



# DATA DRIVEN

## METHODS MATTER PART 1: BECOMING DATA DRIVEN

### WHAT'S NEW WITH DATA DRIVEN?

This is the first of four *Data Driven* issues that will introduce some key technical aspects of good DM&E. As the November 2006 issue explored the *essence of good project design*, this issue focuses on the *essence of good data collection: the ability to identify the kind of data we need in a particular project and the method best suited to collect and analyze it.*

The following pages outline related concepts, practical steps, IRC policies, a sample DM&E job description and a new approval process conceived to improve the quality of data collection across the agency.

### WHAT DOES IT MEAN TO BE DATA DRIVEN?

The IPD 2006 Strategic Plan declares our intent to “make programming decisions based on valid, reliable and accurate data.” What does this mean and how do we get there?

Breaking down the statement into DM&E language, it means that IRC:

- Makes decisions about project design that are justified through assessment and analysis of needs, gaps, assets and resources;
- Makes decisions about how to adjust implementation using data that reflect the logic of design and are collected and analyzed using appropriate methods and tools;
- Makes decisions about whether or not a project is “working,” “effective,” “having an impact,” “replicable” or “scaleable” based on data from monitoring and evaluation conducted with appropriate methodology.

The word “data” here is not meant to connote numbers, but instead the information that results from a systematic, rigorous and detailed investigation. Using “appropriate” methods to collect and analyze this information is essential, as data are useless if they are not valid, reliable and accurate.

- **Validity** refers to the trustworthiness of data, to whether or not they capture what we intended to measure. If you want to measure the results of your diet, for example, a scale measuring your weight will produce a valid measure of this.
- **Reliability** refers to whether or not you get the

#### INSIDE THIS ISSUE:

What does it mean to be Data Driven?	1
Methods Matter	2
Five steps to choosing data collection methods	3
Then What?	5
IRC DM&E Policies 2007	6
Methods in Action	7
Choosing Methods Handout	8-9
DM&E Coordinator Job Description	10

same data more than once. Your weight on the scale you use in the example above, for example, is reliable (or the scale is reliable) if you get the same answer every time you step on the scale in a five minute interval (assuming you don't eat a box of cookies at the same time).

- **Accuracy** is the degree to which information matches true or accepted values. If your scale is off by 5 kilos, the data it provides are inaccurate in that they do not measure your *true* weight.

Staff members in every country program and technical unit work hard to understand the contexts in which they work, the communities with which they work and the progress of IRC projects. What we sometimes miss is that collecting data to do so can be as “technical” as education or reproductive health; there are certain principles and standards that need to be followed to do it right. Based on these, this issue of *Data Driven* explores some of the basic steps to take before deciding on a particular method to use when collecting and analyzing data for programming.

## METHODS MATTER

Choosing the right methods is essential to getting meaningful information



## II. METHODS MATTER

We use the concept of a *project cycle* to illustrate how data connects analysis, project design, implementation, monitoring and evaluation. Despite its shape, the project cycle does not follow an easy path. Feedback loops can and should happen at any stage in programming, enabling staff to use new data to decide how to adjust implementation or the design of an IRC project.

Knowing that you have to collect data at certain points of the project cycle is not enough. How you do so is critical, although it is frequently assumed to be self-evident. It is not uncommon to hear people refer to “needs assessments” or “baseline analyses” as if they connote a particular data collection method. If you read an assessment report, you may find that the methodology section says something like this: “The assessment used focus group discussions, key-informant interviews, semi-structured interviews and a KAP survey.” Why these methods and not others? What kind of knowledge do they provide? Are they all necessary for the assessment? For every assessment?

In fact, there are several analytic *processes* that can inform decisions throughout the project cycle: *needs assessment, stakeholder analysis, baseline assessment, results monitoring* and *mid-term evaluation* are examples (see page 3). It is good to remember that these and other similar terms do not have commonly understood definitions. They do not necessarily happen at a certain time, nor are they always distinct from one another. Most importantly, none of them is defined by a certain data collection method or group of them. A baseline, for example, does not necessarily involve a survey. An assessment does not necessarily entail the

methods just mentioned.

With all data collection - whether during assessment, monitoring or evaluation - REL’s motto is that **METHODS MATTER**. More data are not necessarily better. The way you collect and analyze data is integral to whether or not they will be valuable for decision making. The essence of good data collection is understanding how to choose the method that will produce the information the program needs. In short, every method produces a particular kind of information. The one you choose depends on the reason you’re collecting data, the question driving your data collection, the context in which you work and the resources at hand. We have reduced these components to five steps to take to choose a particular method or methods. We hope that these steps and the attached chart will help you be able to answer questions such as: why, under what conditions and toward what end do we survey, conduct focus groups or key-informant interviews?

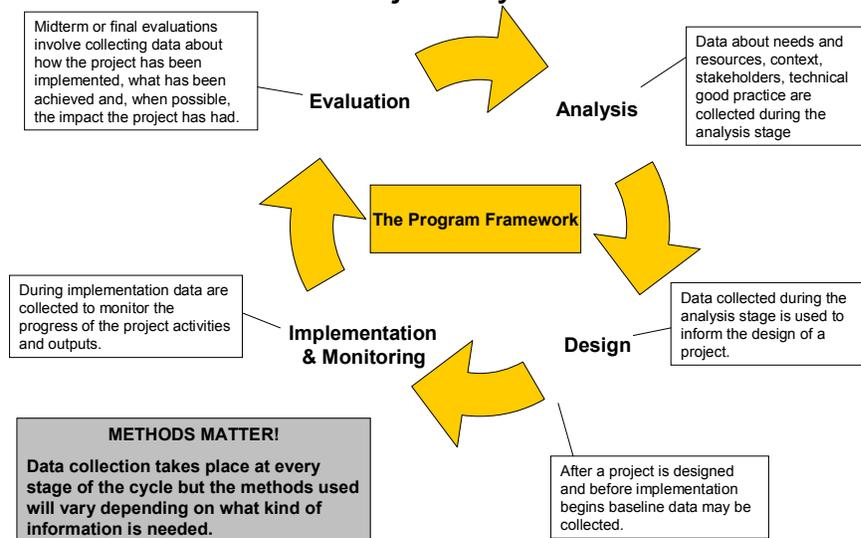
### DEFINITIONS

**Data Collection Method (real term)** – the approach used for gathering and analyzing information to answer specific questions.

**Project Cycle Process (REL term)** – a process is broader than a method and may include many methods, as well as different methods depending on the project. (In other words, all needs assessments do not involve the same methods.)

**“Appropriate” Methods (REL term)** – Appropriate methods are chosen according to the principles and standards required to produce “quality” (valid, accurate...) data.

## Data Collection throughout the Project Cycle



### III. FIVE STEPS TO CHOOSING DATA COLLECTION METHODS

- ◆ Ask and answer key questions about what IRC needs to learn and why.
- ◆ Consider who can provide the information needed.
- ◆ Choose the method.
- ◆ Consider IRC’s capacity to use the method.
- ◆ Reassess the method chosen.

#### 1. Ask and answer key questions about what IRC needs to learn and why.

Regardless of where you work at IRC, it is likely that you have read, heard or even said: “we are going to do a KAP survey at the beginning of the project.” Before deciding on a particular method - in this case a survey - we need to articulate why we need the information in the first place. It seems like a truism, but it’s worth saying that data collected without a specific programming purpose will not affect program quality. We want to make sure that data are in fact used to make decisions. If you cannot identify *why* IRC needs to do a certain data collection activity, you probably should not do it.

Identifying the purpose of your data collection as well as the reason underlying it are key background conditions to satisfy before selecting the right methods. Toward what end are you collecting data? Is it to inform initial design of a project? To inform implementation decisions or to see if you need to change course? What are the possible reasons? Leaving advocacy aside for now, some examples include:

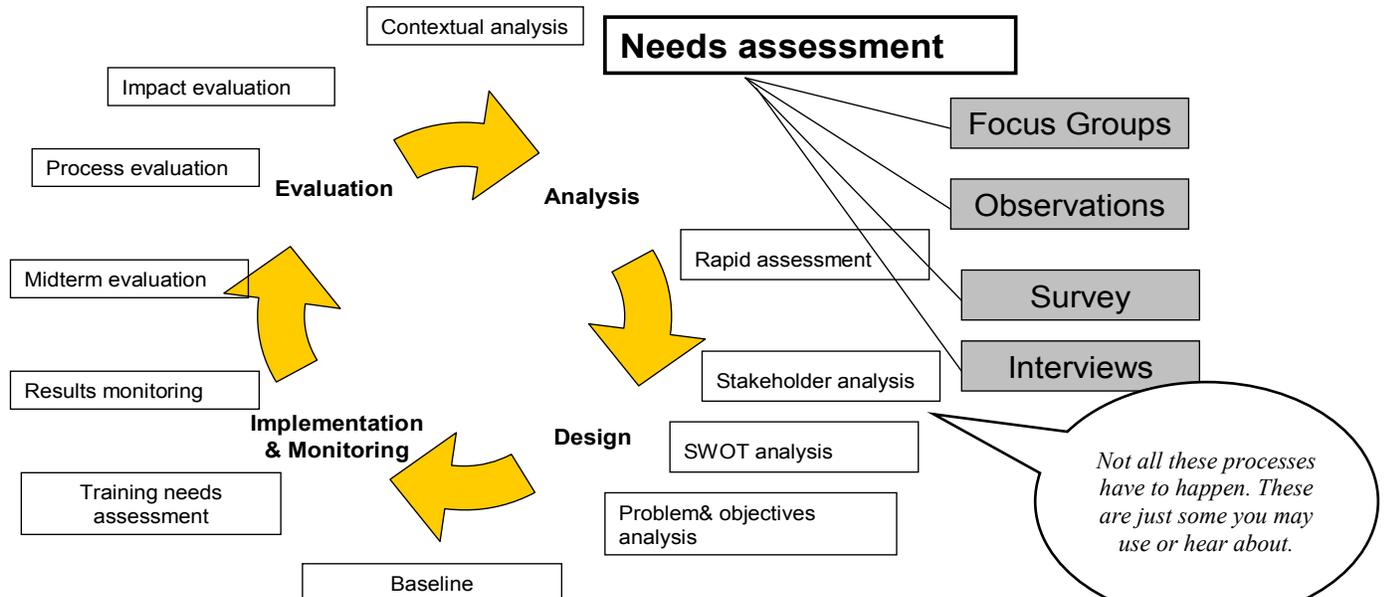
- To understand the context to determine programming gaps;
- To assess specific needs and resources;
- To know if IRC is implementing according to plan;
- To gauge changes in the population;
- To know how people feel about or react to IRC’s work.

Once you identify why you need the information, determine what you need to know. What specific question (or questions) drives your data collection? Another way to think about this is to consider the information you need to make decisions about the project’s direction or focus. For example:

- Why aren’t children attending school?
- How do women feel about the relocation of the camp?
- Do youth understand how to prevent STIs and pregnancy?
- What drugs are available at health clinics?

Perhaps the most important question to ask yourself and your team is about the characteristics of the information. The standard way to present this is by explaining the difference between quantitative and qualitative data. This sometimes obscures the details of what we want to learn: it is not just about whether you need numbers or not, but about the qualities of the information. Do you need information that is precise and tells you about the nature, scale and frequency of a problem? Or do you need information that tells you about people’s feelings and priorities? Information that explains why or how certain things happen in a community? The diagram below provides a simplified illustration of these qualities.

#### The Difference between Processes & Methods



# DATA DRIVEN 4

## 2. Consider who can provide the information needed.

Just as we need to ask what and why, we also need to ask WHO to help determine the appropriate method to use. Do we need to talk to youth, survivors of rape, ex-combatants? What if you want to find out information about people who are difficult to access? Does IRC have the capacity to get to these people? Are they likely to want to talk to us about the issues? If you want information from people who are difficult to access, it is a better idea to use key-informant interviews over a survey, even if your questions ask about the frequency or nature of a certain phenomenon. The specific people with whom you need to talk may also influence the kind of interview you use, depending on the kind of information you want but also whether these people will be comfortable talking in a group or one-on-one.

## 3. Choose the method appropriate to answer your question.

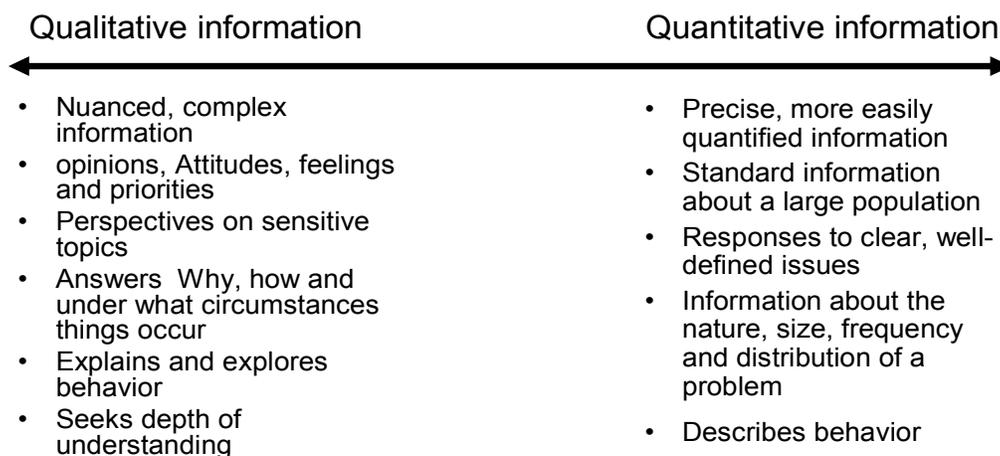
For simplicity sake, this *Data Driven* focuses on the most common methods we see used at IRC: interviews (key-informant, in-depth, structured/semi-structured), focus group discussions, surveys and observation. Steps 1-2 should have led you to the realization that the method you use depends on what you need to learn and from whom. The fold-out “Choosing Methods” (pp. 8-9) explains the details, advantages and limitations of each method.

Here is an example of the related thinking:

You work on the GBV team in country x. You want to do an assessment to inform the design of a new project. You want to know what kind of violence women experience in war-affected communities in country x. What kind of information do you need?

- You want to explore attitudes about violence and what is considered violence against women.
- You need deep, nuanced and difficult to quantify information.
- Qualitative methods are definitely the best suited to explore social meanings, individual and cultural practices and context.
- You can't easily access only those women who have experienced violence and you want to get some basic understanding about community perceptions of violence against women as well.
- These are sensitive topics and you need a rich understanding of them.
- You choose to do separate focus groups with men and women because people will likely be uncomfortable talking about these issues in mixed company.
- You choose to complement focus groups with key-informant interviews of staff from hospital or other social service providers who may have experience with female clients that have experienced violence.
- You consider that if your findings from these qualitative methods suggest a discernable pattern of violence, you may want to assess whether or not a survey might be appropriate to try to gauge the scale of the problem so IRC can contribute to advocacy for increased attention by national and international actors.
- Thinking about this, you talk to the GBV technical team in order to understand the capacity required and challenges associated with conducting this kind of 'prevalence survey.' And so it goes...

## What do we need to learn?



#### 4. Does IRC have the capacity to collect this information?

Going back to the GBV example above, what kind of capacity does IRC need to have to conduct focus group discussions? Who will create the discussion guide? Who will translate it? Who will analyze the data and how will they do so? Let's say that you are in a different scenario where a household survey is what you need to answer the question driving your data collection. This method requires experience with sampling, training enumerators to conduct the survey and statistical methods to analyze the data. It also requires that IRC has the capacity to either staff the survey teams or retain a qualified survey firm. Finally, oversight of the enumerators and their data entry, a solid information system, as well as financial and logistics support to carry out the survey will be necessary. Does IRC have the capacity is the last, but definitely not least, question you need to ask before deciding on this—or any—method.

Consider:

- How much will the data collection activity cost and do you have the funds?
- How much time will it take?
- How many cars and drivers?
- Who will be involved and what are their qualifications?
- Who specifically will collect the data?
- Do people need to be trained to use the method?
- Who will design the tools/instruments and/or sampling plan?
- Who will analyze the data and how?
- Who will translate the tools (if necessary) and/or the findings?
- What kind of information system will IRC use to organize and store the data?
- Who will write, present and disseminate the findings and how long will it take?

#### 5. Reassess method chosen.

It is possible that IRC does not have the capacity to conduct the method best suited to answer the question driving your data collection. This is most likely the case if the method is a quantitative household survey. Although other methods require experience and skills, surveys are perhaps the most extreme in terms of the long list of questions we need to ask with respect to IRC's capacity. Dr. Rick Brennan of IRC's Health Unit likes to say that conducting a survey is not an easy "see one, do one, teach one." It is a sophisticated undertaking that requires a tremendous amount of preparation, data and analysis if it is to produce useful

information for programming decisions. Deciding that a particular method is beyond IRC's capacity does not mean that it is impossible to do. It just means that additional human and financial resources may be required.

#### IV. THEN WHAT?

We recognize that many staff members already know how to use these and other methods; and that others need and want actual training to use them. The intent with these steps is neither to undermine those with experience, nor pretend to train those who want more information and guidance. Rather, it is to create a common understanding of the importance of methods and encourage IRC staff to stop and ask critical questions about the way they approach data collection.

A common understanding among staff sets the foundation for more specific resources, activities and standards to improve the quality of methods used across sectors and programs. As of February 2007, these include:

**The DM&E Strategy** states explicitly that the technical units are available to support country programs conducting any kind of data collection.

**REL *Illuminate* Clinics, on-line/CD Rom modules and *Data Driven* issues on specific methods** will be available beginning March 2007 when the first virtual clinic will be held on evaluation. This will mark a pilot period (March - June) for testing the utility of on-line learning and *Illuminate* for programming and technical teams. The tentative schedule for REL clinics is as follows (more details will follow over email):

March 20 & 22: Evaluation

April 17 & 19: The Essence of Good Design

April 26: The Ethics of Data Collection (in NY)

May 15 & 17: Focus Groups and Interviews

June 13 & 15: Project Monitoring

**Recruit for Methods.** Although the strategy is clear that responsibility for DM&E rests with programming and technical staff, many country programs have resources for "M&E" positions. To be effective support for the agency, these staff members need to have responsibilities that are distinct from grants and information management. REL will work with regional teams and country programs to improve their recruitment with consistent interviewing, attention to method-related competencies, and standardized criteria for job descriptions (see sample, page 10).

## IRC DM&E POLICIES 2007

- **Technical units must be engaged in project design** - including related assessments - from the earliest stages.
- **IRC projects must be designed, implemented and monitored according to a logical framework.** The policy is not that every project has to use the IRC log frame matrix; rather, every project has to have a 'living' (useful and used) framework (whether it's an USAID Results Framework and PMP or an IRC log frame) that reflects the project's strategy, has clear causal logic and measurable indicators.
- **Every project must be "justified"** (see Data Driven, Issue #4, November 2006) by quality data collected through either IRC data collection or credible secondary sources.
- **Every project must have and follow a monitoring plan that is based on project indicators, updated regularly with project data, shared widely with project staff and stored in an easily accessible format.**
- **All data collection activities outside of ongoing monitoring (and including "research") must be designed with technical unit or REL guidance.**
- **Every project must conduct at least one end-of-project process evaluation or analysis, depending on its size, sector and duration.** Larger, multi-year projects must also conduct at least one mid-term process evaluation. (IRC Evaluation Guidelines will be disseminated in the next Data Driven.)
- **All evaluations must be submitted to headquarters (TU/REL) upon completion.**
- **M&E staff must be recruited according to set criteria.**
- **Surveys must be approved by Technical Units.**

A **New Process for IRC surveys** will begin in March 2007, based on IRC's tendency to survey without enough technical support to do so effectively. The process will be similar to the justification process associated with RFAs. This would serve two purposes:

1. To assure that surveys occurring in any phase of the project cycle are designed according to best practice methods and meet IRC programming purposes;
2. To assure that staff receive the technical support they need to conduct good surveys;
3. To assure that the implementation of surveys does not impinge unnecessarily on IRC staff time or resources;
4. To assure that surveys are completed in a timely fashion and used to inform the programming they were conceived to support.

Field teams should submit a survey plan to the relevant technical unit as soon as they consider the need to conduct a survey. The plan should articulate:

1. The question or questions motivating the survey;
2. The sampling plan;
3. The capacity required and available to implement the survey, including analysis of findings;
4. A timeline and budget.

If TU staff approve of the plan and can provide any missing technical support, the survey can proceed. If the TU requires additional support, REL will convene a minimum of three qualified staff to review the survey plan in a timely fashion and, recognizing any time constraints, respond with one of three decisions:

1. The plan needs to be revised according to the team's recommendations;
  2. The plan is not appropriate and should not be pursued at this time;
  3. The plan is approved for implementation.
-

## METHODS IN ACTION

### When Data Collection Serves Other Ends.

IRC's LEGACY program is a new multi-year, multi-country initiative spearheaded by the CYPD unit, conceived to provide marginalized children and youth access to relevant protective learning opportunities. In January and February 2007, CYPD's Rebecca Winthrop facilitated related assessments in West Africa. In Sierra Leone, the assessment team used qualitative methods—observations, key informant interviews and focus group discussions — to create a picture of the related needs and gaps in the 7 districts in which LEGACY will work. Interestingly though, producing an accurate overview of needs was not the sole objective for the assessment. Given IRC's partnership with the Ministry of Education, Science and Technology (MEST), additional reasons for the data collection included creating a common understanding of the opportunities and issues among IRC and MEST staff, and a basis for ongoing collaboration. Being clear about this from the beginning helped CYPD to choose methods that balanced the need for quality data with the value produced by the assessment experience.

### If You Want to Know, Ask Them: A Modern Fable

A country plagued with high rates of STI and low condom use invited a team of experts to introduce a new contraceptive option: the female condom. This new device, they argued, was an effective alternative to the male condom and would at last give women the control they needed to protect themselves and their partners against infection.

Working with local counterparts, the team initiated a program to strengthen STI prevention and treatment services, inform people about the new device, train providers in its use, stock the shelves of clinics and dispensaries, and recruit lay outreach workers to carry the message to women in the communities. Six months later, encouraging results showed that rates of infection had dropped; women and men were indeed seeking treatment for STI symptoms. Twelve months later, treatment rates were still up, but rates of new infection were not declining as expected.

The team concluded that introduction of the female condom was not a cost-effective strategy because it had little sustained effect on the incidence of STI. The team leader, however, began to suspect that there might be more to the story. She invited a social scientist with qualitative research skills to investigate further the failure of the female condom to lower STI rates. This researcher designed a follow-up study that used in-depth interviews, focus groups and clinic observation to explore the meaning of the new device to different community groups. He and his trained interviewers soon learned that clinicians were not distributing the female condom because they feared being accused of lacing them with HIV virus — a rumor that was circulating in the community. Data from providers about the popular belief that the female condom could carry HIV were reinforced by comments from women in the communities. Talking with women revealed that most women knew about the method but did not ask for it, believing that providers (who rarely suggested it) either did not have it or thought it was ineffective or dangerous.

In both men's and women's focus groups, participants discussed what the female condom meant to them. Men were candid in their criticism of giving women control over pregnancy and therefore license to engage in extramarital affairs. They surprised the researchers with their anger at a program that "encouraged promiscuity" while claiming to promote reproductive health. Some even questioned the motives of women. Against a backdrop of cultural beliefs in the power of witchcraft to bring harm to one's enemies, men's anxiety concerning illicit use of the female condom was a serious and understandable obstacle to the program.

Women felt caught between program messages urging them to try the device and partner resistance. Although most were attracted to the idea of independent protection, they also understood that control carried its own risks, particularly the risk of abandonment by partners who could accuse them of infidelity.

Listening to people tell how they made their decisions gave program staff the information they needed to understand and address specific social and cultural issues. But even more important was the realization that the forces motivating decisions are complex and often more powerful than competing health promotion messages. The simple lesson from this situation is that if you want to understand how and why people make the decisions they do, ask them. (From *Qualitative Methods in Public Health*, Family Health International.)

## Choosing Methods

Methods	Advantages	Risks/ Limitations
<b>In-depth interviews</b>		
<p>Collecting information through asking individual people questions                      Person being interviewed is considered the expert and the interviewer is learning from that person;                      Interviewers engage with interviewee by posing questions in a neutral manner, listening attentively, and asking follow-up questions and probes;                      Small sample                      Wider scope of information can be collected</p>	<p>Suitable for studying attitudes or opinions and for broaching sensitive topics                      Useful for learning about people's personal feelings, opinions and experiences                      Useful during exploratory stage before designing a structured survey                      Interviewer discovers themes and topics that are important and how the interviewee thinks about these themes</p>	<p>Not useful for learning about group norms                      Will not generate information that can be generalized to a larger population                      Interviewers need to be able to ask questions without leading the interviewees or expressing approval or disapproval of what they say.                      If sensitive topics are being discussed, need to pay careful attention to confidentiality and other ethical issues.</p>
<b>Key-informant interviews</b>		
<p>Collecting information through asking individual people questions; interviewees are selected for their first-hand knowledge about a topic of interest                      Loosely structured, open conversations                      Interviewers prepare a list of issues they are interested in; questions developed spontaneously during the interview                      Interviewers probe for information and take notes on responses                      Usually involves interviews with 15 – 30 people</p>	<p>Low cost                      Provides information from people knowledgeable about something specific                      Flexible format allows for exploration of new ideas and topics                      Good for collecting information about more complex or sensitive issues</p>	<p>Informants need to be selected very carefully – information may reflect informants' biases                      Will not generate information that can be generalized to a larger population                      Not appropriate when quantitative information is needed                      May be difficult to prove the validity of findings</p>
<b>Focus group discussions</b>		
<p>Collecting information through guided discussion among 6 – 12 people                      Discussion generates information about people's experiences, feelings, preferences about a topic                      Facilitator uses a discussion outline but remains flexible when guiding the conversation</p>	<p>Flexible format, allows for exploration of unexpected topics                      Good for collecting information about interactions and relationships                      Low cost</p>	<p>Requires skilled facilitators                      Discussions can get sidetracked or dominated by a few vocal people                      Susceptible to facilitator bias – can undermine validity and reliability of findings</p>

Methods	Advantages	Risks/ Limitations
<p><b>Focus Groups continued...</b>  Facilitator uses probing techniques to solicit views and encourage interaction  Facilitator analyzes discussion with the participants and takes notes throughout discussion  Discussions usually last 1-2 hours</p>	<p>Flexible format, allows for exploration of unexpected topics  Good for collecting information about interactions and relationships  Low cost</p>	<p><b>Focus Groups continued...</b>  Will not generate information that can be generalized to a larger population  Not appropriate when quantitative information is needed  Information generated can be difficult to analyze</p>
<b>Observations</b>		
<p>Structured technique for watching, looking at an event, process or place to get information about it  Observer uses a form, checklist or other tool to guide what he or she is looking for  Observer documents what he or she sees and analyzes the notes</p>	<p>An event, process or place can be studied in real-time  Provides information about processes and actions  May reveal problems or patterns that people are unaware of or unable to describe in interviews</p>	<p>Susceptible to observer bias  Important for observer to have good rapport with the people being observed  Those being observed can behave differently because of presence of observer  Important to allow sufficient time for observations</p>
<b>Surveys</b>		
<p>Structured way of collecting information through asking people pre-prepared list of questions  Answers to the surveys are the data that will be analyzed  Purpose is to gather information from a sample of people that can be generalized to a larger group of people  Questions to be asked are structured and pre-prepared; range of possible answers should be known in advance and included in the survey instrument</p>	<p>Useful when the information you seek is numeric or easy to quantify  Useful when you want to make statements about an entire population  Good for getting a limited amount of information about a large number of people  Good for capturing well-defined information and easily observable behaviors (e.g. visits to the doctor)  Sampling strategy is critical because if it is not done correctly, it will not be possible to make generalizations</p>	<p>Requires that you have knowledge about the problem or issue you are studying;  When working in a new area or planning a new kind of project, exploratory methods are more appropriate than surveys  Not as good for understanding of nuanced information and subjective experiences  Costly and requires a lot of preparation  Requires skill at all levels: survey design, sampling strategy, training enumerators, providing oversight and conducting analysis of data.</p>



---

# JOB DESCRIPTION

## DM&E Coordinator

### **BACKGROUND:**

IRC has recently begun to implement a new institutional DM&E strategy. The Director of Research, Evaluation and Learning (REL) spearheads this effort, working with the directors of IRC technical units (TUs) and country programs to improve the agency's ability to demonstrate program quality, monitor performance and learn from current practice. More specifically, the strategy seeks to build DM&E capacity based on clear roles and responsibilities among staff; to enhance the overall use of clear program logic, sound data collection and analysis methods; and to facilitate evaluations that are integrally linked to program design and conducted using methodology that produces meaningful results for IRC learning.

IRC is recruiting a DM&E Coordinator to help pursue these aims in its X country program.

### **SCOPE OF WORK:**

The DM&E Coordinator will work closely with the Deputy Director of Programs (or equivalent) and receive support from the headquarters-based Research and Evaluation team.

Although the IRC strategy is clear that responsibility for DM&E rests with programming and technical staff, DM&E Coordinators serve a critical function in assuring good project cycle management. To be effective support for the agency, these staff members need to have responsibilities that are distinct from grants and information management. More specifically, this position is responsible for:

- Training appropriate staff in job-related DM&E activities;
- Facilitating design and learning processes;
- Facilitating staff adherence to quality data collection and analysis methods;
- Acting as a clearinghouse for country program to have access to REL and relevant TU resources inside country program.

### **ESSENTIAL JOB FUNCTIONS:**

- Train and support staff in data collection and analysis related to project design and monitoring;
- Facilitate the project design process with expertise on the log frame approach;
- Lead REL training sessions on key DM&E topics and help staff to apply the training curricula to their work;
- Centralize and share REL and TU tools, policies and guidelines within country program;
- Work with DDP to ensure that evaluations occur on regular basis;
- Assure that staff meet regularly to analyze project monitoring data and reassess project design;
- Liaise with headquarters to assure that IRC Technical Units and REL support project design, country program assessments and evaluations;
- Store, organize and disseminate evaluations and project documents among relevant staff in country and headquarters.

### **REQUIREMENTS**

- Graduate degree in science or social science preferable.
  - Knowledge of and experience in field-based data collection methods and tools.
  - Design, Monitoring & evaluation experience in humanitarian/development settings.
  - Experience with the logical framework approach used by the assistance community.
  - Facilitation skills and training experience necessary, in DM&E or data-related activity preferred.
  - Excellent written and verbal communication skills.
  - Competent in Windows, MS office programs, email; database experience.
  - Relevant language experience.
-



---

IRC RESEARCH, EVALUATION AND LEARNING  
122 E. 42ND ST. 12TH FLOOR NY, NY 10168  
EMAIL: JODI.NELSON@THEIRC.ORG TEL: 212-551-2735  
WEBSITE: WWW.THEIRC.ORG

---