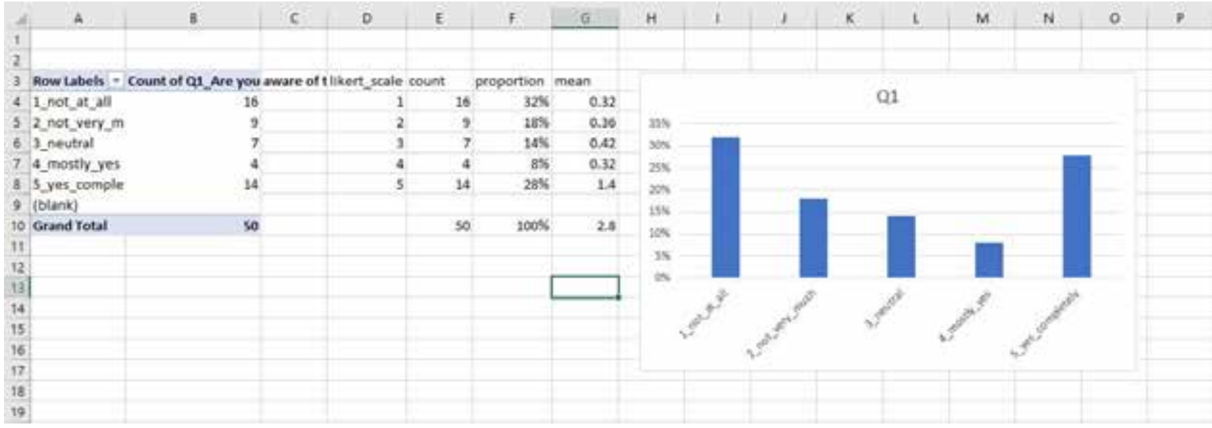
To select data click on the arrow in the 'Series Values' field (green arrow) and mark all cells from the proportion column and click 'OK'.



If you want to change the x-Axis labels you have to click the 'Edit' button from the 'Selected Data Source' window. Mark all cells from column A (Row labels) except the (blank) one and click 'OK'.



You should now have created your percentages, mean score and bar chart for the Likert question.

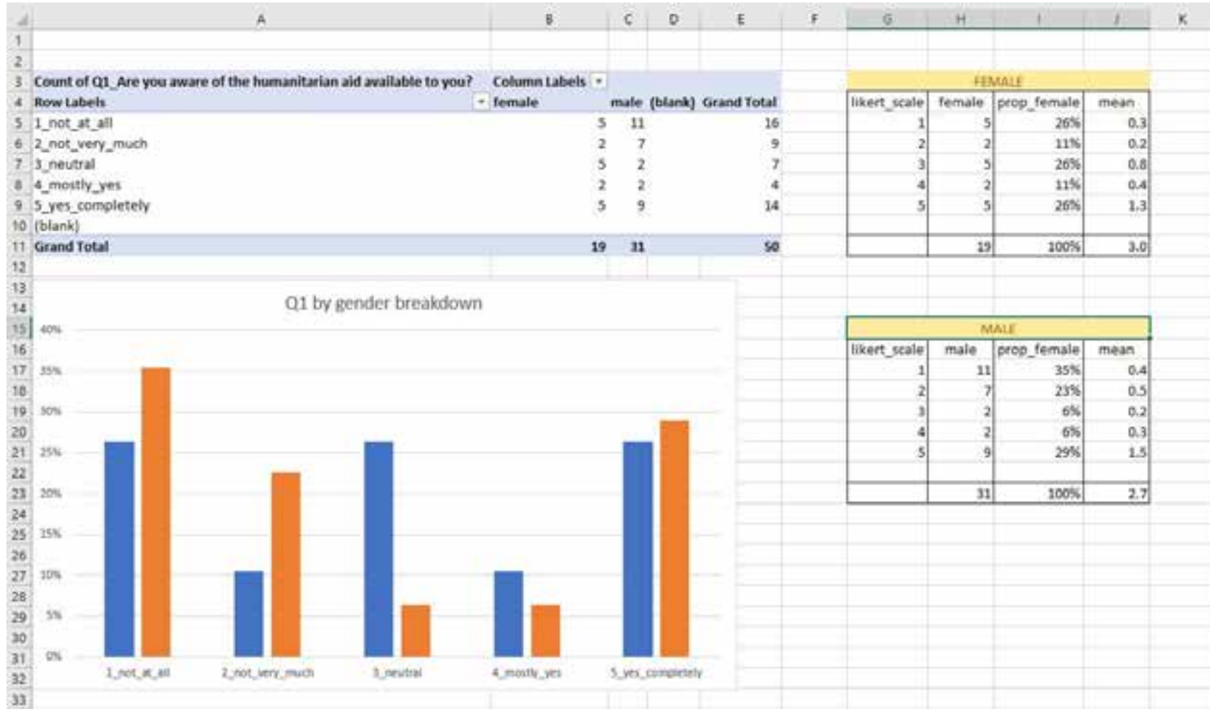


2. Demographic breakdowns

Now that you have developed simple percentage distribution graphs and calculated mean scores for questions, it is time to go a bit deeper in the analysis and identify differences in distribution between demographic subgroups (gender, location, age groups, etc.). We call graphs which only show the distribution for demographic subgroups breakdown graphs, as you 'break' the overall simple distribution graph 'down' into demographic sub-groups.

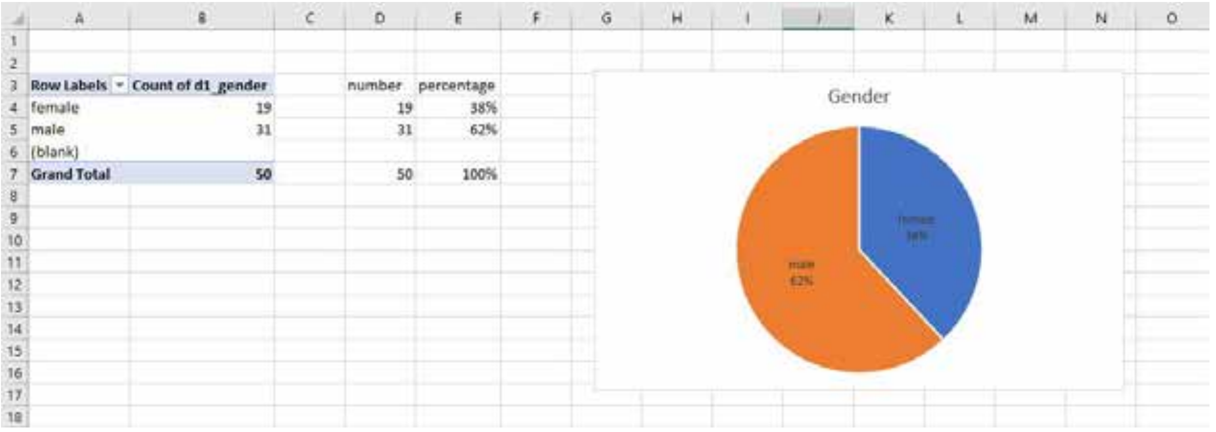
i. Think about what demographic subgroups you would like to analyse. The selection depends a lot on the type of project you are monitoring and the research questions you asked yourself in the design stage (e.g. is there a difference in service quality in different communities? Are women and men equally included in the beneficiary selection process?) For the latter question it makes sense to do a gender breakdown, for the former it would be good to do a breakdown by community.

ii. Once you have decided which breakdowns you are interested in, the next step is to create a pivot table for the question you would like to analyse. Follow the same steps as in section 1 to create a new pivot sheet. Add the breakdown you would like to look it to the 'column' in the pivot table, like in the example below (blue arrow).



Generally, if there is a different in mean score of more than 0.5 out of 5, you could mention it in your analysis as significant. Ad you can see in the analysis above, the difference between female and male responses is only 0.3 out of 5 and therefore not statistically significant.

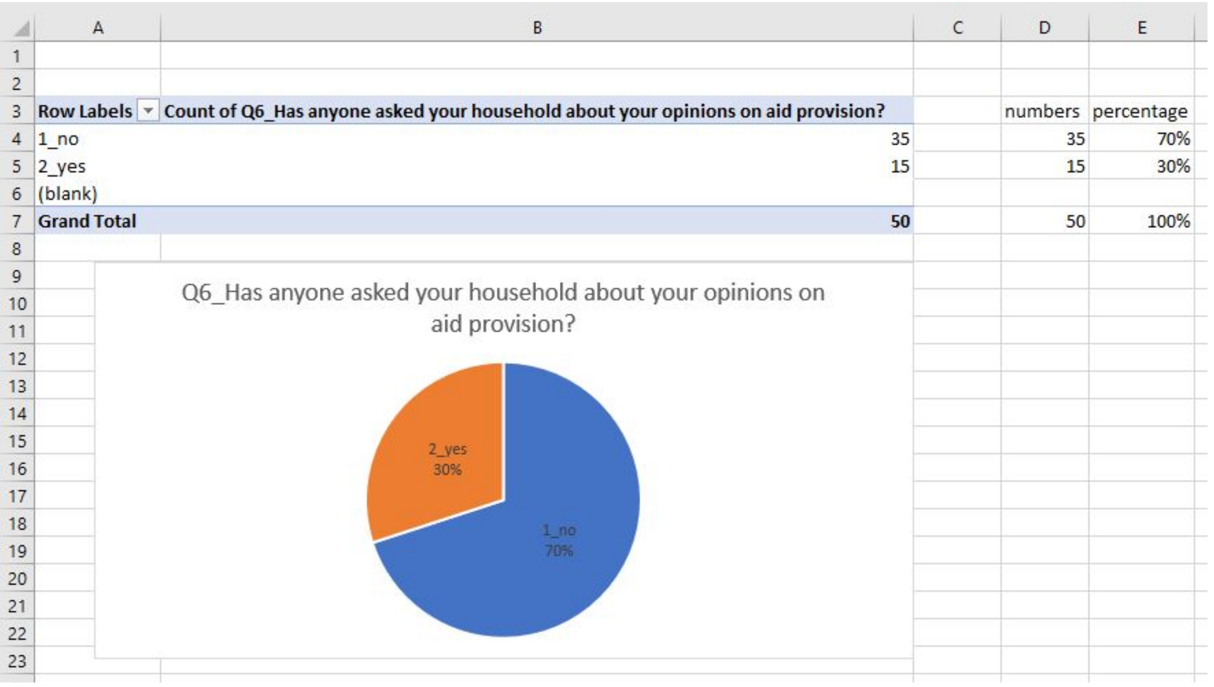
3. **Demographic overview**
If you want to examine demographic patterns in the data, you follow the same procedure as in section 1. Create a Pivot Table with your specific demographic identifier (e.g. age, gender, location) and drag and drop it to the 'Rows' and 'Values' field. Create a table next to the Pivot Table and calculate percentages for each group. In the example below, we calculated percentages for female and male and plot the results with a pie chart.



Row Labels	Count of d1_gender		number	percentage
female	19		19	38%
male	31		31	62%
(blank)				
Grand Total	50		50	100%

4. **Binary question**

To create output for binary questions , follow the same steps as above.



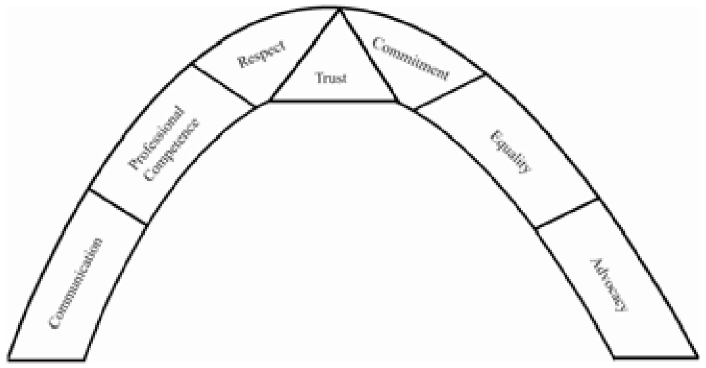
Row Labels	Count of Q6_Has anyone asked your household about your opinions on aid provision?		numbers	percentage
1_no	35		35	70%
2_yes	15		15	30%
(blank)				
Grand Total	50		50	100%

COLLECTIVE FEEDBACK MECHANISM PARTNERSHIP DECLARATION

Introduction:

It is important to document how all agencies will work under the common feedback approach. Each agency will sign this declaration to demonstrate their commitment to seven core principles.

The purpose of the common feedback approach is to align data collection (including standardised content) and share data between agencies and relevant government agencies.



1. Principles:

1. Communication. It is important that all participants communicate together, This not only involves attending meetings, but actively engaging with other agencies as needed. When communicating – be friendly, listen carefully, be honest and clear.
2. Professional Competence. All agencies must adhere to agreed practice and implement feedback systems with integrity and ensure the data is robust and valid.
3. Respect. All agencies must treat each other with respect and dignity, respecting their individual circumstances and desires.
4. Commitment. This requires going above and beyond when needed for the shared purpose. It also means committing to necessary data protection and appropriate secure data storing.
5. Equality. Recognise that each participating agency in the common approach is equal, and all views should be listened to equally. This might require fostering empowerment and avoiding hierarchies.
6. Advocacy. This means speaking out and taking action where needed. This helps prevent problems and maintains the focus on the overall purpose.
7. Trust. Have confidence in each other's ability and judgement, and always act in the best interests of the common purpose. This also requires total confidentiality regarding data sharing.

On behalf of ___________[Agency]________________________, I _______[name]_______ sign up to these principles and will support them throughout the lifetime of the common feedback project.

Signed

Date

DATA RESPONSE ACTION PLANNING TOOL

Data - what did it tell you?	
What data was new information?	What data confirmed what you already knew?

How was the data analysed, discussed and shared internally?

How did these steps develop your understanding of the data and some of the underlying issues? Did staff find these internal discussions useful?

What possible changes / improvements were identified?

How were the findings communicated externally?	How were the findings discussed externally?

How did these steps develop your understanding of the data and some of the underlying issues? Did staff find these external discussions useful?

What possible changes / improvements were identified?

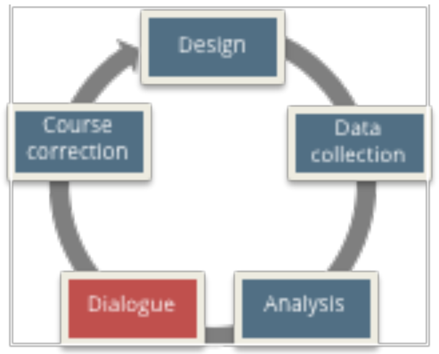
Will you be able to implement these changes? If not why not?

What are the challenges in using the feedback data?	
Internal: (e.g., capacity and capabilities such as time and resources)	External: (e.g., such as funder pressure or priorities)

What changes to the process - including the questions asked, how they asked and the subsequent stages of analysis and dialogue - would make the process more useful?

1. What does dialogue entail, and why is it important?

This guidance note offers suggestions on how to organise the meetings to discuss community feedback and agree on shared actions for improvements. We call this the dialogue stage of the feedback cycle.



The main purpose of the dialogue stage is to discuss the feedback results internally among your agency's staff, and externally with communities, to identify important issues that need attention and agree on how to respond. Engaging in dialogue about what the data collected says and what your agency plans to do about it is an essential part of the feedback cycle for two reasons:

- First, it helps to understand the feedback, to check whether it resonates with communities, and determine what adjustments make sense.
- Second, dialogue is important as so much of current M&E practices are only about extracting information. Communities repeatedly report that they have no idea where the information they provide goes and how it is used. Dialogue entails telling communities what was heard, asking them if we got it right, and finding solutions together.

There are other benefits, too:

- Engaging openly in dialogue with communities about the feedback provided can help foster stronger relationships of confidence and trust with your agency.
- When service users feel heard and believe that their opinions matter, they participate more actively because it benefits them to do so.
- By communicating feedback results, your agency can further raise awareness about its services among actual and potential communities.
- One outcome of the dialogue can be concrete targets, against which success can be evaluated through further rounds of feedback collection.

2. How to go about it?

Dialogue consists of two main steps: internal dialogue and external dialogue. In addition, feedback results need to be disseminated more broadly through various forms of one-way communication. The dialogue stage concludes with follow-up and thus leads over to course-correction, the final stage of the feedback cycle.

Internal dialogue

Internal dialogue comes first. It involves your staff concerned with the implementation of the programme coming together and discussing the results of the feedback collected after each round, i.e. every two months. The objectives of these meetings are

- To discuss the feedback data in general, how it varies across locations or different groups of respondents (e.g. by gender, age, ethnicity)
- To identify and develop a shared understanding of the issues that require action
- To agree on a practical and realistic action plan
- To agree on a plan for external dialogue (Who should be involved? Who can facilitate? Where? When?), and a plan for broader dissemination of feedback results
- If relevant, to discuss whether the questionnaire or data collection methodology needs to be adjusted for the next round of data collection (e.g. if two questions yield consistently similar results)

As a follow-up to the internal dialogue meeting, please brief your agency's country management by writing a **short management response** to the Country Director and Deputy Director. The briefing should cover the team's analysis of the feedback results, an overview of agreed measures in response, and the plan for external dialogue and broader dissemination (incl. participants and timelines).

External dialogue

External dialogue means to go back to communities and conduct focus group discussions or interviews on the feedback provided. You do not need to go back to the same persons that took part in the survey, but to the same areas where data collection took place. The objectives of external dialogue meetings are

- To communicate and discuss the results of the feedback provided
- To clarify any issues that came up, and find out more details if needed (e.g. what are particular concerns, and why)
- To communicate and discuss what you are planning to do in order to address potential issues. If you do not plan to take any concrete actions based on the basis of the data received, this also needs to be communicated during external dialogue meetings.

When developing a plan for external dialogue, you can think of all instances where you already engage with communities or other relevant constituents of the programme. These include:

- Weekly meetings with community leaders and other aid agencies
- Focus group discussions with different groups
- Focus group discussions with community leaders
- Individual follow-up / case closure meetings
- Specific periodic events such as workshops/trainings
- Key informant interviews if necessary to deep-dive into specific issues that came out of the feedback data

Broader dissemination

Next to external dialogue, which requires a form of two-way communication between your agency and communities, the feedback results need to be communicated more broadly. Again, you can think of instances where you already communicate with communities or other relevant constituents, and what are suitable channels to disseminate feedback results to a broader audience. For instance:

- Posters at the your centre and other relevant locations
- Announcements at community centres
- Dissemination of information (through presentation, hand-outs, leaflets) through other NGOs, or at coordination meetings
- Dissemination of information through Community Committees

3. Additional Materials

The following provides a generic template that you can use to plan your dialogue meetings and follow-up, notes for facilitators of internal and external dialogue meetings, and a T-chart that can be used to capture the results of dialogue meetings.

We recommend a summary table like this to assist with planning

Type of Meeting	*Where / When*	*Participants / Audience*
Internal dialogue meeting		• • •
External dialogue meeting		• • •
Broader dissemination		•

Internal dialogue meeting (all participants should have a copy of the perception survey report – and ideally, have read it and prepared.)

Step 1. Review the feedback reports

1. Divide a flip chart sheet into three sections labelled Positive, Neutral and Negative. Go through the report and list the findings on the flip chart so that you can quickly see all the aspects of the programme that respondents have rated positive, neutral, and negative.
2. Briefly (5-10 mins) ask participants what they see as the broad patterns: What findings are expected or surprising? What particular strengths and weaknesses they reveal?
3. Identify and select the most important issues that should be discussed in detail at this meeting. Write each one on a T-chart (see template of a T-chart below).
4. For each issue write down:
    - If the score is low or surprising, list what you think the main reasons are.
    - Identify possible actions that could be taken to address the issue and by whom.

Step 2. Plan and organise the external dialogue meeting with your colleauges and communities

1. Agree a time and place that is convenient and comfortable for participants. If possible, choose a forum where they are meeting in any case.
2. Invite participants and inform them about the purpose of the meeting and the time/location;
3. Invite the relevant officials;
4. Prepare a summary of your agency's response to the issues that emerged from the report.
    - What you see as the main problems or successes
    - The causes of or reasons for the issues
    - Actions that will help solve the problems or enhance the successes.

Notes for the facilitator of the internal dialogue meeting

The facilitator will guide and facilitate the dialogue meeting.

1. Remember, the purpose of the meeting is to understand how respondents experience the programme and to find ways to improve.
2. The feedback report should be accepted as an accurate reflection of respondent views – unless there have been major irregularities in how the data was collected, or clear mistakes in the analysis.
3. Nevertheless, staff may disagree with the report findings. You should allow discussion on this. Remember, the report itself shows different views. The views of participants at the meeting should be seen as adding to the range of views in the report. Disagreement does not make the report findings invalid.
4. Your agency may not be able to do everything that constituents ask. Expectations might be unrealistic, or there may be time and resource constraints.

Your task is to guide the dialogue to identify what all actors can realistically do to make the programme more effective in its support for and communities.

You should be fair and give everyone a chance to express their views.

External dialogue meetings

1. Explain the purpose of the exercise to participants:
    - to discuss the results of the data collected about your programme
    - to find ways of addressing problems identified
2. Go through the findings one-by-one.
3. While you are doing this, agree on the most important issues that need to be addressed and write them onto a T-chart.
4. If there are many issues, select 2-3 issues that participants think are the most important.
5. For each selected issue, record the results of the discussion on the T-chart:
    - Ask probing questions to identify the reasons that cause the issue. Compare them with the reasons from the internal dialogue meeting with your staff.
    - Then identify actions that could be taken by your staff, camp management, other service providers, community leaders, block leaders, or others to address the issue. Focus the actions on specific causes of the issues raised. Make sure that all actions are realistic and doable. Where possible, identify the people responsible and the time by which it must be done.

Conclude the meeting

1. Recap the main conclusions that have been agreed.
2. Explain what will happen next: What follow up plans will be drawn up and implemented, and when constituents will be asked again for their feedback.
3. Thank constituents and other participants for their time.

Notes for the facilitator of the external dialogue meeting

The facilitator will guide and facilitate the external dialogue meeting.

1. Remember, the purpose of the meeting is to understand how communities experience the programme and to find ways to improve.
2. The findings should be accepted as an accurate reflection of the communities' views – unless there have been major irregularities in how the data was collected, or clear mistakes in the analysis.
3. Nevertheless, participants may disagree with the findings. You should allow discussion on this. The views of participants at the meeting should be seen as adding to the range of views in the report. Disagreement does not make the report findings invalid.
4. Your agency may not be able to do everything that participants in the meeting ask. Expectations might be unrealistic, or there may be time and resource constraints.
5. Always allow at least 15 minutes at the end of the meeting to discuss how participants want to proceed with completing any unfinished business (such as issues that there was not time to address).

Your task is to guide the dialogue to identify what all actors can realistically do to make the organization more effective in its support for communities.

You should be fair and give everyone a chance to express their views.

Notes on validating survey findings in meetings

External dialogue meetings are a good opportunity to test if the survey findings are valid.
But, this does not mean that a small group at a meeting should be allowed to declare the results invalid!

The survey results usually reflect the perceptions of many more respondents than can be present at a meeting, and the fact that they can respond anonymously makes it more likely that they have answered truthfully. Also, if the survey guidelines have been followed, there should not have been much opportunity for anyone to influence the findings. So, the survey results should always be seen as accurate unless there is a LOT of evidence to the contrary.

Nevertheless, there is always a possibility that some respondents did not fully understand a question or that some, for whatever reason, may have chosen not to answer truthfully. In a few cases, it might have been possible for an enumartor to fill in the forms themselves – but a quick investigation can often tell whether this is the case or not. In any case, the dialogue sessions are a powerful way of validating survey results.

- The T-chart process of exploring possible reasons for the issues raised in the feedback usually provides evidence to validate the findings. If it does not there might be a problem.
- Comparing findings with open feedback can reveal inconsistencies or be reassuring.

If the survey is repeated and similar results appear, then it suggests the results were accurate. Especially if you have made extra efforts to ensure that possible ways of distorting the results are eliminated. If they produce very different results without good clear reasons, then it is possible that one set of results might be inaccurate.

Follow-up Process

Discuss the T-charts internally

1. Identify what your agency can do themselves – the programme team, or other taff / snr management.
2. Identify what actions require external support or decisions from higher authorities, or from your HQ
3. For issues that can be immediately addressed, draw up work plans, clearly assigning responsibility for follow-up actions.
4. For issues that require external support or decisions from higher up, set up meetings to discuss them with the relevant bodies.

Follow up with action as soon as possible.

Document actions taken and results for reporting back to communities.

Here is the T-chart template for personal note taking and thinking during dialogue meetings:

What issue requires action?	
The reasons behind the issue?	What can be done? by agency staff & other actors