

Funders Report

# **BRiCE Project DRC and Niger: Endline Report**

## **Annexe 2: Quantitative Data Collection and Quality Assurance**

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# 1. Ethical standards

The quantitative tools for both countries were reviewed by Save the Children to ensure that ethical principles were met. These tools were designed in a way to limit the time burden for the survey participants. It was also ensured that these tools were adapted to the contexts and cultures where they were carried out, and took into consideration the sensitivities of teachers and caregivers affected by violence. Surveyed children were not asked about the situations of violence they faced or witnessed.

In addition, with the support of IDS, ISP Bukavu in DRC and Save The Children International in Niger applied to the respective national ethical committee in order to receive the authorisation to collect data in the interventions' selected schools. A description of the research questions, the draft questionnaires, the draft consent forms, a draft budget and information on the main researchers were included in the application to the national ethical committees.

The researchers involved in data collection received training on how to conduct the surveys in an ethical way. During the training, time was spent on informed consent, data confidentiality, child protection principles, gender sensitiveness and do-no-harm principles. In addition to the training, supervisors ensured that the researchers followed the trainings' guidelines during the data collection. The surveys only took place once the respondent (adults and children) indicated that he/she understood he/she could refuse to participate in the surveys, his/her responses would remain confidential and he/she had the right to withdraw from the process at any time.

The researchers at IDS and ISP Bukavu in DRC securely stored the datasets on a safe and secure private server that can only be accessed by those with a log in username and password. For the Niger data collection, only IDS researchers had secure access to the data. Before sharing the datasets externally, IDS will ensure that any information that can identify the respondent (address, name, phone number and location markers) will first be separated from the main data and stored with a unique identification code that can be matched to the main dataset using a certain algorithm. This will protect the confidentiality and anonymity of the responses and data collected. Only anonymised data will be shared externally.

IDS takes data protection very seriously and have strict policies in place to ensure that this not violated. All IDS staff are trained on data protection and we are compliant with UK and EU data protections regulations. We abide by the GDPR's 'security principle'. We have appropriate security to prevent the personal data we hold being accidentally or deliberately compromised. This includes from cybersecurity, as well as physical and organisational security measures. Our cyber security infrastructure complies with the UK cyber essentials scheme.

## 2. Researcher selection

Researchers were recruited in a competitive vetting based on meeting specified education, experience, skills and knowledge criteria. In DRC, ISP Bukavu and IDS staff assessed the candidates' applications and conducted interviews of shortlisted candidates. In Niger, while Save The Children Niger team collated the CVs, IDS researchers shortlisted the final researchers and field co-ordinators. During the training, the skills of selected researchers were further tested. They had to demonstrate their ability to respect instructions and to conduct successfully interviews.

### 3. Training

In both countries, the training lasted six days and included an orientation to the BRICE study, a review of key ethical standards, and an explanation of each of the data collection tools (individual purpose and how to administer it). The training also incorporated a detailed child protection, security, and data protection session. Researchers were trained in the use of the tablet used to conduct the surveys.

## 4. Fieldwork quality assurance

Team supervisors were responsible for ensuring the quality of data collected by the researchers. They travelled with the researchers to the selected schools. They first participated in the sampling of the selected teachers and children and subsequently, assisted in the fieldwork quality and supervised researchers during the data collection. For 75% of interviews, a supervisor was observing the researchers. During the data collection period, the supervisors reported daily to the field coordinator about the progress made and highlighted the difficulties faced by the researchers in the surveys.

The questionnaires were integrated in the tablet application in a way to minimise the number of potential errors made by the researchers. To ensure that the researchers only inputted plausible and coherent answers, the type and range of the answer was restricted in most questions. Only relevant questions appeared on the tablet, based on previous answers. Collected data was only uploaded on the server when the researchers had addressed all the error messages or unanswered questions.

## 5. Data checks

During the data collection, IDS and ISP Bukavu staff conducted data verification as the survey forms were submitted on a weekly basis. Based on these checks, any discrepancies were flagged to the field coordinators (Souleymane Tahirou in Niger and Paulin Bazuzi in DRC). These discrepancies were then raised with the researchers who had completed and submitted the survey forms. Information was then re-entered based on the field notes that researchers are required to keep, or by contacting (on telephone or in person) the surveyed respondent. We have corrected these to the best of our knowledge, either using reasonable assumptions or through a field recheck.

### 5.1 Teacher survey:

- In DRC, some teachers were providing conflicting answers about their contract type as a teacher. They were indicating that they had several contract types even though they were mutually exclusive. For example, teachers were both “Nouvelle Unite: Non mécanise’ and ‘Mecanise’. The coding was adjusted so that teachers were not able to give conflicting answers. Teachers with problematic answers were contacted by phone on the field. The researchers used the contact number collected during the survey at the school.
- In Niger, early in the data collection, it was identified that the questions on participation in Save the Children projects in the teacher survey (section 2) were only enabled for schools in group 3. These schools had not been targeted by Save the Children projects yet. These questions should have been asked to teachers in schools of group 2 who received these projects. To correct this error, 132 teachers in 16 schools were contacted by phone and asked these questions on participation in these projects.
- In DRC, a coding error was identified early in the data collection. In the question “Is the other school one of these?” following the question “In the academic year 2018-2019, did you teach at schools other than \${schoolname}?”<sup>1</sup> in section 2, the relevance condition was incorrectly based on the answer of another unrelated question. Therefore, teachers would not always be asked this question mentioned here even if he/she had taught at any other school than \${schoolname} in the academic year 2018-2019. The change was made as soon as it was identified.
- In both countries, duplicates of surveyed teachers appeared in the collected data (less than 10 in total). The IDS team discussed case by case with the

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<sup>1</sup> \${schoolname} designates the name of a particular school where the data collection takes place.



data collection teams to obtain explanations of these duplicates. For a teacher surveyed during the baseline survey, if he/she was present at the time of the midline survey in the school, the researcher had to select this teacher's name in the data collection application to perform the midline survey. In the cases of these duplicates, the researchers selected the wrong teacher. The researchers were able to identify the correct name of these teachers after reviewing the time and location of the data collected. Adjustments were made.

## **5.2 Child-caregiver survey:**

- In both countries, duplicates of surveyed children appeared in the collected data (less than 10 in total). The IDS team discussed case by case with the data collection teams to obtain explanations of these duplicates. For a child surveyed during the baseline survey, if he/she was present at the time of the midline survey in the school, the researcher had to select this child's name in the data collection application to perform the midline survey. In the cases of these duplicates, the researchers selected the wrong child. The researchers were able to identify the correct name of these children after reviewing the time and location of the data collected. Adjustments were made.





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