

Planning Data Collection in Resettlement Work: Case Study

This case study accompanies the Switchboard guide “Planning Data Collection in Resettlement Work.” It demonstrates how to apply the guidance via a fictional scenario. In this scenario, Samir is a case management supervisor whose team has planned an introductory English language training program to deliver to clients. As they begin planning their workflow, Samir gathers the team to discuss project monitoring and evaluation (M&E). He starts by initiating a group brainstorm about what they want to learn.

1. Identifying learning goals and relevant data

Samir’s team is already collecting a number of required indicators for their funder. These include the number of clients enrolled, the total number of hours of instruction attended, and the number of course completions. In addition, the team wants to understand whether their English program effectively meets client needs. They decided they need to collect data to answer the following questions:

1. What percent of eligible clients with no or low English language proficiency enroll in the program?
2. What factors influence enrollment?
3. What percent of clients successfully complete the language training program with a limited working proficiency or higher within 180 days of resettlement?
4. To what extent are clients satisfied with the language training program?

Staff discussed whether the questions were important enough to warrant investing time and resources in data collection and analysis and decided that they were. They will use the findings to identify any changes they might need to make to the program’s design and, if results are positive, to make a case for additional funding to expand it. We will focus on the first two questions here.

To answer Question #1, “What percent of eligible clients with no or elementary English language proficiency enroll in the program?” the team determined that they needed the following data, all disaggregated by location:

- Number of male clients enrolled
- Number of female clients enrolled
- Number of eligible male clients with low English language proficiency
- Number of female clients with low English language proficiency

The team believes two key pieces of data will help them to answer Question #2, “What factors influence enrollment?”. These include:

- Reasons eligible clients with no or low English language proficiency didn’t enroll
- Biodata to identify trends (e.g. country of origin, age, location, education level, children)

2. Identifying the type and availability of the data and choosing a method

Type of data: Most of the data the team identified is **quantitative**; it is measured in numbers or categories. However, the reasons for non-enrollment are an example of **qualitative** data. These reasons will be recorded in narrative form.

Availability of data: In considering quantitative data sources, the team determined that they could use existing enrollment data. They also decided that their existing Worldwide Refugee Admissions Processing System (WRAPS) biodata would be an adequate source of language proficiency data.

Collection methods: Since the quantitative data will have already been collected, the method the team will use to retrieve it is **document review** (i.e., pulling data from an existing source). The qualitative data about reasons people did not enroll can best be gathered by talking to people. For that reason, the team would like to conduct individual in-depth interviews or focus group discussions to understand reasons for lack of enrollment and explore differences by sex or location.

Analysis: Most of the analysis will involve creating simple tables or charts. However, the team would like to do a **regression analysis**, which is a statistical approach to understand the level of correlation between two quantities, to determine whether certain factors are associated with high or low enrollment. The table below summarizes these plans.

Question	Data Needed	Type of Data	Source of Data	Barriers to Access?	Collection Method	Resources Needed
1. What % of eligible clients with no or elementary English language proficiency enroll in the program?	# of male clients enrolled in the program (by location)	Quant.	Enrollment records	None	Document review	Staff time; Researcher to compile and analyze
	# of female clients enrolled in the program (by location)	Quant.	Enrollment records	None	Document review	
	# of eligible male clients with no or elementary English language proficiency (by location)	Quant.	Biodata from WRAPS	None	Document review	
	# of eligible female clients with no or elementary English language proficiency (by location)	Quant.	Biodata from WRAPS	None	Document review	



Question	Data Needed	Type of Data	Source of Data	Barriers to Access?	Collection Method	Resources Needed
2. What factors influence enrollment?	Reasons eligible clients with no or elementary English language proficiency didn't enroll	Qual.	Sample of male and female clients who did not participate	Skills in client languages	Individual in-depth interviews or FGDs	Researcher to identify sample; Interpreters
	Biodata to identify trends (e.g. country of origin, age, location, education level, children)	Quant.	Client case files	Time to compile	Document review	Researcher for regression analysis; SPSS

3. Considering available resources

The team reflected on the human and financial resources needed to answer Question #2: "What factors influence enrollment?"

Because clients had limited English language skills, the team would need staff who spoke clients' languages, or multiple interpreters. The team's caseworkers have the language skills, but little time to invest in conducting long interviews or focus groups.

The team decided that focus groups would involve too many time, logistical, and training challenges. Instead, caseworkers could conduct very short interviews as part of routine client meetings, at very low cost.

While staff can collect basic program data and analyze this together with the biodata they have access to, they do not have the capacity to conduct a regression analysis. Either the team's M&E manager will need training and appropriate software, they will need to hire a consultant, or they will need to revise their expectations and plans. Samir decides to explore whether his organization's existing partnership with students at a local university will enable his team to pursue this, and if not, they will remove it from their plans.

The IRC received competitive funding through the U.S. Department of Health and Human Services, Administration for Children and Families, Grant #90RB0053. The project is 100% financed by federal funds. The contents of this document are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services, Administration for Children and Families.

