



Introduction to Social Research Methods

Day 3

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Riyadh, Saudi Arabia





Capstone Prep



Capstone Activity

In the groups assigned on Day 1, meet now for 30 minutes and consider the following preparation and presentation for this afternoon.

What we want to see:

- Your research question(s) / sub-questions and rationale behind the research (why this matters to policy?)
- Methodological approach, including at least one tool and sampling
- Data collection and analysis considerations
- Ethical considerations
- Audience and communications plans

Presentations: 10 minutes maximum

Slideshow presentation

Participation from all members of group

5 minutes of questions / feedback



Break and Prayer



Module 5: Ethics, Positionality, and Field Power

Lead: Dr Diane Abdallah

Discussants: Dr Debbie Collins, Melanie Reixach-Wong



General Research Principles

Do No Harm and Maximize Benefits

(to be prioritized throughout the research process and beyond)

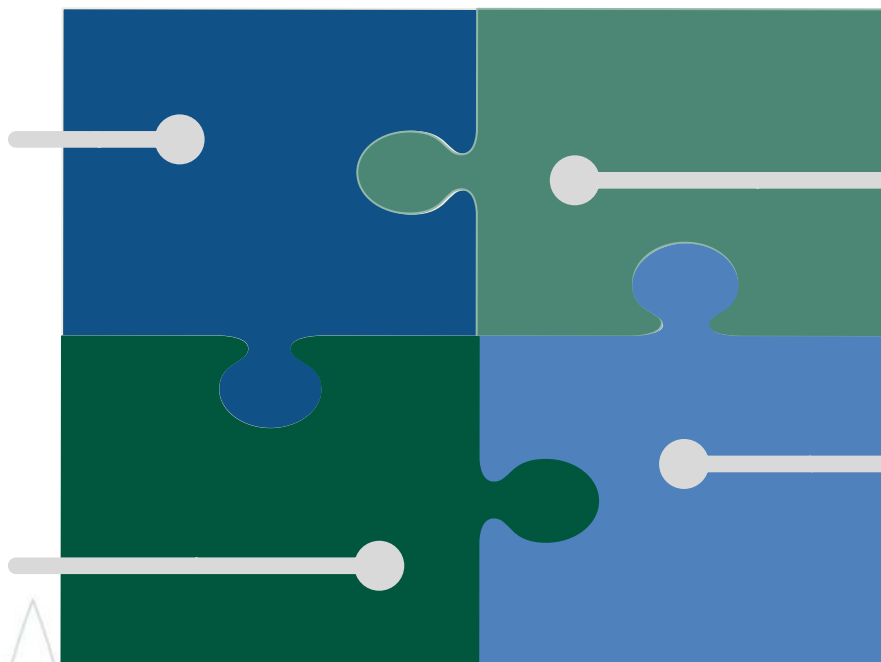
Integrity in Research Practice
(uphold reliability, honesty, rigor, care accountability and respect to study participants)

Compliance with Local Customs and Laws

(adherence to local customs and legal norms)

Best Practices in Research

(consent, openness and transparency, quality assurance, avoid plagiarism, objectivity and bias mitigation)



Research involving human participants

١. Respect for Dignity and Autonomy:

- Uphold the dignity and autonomy of research subjects.
- Prioritize voluntary participation and safeguard against harm for both researchers and participants.

٢. Privacy Protection:

- Categorize data based on sensitivity: personal information, pseudonymized data, and fully anonymized data
- Focus on human subjects' concerns about safety and privacy



Examples: Technology use and autonomy among older persons

Safety vs Privacy

↑ safety

↑ autonomy

↑ online communication

↓ caregiver load



Compromising privacy

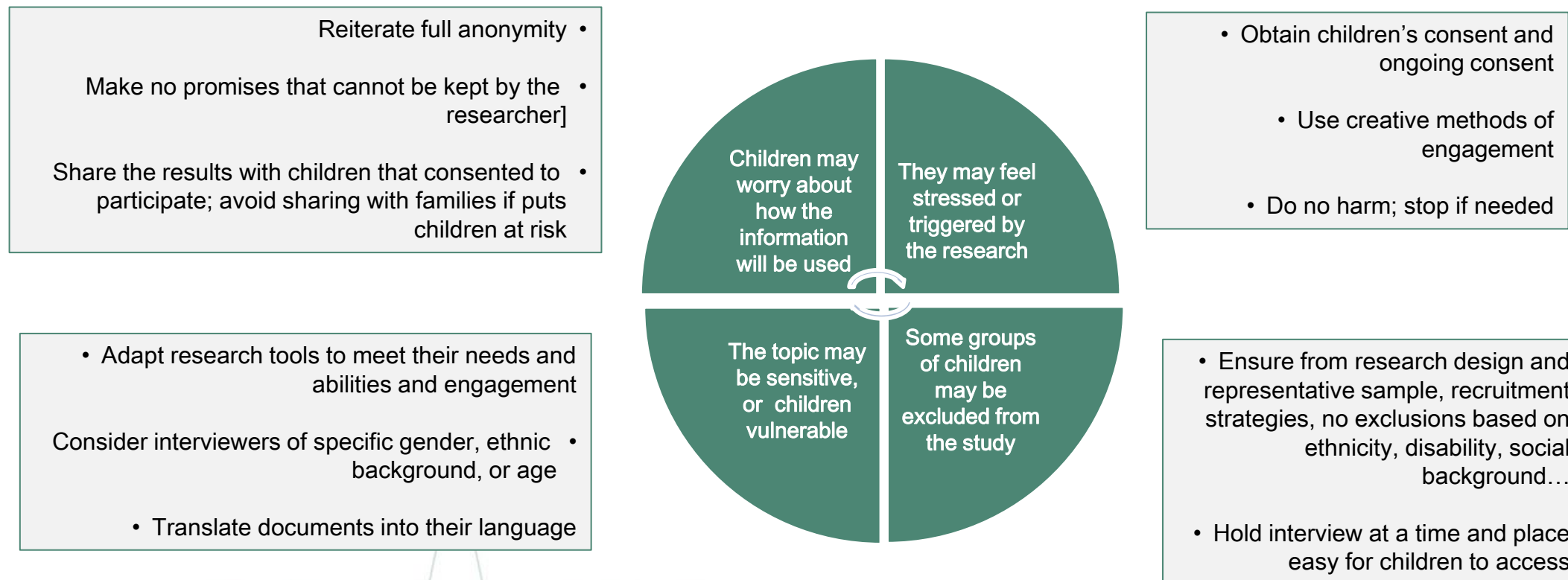
↑ Reliability on technology = false sense of safety

↓ human care /connection

↓ self efficacy / self esteem



Example 2: Assessing the risks; mitigating through design



3. Risk Assessment in Different Contexts:

Consider context-relevant risk assessments, especially vulnerable communities, conflict-affected areas, and high-risk environments

Any examples you can think of where risk would be high?



Data Management and Data Sensitivity

Data Management Considerations: •

- Safeguard sensitive data through proper categorization, access regulation, and restrictions.
- Safeguard data through cybersecurity measures, thoughtful storage choices, and cautious use of social messaging platforms and emails.
- Determine appropriate times for data destruction and clarify data ownership.

- **Categorization of Data by Sensitivity:** Classify data into open, protected, and controlled categories based on varying levels of sensitivity and confidentiality.





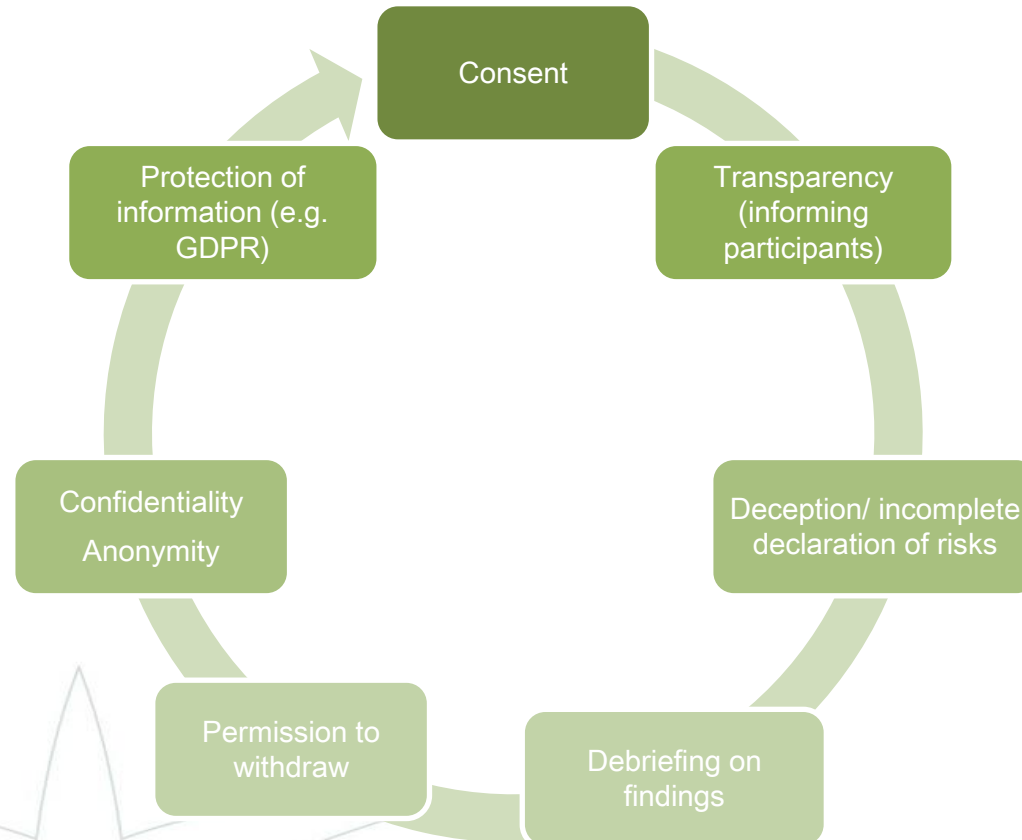
Practical ethical considerations when conducting research



List as many ethical considerations as you can that should be taken into account when planning/conducting research.
How is it done in Saudi?



Important ethical considerations



Identity of the researcher

The researcher is a gendered, aged, culturally, and socially placed human being



	Considerations	Implications
The identity of the researcher might influence the research process	- Ingroup member? Outgroup? Enemy? - Pure outsiders? Insiders? Involved outsiders?	- Insider can facilitate or prevent access and knowledge - Closeness can impact analysis
Intersectionality Gender, race, ethnicity, religion, etc..	- Young and female researcher with experts and politicians or older people - Female with reluctant respondents - Female researcher and male participants - Female researcher with female respondents - Male researcher with female respondents - Male researcher with male respondents	- Being female and young makes it hard to be taken seriously - Being female can be asset when interviewing reluctant respondents (harmless) - Self-censoring based on gender of the researchers or respondents - Access

Suggestions:
Discussions before fieldwork.
Be ready to change the format of data collection



Discussion

Informed Consent: Discuss how cultural norms, gender and power affect informed consent in KSA •

Positionality: Write three aspects of your identity (e.g. gender, nationality, social class, profession, etc..) and reflect on how each might influence interactions with participants. •
How would acknowledging your positionality affect ethical practice?



Case Study Dilemmas

Field power: a researcher is interviewing a young Saudi woman about employment challenges, but her father insists on being present. •

Should the interview proceed? •

What are the ethical risks? •

How could power dynamics be managed? •

Choose one of the Ethical dilemmas below and discuss in your groups what action the research should take and justify your reasoning: •

A participant discloses sensitive political information. •

An NGO partner pressures researchers to highlight only positive outcomes. •

A Saudi participant refuses anonymity and wants their name published. •



Module 6: Communicating research findings and public engagement

Lead: Melanie Reixach-Wong

Discussants: Dr Debbie Collins, Dr Diane Abdallah





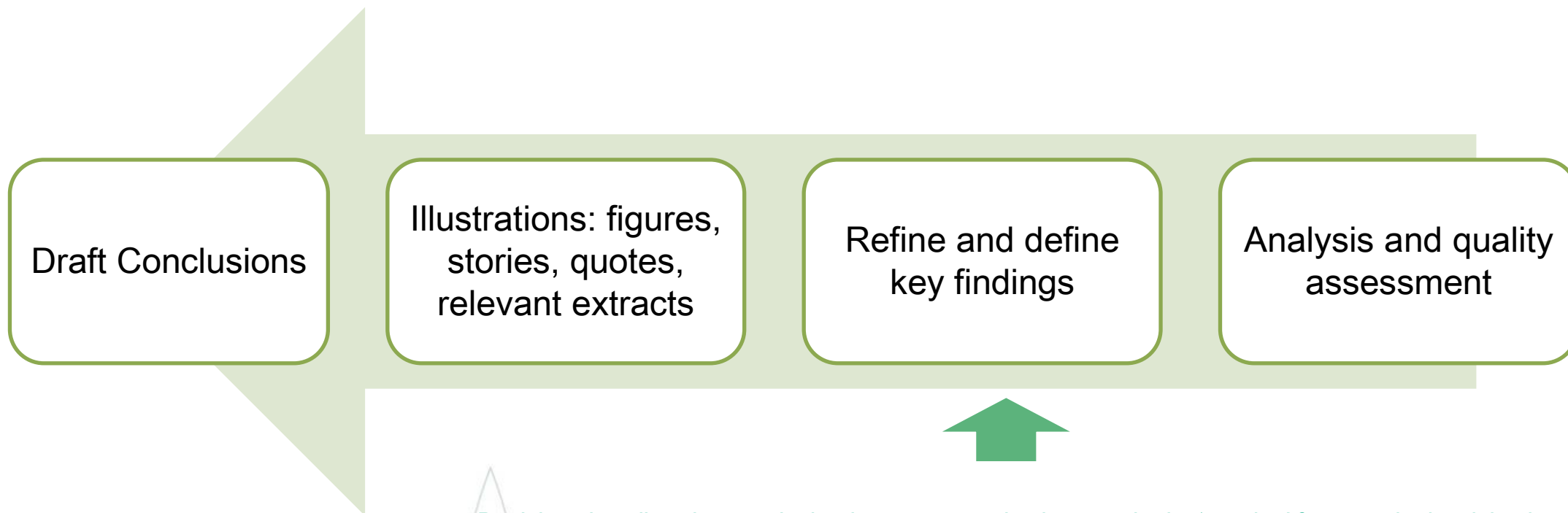
Guiding principles

- Understand what the client needs
- Interpret the data, rather than just describing it
- Be editorial – focus on data that answers the research questions





Using and reporting on the evidence



Don't just describe what was in the data – you need to interpret it- the 'so-what' factor and relate it back to your research questions





The final product

Whether a report, article or presentation, or policy report, qualitative outputs should:

Contribute to knowledge

- Add to existing knowledge
- **Address** research questions/ objectives
- **Aids** decision-making

Display the evidence well

- Illustrate **analytical constructs** not individual cases
- Display **diversity and multiplicity**
- **Avoid quantification** or numeration
- Show **evidence** for interpretations and recommendations





Contents of a comprehensive report

Executive Summary

Introduction

Research Topic and questions

Methodology: Collection and Analysis

Key Findings

Discussion of the Findings

Limitations and Possible Bias

Validation and Quality Assessment

Conclusions

Recommendations and Further Action

References and Sources

Annexes



Qualitative research reporting

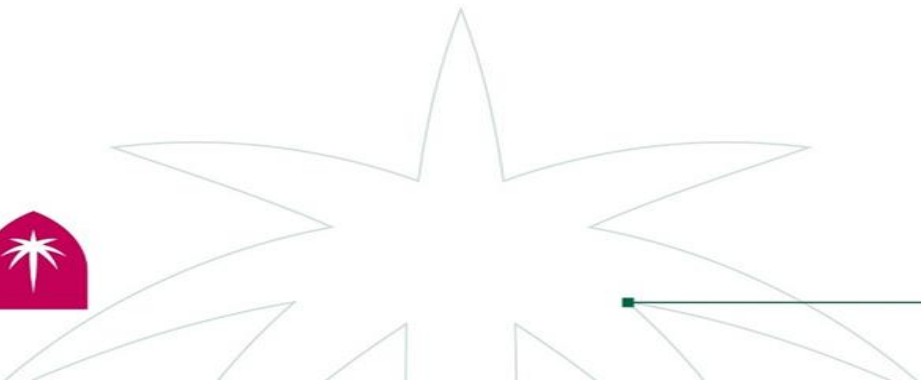
Avoid qualitative language e.g. 'most', 'many', '2 people said' •

Focus on constructs rather than individuals •

Use quotations, examples from the data, and case illustrations to illustrate points •



Reporting Quantitative Data





Guiding principles

- Lead with overall figures before exploring sub-groups
- Don't go fishing for significant results
- Be careful not to misrepresent question wording and base
- Use charts and tables (selectively, appropriately)





Interpret, don't just describe

Descriptive reports based on survey data can be repetitive if not done well: •

Work through questionnaire, reporting headlines, then crossbreaks, over and over... •

Instead, try to think more thematically: •

Identify all the survey questions that are relevant to a particular theme or RQ •

Explore the findings from those questions •

Think about what they say as a whole •

Think about how to structure that narrative that are relevant to answering the client's research question •

draw on questions as relevant to help you communicate that narrative •



Question wording and bases

Table T051: Why did you not report your negative experience(s) with taxis?

	Total	Whether has condition or illness which reduces ability to carry out day-to-day activities (DV)	
		Yes	No
Base: UK adults 18+ who had a negative experience using taxis pre-lockdown and did not report it	%	%	%
I did not know how to make a report	16	28	12
I did not think my report would be acted on	32	44	28
I did not think my negative experience was serious enough to report	49	47	50
The way of making a complaint was not accessible	8	19	4
Reporting would take too long	14	17	13
It happens too often to report every time	21	29	19
Other reasons	17	11	18
Unweighted base	308	137	171
Weighted base	295	69	226

“44% of disabled people felt reporting a negative experience in a taxi would be pointless.”



“Of those disabled people who had a negative experience in a taxi but did not report it, 44% said this is because they did not think it would be acted on.”





Using charts and tables

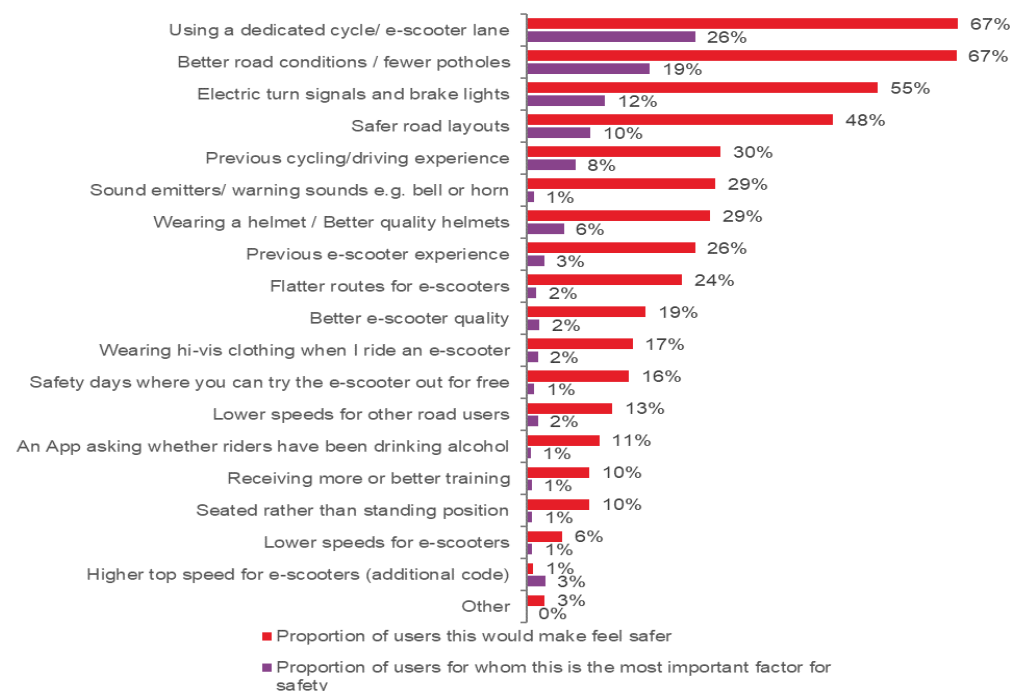
- The temptation is to use lots of charts and tables
- But be selective
- Charts/tables should either:
 - Make it easier to see and understand a trend/relationship that you have explored in the text
 - Make it easier to see detail that would be boring to enumerate in the text, but that is important for the reader to see
- Think carefully about the design and layout of your charts, don't just repeat the same generic bar charts. Charts should naturally guide the reader to the interpretation that you are describing in the text.





Common pitfalls in charts

Trying to show too much information on one chart •



"Which, if any, of the following would make you feel safer when using an e-scooter?"

"Which of these do you think is most important for your safety when using a rental e-scooter?"

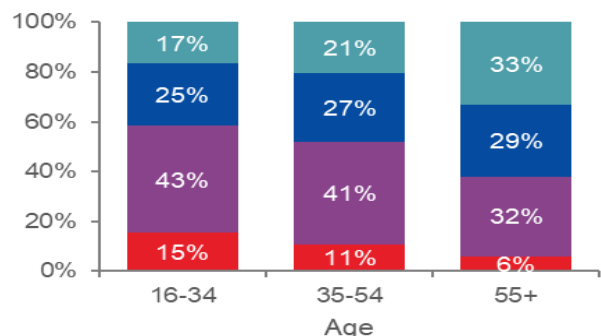
Bases: All users of rental e-scooters in trial areas (excluding London), features that would make users feel safer (3080), most important features (2689).





Common pitfalls in charts

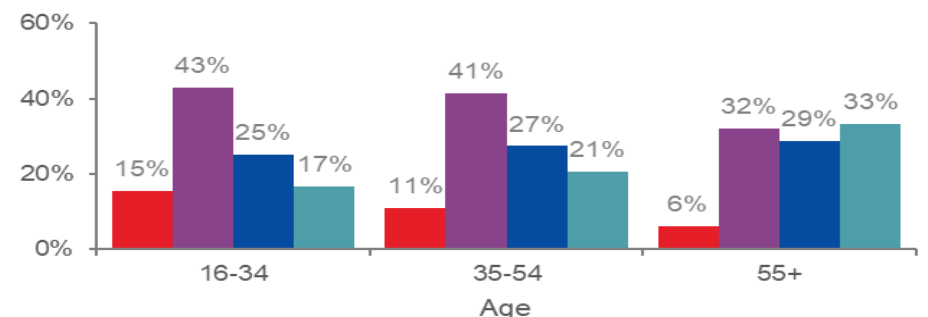
Presenting data using clustered charts, when you should use stacked –



- Only once ever
- Less than once or twice a month, more than once ever
- Less than three or four times a week, more than once or twice a month
- Three or four times a week

"How many times in total have you rented an e-scooter in England?"

"How frequently do you rent an e-scooter?"

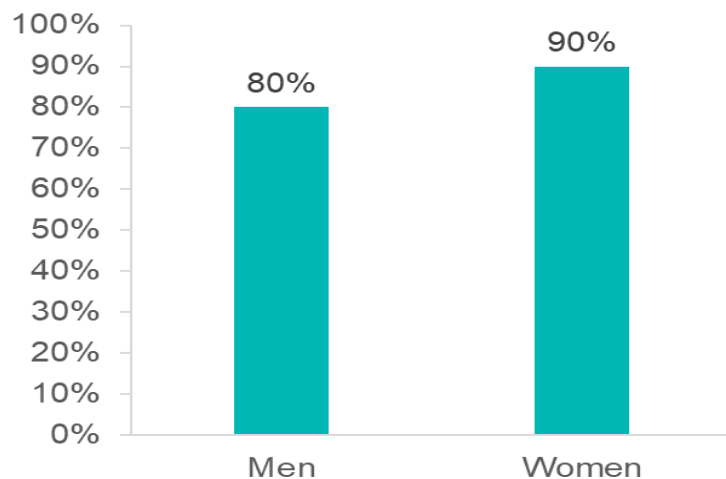


- Three or four times a week
- Less than three or four times a week, more than once or twice a month
- Less than once or twice a month, more than once ever
- Only once ever

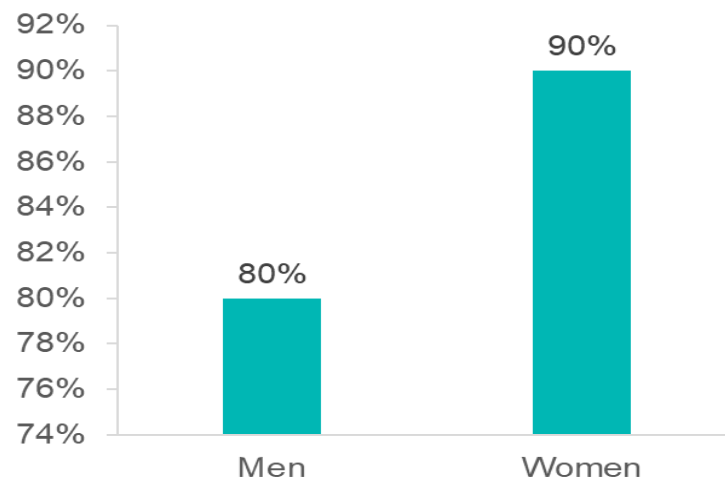
"How many times in total have you rented an e-scooter in England?"



Common pitfalls in charts



Correct it to this



Excel does this by default



Why do we need to engage with the public about our research?



Reasons to engage the public

- To support participatory research approaches
- To encourage participation
- To increase transparency and build public trust in science
- To raise awareness, promote collaboration



Public engagement: Examples

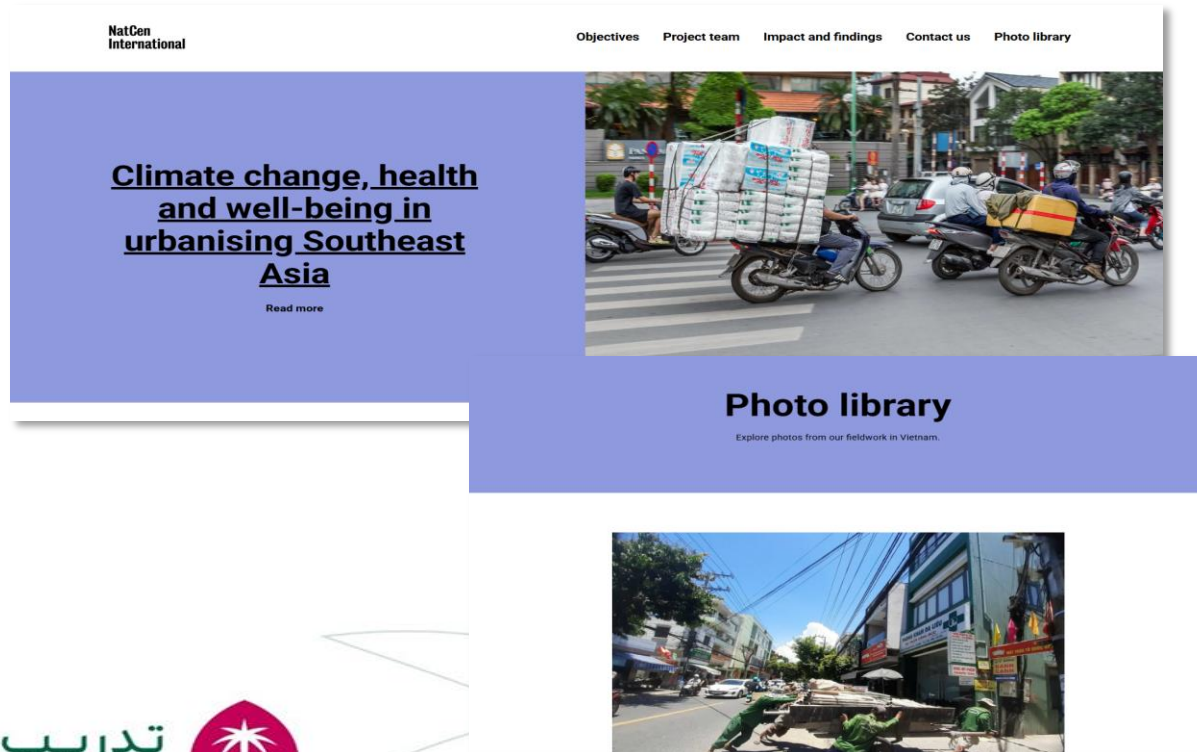




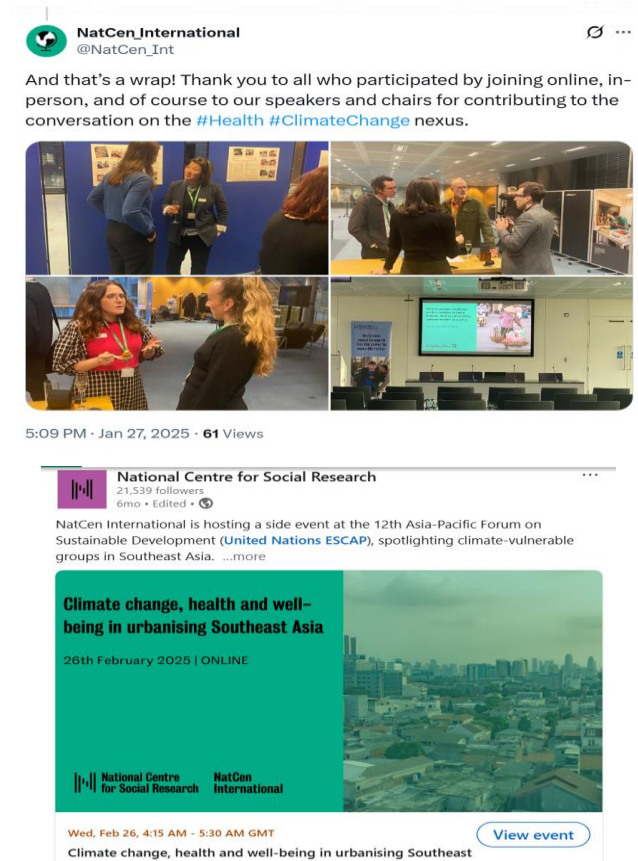
Climate change, health, and well-being in urbanising Southeast Asia



Website



Social media



Climate change, health, and well-being in urbanising Southeast Asia

Events



12th APFSD
EMPOWER • ACCELERATE • INSPIRE

Climate change, health and well-being in urbanising Southeast Asia

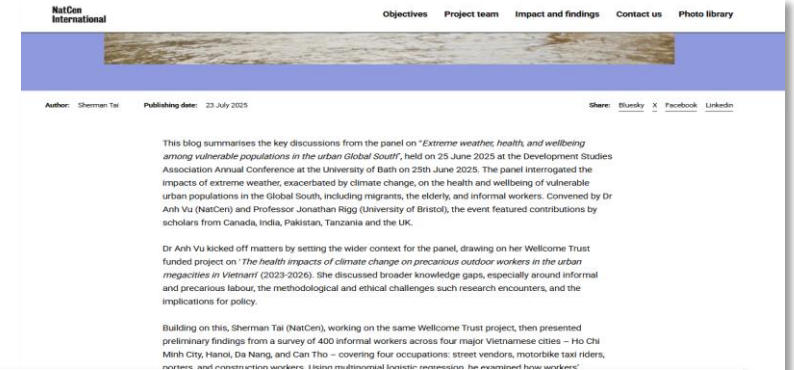
Wednesday, 26 February 2025, 11:15 - 12:30 Bangkok time

National Centre for Social Research, Ministry of Health, Chula, SocialLife, Light

Register Now



Blogs, reports, and articles (published internationally)



Policy briefs

June 2025 | Coping with Climate Risks: Health Policy for Precarious Outdoor Workers in Urban Megacities in Vietnam

This policy brief, drawing on qualitative research from the Wellcome Trust-funded project, examines the lived experiences of outdoor workers exposed to climate-related health risks across four major Vietnamese cities: Hanoi, Da Nang, Ho Chi Minh City, and Can Tho. The findings reveal how these workers often prioritise autonomy and daily income over personal health and safety, leading to the normalisation of risk and reliance on informal coping strategies, including home remedies and advice circulated via social networks. The brief advocates for a more inclusive, adaptive public health response—recommending measures such as flexible health insurance schemes, climate-responsive communication tools, and community-based health initiatives tailored to the realities of precarious urban labour.

> [Download here \(pdf\)](#) Vietnamese pp. 1-7, English pp. 8-13

Transformational Education Interventions: Insights from the UK and Kuwait

Events



Social media



الملخص التنفيذي

أطلق برنامج Bankee في الكويت بهدف تعزيز الثقافة المالية بين طلبة وطالبات المدارس وتجهيزهم بالمهارات الأساسية لإدارة شؤونهم المالية الشخصية إدارة فعالة وإعدادهم للمسؤوليات المالية المستقبلية. يقدم هذا التقرير التحليلي تحليلًا شاملاً لتطبيق البرنامج وفعايته واستدامته، معتمدًا على نهج مختلط يجمع بين البيانات النوعية والكمية التي جمعت من مجموعة متنوعة من الأطراف ذات العلاقة ومن بينها المعلمين وأولياء الأمور والمديرين والأخصائيين النفسيين.

ضمن مساعي تحقيق أهداف التقييم، أجرى تقييم نوعي للتطبيق، والمالية (PPE) وتقييم النتائج قبل وبعد (PPE)، وضمت استراتيجية التقييم أبحاثًا لتكيفية لمصاغة نظرية التغيير (ToC) التي تشكلت أساس التقييم، حيث تعدد هذه النظرية النتائج والمخرجات والآثار المتوقعة للبرنامج جنبًا إلى جنب مع المسارات السببية المرتبطة بها، والتي تعتبر ضرورية لفهم كيفية تحقيق البرنامج لأهدافه ضمن المشهد الاجتماعي والاقتصادي الفريد في الكويت.

استكشفت مكونات البحث البحث مدى وصول برنامج Bankee إلى نتائجه المرجوة مع مراعاة العوامل الاجتماعية والاقتصادية والسياقية التي قد تتقاطع مع هذه النتائج، بهدف هذا البحث النوعي إلى تحديد التحديات والفرص التي ووجهت خلال التنفيذ وفي الوقت ذاته النقاط وجهات النظر المتنوعة للأطراف ذات العلاقة، وقد أضاف ذلك المزيد من التعديل والعمق للتقييم، مما ساعد في تفسير التحسينات الملحوظة واقتراح مجالات للتحسين.

في حين شملت التحليلات الكمية تقييم النتائج قبل وبعد (PPE)، والذي ركز على تحديد وتطوير مقاييس مناسبة للتثقيف الرئيسية المرجوة وهي الثقافة المالية للطلاب. جمعت البيانات في لغتين (رسميتين)، في البداية (خط الأساس) والمتابعة، مما سمح بتقييم التقدم المحرز في نتائج الثقافة المالية نتيجة المشاركة في البرنامج.

أظهرت النتائج الكمية من تقييم النتائج قبل وبعد (PPE) زيادة كبيرة بنسبة 969 درجات في الثقافة المالية للطلاب بعد تنفيذ البرنامج (خط الأساس) مقارنة بما قبل التنفيذ (خط الأساس). مع تحقيق تحسنات ملحوظة في مجالات محددة مثل (معرفة المزايا والالتزام) أما فيما يتعلق بالسلوكيات المالية، فقد أظهر 94 في المئة من الطلاب تحسنًا في سلوكياتهم المالية مقارنة بنسبة خط الأساس البالغة 81 في المئة (أي بزيادة 13 نقاط مئوية). أظهرت مقاييس سلوك الطلاب ورفاهيتهم، كما هو موضح في استبيان القوى والصعوبات (SDQ)، اتجاهات إيجابية في سلوكيات الفصل الدراسي والصحة العاطفية.

وبمع ذلك، سلط التحليل الكمي الضوء أيضًا على بعض التحديات، فقد قللت بعض المفاهيم المالية مثل الربا والافترض غير مفهومة لدى غالبية التلاميذ ودون أي تحسن واضح بالمقارنة بين ما قبل التنفيذ وبعد. أظهر نسبة من الطلاب تحسن ضئيل أو عدم تحسن في سلوكيات مالية محددة، مما يشير إلى أنه وعلى الرغم من كون المكاسب العامة للبرنامج واضحة، فيحتمل ألا تكون بعض الفئات السكانية أو الظروف الفردية قد استفادت بالتساوي من البرنامج، وتؤكد هذه الفجوة ضرورة وجود تدخلات مستهدفة لمعالجة احتياجات هذه المجموعات.

أشارت الفعالية المرجوة النوعية إلى أن المعلمين لاحظوا تحسنًا كبيرًا في فهم الطلاب المالي والتغيرات السلوكية الإيجابية، إلا أن العديد من المعلمين أبلغوا عن تحدياتهم بشأن عمق وإستراتيجيات التدريس. وتشترك العديد منهم في ذكر موضوعات حول الحاجة إلى تدريب شامل وموارد لدعم المعلمين في تقييم البرنامج بفعالية. الهدف من ذلك أن يكون أن العديد من أولياء الأمور غير مجهزين لتعزيز المفاهيم التي تدريس في المدرسة على الرغم من فهمهم وإقارهم بأهمية الثقافة المالية الأمر الذي يبرز وجود فجوة التواصل بين البرنامج وتعزيز المعلومات في المنزل.

Reports

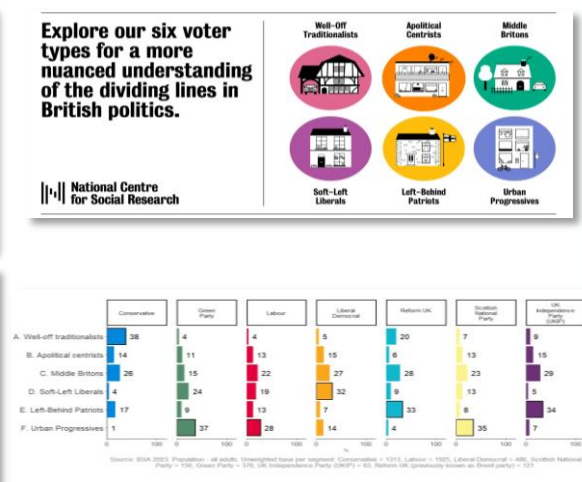
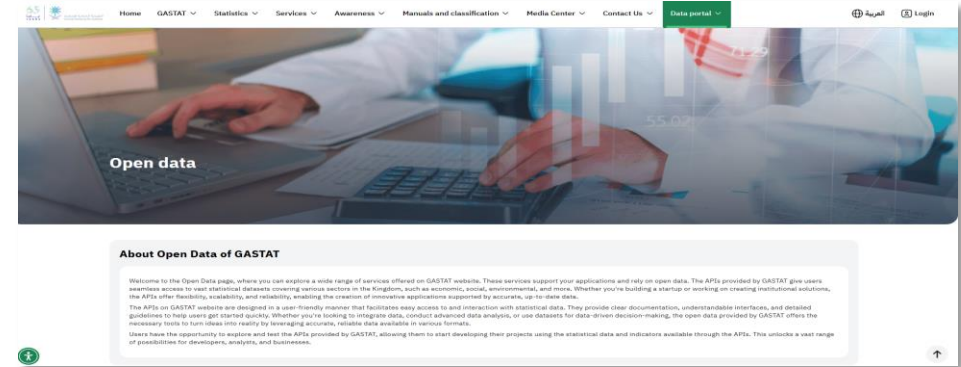
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Public engagement



Dashboards and infographics





Lunch and Prayer





Module 7: Capstone Prep





Capstone Activity

In your groups, meet now and prepare research plans in presentations for this afternoon.

What we want to see:

- Your research question(s) / sub-questions and rationale behind the research (why this matters to policy?)
- Methodological approach, including at least one tool and sampling
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- Ethical considerations
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Slideshow presentation

Participation from all members of group

5 minutes of questions / feedback





Break and Prayer





Presentation s

