PONLOK CHOMNES
DATA AND DIALOGUE FOR DEVELOPMENT IN CAMBODIA

A GUIDEBOOK ON QUALITY RESEARCH

Australian Aid

PONLOK CHOMNES

The Asia Foundation

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ACRONYMS

ADB	Asia Development Bank
CSO	Civil Society Organisations
DQA	Data Quality Assessment
DMP	Data Management Plan
FGDs	Focus group discussions
GBV	Gender-Based Violence
GEDSI	Gender Equality, Disability, and Social Inclusion
IRB	Institutional Review Board
NECHR	National Ethics Committee for Health Research
PCII	Ponlok Chomnes II
RGC	Royal Government of Cambodia
UN	United Nations
WHO	World Health Organization

ABOUT PONLOK CHOMNES II: DATA AND DIALOGUE FOR DEVELOPMENT IN CAMBODIA PROGRAM

The Ponlok Chomnes II (PCII): Data and Dialogue for Development in Cambodia Program is a four-year Australia-funded investment (2023-2027) that aims to increase the quality and relevance of public policy decisions by the Royal Government of Cambodia (RGC). Ponlok Chomnes I (2019-2023) focused on strengthening the capacity of the Cambodian knowledge sector to produce high quality research for public policy analysis and dialogue in Cambodia. Building on the achievements of Ponlok Chomnes I, phase II of the project (2023-2027) places greater emphasis on promoting the use of evidence and inclusive dialogue in policymaking process in Cambodia. Ultimately, the program hopes to increase the amount of credible, timely, and accessible research to policymakers and foster a broader recognition of the importance of evidence-based policymaking in Cambodia.

High quality research is crucial in public policy process and consultations because it provides necessary data and analysis for decision makers. Local research organisations and Civil Society Organisations (CSOs) have a critical role to play in cultivating an evidence-informed policy-making ecosystem. Their close connection to local communities, networks, and priorities makes them best placed to produce knowledge.

PCII is committed to strengthening the capacity of Cambodian organisations to produce quality research. When local institutions are equipped with the skills, resources, and institutional support to lead high-quality research, they are better positioned to respond to emerging policy needs and contribute to a stronger, more resilient knowledge ecosystem in Cambodia. High quality, ethical research can increase transparency, accountability, and public trust. More inclusive research is necessary to generate robust evidence and ensure that development efforts are grounded in the lived experiences of all Cambodians.

1. ABOUT THE GUIDE

1.1. OBJECTIVE

This guidebook aims to support Cambodian research organisations and their affiliated researchers in conducting high-quality, inclusive, and context-relevant research that contributes to evidence-informed policymaking and program design. Developed for the Ponlok Chomnes research network, this guide offers practical guidance on conducting ethical and methodologically sound research. It is intended as a reference for Ponlok Chomnes Program Partners to support strong research design and implementation.

1.2. THE PROCESS

This document has been developed in collaboration with the Program's partners, including the Strategic Partners[1] (formerly known as Core Partners in Phase I), the Gender Equality, Disability, and Social Inclusion (GEDSI) Consortium[2], the Ponlok Chomnes team, and The Asia Foundation's Evaluation and Learning Unit. Feedback and comments made by the Strategic Partners were received as of 19 December 2022, and by the GEDSI Consortium (CDPO, GADC, and WPM) as of 31 March 2024. The Evaluation and Learning Unit made additional revisions in June 2025. This document is subjected to revision and updates based on experience and implementation.

1.3. AUDIENCE

The audience of this document is the Ponlok Chomnes Program Partners, including Strategic Partners; Innovation Partners[3] ; Collaboration Partners; GEDSI Consortium; Technical Steering Committee[4] ; and Ministry Focal Points[5] . The Ponlok Chomnes Program welcomes additional researchers and students to consult this document when designing research.

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[1] Strategic Partners include the Cambodia Development Resource Institute (CDRI); Cambodian Institute for Cooperation and Peace (CICP); Center for Khmer Studies (CKS); Centre for Policy Studies (CPS); and Future Forum (FF). For more information about the Strategic Partners, please click here.

[2] GEDSI Consortium includes the Cambodian Disabled People's Organisation (CDPO), Gender and Development for Cambodia (GADC), and Women Peace Makers (WPM). For more information about the GEDSI Consortium, please click here.

[3] Innovation Partners receive the Ponlok Chomnes Innovation Fund, which is a competitive process for Cambodian organisations to propose and test their innovative ideas in response to emerging policy opportunities/ issues either at the national or subnational level. For more information about the Innovation Partners, please click here.

[4] Technical Steering Committee is a semi-formal body consisting of approximately 12 members to support implementation and ensure active engagement and ownership of the government. Members include representatives from the ministries actively involved in policy planning, implementation and review processes; technical experts; key informants and representatives from academia and civil society organisations involved in diverse policy processes. For more information about the Technical Steering Committee, please click here.

[5] Ministry Focal Points are the select government representatives engaging with the Ponlok Chomnes Program on information exchange, participation in the Program's policy dialogue, connections facilitation, and participation in capacity-building activities. For more information about the Ministry Focal Points, please click here.

1.4. HOW TO USE THIS GUIDEBOOK

This guidebook starts with a quick glimpse into different stages of the research process. Then the guidebook delves into details on each stage of the research process. The guidebook is organised into nine major sections, each covering a key aspect of conducting quality research.

I

ABOUT THE GUIDE

This section outlines the objective and process of developing this guidebook. It also highlights the audience for the guidebook and the importance of rigorous, ethical, and inclusive research.

II

RESEARCH PROCESS

This section outlines the essential steps involved in designing and implementing high-quality research. Following these steps helps ensure that research is methodologically sound, ethically responsible, and impactful.

III

RESEARCH DESIGN

This section outlines the fundamental steps involved in designing a research study. It begins with identifying the research problem and formulating clear research questions. It also provides guidance on conducting a comprehensive literature review and selecting appropriate research methods. In addition, the section covers the development of a robust sampling design, ensuring that the research is methodologically sound and aligned with its objectives.

IV

RESEARCH ETHICS

This section presents the core principles of ethical research. It covers the informed consent process, including special considerations to ensure it is meaningful and respectful. It also highlights approaches for conducting gender-sensitive and survivor-centric research.

V

DATA COLLECTION

Here, readers will find an overview of qualitative and quantitative data collection methods, along with guidance on how to ensure these methods are inclusive and accessible to all participants.

VI

DATA QUALITY ASSESSMENT (DQA)

This section introduces the concept of DQA and outlines key criteria for assessing the quality of data collected during research.

VII

DATA ANALYSIS

This section provides practical guidance on analysing both qualitative and quantitative data, helping researchers draw accurate and meaningful conclusions.

VIII

WRITING THE RESEARCH REPORT

This section identifies the essential components of a research report and offers tips on writing clear, credible, and high-quality research outputs.

IX

MONITORING AND EVALUATING THE IMPACT OF RESEARCH

The final section focuses on how to monitor and evaluate the broader impact of research, ensuring that findings contribute to learning and change.

Readers are encouraged to use this guidebook flexibly. You can explore it sequentially for a comprehensive understanding or refer directly to individual sections based on your current needs or stage in the research process. **Each section includes:**

- **Practical examples to illustrate key concepts**
- **Helpful tips drawn from leading research and practitioner experience**
- **Checklists and tools to support application**
- **Additional resources for deeper learning**

Whether you're designing your first study or refining your research practice, this guidebook is intended to be your companion in producing high-quality, ethical, and impactful research.

1.5. THE IMPORTANCE OF RIGOROUS, ETHICAL, AND INCLUSIVE RESEARCH

Applied research goes beyond gathering information and publishing papers. It addresses real-world issues and seeks to improve people's lives by shaping public policy and programs. In Cambodia, the Ponlok Chomnes is committed to strengthening the local knowledge sector to produce rigorous, ethical, and inclusive research to support more evidence-based policies and help meet national development goals. The National Research Agenda (2025-2030) highlights the need for more locally led, policy-relevant, inclusive research that addresses pressing national priorities from education and public health to climate resilience and economic inclusion.

Research that informs public policy and programs must be rigorous to ensure that data is trustworthy, accurate, and most importantly useful. When research lacks rigor, it can lead to incorrect conclusions, policy that fails to meet people's needs, or potentially harmful and/or wasteful programs.

Ethical research protects the dignity and rights of participants. Ethical research means obtaining informed consent, protecting people's privacy and confidentiality, and minimising harm. When research is conducted ethically, it can help build trust with local communities as well as decision makers, improving the chances of uptake of research recommendations. Ethical research practice is critical to ensuring that research benefits everyone involved, not just the researchers and/or funders.

The Ponlok Chomnes program focuses on the need for Cambodian research to be inclusive, ensuring representation from diverse groups across the country. Public policy aimed at improving people's lives must include perspectives and experiences of all people. Traditionally, research has been conducted by, for, and with dominant groups. However, rigorous, applied research must take into account the perspectives of all Cambodians, especially those who have been historically underrepresented in research and public discourse, such as women, people with disabilities, and ethnic or regional minorities.

2. THE RESEARCH PROCESS

This section outlines the essential steps involved in designing and implementing high-quality research. Following these steps helps ensure that research is methodologically sound, ethically responsible, and impactful.

1

DESIGN THE RESEARCH

- Identify the research problem
- Conduct a comprehensive literature review
- Formulate research questions, objectives, and – where relevant – hypotheses
- Select appropriate research methods, data collection procedures & tools, and analytical approaches
- Determine sample design, study locations, and target participants
- Develop sub-research questions and piloting to refine the research approach

2

ENSURE RESEARCH FOLLOWS ETHICAL GUIDELINES

- Conduct risk assessment if working with human subjects
- Prepare consent forms and design informed consent protocol
- Secure ethics review committee approval if required (e.g. IRB approval, NECHR approval, technical review committee approval, etc.)
- Ensure research will conform to all ethical guidelines regarding representation, privacy and confidentiality, participant safety, data minimisation, and responsible data use
- Develop a data management plan

3

COLLECT DATA

- Use validated tools and systematic procedures for data collection
- Ensure consistency and accuracy in data collection (i.e. data quality assessments)

4

ANALYSE THE DATA

- Use appropriate analytical approaches that align with the research design
- Triangulate data sources where applicable

5

WRITE THE RESEARCH REPORT AND INCLUDE CONCLUSIONS AND RECOMMENDATIONS

- Reflect on any limitations and implications for policy and practice

6

SUBMIT RESEARCH REPORT TO A PEER-REVIEW PROCESS

- Ensure the research report undergoes a thorough peer-review process
- Incorporate feedback and revise the report to improve clarity, accuracy and quality

7

DISSEMINATE THE RESULTS

- Develop a dissemination plan
- Ensure results are accessible to policymakers, practitioners, and the public
- Support uptake of findings through dialogues and capacity strengthening activities
- Share results in an accessible format with the research participants and target communities

8

MONITOR AND EVALUATE THE IMPACT OF RESEARCH

- Define what "impact" means in the context of your research (e.g., policy uptake, program improvement, community empowerment)
- Track how and where the research findings are used, by whom, and for what purpose
- Assess short-term and long-term outcomes through tools such as stakeholder feedback, media monitoring, or follow-up studies
- Reflect on lessons learned to inform future research efforts and maximise relevance and effectiveness
- Document and share insights to support learning across the research community

3. RESEARCH DESIGN

3.1. DETERMINING THE RESEARCH PROBLEM AND RESEARCH QUESTIONS

A **research problem** is a specific issue or gap in existing knowledge that the research aims to address. It can be a practical problem that requires a real-world solution or a theoretical problem that expands our understanding of a field of study.

To identify a research problem, researchers often begin by reading existing literature such as academic studies, reports, and articles. Researchers may also refer to public discourse to better understand what is already known about a topic where there may be gaps or unanswered questions.

While a research problem is the broader area of concern that the research aims to study, the **research questions** are specific and focused inquiries that provide clear direction for the study.

A good research question is:

- Clear and focused on a specific topic
- Researchable using primary and/or secondary sources
- Feasible given the time and resources for your study
- Specific, avoiding questions that are too broad or narrow
- Complex and arguable (cannot answer with yes/no)
- Relevant and original (responding to a problem that is not answered yet)

Sub-research questions help break down the main research question into smaller parts, allowing researchers to explore the topic in a structured and logical way. The more complex the subject, the more it needs to have sub-research questions to help find answers to the main question. It is common to include about 4-5 sub-questions. However, if the number of sub-research questions is more than that, it may be necessary to redefine the main research question.

MAKING RESEARCH QUESTIONS MORE INCLUSIVE

It is essential to intentionally integrate Gender Equality, Disability, and Social Inclusion (GEDSI) considerations into all stages of a study, regardless of whether the study explicitly focuses on GEDSI issues, aims to mainstream GEDSI, or addresses a broader topic. Embedding GEDSI throughout the research process helps ensure that the study is inclusive and responsive to the needs and experiences of diverse groups.

Reflect on your own **positionality** as a researcher. How does your background, identity, and institutional context shape the questions you ask and the assumptions you bring? Ask: Are the research questions framed in a way that centers local concerns, lived experiences, and diverse epistemologies?

Positionality in research refers to the social and political context that shapes a researcher's identity such as race, gender, class, and cultural background and how this influences their perspective, interactions, and interpretation throughout the research process. Acknowledging positionality helps ensure reflexivity, transparency, and ethical engagement in the production of knowledge. It is especially crucial in qualitative and participatory research where power dynamics are at play.

3.2. CONDUCTING A LITERATURE REVIEW

Conducting a literature review is the process of identifying, analysing, and synthesising existing research and scholarly work related to a specific topic. It helps researchers understand what has already been studied, identify gaps in knowledge, and build a foundation for their own research.

The literature review process:

STEP 1

SEARCH FOR RELEVANT SOURCES

Use online academic search engines, browse books and journals at libraries, and consult your professional or academic network if certain materials are not easily accessible.

STEP 2

SET INCLUSION AND EXCLUSION CRITERIA

Decide which sources are relevant based on publication date, geographic focus, research methods used, and different perspectives or viewpoints.

STEP 3

SELECT CREDIBLE AND USEFUL MATERIALS

Focus on sources that are high quality, relevant to your topic, and published by trusted scholars or institutions.

STEP 4

ORGANISE THE REVIEW

Outline how you will structure the literature review (e.g., chronologically, thematically, by method, or by perspective).

STEP 5

SYNTHESISE THE INFORMATION

Group and connect key ideas from different sources to show how they relate to each other and to your research question.

STEP 6

CRITICALLY ANALYSE THE EXISTING INFORMATION

Identify the strengths and weaknesses of each source, highlight gaps in the literature, and explore similarities and differences in findings or arguments.

WAYS TO TELL IF YOUR SOURCE IS RELIABLE AND CREDIBLE

RELIABLE, CREDIBLE RESOURCES	LIKELY UNRELIABLE RESOURCES
Author is a recognised scholar or expert with an institutional affiliation and relevant credentials	No clear author or institutional affiliation (i.e. obscure blog post)
Published by a reputable journal, university press, or organisation (e.g. WHO, UN, ADB)?	Self-published either in print or online
Information presented based on evidence and author(s) provide citations	No citations or references
Content balanced and relatively free from bias	Clearly biased (e.g. report paid for by private company with conflict of interest)
Source up to date and relevant to the current context	Outdated or unverifiable information
Source is peer-reviewed	Published on platforms lacking editorial standards (e.g. unmoderated online forums, etc.)

MAKING LITERATURE REVIEWS MORE INCLUSIVE

Critically examine whose knowledge is prioritised in existing literature and whose is missing, especially in relation to marginalised or underrepresented Cambodian communities. Have you included sources in Khmer or written by Cambodian scholars, civil society actors, or the target communities themselves?

3.3. RESEARCH DESIGN

The research design is the blueprint for any study. Before initiating a research project, researchers develop an overall plan for the research including what kind of data will collected, from whom, and how the data will be analysed to answer the research questions.
This includes making decisions about:

1

What kind of study you are planning (e.g., exploratory, descriptive, explanatory)

2

Whether you will use qualitative, quantitative, or mixed methods

3

Whether the study will be cross-sectional (data collected at one time) or longitudinal (data collected over time)

Exploratory Research: used to better **understand a problem that is new, unclear, or not well understood**. It helps define the issue, clarify key concepts, and guide future research or policy development. This approach is especially useful when little prior information exists or when working on emerging or sensitive topics. Common methods include stakeholder mapping, context analysis, policy reviews, and key informant interviews.

EXAMPLES

- Exploring public awareness of new social protection programs
- Identifying key actors involved in digital education initiatives in rural areas
- Mapping the policy landscape for mental health services

Descriptive Research: aims **to document and explain a situation, population, or issue** in detail. It answers questions like *What is happening? or How common is this?* and is often based on surveys, interviews, or observation. This type of research is useful for understanding how existing policies are implemented, who they affect, and what their outcomes are. It can also provide valuable evidence to support policy adjustments or reforms.

EXAMPLES

- Documenting the implementation of IDPoor across provinces
- Mapping the use of public health services by persons with disabilities
- Analysing how smallholder farmers are affected by land registration

Explanatory Research: seeks to **understand why something happens, examining casual links between policy and outcomes**. This type of research design relies more heavily on experiments, causal analysis, and statistical analysis.

EXAMPLES

- Investigating why dropout rates remain high among rural secondary school students, even after school fee elimination
- Analysing what factors influence women's participation in local commune councils
- Examining why certain provinces have higher rates of access to clean water despite similar infrastructure investments

Evaluative Research: Assesses whether **a program, policy, or intervention is effective and/or to understand its broader impact**. For instance, evaluative research might focus on understanding whether the policies are achieving their goals and under what conditions. It helps answer questions like Did it work?, How well did it work?, and Why or why not? It often uses a mix of quantitative and qualitative methods to understand results and improve future programming.

EXAMPLES

- Evaluating the impact of the Health Equity Fund on improving access to health care for low-income households
- Assessing how well the Teacher Upgrading Program has improved early grade reading outcomes in rural schools
- Examining whether a land titling initiative has improved tenure security for indigenous communities

Applied Research: seeks **to solve practical, real-world problems**, rather than more broadly contributing to theoretical knowledge. Applied research provides concrete and actionable solutions that can be implemented immediately, directly impacting policy decisions.

EXAMPLES

- Assessing the most cost-effective strategies for reducing air pollution in urban areas.
- Evaluating the effectiveness of congestion pricing in urban centers, and how it impacts traffic flow, air quality, and public transit use.
- Assessing the effectiveness of vocational training programs in creating sustainable job opportunities for low-income or under-skilled workers in rural areas.

Action Research: actively **involves affected communities in the research process and often focuses on identifying problems, testing potential solutions, and generating practical knowledge**. Unlike traditional research, which tends to observe from a distance, action research is conducted with people, not on them. It emphasises collaboration, shared learning, and local empowerment, making it particularly valuable in community-based or rights-focused research initiatives.

EXAMPLES

- Action research involving school management committee on addressing the school dropout rates.
- Enhancing livelihoods through women's cooperatives: NGO partners with the women cooperatives to explore barriers and co-develop a skills training and cooperative business model.

- Reducing Gender Based Violence (GBV) in community: Municipality partner with a research team to map prevalence of GBV, raise awareness through community theater and set up community watch groups. Data and stories are collected throughout the process, and community feedback helps refine the interventions.

Policy Research: focuses on **understanding, informing, and improving public policies**. It examines how policies are developed, implemented, and experienced. Policy research provides evidence-based recommendations to help governments, civil society, and development actors make better decisions. This type of applied research supports the goals of the National Research Agenda by helping to bridge the gap between research, government decision making, and citizen needs.

EXAMPLES

- Policy research on inclusive education for children with disabilities: A policy research will included a national study that maps enrollment rates of children with disabilities and assesses accessibility and teacher preparedness in the schools. The research partner would partner with relevant organisations to conduct interviews with teachers, partners, school administrators and relevant government officials. The research will inform the relevant ministry with revised inclusive education guidelines and contributes to donor-support initiatives for teacher training and resource provision at the school level.

3.4. RESEARCH METHODS

Research Methodology refers to the systematic approach of conducting reliable research that addresses the research problem. It includes the specific methods, tools, and processes that will be used to collect, analyse, and interpret data as well as the rationale of choosing them. A clear and justified methodology helps ensure that research is credible, transparent, and replicable.

While research design is the overall plan or structure of the research, research methods are the specific techniques and process used to collect and analyse data in research. Research can use qualitative, quantitative, or a combination of both, known as “mixed methods.”

Qualitative Research focuses on non-numerical data such as interview transcripts, observations, and open-ended responses. It explores how people understand, interpret, and experience the world, and is especially useful for answering questions like *How? Why?* and What does it mean? This approach values depth, context, and meaning over breadth and is well-suited for topics that are complex or not well understood. Common qualitative methods include interviews, focus group discussions, and observation.

Quantitative Research	collects numerical data using tools like surveys or structured assessments and utilises statistical analysis. It seeks to measure patterns, trends, or relationships and answer questions such as *How much? How often? and What is the effect?* Quantitative findings can often be generalised to a larger population, depending on how the sample is selected. Common quantitative methods include surveys, secondary data analysis, and modeling.
Mixed Methods	research combines both qualitative and quantitative approaches to offer a more complete picture of a research topic. It uses numbers to show what is happening and stories or experiences to explain *why or how* it happens, allowing for a richer and more nuanced understanding of the issue being studied.

CHOOSING YOUR RESEARCH METHODS

	Qualitative
Main research purpose	Explore experiences and processes
Research questions	*Why? How? What does it mean?*
Type of data needed	Words, stories, observations
Common methods	Interviews, focus group discussions, observation
Useful when	A topic is new, complex, or not well researched You are interested in people’s lived perceptions and values You need rich, in-depth insights not just broad patterns Working on a sensitive topic like Gender-Based Violence (GBV) or migration
Strengths	Depth, context, insight, lived experience
Limitations	Not generalisable can be subjective analysis can be time-consuming
Requirements	Requires skilled facilitators and time for transcription/analysis

Quantitative	Mixed Methods
Measure patterns, trends, or relationships	Explore and measure at the same time
How many? How often? What is the effect?	*Combination of why and how much questions*
Numbers, counts, and structured responses	Both narrative and numerical data
Surveys, structured observations, administrative data	Surveys + interviews, or FGDs + quantitative analysis
Tracking changes over time (i.e. a baseline and endline) Comparing across regions or groups You need numerical data to inform policy or budgeting	Exploring both what is happening and why Evaluating complex programs/policy Targeting multiple audiences or stakeholders Scoping or feasibility study or planning a pilot program
Breadth, generalisability, statistical reliability	Rich understanding + general patterns
Lacks depth or context may miss nuance or context Less helpful in answering why? Less suitable for nuanced, sensitive topics Less suitable for low literate populations	More time, resources, and skills required
May require software, enumerators, and statistical expertise	

ENSURING YOUR RESEARCH METHODS ARE INCLUSIVE

Use culturally appropriate and inclusive methods. Consider more participatory research methods and involve marginalised groups in the research design and piloting. Ensure more diverse voices in the data collection, especially by including voices from the most marginalised or underrepresented groups. Use accessible data collection tools and methods.

3.5. SAMPLING DESIGN

Sampling is the process of choosing a group of people or units from a larger population to take part in your study. In **quantitative** research, sample size is typically determined using statistical formulas based on the desired level of confidence, margin of error, population size, and expected variability. Larger samples increase the likelihood that results can be generalised to the population. Tools like sample size calculators can help determine the number of participants needed for statistically valid results. In qualitative research, the focus is not on generalisability but on depth and richness of information. Sample size is guided by the concept of saturation, the point at which gathering more data no longer yields new insights or themes. The exact number of participants needed can vary depending on the study's scope, method (e.g., interviews, focus groups), and the diversity of the population, but studies often reach saturation with 12–20 interviews in homogeneous populations.

There are two main categories: probability sampling and non-probability sampling. Choosing the right sampling method depends on your study design, goals, and whether you aim to generalise results or explore a topic more deeply.

In **probability sampling**, each member of the population has a known chance of being selected. This includes methods like random sampling or stratified sampling and is often used in surveys.

In **non-probability sampling**, selection is based on specific criteria, such as convenience, snowballing, or purposeful sampling. This is common in qualitative research, where the goal is to get in-depth insights from people with relevant experiences.

ENSURING SAMPLING IS INCLUSIVE

Your sampling design should intentionally include individuals from underrepresented groups, regardless of methodology. In surveys, more inclusive sampling increases the relevance of the findings. In interviews and focus groups, more inclusive participation provides a richer understanding of diverse experiences. Working with local partners, setting diversity targets, and using varied outreach methods can help expand participation. It's also important to monitor who is being included during data collection and adjust as needed to ensure broad representation.

4. RESEARCH ETHICS

Research ethics refers to the principles and standards that ensure research is conducted in a responsible, accountable, and transparent way. Research ethics help ensure the protection of the research participants, build trusts, and uphold the credibility of the findings.

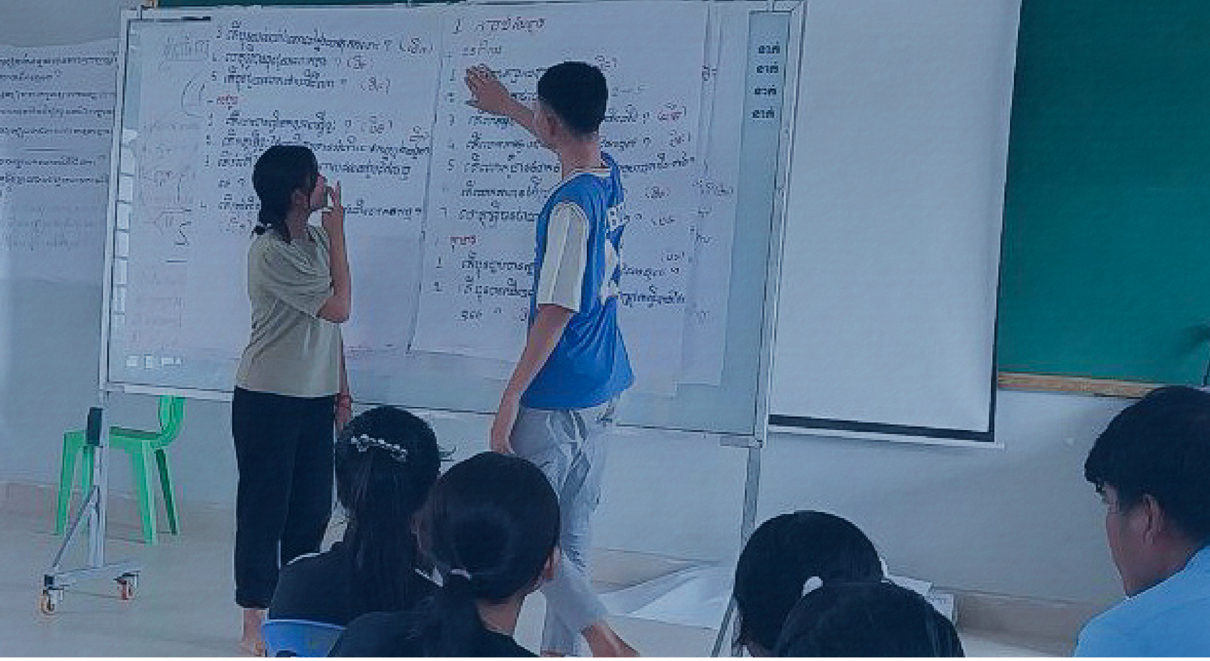
4.1. GUIDING PRINCIPLES FOR ETHICAL RESEARCH

1 RESPECT FOR HUMAN BEINGS

- Uphold the dignity, cultural values, and spiritual beliefs of research participants and communities.
- Prioritise free, prior, and informed consent.

2 RECIPROCITY AND BENEFICENCE

- Research should deliver tangible and intangible benefits to participants and communities.
- Ensure that communities are not only research subjects, but active participants and contributors to research efforts.
- Include regular feedback loops and structured processes for knowledge return to ensure accountability and transparency (e.g. sharing research findings in local languages with the target communities).



3 POSITIONALITY AND AWARENESS OF POWER

- Critically reflect on the research team's relative identity, privilege, and power in the research process, especially when working with traditionally underserved populations.
- Be transparent about funding, purpose, and potential risks with research participants and communities.

4 DO NO HARM AND PROMOTE JUSTICE

- Minimise risks and avoid exploitation, re-traumatisation, or cultural offense.
- Consider structural and historical injustices, especially those related to gender identity, ethnicity, land rights, and conflict.
- Acknowledge intersecting vulnerabilities.

5 DATA SOVEREIGNTY AND ETHICAL DATA PRACTICES

- Respect participants and communities rights over how their data is collected, used, and stored.
- Protect privacy, anonymity, and confidentiality.
- Use data responsibly to maximise benefits and minimise potential harms.

TIPS FOR CONDUCTING A RISK ASSESSMENT

- Identify physical, emotional, and social risks to research participants, their communities, the researchers, and the research organisation.
- Pay special attention to vulnerable or at-risk groups such as low-income individuals, refugees, or survivors.
- Assess risks during the research process and risks that may occur as a consequence of the research.
- Involve local partners and people from the target groups to help identify potential risks.
- Develop a clear, documented mitigation strategy for each risk identified.
- Update the risk assessment throughout the research process

RESOURCES

- DFAT Risk Assessment Tool: https://www.dfat.gov.au/sites/default/files/ethical-research-evaluation-guidance-note.pdf
- U.S. National Science Foundation FAQs on Research Involving Human Subjects: https://www.nsf.gov/funding/faq/research-involving-human-subjects

4.2. CONDUCTING A RISK ASSESSMENT

When working with human subjects, a risk assessment is essential to protect participants from harm and ensure the research is ethical and responsible. It helps researchers identify potential risks and take steps to minimise them before data collection begins. A good risk assessment also considers the safety of researchers and how findings might impact individuals or communities after the study. It should be done early in the planning phase, documented clearly, and reviewed throughout the project as conditions change.

4.3. DEVELOPING A DATA MANAGEMENT PLAN

A Data Management Plan (DMP) outlines how research data will be collected, stored, protected, shared, and preserved during and after a research project. When working with human subjects and collecting **personal and/or sensitive information**, a DMP is a critical component to ensure that researchers safeguard participants' data. **Personal information** refers to any data such as names, ID numbers, photos, contact details, or online identifiers that can identify an individual directly or when combined with other data. **Sensitive personal information** is a specific category of personal data that includes more private and potentially harmful content if misused, such as health records, biometric or genetic data, political or religious beliefs, sexual orientation, and information about minors.

Creating a DMP at the start of a study helps ensure that data is well-organised, secure, ethically handled, and accessible for future use. It also reduces the risk of data loss or misuse and makes it easier to meet funder, institutional, and legal requirements. A strong DMP supports transparency, accountability, and long-term value of the research, especially when working with sensitive or personal data.

TIPS FOR DEVELOPING A DMP

- Start early, BEFORE data collection begins.
- List all the data you plan to collect and in what formats. For example, if you plan to conduct interviews, you may have paper notes from the interviews, digital recordings, later transcriptions, and an analysis framework.
- Decide on data storage and organisation practices including file naming conventions, folder structure, and version control processes.
- Make a plan for secure data storage, especially of personal or sensitive data.
- Think through data sharing processes and protections, especially when planning to share with other researchers, governments, and institutions.
- Decide what to do with the data after publication. Make a plan to de-identify raw data sets.
- Review and update the plan regularly.

RESOURCES

- Australian National University research data management planning: https://libguides.anu.edu.au/c.php?g=881167&p=6340655
- Australia Research Data Commons (ARDC) DMP Guide: https://ardc.edu.au/resource/data-management-plans/
- Harvard's DMP explainer: https://datamanagement.hms.harvard.edu/plan-design/data-management-plans
- MIT DMP Guide and Template: https://libraries.mit.edu/data-management/plan/write/

4.4. INFORMED CONSENT

Informed consent is the process by which people voluntarily agree to participate in research after being fully informed about the purpose, procedures, risks, benefits, and their rights, including the right to withdraw from the activity. Informed consent is a fundamental ethical requirement whenever researchers collect personal or sensitive data (including stories and photos).

Informed consent is:

- ✓ Voluntary, freely given, specific, informed, and unambiguous indication of wishes (not a requirement for accessing rights or receiving benefits)
- ✓ Indicated by a statement or a clear affirmative action that signifies agreement
- ✓ Opt-in, not opt-out
- ✓ Active consent, not passive assent
- ✓ Explained in plain, simple language to ensure transparency and comprehension
- ✓ A conversation and a process, not a one-off tick box
- ✓ Revocable (can be withdrawn) with no penalty
- ✓ Documented and securely retained

THE INFORMED CONSENT PROCESS

1

DETERMINE WHAT WILL be done with data throughout the full data lifecycle; justify the need for every piece of personal and sensitive data you plan to collect (including media).

2

CONSIDER HOW SOCIAL, economics, history and cultural context will impact informed consent needs and adapt appropriately.

3

DEVELOP YOUR INFORMED consent language and protocols in ways that data subjects can understand and feel empowered to make a choice.

4

ACCOUNT FOR ANY SPECIAL cases, such as data from minors or other groups that do not have full capacity to freely consent.

5

IF WORKING WITH enumerators, train them on culturally appropriate consent practices.

6

IF WORKING VIA AN APP OR platform, develop clear terms and conditions and privacy language.

7

SET UP A PROCESS FOR documenting and storing informed consent so that you can fulfill data subject rights.

8

PUT IN PLACE A REDRESS mechanism to ensure that people know who to contact should they have questions or wish to withdraw consent or access their data subject rights.

WHAT TO INCLUDE IN AN INFORMED CONSENT PROTOCOL

- What data or information is being collected?
- Who is collecting it?
- How is it collected?
- Why is it being collected?
- Who will process it and how? (will you use a third-party or software?)
- How will it be used?
- With whom will it be shared? (including any third party data processers)
- How long will personal or sensitive data be retained?
- What are any potential negative effects on the individuals concerned?
- Is the intended use likely to cause individuals to object or complain?
- What are an individual or community's rights related to their data and this exercise or initiative?
- How can a person withdraw or revoke their consent – who do they contact for more info?
- If working with children, do we have a form for adult consent and children's assent? Is it child friendly?

OBTAINING INFORMED CONSENT FROM CHILDREN

In accordance with the United Nations Convention on the Rights of the Child, Ponlok Chomnes considers people under the age of 18 to be children. Data protection regulations classify children’s data as sensitive data that requires greater protection. This includes children’s personal information, their image, videos of children, and audio recordings in which the child is identifiable. Documented consent, clearly explaining the purpose, scope, and usage of the data, must be obtained **from parents or legal guardians**. Where feasible, children should also provide **verbal or written assent** in age-appropriate language. When collecting media, clearly state the purpose of capturing visual or audio content. Ensure the child's dignity is respected in all media, avoiding any portrayal that could harm or stigmatise them.

SPECIAL CONSIDERATIONS FOR CONSENT

When working with different groups of particularly vulnerable people, confidentiality is paramount, and consent processes must center data subjects’ understanding and agency. In all cases, cultural sensitivity is an important aspect of building trust and rapport with people before, during and after data collection processes. In all cases, the focus should be on clear communication, respect for autonomy, and culturally appropriate consent procedures.

WORKING WITH PEOPLE WITH DISABILITIES

There may be individuals with disabilities in your list of interviewees who require assistance with participation in the survey. When collecting data from people living with disabilities (PWD), researchers must take extra steps to ensure that the data subject(s) can access and comprehend the informed consent protocol. Increasing accessibility could include verbally explaining consent process to those with visual impairments and providing Braille consent forms, or adapting the consent language to ensure some with learning disabilities understands what participation entails. When working with participants who have disabilities or are illiterate, informed consent must be adapted to ensure understanding, autonomy, and voluntary participation.

- Use Braille, large print, audio, or screen-reader–friendly formats for visually impaired participants.
- Provide sign language interpreters or real-time transcription for those with hearing impairments.
- Use Easy Read materials with visuals and simple language for people with intellectual or learning disabilities.
- Always check understanding and allow time for questions and reflection.

WORKING WITH ILLITERATE OR LOW LITERATE PARTICIPANTS

When working with non-literate populations, researchers may need to develop oral consent explanations that can be read out to a person by an enumerator or recorded and played before the interview. In these cases, verbal consent must be recorded and documented.

- Read the consent form aloud in the participants' local language, using simple and clear words.
- Use visual aids (e.g., diagrams, pictorial forms) to explain the study.
- Obtain verbal consent or thumbprint, with a neutral witness present to confirm understanding.
- Use the teach-back method to ensure the participant can explain the study in their own words.

WORKING WITH THOSE WHO HAVE EXPERIENCED TRAUMA

When working with people who have experienced some type of trauma or who are actively at risk of persecution or some other type of harm due to their identity or place in society or because of the context in which they are living, trauma-informed approaches are critically important.

- Create a safe and supportive environment (i.e. private, quiet, comfortable location)
- Be prepared for emotional reactions
- Have referral information ready and available for mental health or relevant support services
- Minimise power imbalances (e.g., sitting next to the participant at the same level)
- Allow participants to have a support person there for the interview/survey
- Do not pressure or persuade; avoid saying things like “your story is important” or “this will help others”

RESOURCES

- TAF Informed Consent Checklist and Template (Annex E-H)
- Sawthmore Guides and Tools for Developing Informed Consent
- https://www.swarthmore.edu/institutional-review-board/guides-and-templates
- University of Virginia Informed Consent Template

https://research.virginia.edu/irb-sbs/consent-templates

GENDER-SENSITIVE RESEARCH

Gender-sensitive research goes beyond achieving gender balance and seeks to understand and represent the diverse experiences of people of all genders. It recognises that gender is not an isolated category but is shaped by intersecting structures of power, such as class, ethnicity, disability, age, and sexuality.

There is no single or universal way to conduct inclusive research. Gender and social power relations are complex and context-specific, embedded in cultural norms, political systems, economic conditions, and institutional practices. As such, researchers often need to draw from multiple frameworks, methods, and tools that complement one another and reflect the lived realities of diverse communities.

In feminist and participatory research approaches, who is involved in the research process—and how—is just as important as what data is collected. Researchers should be intentional about who carries out data collection, how power and decision-making are shared among partners, and how local expertise is valued and centered.

EXAMPLE

Gender-Sensitive Research on Access to Education in Rural Cambodia

A research team studying barriers to education in rural Cambodia designed their methodology to be gender-sensitive. During sampling, they ensured equal representation of boys and girls, and also included interviews with mothers, fathers, teachers, and community leaders. To account for cultural norms, they conducted separate focus groups for girls, led by female facilitators, to create a safe environment where girls could speak freely. The questionnaire included gender-specific questions, such as how household responsibilities affect school attendance. In the analysis, the team disaggregated data by gender and highlighted how girls were more likely to drop out due to caregiving duties or early marriage. The final report recommended targeted interventions like community awareness campaigns and scholarship programs for girls. This approach ensured that gendered realities were not only acknowledged but used to inform actionable policy recommendations.

4.5. SURVIVOR-CENTRED APPROACH

When researching sensitive topics such as Gender-Based Violence (GBV), a survivor-centered and trauma-informed approach must be adopted. This includes prioritising the dignity, autonomy, and safety of survivors, and following core ethical principles (see below). Researchers should also assess and mitigate potential risks to both participants and data collectors, ensuring that care, referral, and protection mechanisms are in place.

A survivor-centred approach empowers survivors by centering their needs, rights, and choices the research process. It recognises that each survivor of GBV is unique, reacting differently, drawing on different strengths, and using various coping mechanisms. Survivors have the right to decide what information is shared, with whom, and what should happen next. GBV is a manifestation of power inequality: when people in positions of power (such as researchers and service providers) impose their perspective, they risk further disempowering the survivor(s). A survivor-centred approach prioritises the survivor’s best interest, and adheres to the core principles of safety, confidentiality, respect, and non-discrimination.

Researchers must be sensitive to people who have experienced grief or trauma, respecting their privacy, and recognising that participants may be unfamiliar with research processes. Researchers have a duty to ensure that participation in a study does not result in further harm. As researchers, we must always balance the potential risks and benefits of conducting research on GBV. Given the traumatic and potentially threatening nature of violence as a subject matter, the weight of each ethical consideration is even greater. If handled improperly, the safety and lives of respondents and interviewers could be at risk.

PRINCIPLES OF SURVIVOR-CENTRED APPROACH

Safety

- Prioritise the physical, emotional, and psychological safety of survivors at all times, including during recruitment, interviews, and data management.
- Avoid any actions that could expose survivors to retaliation, retraumatisation, or harm.

Confidentiality

- Protect survivors' identities and any identifying information.
- Limit access to data to only those who need it and clearly explain the limits of confidentiality to participants.

Informed Consent and Autonomy

- Provide clear, accessible information about the research and participants' rights.
- Ensure that participation is entirely voluntary, and that survivors can withdraw consent at any time without negative consequences.

Participation and Empowerment

- Involve survivors meaningfully in shaping how research or services are designed and implemented.
- Validate their experiences and choices and avoid speaking or deciding for them.

Working with minors

- Prioritise the best interest of the child at all stages of research
- Seek informed assent in addition to informed consent from the parent or guardian of the child or adolescent.
- Follow all local laws and international standards around engaging children in sensitive research, whichever gives greater protections

Respect

- Treat all survivors with dignity, regardless of their background, choices, or experiences.
- Avoid judgmental attitudes and ensure that survivors are heard and believed.

Non-discrimination

- Ensure equal and fair treatment of all survivors, regardless of gender, ethnicity, disability, age, sexual orientation, socioeconomic status, or any other identity factor.
- Recognise potential biases and unequal power dynamics.

Do No Harm

- Ensure the research process does not cause further trauma, distress, or unintended consequences.
- Carefully assess risks at each stage and implement mitigation strategies.

Redress

- Establish referral mechanisms to appropriate support services post interview
- Document and respond to grievances promptly.

RESOURCES

- Survivor-centered research: Guidelines, principles and resources: https://www.mcgill.ca/definetheline/files/definetheline/survivor-centred_research_rentschler_et_al._2022.pdf
- Participatory Research Engagement of Vulnerable Populations: Employing Survivor-Centered Trauma-informed approaches https://jprm.scholasticahq.com/article/24414-participatory-research-engagement-of-vulnerable-populations-employing-survivor-centered-trauma-informed-approaches

5. DATA COLLECTION

Data collection is the process of systematically gathering information to answer the research questions. Whether through surveys, interviews, observations, or administrative data, the way data is collected directly affects the accuracy, reliability, and usefulness of the findings. A rigorous and systematic data collection process helps ensure that the research is informed by reliable and valid evidence to support analysis and interpretation. High quality data collection allows researchers to provide evidence and insights for policy decisions, program design, or future research.

5.1. DATA COLLECTION METHODS

Qualitative Data Collection	**Quantitative Data Collection**
In-depth interviews	Surveys
Focus group discussions (FGDs)	Tests or assessments
Participant observation	Structured observations
Field notes	Secondary numerical data (e.g. census, national statistics, administrative data)
Document and content analysis	

Choosing data collection methods depends on the research approach, research questions, and other considerations such as time, money, data availability, and access to participants/ respondents.

MAKING DATA COLLECTION METHODS MORE INCLUSIVE

- Ask broad questions before specific ones to avoid priming participants or limiting their responses.
- Avoid leading or loaded language that may influence participants' answers.
- Use neutral facilitators where power dynamics might affect how participants respond.
- Pilot test your tools to identify and revise any questions that may unintentionally introduce bias.

5.2. INTERVIEWS

Interviews are a qualitative research method used to understand people's experiences, opinions, and perspectives in depth. They are typically one-on-one conversations guided by a set of open-ended questions, allowing the participant to speak in their own words. Interviews allow researchers to build trust, ask follow-up questions, and garner deeper insights than surveys often allow. There are three main types of interviews: structured interviews, semi-structured interviews, and unstructured interviews [6] .

Structured interviews use a fixed set of mostly closed-ended questions in a set order, making it ideal for comparing responses across participants and ensuring consistency and reliability.

- **Semi-structured interviews** follow a flexible question guide with open-ended prompts, allowing for in-depth exploration while maintaining a thematic structure.
- **Unstructured interviews** are fully open-ended and conversational, with no predetermined questions or order, offering rich, context-specific insights but require skilled facilitation.

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[6] Tegan George, "Types of Interviews in Research | Guide & Examples," Scribbr, June 22, 2023, https://www.scribbr.com/methodology/interviews-research/.

MAKING INTERVIEWS MORE INCLUSIVE

To better understand multiple perspectives, researchers should select participants from diverse backgrounds, especially those who are often underrepresented in historical research, such as women, people with disabilities, ethnic minorities, or rural communities. Interviews should be conducted in a language the participant is comfortable with and in a safe, accessible, and private space. Researchers should be respectful, listen without judgment, and adjust their approach to meet each participant's needs, such as offering language interpretation, flexible timing, or disability accommodations.

RESOURCES

- Kansas University Community Toolbox Interview Guide: https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-interviews/main

5.3. FOCUS GROUP DISCUSSIONS

Focus group discussions (FGDs) are a way to gather in-depth opinions from a small group of people about a specific topic. In an FGD, a trained facilitator guides a conversation with 6 to 10 participants who share similar experiences or backgrounds. The goal is to explore their views, feelings, and suggestions in a comfortable setting where they can also respond to each other. FGDs work well when you want to understand people's ideas in their own words, especially on complex or sensitive issues. To make an FGD successful, it's important to ask open-ended questions, create a safe and respectful space, and make sure all voices are heard—not just the loudest ones. Recording the discussion or taking detailed notes helps gather data for analysis later. FGDs are especially useful in development research to understand community needs, test ideas, or evaluate how people experience a program or policy.

MAKING FGDS MORE INCLUSIVE

To ensure focus group discussions are inclusive and accessible, it’s important to carefully consider who is invited, where the discussion takes place, and how it is facilitated. Make sure participants reflect a diverse range of voices, especially those who are often left out (i.e., women, people with disabilities, ethnic minorities, or youth). Choose a location that is physically accessible, safe, and familiar to participants. Use simple, clear language, and provide language interpretation if needed. During the discussion, the facilitator should actively encourage quieter participants to speak and create space for different perspectives to be heard without judgment. Providing transport, childcare, or refreshments can also reduce barriers to participation.

RESOURCES

- Eval Academy Tips for Running an FGD: https://www.evalacademy.com/articles/new-infographic-10-tips-for-running-a-focus-group
- Scribbr Step-by-Step Guide and Examples on FGD: https://www.scribbr.com/methodology/focus-group/
- Intrac guide to FGDs: https://www.intrac.org/app/uploads/2017/01/Focus-group-discussions.pdf

5.4. SURVEYS

Surveys use structured questionnaires as a primarily quantitative way of collecting information from individuals to understand their views, experiences, and/or behaviors. They are especially useful when researchers need to gather data from a large number of people in a consistent and comparable way. Surveys can be conducted face-to-face, by phone, online, or using paper forms. To produce reliable and meaningful results, surveys should be carefully designed, with clear, unbiased questions and a well-defined sample of respondents. Survey research uses quantitative statistical analysis to identify patterns, trends, and relationships. These findings can help assess needs, monitor program outcomes, or inform decisions in policy, planning, and service delivery.

MAKING SURVEYS MORE INCLUSIVE

Before deploying a survey for data collection, it’s important to pilot test the questionnaire first. This helps identify confusing language, cultural sensitivities, or barriers to understanding, especially for participants with lower literacy levels or less experience with formal research. Use clear, simple language and avoid technical terms. Translate the survey into local languages, and where possible, offer multiple formats for participation, such as oral interviews and visual aids for people with low literacy or digital or audio versions for people with visual impairments.

When designing your sampling and outreach, ensure that women, ethnic minorities, people with disabilities, and others who have historically been underserved or excluded are intentionally included. This may mean partnering with trusted local groups, adjusting data collection times and locations to accommodate participants’ needs, or offering assistance such as transportation, childcare, or interpreters. Finally, build trust by creating a safe and respectful environment where participants can respond freely and privately.

RESOURCES

- Boston University survey development guide: https://www.bu.edu/asir/services/bu-community-surveys/bu-community-surveys-info/survey-development-guide/
- AAPOR survey standards and ethics: https://aapor.org/standards-and-ethics/best-practices/

6. DATA QUALITY ASSESSMENT

6.1. CONDUCT DATA QUALITY ASSESSMENTS (DQA)

Conducting a Data Quality Assessment (DQA) ensures that the information collected is accurate, reliable, and useful for decision-making. High-quality data strengthens the credibility of findings and improves the effectiveness of programs and policies informed by that data. DQAs help identify gaps or weaknesses in data collection tools, processes, and implementation practices, enabling timely corrections and improvements.

Criterion	What is Means
Validity	• How well a tool or method measures what you intended to study
Reliability	• Research method gives the same results when used under the same conditions consistently
Accuracy	• Data is recorded correctly and free from errors

This section outlines key criteria for assessing data quality such as validity, reliability, accuracy, relevance, completeness, timeliness, precision, consistency, and integrity along with practical guidance on how to check each criterion. By systematically applying these checks, research teams can increase transparency, reduce bias, and maintain high standards throughout the research process.

How to Check

- Make sure questions reflect research goals.
- Test your tools before using them in the field.
- Ask a colleague or expert to review your questions.
- Determine if results fall within a plausible range.

- Train all data collectors to use the tools the same way.
- Document and use clear instructions and definitions.
- Test the same tool more than once and compare the results.

- Check data entries against original documents.
- Review entries for errors, outliers, or contradictions.
- Supervise field data collection.

Relevance	• Data should directly address the research questions and objectives
Completeness	• There should be no missing data or partially answered questions
Timeliness	• Data should be up to date so that it is still relevant and useful for decision making
Precision	• The data is detailed enough to be useful, not too vague or general
Consistency	• Data should be collected uniformly across enumerators, participants, and locations
Integrity	• Data is safeguarded against risks of bias, transcription error, or manipulation

RESOURCES

- Survey CTO DQA: https://www.surveycto.com/blog/how-to-ensure-data-quality/
- USAID DQA checklist available here: https://www.kmtraining.org/wp-content/uploads/2022/06/ah-dqa-checklist_final2021_1.pdf
- Health data DQA guide: https://www.measureevaluation.org/our-work/data-quality/data-quality-review.html
- Data.org guide to data quality checks: https://data.org/guides/how-to-improve-data-quality-through-validation-and-quality-checks/

- Regularly compare your data collection tools with your research objectives.
- Remove unnecessary questions and ensure key variables are clearly captured.

- Use real-time monitoring (e.g., in SurveyCTO, KoboToolbox, or Excel) to track missing data.
- Build in required responses where appropriate.
- Review completed forms right after interviews of surveys.

- Create a realistic timeline for data collection and stick to it (communicate expectations to the data collection team).
- Monitor daily data collection.
- Conduct spot checks and avoid delays in transcription or entry.

- Collect specific values when appropriate (e.g., exact ages, not just "child").
- Avoid broad categories like “other” unless necessary.
- Break down results by relevant disaggregation such as gender, age, or location when needed.

- Use a standardised question guide or survey tool.
- Train all data collectors the same way and conduct refresher trainings.
- Supervise data collection regularly.
- Compare responses across enumerators or regions to detect inconsistencies.

- Implement access controls to limit who can change or edit the data.
- Implement data security measures including secure passwords, multi-factor authentication, and encryption to minimise unauthorised access.
- Conduct regular audits to ensure data integrity.

7. DATA ANALYSIS

Data analysis includes systematically organising, cleaning, and interpreting the collected data. Insights drawn from data analysis help answer the research questions, identify patterns, draw conclusions, and make recommendations. Depending on the type of data collected, different methods might be used for the data analysis.

7.1. QUANTITATIVE DATA ANALYSIS

Quantitative data analysis involves using numbers to find patterns, test relationships, and summarise information using statistics. This can include simple techniques like calculating averages and percentages, or more complex methods such as regression or hypothesis testing. The goal is to produce findings that are objective, measurable, and ideally generalisable to a larger population (if sampling is done correctly).

Remember that quantitative analysis is often used to answer questions like *How many?, How often?, or What is the impact?*

There are two main types of quantitative data analysis.

Descriptive statistics are used to describe datasets by summarising data and finding patterns that help us comprehend the details of specific samples/data sets. They help describe the basic features of a dataset, such as averages, percentages, and frequencies, making it easier to understand patterns or trends within a specific sample. For example, the descriptive statistics show how many people responded a certain way of what the most common response was. It gives us a picture of what's happening among the groups we studied.

Inferential statistics go a step further by helping in making predications or generalisations about a larger population based on study of the group (sample). This type of analysis is utilised for hypothesis testing to predict changes or differences and can show relationships between variables (person, place, thing, phenomenon that we are trying to measure). For example, a researcher might study a sample of 100 households to test whether income level is related to access to healthcare, and then use inferential statistics to predict whether this relationship holds true across the entire region.

7.2. QUALITATIVE DATA ANALYSIS

Qualitative data analysis focuses on identifying themes, meanings, and insights from non-numerical data such as interview transcripts, focus group notes, or observation records. This type of analysis involves organising the data, coding key ideas, and looking for patterns in how people talk about their experiences. It is an interpretive process that values depth, context, and diversity of perspectives. Qualitative analysis helps answer questions like Why does this happen? or What does it mean to the people involved? and is especially useful for understanding complex social issues.

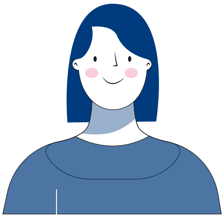
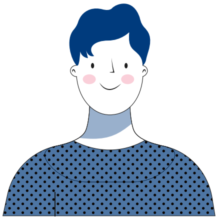
CONSTRUCTING A QUALITATIVE FRAMEWORK FOR ANALYSIS

A qualitative analysis framework can be created in Excel or other spreadsheet software. Start by putting all questions from the question guide in the rows and placing each participant's name or ID across the columns. Add the transcriptions of the answers under each participant. Include a summary column to help with thematic analysis. In a separate sheet within the same Excel file, list your main research questions and sub-research questions. Use this sheet to group of code insights that relate to each research question.

RESOURCES

- Quantitative Data Analysis: A comprehensive guide https://hevodata.com/learn/quantitative-data-analysis/
- Quantitative Data Analysis 101 Tutorial: Descriptive vs Inferential Statistics with Examples- A 28-minute video that explain differences between descriptive and inferential statistics
- Common tools for Quantitative Data Analysis: Microsoft Excel, SPSS, Stata, R

EXAMPLE

Participations	What challenges do you face when trying to dispose of household waste properly?	What improvements would you like to see in local public services?
	"There are no bins near the market, so people just throw trash everywhere."	"Add more public bins and make the collection schedule public."
	"We don’t know the schedule, so we often miss the collection day."	"Offer recycling options, not just one bin for everything."
	"The trucks are noisy and come too early in the morning."	"Improve communication and make services more responsive to complaints."

STEPS TO CONDUCT QUALITATIVE DATA ANALYSIS

STEP 1

TRANSCRIBE INTERVIEWS by converting the audio from interviews and focus group discussions into text for analysis.

STEP 2

FAMILIARISE YOURSELF with the interview data by reading interview transcripts many times

STEP 3

CODE THE DATA Identify and label key ideas, behaviours, incidents, structures, values, beliefs, and emotions.

STEP 4

CATEGORISE CODES to guide analysis

STEP 5

IDENTIFY THEMES (repeated topics, ideas, patterns)

STEP 6

INTERPRET THEMATIC analysis to help answer research questions.

MAKING DATA ANALYSIS PROCESS MORE INCLUSIVE

- Disaggregate the data by ethnicity, gender, age, social status, disability, and other relevant identity patterns and intersectional inequality-related aspects.
- Try using collaborative approaches and seek input from research participants and research stakeholders to sense check and validate the research findings.
- Code responses using participants' own words before applying broader categories or interpretations.
- Involve multiple researchers in coding and use intercoder agreement techniques to check for consistency.
- Reflect on your own positionality and how it may shape your interpretation.
- Triangulate data sources by comparing findings across different methods (e.g., interviews, documents, observations).

RESOURCES

- Doing Qualitative Research for Development Programming https://asiafoundation.org/publication/doing-qualitative-research-for-development-programming-a-step-by-step-guide/
- Qualitative Data Analysis 101 Tutorial: 6 Analysis Methods + Examples: A 25-minute video introducing six types of qualitative analysis and when to use them, ideal for getting familiar with methods beyond thematic analysis.
- Qualitative Coding Tutorial: How to Code Qualitative Data for Analysis (4 Steps + Examples): A 27-minute video that walks through the key steps of qualitative coding, with practical tips and method options for each stage of the process.

8. WRITING A RESEARCH REPORT

The research report explains the research process, findings, and their implications. It serves as a formal document to communicate results to stakeholders, funders, policymakers, and other audiences. In addition to the main report, researchers may choose to develop additional communications materials such as policy briefs, videos, and presentations.

8.1. KEY ELEMENTS OF A RESEARCH REPORT [7]

	Section	What it is
1	**Title**	A brief, specific title that reflects the research topic
2	**Abstract / Executive Summary**	A short summary of the whole report
3	**Introduction / Background**	Sets the stage for the study
4	**Literature Review**	Overview of existing research

What to include
• Keep it short (max 15 words) • Include key terms or location • Avoid vague or general titles
• Purpose, methods, key findings, and recommendations (150–300 words) • Tailor to policy readers if an executive summary
• Brief overview of the issue and why it matters • Research questions or objectives
• What is already known? • Gaps your study addresses • Relevant theories or past findings

5	**Methodology**	How the research was conducted
6	**Results / Findings**	The facts or data you discovered
7	**Discussion**	What the findings mean
8	**Conclusion & Recommendations**	Summary of key points and what should happen next
9	**Reference List**	List of sources cited in the report
10	**Appendices**	Supporting materials not in the main text

PEER REVIEW AND WHY IS IT IMPORTANT [8]

Peer review is the process by which researchers submit their research studies to experts in the relevant field of research to provide critical feedback and evaluation. This process is generally done before publication to ensure validity, accuracy, and quality. It is important as it is the process to ensure falsified and untrustworthy research is not published and information is clear and easy to understand to non-researchers or the public.

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[7] For elaboration on each element in research report, please refer to University of Melbourne, "Research Reports," Academic Skills, accessed June 30, 2025, https://students.unimelb.edu.au/academic-skills/resources/reading,-writing-and-referencing/reports/research-reports#:~:text=It%20should%20be%20brief%2C%20written,the%20findings%3B%20and%20recommendations%20made.

[8] For details on peer review and its importance, please go to: https://www.scribbr.com/methodology/peer-review/

- Study design, sampling, tools, data collection, and analysis methods
- Ethical considerations

- Use clear tables, charts, and narrative
- Present data without interpretation

- Interpret the results
- Link back to the research questions
- Compare with past studies if there are any relevant ones

- Recap of major findings
- Actionable recommendations for policymakers, funders, or practitioners

- Include all data sources and literature cited
- Use consistent citation style

- Tools (e.g. questionnaires), consent forms, extra tables, raw data excerpts, etc.

MAKING REPORTS MORE INCLUSIVE

- Analyse how findings affect different groups and identify any systemic barriers. Discuss implications for advancing inclusion, challenging discrimination, or shifting harmful norms. Avoid treating GEDSI as a side topic. Instead make GEDSI integral to the interpretation.
- Ensure that recommendations are specific, realistic, and relevant to different actors (e.g. policymakers, service providers, civil society, communities). Address structural drivers of inequality. Where possible, co-develop recommendations with affected groups.
- Ask participants to review and validate your interpretations of their input.
- Engage peers or stakeholders in reviewing findings to challenge assumptions or overlooked insights.
- Be transparent about limitations. Acknowledge where bias may still exist and how it was mitigated.

8.2. COMMUNICATING FINDINGS

DEVELOPING A COMMUNICATIONS STRATEGY

1 Start with your **research goal.**

2 Define your **communications objectives** by asking what change do you want to see from sharing these findings. What do you want stakeholders to DO as a result of reading your work? Do you want them to better understand a topic (awareness raising), take action (influence policy), or change behavior (improve practice)?

3 **Identify your audience**. Who will read/review your research findings and recommendations?

4 **Refine your message**. What are the key takeaways for each of your audiences? Use your findings to tell a story by:
a. Describing or identifying the problem, potential solution of both,
b. Placing the fact in context, explaining why the problem or solution matters, and
c. Making recommendations as to what actions need to be taken.

5 Develop and implement an **engagement/dissemination plan**

6 **Track progress** of your communications efforts and make adjustments as necessary.

RESOURCES

- Dissemination plan template: https://guides.library.vcu.edu/c.php?g=480243&p=6785181
- Guide to developing a communications plan: https://www.researchretold.com/communications-plan-for-disseminating-research-findings/
- Developing a communications plan for research: https://www.reading.ac.uk/research/-/media/discover/files/pdfs/9435290e50904cc9b8e623d5ddb13602.pdf

EXAMPLE COMMUNICATIONS PRODUCTS

- Briefs (policy briefs, issue briefs, and infographics)
- Toolkits
- Videos, streaming
- Supporting in-depth journalism
- Theatre, dance and other audiovisual presentations
- Microsites
- Social media posts

WRITING TIPS FOR COMMUNICATIONS PRODUCTS

- Use clear and easy-to-understand language; use conversational words.
- Use words that are more concrete rather than abstract.
- Use the active voice.
- Use short jargon-free sentences.
- Use descriptive titles, headings, and subheadings.
- Use acronyms sparingly, and spell them out at first mention.
- Define technical terms clearly at first use.
- Always reference data sources.
- Get a non-technical colleague or friend to review your writing

TIPS FOR DEVELOPING COMMUNICATIONS PRODUCTS

- People don’t read- they skim
- Put the bottom line up front (“BLUF”)
- Make findings relevant to stakeholders
- Ensure main messages stand out (bold text, bullets, etc.)
- Share your products where your audience is already consuming information. Choose appropriate formats and channels based on your intended audience. (for example, 1-2 page policy briefs for policymakers, community dialogues for research subjects, and journals and webinars for academics)
- Ensure your audience knows how to follow up / whom to contact
- Translate research findings into relevant local languages

ENGAGING DIVERSE STAKEHOLDERS

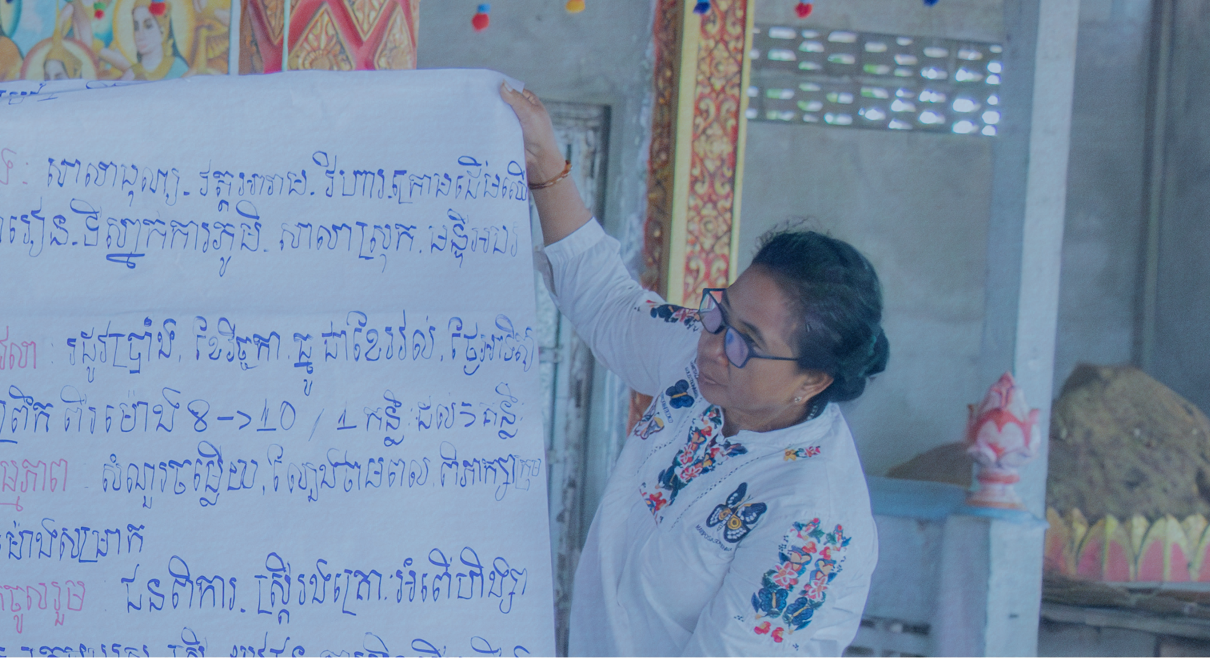
Include all respondents, including marginalised or underrepresented groups in dissemination events, discussions, and forums. Share findings in accessible and inclusive formats (e.g., in local languages and through the use of audio/video).

9.

MONITORING AND EVALUATING THE IMPACT OF RESEARCH

It is important to have a proper understanding and plan to monitor and evaluate the impact of research from the beginning of any research effort. This ensures proper planning along with allocation of resources, systematic tracking of progress

Monitoring Policy Research	
Objective	To continually assess the quality and use of research findings
Criteria	1. **Quality:** Did the reach meet standards of quality, such as validity, reliability, precision, integrity, and timeliness? 2. **Reach:** Has the research been shared with or accessed by its intended audience?
Methods	Tracking citations, tracking views and downloads of publications, monitoring media engagement, audience feedback
Timing	Conducted throughout the entire research lifecycle, including data collection, report drafting, and research dissemination
Use of findings	Improve research quality, improve engagement strategies, expand reach, and inform future research design



and achievement, and learning from the research. While both monitoring and evaluation assess the results of the research, they serve different purposes, use different methods, and are applied at different stages. The following table shows different aspects of monitoring and evaluating policy research.

Evaluating Policy Research
To gain in-depth understanding of how and why the research did or did not lead to policy influence or change
1. Relevance: Did the research address the more relevant issues? **2. Effectiveness:** Has the research achieved its objectives? **3. Impact:** What difference has the research made? What changed as a result of the research? **4. Efficiency:** Was the research conducted in a cost-effective way?
Outcome harvesting, contribution analysis, process tracing, key informant interviews, and case studies
Mostly after the research publication and dissemination events have occurred
Determine and demonstrate policy relevance and improve future policy research

10. ANNEXES

ANNEX A: RESEARCH QUALITY STANDARDS

Research Stage	Bronze Standard (basic)
Design research	• Basic problem identified – research question is clear but perhaps limited in scope • Limited review of literature • Methods described but lack substantive detail • Sampling based on convenience or ad hoc
Ensure research follows ethical guidelines	• Verbal consent sought • General awareness of ethical research
Collect data	• Limited pilot testing to refine tools • Possibly using pre-existing tools with limited adaptation to the research context • Ad hoc data quality checks

RESOURCES

- Research Quality Plus (RQ+) A Holistic Approach to Evaluating Research: https://idl-bnc-idrc.dspacedirect.org/server/api/core/bitstreams/26d17914-e289-467a-b45e-2e139085156c/content
- Research Quality Plus (RQ+) Assessment Instrument: https://idrc-crdi.ca/sites/default/files/sp/Documents%20EN/idrc_rq_assessment_instrument_september_2017.pdf

Silver Standard (good)	**Gold Standard (high-quality, inclusive)**
• Clear research questions and objectives grounded in relevant literature • Methods and tools are appropriate for the research design, tool development and analysis plan explained • Sampling strategy clearly explained and includes diverse subjects	• Clear research questions and objectives co-designed with input from target communities/policy actors • Sub-questions defined • Comprehensive literature review • Methods are tailored to the context, rigorous, and based in theory and best practice • Use of rigorous sampling strategy (e.g., stratified random sampling), sampling calculations explained, non-response strategy, rationale to sampling approach explained
• Consent documented • Risk assessment conducted • Local ethics standards followed	• Formal ethics review secured (IRB/NECHR) • Detailed consent protocols • Data Management Plan in place
• Tools pilot tested and refined • Data collectors participate in basic training on rigorous data collection • Basic data quality control checks	• High-quality, pilot-tested tools • Data collectors undergo thorough training • Structured data quality checks and monitoring

Analyse the data	• Basic descriptive analysis • Limited insights to answer the research questions
Write report and develop	• Findings written up with limited discussion or context • General recommendations
Peer review and revision	• Internal team review only
Disseminate results	• Results shared internally or with donor only
Monitoring and Evaluation	• Minimal or limited monitoring activities. • Lacks monitoring plan • No predefined indicators • No clear or specific evaluation plan

• Analysis aligns with design • Some triangulation and validation	• Rigorous analytical techniques • Full triangulation • Results are validated with input from relevant communities/ stakeholders • Clear explanation of assumptions and limitations
• Report includes findings, limitations, and implications • Some tailoring to target audiences	• Report is clear, policy-relevant, and includes nuanced recommendations • Adapted to target audiences with clear messaging
• Review by external colleagues or partners	• Formal peer-review process (e.g., expert panel or journal); revisions clearly documented
• Dissemination to relevant networks and stakeholders • Presentations or briefings held	• Clear communications strategy • Public dissemination plan implemented • Findings shared with communities and decision-makers in accessible formats • Follow-up activities planned to increase probability of uptake
• Basic monitoring plan that guides monitoring activities. • Pre-defined indicators • Lesson learning might be documented but not thematically applied.	• Comprehensive monitoring plan from the beginning. • Indicators in alignment with research objectives, regularly tracked. • Evaluation plan pre-defined, and implemented. • Learning objectives are set, and learning are used for adaptations. • Findings are used to inform future research.

ANNEX B: RESEARCH QUALITY ASSESSMENT CHECKLIST

Researchers can use the list below to assess and benchmark the quality of their research.

	Key Question	Yes	No	Partially	Not Applicable
	Research Design				
1.	Is the research topic well-defined? Are the objectives and hypothesis clear?	○	○	○	○
2.	Are the research questions aligned with the research objectives?	○	○	○	○
3.	Does the research have a clearly-articulated theoretical framework?	○	○	○	○
4.	Is the research design appropriate for the questions and data sources?	○	○	○	○
5.	Has a thorough and relevant literature review been conducted?	○	○	○	○
6.	Is there a clear discussion of the limitations and potential biases?	○	○	○	○
7.	Has an ethics review been conducted or institutional approval been obtained?	○	○	○	○
8.	Are participant consent, privacy, and data protection managed adequately?	○	○	○	○
9.	Is there a data management plan in place to govern data collection, storage, processing, and retention?	○	○	○	○

	Literature Review				
10.	Has a thorough and relevant literature review been done?	○	○	○	○
11.	Does the literature review justify the research gap and importance of the study?	○	○	○	○
12.	Are the sources credible and properly cited?	○	○	○	○
	Data Collection				
13.	Are the data sources relevant and sufficient to address the research questions?	○	○	○	○
14.	Are the methods of data collection clearly described and replicable?	○	○	○	○
15.	Is the data high quality (reliable, valid, relevant, and accurate)?	○	○	○	○
	Data Analysis				
16.	Does the data analysis include both statistical significance results and effect sizes (for quant studies)?	○	○	○	○
17.	Are the methods of analysis appropriate and rigorously applied?	○	○	○	○
	Are findings supported by the data?				
	Report Writing				
18.	Is the study written in a way that clarifies complex policy or development practice?	○	○	○	○

19.	Are the tables and graphics clear, accurate, and understandable with appropriate labelling of data values?	○	○	○	○
20.	Does the research include enough reliable references (citations)?	○	○	○	○
	Peer Review and Quality Control				
21.	Was there a peer-review process to ensure content quality and editors to ensure accessible language was used?	○	○	○	○
	Dissemination				
22.	Are the findings relevant to current policy debates or decision-making processes?	○	○	○	○
23.	Does the research include practical recommendations for policymakers and practitioners?	○	○	○	○
24.	Has a dissemination or uptake strategy been developed?	○	○	○	○
	Monitoring and Evaluation				
25.	Are there indicators or mechanisms in place to assess the uptake or influence of the research?	○	○	○	○
26.	Was there a follow-up plan or system to monitor long-term outcomes of the research recommendations?	○	○	○	○

ANNEX C: CHECKLIST FOR MORE INCLUSIVE FOCUS GROUP DISCUSSIONS

Key Question	Yes	No	Partially	Not Applicable
Participant Selection				
Have you included diverse participants (e.g. women, persons with disabilities, ethnic minorities, youth)?	○	○	○	○
Have you considered whether certain groups would feel more comfortable in separate FGDs?	○	○	○	○
Location and Logistics				
Is the location physically accessible for all participants?	○	○	○	○
Is the venue safe, familiar, and comfortable?	○	○	○	○
Have you arranged for transport, childcare, or refreshments if needed?	○	○	○	○
Language and Communication				
Are materials and questions written in simple, clear language?	○	○	○	○
Have you arranged for translation or interpretation, if needed?	○	○	○	○
Facilitation				
Are you and other facilitators trained on inclusive, respectful facilitation?	○	○	○	○
Are you and other facilitators prepared to manage power dynamics and ensure equal participation?	○	○	○	○
Is there a plan to encourage quieter participants to speak?	○	○	○	○

Environment and Safety				
Have you created a safe, non-judgmental space where participants can share openly?	○	○	○	○
Have ground rules been set to promote respectful dialogue?	○	○	○	○
Ethical Considerations				
Have you obtained informed consent from all participants?	○	○	○	○
Do you have a plan to protect participants' privacy and confidentiality?	○	○	○	○

ANNEX D: CHECKLIST FOR MORE INCLUSIVE INTERVIEWS

	Yes	No	Partially	Not Applicable
Participant Selection				
Have you included diverse participants (e.g. women, persons with disabilities, ethnic minorities, youth)?	○	○	○	○
Have you engaged local partners or networks to help identify and reach underrepresented groups?	○	○	○	○
Location and Logistics				
Is the location physically accessible for the interviewee?	○	○	○	○
Have you offered options for how the interview will be conducted (in-person, phone, online, home visit)?	○	○	○	○
Is the venue safe, familiar, and comfortable?	○	○	○	○
Have you arranged for transport, childcare, or refreshments if needed?	○	○	○	○
Language and Communication				
Will the interview be conducted in the participant's preferred or most comfortable language?	○	○	○	○
Have you arranged for translation or interpretation, if needed?	○	○	○	○
Have you translated the interview guide and consent form clearly and accurately avoiding confusing jargon or technical terms?	○	○	○	○

Power Dynamics				
Have you built in time to establish rapport before starting the formal questions?	○	○	○	○
Are your questions respectful, non-judgmental, and phrased in a way that values participants' knowledge?	○	○	○	○
Is the interview being conducted in a safe and private setting where participants can speak freely?	○	○	○	○
Ethical Considerations				
Have you obtained informed consent?	○	○	○	○
Do you have a plan to protect privacy and confidentiality?	○	○	○	○

ANNEX E: TAF INFORMED CONSENT CHECKLIST (KHMER)

បញ្ជីពិនិត្យសម្រាប់ «**ការយល់ព្រមបន្ទាប់ពីជ្រាបព័ត៌មានសព្វគ្រប់ - Informed Consent**» នៅពេលព្រាង ឬពិនិត្យឯកសារ«ការយល់ព្រមបន្ទាប់ពីជ្រាបព័ត៌មានសព្វគ្រប់ - Informed Consent» អ្នកត្រូវប្រាកដថាពាក្យពេចន៍ក្នុងឯកសារ ឆ្លើយតបនឹងចំណុចខាងក្រោម៖

○ **តើទិន្នន័យ ឬព័ត៌មានអ្វីខ្លះដែលនឹងត្រូវបាន ប្រមូល ?**

តើអ្នកកំពុងប្រមូលទិន្នន័យផ្ទាល់ខ្លួន ឬព័ត៌មានសេរីប ដែរឬទេ ?សូមពន្យល់ឱ្យបានច្បាស់លាស់ អំពីប្រភេទទិន្នន័យដែលអ្នកនឹងប្រមូល។

○ **តើអ្នកណាកំពុងប្រមូលទិន្នន័យ ?**

សូមបង្ហាញភាពស្មោះត្រង់ អំពីអ្នកដែលកំពុងប្រមូល ទិន្នន័យ។ រួមមាន អង្គការមូលនិធិអាស៊ី ឬ/និងដៃគូណាមួយដែលពាក់ព័ន្ធ និងប្រហែលជាម្ចាស់ ជំនួយផងដែរ។

○ **តើទិន្នន័យត្រូវបានប្រមូលដោយរបៀបណា ?**

សូមពន្យល់អំពីវិធីសាស្ត្រនៃការប្រមូលទិន្នន័យ។ តើការប្រមូលទិន្នន័យប្រើប្រាស់ក្រដាស ឬតាមឧបករណ៍ឌីជីថល ឬប្រើប្រាស់កម្មវិធីទូរស័ព្ទ ឬតាមការសន្ទនាតាមទូរស័ព្ទ ឬក៏តាមកម្មវិធីបណ្ដាញសង្គម ?

○ **តើទិន្នន័យ នឹងត្រូវបានចែករំលែកជាមួយនរណាខ្លះ ?**

សូមសរសេរបញ្ជាក់អំពីសមាសភាពភាគីដែលអ្នកមានគម្រោងនឹងចែករំលែកទិន្នន័យជាមួយ។ តើអ្នកមានកាតព្វកិច្ចក្នុងការចែករំលែកទិន្នន័យជាមួយរដ្ឋាភិបាល ឬម្ចាស់ជំនួយដែរឬទេ ? តើទិន្នន័យអ្វីខ្លះដែលនឹងត្រូវបានចែករំលែក ?

○ **តើទិន្នន័យផ្ទាល់ខ្លួន ឬ ទិន្នន័យសេរីបនឹងត្រូវបានរក្សាទុកយូរប៉ុណ្ណា ?**

សូមកត់សម្គាល់ថាតើអ្នកមានគម្រោង រក្សាទុកទិន្នន័យផ្ទាល់ខ្លួន ឬសេរីបណាមួយក្នុងរយៈពេលយូរប៉ុណ្ណា។ តើទិន្នន័យ នឹងត្រូវបានប្រមូល បូកសរុប និងរក្សាទុកដោយមិនបញ្ចេញឈ្មោះដែរឬទេ ?

○ **តើសិទ្ធិទាក់ទងនឹងទិន្នន័យរបស់សហគមន៍ និងបុគ្គលមានអ្វីខ្លះ ?**

សូមផ្ដល់នូវការពន្យល់ច្បាស់លាស់អំពី សិទ្ធិទិន្នន័យរបស់ប្រជាជន ដូចដែលបានចែងដោយច្បាប់ឯកជនភាព (ឧ. GDPR ច្បាប់ឯកជនភាពជាតិ ឬច្បាប់ប្រចាំតំបន់ដែលពាក់ព័ន្ធ)។

○ **ហេតុអ្វីទិន្នន័យទាំងនេះត្រូវបានប្រមូល?**

សូមកត់ត្រាមូលហេតុនៃការប្រមូលទិន្នន័យ និងអត្ថប្រយោជន៍សម្រាប់បុគ្គល ឬសហគមន៍។

○ **តើអ្នកផ្តល់កិច្ចសម្ភាស ឬផ្តល់ការឆ្លើយតបជាទិន្នន័យអាចទាក់ទងអ្នកណាដើម្បីស្វែងយល់ព័ត៌មានបន្ថែម?**

សូមផ្តល់លេខទូរស័ព្ទ អាសយដ្ឋាន និងអ៊ីម៉ែលរបស់អង្គការមូលនិធិអាស៊ី ឬដៃគូសហការណ៍របស់យើងសម្រាប់សុំព័ត៌មានបន្ថែម។

○ **តើទិន្នន័យទាំងនោះនឹងត្រូវបានប្រើយ៉ាងដូចម្តេច? និងប្រើប្រាស់ដោយអ្នកណា?**

តើអ្នកណាជាអ្នកប្រើប្រាស់ទិន្នន័យទាំងនោះ? តើ អង្គការមូលនិធិអាស៊ី អង្គការដៃគូ រាជរដ្ឋាភិបាល និងម្ចាស់ជំនួយនឹងប្រើប្រាស់ទិន្នន័យទាំងនោះយ៉ាងដូចម្តេច?

○ **តើអ្នកផ្តល់កិច្ចសម្ភាស ឬផ្តល់ការឆ្លើយតបជាទិន្នន័យអាចផ្លាស់ប្តូរចិត្ត មិនផ្តល់កិច្ចសម្ភាសវិញ ដោយរបៀបណា?**

តើអ្នកអាចរៀបរាប់អំពីដំណើរការ ប្រសិនបើអ្នកផ្តល់កិច្ចសម្ភាសផ្លាស់ប្តូរចិត្ត ឬបញ្ឈប់ការយល់ព្រម(consent) ឬកែតម្រូវទិន្នន័យ របស់ពួកគេ?

○ **តើអ្វីទៅជាផលប៉ះពាល់អវិជ្ជមាន?**

សូមរៀបរាប់អំពីផលជះអវិជ្ជមាន ដែលអាចមានចំពោះបុគ្គល ឬក្រុមណាមួយអំពីការបាត់បង់ឯកជនភាព និងភាពសម្ងាត់បុគ្គល។

○ **តើអ្នកកំពុងធ្វើការជាមួយកុមារ និងមនុស្សវ័យជំទង់ដែរឬទេ?**

សូមបញ្ចូលពាក្យពេចន៍ដែលអាចអោយមនុស្សពេញវ័យផ្តល់ការយល់ព្រម (consent)ជំនួស កុមារ និងមនុស្សវ័យជំទង់បាន ព្រមទាំងបន្ថែមនូវចំណុចដែលមនុស្សវ័យជំទង់អាចផ្តល់ ការយល់ព្រមដោយខ្លួនគេបាន។ តើភាសាដែល ប្រើប្រាស់អាចអោយមនុស្សវ័យជំទង់ងាយយល់ដែរឬទេ?

ANNEX F: TAF INFORMED CONSENT TEMPLATE (KHMER)

ឯកសារគំរូសម្រាប់ការស្នើសុំ «ការយល់ព្រមបន្ទាប់ពីជ្រាបព័ត៌មានសព្វគ្រប់»

ជម្រាបសួរ

ខ្ញុំឈ្មោះ ____________ មកពី [ស្ថាប័នដែលទទួលខុសត្រូវលើការប្រមូលទិន្នន័យ] [ការពិពណ៌នាសង្ខេបអំពីសាវតាស្ថាប័ន]។ ក្នុងភាពជាដៃគូជាមួយអង្គការមូលនិធិអាស៊ី យើងកំពុងប្រមូលព័ត៌មាននិងទិន្នន័យក្នុងការ [គោលបំណងនៃការប្រមូលទិន្នន័យ]។

ការសិក្សាស្រាវជ្រាវនេះទទួលបានការគាំទ្រពី [ម្ចាស់ជំនួយ] ។
គោលបំណងនៃការសិក្សាស្រាវជ្រាវនេះគឺសម្រាប់ [គោលបំណងនៃការប្រមូលទិន្នន័យ]។ លោកអ្នកត្រូវបានជ្រើសរើសក្នុងការផ្តល់បទសម្ភាសផ្ទាល់/តាមទូរស័ព្ទ/បទសម្ភាសតាមអនឡាញនេះដោយចៃដន្យ។ យើងនឹងប្រមូលទិន្នន័យអំពីអ្នក។[ទោះជាយ៉ាងណាកដោយ] ក្នុងអំឡុងពេលសម្ភាសន៍នេះ ខ្ញុំនឹងសួរអ្នកអំពីព័ត៌មានផ្ទាល់ខ្លួនមួយចំនួនដូចជា........... ខ្ញុំក៏អាចនឹងសួរអំពី [ប្រធានបទរសើបខ្លះ] ផងដែរ។ កិច្ចសម្ភាសនឹងប្រើពេលប្រមាណ[X] នាទី។ ក្នុងកិច្ចសម្ភាសឬការស្ទង់មតិនេះ អ្នកមានសេរីភាពក្នុងការបញ្ចេញមតិរបស់អ្នក ហើយមតិទាំងនោះមិនត្រូវបានចាត់ទុកថាត្រឹមត្រូវ ឬ ខុសនោះឡើយ។ អ្នកអាចបញ្ចប់ការសម្ភាសនៅពេលណាក៏បាន។ ប្រសិនបើមានសំណួរដែលអ្នកមិនចង់ឆ្លើយ អ្នកមិនចាំបាច់ឆ្លើយនោះទេ។

[សូមពន្យល់អំពីវិធីប្រមូលទិន្នន័យ ការរក្សាទុកទិន្នន័យ និងភាគីពាក់ព័ន្ធដែលនឹងទទួលបានទិន្នន័យកទៅប្រើប្រាស់]។
ឧទាហរណ៍៖ ចម្លើយរបស់អ្នក នឹងត្រូវបានកត់ត្រានៅក្នុងកម្រងសំណួរលើឧបករណ៍ឌីជីថលដូចជា ថេបប្លេត/ កុំព្យូទ័រ /ទូរស័ព្ទដៃទំនើប។ ចម្លើយរបស់អ្នក នឹងត្រូវបានរក្សាទុកនៅកន្លែងមានសុវត្ថិភាពមួយក្នុងរយៈពេល [x ចំនួនពេលវេលា]។ បន្ទាប់ពីរយៈពេលនោះ យើងនឹងលុបឈ្មោះរបស់អ្នកចេញពីកំណត់ត្រា ឬ បំផ្លាញកំណត់ត្រាណាមួយដែលអាចប្រើដើម្បីកំណត់អត្តសញ្ញាណរបស់អ្នក។ មានតែបុគ្គលិកដែលទទួលសិទ្ធិអនុញ្ញាតពី[ស្ថាប័នដៃគូ] និង អង្គការមូលនិធិអាស៊ីប៉ុណ្ណោះដែលនឹងអាចចូលពិនិត្យមើលទិន្នន័យ និងចម្លើយរបស់អ្នក។ យើងនឹងប្រើទិន្នន័យពីចម្លើយរបស់អ្នកដើម្បី [សូមពន្យល់ពីវិធីដែលទិន្នន័យនឹងត្រូវបានប្រើ]។

យើងនឹងមិនចែករំលែកឈ្មោះរបស់អ្នក នៅពេលយើងនិយាយ ឬពិភាក្សាអំពីការសិក្សាស្រាវជ្រាវនេះទេ ដូច្នេះចម្លើយផ្ទាល់របស់អ្នក នឹងនៅតែទទួលបានការរក្សាការសម្ងាត់ ។ បើសិនជាអ្នកចង់ឲ្យយើងដកឬលុបព័ត៌មានពីចម្លើយរបស់អ្នកចេញពីឯកសាររបស់យើង ឬអ្នកចង់ផ្លាស់ប្តូរព័ត៌មានពីចម្លើយរបស់អ្នក ឬអ្នកចង់សួរសំណួរបន្ថែមអំពីការសិក្សាស្រាវជ្រាវនេះ ឬបើសិនជាអ្នកមានមតិយោបល់ត្រឡប់ ឬបណ្តឹងណាមួយអំពីការសិក្សាស្រាវជ្រាវនេះ

សូមទាក់ទងមកកាន់៖

[CONTACT NAME AND ADDRESS]: (សូមបញ្ចូល អាសយដ្ឋានរបស់ការិយាល័យដៃគូ/អង្គការមូលនិធិអាស៊ី លេខទូរស័ព្ទ។ ប្រសិនបើមានពាក់ព័ន្ធ សូមបញ្ចូល អាសយដ្ឋានអ៊ីម៉ែល ឈ្មោះអ្នកទំនាក់ទំនង។ ប្រសិនបើអាច សូមសូមផ្តល់ ព័ត៌មានសម្រាប់ទាក់ទងទូទៅ ក្នុងករណីមានការផ្លាស់ប្តូរបុគ្គលិក។

តើអ្នកយល់ព្រមចូលរួមផ្តល់កិច្ចសម្ភាសសម្រាប់ការសិក្សាស្រាវជ្រាវនេះដែរឬទេ ?

- ព្រម
- មិនព្រម

ការយល់ព្រមរបស់មនុស្សវ័យជំទង់

ខ្ញុំបានយល់ពីព័ត៌មានខាងលើ ហើយខ្ញុំយល់ព្រមចូលរួម។ ព្រម/មិនព្រម
ខ្ញុំពេញចិត្តដោយអនុញ្ញាតឱ្យ [អង្គការដៃគូ] និង/ឬ អង្គការមូលនិធិអាស៊ី ទាក់ទងមកខ្ញុំ
នៅពេលអនាគត បើគេត្រូវការ។ ព្រម/មិនព្រម

ឈ្មោះពេញ៖ ....
ហត្ថលេខា៖..
កាលបរិច្ឆេទ៖..

ការយល់ព្រមពីឪពុកម្តាយចំពោះកុមារ/មនុស្សវ័យជំទង់អាយុក្រោម១៨ឆ្នាំ

ខ្ញុំសូមបញ្ជាក់ថាខ្ញុំពិតជាឪពុក ម្តាយ/អាណាព្យាបាល របស់ ....

ខ្ញុំបានអាន និងយល់ព័ត៌មានខាងលើ ហើយអាចបញ្ជាក់ថាខ្ញុំយល់ព្រមឲ្យ
កូន/កុមាររបស់ខ្ញុំ ចូលរួមក្នុងការ [បញ្ជាក់ពីសកម្មភាព]។ ព្រម/មិនព្រម

ឈ្មោះពេញ៖ ....
ហត្ថលេខា៖..
កាលបរិច្ឆេទ៖ ....
លេខទូរស័ព្ទ និង/ឬអាសយដ្ឋាន៖.................................

ANNEX G: TAF INFORMED CONSENT CHECKLIST (ENGLISH)

INFORMED CONSENT CHECKLIST

When drafting of reviewing consent protocol, make sure the language answers:

○ **What data or information is being collected?**
  - Are you collecting personal or sensitive data? Explain in clear language exactly what kind of data is being collected.

○ **Who is collecting it?**
  - Be transparent about who is collecting the data. Include TAF, any partners involved, and possibly the donor funding the data collection.

○ **How is it collected?**
  - Explain how data is being collected. Is it on paper? Digital? Using an app? Over the phone? Through social media?

○ **Why is it being collected?**
  - Note why data is being collected and any foreseeable benefits for the individual or community.

○ **How will it be used? by whom?**
  - Who are the intended users of the data? How will the data be used by TAF, our partners, host governments, and donors?

○ **What are the potential negative effects?**
  - Include a reasonable description of any potential harm to individuals or groups from loss of privacy and confidentiality.

○ **With whom will it be shared?**
  - Include any and all parties with whom you plan to share the data. Are you contractually obligated to share data with the government or a donor? What types of data will be shared?

○ **How long will personal or sensitive data be retained?**
  - Note how long you plan to store any personal or sensitive data. Will data be aggregated and retained anonymously?

○ **What are the individual's or community's rights related to their data?**

  - Provide a clear explanation of people's data rights as outlined by relevant privacy laws (i.e., GDPR, national privacy laws, regional laws).

○ **Who can they contact for more information?**

  - Provide a phone number, address, and possibly an email address where people can contact TAF or our partners for more information.

○ **How can they withdraw consent?**

  - What is the process for revoking consent or correcting data that is held about an individual?

○ **Are you working with children and adolescents?**

  - Include language for adults to consent for children and adolescents, and a place where adolescents can assent. Is the consent/assent language child friendly?

ANNEX H: TAF INFORMED CONSENT TEMPLATE (ENGLISH)

[local greeting],

I am ____________ from [organisation responsible for data collection], [brief description of the organisation]. In partnership, with The Asia Foundation, we are collecting information to [purpose of data collection].

This study is supported by funding from [donor(s)]. The objective of the study is [objective of the data collection]

You have been randomly selected for this face-to-face/phone/online interview. Data will be collected [however]. During this interview, I will ask you some personal information about…. I might also ask you to tell me about [sensitive topic]. The interview will take about [X] minutes. In this survey, you are free to express your opinion and there are no right or wrong answers. You can end the interview at any time, and if there are questions you prefer not to answer, that is fine.
[provide explanation for how data is collected, stored, and with whom it will be shared].

Example: Your responses will be recorded in a digital questionnaire on a tablet/laptop/smartphone. The responses will be stored in a secure place for [x amount of time]. After that time, we will either remove your name from the records or destroy any records that could be used to identify you. Only authorised staff from [partner] and The Asia Foundation will have access to your information and your responses. We will use your responses to [how the data will be used]. We will not share your name when we talk about this research, so your individual answers will remain confidential.

If you would like us to remove your information from our files, change the information that we hold about you, ask any questions about this research, or if you have complaints or feedback about the research process, please contact:

[CONTACT NAME AND ADDRESS: (physical address of partner office/TAF, phone number, if relevant, email address, name of contact person, if possible, but ensure that there is general information in case of staff turnover]

Do you agree to participate in the study by sitting for this interview?
- Yes
- No

ADOLESCENT'S ASSENT

I have understood the above information and I agree to take part Yes / No

I am happy for [partner org] and/or TAF to contact me in the future if they need to Yes / No

Printed Name: ....
Signature: ....
Date:...

PARENTAL CONSENT FOR CHILDREN/ADOLESCENTS UNDER THE AGE OF 18

I confirm that I am the parent/guardian of..................................

I have read and understood the above information and confirm that Yes / No

I consent for my child to take part in this [activity].

Printed Name: ....
Signature: ....
Date:...
Phone Number and/or Address: ....

ANNEX I: REFERENCES

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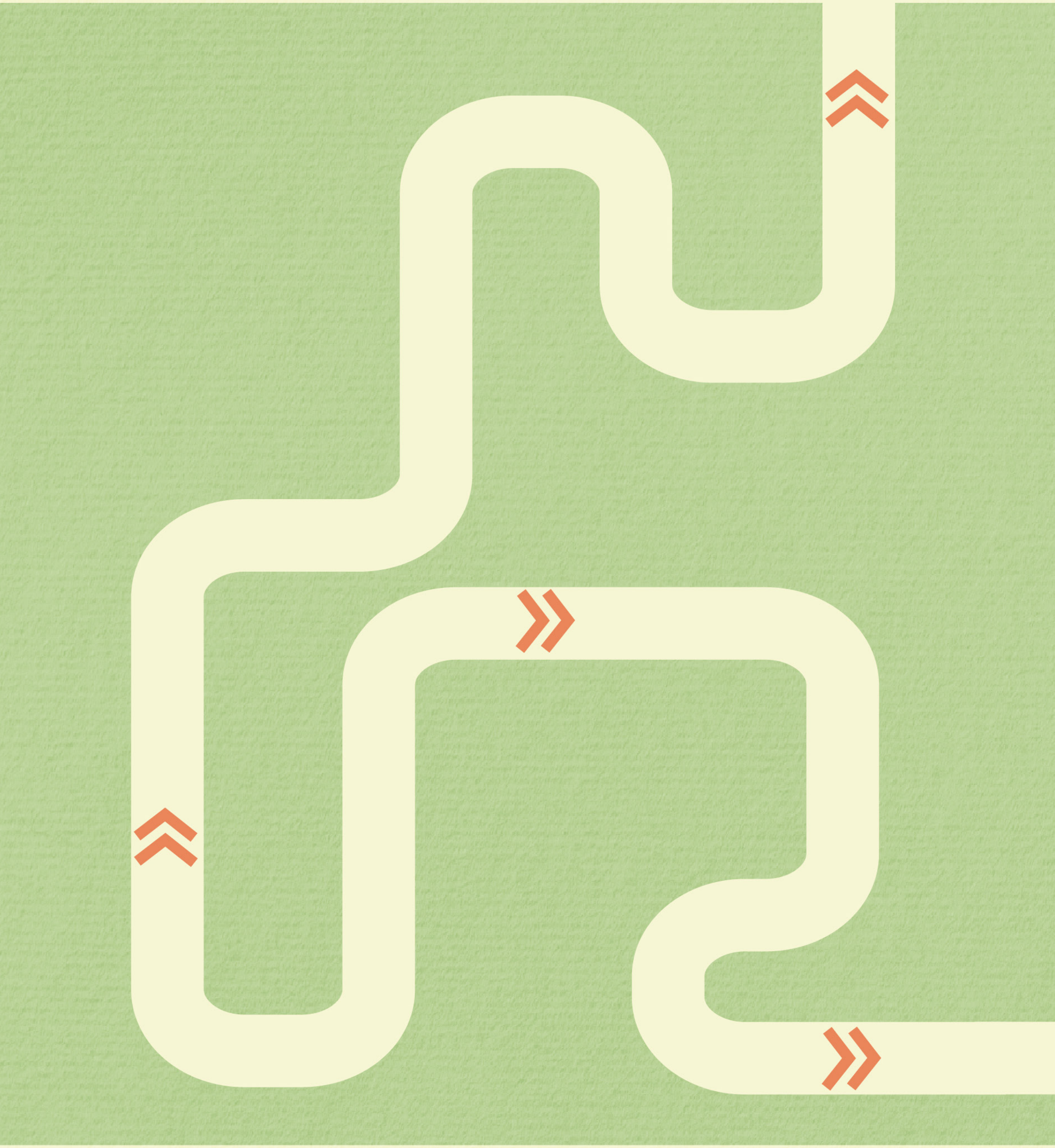

CDPO

CAMBODIAN DISABLED PEOPLE'S ORGANISATION

CDRI

Cambodia Development Resource Institute

CICP

CAMBODIAN INSTITUTE FOR COOPERATION AND PEACE

CPS

for Cambodia development

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មជ្ឈមណ្ឌលខេមរសិក្សា

CENTER FOR KHMER STUDIES

CENTRE D'ÉTUDES KHMÈRES

វេទិកាអនាគត

FUTURE FORUM

GADC

Gender and Development for Cambodia

WOMEN PEACE MAKERS