



Participatory Action Research

Training Exchange Day

Kigali 28-29th April 2023

Session 3: Data collection, analysis,
ethical considerations



Disclaimer

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Overview: Session 3

Application in context

1. Data collection, data analysis and ethical considerations (30 mins presentation)
2. Group exercise: roundtables application in context (45 mins roundtables)
3. Feedback, questions, reflections (45 mins plenary)



Data collection, analysis,
ethical considerations 30

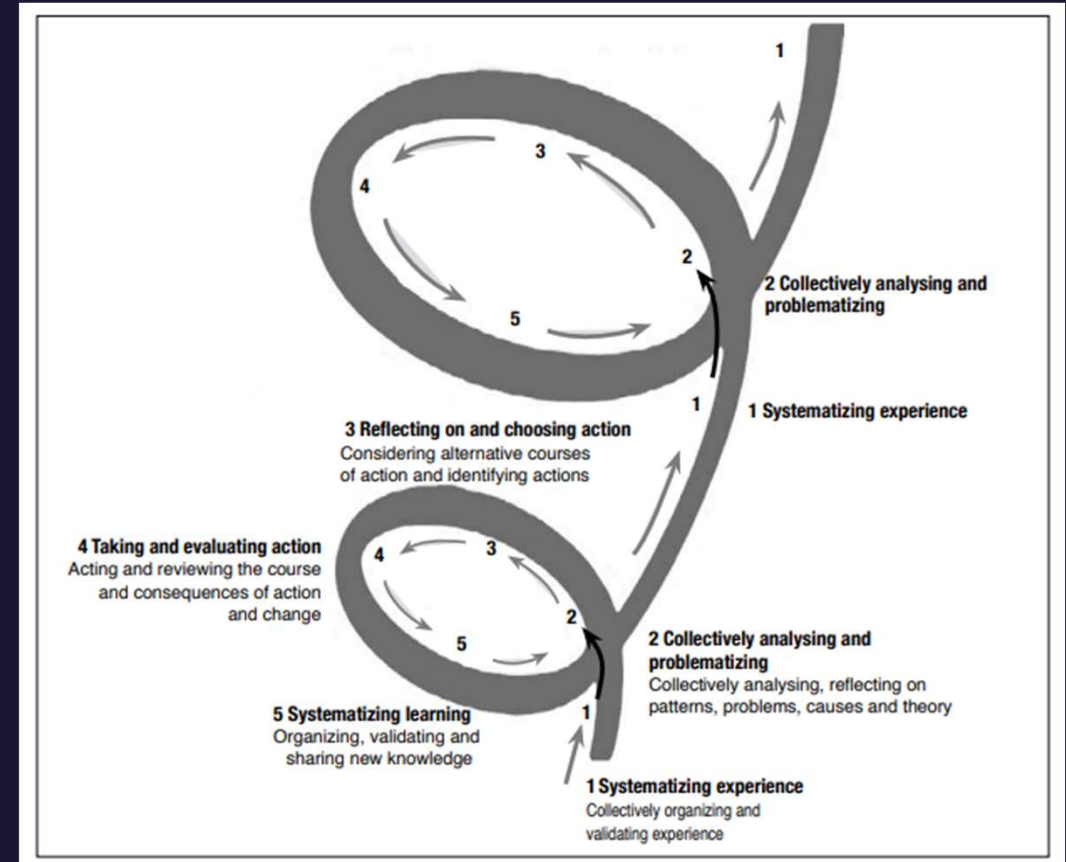


Learning outcomes (Session 3)

1. Orient to and appraise PAR data collection techniques
2. Organise and relate context specific considerations including ethical considerations
3. Critique and build learning on PAR data collection across different settings

PAR framework

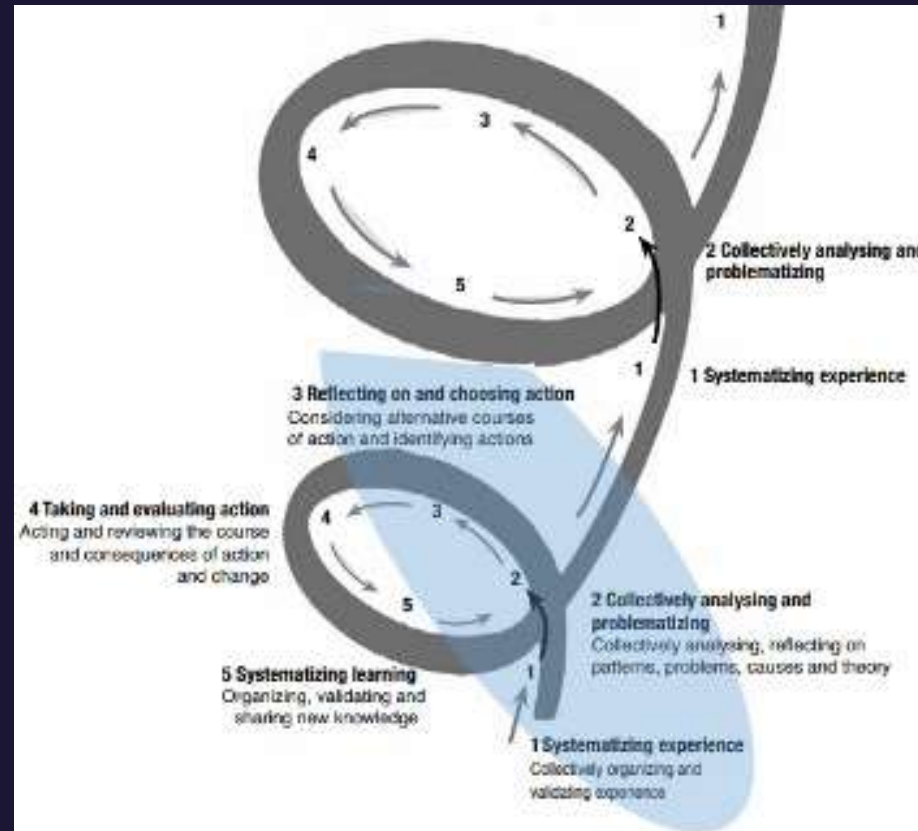
1. Systematise subjective experiences of CA mental health problems
2. Collectively problematise and analyse CA mental wellbeing
3. Reflect on and prioritise action, focus on mindfulness
4. Engage stakeholders in research (Reference Groups)



4 x weekly workshops

3 Reflect on and prioritise action: consider alternative courses of action. Introduce/appraise mindfulness in schools

4 Engage stakeholders: (a) review courses and consequences of action; (b) share, organise, and validate new knowledge; and (c) codesign SBMI through Reference Groups



2 Collectively problematise and analyse: collectively identify and analyse actors and impacts at individual, community societal levels, and how they relate

1 Systematise subjective experiences: (a) Elicit subjective understandings /experiences; (b) Collectively analyse patterns, problems, causes, impacts

Data Collection, 1

'Problem tree' (Tool 1) and 'Venn diagram' (Tool 2)

- Experiences and circumstances
- Impacts, drivers around stress, isolation,
- Available support (informal and formal)
- Wider circumstances of people's lives
- Special attention to the family and school



Data Collection, 2

'Action appraisal' (Tool 3) and 'Engagement' (Tool 4)

- Explore and appraise action
- Introduce and reflection on mindfulness
- Collective appraisal and reiteration of process
- Expand participant base to CA
- Establish Reference Groups



Reference Groups

1. Invite, support participants to adopt 'whole systems' research roles
2. Beyond consultation (SBMI codesign) to implementation, evaluation, and dissemination
3. Meet quarterly years 2, 3, and 4
4. Can and should be codesigned!



Focus Group Discussions

“thinking, listening and managing at the same time”



- Obtaining several views (subjective perspective)
- Discussion about a focus topic (homogenous group)
- Organised discussion, semi-structured (topic guide, tools)
- Facilitation critical to manage discussion dynamics (ground rules)
- PAR tools (No delegation and Collective validation)

PAR workshop ground rules

Demands on
facilitators

People matter

Non-
threatening



Information

No blame

Respect

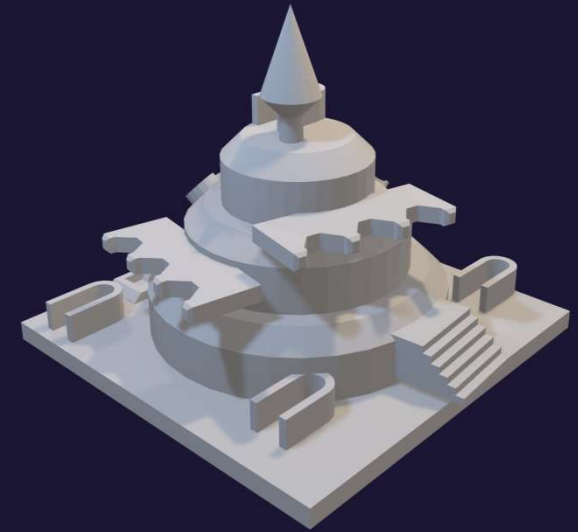
Relaxed environment

Data Collection

- Discussion audio-recorded and transcribed in English
- Workshop proceedings/recordings (registers, RREAL Sheets, flipcharts and visual data)
- QC activities, data management and governance



Data Analysis: Rapid QRM



- Note: Take notes
- Transfer: Complete RREAL Sheet 1 + 2
- Build/triangulate: Next workshop, note, add to Sheets 1 + 2
- Reflect/adapt: Discuss emerging results, reflect and feedback
- Summarise: Findings summarised at any time

RREAL Sheet, 1

- For every workshop...
- Note
- Transfer
- Build/triangulate
- Reflect/adapt
- Summarise

Site				
Workshop	1	2	3	4
Date/recorded by				
Information - Main categories of information for study (from RQs, objectives, etc.) Summary of findings as they are collected and generated				
Overall summary				
1. Causes and impacts				
2. Actors and inter-relationships				
3. Reflect on and prioritise action				
4. Role of schools				
5. Co-design of SBMI/involvement				
6. Next steps				

RREAL Sheet, 2

- For every workshop...
- Note
- Transfer
- Build/triangulate
- Reflect/adapt
- Summarise

Site				
Workshop	1	2	3	4
Date/recorded by				
Information - Main categories of information for study (from RQs, objectives, etc.) Summary of findings as they are collected and generated				
1. Overall summary				
2. Dynamics. What worked? What was challenging? Who participated?				
3. Lessons				
4. Things we will do differently				
5. Good practice/s				
6. Training reflections/needs				
7. Any additional comments, reflections, observations				

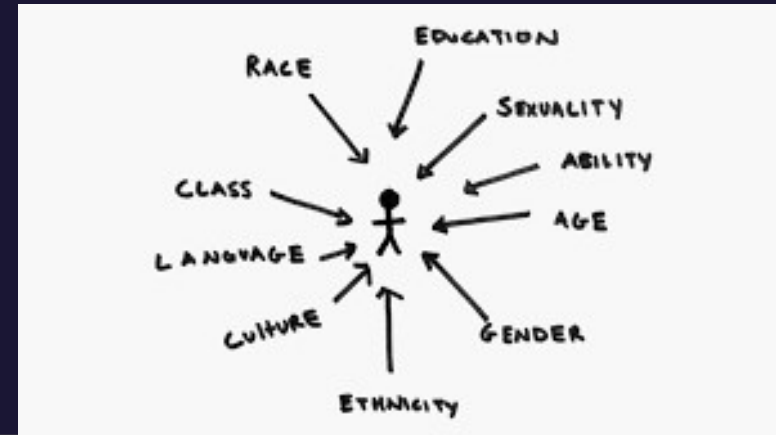
Data Analysis, continued

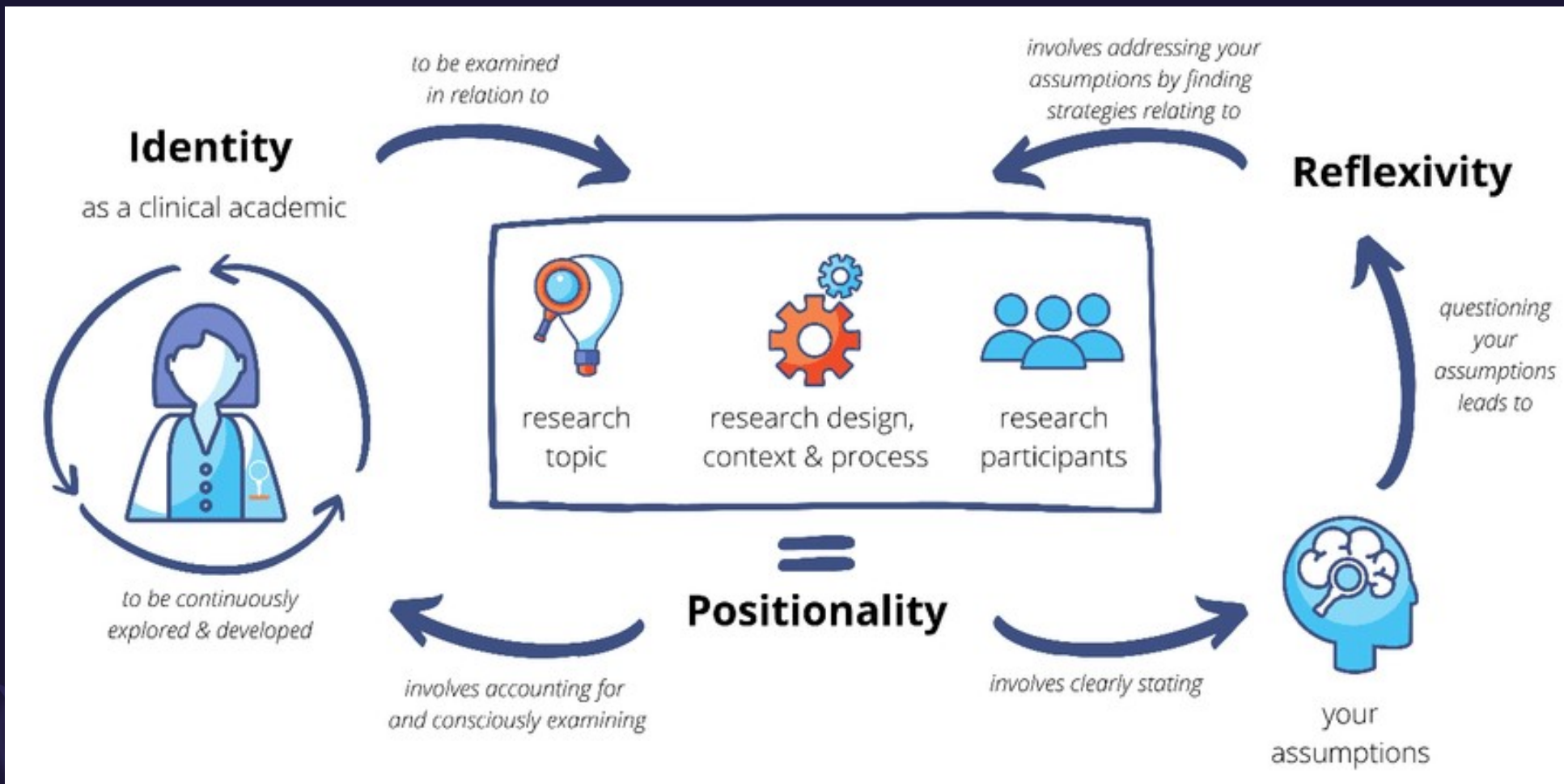


Source: <https://www.rapidresearchandevaluation.com/>

Reflexivity & positionality

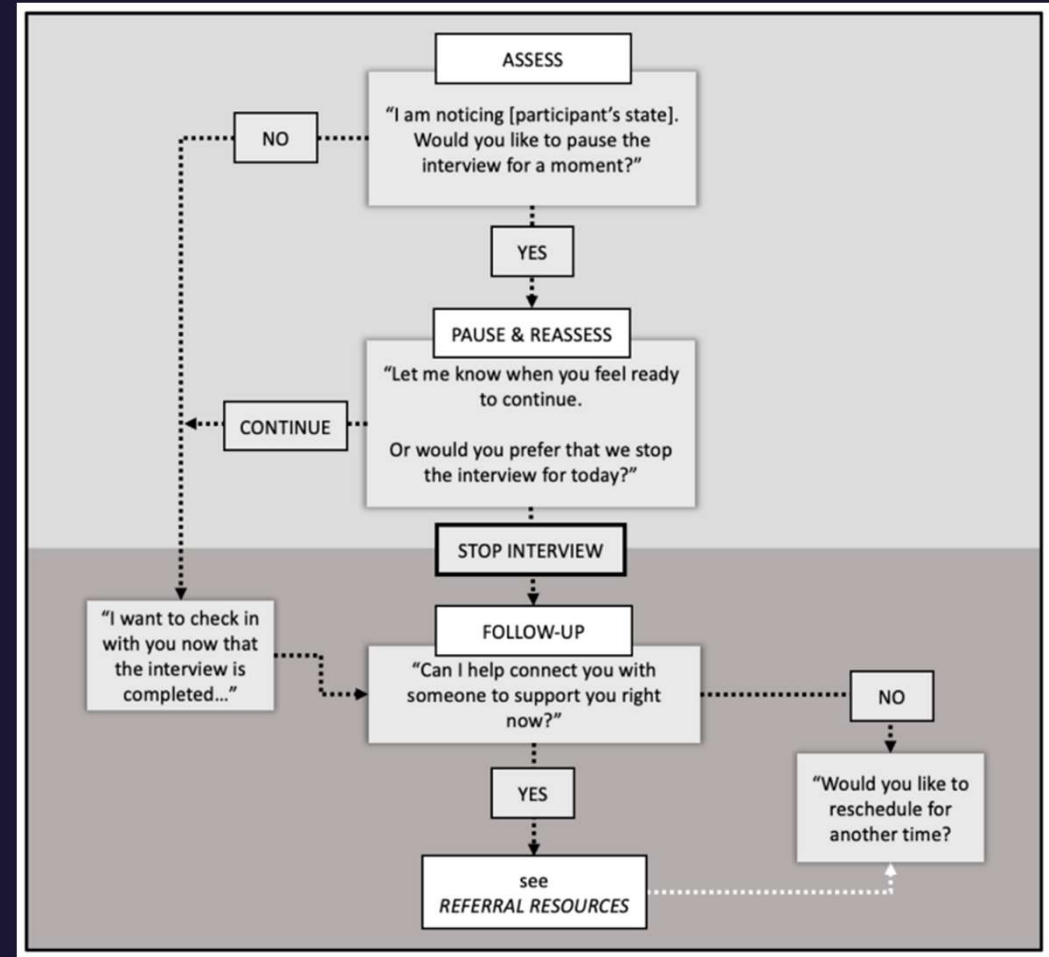
- Positionality: assumptions around e.g., process, and participants
- Reflexivity: questioning assumptions and finding ways to address them
- Regular team exchange: develop competencies!






Ethical considerations

- Participant wellbeing during data collection (cf. Safeguarding policy)
- People re informed, people's views are Listen carefully, and respond!
- Appropriate social norms (e.g., around mental health and responsibility for illness)
- The importance of the non-verbal
- Emotional distress: support in place
- Reference sheets - Do's and don'ts



Source: [Whitney and Evered, 2022](#)

- 
- Positioning of researchers: those involved. Relationships with communities. Strong interpersonal + social competencies are necessary
 - Time/resource demands: enabling context + communications skills for mutual understanding + trust to develop
 - Power and consequences: whose interests drive the process; privacy and protecting information; risks in participating in action phases

Ethics 2

Table 6: WP1 Gantt Chart

Activities †	Responsible	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
WP1-1 SITUATION ANALYSIS (PEA)																		
PEA framework development	LD, PA, Cls	X																
Desk review	Cls, PRDF		X	X	X	X	X	X										
Policy actor interviews	Cls, PRDF						X	X	X									
Analysis and reporting	Cls, PRDF PhDs (PA, LD)									X	X	X	X	X	X	X	X	X
WP1-2 SBMI CODESIGN WITH PRIMARY CAREGIVERS ††																		
Tool development (primary caregivers)	LD, PA, Cls					X	X	X	X									
PAR training (Cls April, PDRFs and PGRs May)	WP1 team									X	X							
Pax. recruitment (primary caregivers)	Cls, PRDFs, PGRs										X	X						
4 x workshops (weekly), establish reference groups ***	Cls, PRDFs, PGRs											X	X					
Analysis and Reporting	Cls, PRDFs, PGRs, LD, PA												X	X				
WP1-3 SBMI CODESIGN WITH CA ††																		
Tool development/reiteration (CA)	PDRF, LD, PA, Cls													X	X			
PAR training															X			
Pax recruitment (CA)	PRDFs, PGRs, Cls														X	X		
4 x workshops (weekly). establish reference groups ***	PRDFs, PGRs, Cls															X	X	
Analysis and reporting																	X	X †

Hatched months indicate activities to be performed in advance of contracts and payment. Months in green indicate additional time assigned to WP1 owing to administrative delays. * PDRFs recruited (delayed to April 2023) ** PGRs recruited (delayed to April 2023) *** Cash fee (primary caregivers) † Women and girls equal inclusion will be ensured †† Sampling of schools to be completed by January 2023 to convene reference groups (delayed to April 2023)

† For team discussion – space for intergenerational dialogue likely to be very important suggest we consider for RGS in year 2

Any Questions?



Roundtables 45

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Roundtables framework 45 mins

1. Nominate 3: chair, scribe and rapporteur 5 mins
2. Discuss (appraise, contextualise) design aspects:
 - a) Data collection 10-15 mins
 - b) Data analysis 10-15 mins
 - c) Ethical considerations 10-15 mins
 - d) NIHR practical considerations 5-10 mins
3. Prepare feedback 10 min overview and 5 mins Q+A 5 mins

Plenary 45

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Plenary framework 45 mins

1. Roundtables 1 and 2 feedback
appraise/contextualise design 15 mins each
 - a) Data collection
 - b) Data analysis
 - c) Ethical considerations
 - d) NIHR Practical considerations
2. Summary and next steps 15 mins

Upholding rather
than challenging
the status quo?

Space for
(intergenerational)
dialogue?



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Some resources

- Swiss TPH
https://www.swisstph.ch/fileadmin/user_upload/SwissTPH/Topics/Society_and_Health/Focus_Group_Discussion_Manual_van_Eeuwijk_Angheer_Swiss_TPH_2017.pdf
- ODI <https://cdn.odi.org/media/documents/7074.pdf>

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