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***TRAINING IN QUALITATIVE RESEARCH METHODS:
BUILDING THE CAPACITY OF PVO, NGO, AND MOH
PARTNERS***

**Adapted by: The CORE Group Social and Behavior Change
(SBC) Working Group**

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Purpose of the Workshop

This training was designed to help PVOs improve the quality of their qualitative research in order to make informed programming decisions for their child survival projects.

What is Included in the Training?

- Description of Qualitative Research
- Uses of Qualitative Research
- Basic Concepts and Definitions in Qualitative Research
- Interviewing Techniques and Principles
- Qualitative Study Goals and Objectives
- Resources in Qualitative Research
- Observation
- Observation Checklists
- Key Informant Interviews
- Ethnographic Field Guides
- Open-ended Questions
- Probing
- Letting the Informant Lead
- Triangulation
- Writing Expanded Notes
- Coding Notes for Analysis
- Note-taking using Scripting Format
- Critiques on Role Plays of Observation, Key Informant Interviews and Focus Groups
- Developing checklists and guides
- Field work
- Study Design

Who Should Participate in the Training?

The target audience for this training is monitoring and evaluation (M&E) officers, project managers, other field staff involved in

qualitative research, and headquarters backstops. Ministry of Health partners and representatives from donor agencies should also be considered, as they can promote the training program at national and regional levels.

Goals and Objectives

What Are the Training Goals?

1. Build the capacity (through improvements in knowledge, skills, and approaches) of health and development colleagues to plan, implement, monitor, and evaluate systematic qualitative research studies;
2. Provide colleagues with the tools for collecting data from beneficiary populations to help them answer programmatic questions and make decisions; and
3. Increase colleagues' level of comfort with qualitative methods to encourage replication of appropriate sections of the training.

What Are the Training Objectives?

By the end of the training, participants will have:

1. Differentiated purposes/functions of three qualitative research methods (observations, key informant interviews, and focus group discussions), developed appropriate questions for each, and practiced conducting each method both with peers and in communities;
2. Self-critiqued interviewing/facilitation/observation skills and received feedback for improving their own skills from peers and facilitators;
3. Identified decisions specific to their projects that can be informed/improved with qualitative data;
4. Outlined a study (including developing criteria for the selection of the interview team) to inform specific decision(s) in their projects;
5. Managed and analyzed data by summarizing qualitative research results and identifying key themes/patterns/trends; and
6. Practiced using information collected from qualitative research to make decisions improving the quality of their programs.

How Much Time Will I Need?

The entire workshop training consists of eight days with sessions from 8:00 to 5:30 each day (guidance for adapting to various timeframes is provided below on pp. 8-10). Each day consists of approximately seven to seven hours 30 minutes of training time for a total of 61.5 hours of learning time.

Location Needs

The workshop should be conducted in a comfortable setting, such as a conference room that is large enough for both plenary sessions and for small groups to work without disturbing each other. If possible, the location should also be near (within 1-2 hours) field sites to maximize field work time.

What Supplies and Equipment Do I Need to Conduct the Training?

Supplies

- 4-5 pads of chart paper
- 2 easels
- 2 rolls of masking tape
- 2 staplers with staples
- 2 sets of chart markers (chisel tip): black, red, blue, green
- 2 notebooks per participant and 1 notebook per translator
- 2 reams of copy paper
- 2 boxes of file folders (100 each)
- 200 note cards or '3x5' cards (various colors if available)

Equipment

- Access to copier, computer, printer, word processing software;
- Access to vehicles/transportation (for field work)
- Optional: PPT/LCD projector, video camera with cassettes, VCR (for video playbacks), digital camera or Polaroid with film

How to Use this Curriculum

Within this curriculum, you will find the trainers' guides (which include the detailed lesson plans for each session), tips on how to implement each session found in side bars or text boxes throughout the sessions, and the participant modules, which include all of the handouts. These files are in Word, so you can adapt them as needed. You will also find sample Power Point presentations that you can adapt, as well.

How Do I Plan for the Training?

Checklist 1 - Three to four months prior to the training (or as much in advance as possible):

- Form training team, including logistics coordinator and facilitation team. (Note: we recommend no more than eight participants per facilitator; this will maximize facilitator/participant interaction throughout the training, and ensure that facilitators can effectively support the small group work.);
- Draft training budget and planning timeline;
- Send announcements to potential participants;

**Power Point Slides
or Flip Charts?**

This training program is designed for use at any level of training facility, therefore, the session materials can be utilized with flip charts and/or Power Point presentations. If an LCD projector is available, the best approach is to use a combination of each (without relying heavily on either). However, if a projector is not available, each session's training materials lend themselves easily to use with flip charts alone. Flip charts are also more practical for posting key information, such as session objectives and instructions for group work during the training.

Participant Materials

Because of the quantity of participant materials to be distributed for each session, facilitators should:

- a) Prepare participant manuals ahead of time and distribute to participants just before the training; and
- b) At the start of each session, indicate (either on a flip chart page or using a Power Point slide) the reference numbers for the handouts/materials to be utilized during that session.

**Small Group
Instructions/Tasks**

To minimize confusion during small group work, facilitators should write instructions and discussion questions/tasks on flip chart sheets that are posted where each small group can easily view them.

- Conduct the “Learning Needs and Resource Assessment” (see below, pp. 13-14);
- Select participants;
- Identify and reserve the workshop location (consider proximity to project field sites);
- Send invitations to selected participants;
- Arrange for meals and refreshments during breaks;
- Book lodging for out-of-town participants; and
- Arrange for travel and per diem reimbursements for out-of-town participants.

Checklist 2 - Three weeks to two months before the training:

- Determine if you will use power point slides, flip charts, or both (see side bar);
- Prepare training materials (see side bar);
- Send participants the glossary list (see below pp. 11-12) and any reference materials available (we suggest: *Qualitative Research Methods: A Data Collector's Field Guide*, FHI; *The Handbook for Excellence in Focus Group Research*, Mary Debus, AED; and *Making Sense of Focus Group Findings*, AED. See full citations, Session 1, p 12.);
- Determine room configuration and how to accommodate small group discussions during break-out sessions;
- Ensure equipment (LCD projector, laptop, screen, video camera, TV monitor, tape recorder, camera, etc.) is working and prepare back-up supplies (extra batteries, cassettes, film, etc.); and
- Purchase all training related supplies (notepads, pens, felt tip markers, flip chart paper, name tags, colored construction paper or index cards for games/exercises, see above under supplies).

Checklist 3 - Three days to one week to before the training:

- Write session objectives on the flip charts;
- Reference the handouts (write the numbers of the handouts that go with each session on the flip chart for that session);
- Assemble participant packets (notepads, pens, name tags, etc.);
- Confirm participant arrival times, lodging arrangements, refreshments, and travel and per diem reimbursements;
- Confirm arrangements for the field visit(s);

- Conduct a co-facilitators team building meeting: ensure that lead facilitators are prepared for their sessions; ensure that co-facilitators know exactly how they will support the lead facilitators during each session; decide who will conduct the daily evaluations; and identify a time and place for holding facilitators' meetings after each day's sessions; and
- Write group work instructions and discussion questions on the flip charts.

Sample Training Agenda

Day 1: Opening, Basic Concepts, Study Design

Session	Title	Estimated Time	
1.1	Opening Session and Introduction	2 hr	8:00 – 10:00
	PAUSE	15 min	10:00 – 10:15
1.2	Overview of Qualitative Research	35 min	10:15 – 10:50
1.3	Overview of Participant Experiences and Basic Concepts	1 hr 40 min	10:50 – 12:40
	LUNCH	1 hr	12:40 – 1:40
1.3	Overview of Participant Experiences and Basic Concepts	45 min	1:40 – 2:25
	PAUSE	15 min	2:25 – 2:40
1.4	Designing a Research Study (i.)	2 hr 30 min	2:40 – 5:10
E1	Evaluation	10 min	5:10 – 5:20

Day 2: Study Designs, Interviewing Principles, Observation

	Energizer	20 min	8:00 – 8:20
2.1	Application: Presenting Study Designs (ii.)	1 hr 30 min	8:20 – 9:50
	PAUSE	15 min	9:50 – 10:05
2.2	Interviewing Principles and Techniques	3 hr	10:05 – 1:05
	LUNCH	1 hr	1:05 – 2:05
2.3	Observation: Overview	1 hr	2:05 – 3:05
2.4	Application: Developing Observation Checklists	1 hr	3:05 – 4:05
	PAUSE	15 min	4:05 – 4:20
2.5	Application: Observation Role Plays	1 hr 30 min	4:20 – 5:50
E2	Evaluation	10 min	5:50 – 6:00

Day 3: Key Informant Interviews

	Energizer - Review of the Day	30 min	8:00 – 8:30
3.1	Key Informant Interviews	2 hr 45 min	8:30 – 11:15
3.1	Key Informant Interviews (videotaped)	1 hr 15 min	11:15 – 12:30
	LUNCH	1 hr	12:30 – 1:30
3.2	Key Informant Interviews (KII)/Video Playback and Critique	2 hr 30 min	1:30 – 4:00
	PAUSE	15 min	4:00 – 4:15
3.2	Key Informant Interviews (cont)	1 hr	4:15 – 5:15
3.3	Preparation for Field Work	1 hr	5:15 – 6:15
E3	Evaluation	10 min	6:15 – 6:30

Day 4: Field Work

4.1	Depart for Field	1 hr	7:00 – 8:00
4.1	Field Application – KII and Observation	3 hr	8:30 – 11:30
4.1	Feedback Session	1 hr	11:30 – 12:30
	LUNCH	1 hr	12:30 – 1:30
4.2	Field Application (cont.)	2 hr	1:30 – 3:30
4.2	Team Interaction Meeting	1 hr	3:30 – 4:30
4.2	Return to hotel	1 hr	4:30 – 5:30

Day 5: Focus Groups

	Energizer- Field Results	1 hr	8:00 – 9:00
5.1	Focus Group Discussions (FGD) i. Introduction/Basic Concepts	1 hr 30 min	9:00 – 10:30
	PAUSE	15 min	10:30 – 10:45
5.1	Focus Group Discussions ii. Developing FGD Guide	1 hr 30 min	10:45 – 12:15
	LUNCH	1 hr	12:15 – 1:15
5.2	Application: Focus Group Discussions i. Note taking using scripting/coding format	1 hr 45 min	1:15 – 3:00
5.2	Application: Focus Group Discussions ii. Video-taped role plays and Critique	1 hr 15 min	3:00 – 4:15
5.2	Preparing for Field Work	30 min	4:15 – 4:45
E5	Evaluation	15 min	4:45 – 5:00

Day 6: Field Work, Analyzing Results

6.1	Depart to Field	1 hr	7:00 – 8:00
6.1	Teams conduct FGDs -Conduct FGD -Organize notes using scripting/coding format	3 hr 30 min	8:30 – 12:00
	LUNCH	1 hr	12:00 – 1:30
6.2	Analyzing and Evaluating Results i. FGDs	3 hr	1:30 – 4:30
6.2	Return to hotel	1 hr	4:30 – 5:30

Day 7: Analyzing Results, Study Design

7.1	Analyzing and Evaluating Results ii.: KII, FGD, Observation (includes 15 minute break)	4 hr 45 min	8:00 – 12:45
	LUNCH	1 hr	12:45 – 1:45
7.2	Designing a Study for our Projects i. Design	3 hr	1:45 – 4:45
E7	Evaluation	15 min	4:45 – 5:00
N	Social Event		TBD

Day 8: Study Design, Review, Closing

	Energizer	1 hr	8:00 – 9:00
8.1	Designing a Study for our Projects ii. Presentation and Critique	2 hr 30 min	9:00 – 11:30
8.1	Designing a Study for our Projects iii. Incorporating Feedback	1 hr	11:30 – 12:30
	LUNCH	1 hr	12:30 – 1:30
8.2	Final Review and Closing (Questions, Challenges, Wheel of Solutions)	2 hr	1:30 – 3:30
8.2	Closing Session – Workshop Evaluation and Wrap-Up	1 hr	3:30 – 4:30

How do I adapt this curriculum?

Note: Since the training is very intensive, we highly recommend that for each of Options 1 and 2, trainers provide a day off in the middle of the workshop. For this reason, a workshop consisting of nine days of training exercises is identified as a 10-day workshop.

Option 1: Nine-Day Workshop (Standard Curriculum)

Total Training Time: Eight days

Use the sample agenda as presented above with no changes. Provide participants with a day off in the middle of the training (day 4 or 5).

Option 2: 10-day Workshop (Maximum Field Work Experience)

Total Training Time: Nine days

If trainers/participants have 10 days available, utilize the sample curriculum above and add an additional day of field work as Training Day 7. Have participants conduct field work during the first half of the day (depending on which qualitative research [QR] methodologies participants need more practice with, you may want to split participants into two groups, with one group conducting Observations while the other group conducts Key Informant Interviews or Focus Groups). The second half of the day should be spent on: 1) processing of field work, including challenges and lessons learned (approximately 30 minutes); 2) allowing participants to review their note-taking, coding, and provide suggestions for improvement in pairs or in small groups, (approximately 1 hour 30 minutes); and 3) analyzing their notes and writing summaries based on the coding of sub-topics.

Option 3: Six to Seven Day Workshop (Two Research Methods Only)

Total Training Time: Six to six-and-a-half days

If participants are particularly experienced with one of the QR methods (conduct a Learning Needs and Resources Assessment to help you determine this ahead of time; see sample below), you can opt for a shorter training with only two of the methods. For example, Sessions 1-4, 7 and 8 for Observation and Key Informant Interviews. Or Sessions 1, 2, and 5-8 for Observation and FGDs (adapt the field work in Session 6 for both methodologies). Or Sessions 1-2.2, 3, 5, 6, 7, and 8 for KII and FGDs. (Note: this training will be 6.5 days)

Option 4: Five to Six Day Workshop (One Research Method)

Total Training Time: Five to five-and-a-half days

Include Sessions 1 and 2.2 (1.5 days); plus choose either the session on FGDs, KII, or Observation (.5 - 1 day). In addition, adapt Session 5.2 on Note-taking and Coding (1 hour 45 min.) and Session 6 on Field Work and Analysis (1 day) for the methodology chosen. Also, adapt Sessions 7 on Analyzing and Evaluation

Results and Session 8 on Designing a Study for our Projects (1.5 days).

Summary Table of Training Options:

Option	Special Features	Total Days Needed	Total Days in Workshop	How to Adapt?
1	Standard Curriculum	9	8	Use sample curriculum above
2	Maximum Field Work	10	9	Use sample curriculum above; add an additional day of field work as Training Day 7
3	Two Research Methods Only	7	6-6.5	Observation and Key Informant Interviews: use Sessions 1-4, 7, and 8 Observation and FGDs: use Sessions 1, 2, 5-6, 7-8 (adapt Session 6- field work) KII and FGDs: use Sessions 1-2.2, 3, 5, 6, 7, and 8
4	One Research Method Only	6	5-5.5	Use Sessions 1 and 2.2, Session on FGDs, KII or Observation, Session 5.2 on Note-taking and Coding, Session 6 on Field Work and Analysis, Session 7 on Analyzing and Evaluating Results, and Session 8 on Designing a Study for our Projects

Glossary of Key Training Terms

Closed-Ended Question—A question that may be answered with a single word, a short phrase, or with a “yes” or “no” response. They give you facts, are easy and quick to answer, and keep control of the conversation with the questioner. E.g. Do you use condoms? (Source: *Qualitative Research Methods: A Data Collector’s Field Guide*, FHI, 2005)

Coding—A type of labeling that serves as a data management and analysis tool. Coding classifies words and enables staff to find patterns, to organize, retrieve, and reduce data. Some examples of codes are: letters, words, numbers, colors, and mnemonic words that help staff remember a particular meaning. E.g. If your subtopic is “Informational Barriers,” your code could be “BARINFO”. (Source: *Training in Qualitative Research Methods for PVOs and NGOs (and Counterparts)*, Center for Refugee and Disaster Studies, The Johns Hopkins University School of Public Health, 2000)

Focus Group Discussion (FGD)—A loosely structured discussion among six to ten individuals that is used to gather information on a particular research or program topic. A moderator, who guides the discussion, encourages participants to talk freely and reveal their thoughts and feelings about the research topic. FGDs are repeated with several groups of similar makeup until the discussions no longer reveal anything new and relevant to the research. (Source: *The Handbook for Excellence in Focus Group Research*, Mary Debus, AED; and *Making Sense of Focus Group Findings*, 1998)

In-Depth Interview—A qualitative research method in which a researcher/interviewer gathers data about an individual’s perspectives on a specific topic(s) through a semi-structured exchange with the individual. The researcher/interviewer engages with the individual by posing questions in a neutral manner, listening attentively to responses, and asking follow-up questions and probes based on those responses. (Source: *Qualitative Research Methods: A Data Collector’s Field Guide*, FHI, 2005)

Informant—An individual who has knowledge on a topic of interest (e.g. mothers on childhood illnesses) but is only asked to speak about his/her own beliefs and practices (e.g. as a focus group member or during a case narrative). Informants are interviewed about specific topics. They are less likely (than key informants) to be repeatedly interviewed. (Source: *Training in Qualitative Research Methods for PVOs and NGOs (and Counterparts)*, Center for Refugee and Disaster Studies, The Johns Hopkins University School of Public Health, 2000)

Key Informant—An individual who has special knowledge on a topic and can speak about general community beliefs and practices. S/he may be interviewed in great depth and is often interviewed many times. The topics covered during these interviews can have a wide range. Key informants may be people from the community who, because of official position or informal leadership, have access to information about the community. Key informants can be government officials, local health service personnel, traditional healers, community leaders (elected or self-appointed), local shop owners, and members of nongovernmental organizations. (Source: *Training in Qualitative Research Methods for PVOs and NGOs (and Counterparts)*, Center for Refugee and Disaster Studies, The Johns Hopkins University School of Public Health, 2000 and *Rapid Assessment Procedures - Qualitative Methodologies for Planning and Evaluation of Health Related Programmes*, edited by Nevin S. Scrimshaw and Gary R. Gleason, 1992.)

Leading Question—A question that is worded in such a way as to influence the participant’s response. These questions *lead* participants along a certain way of thinking. E.g. The services provided at the health center are very poor, aren’t they? (Source: *Qualitative Research Methods: A Data Collector’s Field Guide*, FHI, 2005)

Non-Leading Question—A question that is free of preconceptions; it enables the respondent to answer in the way that s/he feels appropriate by voicing her/his own views, values, and

experiences. E.g. What do you think of the services offered at the clinic? (Source: *Training in Qualitative Research Methods for PVOs and NGOs (and Counterparts)*, Center for Refugee and Disaster Studies, The Johns Hopkins University School of Public Health, 2000)

Participant Observation—A qualitative research method in which researchers gather data either by observing alone or by both observing and participating, to varying degrees, in the study community’s daily activities. This observation is done in community settings relevant to the research questions. Some examples include bars, brothels, and health clinic waiting areas. Interviewers use an observation guide/checklist to observe practices firsthand. (Source: *Qualitative Research Methods: A Data Collector’s Field Guide*, FHI, 2005)

Open-Ended Question—A question that requires the respondent to think and reflect; it will give you *opinions* and *feelings*. Open-ended questions hand control of the conversation to the respondent. They set no limits on the range or length of responses, instead giving participants the opportunity to explain their position, feelings, or experiences. E.g. What were your experiences using the family planning services at the clinic? (Source: *Qualitative Research Methods: A Data Collector’s Field Guide*, FHI, 2005)

Probe—A neutral question, phrase, sound, or even a gesture that moderators use in focus groups to encourage participants to elaborate upon their answers and explain why or how. (Source: *Qualitative Research Methods: A Data Collector’s Field Guide*, FHI, 2005)

Purposive Sampling—A sampling methodology that groups participants according to pre-selected criteria relevant to a particular research question (e.g. HIV-positive pregnant women in Nairobi). The sample sizes depend on resources, time available, and the study’s objectives. Purposive sample sizes are often determined on the basis of theoretical saturation—the point in data collection when new data no longer bring additional insights to the research questions. (Source: *Qualitative Research Methods: A Data Collector’s Field Guide*, 2005)

Quality Improvement Verification Checklist (QIVC) —A systematic checklist used to monitor and improve an individual’s performance. If used correctly, QIVCs can encourage the individual to achieve a high level of quality.

Scripting—A method whereby interviewers write key words in the local language and include their best attempt at translation in parentheses.

Triangulation—The use of more than one, often three, sources of information for validation and to achieve a high level of accuracy. Triangulation includes the crosschecking of information by looking at its different sources, methods and tools of obtaining it, and/or its differing versions as held by different investigators. E.g. using semi-structured interviews to cross-check the information gathered during a mapping exercise. (Sources: *Rapid Assessment Procedures - Qualitative Methodologies for Planning and Evaluation of Health Related Programmes*, Edited by Nevin S. Scrimshaw and Gary R. Gleason; *Hygiene Evaluation Procedures: Approaches and Methods for Assessing Water - and Sanitation - related Hygiene practices*, Astier M. Almedom, Ursula Blumenthal, and Lenore Manderson; and *Training in Qualitative Research Methods for PVOs and NGOs (and Counterparts)*, Center for Refugee and Disaster Studies, The Johns Hopkins University School of Public Health, 2000)

Learning, Needs, and Resources Assessment

Workshop on Qualitative Research Methods

Please send your responses to [ADD YOUR CONTACT INFO HERE](#)

Name:

Organization:

Position:

Primary responsibilities within your organization:

Number of years of experience in qualitative research:

1. What experience do you have in conducting qualitative research studies?

2. How have you used the following qualitative methods?
 - a) Key informant interviews

 - b) Focus group discussions

 - c) Observations

3. What tools have you used when recording/gathering data from
 - a) Key informant interviews

 - b) Focus group discussions

 - c) Observations

4. How have you analyzed data from
 - a) Key informant interviews

 - b) Focus group discussions

- c) Observations
5. Please briefly state the steps you would use to develop
 - a) an observation checklist
 - b) a focus group discussion guide
 - c) a key informant interview questionnaire
 6. What are the most important challenges you/your organization face/s in implementing qualitative studies?
 7. How have you used qualitative research when developing a program?
 8. What are your expectations for the workshop? What would you like to gain from participating in the workshop?
 9. Please tell us how you plan to use the knowledge and skills you gain during the workshop in your program/s. Will you be applying what you learn to a new program or an existing one?
 10. What questions or clarifications do you need about the purpose and content of this workshop?

Thank you!

DAY 1

SESSION 1.1

OPENING THE WORKSHOP

(estimated time: 2 hours)

Activity 1.1.1

Opening Ceremony
(estimated time: 30 minutes)

Activity 1.1.2

Introductions
(estimated time: 1 hour)

Activity 1.1.3

Training Goals, Learning Objectives, and Agenda
(estimated time: 30 minutes)

SESSION 1.2

OVERVIEW-QUALITATIVE RESEARCH

(estimated time: 35 minutes)

Activity 1.2.1

Description Of Qualitative Research
(estimated time: 15 minutes)

Activity 1.2.2

Uses Of Qualitative Methods In Program Planning and Management
(estimated time: 20 minutes)

SESSION 1.3

OVERVIEW OF PARTICIPANT EXPERIENCES AND BASIC CONCEPTS IN QUALITATIVE RESEARCH

(estimated time: 2 hours 25 minutes)

Activity 1.3.1

Round Table Discussion
(estimated time: 45 minutes)

Activity 1.3.2

Plenary Session Discussion
(estimated time: 20 minutes)

Activity 1.3.3

Reinforcing Basic Concepts in Qualitative Studies
(estimated time: 35 minutes)

Activity 1.3.4

Qualitative Research Definitions
(estimated time: 45 minutes)

SESSION 1.4

DEVELOPING GOALS AND OBJECTIVES FOR A QUALITATIVE STUDY

(estimated time: 2 hours 30 minutes)

Activity 1.4.1

Developing Goals and Objectives
(estimated time: 30 minutes)

Activity 1.4.2

Study Goals and Objectives
(estimated time: 2 hours)

DAY 1

SESSION 1.1

TITLE

OPENING SESSION

TIME

Estimated 2 hours

OBJECTIVES

By the end of Session 1.1, participants will have:

1. **participated** in a culturally-appropriate ceremony to initiate the training workshop;
2. **introduced** themselves to each other;
3. **described** their expectations of the training; and
4. **reviewed** the training goals, learning objectives, and agenda.

MATERIALS

Blank notepaper, markers, colored dots (10 dots of the same color for each participant), masking tape, and Polaroid camera and film or digital camera and printer for printing participant photos

Materials for opening ceremony to be determined by local host organizers of the training

Prepared charts or PPT slides: Training Goals, Objectives, Agenda, Comfort Level Chart, New Friend Interviews, Pre-training Questionnaire for each participant (participants should complete these last two during registration/upon arrival)

Pre-training Questionnaire, Handouts 1.1 H-1, H-2, H-3

ACTIVITY 1.1.1

OPENING CEREMONY

(estimated time: 30 minutes)

Design the ceremony as appropriate to the background of the participants or the location of the training (if participants are from different countries). Usually this includes a welcome by political leaders, community leaders, donor officials, and ministry of health (or other relevant government ministries) authorities.

ACTIVITY 1.1.2

INTRODUCTIONS

(estimated time: 1 hour)

STEPS

1. **Invite** participants to listen:

“Welcome! This training workshop will focus on ways we can learn from the communities we work with in order to better plan, manage, and improve the programs serving them. To start, we have an ice breaker to enable everyone to get to know each other.

Trainers Note

As participants arrive/register, give them a participant binder, 10 colored dots, and the pre-training questionnaire. Tell them that once they have completed the questionnaire, they should place their dots on the Comfort Level wall chart in the cell/square that best represents their individual comfort level with each skill area (as they indicated in question 1 on their questionnaires).

Next, we will discuss what we hope to accomplish during this training and how we will get there.”

2. **Prepare** and **post** a **New Friend Interviews** chart on an easel/tripod or wall. (Note: facilitators should post this before the session begins)

New Friend Interviews

- Who are you?
- Where are you from?
- What do you do?
- Any experiences with qualitative methods?
- Expectations for the workshop
- Dream trip (or other personal question)

3. **State** *“Our first task is to meet and introduce one another. To do this we shall interview each other. First, pair up with someone you do not know.”* (Note: facilitators can get creative here, for instance by asking half the participants to take off their right shoes and asking the other half to select a shoe from the pile until everyone finds the owner of the shoe, and thus their partner).

4. **Distribute** a sheet of blank notepaper and a marker to each participant.

5. **Tell** participants *“Ask the questions on the **New Friend Interviews** chart and record the answers on your own piece of chart paper. [We will be coming around to photograph each of you with the Polaroid camera. Leave some room at the top of your chart for a photo.] Once you have completed both interviews, tape what you have recorded to the wall around the room.”*

6. After 10-15 minutes, **remind** participants to tape their interviews to the wall around the room. **Ask** participants to stand where they can see the interview responses. **Ask** that persons in each pair introduce their new friend to the group by briefly presenting the interview responses.

7. **Triage** the expectations, identifying those that will be addressed during the workshop and those that will not.

8. **(Optional step)** Once all expectations have been addressed, **ask** participants to now greet the person as if they have just met again after 10 years.

ACTIVITY 1.1.3

Training Goals, Learning Objectives and Agenda

(estimated time: 30 minutes)

STEPS

1. **Ask** volunteer participants to read the training goals listed on a chart or overhead (below) that you prepared prior to the session. **Ask** participants if they have questions.

TRAINING GOALS

1. Build the capacity (through improvements in knowledge, skills, and approaches) of health and development colleagues to plan, implement, monitor and evaluate systematic qualitative research studies;
2. Provide colleagues with the tools for collecting data from beneficiary populations to help them answer programmatic questions and make programmatic decisions, resulting in more effective program management during different phases of the project cycle; and
3. Increase colleagues' level of comfort with qualitative methods to encourage them to replicate appropriate sections of the training for their fellow colleagues and network partners.

2. **Ask** volunteer participants to read the learning objectives listed on the chart/overhead prepared. **Ask** participants if they have questions.

LEARNING OBJECTIVES

By the end of the training, participants will have:

1. Differentiated purposes/functions of three qualitative research methods, developed appropriate questions for each, and practiced conducting each method both with peers and in communities:
 - Observations
 - Key informant interviews
 - Focus group discussions
2. Self-critiqued interviewing/facilitation/observation skills and received feedback for improving their own skills from peers and facilitators.
3. Identified decisions specific to their projects that can be informed/improved with qualitative data.
4. Outlined a study (including developing criteria for the selection of the interview team) to inform specific decision(s) in their projects.
5. Managed and analyzed data by summarizing qualitative research results and identifying key themes/patterns/trends.
6. Practiced using information collected from qualitative research to make decisions impacting the quality of their programs.

AGENDA

-See Handout 1.1 H-2

Trainers Note

During Step #5, trainers may also find it beneficial to ask a participant to lead a short brainstorming session on ground rules (no cell phones, be punctual, no smoking, etc.).

OBJECTIVES CHECKLIST

3. **Ask** participants to look at the training agenda—on chart, overhead, and/or within the participants’ materials. **Explain** the overall agenda, mentioning the sessions and activities related to achieving the training goals *and* the study goal and objectives. **Ask** participants if they have questions about the agenda.

4. **Review** the training resources available to each participant to take with them and the resources available for use during the training. Distribute and briefly discuss the Handout 1.1 H-3 Guide to Resources in Qualitative Research.

5. **Inform** participants about location of restrooms, the process for receiving and sending messages, schedules for sessions, eating and breaks, and the plan for field work (departure times/places, eating, daily routine).

6. **Explain** to participants:

“This training workshop is designed so that you will learn from one another and from your own experiences, as well as from the trainers. We would like to encourage you to openly and fully share your wisdom, experiences, successes, and challenges in order to enrich our overall learning experience. Thanks!”

“In our next session we shall discuss the uses of qualitative research and the general concepts that are important in qualitative studies.”

At the end of the session, ask if participants have:

1. **participated** in a culturally-appropriate ceremony to initiate the training workshop;
2. **introduced** themselves to each other;
3. **described** their expectations of the training; and
4. **reviewed** the training goals, learning objectives, and agenda.

Questionnaire Of “Things We Do” in Qualitative Studies and Interviews (Pre-Training)

Please rate the following skills with regard to your personal comfort level.

1. I would rate my comfort level at (5=extremely comfortable, 4=very comfortable, 3=comfortable enough, 2=somewhat uncomfortable, 1= not comfortable at all) with the following:

- a. Planning qualitative research studies _____
- b. Developing: observation checklists _____ FGD guides _____ KII questionnaires _____
- c. Identifying criteria for selection of the study team _____
- d. Conducting focus groups _____
- e. Conducting direct observation _____
- f. Conducting key informant interviews _____
- g. Coding of qualitative notes _____
- h. Analyzing qualitative data _____

Please write brief responses:

2. What are the question words (who, when, where, etc.) that qualitative research seeks to answer?

3. *Looking at a mountain from its different sides by different persons and in different ways (eyes, telescope)* was used as an example for a “thing we do” in qualitative research. What is this “thing we do” called? Provide an example of one technique we can use to “do this thing.”

4. Define what the phrase “letting the informant lead” means to you and give one example of using this in a qualitative interview.

5. “Peeling away the layers of an onion, to get to the center of the onion rather than stay at the surface” was used as an example of one of the “things we do” in qualitative interviews. What is

this “thing we do” in qualitative interviews? Provide examples of two techniques we can use to “do this thing.”

6. What technique is often used to help individuals organize and analyze their research notes for report-writing? Please give one example of this.

7. What are two key criteria to consider when selecting the facilitation team (facilitator and rapporteur) for a focus group?

8. At which project stages should qualitative research be used?

9. Please give one example of the type of decisions that can be made based on qualitative research.

10) Please give one example each of when it would be most appropriate to use focus groups, observation, and key informant interviews.

Thank you..

Training Goals

1. Build the capacity (through improvements in knowledge, skills, and approaches) of health and development colleagues to plan, implement, monitor, and evaluate systematic qualitative research studies;
2. Provide colleagues with the tools for collecting data from beneficiary populations to help them answer programmatic questions and make programmatic decisions, resulting in more effective program management during different phases of the project cycle; and
3. Increase colleagues' level of comfort with qualitative methods to encourage them to replicate appropriate sections of the training for their fellow colleagues and network partners.

Learning Objectives

By the end of the training, participants will have:

1. Differentiated purposes/functions of three qualitative research methods, developed appropriate questions for each, and practiced conducting each method both with peers and in communities:
 - Observations
 - Key informant interviews
 - Focus group discussions
2. Self-critiqued interviewing/facilitation/ observation skills and received feedback for improving their own skills from peers and facilitators;
3. Identified decisions specific to their projects that can be informed/improved with qualitative data;
4. Outlined a study (including developing criteria for the selection of the interview team) to inform specific decision(s) in their projects;
5. Managed and analyzed data by summarizing qualitative research results and identifying key themes/patterns/trends; and
6. Practiced using information collected from qualitative research to make decisions with impacts on the quality of their programs.

CSHGP/CORE/CSTS + Qualitative Research Methods Training Agenda

Day 1: Opening, Basic Concepts, Study Design

Session	Title	Estimated Time	
1.1	Opening Session and Introduction	2 hr	8:00 – 10:00
	PAUSE	15 min	10:00 – 10:15
1.2	Overview of Qualitative Research	35 min	10:15 – 10:50
1.3	Overview of Participant Experiences and Basic Concepts	1 hr 40 min	10:50 – 12:40
	LUNCH	1 hr	12:40 – 1:40
1.3	Overview of Participant Experiences and Basic Concepts	45 min	1:40 – 2:25
	PAUSE	15 min	2:25 – 2:40
1.4	Designing a Research Study (i.)	2 hr 30 min	2:40 – 5:10
E1	Evaluation	10 min	5:10 – 5:20

Day 2: Study Designs, Interviewing Principles, Observation

	Energizer	20 min	8:00 – 8:20
2.1	Application: Presenting Study Designs (ii.)	1 hr 30 min	8:20 – 9:50
	PAUSE	15 min	9:50 – 10:05
2.2	Interviewing Principles and Techniques	3 hr	10:05 – 1:05
	LUNCH	1 hr	1:05 – 2:05
2.3	Observation: Overview	1 hr	2:05 – 3:05
2.4	Application: Developing Observation Checklists	1 hr	3:05 – 4:05
	PAUSE	15 min	4:05 – 4:20
2.5	Application: Observation Role Plays	1 hr 30 min	4:20 – 5:50
E2	Evaluation	10 min	5:50 – 6:00

Day 3: Key Informant Interviews

	Energizer - Review of the Day	30 min	8:00 – 8:30
3.1	Key Informant Interviews	2 hr 45 min	8:30 – 11:15
3.1	Key Informant Interviews (videotaped)	1 hr 15 min	11:15 – 12:30
	LUNCH	1 hr	12:30 – 1:30
3.2	Key Informant Interviews (KII)/Video Playback and Critique	2 hr 30 min	1:30 – 4:00
	PAUSE	15 min	4:00 – 4:15
3.2	Key Informant Interviews (cont)	1 hr	4:15 – 5:15
3.3	Preparation for Field Work	1 hr	5:15 – 6:15
E3	Evaluation	10 min	6:15 – 6:30

Day 4: Field Work

4.1	Depart for Field	1 hr	7:00 – 8:00
4.1	Field Application – KII and Observation	3 hr	8:30 – 11:30
4.1	Feedback Session	1 hr	11:30 – 12:30
	LUNCH	1 hr	12:30 – 1:30
4.2	Field Application (cont.)	2 hr	1:30 – 3:30
4.2	Team Interaction Meeting	1 hr	3:30 – 4:30
4.2	Return to hotel	1 hr	4:30 – 5:30

Day 5: Focus Groups

	Energizer- Field Results	1 hr	8:00 – 9:00
5.1	Focus Group Discussions (FGD) i. Introduction/Basic Concepts	1 hr 30 min	9:00 – 10:30
	PAUSE	15 min	10:30 – 10:45
5.1	Focus Group Discussions ii. Developing FGD Guide	1 hr 30 min	10:45 – 12:15
	LUNCH	1 hr	12:15 – 1:15
5.2	Application: Focus Group Discussions i. Note taking using scripting/coding format	1 hr 45 min	1:15 – 3:00
5.2	Application: Focus Group Discussions ii. Video-taped role plays and Critique	1 hr 15 min	3:00 – 4:15
5.2	Preparing for Field Work	30 min	4:15 – 4:45
E5	Evaluation	15 min	4:45 – 5:00

Day 6: Field Work, Analyzing Results

6.1	Depart to Field	1 hr	7:00 – 8:00
6.1	Teams conduct FGDs -Conduct FGD -Organize notes using scripting/coding format	3 hr 30 min	8:30 – 12:00
	LUNCH	1 hr	12:00 – 1:30
6.2	Analyzing and Evaluating Results i. FGDs	3 hr	1:30 – 4:30
6.2	Return to hotel	1 hr	4:30 – 5:30

Day 7: Analyzing Results, Study Design

7.1	Analyzing and Evaluating Results ii.: KII, FGD, Observation (includes 15 minute break)	4 hr 45 min	8:00 – 12:45
	LUNCH	1 hr	12:45 – 1:45
7.2	Designing a Study for our Projects i. Design	3 hr	1:45 – 4:45
E7	Evaluation	15 min	4:45 – 5:00
N	Social Event		TBD

Day 8: Study Design, Review, Closing

	Energizer	1 hr	8:00 – 9:00
8.1	Designing a Study for our Projects ii. Presentation and Critique	2 hr 30 min	9:00 – 11:30
8.1	Designing a Study for our Projects iii. Incorporating Feedback	1 hr	11:30 – 12:30
	LUNCH	1 hr	12:30 – 1:30
8.2	Final Review and Closing (Questions, Challenges, Wheel of Solutions)	2 hr	1:30 – 3:30
8.2	Closing Session – Workshop Evaluation and Wrap-Up	1 hr	3:30 – 4:30

1/12/06

Resources in Qualitative Research

Reference Guides Used in the Training Program

1) Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA): A Manual for CRS Field Workers and Counterparts

Schoonmaker Freudenberger, K. 1998. *Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA): A manual for CRS Field Workers and Counterparts*. Baltimore, MD: Catholic Relief Services. http://www.crs.org/publications/pdf/Gen1199_e.pdf

See also: www.crs.org/publications.

2) The Handbook for Excellence in Focus Group Research

Debus, M. 1988. *The Handbook for Excellence in Focus Group Research*. Academy for Educational Development / HEALTHCOM or the Communication and Marketing for Child Survival Project / U.S. Agency for International Development. Available in English, French, and Spanish. Can be ordered from www.info@basics.org or SARA at saramail@aed.org.

3) Making Sense of Focus Group Findings: A Systematic Participatory Analysis Approach

de Negri, B. and Thomas, E. 2003. *Making Sense of Focus Group Findings: A Systematic Participatory Analysis Approach*. Washington, DC: Academy for Educational Development. Full text available online at:

http://www.aed.org/ToolsandPublications/upload/Making%20Sense_final.pdf

4) Qualitative Research Methods: A Data Collector's Field Guide

Mack, N., Woodsong, C., MacQueen, K., Guest, G., Namey, E. 2005. *Qualitative Research Methods: A Data Collector's Field Guide*. Research Triangle Park, NC: Family Health International. Can be ordered from publications@fhi.org.

5) Training in Qualitative Research Methods for PVOs and NGOs (and Counterparts): A Trainer's Guide to Strengthen Program Planning and Evaluation

Weiss, B. 2000. *Training in Qualitative Research Methods for PVOs and NGOs*. Baltimore, Maryland: Center for Refugee and Disaster Studies, The Johns Hopkins University School of Public Health.

Spradley J. 1979. *The Ethnographic Interview*. Chicago: Holt, Rinehart and Winston, Inc.

Werner and Schoepfle. 1987. *Systematic Fieldwork*. Volume 1.

Additional Resources

1) Qualitative Research for Improved Health Programs: A Guide to Manuals for Qualitative and Participatory Research on Child Health, Nutrition, and Reproductive Health

Winch, P., Wagman, J., Malouin, R., Mehl, G. 2000. Baltimore, MD: JHU, SHPH for SARA/Academy for Educational Development. Available on line at http://sara.aed.org/publications/cross_cutting/qualitative/qualitative.pdf

2) Designing HIV/AIDS Intervention Studies: an Operations Research Handbook

Fisher, A., Foreit J., with Laing, J., Stoeckel, J., Townsend, J. 2002, NY, NY: The Population Council. *Designing HIV/AIDS Intervention Studies: An Operations Research Handbook*.

<http://www.popcouncil.org/pdfs/horizons/orhivaidshndbk.pdf>

3) Conducting Focus Group Interviews 1996, Number 10

Performance Monitoring and Evaluation

TIPS

USAID Center for Development Information and Evaluation

To order via Internet, address requests to

docorder@disc.mhs.compuserve.com

Krishna Kumar, *Conducting Group Interviews in Developing Countries*, A.I.D. Program Design and Evaluation Methodology Report No. 8, 1987 (PN-AAL-088)

Richard A. Krueger, *Focus Groups: A Practical Guide for Applied Research*, Sage Publications, 1988 1996 Number 2

4) Qualitative Methods: A Field Guide for Applied Research in Sexual and Reproductive Health aka Qualitative Methods in Public Health: A Field Guide for Applied Research Research Triangle Park, NC: FHI, 2002.

Key Informant Interviews

Conducting Key Informant Interviews. 1996, Number 2

Performance Monitoring and Evaluation

TIPS

USAID Center for Development Information and Evaluation

To order via Internet, address requests to docorder@disc.mhs.compuserve.com

Conducting Key Informant Interviews in Developing Countries

Krishna Kumar (AID Program Design and Evaluation Methodology Report No. 13. December 1986. PN-AAX-226).

Observation

Using Direct Observation Techniques 1996, Number 4

Performance Monitoring and Evaluation

TIPS

USAID Center for Development Information and Evaluation

To order via Internet, address requests to docorder@disc.mhs.compuserve.com

Rapid Data Collection Methods for Field Assessments

Krishna Kumar, in *Team Planning Notebook for Field-Based Program Assessments* (USAID PPC/CDIE, 1991).

For more on direct observation techniques applied to the Philippines health care system, see Stewart N. Blumenfeld, Manuel Roxas, and Maricor de los Santos, “Systematic Observation in the Analysis of Primary Health Care Services,” in *Rapid Appraisal Methods*, edited by Krishna Kumar (The World Bank: 1993)

Online Resources Available

Project Design Monitoring and Evaluation Training Curriculum for Family Planning Programs: <http://www.flexfund.org/resources/training/pdme.cfm>

Knowledge Practices and Coverage (KPC 2000+) Modules and Tools available in English, French, and Spanish: http://www.childsurvival.com/tools/mon_eval.cfm

Almedom A., Blumenthal U., and Manderson L. 1997. *Hygiene Evaluation Procedures: Approaches and Methods for Assessing Water- and Sanitation-Related Hygiene Practices*. Boston, MA: International Nutrition Foundation for Developing Countries. Full text available online at <http://www.unu.edu/unupress/food/foodnutrition.html>

Dawson S., Manderson L., Tallo V. 1993. *A Manual for the Use of Focus Groups*. Boston, MA: International Nutrition Foundation for Developing Countries. Full text available online at <http://www.unu.edu/unupress/food2/UIN03E/UIN03E00.HTM>

Gittelsohn J., Pelto P., Bentley M., Bhattacharyya K., and Jensen J. 1998. *Rapid Assessment Procedures (RAP): Ethnographic Methods to Investigate Women's Health*. Boston, MA: International Nutrition Foundation. Full text available on-line at <http://www.unu.edu/unupress/food/foodnutrition.html>

Herman E., Bentley M., 1993. *Rapid Assessment Procedures (RAP): To Improve the Household Management of Diarrhea*. Boston, MA: International Nutrition Foundation for Developing Countries. Full text available online at <http://www.unu.edu/unupress/food/foodnutrition.html>

Additional Resources Utilized

Bernard H. 1995. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Second edition. Thousand Oaks, CA: Sage Publications.

Freudenberger K. 1998. *Rapid Rural Appraisal - Participatory Rural Appraisal: Notes to Accompany an Introductory Workshop for Development Professionals*. Washington, DC: The World Bank. (unpublished notes).

Freudenberger K. 1998. *Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA): A Manual for CRS Field Workers and Partners*. Baltimore: Catholic Relief Services.

Gittelsohn J. 1996-98. *Qualitative Research Methods*. Baltimore: The Johns Hopkins University School of Public Health. (unpublished class notes).

Pretty J., Guijt I., Scoones I., Thompson J. 1995. *A Trainer's Guide for Participatory Learning and Action*. London: International Institute for Environment and Development.

PVO Child Survival Support Program. 1998. *Pneumonia Care Assessment Toolbox*. Baltimore: The Johns Hopkins University School of Public Health. (unpublished).

DAY 1

SESSION 1.2

TITLE TIME

OVERVIEW-QUALITATIVE RESEARCH

Estimated 35 minutes

OBJECTIVES

By the end of Session 1.2, participants will have:

1. **generated** a description of qualitative research and
2. **listed** the potential uses of qualitative research.

MATERIALS

Prepared charts or PPT slides, markers,

CRS RRA/PRA Manual, pp. 1-26 (especially pp. 17-20)

Index cards and masking tape or post-its, blank flip chart paper

ACTIVITY 1.2.1

DESCRIPTION OF QUALITATIVE RESEARCH

(estimated time: 15 minutes)

STEPS

1. **Invite** participants to listen:

“When we work with any population we are working with people whose situation, background, and often even their culture are different from our own. Qualitative methods will help you to better understand other people and avoid misunderstandings. Lack of understanding and misunderstandings are frequent causes of program failures. This can best be appreciated with a story...”

[**Insert a story here**, illustrating misunderstanding between the community and program staff that leads to programming problems. Include a discussion of how qualitative methods can help prevent problems. Use one of the examples given below or adapt your own.]

Example #1

A Scandinavian government commenced a livestock improvement project in Western, Nyanza, and Rift Valley Regions of Kenya in the early 1990s. The project was known as Cow. A graded cow was given to a women’s group and kept with a member. Once the cow gave birth a heifer was passed on to another member, until all the group members had received a heifer. This worked fairly well in Western and Nyanza Regions. In Pokot in the Rift Valley Region, the project did not take off. Men returned home one evening to find strange animals in their compounds. On learning that women had been issued with dairy cattle, the men asked them to choose between their marriages and owning livestock. Many women were forced out of their marital homes until they disowned the cattle. A qualitative study as part of the project’s mid-term evaluation indicated that in Pokot only men owned livestock and

putting cattle in the hands on women was an attempt to overthrow men from authority and to challenge their hegemony in Pokot Community. Better results would have been achieved by using men as the entry point if a qualitative study had preceded program commencement.

Example #2

A group of people from our university were working in a village in another part of Africa. They did a survey of villagers and asked them what were the most serious problems. The villagers said that one of the most serious problems was malaria. The researchers tested the blood of some of the villagers and found that malaria was very common. They gave people in the village bed-nets soaked in insecticide and told them that using the nets would decrease malaria. The people started using the nets. The university staff tested the blood of the people and found that there was a big reduction in malaria for those people that used the nets. So they felt the program was successful. Later some other researchers came to the village. They found the people no longer used the nets. They said that they didn't work. The villagers were now skeptical of outsiders and were less interested in cooperating in programs to reduce malaria.

Ask “*What are possible reasons that the people stopped using the nets?*” **Note** reasons given by the participants. Then **explain** the real reason.

In this case, the reason the villagers stopped using the nets was a misunderstanding. By ‘malaria’ the researchers meant infection with the malaria parasite. But the villagers meant all fevers. Therefore, although the number of ‘malaria infections’ decreased, the total number of ‘all fevers’ did not change much in the community’s eyes. For this reason, they felt the nets did not work against what the community called ‘malaria’ and abandoned using the nets.

Ask “*How could we have discovered the real reason?*”

Encourage the participants to understand that what is required is more in-depth communication with the villagers than was achieved previously. Qualitative methods are a means to achieve this in-depth communication.

2. **Provide** a description of qualitative research on a chart/overhead/handout prepared before the session and **ask** if there are questions.

Qualitative Research Methods

A type of scientific research that seeks answers to a question, generally focusing on the how or why of a situation (e.g. How do community members prepare for births? or Why do grandmothers promote introduction of honey and water as a prelacteal?)

Systematically uses a predefined set of procedures to answer the question

Collects evidence (culturally specific information about values, opinions, behaviors, and social contexts of the population)

Produces findings applicable beyond the immediate boundaries of the study

Seeks to understand a topic or problem from the perspective of the population

Optional Approach: If several participants have experience with qualitative research, then ask them first to provide a description; write this on the flipchart. Compare the participants’ description with what you have prepared.

ACTIVITY 1.2.2

USES OF QUALITATIVE METHODS IN PROGRAM PLANNING AND MANAGEMENT

(estimated time: 20 minutes)

STEPS

1. **Pair** participants and **distribute** index cards or post-its.
2. **Explain** *“On one side only of your cards/post-its, please work with your partner to quickly list all the uses you can think of for QR studies; when would you use QR; to do what; to learn what; to make decisions about what? Please list only one use per card.”*
3. **Tell** participants, *“Please post your cards as you complete them on the blank flip chart.”*
4. **Ask** *“Could one volunteer please organize these cards in categories according to similar ideas and read these categories to all of us?”*
5. After the volunteer finishes, **conduct** a lecturette covering the

KEY MESSAGES - EXAMPLES OF THE USES OF QUALITATIVE RESEARCH

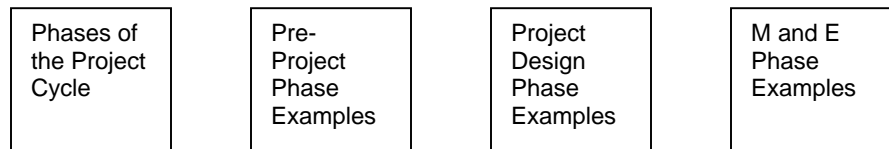
- During **proposal preparation** to understand the priorities of the stakeholders.
- Complement quantitative data as a baseline for **project design**.
- Determine key messages/channels during **BCC strategy development**.
- Decide upon **priority themes**, subtopics for training health workers.
- **Midterm** check-up on progress towards objectives and process evaluation (do partners feel that the strategies are focusing on sustainability, etc.).
- As an integral component of the **final evaluation**.
- During a **post-project assessment** to describe anecdotes complementing values mapped for sustainability indicators.

following points:

*“Qualitative methods are **necessary** for planning effective health and development programs. These methods help us understand the social context in which we implement our programs. They help us identify the underlying reasons for the problems we are trying to help communities resolve. They assist us in designing our community mobilization/BCC strategy and messages. Qualitative methods also allow us to assess stakeholder reactions to our programs as they are being implemented and evaluated. All of these tasks are necessary for planning effective programs.*

*“Let’s look at how qualitative methods are used to plan and manage programs during four phases of the project cycle: pre-project assessment; project design; implementation (and monitoring); and evaluation.” **Note:** omit the following if the phases were sufficiently covered during the previous discussion on uses.*

Refer to the following charts/PPT slides/handouts, if needed, to illustrate the key points (see **Key Messages** above for examples).



6. Continue *“The take home message is that many key planning and management tasks of health and development projects require the use of qualitative methods; these methods can help us to better understand the existing concerns, beliefs, and practices of the groups we are trying to serve.*

“In the next session we will review basic concepts in qualitative studies. Are there any questions before we move on?”

**OBJECTIVES
CHECKLIST**

At the end of the session, ask if participants have:

1. **generated** a description of qualitative research and
2. **listed** the potential uses of qualitative research.

DAY 1

SESSION 1.3

TITLE TIME

OVERVIEW OF PARTICIPANT EXPERIENCES

Estimated 2 hours 25 minutes

OBJECTIVES

By the end of Session 1.3, participants will have:

1. **given** concrete examples of how they have used both quantitative and qualitative research in their programs;
2. **shared** with colleagues at least one challenge and one successful experience in using qualitative research;
3. **articulated** one key tip and one lingering question to address with colleagues and facilitators;
4. **reinforced** basic concepts regarding qualitative research based on their own experiences;
5. **discussed** ways to get the whole story/reduce bias in qualitative studies; and
6. **reviewed** definitions, types of respondents (informants and key informants) and purposive sampling.

MATERIALS

Prepared charts or PPT slides, markers

Participant materials (Handouts 1.3 H-1 Round Table Questions and Handout 1.3 H-2 Glossary of Key Terms)

ACTIVITY 1.3.1

ROUND TABLE DISCUSSION

(estimated time: 45 minutes)

STEPS

1. **Divide** participants into five to six teams of no more than six individuals; **tell** the participants that these are their new round table teams.

Ask participants to refer to the flip chart on which key discussion questions are written; at the same time, **distribute** Handout 1.3 H-1 also containing the questions. Tell them they will have 40 minutes to discuss and record their responses.

Round Table Questions

- Identify team leader
- Share experiences w/ research (both qualitative and quantitative)
- Share a successful experience and a challenging one
- Based on your experiences: a) what tips do you have for other round tables regarding qualitative research? b) What two or three lingering questions do you have about developing, implementing and analyzing a qualitative assessment?

ACTIVITY 1.3.2

STEPS

PLENARY SESSION DISCUSSION

(estimated time: 20 minutes)

1. In round robin style, **ask** for examples from each table in response to the questions on the flip chart.
2. As examples are shared, **write** key vocabulary on the flip chart and **use** the examples to introduce some of the basic concepts in qualitative research (see below Activity 1.3.3).

ACTIVITY 1.3.3

Hint: Refer participants to the CRS Manual, pp. 17-20, if they have questions following this activity

REINFORCING BASIC CONCEPTS IN QUALITATIVE STUDIES

(estimated time: 35 minutes)

1. **Ask** participants for ideas about how we can ensure that we get as close as possible to the whole picture when conducting qualitative research. **State** that while everyone has their own version of the truth, in QR, we are trying to see how they overlap in order to get as close as possible to the whole story.
2. **Transition** to the concept of **triangulation** by telling a story.

[Insert story here about how we reduce biases by looking at situations in different ways, with different people and at different times. See example below.]

Example of a story used in a prior training:

Since one person's opinion only presents us with one person's version of the truth, we get to the whole picture by getting more information. We get more information by looking at something in different ways.

Think of a mountain. If you were standing in one place looking at a mountain and tried to describe it, you would only see one side. So your description would be biased. You would need to stand at different places to be able to see the whole mountain and really describe all of it. But even then the description would be biased because you may prefer to describe some things and not others. Therefore we should bring in other people and ask them to describe the mountain also. But even then the description is biased because we are all looking at the mountain with the same method, our eyes. We should use different methods, like using a telescope as well as our own eyes, to get a more complete description. But the description is still biased because we are all looking at the mountain at the same time of year. Some months there may be snow on the mountain but not at other times, so we would want to look at different times of the year.

There is a name for reducing bias or getting to the whole picture by using different ways to study the same thing. It is called **triangulation**. We do this, triangulation, in qualitative studies to describe populations instead of mountains.

Key Messages—Triangulation

Triangulation refers to using diverse sources of information and different data gathering to achieve a high level of accuracy. Analysis and verification of qualitative results depend on the ability to confirm the same information from more than one source (e.g., using semi-structured interviews to cross-check the information gathered during a mapping exercise.)

In addition to identifying differing sources of information and differing tools and techniques, there may be situations where varying the data collectors can also validate the information collected (e.g., using project staff members as interviewers may affect the completeness of information offered by an informant, but their familiarity with the project and situation might also facilitate obtaining information that would otherwise not be offered.)

3. **Refer** participants to the chart/PPT slide/handout Triangulation. **State** that we **triangulate** our information to get closer to the whole picture, by using team members with different experiences and perspectives, and by constantly cross-checking the information we get using different methods and types of informants. Refer participants to Handout 1.3 H-2 Glossary of Key Terms.

Triangulation

- Helps us get closer to the whole picture by collecting diverse perspectives to validate individual responses by continuously cross-checking information using different tools and classes of informants.
- Qualitative research depends on triangulation to avoid drawing erroneous conclusions.

4. **Say** “Notice that we use the same principles of triangulation to study populations as in the example with the mountain. We use different types of researchers to look at the same population. We talk to different types of people in the population (this is like looking at the mountain from different view points), and we use different methods to get information. This is what we will practice doing in our field visits.”

5. **Invite** participants to refer to chart/PPT slide/handout “Things We Do in Qualitative Research.” **State** that of the items listed, triangulation is the most important thing we do in qualitative research.

Things We Do in Qualitative Research

- Triangulate
- Be flexible
- Use an iterative process
- Use open-ended approaches

6. **State** that we need to be **flexible** when carrying out a qualitative study. There are many methods we can use to achieve the same learning objective. Also we can ask different kinds of questions to learn the same information. So, if we find that a method or question we are using isn’t being understood or isn’t working well, we can change methods or use a different question. This is unlike a household survey where methods and questions are fixed before we start collecting data.

7. **Ask** a participant (or another trainer) to give an example of being **flexible**. **State** that “*Using an **iterative process** is a type of flexibility. In this case, we are flexible in terms of **objectives**: **objectives** of the study or an interview or another method. That what we set out to do in a study is based on objectives, but that what we learn as we go along may cause us to change our objectives. This in turn causes us to change our methods.*” See example.

Example: I have an interview with a mother to learn about the providers she goes to when her child has severe diarrhea. During the interview the mother stresses that she usually gives her child herbal remedies and rarely goes to providers outside the home. So, instead of asking the mother to list all the providers she uses, I change my objective to learn more about herbal preparations she uses to treat diarrhea. Instead of getting a list of herbs, I ask her to show me HOW she makes her preferred treatment. She takes me to a nearby stream to show where the herbs grow and then at her home, she shows me how she mixes the herbs together with water to make an herbal tea.

Moral: Objectives of the interview changed (**although staying within the topic of interest**) based on what was learned during the interview. And the methods we used changed from the original plan based on the new objective.

8. **State** that “A person’s behavior (or lack of a behavior) is rarely carried out without a reason and that the person’s situation or context can greatly influence these reasons. So, if we want to influence someone’s behavior it is important to understand that person’s context. Trying to understand a person’s overall context while at the same time trying to learn about a specific topic in-depth is aided by using **open-ended approaches**.”

Example: I learn through a household survey and walking around the community that a majority of people are not disposing of their feces in a safe place (e.g. latrines). However, the community is relatively dispersed and there are many open and grassy areas for people to defecate. While walking around the community we encounter a destroyed latrine. We ask persons nearby to tell us about this latrine. We find out that the latrine was destroyed during the last conflict when soldiers occupied the village. We determine during these informal conversations that most persons are fearful of the current political/security situation and are not willing to invest their resources and efforts in building latrines on the chance that the effort will be wasted if conflict returns to the village. Those that have constructed latrines are considered to be wealthier, have additional resources (time and money) to build latrines, and are less concerned about the political/security situation.

Moral: Without the use of qualitative methods to follow-up the household survey, I may have pursued a latrine building program. Given a better understanding of the context, I would pursue different interventions until the political/security or economic situation improved (e.g. hand washing, placing children’s feces in small holes and covering with dirt, protecting available water sources, immunizations, ORT education, etc.)

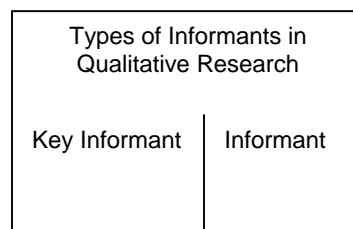
ACTIVITY 1.3.4

QUALITATIVE RESEARCH DEFINITIONS

(estimated time: 45 minutes)

STEPS

1. **Refer** participants to the following chart/PPT slide/handout:



2. **State** that “The “take-home” message from this chart is the following:

- **Key informants** have special knowledge on a topic and can speak about general community beliefs and practices. They are therefore interviewed in great depth, and often interviewed many times and topics covered can have wide range. (We will cover this later in the training.)
- **Informants** have knowledge on a topic of interest (mothers for childhood illness) but are only asked to speak about their own beliefs and practices (e.g. focus group member, case narrative). They are less likely to be repeatedly interviewed and are interviewed about specific topics.”

3. **Invite** participants to look at the following chart/PPT slide/handout:

Comparing Qualitative and Quantitative Methods

- General – exploratory vs. definitive
- Methods – semi-structured (FGD, KII, Observ) vs. highly structured (KPC survey.)
- Sampling – purposive vs. random
- Context – measures depth of understanding vs. level of occurrence
- Questions – open-ended vs. close ended

4. **State** that “The ‘take-home’ message from this chart about the differences between qualitative studies and quantitative methods such as household surveys is the following:

- In quantitative studies, we try to learn about what is important to us, whereas in qualitative studies we try to learn what is important to the population we are working with (e.g. the problems important to them, what they perceive as the causes and barriers, how they deal with these problems, what we can do to support their existing efforts);
- In qualitative studies we analyze the words people use rather than what the numbers tell us (e.g. percent of children immunized); we look at the **why** and the **how**, instead of the **what** and **how many**;
- The methods we use in qualitative studies are generally less structured than quantitative methods like household surveys; this allows for more dynamic, iterative, and flexible study methods;
- Sampling in qualitative studies is usually smaller in size, has more depth, and is often purposive rather than random

selection. [We will discuss purposive sampling in more depth later.]

- *Qualitative methods allow us to understand a wider context in which behavior occurs than quantitative methods.”*

5. **Ask** if there are questions of clarification. Hold other questions for later.

6. **Invite** participants to look at the following chart/PPT slide/handout:

Purposive Sampling

Groups participants according to preselected criteria relevant to a particular research question (e.g. HIV-positive pregnant women in Nairobi)

Sample sizes depend on resources, time available, study's objectives, theoretical saturation

7. **State** that the take-home message from this chart is that we **use our judgement** to select suitable informants *and* reduce bias. In addition, we have to consider other biases such as site selection and season of the year.

8. **Brainstorm** with the group: Who is especially knowledgeable about the topic of interest (for the training study objectives) in the community in which we will carry out the research study (field work)?

9. **Write** the names of those with special knowledge on the flip chart. **State** that these persons are potential key informants; if we use these persons, we have “purposively” selected or sampled them. **Ask** participants “*What are some ways that you can determine who the key informants are? We will talk more about the selection criteria in the session on KII, but just brainstorming, how do you think we can identify them in the community? What experiences have you had?*”

10. “*In this last session, we had a basic overview of qualitative research. We discussed some basic concepts, especially **triangulation**, and we then discussed some definitions used in qualitative research.*”

“We do not expect this session to be sufficient for understanding these concepts. As you practice the methods and we discuss them together, you will deepen your understanding of them and become more proficient in their use.”

**OBJECTIVES
CHECKLIST**

At the end of the session, ask if participants have:

1. **given** concrete examples of how they have used both quantitative and qualitative research in their programs;
2. **shared** with colleagues at least one challenge and one successful experience in using qualitative research;
3. **articulated** one key tip and one lingering question to address with colleagues and facilitators;
4. **reinforced** basic concepts regarding qualitative research based on their own experiences;
5. **discussed** ways to get the whole story/reduce bias in qualitative studies; and
6. **reviewed** definitions, types of respondents (informants and key informants), and purposive sampling

Round Table Questions

Identify team leader.

Share experiences with research (both qualitative and quantitative).

Share a successful experience and a challenging one.

Based on your experiences:

- A. What tips do you have for other round tables regarding qualitative research?

- B. What two or three lingering questions do you have about developing, implementing, and analyzing a qualitative study?

GLOSSARY OF KEY TRAINING TERMS

Closed Questions—can be answered with either a single word or a short phrase. They give you facts, are easy and quick to answer, and keep control of the conversation with the questioner.

Coding—labeling that helps staff to analyze the information; examples of codes: letters, words, numbers, colors (e.g. Subtopic: Informational barriers -> BARINFO)

Focus Group Discussion (FGD)—An informal, fluid, and relaxed discussion in which informants lead the discussion.

Informants—have knowledge on a topic of interest (e.g. mothers for childhood illness) but are only asked to speak about their own beliefs and practices (e.g. focus group member, case narrative). They are less likely to be repeatedly interviewed and are interviewed about specific topics.

Key Informants—have special knowledge on a topic and can speak about general community beliefs and practices. They are therefore interviewed in great depth, and often interviewed many times; topics covered can have a wide range.

Leading Questions—are worded in such a way as to influence the participant's response—they *lead* participants along a certain way of thinking. (e.g. The services provided at the health center are very poor, aren't they?)

Non-Leading Questions—are free of preconceptions; they enable the respondent to answer in the way that s/he feels appropriate. (e.g. What do you think of the services offered at the clinic?)

Observation—Utilizes a trained observer and observation guide/checklist to observe practices firsthand.

Open-Ended Questions—An open-ended question is likely to receive a long answer. Open-ended questions require the respondent to think and reflect; they will give you *opinions* and *feelings*. Open-ended questions hand control of the conversation to the respondent.

Purposive Sampling—groups participants according to pre-selected criteria relevant to a particular research question (e.g. HIV-positive pregnant women in Nairobi). The sample sizes depend on resources, time available, study's objectives, and theoretical saturation.

Quality improvement verification checklists (QIVC)—systematic checklists used to monitor and improve an individual's performance; if used correctly, can encourage the individual to achieve a high level of quality.

Scripting—key words in local language with best attempt at translation in parentheses.

Triangulation—refers to using diverse sources of information and different data gathering to achieve a high level of accuracy. Analysis and verification of qualitative results depend on the ability to confirm the same information from more than one source (e.g., using semi-structured interviews to cross-check the information gathered during a mapping exercise)

DAY 1

SESSION 1.4

TITLE

DEVELOPING GOALS AND OBJECTIVES FOR A QUALITATIVE STUDY

TIME

Estimated 2 hours 30 minutes

OBJECTIVES

By the end of Session 1.4, participants will have:

1. **developed** goals and objectives for a qualitative study;
2. **selected** an appropriate mix of methods to answer their study objectives/questions and neutralize method biases; and
3. **chosen** the preferred types informants/groups for each method selected (in a way to minimize unwanted biases).

MATERIALS

SAVE-Angola examples of Study Design on Chart/Overhead /Handout (see Handout 1.4 H-1)

Qualitative study concept developed prior to training

Handouts 1.4 H-1 SAVE/Angola Study Design, H-2 Instruction Sheet for Designing a Qualitative Study, and H-3 QR Quotes

Suggested reference materials: Handbook for Excellence in Focus Group Research- AED/Healthcom; Qualitative Research for Improved Health Programs- SARA; Qualitative Research Methods- FHI; and RRA/PRA Manual-CRS)

ACTIVITY 1.4.1

DEVELOPING GOALS AND OBJECTIVES FOR A QUALITATIVE STUDY

(estimated time: 30 minutes)

STEPS

1. **Invite** participants to listen:

“One of the goals of this training is to provide participants with skills in designing qualitative studies. An essential first step in designing qualitative studies is the development of goals and objectives. During this session, each participant (whether individually or as part of a specific project team) will select a goal for a qualitative study; the goal will be in the form of a programmatic decision that needs to be made during the life of a health or development project. Each participant/team will then develop the specific objectives of the study: that is, what do we need to learn or have the answer to in order to make the selected programmatic decision. This is the time for you (or your team) to read through the resources we have here about other studies, to help your group decide on appropriate study objectives/questions

to help make your program decision. You can also talk to the trainers or other participants and use them as a resource.

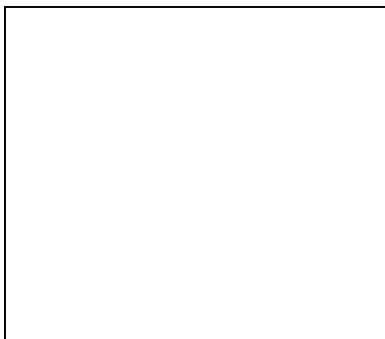
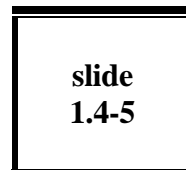
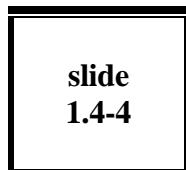
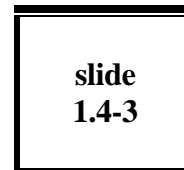
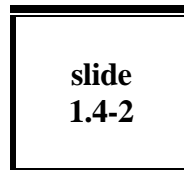
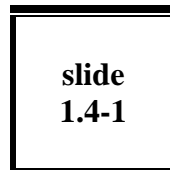
“Tomorrow morning, you will present your study design elements to your colleagues and the trainers for our feedback.

“It is our expectation that this training will give you the skills and confidence to design and carry out a qualitative study. I believe the actual experience following the training is a necessary additional learning experience to cement the training. Note that not all issues can be addressed in a short training course and that we all need years of experience to perfect doing these kinds of studies.”

2. **Give** a lecturette on the following charts/PPT slides/handouts:

Ask participants for examples from their experiences and use the Save the Children/Angola training study (Handout 1.4 H-1) and **discuss** necessary adaptations for an actual study vs. a training study (e.g., there are often shortcuts necessary for a training study, such as insufficient triangulation of information).

Use chart paper and **draw** visuals, as needed, to illustrate points that participants might have difficulty with, depending on their experience. The handout can be easily adapted for the slides below.



3. **Close** the activity by stating *“In our next activity, we will begin developing study goals and objectives. Are there any questions about study design issues before we move on?”*

ACTIVITY 1.4.2

Note: Develop the study objectives in the form of a question that will be answered using qualitative methods.

STUDY GOALS AND OBJECTIVES

(estimated time: 2 hours)

1. **Sub-divide** participants into “projects” (individuals or teams). Trainers should work with designated projects and help those projects during the remainder of the session. Distribute the Handout 1.4 H-2 Instruction Sheet for Designing a Qualitative Research Study and Handout H-3 QR Quotes.

2. **Explain** that each project decides on a study goal. The study goal is a programmatic decision that the project would like to make and that requires—at least in part—information that is best gathered with qualitative methods.

**Decisions Requiring Qualitative Information, by Phase of the Project –
Examples from a Prior Training**

Project planning phase:

- Which childhood illnesses/conditions are priorities for the community and should be considered for intervention when planning a maternal and child health project?
- Who in the community should receive training in emergency first aid and referral of obstetric emergencies?

Project monitoring phase:

- How can we improve the design of latrines being built in communities from their perspective?
- What can we do from the community's perspective to improve the quality of care provided at health clinics?

Project evaluation phase:

- Which services should we continue to provide following the project, from the community's perspective?
- Are our programs improving the perceived quality of life of mothers and children?

3. Each project selects one or two specific study objectives for a qualitative study they will design later in the day. Accomplishing the study objectives should help (**but may not be sufficient**) to make the assigned program decision. Refer participants to #3 on the Instruction Sheet.

Examples of Specific Objectives from a Prior Training:

Study Goal/Programmatic decision: Who should we train in the community to provide reproductive health advice/care to women?

Study Objectives:

- Which women's health problems are of most concern (serious and/or common) to the community?
- Who are the preferred providers for these health problems?
- What are community perceptions/attitudes about the quality of health services at government health facilities? Given by preferred providers?

4. Once study objectives have been selected, **encourage** participants to identify possible qualitative methods useful for answering the questions (i.e. accomplishing the study objectives) (#4 on the Instruction Sheet):

- **select** an appropriate mix of methods to answer the study objectives (questions) and neutralize method biases. **Refer**

participants to the instruction sheet with a suggested process for this step:

- For each objective, identify several methods useful for gathering information on the topic;
- Select preferred methods for the study. Consider not using methods that have limited utility in terms of the number of objectives. This is a starting point to help with scheduling (During the study be flexible as new topics and other methods may become more desirable); and
- For each method selected, determine the appropriate types of informants to interview and/or observe.

5. **Remind** participants that *“We are only addressing #1-4 on the Instruction Sheet today.”*

6. When 20 minutes remain, **say** *“If you have not already begun to prepare your presentation, you should start now.”*

7. Close the session by saying, “In tomorrow’s sessions, we will learn about observation and key informant interviews. Please raise your hands if you would like to be a volunteer for tomorrow. Also, in preparation for tomorrow’s sessions, please read Handouts 2.5 H-1 and H-2, and 3.1 H-2; as well as pp. 1-26 in the CRS RRA/PRA Manual.

Trainers Notes:

Provide support to project’ as they complete the assignment.

Assign co-trainers to support specific projects and **suggest** that co-trainers get input from other trainers to respond to questions.

Also, **provide** guidance to projects as they prepare their presentations. The tendency is to provide more detail than is necessary on some things and little or no detail on other important issues. Presenters will have no more than 5-10 minutes to present (including discussion/questions).

Make available as many references and resources on qualitative methods as possible. Try to have as many of these resources as possible written in the local language. An option in case this is a challenge is to arrange for at least one key reference to be translated into the local language. **Instruct** participants to review available resources and references on qualitative studies of various health topics. Participants can also make appointments with trainers to discuss ideas, as a way of carrying out the literature review. The literature review should provide ideas for possible study objectives/questions and methods.

Save the last 20 minutes to prepare the presentation (as much as can be prepared), regardless of how far participants have gotten with the assignment. The presentation and discussion will be of more learning value than finishing the assignment and not having a presentation ready

**OBJECTIVES
CHECKLIST**

At the end of Session 1.4, ask if participants have:

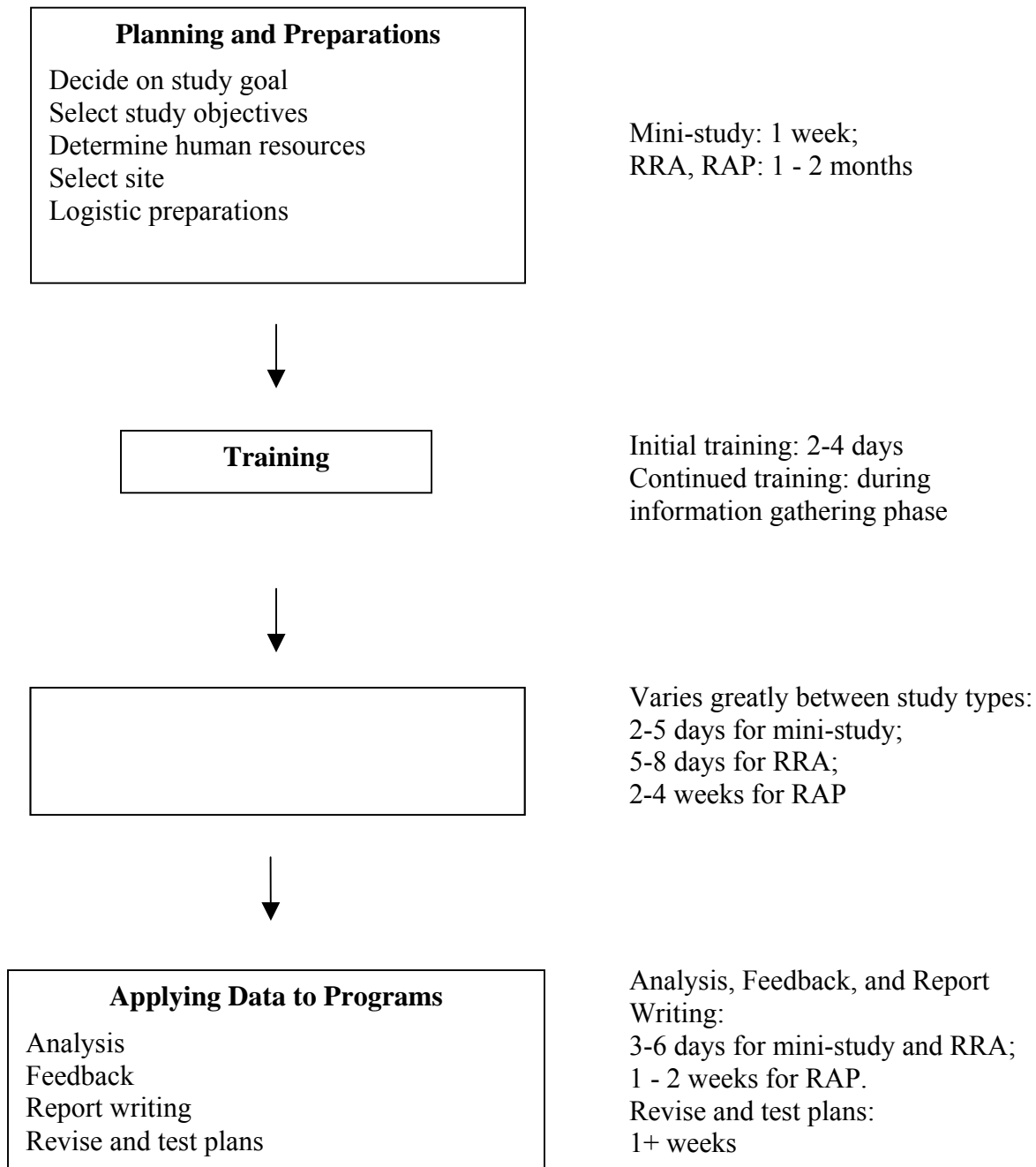
1. **developed** goals and objectives for a qualitative study;
2. **selected** an appropriate mix of methods to answer their study objectives/questions and neutralize method biases; and
3. **chosen** the preferred types informants/groups for each method selected (in a way to minimize unwanted biases).

**SAVE/Angola Study Design
Session 1.4 Handout 1.4 H-1 (10 pp.)**

Issues in Designing a Qualitative Study

- Flow of the study
- Decide on study goal (action needed)
- Select study objectives
- Choose methods and sequence of methods
- Site selection
- Determine the number and size of study team
- Managing the field work
 - Logistics Needs
 - Daily Activities

Flow of the Study



Decide on Study Goal

Assemble personnel involved with program management

- program manager and officers
- health educators and trainers
- health/management information specialists

Agree on decision or action to be taken from the study findings, such as:

- community priorities to address
- specific behaviors or attitudes to target
- ways to improve quality of services
- vulnerable groups to target
- best persons to train or educate
- organizations/individuals to work with
- times and places for program activities

Ability to make this decision or take this action becomes the overall goal of the study

- Study may be necessary, although not sufficient to make decisions or take action

Select Study Objectives

(from Freudenberger, 1998: *CRS RRA/PRA Manual*)

Objectives are, quite simply, what the team wants to learn during the study.

- What questions need to be answered in order to make decisions or take action?

Objectives unify the team around a common agenda and set the boundaries of what needs to be learned.

Objectives help identify who should participate in the study (what expertise is needed to answer the questions).

Set boundaries: select three or four main objectives each with their own sub-objectives.

- Not too broad for the resources (time, people) available to be thoroughly covered.
- Not so narrow that important information is missed.
- Review existing qualitative study guides for expert opinion on study objectives for different topic areas.

Adapt objectives from other studies to the resources available to you.

Select Study Methods

(from Freudenberger, 1998: CRS RRA/PRA Manual)

Identify a variety of methods that can be used to answer each of the study objectives and sub-objectives

- Develop a matrix of objectives on y-axis on left and possible methods on x-axis on top
- For each objective, identify several methods useful to gather information on the topic
- Consider not using methods that have limited utility in terms of the number of objectives

Select preferred methods for the study

- This is a starting point to help with scheduling
- During the study, be flexible as new topics and other methods may become more desirable

Select preferred sequence of methods

- move from general to specific information
- move from less sensitive to more sensitive
- collect information early that will help you ask specific or sensitive questions later

Site Selection

(from Gittelsohn et.al., 1998; Freudenberger, 1998)

Study area/s should represent the target population.

- An alternative is to focus on vulnerable groups.

If there are different ethnic groups within the target population, select an area representing each group.

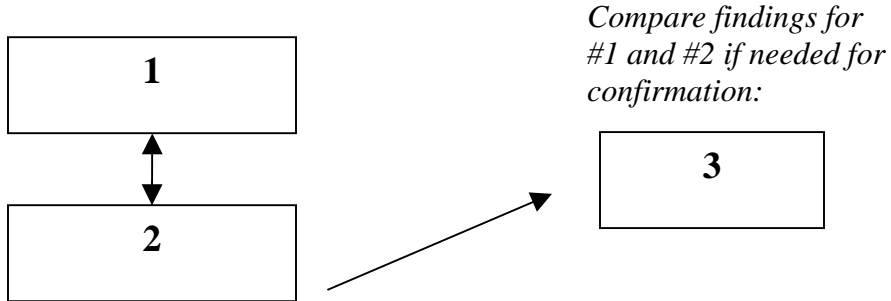
Location of the study area should be logistically feasible as long as it does not compromise representativeness.

Triangulate within each study area.

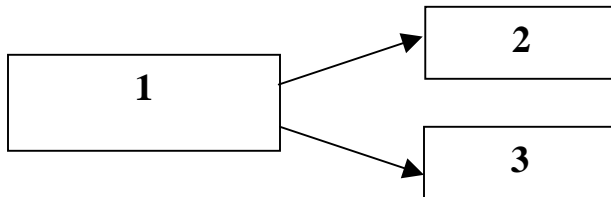
- Repeat data gathering activities in a second or third location of the same ethnic background.
- Purpose of this is to *confirm* what was learned in the first location within the study area.
- Since the purpose is confirmatory rather than explanatory, the amount of data-collecting activities needed is less than in the first location.

Examples of Site Selection

Example 1: Two primary locations studied at the same time, with a possible secondary location for confirmation.



Example 2: One primary location, one or two secondary locations studied later for confirmation



Example 3: One primary location studied over time (for monitoring and evaluation or exploring new topics)



Determine Human Resource Needs

(from Gittelsohn et.al., 1998; Freudenberger, 1998)

Principal Investigator/Study Coordinator

- Overall responsible for administering and supervising the study
- Full-time involvement during the study
- Preferably familiar with computers

Logistics Coordinator

- Assists in all logistic aspects of the study
- Part-time throughout the study

Trainer

- Needed if Study Coordinator is not able
- Full-time involvement during the study

One to three Multidisciplinary Study Teams of three to five persons

- Team leader with two to four interviewers
- Full-time involvement during the training, data collection, and analysis
- Able to write well in English (or national language)
- Preferably speak local language fluently

Translators

- Needed for each interview by study team without local language capacity
- Teamed with interviewer
- Full-time for training, data collection, and analysis

Logistic Needs

(from Gittelsohn et.al. 1998, Freudenberger, 1998)

Training

- Flip chart paper and markers
- Training reference materials for each participant
- Blank paper and data collection forms for practice
- Pens and pencils, notebooks
- Optional: LCD projector and Powerpoint slides

Data Collection:

- Resources to ‘live’ in study communities
 - eating arrangements and clean water
 - sleeping arrangements and insect control
 - sanitation and washing arrangements
 - work area for discussions, mini-training, and writing
 - if possible, generator and light for night work
- Small field notebooks for raw notes
- Composition books for expanded notes
- Copies of data collection forms
- Folders, pens, markers, flip chart paper, cards, tape

Data Management, Analysis, Report Writing

- Copy paper, file folders, markers, and flipchart paper
- Copier, word processor or computer, and printer

Daily Activities in the Field

(from Freudenberger, 1998: CRS RRA/PRA Manual)

Information Gathering Activities (2/3 day)

- Interviews, group discussions, participatory exercises, observations, and structured methods

Team Interaction Meetings (1/3 day)

- Expanding notes of data collection activities: interviews, discussions, and observations
- Tabulation of structured and semi-structured interviews, free listing, and pile sorting
- Review day's learning about methods/process
 - Identify biases
 - What was learned about methods?
 - What would team do differently next time?
- Review day's learning about study objectives
 - Content of data rather than process of methods
 - What information do we have?
 - What information is missing?

Plan next day's activities

Prepare materials: checklists, suggested phrasing of opening questions, structured forms, and pile sort cards

Instruction Sheet: Designing a Qualitative Study

1. Sub-divide into study teams. Each study team can be assigned a different phase of the project life cycle.
2. Decide on a study goal, a programmatic decision that a typical health or development program needs to make during the phase of the project life cycle assigned to the study team.
3. Select one or two study objectives/questions to help make the assigned program decision.
4. Select an appropriate mix of methods to answer the study objectives/questions and neutralize method biases.
 - For each objective, identify several methods useful to gather information on the topic;
 - Select preferred methods for the study. Consider not using methods that have limited utility in terms of the number of objectives. This is a starting point to help with scheduling (During the study be flexible as new topics and other methods may become more desirable); and
 - Choose the types of informants preferred for each method selected.
5. Choose a method for selecting study sites to improve representativeness of data.
6. Determine the number and size of study teams (human resource needs).
7. Develop a proposed schedule for the study (not including time for training) showing sequence of methods to be used, time for data management, analysis, feedback, and report writing.
8. Prepare a presentation that includes the following:
 - Study objectives/questions and the methods to be used to answer each objective/question (e.g., develop a matrix: objectives on y-axis on left, selected methods on x-axis on top);
 - Type and number of informants for each method to be used;
 - Proposed method of selecting study sites;
 - Number and size of study teams; and
 - Proposed study schedule.

Qualitative Research Quotes

Designing [a qualitative research project] can be compared to making a painting. You are continuously working in all areas of the canvas. Shapes and colours in one section inspire shapes and colours in another. Sometimes you step back, eyes half-closed, to ponder the quality and harmony of the whole.

**Verschuren and Doorewaard
1999, p. 15**

Qualitative research is inherently multimethod in focus. However, the use of multiple methods, or triangulation, reflects an attempt to secure an in-depth understanding of the phenomenon in the question. Objective reality can never be captured. We can know a thing only through its representations. Triangulation is not a tool or a strategy of validation, but an alternative to validation. The combination of multiple multi-methodological practices, empirical materials, perspectives, and observers in a single study is best understood, then, as a strategy that adds rigor, breadth, complexity, richness, and depth to any inquiry.

**U. Flick
1998, p. 229 - 231**

DAY 2

SESSION 2.1

APPLICATION: PRESENTING STUDY DESIGNS

(estimated time: 1 hour 30 minutes)

Activity 2.1.1

Present and Critique Qualitative Study Designs

(estimated time: 45 minutes)

Activity 2.1.2

Incorporating Feedback and Fine-tuning the Study Designs

(estimated time: 45 minutes)

SESSION 2.2

INTERVIEWING PRINCIPLES AND TECHNIQUES

(estimated time: 3 hours)

Activity 2.2.1

Open-Ended Questions

(estimated time: 15 minutes)

Activity 2.2.2

Avoiding Leading Questions

(estimated time: 20 minutes)

Activity 2.2.3

Probing

(estimated time: 20 minutes)

Activity 2.2.4

Letting the Informant Lead and Other Principles

(estimated time: 15 minutes)

Activity 2.2.5

Demonstration Interview

(estimated time: 20 minutes)

Activity 2.2.6

Role Play Triads

(estimated time: 1 hour 15 minutes)

Activity 2.2.7

Writing Expanded Notes

(estimated time: 15 minutes)

SESSION 2.3

OVERVIEW: OBSERVATION

(estimated time: 1 hour)

Activity 2.3.1

Description of Observation, Examples, and Uses

(estimated time: 1 hour)

SESSION 2.4

APPLICATION: DEVELOPING OBSERVATION CHECKLISTS

(estimated time: 1 hour 15 minutes)

Activity 2.4.1

Introduction to Checklists

(estimated time: 10 minutes)

Activity 2.4.2

Developing a Checklist

(estimated time: 1 hour 5 minutes)

SESSION 2.5

APPLICATION: ROLE PLAY

(estimated time: 1 hour 30 minutes)

[Activity 2.5.1](#)

Using the Observation Checklist in a Role Play
(estimated time: 40 minutes)

[Activity 2.5.2](#)

Preparing for Field Work
(estimated time: 50 minutes)

DAY 2

SESSION 2.1

TITLE TIME

APPLICATION: PRESENTING STUDY DESIGNS

Estimated 1 hour 30 minutes

OBJECTIVES

By the end of Session 2.1, participants will have:

1. **presented** the elements of their design for a qualitative study to help make an assigned program decision;
2. **received** feedback from other participants and trainers on the study design just presented;
3. **incorporated** feedback and revised methods for data collection based on discussions with colleagues and facilitators;
4. **posted** their study design to update and for others to view and record throughout the rest of the training.

MATERIALS

Participant materials (Handout 1.4 H-2 from Session 1.4)

References (various qualitative methods manuals)

Flip chart paper/overhead sheets and markers

ACTIVITY 2.1.1

PRESENT AND CRITIQUE STUDY DESIGNS

(Group work from Module 1.4 - estimated time: 45 minutes; each group will have 5 – 10 minutes for the presentation and follow-up discussion)

STEPS

1. **Open** by inviting participants to listen:

“Yesterday you identified study goals and objectives. You also began identifying qualitative data collection methods useful for accomplishing the study objectives. These are the first steps in the design of a qualitative study. In this session, we will listen to and critique your study plans thus far, and in the afternoon, we will discuss the qualitative research method of observation.”

2. **Invite** the first group to present their study designs; ask participants to take note of strengths and concerns (not just concerns!)
3. In turn, **facilitate** the presentation by each group. Take note of the following:
 - **Keep** track of time; give presenters a five and two minute warning.

- **Keep** all questions to the end, unless the question is one of clarification.
- **Review** the rules of feedback before the first group is given feedback:
 - Identify **all** strengths first - No negative comments/concerns until the strengths have been identified.
 - Instead of negative comments, phrase “non-positive feedback” in terms of concerns and recommendations.
- **Facilitate** the feedback session with good facilitation techniques - keep the group on the feedback rules process.

4. **Discuss** how the methods chosen are or are not appropriate for the research questions identified. Help participants identify alternate methods if necessary.

5. After all presentations have concluded, **thank** participants for their efforts and tell them that during the next activity they will have a chance to modify their designs as they wish.

ACTIVITY 2.1.2

INCORPORATING FEEDBACK AND FINETUNING THE STUDY DESIGNS

(estimated time: 45 minutes)

STEPS

Tell participants, “*Now you will have 30 minutes to incorporate the suggestions on your study designs. The facilitators will be circulating, so please let us know if you need help.*”

Ask the participants to post their improved study designs on the wall so that others can refer to them during the training.

OBJECTIVES CHECKLIST

At the end of the session, **ask** if participants have:

1. **presented** the elements of their design for a qualitative study to help make an assigned program decision;
2. **received** feedback from other participants and trainers on the study design just presented;
3. **incorporated** feedback and revised methods for data collection based on discussions with colleagues and facilitators;

4. **posted** their study design to update and for others to view and record throughout the rest of the training.

DAY 2

SESSION 2.2

TITLE TIME

INTERVIEWING PRINCIPLES AND TECHNIQUES

Estimated 3 hours

OBJECTIVES

By the end of Session 2.2, participants will have:

1. **practiced** changing **close-ended** questions into **open-ended** questions;
2. **watched** a demonstration of **leading** and **non-leading** questions and **practiced** rephrasing **leading questions**;
3. **participated** in a small group exercise to practice **probing**;
4. **watched** and **discussed** a demonstration of **letting** and **not letting the informant lead**;
5. **received** an assignment to help with learning the session topics;
6. **watched** a demonstration interview, taken raw notes, and given feedback;
7. **participated** in each role of an interview triad (interviewer, informant, and observer), and received and provided feedback on interviewing techniques; and
8. **discussed** how to write expanded notes.

MATERIALS

Prepared charts/PPT slides and markers

Raw notes notebooks and expanded notes notebooks for every participant

Handouts 2.2 H-1: Leading and Non-leading Questions; 2.2 H-2: What's Wrong with the Question; 2.2 H-3: Avoiding Leading Questions; 2.2 H-4: But Why? 2.2 H-5: Letting and Not Letting the Informant Lead; 2.2 H-6: Demonstration Interview (adapted to local setting); 2.2 H-7: Role Play 2.2 H-8 Sample Notes (Appendix C from B. Weiss curriculum)

CRS RRA/PRA Manual, pp. 1-26

ACTIVITY 2.2.1

OPEN-ENDED QUESTIONS

(estimated time: 15 minutes)

STEPS

1. **Invite** participants to look at the following chart/overhead/handout:

Closed Questions:

Can be answered with a single word or a short phrase. Closed questions:

- give you **facts**.
- are easy and quick to answer
- they keep control of the conversation with the interviewer

(e.g. Do you like the services provided at the health center?)

Qualitative Research Tips

- Use open-ended questions
- Avoid leading questions
- Probe issues in depth
- Let the informant lead

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State that this chart shows important **things to do** when interviewing; these techniques are used during all qualitative research. This session will focus on these issues.

3. **State** the definition of a “closed question” and **ask** participants for examples. **Congratulate** and *correct* responses, as appropriate.

State the definition of an “open question” and **ask** participants for examples. **Congratulate** and **correct** responses, as appropriate.

Invite participants to look at the following chart/overhead/handout:

Use Open-Ended Questions

- Closed questions
- Open-ended questions
- Open question words

Open-Ended Questions:

Require the respondent to think and reflect.

- they will give you opinions and feelings
- they hand control of the conversation to the respondent (e.g. What do you think of the health services offered at the clinic?)

4. **Review** the key points on the above chart/overhead/handout.

Ask participant for two to three more examples of “closed questions.” After an example is given, **ask** participants to rephrase the question to make it an “open question.”

Remind participants to use the “open question words” (What, How, Where, When, And Who).

ACTIVITY 2.2.2

AVOIDING LEADING QUESTIONS

(estimated time: 20 minutes)

STEPS

1. **Ask** for two volunteers: one to give an example of a leading question and the other, a non-leading question. Briefly *discuss* the difference between the two: **leading questions** and **non-leading questions**. **Write** definitions on the flip chart.

2) **Conduct** and **discuss** demonstrations of using and avoiding **leading** questions using the Handout 2.2 H-1 Leading and Non-Leading Questions- Demonstration. **Ask**

Leading Questions

Are worded in such a way as to influence the participant's response—they lead participants along a certain way of thinking. (e.g. The services provided at the health center are very poor, aren't they?)

Non-leading Questions

Are free of preconceptions—see example of open-ended question above.

What's Wrong with the Question?

Non-leading ?

- 1) →
- 2) →

for six volunteers to play the roles on the handout (**assign** roles of mother and Edward to each pair; they can remain seated). **Discuss** the questions at the bottom of the handout.

3. **Structure** a **what's wrong with the question?** (see steps 4-6 below and handout 2.2 H-2)

4. **Divide** the group into triads; **direct** each triad to rephrase the two leading questions in the second chart; they can write their answers directly on the handout.

5. After five minutes, **ask** the groups to share their rephrase of the first leading question and have a vote for the 'best' rephrase (award prizes). **Write** this rephrase on the chart underneath the column heading "non-leading?".

Repeat this process for the remaining leading question.

6. **Ask** groups to report briefly on what they have learned. How easy was it to rephrase the leading questions? Why is this important? What are the challenges in asking questions? Encourage participants to refer to Handout 2.2 H-3: Avoiding Leading Questions Guide.

ACTIVITY 2.2.3

STEPS

PROBING

(estimated time: 20 minutes)

1. After the presentation on non-leading questions, **ask** participants for other ways in which they can encourage informants to provide more information without contaminating it. **State** that when we are encouraging informants to provide more information, we are **probing**. **State** that **probing** just means trying to get more detailed information from people. In qualitative methods we usually probe after we have asked the initial question. For many interviewers, probing is the most difficult thing to learn to do well.

2. **Discuss** probing using the following two charts:

Probing
"The key to successful interviewing is learning how to probe effectively"

- | |
|--|
| Probing Techniques |
| <ul style="list-style-type: none"> • What questions • Silent probe • Uh-huh probe • Grand or mini-tour |

3. **Ask** a participant a question and follow it up using non-verbal probes. **State** that these non-verbal techniques

probes are also ways of probing, encouraging the informant to provide more information.

4. **Structure** a **but why** exercise (Handout 2.2 H-4). **State** “*Now we are going to play a probing game.*” **Divide** the group into sub-groups of three people: one person will be the interviewer, one the informant, and one will observe. Sub-groups can decide who will do what.

5. **Instruct** the “interviewer” to start an interview with a question that directly relates to something personal, so that “informants” get to feel what it is like to answer questions about themselves and their own personal activities.

Questions might include:

“Why are you working in your particular job?”

“Why are you wearing that particular type of shoe?”

“Why did you come to the training?”

6. **Instruct** the interviewer that his/her job is to find out the actual, underlying reason(s) without suggesting any reasons or letting the informant know what he/she thinks of the informant’s answers. Interviewers are to do this by using good probing techniques. Explain that probing is rather like peeling away the layers of an onion, and so the objective is to get to the center of the onion rather than stay at the surface. Interviewers should use as many different techniques as possible and record the answers.

7. **Instruct** the informants to answer truthfully. The informants should also look for indications of what the interviewer wants the informant to say, or what the interviewer thinks of the informant’s answers.

8. **Instruct** the recorder to record the use of different types of probes used by the interviewer. The recorder should use the last pages in the Handout 2.2 H-4 as a reference guide/checklist.

9. **Allow** interviewing for 5 minutes. Next, **choose** a group and **ask** the interviewer to describe what they learned about the question: How do the results of probing compare with the initial answer to the question?

10. **Ask** the recorder about the use of different types of probes.

11. **Ask** the respondent how it felt to be probed: Did the respondent feel the probes helped him/her to provide more accurate and complete information or not?

12. **Ask** all the groups if any of the recorders or respondents developed any sense of how the interviewer felt about the answers, or whether they sensed the interviewer was looking for particular responses.

Congratulate those interviewers for whom no such indications were sensed.

13. On a chart, **make a list** of the key probes that groups felt worked well. Compare this list to the “Probing techniques” chart.

ACTIVITY 2.2.4

LETTING THE INFORMANT LEAD (AND OTHER PRINCIPLES)

(estimated time: 15 minutes)

STEPS

Note: Prior to the session, adapt the demonstration interview examples to match local foods and customs.

1. **Ask** for two volunteers to play the roles of mother and Edward (Handout 2.2 H-5). **Discuss** demonstrations of **letting** and **not letting the informant lead** using the questions on the handout. Ask participants if they have questions.

2. *“In this session, we have reviewed **things to do during qualitative interviews: open questions, probing, avoiding leading questions, letting the informant lead.** Now we will practice interviewing and writing field notes. We will also begin to prepare for our upcoming field exercises. Are there any questions about what we have covered thus far?”*

3. **Ask** participants to read the following assignment, preferably this evening, but before the end of the training:

- CRS PRA/RRA manual pages 1-26

ACTIVITY 2.2.5

DEMONSTRATION INTERVIEW

(estimated time: 20 minutes)

STEPS

1. **Give** a lecturette on field note process and writing raw field notes:

Qualitative Field Note Process

Writing Raw Field Notes

Example of Raw Field Notes

Key Messages/Reference Material for Trainers

Field Note Process: Steps include:

- 1) Tape recording and note taking;
- 2) Debriefing;
- 3) Expanding notes or transcribing tapes; and
- 4) Managing the information

KII: see pp 43-47 Qual Research Methods, FHI.; FGD, pp. 72-75; Observation pp. 23-25; also, refer to Handouts for FGDs: 5.2 H-3 and 7.1 H-1

Refer to samples of raw and expanded notes on pp. 26, 46, and 74 in FHI Manual and Handout 2.2 H-8.

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r

2. **Ask** volunteers (pre-selected on Day 1) to conduct the interview scripted on Handout 2.2 H-6 Demonstration Interview. **Ask** participants to observe the following demonstration interview with a mock informant about his/her infant feeding practices. **Ask** participants to take raw field notes (about 15 minutes).

3. **Ask** participants for feedback on the demonstration interview: techniques or questions they thought were helpful, and techniques and questions that could be improved and suggestions.

4. **Walk** around and **review** the raw notes of participants comparing them with the trainer’s raw notes; **look** primarily for too few notes.

ACTIVITY 2.2.6

ROLE PLAY TRIADS

(estimated time: 1 hour and 15 minutes)

STEPS

1. **Divide** the group into sub-groups of three. [**Refer** participants to the Handout 2.2 H-7: “Role Play Interviews - Triads”] **State** that each person will rotate the three roles: interviewer, informant, and observer. About 20 minutes will be needed for each role: 15 minutes for interview and 5 minutes for feedback and switching roles. The tasks for each role are as follows:

- **Interviewer:** interview informant about his/her typical day, probing on eating habits, how food is cooked, and sources of food; keep raw notes of the interview in notebooks; receive feedback with open mind, sense of humor, desire to learn.

- **Informant:** be cooperative, answering questions as well as possible; give feedback on interview: how it felt to be interviewed.
- **Observer:** take notes on quality of the interview: techniques, questions, probes (or lack of probes); give feedback on quality of interview [use probing handout as a checklist].

2. **Process** the experience:

- **Review** what the group just did
- **Ask** “*What did you learn from the experience?*”
- **Ask** “*How will you apply what you learned or what will you do differently when interviewing?*”

ACTIVITY 2.2.7

STEPS

WRITING EXPANDED NOTES

(estimated 15 minutes)

1. **Inform** participants that we will now have a short lecture. **Invite** participants to look at the following chart/overhead/handout.
2. **Give** a lecturette on the chart below.

<p>Writing Expanded Field Notes</p> <p>Allocate...</p> <ol style="list-style-type: none">1) Identification2) Main body3) Summary

3. **State** the **key messages**: that when writing up expanded field notes, the notes will include primarily the content of an interview or activity. This is the main body of the notes. The notes should also include identifying information and a summary. The summary includes an analysis/critique of the following: the process used; the informants selected; possible biases in the data; conclusions related to study objectives; and what topics or issues need follow-up.

“Since we are trying to learn cultural concepts, it is important to record local terms for names of things we are interested in and for key concepts. We try to use local terms in follow-up questions and activities in the study, and later in program activities with the community.”

4. **Ask** participants what are some of the challenges we encounter when going from one language to another? How have they overcome these challenges?

5. **Pass out** and **review** examples of expanded notes for different methods.

**OBJECTIVES
CHECKLIST**

At the end of the session, ask if participants have

1. **practiced** changing **close-ended** questions into **open-ended** questions;

2. **watched** a demonstration of **leading** and **non-leading** questions and **practiced** rephrasing **leading questions**;

3. **participated** in a small group exercise to practice **probing**;

4. **watched** and **discussed** a demonstration of **letting** and **not letting the informant lead**;

5. **received** an assignment to help with learning the session topics;

6. **watched** a demonstration interview, taken raw notes, and given feedback;

7. **participated** in each role of an interview triad (interviewer, informant, and observer), and received and provided feedback on interviewing techniques; and

8. **discussed** how to write expanded notes.

Leading and Non-Leading Questions

Avoiding leading questions: demonstrations

Edward is an interviewer who wants to know what people think about the local health center. Here he is interviewing a local mother about the center.

Demonstration #1—using leading questions

Edward: Why is the health center the best place to go when you are sick?

Mother: The staff of the health center know about illness and how to treat it. The medicines they give work to make you better.

Edward: So the health center is a good place to go if you are sick?

Mother: Yes, I think so.

Demonstration #2—using leading questions

Edward: Why is the health center not a good place to go when you are sick?

Mother: It is far away, and sometimes they don't have the right medicines in stock, so you cannot get treated.

Edward: So the health center is not a good place to go when you are sick?

Mother: No, I don't think so.

Demonstration #3—avoiding leading questions

Edward: What do you think about the health center?

Mother: The staff know how to treat illness and have good medicines, but sometimes the medicines run out. Also the center is far away.

Questions:

1. What was the difference between the three demonstrations?
2. Which demonstration provided the “best” information? Why?

What's Wrong with the Question

Instructions: In your triad:

- a) Discuss what is wrong with the question.
- b) Rephrase the question to formulate an appropriate non-leading alternative.

1. Most smart people always use condoms, don't they?

2. Was the reason that the bednet was used by your husband and not your child because he doesn't understand how vulnerable young children are to malaria?

Avoid Leading Questions

(From Herman and Bentley, 1993)

Non-leading questions allow people to answer in their own terms voicing their own views, values and experiences.

Leading questions are phrased to suggest a particular answer or to imply that one answer is expected or more correct:

- “What fears do you have when your baby’s diarrhea does not stop?”
- “What actions do you take to stop his/her diarrhea?”
- “How good was the treatment your baby got at the health center?”

These questions were phrased to elicit answers related to fears, actions and treatments, respectively.

Non-leading questions on the same topics could be asked this way:

- “How do you feel when your baby’s diarrhea does not stop?”
- “What do you do when his/her diarrhea does not stop?”
- “How do you feel about the treatment your baby got at the health center?”

But Why? Probing Techniques

“The key to successful interviewing is learning how to probe effectively...that is, to stimulate an informant to produce more information...without injecting yourself so much into the interaction that you only get a reflection of yourself in the data.”

(Bernard, 1995)

Exercise Instructions:

- 1) In your subgroup, please decide who will be the interviewer, the informant, and the observer.
- 2) Next, the interviewer should start an interview with a question that directly relates to something personal, so the informants get to feel what it is like to answer questions about themselves and their own personal activities. Questions might include:
 - “Why are you working in your particular job?”
 - “Why are you wearing that particular type of shoe?”
 - “Why did you come to the training?”
- 3) The interviewer should try to find out the actual, underlying reason(s) without suggesting any reasons or letting the informant know what he/she thinks of the informant’s answers. Interviewers should a) use good probing techniques; b) use as many different techniques as possible; c) record the answers.
- 4) Informants should: a) answer truthfully; b) look for indications of what the interviewer wants the informant to say, or what the interviewer thinks of the informant’s answers.
- 5) The recorder should: a) record the use of different types of probes used by the interviewer; b) use the following pages in the handout as a reference guide/checklist.

Probing Techniques

1. “What?” or “What” questions
 - A stimulus without putting yourself in it.
2. Silent Probe
 - Just remain quiet and wait for informant to continue.
 - Often happens as you are busy writing what the informant has just finished saying.
3. Echo Probe
 - Repeat the last thing an informant said and ask them to continue.
 - “I see. The child has loose stools, becomes tired and will not eat. Then what happens?”
4. The Uh-huh Probe
 - Encourage participant to continue with a narrative by making affirmative noises.
 - “Uh-huh.” “Yes, I see.” “Right, uh-huh.”
5. Grand or Mini-Tour Type Question
 - See Spradley example

Examples of Effective Probes

(From *Qualitative Research Methods: A Data Collector's Field Guide*, FHI.)

Direct questions

- What do you mean when you say...?
- How did this happen?
- How do you feel about...?
- What happened then?
- Can you tell me more?
- Can you please elaborate?
- I'm not sure I understand X...Would you explain that to me?
- How did you handle X?
- How did X affect you?
- Can you give me an example of X?

Indirect Probes

- Neutral verbal expressions such as “uh huh,” “interesting,” and “I see.”
- Verbal expressions of empathy, such as “I can see why you say that was difficult for you.”
- Mirroring techniques, or repeating what the participant said, such as, “So you were 19 when you had your first child...”
- Culturally appropriate body language or gestures, such as nodding in acknowledgement.

Letting the Informant Lead—Demonstrations

Edward is an interviewer trying to find out what people in the community think are the major health problems for children.

Demonstration #1—not letting the informant lead

Edward: What are the biggest health problems for children in this community?

Mother: Well there's not enough food to eat...

Edward: Where I come from, measles is a big problem. Is measles a big problem here?

Mother: Yes. Children here sometimes get measles.

Edward: And diarrhea. Do children here get diarrhea?

Mother: Yes. Children around here get a lot of diarrhea.

Edward: And tetanus. In some countries tetanus is a big problem. Is tetanus a problem here?

Mother: Sometimes a child will get tetanus after it is born.

Edward: So measles, diarrhea, and tetanus are problems in this area for children. Thank you for talking with me.

Mother: That's ok.

Demonstration #2—letting the informant lead.

Edward: What are the biggest health problems for children in this community?

Mother: Well, there's not enough food for children to eat...

Edward: Uh huh.

Mother: They also get malaria a lot at some times of the year (silence).

Edward: So, children don't have enough food to eat, and they get malaria a lot at some times of the year. What other health problems do children in the community get?

Mother: Children get chest problems with coughing and trouble breathing. Often they die from this.

Edward: Any other health problems?

Mother: No, that's all the important things.

Edward: So, the important problems for children are not enough food, malaria at some times of the year, and chest problems with coughing and trouble breathing. Is this correct?

Mother: Yes.

Edward: Thank you very much.

Questions:

1. Who did most of the talking in this second interview? Who should be doing the most?
2. Which demonstration provided the "best" information? Why?

Demonstration Interview

Preliminary comments: *“This is an example of an interviewer talking with a villager. The interviewer wants to learn about feeding practices for children under 1 year of age. This is a good interview, and demonstrates many of the important principles we are learning. Try to record as accurately as possible what is said. You won’t be able to record it all, but try and record as much as you can. After the interview we will ask you questions about it. You will need your notes to answer these questions.”*

Preamble

I: Hello. My name is Maria. **[friendly greeting]** I work with CARE. I am talking with some people in this community about their children to better understand the problems that children and parents face. We want this information so that we can better assist the community to improve their children’s health. **[explanation]** Do you have a child less than a year old?

[Identify person as valid informant]

R: Yes, I do.

I: If you have time, I’d like to talk with you for about 15 minutes about your child. Can you talk now?

[Establishing availability]

R: Yes, I have time now.

I: Because I’m not from this community I don’t know about life here. As we talk I’d really like you to be my teacher so that I can learn as much as possible. **[establish cultural ignorance and respondent as teacher]** So that I don’t forget things I will write down the things you tell me. **[explaining how the interview will be recorded]**.

I: First please tell me if your child is a boy or a girl?

R: She’s a girl.

I: What’s her name?

R: Her name is Fatima **[friendly interaction]**

I: How old is Fatima?

R: She’s 11 months old.

Interview proper

I: I’m most interested in learning about what Fatima eats. **[establish area of interest]** Please describe all the things she eats during a typical day. **[open ended question]**

R: Yes. I feed her shima every day.

I: What is shima?

R: You’ve never heard of shima?

I: I have heard of it, but it may be different from where I come from. **[emphasizing cultural ignorance]** Please tell me about it.

R: Shima is pounded cassava. The cassava is pounded into a powder. It is put into boiling water and makes a paste. It is like mashed potato.

I: Uh huh. **[probe]**

R: Shima is good for children and adults. Everyone eats it.

I: Everyone? **[probe]**

R: Everyone except young babies. They cannot eat shima, because they cannot eat anything except breast milk and water.

I: Is there anything else I should know about shima? **[probe] [using local word]**

R: It's also good for children who have diarrhea.

I: So it's good for children who have diarrhea. That's very interesting. **[expressing interest]** Please tell me more about that. **[probe]**

R: When a child gets diarrhea, they vomit a lot. But if they eat shima they don't vomit.

I: If they eat shima they don't vomit? **[probe]**

R: Yes. So it is the only food they can eat when they have diarrhea. They cannot even drink liquids.

I: (silence, nodding head) **[probe]**

R: Liquids also make the child vomit. So you should never give liquids to a child with diarrhea.

I: Please tell me more about that. **[probe] [not correcting informant]**

R: Any liquids are bad, including water. If you give the child water it will vomit, so don't give it.

I: Can you tell me anything more about what children should eat during diarrhea? **[probe]**

R: No, that's all there is.

I: Before you mentioned breast feeding. **[previous topic exhausted. changing exploring new topic of interest]** Can you tell me more about breast feeding? **[open ended question]**

R: Babies are breast fed until they are about 2 months old. Then we start giving them other things.

I: Other things? **[probe]**

R: Yes. Like shima and fruits.

I: Anything else? **[probe]**

R: No, that's it.

I: What is Fatima eating now? **[using different question to explore same topic]**

R: When she was about 10 months she also started eating the same things that we all eat. And, of course, she's still drinking tea.

I: Please tell me more about tea? [**probe**]

R: Children here start drinking tea when they are about 2 months of age. It replaces the breast milk. [**apparent contradiction of previous answer**]

I: Is there anything else I should know about breast feeding children. [**probe**] [**no complaint about previous contradiction**]

R: No, that's all I know.

I: Thank you very much. What you told me was very interesting and I learnt a lot. [**friendly**] [**expressing interest**] Would it be possible to come and speak with you again some time? [**arranging future interview if needed**]

R: Yes that would be ok.

I: When would be a good time to come?

R: Usually in the afternoons, just after lunch.

I: Thank you. You have been very helpful. Good bye.

R: Good bye.

End of demonstration interview

Instruction Sheet: Role Play Interviews—“Triads”

Work in groups of three. Each person will rotate playing the three roles: interviewer, informant, and observer. About 20 minutes will be needed for each role-play: 15 min. for interview and 5 min. for feedback and switching roles. The tasks for each role are:

- **Interviewer:** interview informant about his/her typical day, probing on eating habits, how food is cooked, and sources of food; keep raw notes of the interview in notebooks; and receive feedback with open mind, sense of humor, and desire to learn.
- **Informant:** be cooperative, answering questions as well as possible; and give feedback on interview--how it felt to be interviewed.
- **Observer:** take notes on quality of the interview--techniques, questions, probes or lack of probes; and give feedback on quality of interview [use probing handout as a checklist].

DAY 2

SESSION 2.3

TITLE TIME

OBSERVATION: OVERVIEW

Estimated 1 hour

OBJECTIVES

By the end of Session 2.3, participants will have:

1. **described** the qualitative research method of observation;
2. **distinguished** between different types of observation;
3. **identified** examples of the way observation is used in qualitative research; and
4. **differentiated** between its advantages and disadvantages.

MATERIALS

Flip chart on definition and types of observation

Flip chart paper, markers, Tape

Participant materials (Handout 2.3 H-1 Walk-about and Mystery Client and 2.3 H-2: “To observe or not to observe”)

ACTIVITY 2.3.1

DESCRIPTION OF OBSERVATION, EXAMPLES AND USES

(estimated time: 1 hour)

STEPS

1. **Invite** participants to listen to the following:

“The first objective of this training is to provide participants with skills in conducting qualitative research. The first technique we will discuss is something that probably many of you have already done at least once- how many have conducted “observation”? Today, in this session, we will discuss what observation is, provide examples of different types of observation, look at how observation is used, talk about its advantages and disadvantages, learn how to develop an observation checklist, and even conduct a few role plays to practice using the technique. Depending on your level of interest in the technique, you may want to read additional materials (see the reference list) on observation or talk to the trainers or other participants about their experiences.”

Key Messages

- Utilizes a trained observer and observation guide/checklist to observe practices firsthand
- Researchers approach participants in their own environment
- The observer makes careful, objective notes about what s/he sees, recording all accounts and observations as field notes in a field notebook
- Allows for insight into contexts, relationships, and behavior
- Can provide information previously unknown to researchers that is crucial for project design, data collection, and interpretation of other data (helps us understand data collected through other methods and also to design questions for those methods)

(see pp 13-25, Qual Research Methods, FHI.)

Note: As a constant visual aid, trainers can ask a participant to prepare a large blank chart on flip chart paper indicating the categories: description, types, advantages and disadvantages, and tools. As each method is introduced, different volunteers can be asked to complete the information.

2. **Ask** participants to tell you in their own words what observation is. Write key words on the flip chart. Compare the participants' definition with the description from the flip chart/PPT slides. Note similarities and important additions from either description.

3. Next **ask** participants to provide you with examples of how they have used observation in their programs and record these on the flip chart. **Add** a few examples of your own if necessary (ensure that a broad variety of types of observations are included- e.g. supervisor observing field worker during parent education session, field worker observing mother during meal preparation, observation of HW treating child using IMCI algorithms, peer educators observing each other, treatment monitor observing TB patient, PD/Hearth Inquiry, etc.).

4. **Ask** participants what advantages they see in using this technique and what potential disadvantages they imagine;

Key Messages- Advantages and Disadvantages of Observation

A: Allows for insight into contexts, relationships, and behavior

A: Can provide information previously unknown to researchers that is crucial for project design, data collection, and interpretation of other data

A: The most accurate way of recording practices

D: Time-consuming and requires highly skilled observers

D: Documentation relies on memory, personal discipline, and diligence of researcher

D: Requires conscious effort at objectivity because method is inherently subjective

D: Presence of observers may alter what takes place

note key words.

5. **Ask** how participants would classify the type of observation they conducted: formal or informal? **Ask** one or two participants to share examples of how they have participated in different types of observations. **Share** *Mystery Client* and *Walk-about* if participants do not mention them (see Handout 2.3 H-1).

6. **Divide** participants into pairs and **tell** them they will have approximately 10 minutes to complete the quiz (Handout 2.3 H-2: “To Observe or Not to Observe,” - examples of when it is appropriate to use observation). **Ask** a couple of volunteers to share their answers in the plenary session. **Note:** Facilitators may want to use only half the questions or select the more difficult questions for the plenary. Also, to ensure that the discussion remains brief and focused, facilitators should mention that there may be more than one appropriate response for a particular question.

7. **Ask** if participants have questions.

8. **Close** the session by stating:

“Next, we will begin developing observation checklists. Are there any questions about observations before we move on?”

OBJECTIVES CHECKLIST

At the end of Session 2.3, ask if participants have:

1. **described** the qualitative research method of observation;
2. **distinguished** between different types of observation;
3. **identified** examples of the way observation is used in qualitative research; and
4. **differentiated** between its advantages and disadvantages.

Two Types of Observation Techniques: Walkabout and Mystery Client

Walkabout

A type of direct observation that emphasizes recording actual events and situations. It can focus on people (activities of men or women), locations, (water collection site), and /or events (family meal). A checklist or guide is always developed by the study team before the exercise relating to specific issues of concern. During a walkabout, observers walk around the study site (village, community) in a meandering fashion absorbing the atmosphere, stopping to greet people and having informal conversations, and observing issues related to the Walkabout checklist or guide. The observer records as much behavior as possible, including actions, conversations, and descriptions of the locale and persons observed.

Mystery Client

A type of participant observation whereby a trained individual who has similar characteristics as an actual client plays the role of an actual client for the purposes of observing the performance of a health worker, pharmacist, or other service provider. A role is usually taken on by the mystery client who memorizes specific questions to elicit potential responses and behaviors by the service provider. One common use of the method is to measure the quality of care provided to family planning clients in public or private health clinics.

To Observe or Not to Observe

Instructions: Please circle the correct choice: (O) indicates that direct observation would be the appropriate method to use to gather this type of information; (OM) indicates that other methods of research would be more effective in collecting this type of data.

Information	Direct Observation (O)	Other Method (OM)
1 Sanitation in the home, including availability and use of soap (or ash) and water.		
2 Knowledge of danger signs during pregnancy.		
3 Correct breastfeeding techniques.		
4 Breastfeeding practices, such as giving the baby colostrom.		
5 Degree of fathers' participation in care-taking of infants.		
6 Safe needle practices when giving babies injections.		
7 (OM)		
8 Use of bednets for under fives.		
9 Correct use of home-based or commercial ORS.		
10 Proper newborn cord care.		
11 Existence of emergency obstetric evacuation plan.		
12 Infant feeding practices.		
13 Degree that stigma affects peoples' decision to be tested for HIV.		
14 Correct condom use.		
15 Hand-washing and hygiene practices.		
16 Use of informed choice during counseling session.		
17 Medication intake of TB patients.		
18 How the health worker manages acute respiratory infection.		

DAY 2

SESSION 2.4

TITLE

APPLICATION: DEVELOPING OBSERVATION CHECKLISTS

TIME

Estimated 1 hour 15 minutes

OBJECTIVES

By the end of Session 2.4, participants will have:

1. **selected** a subject to observe in relevance with their program plans (choices: household observation, clinical observation, supervision observation, PDI, VCT, Home-based care visit, etc.);
2. **outlined** potential scenarios they might observe;
3. **developed** a list of questions for each scenario;
4. **shared** their observation checklists with at least two other participants;
5. **received** feedback from other participants and trainers on the checklist; and
6. **incorporated** the feedback into an updated observation checklist.

MATERIALS

PPT or Flip 2.4-1 (Observation Checklists)

Participant materials (Handout 2.4 H-1: Instruction sheet for Developing an Observation Checklist)

Examples of Observation checklists (PDI checklist- Handout 2.5 H-2, Walkabout checklist- Handout 2.4 H-2, Curamericas Checklist for Census Process, others)

Flip chart paper/PPT slides and markers

ACTIVITY 2.4.1

INTRODUCTION TO OBSERVATION CHECKLISTS

(estimated time: 10 minutes)

STEPS

1. **Ask** participants “*Have you used checklists; did any of you review the samples in the participant materials last night? What is the purpose of a checklist in observations?*”
Note key words on the flip chart. **Ask** participants “*What is the difference between a qualitative observation checklist and a Quality Improvement Verification Checklist (QIVC) or an HFA observation checklist?*”
2. **Share** from the PPT or a flip chart, the following **key message**: “*A checklist provides program staff, health workers, or other stakeholders a tool with which to conduct a detailed check of all elements of a health worker’s [or other individual’s] performance or of a specific process. A*

checklist may also be used to learn about the behavior of mothers or other care-takers, such as during a Positive Deviance Inquiry. More structured in nature, QIVCs are used to monitor and improve the performance and encourage the individual to achieve a high level of quality.”

3. **Mention** to the participants: “*During this training, we will not focus on QIVCs nor highly structured checklists used in quantitative surveys, such as health facility assessments, but rather, on those used in conducting qualitative research. These checklists are used as guides and indicate who, where, when, and a list of topics we plan to observe.*”

ACTIVITY 2.4.2

STEPS

Note: if participants have not finished when time is called, announce that they will have additional time to complete these during the next exercise

Option: Instead of Steps 3-5, increase the time allotment for the session and have some groups share their checklists in the plenary. In this case, invite all participants to provide feedback.

DEVELOPING A CHECKLIST

(estimated time: 1 hour 5 minutes)

1. **Help** participants to **select** a partner or **form** a small group; if possible individuals from the same organization should be paired together. Otherwise, try to match those with similar types of programs and/or geographic regions.
2. **Review** the **Instruction sheet for Developing an Observation Checklist (Handout 2.4 H-1)** with participants and *ask* participants to *use* the next 30 minutes to develop a checklist with their partner/groups (**Remind** them to review the relevant sample checklists).
3. After 30 min., **ask** pairs/groups to exchange checklists with another pair/group.
4. **Tell** participants to use the next 5 minutes to review their colleagues’ checklists and provide suggestions for improvement.
5. After 5 minutes, **ask** participants to exchange their comments, starting with encouraging words and proceeding with suggestions for improvements (review the rules of feedback).
6. During the next 10 minutes, participants should incorporate suggested changes into their checklists. Facilitators should circulate and help to resolve any difficulties, as well as provide individual feedback to further improve the checklists.
7. **Ask** a few participants to share examples of questions from their checklists. **Facilitate** a brief discussion regarding the challenges of developing the checklist.

**OBJECTIVES
CHECKLIST**

At the end of Session 2.4, ask if participants have:

1. **selected** a subject to observe in relevance with their program plans (choices: household observation, clinical observation, supervision observation, PDI, etc.);
2. **outlined** potential scenarios they might observe;
3. **developed** a list of questions for each scenario;
4. **shared** their observation checklists with at least two other participants;
5. **received** feedback from other participants and trainers on the checklist; and
6. **incorporated** the feedback into an updated observation checklist.

Instruction Sheet for Developing an Observation Checklist

1. Select your topic, by answering the following questions:
 - a. What decision do I need to make? (study goal) The process: 1) Define a decision and then, 2) think through what study questions will provide information needed for the decision. For example, your decision might be: What local foods should we reinforce in our health messages? **Or** what specific IMCI tasks need supervision/refresher training? **Or** what local term should we use in messages about seeking care for pneumonia or fast breathing? If your study goal is to decide what local foods should be reinforced in health messages, then one of your study questions might be “What local foods provide high levels of energy and seem to be accepted?”
 - b. Who will I be observing?
 - c. How will I observe this?
 - d. Where and when can I observe this?
2. Review sample observation checklists for ideas.
3. List the potential scenario/topics you might find/observe.
4. Develop appropriate questions.
 - a. For each scenario, identify several questions that will provide you with a well-balanced view of the topic.
 - b. Select the best questions for each scenario. Delete questions that are redundant. Add questions that will help you understand the behaviors the individual is engaging in.
 - c. Enumerate each question.
 - d. Place the questions in their order in the process.
 - e. If there are parts of the process that are not always done, separate them with a line (or leave a space for N/A).
 - f. Each question should be something that can be answered through observation (seen or heard).
 - g. The questions should be detailed enough to identify specific problems (i.e. not “Did the mother use the correct recipe for ORS,” but rather 1) “Did the mother use boiled or bottled water?” 2) “Did the mother correctly measure 1 liter of water?” 3) “Did the mother stir the packet of ORS into the water until it was dissolved?”
5. Estimate the time frame for each question. Ensure that the checklist is no more than two pages.
6. Include a space at the end or after each question for comments.
7. Pretest the checklist during a trial observation.
8. Revise the checklist according to results of the pretest.

Walkabout Checklist (from Almedom et. al.)

Housing

1. Shelter space per person
 - a) ave. shelter area (m²):
 - b) ave. no. persons/shelter:
 - c) ave. shelter space per person:
(3.5m² is minimum standard)
2. Average distance between shelters (m):
(2 m is minimum standard)
3. Are shelters:
 - a) for single families?
 - b) for extended families?
 - c) for many different families?
4. Are shelters made of:
 - a) local materials in good supply?
 - b) local materials in scarce supply (e.g. use can lead to environmental degradation, competition with local population)?
 - c) donated materials?
 - d) within large buildings (schools, warehouses, barracks)?
5. Do shelters provide adequate:
 - a) protection from the sun?
 - b) protection from rain?
 - c) protection from flooding?
 - d) protection from cold (if applicable)?
 - e) privacy?
 - f) ventilation?
6. Are there separate sleeping, eating and cooking areas?

Water

1. What are the water sources and how far are they from homes?

Water source distance
 - a) less than 100 meters
 - b) 100-500 meters
 - c) less than 1 km
 - d) 1-2 km
2. What activities take place at or near the water source?
 - a) washing water containers
 - b) washing clothes
 - c) bathing/washing self

- d) watering animals
 - e) urination/defecation
 - f) other
3. Is water treated at the source, and if so, how?
 - a) by filtering with a piece of cloth
 - b) by chlorination
 - c) by other means
 4. How is drinking water transported to the home?
 5. Who fetches the water?
 - a) women
 - b) children
 - c) men
 6. How is drinking water stored in the home?
 7. How is drinking water handled in the home?

Sanitation

1. How far is trash disposed from the shelter?
2. Did you see anyone defecating?
(Who? Where? Describe)
3. What proportion of homes have latrines?
4. Where is the latrine located?
(indicate reasons why, if relevant)
5. How close are hand-washing facilities (water and ash or soap)
 - a) next to the latrine
 - b) within walking distance
 - c) inside the home
6. Observe the latrine.
 - a) Does it have a sound super-structure?
 - b) Is the floor safe to stand on?
 - c) Does it have a slab?
 - d) Is the hole small enough to be safe for children?
 - e) Does the latrine provide adequate privacy?
 - f) Is the latrine clean?
 - g) Any other features?

7. Is there evidence of fecal contamination?
 - a) along the roads
 - b) along the foot-paths
 - c) near the water source
 - d) in/near the fields
 - e) outside the houses
 - f) inside the houses

8. What is the contamination observed?
 - a) infants/young children's feces
 - b) adults' feces
 - c) cow dung and/or other animal feces
 - d) other

Gardens

1. Are there garden plots in or around the housing compound?

Markets, Shops

(Collect this information on randomly selected shops/ market areas)

1. How large is the shop?
 - a) 20 sq ft
 - b) 40 sq ft
 - c) 100 sq ft
2. What types of items do they sell?
3. How many different types of foods do they sell?
4. If they sell food, what kind and range of prices?
 - a) fruits, fresh
 - b) vegetables, fresh
 - c) grains
 - d) meat, fresh
 - e) (this list could be expanded)

Agricultural Plots

1. How large are the plots?
2. General quality of the soil (dry, wet, etc.)
3. What are the types of crops planted?
4. How well are the plots cared for? (Well tilled, overgrown?)

5. Any evidence of formal or informal irrigation system?

Livestock

1. What types of animals are kept?
2. What is the condition of the animals (thin, fat, etc.)
3. How are the animals cared for? Who watches over them?
4. What are they fed?
5. What happens to the animal waste?

Settlement Members

1. What is condition of the typical settlement member? Do they look malnourished? Tired?
2. What is the condition of their clothes? Do they have appropriate outerwear?
3. Is the settlement crowded?
4. What activities are individuals doing?
 - a) women?
 - b) men?
 - c) children?
5. Are there many pregnant women and young children?
6. Is there evidence of illness (respiratory infections, disabilities)

*From: Qualitative Research Methods for PVOs/NGOs
Session 2.2, Page 8-9*

DAY 2

SESSION 2.5

TITLE TIME

APPLICATION: ROLE PLAYS

Estimated time: 1 hour 30 minutes

OBJECTIVES

By the end of Session 2.5, participants will have:

1. **reviewed** an observation checklist that will be used while observing a role play;
2. **conducted** a role play or participated as an observer during a role play (choices: household observation, clinical observation, supervision observation, PDI, etc.);
3. **utilized** an observation checklist during the role play;
4. **shared** the results from the role play and discussed the challenges and advantages of using the checklist; and
5. **revised** their checklists in preparation for field work.

MATERIALS

Participant materials: Two copies of each Observation checklist: a) 2.5 H-1 (Checklist for Observing a Health Worker) b) 2.5 H-2 (Checklist for a Positive Deviance Inquiry); Scripts for 2 observation role plays (Handout 2.5 H-3 and Handout 2.5 H-4)

Flip chart paper or PPT slides, markers

Actors/volunteers pre-selected for role plays

Copies of revised observation checklists from group work

ACTIVITY 2.5.1

USING THE OBSERVATION CHECKLIST IN A ROLE PLAY

(estimated time: 40 minutes)

STEPS

Note: Facilitators should determine which role play (2.5 H-3 or H-4) would be more relevant to the participants. Alternately, facilitators may want to develop a different role play. In either case, distribute copies of both checklists as examples.

1. If participants have not yet completed their checklists, **tell** them they can use the next 5 minutes to complete them. **Ask** the rest of the participants to begin reviewing the observation checklists they will use while observing the role plays (2.5 H-1 or 2.5 H-2).
2. **Ask** the pre-selected actors to come forward, **review** the instructions for the role plays with them and **address** any questions. **Ask** the rest of the participants to use this time to become very familiar with their checklists so that they can pay full attention to what they are observing.
3. Role Play: **Explain** “During the next 5-10 minutes, we will observe an interaction between a health worker and a mother who has brought her child to the clinic. Please

watch carefully and complete your observation checklists (2.5 H-1 or H-2) based on what you witness. Afterwards, we will discuss the use of the checklist and any challenges you have encountered. Any questions?”

4. After 10 minutes, **thank** the actors and observers for their participation and **ask** the observers to share their impressions of the advantages of using the checklists.
5. Once a few advantages have been mentioned, **solicit** challenges from the group and **ask** other participants for suggestions on how to overcome the challenges. **Use** the flip chart to note key advantages and challenges/solutions. Ask a few participants to share some of their responses on the checklist.

ACTIVITY 2.5.2

PREPARING FOR FIELD WORK

(estimated time: 50 minutes)

STEPS

1. **Divide** participants into pairs/groups and ask them to take the next 30 minutes to make improvements on their checklists.
2. In plenary, **ask** a few of the pairs/groups to share the changes they made to improve the checklists. Ask a couple of volunteers to collect these and document the changes on the file. **Note:** arrange to receive the revised checklists in time to make copies for each of the participants prior to departure for the field work the next day.
3. **Mention** the importance of pre-testing the checklist and ask participants to share ideas about how they can do this.

OBJECTIVES CHECKLIST

At the end of Session 2.5, ask if participants have:

1. **reviewed** an observation checklist that will be used while observing a role play;
2. **conducted** a role play or participated as an observer during a role play (choices: household observation, clinical observation, supervision observation, PDI, etc.);
3. **utilized** an observation checklist during the role play;
4. **shared** the results from the role play and discussed the challenges and advantages of using the checklist; and
5. **revised** their checklists in preparation for field work.

Observation Checklist—Observing a Health Worker

Study Decision: What specific IMCI tasks need supervision/refresher training?

Study Questions: Which areas are the highest priority in terms of the incidence of childhood diseases in the area?

Who are the individuals who need the most intense training?

How is health worker performance in assessing the child and classifying the disease?

Disease management and/or referral process?

Counseling of mothers/care-takers? Overall quality of service from mothers' perspective?

Who To Observe:

How:

Where:

When:

Community: _____	Date: _____
Health Worker: _____	Observer: _____
Supervisor: _____	Other: _____
Comments: _____	

Potential Scenarios/Questions:	Yes	No	Observations
Greeting/Overall Reception			
Did the HW introduce her/himself?			
Did the HW provide the appropriate greetings?			
Did the HW start the assessment off with an upbeat and friendly tone?			
Observations			
Assessing The Child			
Did the HW use appropriate memory aids?			
Did the HW utilize IMCI algorithms correctly?			

CORE Qualitative Research Methods—Interviewing and Observation

Session 2.5 Handout 2.5 H-1

Observation Checklist for Role Play #1

Did the HW ask the most appropriate questions?			
Did the HW ask the questions in a way that the mother/care-taker could easily understand?			
Did the HW focus on the most prevalent illnesses in her/his area?			
Observations			
Classifying The Conditions			
Did the HW accurately identify the child’s illness/es?			
Did the HW comprehensively identify all illnesses?			
Did the HW seek additional information from the mother if appropriate?			
Observations			
Managing Or Referring The Child (Urgent Referrals: convulsions, inability to drink, persistent vomiting, or an unconscious or lethargic child. Non-Urgent Referrals: any child needing specialized management that is not identified by the IMCI classification, or with coughing greater than 30 days or fever more than seven days.)			
Were danger signs present?			
If yes, was an urgent referral made?			
Was this a “facilitated referral”?			
Was a non-urgent referral made?			
If not referred, was the illness managed correctly?			
Were antibiotics correctly prescribed?			

Did the HW check on immunizations and other preventive practices (handwashing, ITN use, proper infant feeding)?			
Observations			
Counseling The Caretaker			
Did the HW counsel the mother re: overcoming barriers to comply w/ referral?			
Did HW offer appropriate nutritional counseling?			
Did the HW negotiate with the mother to change any behaviors that need to be changed?			
Was the HW asking the mother what might make it difficult for her to follow the advice that she was given?			
If so, did the HW help the mother to work through any obstacles?			
Was the counseling the mother received relevant and correct?			
Did the HW verify that the mother understood the advice?			
Did the HW ask the mother to repeat back the key things she should do and/or stop doing?			
Did the HW ask the mother to commit to the suggested behaviors?			
Did the HW compliment the mother for what she was doing correctly?			
Did the HW encourage the mother to continue doing what she was doing?			

CORE Qualitative Research Methods—Interviewing and Observation

Session 2.5 Handout 2.5 H-1

Observation Checklist for Role Play #1

Did the HW ask the mother if she had any questions?			
Observations			
Final Observations			

Observation Checklist for Positive Deviance Inquiry (PDI)

(Adapted from PD/Hearth A Resource Guide for Sustainably Rehabilitating Malnourished Children, Chapter 4)

Name of Selected Child_____	Date_____
Name of Family_____	Community_____
Select Category: (PD) (NPD) (ND)	
Starting Time:_____	Ending Time:_____

I. Household Members:

Observations:

1. Selected Child

- Is s/he well-nourished or malnourished?
- What is the child like? (energetic, content?)
- Is s/he clean or not? (body and clothes)
- Other observations:

2. Primary Caregiver:

- Who is s/he? (the mother?)
- What is s/he like?
- Is s/he clean or not?
- Other observations:

3. Secondary Caregiver:

- Who is s/he? (the grandmother?)
- What is s/he like?
- Is s/he clean or not?
- Other observations:

4. Siblings of the Child:

- Are they well-nourished or malnourished?
- What are they like?
- Are they clean or not?
- Other observations:

5. Father of the Child:

- Who is he? (the grandfather?)
- What is he like?
- Is he clean or not?
- Other observations:

6. Other Family Members:

- Who are they?

What are they like?
Are they clean or not?
Other observations:

II. Practices:

1. Feeding Practices

Wash hands before/after feeding child?
Child eats from food picked off ground?
Child eats food touched by animals?
Washes plates/dishes?
Other observations:

2. Active/Passive Feeding

Child is alone while eating?
Type of feeding?
What is the child eating?
Consistency of food?
Amount of food (in spoonfuls)?

3. Family Eating Practices

Family eating together?
Priority to males: quantity/frequency?
Other:

4. Interaction between Caregiver and Child

Supervision and care for child?
Loving behavior?
Teaching the child to walk, talk, play?
Other:

5. Interaction of Family Members and Child

Supervision and care for child?
Loving behavior?
Teaching the child to walk, talk, play?
Other:

6. Personal Hygiene

Bathing the child?
Child's nails trimmed?
Child away from animal excrement?
Mother washes hands after toileting child?
Mother's nails trimmed?

7. Food Preparation

Washes hands before preparing food?
Keep food covered before/after cooking?

Washes raw fruits and vegetables?

8. Water

Boiled drinking water?

Keep drinking water covered?

Clean water for bathing?

Source of water?

Water source, close or far? (give approx. distance/time to walk to source)

III. Food Availability

1. Quantity and variety of foods?

Foods from family garden?

Foods of animal origin?

Food storage?

Food preservation and processing

IV. Home Environment

1. Home

What is kitchen like?

Sleeping quarters?

2. Latrine

If there is one, is it clean or not?

Is it close or far?

If no latrine, where is excrement disposed of?

3. Animals

Do they come inside the house?

Are they in a pen?

Does the child play with them?

Script For Role Play #1—Observing a Health Worker

I. General

HW: Hi, how are you today, Jessica? How is Susanne? And the rest of the family?

J: Fine thanks, everyone's OK, but Susanne had a bit of a fever yesterday

HW: I'm glad to see you bringing her in! Let's see if we can find out what's wrong.

HW: (tries to assess Susanne's temperature- does it incorrectly) Now, let me see, has she had any diarrhea lately?

J: No, not that I know of...

HW: (forgets to check for diarrhea) I'm not sure, but she might have malaria.

J: What should I do?

HW: Well, I wouldn't worry too much. It's probably just a slight fever. You could wait a few days to see if it goes away. If not, you should get some ibuprofen. Just give her a very small dose. Wait, let me check on her vaccinations...

J: Here. (hands the card to HW)

HW: Mmmm, looks like she needs to have her

(Meanwhile the infant indicates she needs goes to the bathroom and Jessica takes her to the next room where she just wipes off her bottom with a cloth. No hands are washed before Jessica gives her a small treat, but the HW doesn't seem to react.)

J: I have to get back to the farm.

HW: Ok, well you can bring her back if she doesn't get better.

J: Thanks!

Script For Role Play #2—PDI
Interviewing Caregivers during Home Visits

I. General Questions

1. How many people live in the house? How many eat meals together?
2. How many children are there? How old are they? How many children are under three years old?
3. Do the older children go to school? If not, why not?
4. What do you do for a living? Father? Other family members?
5. How much does the family earn per day?
6. How long do they work? (Morning? Evening? All day? All night?)
7. Where do they work? How long does it take to travel there? Does the child accompany them?

II. Questions about Feeding Practices to Caregiver

1. Are you still breastfeeding this child? If yes, how often? At night?
2. What food do you give your child in addition to breastfeeding?
3. When did you start complementary feeding? What complementary food was used?
4. How many times a day do you feed your child?
5. How much food do you give your child? (Show with actual plate and spoon.)
6. Who feeds the child and how does the child eat? (hand, spoon, chewing)
7. What have you fed your child so far today? (List food including breastfeeding.)
8. What will you feed your child this evening?
9. Does your child get fed by other people? Who? (older siblings, neighbor, etc.)
10. What do you do when your child does not want to eat or has a small low appetite?
11. In your opinion what foods are not good for very young children? Why?

12. When your child is sick with diarrhea, do you feed him/her the same, more, or less food and liquids? Why?

13. Do you buy food for the child outside? If yes, what food? (snacks, fresh food)

14. From whom (specific food stall vendor) and why?

15. For lactating mothers only: What do you do about breastfeeding when you are sick?

III. Questions about Caring Practices

1. Beside you, with whom does your child interact? What do they do with the child?

2. When you are away, who looks after your child?

3. What advice do you give this person? (safety)

4. What do you do when your small child is naughty (dirty, breaks something, etc.)?
Probing: How do you beat? Where? How often?

5. How do you put your child to sleep?

6. Do you encourage your child to play with other children? Why? Why not?

7. When do you play with your child? What do you do with him/her?

8. What do you feel is the most important thing a child needs?

9. What does your husband do for the children in the household?

10. How many children do you have? How many do you want?

11. Have you heard of child spacing? Are you interested in it?

IV. Questions about Health-Seeking Practices

1. How often do you bathe your child?

2. How do you toilet train your child?

3. What do you use water for? soap? (hand washing before eating?)

4. Is your child immunized? (ask to see card)

5. What kind of illnesses does your child have most often?
6. What do you do when your child has a cold?
7. What do you do when your child has diarrhea?
8. Has your child had diarrhea in the past two weeks?
9. If yes, how did you treat it? If ORS, how do you prepare it?
10. When your child has diarrhea, what do you feed him?
11. What do you avoid feeding him?
12. What are the danger signs of pneumonia?
13. What do you do if your child has these signs?
14. How do you know your child is sick? (signs of sickness)
15. Whom do you consult first? Then whom?
16. Who decides what to do when there is a severe health problem at home?
17. What are the health problems for young children you are most concerned about?
18. How do you solve these problems?

V. Questions for Older Sibling Caregiver

1. Do you go to school?
2. What do you do besides looking after your younger siblings?
3. What do you do with your younger sister/brother?
4. What do you do when s/he cries? Gets hurt? Is sick?
5. What do you do when the child is naughty?
6. What things do you like to do with your younger brother/sister? Why?

7. What things don't you like to do? Why?
8. Do you involve him/her in your games? Why?
9. How do you feed the child? (Probing)

VI. Questions for Father

1. In your opinion, how is your child?
2. How do you know if your child is healthy?
3. How much time do you spend with your child every day?
4. What do you do when you are with your child during the day?
5. What do you do when your child is sick?
6. In your household, who decides what to do when your child is sick?
7. How many children do you have? How many do you want?
8. Have you heard of child spacing? Are you interested in it?

VII. Questions for Grandmother or Mother-in-Law

1. In your opinion, at what age should a child be given food in addition to breastmilk?
2. What are good foods for children less than 3 years old? Why?
3. What foods should NOT be given to children less than 3 years old?
4. Include questions from sections above on Feeding Practices and Care Seeking Behavior.

DAY 3

SESSION 3.1

KEY INFORMANT INTERVIEWS

(estimated time: 4 hours)

Activity 3.1.1

Demonstration of Key Informant Interview
(estimated time: 20 minutes)

Activity 3.1.2

What Is a Key Informant?
(estimated time: 30 minutes)

Activity 3.1.3

Elements of a Key Informant Interview
(estimated time: 1 hour)

Activity 3.1.4

Ethnographic Field Guide
(estimated time: 30 minutes)

Activity 3.1.5

Videotaped Practice Key Informant Interviews
(estimated time: 1 hour 40 minutes)

SESSION 3.2

KEY INFORMANT INTERVIEWS II

(estimated time: 3 hours 30 minutes)

Activity 3.2.1

Write Up of Key Informant Interviews
(estimated time: 1 hour 15 minutes)

Activity 3.2.2

Video Playback and Critiques of Key Informant Interviews
(estimated time: 2 hours 15 minutes)

SESSION 3.3

PREPARATION FOR FIELD WORK

(estimated time: 1 hour)

Activity 3.3.1

Determining Teams and Deciding Upon a Study Question
(estimated time: 20 minutes)

Activity 3.3.2

Refining Tools and Reviewing Processes
(estimated time: 30 minutes)

Activity 3.3.3

Final Preparation For Field Work
(estimated 10 minutes)

DAY 3

SESSION 3.1

TITLE TIME

KEY INFORMANT INTERVIEWS

Estimated 4 hours

OBJECTIVES

By the end of Session 3.1, participants will have:

1. **reviewed** techniques used in qualitative interviewing;
2. **discussed** what a key informant is and their uses;
3. **identified** the elements of a key informant interview and **given** an example each of a descriptive, structural, and contrast question;
4. **reviewed** the ethnographic field guide for the upcoming key informant interview and the process for using it; and
5. **conducted** a practice key informant interview while being videotaped.

MATERIALS

Prepared charts or PPT slides, markers, video camera, video cassettes

Participant materials: Handouts 3.1 H-1, H-2, H-3, H-4, H-5

Prepared demonstration team (volunteers) for Activity 3.1.1

Prepared ethnographic field guide for role plays (Participants can use Handout 3.1 H-1 or facilitators can prepare an additional Ethnographic Field Guide based on the key informants they will have during the field work)

ACTIVITY 3.1.1

DEMONSTRATION OF KEY INFORMANT INTERVIEW

(estimated time: 20 minutes)

STEPS

1. **Tell** participants *“In this next session, we will explore key informant interviews. The techniques used during key informant interviews are the same as those in other qualitative methods. Let’s see who can name some of the key techniques.”* (Offer candy bars or other small prizes to those who name them correctly). Note these on the flip chart or refer participants to the chart posted in the room.
2. Using Handout 3.1 H-1, **demonstrate** a key informant interview using a volunteer or **ask** two volunteers to conduct the role play (ensure that volunteers are familiar with the role play ahead of time).
 - a. **Instruct** participants to take written notes: jottings of cue words are better than writing everything said and capturing only half the interview.
 - b. **Introduce** and **give** a *demonstration* of:

- 1) using an open-ended question to start a key informant interview (e.g. tell me about your typical day); and
 - 2) a list of probing questions to explore the topic of interest (e.g. number of meals and snacks per day; when the informant eats meals and snacks, what the informant eats and drinks at meals and for snacks).
- c. **Conduct** the demonstration for about 5-10 minutes only.
 - d. **Elicit** reactions on techniques used (e.g. open-ended questions)
 - e. **Share** what the written notes of the interviewer look like.
3. **Review** and **critique** the written notes of participants—look for notes too few in volume for the conversation or that indicate the participant was trying to write every word rather than cue words.

Key Messages: Prior to the start of the demonstration, mention that written notes should be a series of *cue words* capturing the key points. *Cue words* are the key words of the sentence that will help you remember all that was said at a later time when you are writing expanded notes of the interview (preferably on the same day). This is in contrast to trying to write everything the informant said. Trying to write everything is usually impossible and often leads to not capturing some key points. Skip non-essential words; instead write down cue words to capture each idea.

ACTIVITY 3.1.2

STEPS

WHAT IS A KEY INFORMANT?

(estimated time: 30 minutes)

1. **State** the following to open this activity: *“In contrast to other qualitative methods, with **key informant interviews**, we give additional attention to the type of informant we select and type of questions we use. This is what we will cover next.”*
2. **Give** a lecturette using the following flip chart/PPT slide:

What is a key informant?

- Cultural liaison
- Native speaker

Make the following points in your lecturette:

- a. **Key informants** help *introduce you to the culture* of the beneficiaries you are serving (cultural liaison)

- b. They help you *learn meanings of key terms*, the meanings behind behaviors, routines and rituals (native speaker)
- c. The following are characteristics of a good **key informant**:
 - *knowledgeable* about the topics of interest;
Example: We interview a mother of many children about the topic of childhood illness and home treatments.
 - *currently involved* in the topic/activity of interest (or recently experienced);
Example: We interview a mother of many children, at least one of whom is less than two years of age, about childhood illness and home treatments.
 - *contemplative*, makes comparisons;
Example: We interview a mother of many children, at least one of whom is less than two years of age, AND who seems to be able to compare differences between what other mothers do and give possible reason about childhood illness and home treatments
 - Thoroughly *enculturated*.
Example: We interview a mother of many children, at least one of whom is less than two years of age, AND who seems to be able to compare differences between what other mothers do and give possible reason AND who was born and raised in the community, about childhood illness and home treatments.

3. **Invite** participants to turn to the following charts/PPT slides/handouts (see pp 57-66 of Handout 3.1 H-5). **State** that there are many uses for **key informants** and several possible types. **Ask** volunteers to read the charts. **Ask** participants if they have any questions thus far.

Types of Key Informants

- Persons in higher administrative positions
- Community outreach workers
- Special people in the population (e.g. traditional birth attendants; mothers with several children; traditional healers for maternal and child health topics)

Use of Key Informants

- Repeatedly interviewed (can work with over life of project)
- Language teacher (assists in learning the local language)
- Cultural liaison (including introductions to other people)
- Identify key elements to study (who to study, when, where, how)
- Pre-tests data collection instruments
- Judges your work/conclusions
- Sometimes...collects data for you (paid for time; relationship continues after the study; can become a friend...)

ACTIVITY 3.1.3

ELEMENTS OF A KEY INFORMANT INTERVIEW

(estimated time: 1 hour)

STEPS

1. **Invite** participants to look at the following chart/PPT slide/handout:

Elements of a key informant interview

- Greetings/explanations
- Ask questions
- Express interest
- Close

2. **State** that this chart shows the key elements of a key informant interview (see pp 61-65 of Handout 3.1 H-5). **Mention:** *“There are four key elements of a key informant interview: Greetings and Explanations; Asking Questions—primarily three types, Descriptive, Structural and Contrast; Other actions during the interview like ‘expressing interest’; and Closing Comments. A mnemonic memory aid can be formed using the first letters of each word describing an element—GAEC.*

“A description and examples of these elements can be found in the excerpt from Spradley’s “The Ethnographic Interview” included in your participant materials. We will now read the descriptions and examples and following that we will discuss these elements in more depth.”

3. **Refer** participants to Handout 3.1 H-2, an excerpt from Spradley’s “The Ethnographic Interview,” on the elements of a key informant interview. If participants have not read the handout the night before, **ask** them to take the next 20 minutes to read the handout. **Direct** participants to highlight at least one example of each element of a key informant interview listed on the chart above. [**State** that not all elements may be included in the example interview].

4. After about 20 minutes, **invite** participants to look at the chart above to review the elements of a key informant interview.

5. **Ask** participants to share one example of each of the “Greetings/Explanations” elements they found in handout’s example interview.

6. **Direct** participants’ attention to the **descriptive questions** charts (see Handout 3.1 H-5, pp 62-63):

Hint: If possible, have participants read the Spradley excerpt the night before the session as homework. This will save time during the session: participants only have to highlight examples.

Types of Interviewing Questions

1. Descriptive questions

Purpose: these questions seek to open the door; the researcher starts to get an idea of how things work in the culture: e.g. “Could you describe a typical day?”

Descriptive Questions

- grand tour
- example question
- experience questions
- native-language questions

7. **Ask** a volunteer to read the purpose, types, and examples of **descriptive questions** on the charts.

8. **Ask** participants to share one example of a **descriptive question** they found in the Spradley reading;

9. **Refer** participants to the Handout 3.1 H-3, an excerpt from Werner and Schoepfle, and **direct** participants to read the section “Case Negotiating Questions About Food in Igbo” (1.5 pages). **State** that the handout provides an excellent example of how using a native language question was necessary to arrive at the answer the interviewer wanted. **Instruct** participants to read this handout for homework (before tomorrow).

10. **Direct** participants’ attention to the following charts:

Structural Questions

Purpose: Verify terms learned via descriptive questions and the relationships between them:

- “What are *some* of the different kinds of (illnesses) that children in this community get?”
- “I’m interested in knowing all the different kinds of (illnesses) that children in this community get. You mentioned *malaria*, *worms*, *ear pain*, and *chest pain*. Can you think of any other (illnesses) that children in this community get?”
- “Is *diarrhea* an (illness) that children in this community get?”
- “What are the different kinds of (illnesses) that give children loose, watery stools?”
- “What are some of the ways that children get an (illness) that makes them have loose stools?”

Contrast Questions

Purpose: These questions also seek to find out what an informant means by various terms in his native language:

“What are the differences between *empacho* and *chest pain*?”

“In looking over some of our earlier conversations, I came across some differences that I would like to double check with you. Let me read off this list of (treatments) you said you use for children’s (illnesses) and could you tell me for each one whether you use it to treat *empacho*?”

“One time earlier you said that older mothers always come to see you when their child has *dysentery* (use local term). Do younger mothers come to see you also?”

11. **Ask** for a volunteer to read the purpose, types and examples of the questions on the charts.

12. **Ask** participants to share one example each of a **structural question** and a **contrast question** they found in the Spradley reading.

13. **Ask** participants to share one example of each of the “During the Interview” and “Closing Comments” elements they found in the Spradley handout’s example interview.

14. **Ask** participants “Are there any questions about what we have just covered before we move on?”

ACTIVITY 3.1.4

ETHNOGRAPHIC FIELD GUIDE

(estimated time: 30 minutes)

STEPS

1. **Invite** participants to listen to what you have to say: “*We will use an **ethnographic field guide** to help guide us during a key informant interview. This is a guide, not a set of specific instructions to be followed exactly as written. It is not a structured questionnaire telling us exactly how to phrase questions and in what order. We use it during an interview as a reminder of our objectives for the interview: to provide explanations, ask questions on topic of interest, express interest and ignorance, and use appropriate closing comments. The guide also gives us hints about how to provide explanations, ask questions, and close the interview. But we do not have to follow the guide exactly ... we allow the informant to lead as much as possible while keeping the informant on the topics of interest.*”

2. **Explain** the following chart/PPT slide/handout:

Ethnographic Field Guide (from Gittelsohn et.al. 1998)

Purpose: to help us identify and explore relevant topics with key informants.

Length: 10-20 questions, plus instructions

- Should focus on the research topic
- May be subdivided into subtopical areas

Introductory Statement: Purpose of study, confidentiality, disclosure statement

Types of questions:

- begin with descriptive, open-ended questions
- exploratory; identify local terms and concepts
- move from descriptive to structured questions

Ways to use EFG:

- A starting point - a set of cues
- NOT to be followed like a structured survey (**typical problem of inexperienced interviewers**)

3. **Pass out** the prepared ethnographic field guide to be used in today’s key informant interview (Handout 3.1 H-1 or a prepared EFG that reflects the type of KI who will be interviewed during field work). If using a new EFG, **ask** participants to take turns reading it aloud. After each section, **discuss** any questions or concerns. **Suggest** that for training purposes today, all interviewers should use the “*Initial Question*” on the ethnographic field guide before probing on specific topics. This will give everyone the experience of beginning the interview with an open-ended, descriptive question.

4. **State** that we will now role play key informant interviews while being video-taped. Explain that to assure that each participant has the opportunity to see her/himself on the videotape, we will only tape a short segment of each of the role plays, so be on your best!

5. **Ask** participants what questions they have about what should be done during the interview or how to use the **Ethnographic Field Guide**. Refer participants to the additional example of a guide used for Key Informant Interviews (Handout 3.1 H-4 UPHOLD Operations Research Interview Guide).

ACTIVITY 3.1.5

STEPS

Note to trainer:
Prior to the role play exercise, each team should **make an appointment** with one or two informants who can be available during the period of the role play OR participants can play the role of informant.

VIDEO-TAPED PRACTICE INTERVIEWS – KII

(estimated time: 1 hour 40 minutes)

1. **Divide** participants into teams of two to four persons. Facilitators should ensure that there are no more than seven teams.
2. **Instruct** participants to limit their key informant interview to about 45 minutes before closing the interview.

Reminder: One person on the team is designated interview leader and begins the interview. The others wait to ask their questions until the leader has completely finished asking questions. **All** persons take notes at all times. The leader should close the interview no later than 45 minutes after the interview begins; by this time, the videographer should have had the chance to tape some of the interview. (Optional: Some of the teams may use different Ethnographic Field Guides.)

OBJECTIVES CHECKLIST

After the session, ask if participants have:

1. **reviewed** techniques used in qualitative interviewing.
2. **discussed** what a key informant is and their uses.

3. **identified** the elements of a key informant interview and *given* an example each of a descriptive, structural, and contrast question.
4. **reviewed** the ethnographic field guide for the upcoming key interview and the process for using it.
5. **conducted** a practice key informant interview while being video- taped.

Example Ethnographic Field Guide: Study of Social Determinants of Health Among Populations Displaced by War

Key Informant Interview Guide

General instruction:

Let the interview be guided by the answers you get to the initial question. Explore leads that the respondent raises that relate to the topics listed.

You are unlikely to be able to get through all the topics in an hour. If this is a capable respondent, you should come back and explore the remaining topics another time. You may need to return several times.

Opening:

“My name is _____, and I am visiting you to learn about the problems affecting people in this community, and how they deal with them. Are you able to talk with me now for about an hour?” (verbal consent form here).

If not, but the respondent appears willing, arrange another time. If the respondent appears unwilling, thank them kindly. After you have talked with other people in the community, and trust begins to develop, this person may be willing to talk with you.

Initial Question:

“I would like to learn from you about the situations that people in this community face. Please tell me about your typical day now?”

Let the person speak as freely as possible. Write down topics mentioned by the respondent noting local terms used for problems and adverse situations. Probe on the following topics as time allows and/or as topics arise during the interview:

1. For each major problem faced by community (identified earlier in the study and during interview):

- Description of what happens when problem occurs: *“Earlier, persons in this community mentioned X was a serious problem. Please describe to me what happens in the community when this problem occurs?”*
- Most vulnerable groups and persons (ethnicity, age, gender) for the problem?
- Times (seasons, times of day, day of week, part of month or year) that the problem occurs?
- Places that problem occurs?
- Perceived root causes of problem: *“What are all the things (Y) that lead to the X?” What leads to Y (which leads to problem X)?”*
- Root causes within control of the community to act on?
- Who in the community should act on the problem (and its root causes)?

2. Other potential problems/issues of interest:

- Who are the most influential persons and groups in the community?
- What role do they play? What decisions to they make?
- Where do people obtain food, water, and materials for shelter?
- Are sufficient quantities of food, water, and shelter materials available? Quality?

- What did household members eat yesterday? How many meals did they eat yesterday?
- Where do people currently dispose of their feces? The feces of young children?
- Most are the most common and most serious illnesses of children, women, and men?
- What actions do people take when having these illnesses?
- Do people feel safe? Is it safe to travel to markets and health services? Why or why not?
- Do people perceive the security situation changing in the near future? How?
- Who owns the land people live on and farm? Is land ownership/use stable or insecure?
- What are the most helpful things that NGOs have done for the community?
- What can NGOs do to be more helpful?

Remember: Guide the informant onto the topics above, but let informant decide the content discussed about each topic. Do not expect to discuss each topic on this list during the first or even second interview. Repeated interviews will be necessary to cover all the topics listed above.

Closing the interview:

“It is about time to finish this interview, is there anything you else want to tell me? Anything you feel is important for me to know about how you spend your day or about the situation faced by people in this community?” (Record responses)

Obtain background information:

Community code:	Date:
Age:	Ethnic Background:
Gender:	Years of Education:

“Thank you very much for talking to me today. Your time is very much appreciated and your insights have been very helpful. I would like to come back and talk with you again about other issues as I learn more. Would that be ‘okay’ (convenient) for you? When is the best day or time for me to come back and talk with you?”

The Ethnographic Interview (excerpt from Spradley, 1979)

When we examine the ethnographic interview as a speech event, we see that it shares many features with the friendly conversation. In fact, skilled ethnographers often gather most of their data through participant observation and many casual, friendly conversations. They may interview people without their awareness, merely carrying on a friendly conversation while introducing a few ethnographic questions.

It is best to think of ethnographic interviews as a series of friendly conversations into which the researcher slowly introduces new elements to assist informants to respond as informants. Exclusive use of these new **ethnographic elements**, or introducing them too quickly, will make interviews become like a formal interrogation. Rapport will evaporate, and informants may discontinue their cooperation. At any time during an interview it is possible to shift back to a friendly conversation. A few minutes of easygoing talk interspersed here and there throughout the interview will pay enormous dividends in rapport.

The three most important ethnographic elements are its **explicit purpose**, **ethnographic explanations**, and **ethnographic questions**.

1. **Explicit purpose.** When an ethnographer and informant meet together for an interview, both realize that the talking is supposed to go somewhere. The informant only has a hazy idea about this purpose; the ethnographer must make it clear. Each time they meet it is necessary to remind the informant where the interview is to go. Because ethnographic interviews involve purpose and direction, they will tend to be more formal than friendly conversations. Without being authoritarian, the ethnographer gradually takes more control of the talking, directing it in those channels that lead to discovering the cultural knowledge of the informant.

2. **Ethnographic explanations.** From the first encounter until the last interview, the ethnographer must repeatedly offer explanations to the informant. While learning an informant's culture, the informant also learns something—to become a teacher. Explanations facilitate this process. There are five types of explanations used repeatedly.

- a. **Project explanations.** These include the most general statements about what the project is all about. The ethnographer must translate the goal of doing ethnography and eliciting an informant's cultural knowledge into terms the informant will understand. “I am interested in your occupation. I'd like to talk to you about what beauticians do.” Later one might be more specific: “I want to know how beauticians talk about what they do, how they see their work, their customers, themselves. I want to study beauticians from your point of view.”
- b. **Recording explanations.** These include all statements about writing things down and reasons for tape recording the interviews. “I'd like to write some of this down,” or “I'd like to tape record our interview so I can go over it later; would that be OK?”
- c. **Native language explanations.** Since the goal of ethnography is to describe a culture in its own terms, the ethnographer seeks to encourage informants to speak in the same way they would talk to others **in their cultural scene**. These

explanations remind informants not to use their translation competence. They take several forms and must be repeated frequently throughout the entire project. A typical native language explanation might be, "If you were talking to a customer, what would you say?"

- d. **Interview explanations.** Slowly, over the weeks of interviewing, most informants become expert at providing the ethnographer with cultural information. One can then depart more and more from the friendly conversation model until finally it is possible to ask informants to perform tasks such as drawing a map or sorting terms written on cards. At those times it becomes necessary to offer an explanation for the type of interview that will take place. "Today I'd like to ask you some different kinds of questions. I've written some terms on cards and I'd like to have you tell me which ones are alike or different. After that we can do the same for other terms." This kind of interview explanation helps informants know what to expect and to accept a greater formality in the interview.
- e. **Question explanations.** The ethnographer's main tools for discovering another person's cultural knowledge is the ethnographic question. Since there are many different kinds, it is important to explain them as they are used. "I want to ask you a different type of question," may suffice in some cases. At other times it is necessary to provide a more detailed explanation of what is going on.

3. **Ethnographic questions.** Throughout this book I have identified more than 30 kinds of ethnographic questions (Appendix A). They will be introduced by stages; it is not necessary to learn all of them at once. The design of this book allows a person to master one form of ethnographic question and make it a part of their interviews; then the next form will be presented and explained. For now, I only want to identify the three main types and explain their function.

- a. **Descriptive questions.** This type enables a person to collect an ongoing sample of an informant's language. Descriptive questions are the easiest to ask and they are used in all interviews. Here's an example: "Could you tell me what you do at the office?" or "Could you describe the conference you attended?"
- b. **Structural questions.** These questions enable the ethnographer to discover information about **domains**, the basic units in an informant's cultural knowledge. They allow us to find out **how** informants have organized their knowledge. Examples of structural questions are: "What are all the different kinds of fish you caught on vacation?" and "What are all the stages in getting transferred in your company?" Structural questions are often repeated, so that if an informant identified six types of activities, the ethnographer might ask, "Can you think of any other kind of activities you would do as a beautician?"
- c. **Contrast questions.** The ethnographer wants to find out what an informant **means** by the various terms used in his native language. Later I will discuss how meaning emerges from the contrasts implicit in any language. Contrast questions enable the ethnographer to discover the dimensions of meaning that informants employ to distinguish the objects and events in their world. A typical contrast question would be, "What's the difference between a bass and a northern pike?"

Let's turn now to an example of an ethnographic interview based on my own research on the culture of cocktail waitresses in a college bar. This example gives an overview of all three types of questions to be discussed in later steps where I begin with descriptive questions, then move on to structural questions, and finally contrast questions.

ETHNOGRAPHIC INTERVIEW

ETHNOGRAPHER: Hi, Pam. How are you?

PAM: Good. How are things with you?

ETHNOGRAPHER: Fine. How's school going?

PAM: Pretty slow; things are just getting started in most classes.

ETHNOGRAPHER: I'm really glad you could talk to me today.

PAM: Well, I'm not sure if I can help you. I just don't know what you want to know.

ETHNOGRAPHER: Well, as I told you on the phone, I'm interested in understanding your work as a cocktail waitress. You've had quite a bit of experience, haven't you'?

PAM: Oh, yes! (laughs) But I don't know if that qualifies me to tell you very much.

ETHNOGRAPHER: How did you get the job at Brady's Bar?

PAM: Well, it was July, a couple years ago. I didn't have any waitress experience before. It was really a fluke that I got the job at all. I went to Brady's one night with some friends and they bet me I couldn't get a job so I just walked up to the bartender and asked for it and I got it! Started the very next week. I've only worked part time during school but full time during the summer.

ETHNOGRAPHER: You know, Pam, I've seen waitresses working in bars and restaurants, but as a customer. I'm sure my impressions of what they do is far different from the way that waitresses see the same things. Don't you think that's true?

PAM: Oh, yes! Very different. I found that out when I started.

ANALYSIS

Greetings. This exchange of questions and words like "Hi," is a bit more formal than what might occur between close friends.

Giving ethnographic explanations. This begins here in recognizing they are going to "talk." Pam expresses doubts about her ability: she is unsure of the purpose of the interview.

Asking friendly question. This is not strictly an ethnographic question, but one that might be asked in a friendly conversation. It does provide information and helps relax the informant.

Expressing cultural ignorance. This can be done in many ways. Here the ethnographer places himself in the position of seeing waitresses but **not knowing** what their work is like. This paves the way for an ethnographic explanation. The ethnographer asks the informant to agree that the ethnographer is **truly** ignorant.

ETHNOGRAPHER: Well, let me explain what I'm interested in. I would like to find out what it's like to work as a waitress. I guess what I want to know is if I got a job at Brady's Bar and worked there for a year or two, how would I see things.) What would I have to know to do a good job and survive and make sense out of what goes on? I'd like to know what you do each night, the problems you have, just everything that goes into being a cocktail waitress.

PAM: Well, I could tell you some things, but I'm not sure I can answer all your questions.

ETHNOGRAPHER: Well, let me begin with a simple question. I've never been to Brady's Bar and I don't know what takes place there on a typical night. Even when I've been to other bars, it's usually for an hour or so, never an entire evening as a waitress would spend. Could you start at the beginning of an evening, say a typical night at Brady's Bar, and describe to me what goes on? Like, what do you do when you first arrive, then what do you do next? What are some of the things you would have to do on most nights, and then go on through the evening tight up until you walk out the door and leave the bar?'

PAM: Well, first I should say that there's no typical night at Brady's.

ETHNOGRAPHER: Well, that's fine, just go through any night and tell me what you think might usually happen.

PAM: It depends if I go on at 7 or 9 o'clock. I usually start at 9, at least lately.

ETHNOGRAPHER: O.K. Why don't you tell me what you would usually do, from the beginning of the evening at 9 o'clock when you come in, until the end when you go home.

PAM: I usually get there at about 8:45. I'll go to the kitchen and hang up my coat or sweater, then go back to the bar and sit for a while. I might ask for a coke and then pass the time joking with the bartender or some regular who is sitting nearby. If it's real busy, I'll punch in and go right to work. Anyway, by 9 o'clock I punch in and go to my waitress station and set up my tray. I'll take either the upper section or the lower depending on what the other waitress wants. Depending on what bartenders are working I might say, "Bob's on tonight, can I have the upper section?" But she has first choice since she came in at 7pm. The upper section is smaller and you get different

Giving ethnographic explanations. He conveys the nature of the project without using technical terms like Culture, ethnography, science, or cultural knowledge. It is put in everyday language that the informant will understand. Another important ethnographic element here is **repeating**. In several different ways the project explanation is repeated.

Asking ethnographic questions. Before asking, he states that he is going to ask one, thus preparing the informant. Then, **repeating** occurs in which the ethnographer asks the question in several different ways. **Expressing cultural ignorance** prefaces the repetition of questions. **Asking descriptive questions.** This is a special kind of descriptive question called a "grand tour question." It is asked, not in a simple statement, but with repeated phrases, expanding on the basic question. Expanding allows the informant time to think, to prepare her answer.

Pam's response gives the ethnographer an opportunity to **repeat** the grand tour question, thus giving Pam more time to think.

Pam's short answer gives the ethnographer another chance for **repeating** the descriptive question.

Pam now begins to answer the grand tour question, easily describing the things she does at the bar each night. Some informants will talk for 15 or 20 minutes without stopping; others pause to be sure they are doing the right thing. **Pausing** provides the ethnographer with a chance for **expressing interest**.

types of people than in the lower section. You get more dates. My section was really popular last night. It was jammed. I couldn't even take my tray with me by the end of the evening, just carried one drink at a time

ETHNOGRAPHER: Really! That must make it difficult.

PAM: (Nods her head)

ETHNOGRAPHER: You said that you would go to your waitress station and set up your tray. Could you describe for me what you do when you set up your tray'?

PAM: Sure. You have a little round tray, like a pizza tray, two ash trays on it, one on top and one on the bottom. My tips go in the bottom and my loose change goes in the top ash tray. And the bills go under the ash tray, with the big bills on the bottom and the ones on top so you don't make the mistake of handing out a five or a ten.

ETHNOGRAPHER: Oh, that's interesting and probably important for not losing money. I'd never thought of that.

PAM: Yeah, it gets dark and can be really hard to see.

ETHNOGRAPHER: O.K. Now, let's go back to my earlier question. You've punched in, gone to your section, set up your tray, and started to work. Could you describe what that would involve?

PAM: Well, first I'd look around and see if anyone wants anything. If someone is looking my way or looks like they want me, I'd go right to their table. Otherwise I'd just walk through the section, picking up empty bottles, emptying ash trays, cleaning up any empty tables. Then I'd watch and take orders and clean tables and all evening I'd be serving orders until finally I'd make last call and that would end the evening.

ETHNOGRAPHER: You've mentioned quite a number of things you do during a typical evening. You punch in, set up your tray, pick up empty bottles, take orders, clean tables, serve orders, and make last call. Now, would you say that these are all the things you do at Brady's Bar?

PAM: Oh, yes. Every night. That's about all I do.

ETHNOGRAPHER: Can you think of any other things you would do?

Expressing interest. In long responses to grand tour questions it is important to watch for every opportunity to verbally express interest.

Restating. The ethnographer begins to use Pam's words; this tells her it is important for her to use them.

Incorporating. As soon as possible, the ethnographer wants to move from questions that use his words to ones that incorporate native terms. Restating and incorporating are two of the most important elements and they often occur together in this way.

Mini-tour question. The phrase "set up your tray" was incorporated into a mini-tour question. This is a descriptive question that asks the informant to describe some smaller unit of an event or activity. Mini-tour questions can be asked almost any time, even before the grand tour question has been fully answered.

Expressing interest.

Expressing cultural ignorance.

Restating. The ethnographer picks up a whole series of terms the informant has used to describe what she's doing and repeats them. This serves to jog the memory of the informant, it helps return to the original question, and it helps her expand on the description. The ethnographer could have said, "What do you do next?" but by expanding the question and restating native terms, the informant will have an easier time answering it.

Asking structural questions. The ethnographer wants to introduce a structural question and begins by restating a list of activities that Pam has already mentioned. These make up a domain—things a waitress does at work—and the ethnographer wants to elicit a complete list of the terms in this domain. This question sequence begins with a **verification question**, then after Pam agrees, the structural question is asked.

PAM: Well, I make change and sometimes I mix drinks.

ETHNOGRAPHER: You do? I thought only the bartender did that

PAM: Well, if he has to go somewhere for a few minutes and it isn't too busy, he might ask me to get behind the bar and mix drinks for a few minutes. And another thing I do is help the other girl, if she wants.

ETHNOGRAPHER: I'm interested in the way waitresses would talk to each other at work. Could you give me a sentence a waitress might use to let you know she wants help'?

PAM: Well, she might say, "Could you catch that table of guys over there?" but usually, if I'm not busy and I see her real busy in her section, I'd just go down and say "Can I give you a hand?" Some girls will say, "Oh, thanks, I've really had a rush." But sometimes they'll say, "That's O.K., I'm almost caught up."

ETHNOGRAPHER: Now, I'd like to ask a different kind of question. I'm interested in the differences between some of your activities. What is the difference between *taking orders* and *serving orders*'?

PAM: Well, for one thing, you get more hassles taking orders than serving orders.

ETHNOGRAPHER: Oh, really? Now that's something that as a customer I'd never know. But it's probably something every cocktail waitress knows?

PAM: Oh, yeah.

ETHNOGRAPHER: You know, you've mentioned several places in Brady's Bar, like the bar itself, the waitress station, the upper section, the lower section. I wonder if you could describe the inside of the bar to me. For instance, if I were blind and you took me into Brady's and took me throughout the bar telling me each place we were standing or you were looking at, what would it be like?

PAM: Well, when we first came in the front door, you'd be standing in front of a large horseshoe bar. On the left of the bar are a row of stools and behind the stools is a wall. On the right side of the bar are other stools and along that side are the two waitress stations. Then, on the right side of the bar, at the front is the lower section, to the back is the upper section. On the

Expressing ignorance. The ethnographer takes every opportunity to express his ignorance, to let the informant know he really doesn't know about the world of cocktail waitresses.

Ethnographic explanation. The ethnographer reminds the informant that he wants to know how she would use her native language (so she won't use her translation competence). **Asking a native language question.** This descriptive question asks for an expression related to what the informant is talking about-but in her native language.

Explaining a question. The ethnographer merely introduces it and says it will be different.

Asking a contrast question. All contrast questions restate and incorporate terms.

Expressing interest.

Expressing cultural ignorance. Here the ethnographer not only indicates it is something he wouldn't know, but something that every cocktail waitress would, i.e. it is common cultural knowledge to insiders.

Restating. In leading up to another question, the ethnographer uses the informant's language again to remind her of its importance.

Mini-tour question.

Creating a hypothetical situation. This element is used frequently to place the informant in the scene and help her to use terms and phrases from her own language.

far side, against the wall, are the two restrooms and the door to the kitchen. And that's about it.

ETHNOGRAPHER: Well, that's great. I've really learned a lot today, but it also makes me aware that you know a great deal more. We didn't get to discuss the details of taking orders or any of the different kinds of drinks. I'm sure there are a lot of other things. I'd like to go over my notes and I'm sure I'll think of other questions. It's really an interesting place and a lot more goes on there than meets the eye.

PAM: Yes, it's more complex than most people realize. In fact, I didn't realize there was SO much that went on! (laughs)

ETHNOGRAPHER: Well, could we meet again next week at this time!

PAM: Sure, that would be fine.

ETHNOGRAPHER: O.K. Thanks for coming today. This has really been interesting and I'm looking forward to learning a great deal more.

PAM: Well, I enjoyed talking about it.

ETHNOGRAPHER: Well, I'll see you next week, then. Bye!

PAM: Fine. Bye.

Expressing ignorance. This is a prelude to taking leave. **Taking leave.** This element is very different from the friendly conversation. After expressing interest and that there is much more to learn, the ethnographer identifies topics he doesn't know about, things he wants to find out in the future. This helps the informant realize she knows more than she may think she knows, that she can teach the ethnographer a great deal more.

Expressing interest.

This brief ethnographic interview illustrates most of the elements that make up this kind of speech event. However, in order to include them in a short space, the example distorts the normal course of such interviews. In particular, it appears that the ethnographer is jumping around from one topic to another, rather than allowing the informant to continue talking about what she does, about the difference between taking orders and serving orders, or about the spatial dimensions of the bar. In most ethnographic interviews, the informant would go on at much greater length on most topics and the ethnographer would not ask so many questions in such a short space of time. More important for those learning to interview by following the steps in this book, the example includes many elements one would not use until after several interviews. So, rather than introducing descriptive questions, structural questions, and contrast questions into the first interview, each kind is slowly introduced over a number of interviews. This example had a specific purpose: to give an overview of the elements in an ethnographic interview. Later we will come back to the most important elements and explore them more fully. In Figure 2.1 I have summarized the basic elements. In contrast to a friendly conversation, some striking alterations appear. In addition to an explicit purpose, the use of ethnographic explanations, and the use of ethnographic questions, we can identify the following changes.

1. **Turn taking is less balanced.** Although the informant and ethnographer take turns, they do not take turns asking the same kinds of questions or reporting on their experience. The

relationship is asymmetrical; the ethnographer asks almost all the questions, the informant talks about her experience.

2. Repeating replaces the normal rule of avoiding repetition. Not only does the ethnographer repeat things the informant has said, restating them in her language, but questions are repeated. In a more lengthy interview, the ethnographer would ask similar questions over and over, such as "Can you think of any other things you do on a typical night?"

3. Expressing interest and ignorance occur more often but only on the part of the ethnographer. Again, this aspect of the relationship is more asymmetrical than in friendly conversations. Especially at first, most informants lack assurance that they know enough, that the ethnographer is really interested, and these two elements become very important. Each can occur nonverbally as well as verbally.

4. Finally, in place of the normal practice of abbreviating, the ethnographer encourages expanding on what each person says. His questions are phrased and rephrased, expanding into paragraph length. And these very questions encourage the informant to tell more, not less, to go into more detail, not less. It takes many reminders for some informants to overcome the long-established practice of abbreviating.

In this chapter I have identified the major elements of the ethnographic interview. Because it involves a complex speech event, ethnographic interviewing requires practice to acquire the necessary skills. Practice also reduces the anxiety which all ethnographers experience when they begin interviewing a new informant.

The tasks that follow are designed to reduce anxiety by making careful preparation and conducting a practice interview.

Elements in the Ethnographic Interview

1. Greetings
2. Giving ethnographic explanations
 - 2.1 Giving project explanations
 - 2.2 Giving question explanations
 - 2.3 Giving recording explanation
 - 2.4 Giving native language explanations
 - 2.5 Giving interview explanations
3. Asking ethnographic questions
 - 3.1 Asking descriptive questions
 - 3.2 Asking structural questions
 - 3.3 Asking contrast questions
4. Asymmetrical turn taking
5. Expressing interest
6. Expressing cultural ignorance
7. Repeating
8. Restating informant's terms
9. Incorporating informant's terms
10. Creating hypothetical situations
11. Asking friendly questions
12. Taking leave

Formulating and Negotiating Questions: Igbo Example

(From Werner and Schoepfle, *Systematic Fieldwork*, Volume 1, 1987)

Formulating Questions

The formulation of appropriate questions on a given topic is not a trivial matter. In order to obtain a meaningful answer, the ethnographer must first ask a meaningful question.

Unfortunately, many, perhaps most, questions that the ethnographer brings to the field from personal study at home are unsuitable for presentation to consultants. Some people, such as Studs Terkel, the author of many books based on taped interviews (e.g., *Working 1972*), have a knack for asking relevant questions. A large part of such “knack” is preparation. These people try to find out as much as possible about the interviewee before the interview. Similarly, the ethnographer's task is to learn as much as possible about a culture and its natives in advance. Early interviews may be used to learn important background information that will lead to better interviews later. Obviously, some ethnographers learn how to formulate relevant questions quicker or more naturally than others. Nevertheless, most people can learn the basics of question formulation, at least to some level of competence. The most successful questions in a strange culture are not formulated in a vacuum. They result from close cooperation between consultant and ethnographer. Since this cooperation may require prolonged discussion, we call this process “negotiation.”

Negotiating a Question

Perhaps the major problem facing the inexperienced ethnographer is the tendency to think of one's questions as inherently sensible. If they miss their mark, one blames the respondents instead of oneself. Anthropologists have pioneered the area of negotiating questions out of simple necessity. For them, it is a matter of survival to ask relevant questions in a strange culture with (usually) a strange language as soon as possible after arrival. In short, a culturally appropriate question is not merely the product of the ingenuity of the questioner but also of an often lengthy process of negotiation between a bilingual (bi-cultural) consultant and an ethnographer. In this negotiation, the ethnographer tries to instruct the consultant about what the ethnographer considers an interesting problem, but the consultant must be given the freedom to instruct the ethnographer about the constraints and limitations that the native culture and language place on the problems that interest the ethnographer. If the consultant's language is not English, it is crucial that the limitations and constraints are discussed from the native point of view and in the native language. This sounds much more difficult than it needs to be. Often the negotiation begins with a consultant who usually becomes a bilingual co-researcher as well. Through a series of translations and back translations of some original question, the field can be narrowed to a topic that is acceptable to both the native speakers and the ethnographer. If adjustments in the original plan are necessary, the ethnographer must make them; that is, the ethnographer must adopt the consultant's point of view rather than vice versa. Ethnographers have not paid adequate attention to the problem of negotiating questions. Skill in this area is often viewed as inherent in each expert ethnographer; thus examples illustrating such cross-cultural bargaining or dialogue are not easily found.

Case Negotiating Questions About Food in Igbo

The following exchange took place in one of Werner's classes with Victor Uchendu, a native Igbo of Nigeria, while he was a graduate student at Northwestern:

W: We are interested in the fact that, in the Igbo version of the Lord's Prayer, "our daily bread" back translates into English as "food." Can you tell us what the Igbo consider "food"?

U: Well, I suppose the usual things...

W: No, no, I don't want you to answer this question in English. Could you please formulate a question something like, "What kinds of things are food?" in Igbo?

U: Sure, that would be, "*Kedu ihendi Igbonaeri?*" (What things the Igbo do eat?).

W: Let me play back the question to you [plays recorder]. Would you try to answer your own question?

U: (amused, after a long pause) You know, that question cannot be answered except in one way: *Nri*. That means "everything that fills the belly."

W: Interesting. Could we now formulate a question, again in Igbo, asking something like, "What kind of things fill the belly?"

U: Sure. "*Kedu ihe nwere ike iju afo?*" (What things have can fill the belly?)

W: I'll play it back again and would like you to answer it [plays back the question].

U: (laughing) You know, it is funny, but that question cannot be answered except in one way: *Nri utra* (pounded food). That means "everything that is pounded." In West Africa, we pound our food in large wooden mortars.

W: Could we now ask once more, "What are the things that are pounded?"

U: Yes, indeed. "*Dedu ih eji eme utara?*" (What things can make pounded food?)

W: Now let me play it back again and you'll answer it. OK?

U: (laughing hard) You know, that is the question you should have asked in the first place. The answer is, "Yam, manioc taro (cocoyam), and manioc products, especially gari."

W: Don't the Igbos ever eat some stuff, like fruit or a banana, right off the tree without pounding it?

U: Sure they do, but that is not "*nri*" or food, that is the phrase "*cham chain cham*," or a snack. These are *epe* (orange), *abirika* (banana), *ube* (tropical pear)—things like these do not fill the belly-not even meat! They are in a class of foods that Americans call snacks. Yam, plantain, taro, maize, and so on may be boiled, roasted, or fried. They are not classified as *nri*; they remain snacks.

It is apparent from this exchange that the back translation of the Igbo word *utara* as "food" was a rough approximation at best. Perhaps the word could be approximated more closely by calling it "processed foods." This is closer to the English "bread" than food in general. Food is a relatively concrete concept. Foods can be cooked, tasted, smelled, and eaten.

Gradual approximation toward a working translation becomes especially crucial with abstract terms: Navajo Indian witchcraft is not the witchcraft of Salem, Massachusetts; Hopi Indian religion does not match a Presbyterian's concept of "religion"; a Kwakiutl potlatch only remotely resembles conspicuous consumption; a Nuer cattleman does not feel about his cattle the way a Texas rancher does; and the Australian aborigines' kinship algebra seems alien and unbelievably complex to most of us. In all these cases, whether we want to study witchcraft, religion, economics, animal husbandry, or kinship, the appropriate questions must be negotiated with a bilingual consultant until he or she understands what the ethnographer wants and the ethnographer begins to understand exactly what exploring the aspect of the native culture may involve. The stranger the culture and the less helpful the literature available, the longer such negotiations may take. Dealing with cultures or subgroups in our own country can also be frustrating if we do not negotiate the proper questions. Just because another group speaks some variety of English does not mean that we are capable of asking significant questions. For example, for most lay ethnographers, the terminology of professional medicine is opaque. An ethnography of a hospital's patient care unit may require a major effort to negotiate questions. The problems faced by a European or middle class ethnographer who speaks excellent English but is faced with Black English or any other variant of English could be very similar.

The reason we believe the need for negotiated questions is overlooked in English-speaking contexts is that in English, or the language of the investigator, we can usually detect when we have missed a point. But that is not necessarily true. Often the actual interview and the negotiation for clarification must go on at the same time. One of the major achievements of ethnoscientific ethnography is the discovery that negotiating a question and then answering it are, at least in principle, separate tasks. The separation may often lead to more reliable information; that is, questions and answers about the topic of interest and within the topic of interest are handled separately. One represents context while the other deals with content.

UPHOLD OR Guide

The Process of Disclosing HIV Test Results: Experiences of AIC Clients

Questioning Guide for Interview #1

Interview objectives

This first interview seeks to discover the nature of the respondent's social interactions with family and friends, the health of the respondents and close family members, and the use of medical services by the respondents over the past few months. The interview has two parts. The first part will begin with a discussion of the composition of the household in which they live and the friends they see often, then move to talking about work and leisure time of the respondent. From there it will move to their use of time during the past week, the associations to which they belong and their involvement in those groups, and the individuals they talk to about various topics of importance to the respondent. The second part will focus on the health of close family members and that of the respondent, and the respondent's experience with using health care services in the past few months.

Sequence of contacts with respondent

1. Step 1
 - Standard greetings
 - Introduction of interviewer (yourself)
2. Step 2
 - Reason for visit
 - Goals of UPHOLD
 - Permission for interview
 - Confidentiality of conversation
3. Step 3
 - Conversation

I. Social context and social interactions

1. Identity of respondent
 - First name and age
 - Education, main activity, source of income
 - Number of children
 - Marital status

Questions: Please tell me about yourself: your name, age, education, work, things like that.

In this section we want basic information about the person being interviewed: first name, age, schooling, profession or source of income, children, marital status.

2. Social circle of respondents
 - a. Household composition
 - Names, ages, relation to respondent
 - b. People they see most often (friends, neighbors, others)
 - People they are closest to now
 - People they see for advice

Questions: Tell me about the people who live in your household
What is your relationship with each of them?

Who are the people you see most often?
What is your connection with them?
Among these people, which ones do you know best?

When you want advice for a problem, whom do you talk to? (personal problems)

In this section we want to know who this person is, how he or she earns an income, with whom they live, family information, the social contacts they have, and whom they see for advice for problems.

3. How the respondent spends his/her time from day to day
 - a. Working away from home
 - b. Working at home
 - c. Visiting
 - d. Relaxing

Questions: How do you spend your time these days? What kinds of things do you do?
With whom do you do this?
What kind of work do you do at the house?
When you have time, what do you do to rest?
With whom do you usually do that?

In this section we want the respondent to talk about how they spend their time in a typical day or week.

4. Associations, clubs, groups they belong to

Questions: Tell me about the groups you belong to: the clubs and other groups
How long have you been a member?
How often do you meet with them?
What do you do when you meet?

In this section we want to know what groups they belong to and what they do together when they meet. If no church is mentioned, ask specifically about their religion.

5. Activities of the last week
Ask about what they did yesterday from the time they got up till they went to bed.
Ask the same for the day before that.
Ask the same for the day before that.
When completed, ask if they forgot anything.

Questions: Tell me what you did yesterday, and with whom?
What about the day before that?
And the day before that?

In this section we want to hear about how they spent their time during the last three days. Later we can compare that to their descriptions of how they usually spend their time (section 3 above).

6. Recent events attended

- a. Family events (weddings, baptism, funerals, confirmations, reunions, initiations, etc.)
- b. General public events attended
- c. Church attendance, mosque attendance

Questions: Tell me about the special events—celebrations, ceremonies, you attended in the last month.

What did you do there?

In this section we want to know what special events the respondent attended in the past month.

II. Respondent's health and recent use of health care services

1. Health of family members

Any cases of severe or chronic illness

Questions: Tell me about the health of the people in your household. Are they often sick or usually in good health? Has anybody been sick for a long period of time?

In this section we want to know if there are any cases of chronic illness in the household or family.

2. Respondent's own health in general

Things to do to maintain good health

Questions: How do you see your own health? Have you been in good health recently?

In this section we want the respondent to talk about his or her health in general.

3. Respondent's health in the past few months and use of health care services

Questions: Tell me about your health in the past few months. Have you had to get treated by anyone for an illness? How did this happen? How do you feel now?

Have you been taking any medicines in the last three months?

In this section we want to know if the respondent had any special health problems and where they went for treatment.

Questioning guide for Interview #2

I. Knowledge and experience with HIV/AIDS

1. Knowledge of HIV transmission routes
2. Knowledge of HIV testing
3. Others they know who have been tested
4. Knowledge and experience with people who had AIDS

Questions: Tell me what people say about HIV and AIDS around here.

What do you know about getting an HIV test and counseling?

Tell me about other people you know who have been tested for HIV.

Tell me about anyone you know personally who had AIDS.

In this section we want to hear about what the respondent thinks about HIV and AIDS.

II. Decision to take an HIV test

1. How decision was made

2. Others involved in decision
3. Thoughts about how people decide to take an HIV test

Questions: I would like to hear about how you decided to take an HIV test.

Did you talk to anyone about getting an HIV test?

Tell me about how people decide to take an HIV test.

III. Respondent's experience with HIV testing

1. Experience with most recent HIV test
2. Overall impression of services
3. Counseling pre and post test
4. Thoughts about all that now

Questions: Tell me about your experience in going for an HIV test at the AIC

Do you have any comments about the service?

How did the counseling go before giving blood?

How did the counseling go after you got your test results?

Do you have other things to say about going for a test?

IV. Discussion of HIV test results

1. Possible discussion of test results with someone else
2. Their thoughts about revealing the test results
3. Response of person who learned results

Questions: What thoughts have you had since your test about talking to someone else about the results?

With whom did you discuss your test results?

Why did you decide to tell them about the test results?

How did they react when you told them?

Are you happy or sad that you told them?

How did you decide not to tell anyone about your test results?

Informed consent

I would like to ask you some questions about your life, your family and friends, and about HIV testing and AIDS. We are doing a study for a project called UPHOLD that works with district authorities and local governments to improve services. The project works in health services, in education, and in AIDS services. You will not get any special benefit from the project, but our conversation can help UPHOLD plan their services better. Everything you say will be confidential. No one else will know what you say. You can stop our conversation at any time if you wish. Is it OK with you to talk a little while with me?

Is it OK with you if I record our conversation with a tape recorder?

DAY 3

SESSION 3.2

TITLE

KEY INFORMANT INTERVIEWS II

TIME

Estimated 3 hours 30 minutes

OBJECTIVES

By the end of Session 3.2, participants will have:

1. **participated** in a team write-up of the key informant interview;
2. **critiqued** themselves and their colleagues based on a video-playback of their key informant interviews;
3. **received** feedback on their first key informant interview;
4. **discussed** how they will incorporate the feedback of their colleagues into their next key informant interview; and
5. **identified** key questions for follow-up during a second key informant interview.

MATERIALS

Prepared charts or overheads, markers

Prepared ethnographic field guide for interviews

Prepared demonstration team for key informant interview

Video equipment

ACTIVITY 3.2.1

WRITE UP OF KEY INFORMANT INTERVIEWS

(estimated time: 1 hour and 15 minutes)

STEPS

1. **Instruct** the sub-groups of each team (the sub-groups that carried out a key informant interview) to do their own write-up of the **key informant interview** in an expanded notes notebook:
2. They should include: Identification and contextual information at the beginning:
 - include punctuation key;
 - include description of informant and setting;
 - who recommended the informant(s) and how you found him/her; and
 - how the interview fits in with other information.
3. Also, the main body of expanded notes should be in **scripting format**, record non-verbal behavior also
4. Be sure to include the summary:

Note to trainer:

Remind participants that the write up of a key informant interview is done with a scripting format. This is important for the training and the ability to give feedback.

Note to Trainer: The scripting format is key because it allows the trainer to better review what happened during the interview and identify areas for improvement in interviewing skills.

- How did the interview/discussion go?
- Was the informant truthful/frank?
- Would you re-interview this person?
- Any biases?
- Conclusions related to study questions?
- Issues for follow-up?

Hint: Prior to the start of the demonstration, mention that written notes should be a series of **cue words** capturing the key points. **Cue words** are the key words of the sentence that will help you remember all that was said at a later time when you are writing expanded notes of the interview (preferably on the same day). This is in contrast to trying to write everything the informant said. Trying to write everything is usually impossible and often leads to not capturing some key points. Skip non-essential words, write down cue words to capture each idea.

ACTIVITY 3.2.2

VIDEO PLAYBACK AND CRITIQUES OF KEY INFORMANT INTERVIEWS

(estimated time: 2 hours 15 minutes)

STEPS

1. After each team's 3-5 minute excerpt is shown, facilitators **lead** the team in a self-critique session in which participants must first state positive feedback and then key areas to improve upon.
2. After the team has self-critiqued, facilitators should **open up the discussion**, encouraging other colleagues to comment. If key issues have not been mentioned, the facilitator should point them out.
3. Keeping in mind the videotaped interview and the written notes, facilitators and participants should **use the checklist** (Handout 3.2 H-1) to help them formulate their comments.
4. The facilitator **provides** feedback to the sub-group (Note: Most of the feedback can be given to the sub-group as the facilitator is reviewing the expanded notes):
 - a. After the review, the facilitator **summarizes** the key areas for improvement in interviewing techniques.
 - b. The facilitator **identifies** the study questions for which there is information in this interview.

- c. The facilitator helps the sub-group **agree** on key questions for follow-up in the 2nd interview with their key informant (if applicable).

Note: Facilitators will need to decide beforehand if the role plays will be done with actual key informants, non-participants (such as local NGO/MOH staff) or the participants themselves. Facilitators will also need to determine if time is sufficient to allow participants to conduct a second interview with their key informant.

OBJECTIVES CHECKLIST

At the end of the session, ask if participants have:

1. **participated** in a team write-up of the key informant interview;
2. **critiqued** themselves and their colleagues based on a video-playback of their key informant interviews;
3. **received** feedback on their first key informant interview;
4. **discussed** how they will incorporate the feedback of their colleagues into their next key informant interview; and
5. **identified** key questions for follow-up during a second key informant interview (if applicable).

Checklist for Key Informant Interviews

Key Points to Consider While Critiquing Video Playbacks

1. Examples of good probing techniques: continuing to probe on important topics until the informant has no more to say.
2. Examples of where the interviewer moved on to a new topic without exploring the informant's knowledge on the question at hand.
3. Examples of where the interviewer did not encourage the informant to expand on their answer and give as many details as possible.
4. Examples of asking non-leading questions.
5. Examples of where the interviewer asked a leading question.
6. Examples of letting the informant lead. Did the interviewer let the informant's answers determine the direction the interview takes (keeping within topics of interest)? Look for good and bad examples.
7. Examples of using/not using the Ethnographic Field Guide as a questionnaire.
8. Use of descriptive, structural, and/or contrast questions at appropriate times? Look for good and bad examples.
9. Examples of keeping key terms in the local language. Look for good and bad examples.
10. Identify the study questions for which there is information in this interview.
11. Identify key questions for follow-up based on the above review.

Key Points to Consider While Reviewing Written Notes

1. Did the sub-group use a **scripting** format for the main body of the expanded notes?
2. Did the sub-group write the questions as well as the responses?
3. Did the sub-group use the standard format for writing the expanded notes, including an adequate summary?
4. Did the sub-group identify key questions for follow-up

DAY 3

SESSION 3.3

TITLE TIME

PREPARATION FOR FIELD WORK

Estimated 1 hour

OBJECTIVES

By the end of Session 3.3, participants will have:

1. **identified** the study team with whom they will conduct field work;
2. **determined** the programmatic/study questions that the research will help address;
3. **revised** the ethnographic field guide they will use in their Key Informant Interview;
4. **reviewed** how to write expanded notes;
5. **refined** the observation checklist they plan to use during field work; and
6. **organized** themselves for field work.

MATERIALS

Prepared charts/PPT slides and markers

Raw notes notebooks and expanded notes notebooks for all

Additional copies of observation checklists and KII ethnographic field guides

ACTIVITY 3.3.1

DETERMINING TEAMS AND DECIDING UPON A STUDY QUESTION

(estimated time: 20 minutes)

STEPS

1. **Ask** participants to think about a programmatic decision that requires qualitative research to be made. **Ask** “*Can anyone think of an example?*” (e.g. What local foods should we reinforce? What specific IMCI tasks need supervision/refresher training? What local term should we use in messages about seeking care for pneumonia or fast breathing? Which should be the priority interventions to encourage fathers to become more active in children’s health? Which strategies are working well in encouraging individuals to use bednets? Which BCC messages have been the most effective in raising awareness and motivating behavior change?) **Tell** participants “*This decision will serve as the goal of the data collection activity.*” **Ask** participants to: “*First, define a decision and then think through what study questions will serve to provide information needed for the decision. For example: ‘What local foods provide high levels of energy and*

seem to be accepted?’ serves the decision: What local foods should we reinforce in our health messages?’

2. **Ask** participants to jot down their study questions with their names on the same piece of paper and post these pieces of paper on the blank flip chart at the front of the room. **Note:** the study or programmatic question should be related to the programmatic decision that will help them improve their own project.
3. **Help** participants identify others that have the same or a similar study question and group these individuals together.
4. **Ask** participants to refine their study question and begin thinking about what methods they will use and who they will interview or observe in order to begin answering the study questions.

ACTIVITY 3.3.2

REFINING TOOLS AND REVIEWING PROCESSES

(estimated time: 30 minutes)

STEPS

1. **Ask** participants to share their study questions and briefly present their plan for the field work.
2. **Facilitate** a feedback session encouraging participants to comment on the choices made by each group. Add your own comments if necessary.
3. *“During the next 15-20 minutes, please determine which interviewing tools you will need and make any modifications to these tools.”* Facilitators should circulate to ensure that all groups have access to a facilitator to help answer questions if necessary.
4. **Say** *“Now in the remaining few minutes, please review these guides/checklists with your teammates and determine how you will proceed during the field work tomorrow. Please let us know if you need help.”*
5. **Tell** participants *“If you have time, please review the guidelines for taking notes while conducting your interviews/observations.”*

ACTIVITY 3.3.3

FINAL PREPARATION FOR FIELD WORK

(estimated 10 minutes)

STEPS

1. **Ask** participants to share their plans for the following day.
2. **Help** participants identify resources needed.
3. **Invite** questions regarding logistics of the field work. Tell participants exactly where and when to meet the following day.

**OBJECTIVES
CHECKLIST**

At the end of the session, ask if participants have:

1. **identified** the study team with whom they will conduct field work;
2. **determined** the programmatic/study questions that the research will help address;
3. **revised** the ethnographic field guide they will use in their Key Informant Interview;
4. **reviewed** how to write expanded notes;
5. **refined** the observation checklist they plan to use during field work; and
6. **organized** themselves for field work.

DAY 4

SESSION 4.1

FIELD APPLICATION: KEY INFORMANT INTERVIEWS AND OBSERVATIONS (I.)

(estimated time: 5 hours)

Activity 4.1.1

Travel to the Community
(estimated time: 1 hour)

Activity 4.1.2

Field Exercise
(estimated time: 3 hours)

Activity 4.1.3

Feedback Session
(estimated time: 1 hour)

SESSION 4.2

FIELD APPLICATION (II.)

(estimated time: 4 hours)

Activity 4.2.1

Write-Up of Field Work
(estimated time: 2 hours)

Activity 4.2.2

Team Interaction Meeting
(estimated time: 1 hour)

Activity 4.2.3

Return to Meeting Site
(estimated time: 1 hour)

DAY 4

SESSION 4.1

TITLE

FIELD APPLICATION: KEY INFORMANT INTERVIEWS AND OBSERVATIONS

TIME

Estimated 5 hours

OBJECTIVES

By the end of Session 4.1, participants will have:

1. **conducted** a key informant interview (as a team member);
2. **organized** interview and observation notes;
3. **conducted** an observation (as a team member); and
4. **analyzed** challenges and **brainstormed** solutions during a feedback session.

MATERIALS

Ethnographic field guides (potentially with follow-up questions for second interview depending on facilitator's decision during role plays in Session 3.1)

Observation checklists for each team member (refined during Session 3.3)

ACTIVITY 4.1.1

TRAVEL TO THE COMMUNITY

(estimated time: 1 hour)

STEPS

As much as possible, facilitators and participants should learn about the field site before departure (appropriate attire and conduct). If services will be observed (such as VCT or HBC visits), participants should be informed as to how to avoid disrupting these services and what the usual services should include.

1. If teams are not staying in the community, **sub-divide** the group into vehicles by study team and **transport** teams to assigned study sites. **This is the biggest variable in the time for this session.**

2. If possible, facilitators should **divide up** between the two groups, with half of the facilitators accompanying the groups who will do the observations first and the other half accompanying those who will conduct key informant interviews first.

Each team member should have a copy of the **Ethnographic Field Guide** to be used in today's key informant interview with follow-up questions from the first interview and an **Observation Checklist** appropriate for the scenario s/he will be observing.

Note: As much in advance as possible, each sub-group or a facilitator should make an appointment with the key informant and person to be observed on Day 4, so that all respondents are available.

ACTIVITY 4.1.2

STEPS

Note: If it is not possible for facilitators to split up (due to either limited number of total facilitators or language or other barrier), the facilitator should ensure that each group begins their field work without difficulties.

FIELD EXERCISE

(estimated time: 3 hours)

1. If possible, facilitators should **divide up** between the two groups with half of the facilitators going to the location where the observations will be conducted and the other half accompanying those teams who have decided to conduct their key informant interview first.

2a. **For those conducting the observation first**, facilitators should **ensure** that the individuals being observed have as much privacy as possible and that one of the team members will keep an eye on the time limiting the observation session to about 45-50 minutes.

2b. **For those conducting key informant interviews first**, **instruct** participants to limit their key informant interview to about 45-50 minutes before closing the interview.

Note: Given this limitation in time, this exercise can take about 75 minutes for an interview team to locate the key informant, complete the interview and briefly check/organize their notes.

3. **Remind** participants of the following:

Each team will sub-divide itself, if necessary, into groups of two to four persons. The interviews will be carried out by each small group of interviewers. One person in the small group is the designated interview leader and begins the interview. The others in the small group wait to ask their questions until the leader has completely finished asking questions. All persons take notes at all times. Due to time limitations, the leader should close the interview no later than 60 minutes after the interview begins. Depending on the decisions made in Session 3.1 regarding who to interview as a key informant, each sub-group will have its own set of follow-up questions for the second interview.

4. Immediately after the first experience (observation or key informant interview), the study teams should spend approximately 20-30 minutes to **review** and **organize** their notes, clarifying anything they may have noted hastily with their team members, and noting gaps where they may have omitted a question.

5. Once study teams have completed the organization of their notes, facilitators should **assist** them in **preparing for their second field experience** (those who first conducted KII should now prepare to do observations and visa versa).

6. Study teams should then proceed to **conduct** their observation or key informant interviews allowing 45 minutes for each session and 15-20 minutes to review and organize their second set of notes. (Note: team leaders should alternate to ensure that as many

participants as possible will have the experience of leading the interview or observation.)

ACTIVITY 4.1.3

FEEDBACK SESSION

(estimated time: 1 hour)

STEPS

Note: this session may take place over lunch or while participants are being transported back to the meeting place.

1. **Ask** participants to share the following: a) one challenge they encountered conducting their interviews or observations; b) one thing they learned; c) how they would apply key informant interviews or use observations in their programs or what they would do differently in the future.

2. **Ask** participants to brainstorm solutions to the challenges encountered. **Ask** a volunteer to **write** some of the key points on the flip chart.

Note: This activity can be conducted by pairing participants from different teams, having them address the questions 1 and 2 above, and asking some of the pairs to share their responses in the plenary.

OBJECTIVES CHECKLIST

At the end of Session 4.1, ask if participants have:

1. **conducted** a key informant interview (as a team member),
2. **organized** interview and observation notes,
3. **conducted** an observation (as a team member), and
4. **analyzed** challenges and **brainstormed** solutions during a feedback session

DAY 4

SESSION 4.2

TITLE

FIELD APPLICATION: KEY INFORMANT INTERVIEWS AND OBSERVATIONS (II.)

TIME

Estimated 4 hours

OBJECTIVES

By the end of Session 4.2, participants will have:

1. **participated** in a team write-up of the key informant interview/observation; and
2. **received** feedback on their key informant interview/observation.

MATERIALS

Flip chart paper, easel, and markers

Raw notes from the field experiences

ACTIVITY 4.2.1

WRITE UP OF FIELD WORK

(estimated time: 2 hours)

STEPS

1. **Instruct** the sub-groups of each team to do their own write-up of the **key informant interview** and the **observation** in an expanded notes notebook. For the key informant interview refer them to the following tips posted on a flip chart in the room:

A. Identification and contextual information at the beginning:

- include punctuation key;
- include description of informant and setting;
- who recommended the informant(s) and how you found him/her; and
- how the interview fits in with other information.

B. Main body of expanded notes in **scripting format**.

- record non-verbal behavior also

C. Summary (extremely important):

- How did the interview/discussion go?
- Was the informant truthful/frank?
- Would you re-interview this person?
- Any biases?
- Conclusions related to study questions?
- Issues for follow-up?

ACTIVITY 4.2.2

TEAM INTERACTION MEETING

(estimated time: 1 hour)

[Note: the time for this activity depends on the ratio of key informant interviews/observations to trainers that can provide feedback. A 1:1 or 2:1 ratio is preferable.]

STEPS

Note to trainer:
The **scripting** format is key because it allows the trainer to better review what happened during the interview and identify areas for improvement in interviewing skills.

1. As a sub-group of a team finishes its expanded notes of a key informant interview and observation, a trainer **sits** with the sub-group and **reviews** what is written. The trainer should **familiarize** himself/herself with a review checklist just before this session. The trainer can use or adapt the following review checklist:

- Use of a **scripting** format for the main body of the expanded notes?
- Written questions as well as responses?
- Examples of good probing techniques: continuing to probe on important topics until the informant has no more to say.
- Examples of where the interviewer moved on to a new topic without exploring the informant's knowledge on the question at hand.
- Examples where the interviewer did not encourage the informant to expand on their answer and give as many details as possible.
- Examples of asking non-leading questions.
- Examples of where the interviewer asked a leading question.
- Examples of letting the informant lead. Did the interviewer let the informant's answers determine the direction the interview takes keeping within topics of interest)? Look for good and bad examples.
- Examples of using/not using the Ethnographic Field Guide as a questionnaire.
- Use of descriptive, structural, and/or contrast questions at appropriate times? Look for good and bad examples.
- Examples of keeping key terms in the local language. Look for good and bad examples.
- Did the sub-group use the standard format for writing the expanded notes, including an adequate summary?
- Identify the study questions for which there is information in this interview.
- Identify key questions for follow-up based on the above review.

2. The trainer **provides** feedback to the sub-group. Most of the feedback can be given to the sub-group as the trainer is reviewing the expanded notes.
3. After the review, the trainer should **summarize** the key areas for improvement in interviewing techniques.
4. The trainer should **identify** the study questions for which there is information in this interview; these can be added to the summary.
5. Then with the help of the sub-group, **agree** on key questions for follow-up in a second interview with the key informant.

ACTIVITY 4.2.3

RETURN TO MEETING SITE

(estimated time: 1 hour)

STEPS

1. Facilitators and participants return together to the meeting site where they conclude the day and remind each other what time sessions start the following day.

OBJECTIVES CHECKLIST

After the session, ask if participants have all:

1. **participated** in a team write-up of the key informant interview/observation; and
2. **received** feedback on their key informant interview/observation.

DAY 5

SESSION 5.1

FOCUS GROUP DISCUSSIONS

(estimated time: 3 hours)

Activity 5.1.1

Introduction to Focus Groups

(estimated time: 1 hour 30 minutes)

Activity 5.1.2

Developing Focus Group Guides

(estimated time: 1 hour 30 minutes)

SESSION 5.2

APPLICATION: FOCUS GROUP DISCUSSIONS

(estimated time: 3 hours 30 minutes)

Activity 5.2.1

Note-Taking Using Scripting Format

(estimated time: 30 minutes)

Activity 5.2.2

Coding the Notes for Analysis

(estimated time: 1 hour 15 minutes)

Activity 5.2.3

Application: Videotaped Role Plays and Critique

(estimated time: 1 hour 15 minutes)

Activity 5.2.4

Preparing for Field Work

(estimated time: 30 minutes)

DAY 5

SESSION 5.1

TITLE
TIME

INTRODUCTION TO FOCUS GROUPS

Estimated 3 hours

OBJECTIVES

By the end of Session 5.1, participants will have:

1. **described** the function and uses for focus group discussions;
2. **outlined** the steps for conducting a focus group discussion;
3. **selected** a proper sample of people for a focus group;
4. **identified** what materials are needed to coordinate a focus group;
5. **described** how to facilitate a focus group using good facilitation skills; and
6. **drafted** a focus group discussion guide.

MATERIALS

Participant Materials (Handouts 5.1-H-1, 2, 3, 4, 5, 6, 7)

One set of cards per small group (Activity 5.1.2)

Suggested References (Handbook for Excellence in Focus Group Research- AED/Healthcom, Qualitative Research for Improved Health Programs- SARA, Qualitative Research Methods- FHI)

Examples of Focus Group Guides (HIV/AIDS, SRH/FP, MCH)

ACTIVITY 5.1.1

INTRODUCTION TO FOCUS GROUPS

(estimated time: 1 hour 30 minutes)

STEPS

1. **Invite** participants to listen:

*“In this session, we will review a group data collection method called **focus group discussions (FGD)**. I know many of you have expertise in this area and we hope you will share your wealth of knowledge with all of us; others have some experience, but would like to improve their skills. This method is open-ended and somewhat flexibly structured. We have a topic we want to discuss, but we let the informants determine the content of the discussion and the sequence in which topics will be discussed. **Focus groups** are a method we have taken from marketing/business researchers. The method is effective for eliciting opinions from informants and their reactions to something like an advertisement, a health message or a service they have received (e.g., VCT services, FP methods counseling, etc.). As with other group data collection methods, groups are formed from persons sharing a relevant experience to the topic of interest. Group dynamics help us learn*

Example List of Discussion Topics

Best places to shop for food in the city

Best places to buy vegetables?

Why?

Cost

Quality

Location

Other

Best places to buy fruit?

Best places to buy meat?

Best places to buy breads and grains?

about opinions and reactions that are held in common by group members. Here's a story to illustrate the point."

Option 1:

During evaluation of a food security project in Eastern Kenya, a survey revealed that food production had risen throughout the life of project. A women's FGD revealed that due to improved food crop growing techniques and tangible benefits, men and women – whole households were busier on the farms. Urged on by group members, one woman narrated how her husband had left home due to persistent hunger and lived in the coastal city of Mombasa for seven years only showing up at home for a weekend once each year and disappearing from responsibility at home. The man came home for his once a year visit, a year into the commencement of the project, only to find a lot of maize and millet in the family store and that his wife had bought three acres of land from a neighbor. He stayed on in the farm and helped a lot in the fields. The woman concluded that the project had saved her marriage. Such a story bringing out unintended positive effects/impacts of a project did not arise in the survey and may never have emerged in an unstructured or even an in-depth interview. Group dynamics in the FGD brought the story out easily.

Option 2:

An evaluation survey on a dairy project in the Rift Valley in Kenya indicated that household incomes had risen and that participating farmers were happy on the farms. A women's FGD indicated that men in participating households spent more time on the farm than before the commencement of the project. The FGD members were unanimous that men had largely ceased drinking local brew and were more agile in the bedrooms. It was explained that men had ceased the drink due to profitable work on the farm and were better in the bedrooms because they had forgone the local liquor that the women said "killed their manhood every night."

2. **Ask** the participants *"Let's think about some of the techniques or principles we have learned during the sessions on key informant interviews and observations, what are some of the concepts that might apply as well to focus groups? What about the types of questions we ask? And the dynamics of the group? Can someone describe the steps that we use when planning a focus group? What about the process during the group discussion? What about the roles of the facilitator/note taker/participants/observers (if any)? Length of discussion? Number of groups to conduct?"* **Thank** participants for their responses.

3. **Present** an overview of focus group discussions incorporating the knowledge and experiences of the group and including the following topic areas:

- What is a focus group?
- When is a focus group used in health programs?
- Advantages/disadvantages of focus groups
- Characteristics of a good focus group
- Site selection
- Participant selection; study team selection
- Facilitator's role and facilitation skills
- Note-taker role
- Number of focus groups required

Key Messages (1)

What: Informal, fluid and relaxed discussion, informants lead discussion; qualitative research method that helps program planners get at the “how” and “why”; helps identify group norms and elicit opinions about group norms; allows for in-depth exploration of focused topics.

When Used: at proposal development stage, project design, inception of project to complement KPC quantitative data, at mid-term and at final and post-project evaluation

Key Messages (2)

Advantages/disadvantages: Elicits information on a range of norms and opinions in a short time; group dynamics stimulates conversation, reactions/ not appropriate for acquiring information on highly personal or sensitive topics

Characteristics: Uses open-ended questions and probing techniques, usually five to eight participants, lasts approx. 60-90 min, done in private place, tape-recorded or video-taped (w/ permission of group)

4. **Ask** volunteers (previously selected) to come forward and demonstrate a focus group discussion; **ask** participants to **observe** carefully.

Prior to the demonstration, prepare a list of discussion topics that relate to a shared experience among participants or a subset of participants (e.g. nearby places to shop for food, clothes, or gifts for the family)

Key Messages (3)

Site selection: quiet, private place with comfortable seating

Participant/study team selection: homogeneous characteristics: sex, age/marital status, SES, lifecycle, user/non, ethnic group/culture, level of expertise, etc. (pre-screening); study team should have same characteristics if possible or be unbiased and non-intimidating

Facilitator: should put group at ease; guides and keeps group focused on topic/sub-topics; ensures all participants voice opinions; manages group dynamics, including dominant, shy, know-it alls, etc.

Note-taker: notes key words, participant quotes, notes who says what, observes and notes body language, manages use of tape recorder, ensures that topics are covered, communicates w/ facilitator

Number of groups: General rule: conduct at least two groups per variable considered relevant for topic area or until information becomes redundant.

NOTE: Ensure that the volunteers (especially facilitator and note-taker) are well-briefed prior to beginning the exercise; for example, the facilitator should feel comfortable about opening the focus group with introductions and explanations; the note-taker should have a simple guide, tape recorder, note pad, writing implements, etc. Just before beginning the group, the trainer should pass small slips of paper indicating key roles for the focus group participants (shy, talkative, uninterested, stubborn, etc.)

5. After 15-20 minutes, **stop** the discussion, **thank** the volunteers and **ask** them to take their seats.

6. **Ask** the participants *“How did our volunteers do? Let’s give them first some positive feedback. What do you think went particularly well? What did the facilitator and/or note-taker/rapporteur do that was effective? Why? What about the group dynamics? How were the difficult ones handled? What suggestions do you have for improvement?”*

7. **Close** the activity by referring participants to their participant materials: Handouts: Sample FGD Guide, Tips for Focus Groups Facilitators, Checklist: Focus Group Moderator Evaluation (Debus). **Address** participants’ questions.

ACTIVITY 5.1.2

DEVELOPING FOCUS GROUP GUIDES

(estimated time: 1 hour 30 minutes)

STEPS

1. **Divide** participants into groups of five to six individuals. **Distribute** sets of cards to participants (each card has a step in the development process written on it).
2. **Ask** participants to put the cards in order according to the steps needed for developing a focus group discussion guide.

3. After 5-10 minutes, **ask** participants to show their cards. **Compare** similarities and identify differences in the order of the steps (**Note:** each of the steps is important; however, the order in which steps are conducted may vary. Mention that everyone doesn't have to agree.)
4. **Facilitate** a brief (5 min.) discussion regarding how each step is conducted; ask participants if there are additional steps to consider when developing a guide.
5. **Explain** *“Now we will take the next 30 minutes to develop our own guides; we will draft these guides, share them with other colleagues, and incorporate feedback to improve them before refining them and using them during our field work.”*
6. **Redistribute** the participants in work teams according to common countries, organizations, or similar projects; distribute and briefly describe the sample guides. **Note** that these are just to give the participants ideas of types of questions that might want to include, but that they should structure the guide according to their project/programmatic needs (program decision and study questions). **Circulate** and **assist** where needed.
7. After 20 minutes, **remind** participants that they have an additional 10 minutes to complete the first draft of their guides. (It is not necessary for these drafts to be perfect the first time!)
8. When 10 minutes have passed, **ask** participants to exchange their guides with the group next to them. Groups will have 20 minutes to review the guides and note comments on how to improve them.
9. After the next 20 minute period, **ask** groups to verbally exchange the feedback with their partnering group, asking questions for clarification.
10. **Ask** for volunteers to share some of the comments in the plenary.
11. **Tell** participants they should use the final minutes of the activity to incorporate the feedback and revise their guides as necessary.

OBJECTIVES CHECKLIST

At the end of Session 5.1, ask if participants have:

1. **described** the function and uses for focus group discussions;
2. **outlined** the steps for conducting a focus group discussion;
3. **selected** a proper sample of people for a focus group;
4. **identified** what materials are needed to coordinate a focus group;

5. **described** how to facilitate a focus group using good facilitation skills; and
6. **drafted** a focus group discussion guide.

Sample Focus Group Discussion Topic Guide for Role Play

I. Introduction

Welcome: Name and Presentations

Purpose and Length of Discussion

Role of participants and Discussion Process

Use of Tape Recorder

Confidentiality

Questions

II. Introduction to topic (from general to specific)

Introduce the topic of shopping for food by discussing something very broad at first (i.e. asking about how everyone's trip has been thus far, what they think of Nairobi... - brief). Then narrow it down to express mutual interest in the topic of shopping for food in Nairobi.

Where are the best places to shop for food in the city?

Probe—Why? What do you find there? Tell me more.

What about the best places to buy vegetables?

Why?

Cost

Quality

Location

Other

And where are the best places to buy fruit?

Probe...

Meat?

Probe...

Breads and grains?

Probe...

Tips for Focus Groups Facilitators

I. Introduction- Facilitator's Opening

Content:

- Welcome and introduce everyone using culturally appropriate greetings
- Explain purpose and length of discussion
- Explain role of participants and discussion process (No right or wrong answers, anyone can speak when have an opinion or if in agreement, no need to ask permission just be courteous—let others finish their talking first; encourage conflicting opinions)
- Explain roles of facilitator and rapporteur (neutral); request use of tape recorder
- Confidentiality of responses
- Questions

Style:

- Put respondents at ease
- Begin developing rapport with participants
- Provide smooth transition to next phase

II. Warm-up

Content:

- Introduce the topic by discussing something very broad at first (i.e. asking about general health to get to the sub-topic of family planning, for example) and narrowing it down to express mutual interest in the topic
- Obtain necessary background information
- Give all respondents an opportunity to speak
- Stay within the time limits

Style:

- Establish good rapport with respondents
- Diminish speech anxiety
- Begin stimulating group interaction
- Establish the group as a “safe place”
- Enable group members to know each other
- Provide a smooth transition to the next phase

III. Body of the Discussion

Contents:

- Move from the general to specific

- Do not disclose key issues prematurely
- Obtain a depth of response to key issues
- Obtain members' true feelings about topics
- Link information into a cohesive whole

Style:

- Exhibit appropriate facilitating behavior
- Exhibit appropriate controlling behavior
- Provide a smooth transition to the next phase

IV. Closure

Content:

- Identify key themes
- Summarize key ideas
- Reveal the strength of attitudes
- Consolidate group feelings about issues
- Identify individual differences of opinion
- Gather all respondent comments
- Thank participants and reiterate the benefits of their comments

QIV Checklist for Focus Group Preparation and Facilitation

Name of HW: _____

Evaluator: _____

Community: _____

Date: ____/____/____

		YES	NO
Prior to the FGD, ask the facilitator open-ended questions to determine:			
1	If the proper number of people (6-20) invited to the FGD?		
2	If the facilitator AVOIDED telling people exactly what would be discussed in the FGD prior to the meeting?		
3	If the facilitator invited people such that the FGD homogenous in composition (i.e., participants alike in important ways)?		
4	If the facilitator invited people such that there were not people involved (e.g., the mayor) who would seriously inhibit others from speaking?		
5	Did the facilitator adapt the questions to the specific community where the group session was conducted (if necessary)?		
Preparation:			
6	Was the place that the facilitator selected for the FGD quiet ?		
7	Was the place that the facilitator selected for the FGD relatively comfortable ?		
8	Was the place that the facilitator selected for the FGD neutral ?		
9	Was the place that the facilitator selected for the FGD accessible to most people?		
10	Did the facilitator have all the needed materials available (pen, paper, chairs/benches)?		
11	Did the facilitator small talk with the participants before everyone arrived?		
First Steps:			
12	Did the facilitator wear appropriate clothing ?		
13	Were participants seated so that they could see one another ?		
14	Did the facilitator warmly welcome the participants when they arrived?		
15	Did the facilitator introduce himself/herself, his/her organization, and the recorders to the participants?		
16	Did the facilitator give an appropriate introductory statement where important details of the program and logistics (length, reason, breaks) were shared?		
17	Did it appear that the facilitator made the participants feel comfortable and appreciated ?		
18	Did the facilitator ask the participants to briefly introduce themselves at the beginning of the session?		

19	Did the facilitator explain the purpose of having recorders , and the resulting report?		
If the facilitator prepared the question guide:			
20	Were the facilitator’s grand tour questions sufficiently detailed and open-ended ?		
21	Did the facilitator put objective, descriptive, less personal questions before subjective, value-oriented, personal ones ?		
22	Did the facilitator start with easy questions, proceed to hard ones then end with an easy one ?		
23	Were the facilitator’s questions written in such a way that they generated the participants’ attitudes and opinions (rather than facts and the opinions of others)?		
24	Did the facilitator begin with a “sharing” type question ?		
Use of the question guide:			
25	Did the facilitator follow the questions in the question guide?		
26	Did the facilitator repeat the “grand tour” questions before starting the discussion?		
27	Did the facilitator use an adequate number and type of “probes” to get participants to give more details on the questions asked?		
28	Was the facilitator flexible about the sequencing of questions where appropriate?		
29	Was the discussion on one question summarized before moving on to a transitional statement or another conversation topic?		
30	Did the facilitator use transitional statements as s/he moved from one <i>grand tour</i> question to another?		
31	<i>If any very sensitive questions were used</i> , did the facilitator preface these questions ?		
32	Did the facilitator use humor where appropriate (to help people relax)?		
General Technique:			
33	Did the facilitator speak loudly enough for all participants to hear?		
34	Did the facilitator assure that conversation was natural and not going around in a circle (e.g., right-to-left)?		
35	Did the facilitator encourage participants to dialogue with one another ?		
36	Did the facilitator speak clearly and at a proper pace ?		
37	Did the facilitator use changes in voice intonation ?		
38	Did the facilitator give people enough time to think in response to the facilitator’s questions?		
39	Did the facilitator redirect people when they were not speaking from their own experience ?		

40	Did the facilitator encourage all participants to share their opinions?		
41	Did the facilitator deal effectively with those who tried to dominate the discussion?		
42	Did the facilitator encourage those who were hesitant to participate in the discussion to participate?		
43	Did the facilitator use paraphrasing to clarify comments?		
44	Did the facilitator appear to pick up on people’s body language , asking them questions?		
45	Did the facilitator maintain appropriate eye contact with the participants?		
46	Did the facilitator AVOID sharing his/her own opinion?		
47	Did the facilitator AVOID lecturing or teaching the participants?		
48	Did the facilitator generally allow participants to complete their thoughts and sentences without interruption?		
49	Did the facilitator encourage comments by nodding, smiling, or other actions that showed that he/she was listening and that their ideas were important?		
50	Did the facilitator appear to be knowledgeable of the subject that was being discussed?		
51	<i>If conflicting answers were given to questions</i> , did the facilitator AVOID trying to force people to reach consensus?		
52	Did the facilitator AVOID laughing at anyone?		
Last Steps			
53	Were the participants thanked for their participation at the end of the discussion?		
54	Did the facilitator record his/her own key insights after the meeting prior to discussing it with the recorder?		
55	Did the facilitator meet with the recorder after the focus group discussion to review and refine the session notes?		

Comments: _____

Advantages of Using Focus Groups

(From: Tom Davis' Focus Group Training Materials)

1. They cost less than other qualitative methods.
2. They are especially useful for collecting information from certain age groups or populations that are difficult to interview one-on-one.
3. Focus groups allow for more community involvement in the generation of ideas and materials useful to projects.
4. Focus groups can often encourage people to speak honestly more easily than in a one-to-one interview.
5. They can be useful in defining problem areas and new concerns that need to be addressed in detail with a survey.

Disadvantages of Focus Groups

1. Harder to interpret the data than other methods.
2. Less control over the course of discussion than other methods.
3. Setting is less natural than some methods.
4. Recruitment of participants is more difficult.
5. Sometimes difficult to achieve anonymity.

Steps in the Development of a Focus Group Discussion Guide

(From Debus, M., Handbook for Excellence in Focus Group Research)

1. Assemble the project team: facilitator/rapporteur, key research, or program management personnel.
2. Agree upon decisions/actions to be taken from findings.
3. Agree upon study objectives.
4. Brief the team about prior research findings, important issues, hypotheses, and opinions.
5. Determine what background information is needed about respondents in order to evaluate their comments (SES, sex, age, profession, other secondary data).
6. Prepare a list of topic areas (from general, non-threatening to specific).
7. Add probing questions for each major topic area.
8. Prepare probing questions to be pursued depending upon the responses given.
9. Prepare transition approaches to be used when moving to a new topic or introductory stimulus materials (summarize or bridge).
10. Carefully examine any stimulus materials used for special areas of concern and questioning.
11. Review the guide and eliminate any non-essential topic areas, “dead-end” questions, or quantitative-type questions. Assign a flexible time estimate for each remaining topic area based on its priority and complexity.
12. Sleep on it, and review the guide again with fresh eyes before final agreement.
13. If feasible, pretest the guide.
14. Conduct warm-up portion of discussion.
15. Top-of-mind associations about family life
 - When you think of family life around here, what is the first thing that comes to mind?
 - Probe, probe, probe
 - Tell me more about that
 - Could you explain that
 - Please give me an example
 - How do you feel about that?
 - Why?
16. Feelings about children/family size.
 - Tell me about children, how do they affect family life?
 - Take what you get and gradually fill in background information from respondents (i.e. # of children, age and sex, desired family size, etc.)

- What is your child's/children's life like now?
- Happy, healthy, well-cared for? Probe why, why not?
- What will your child's life be like in the future? Similar to yours? Different from yours? Better? Worse? How? Why?

17. Family Planning.

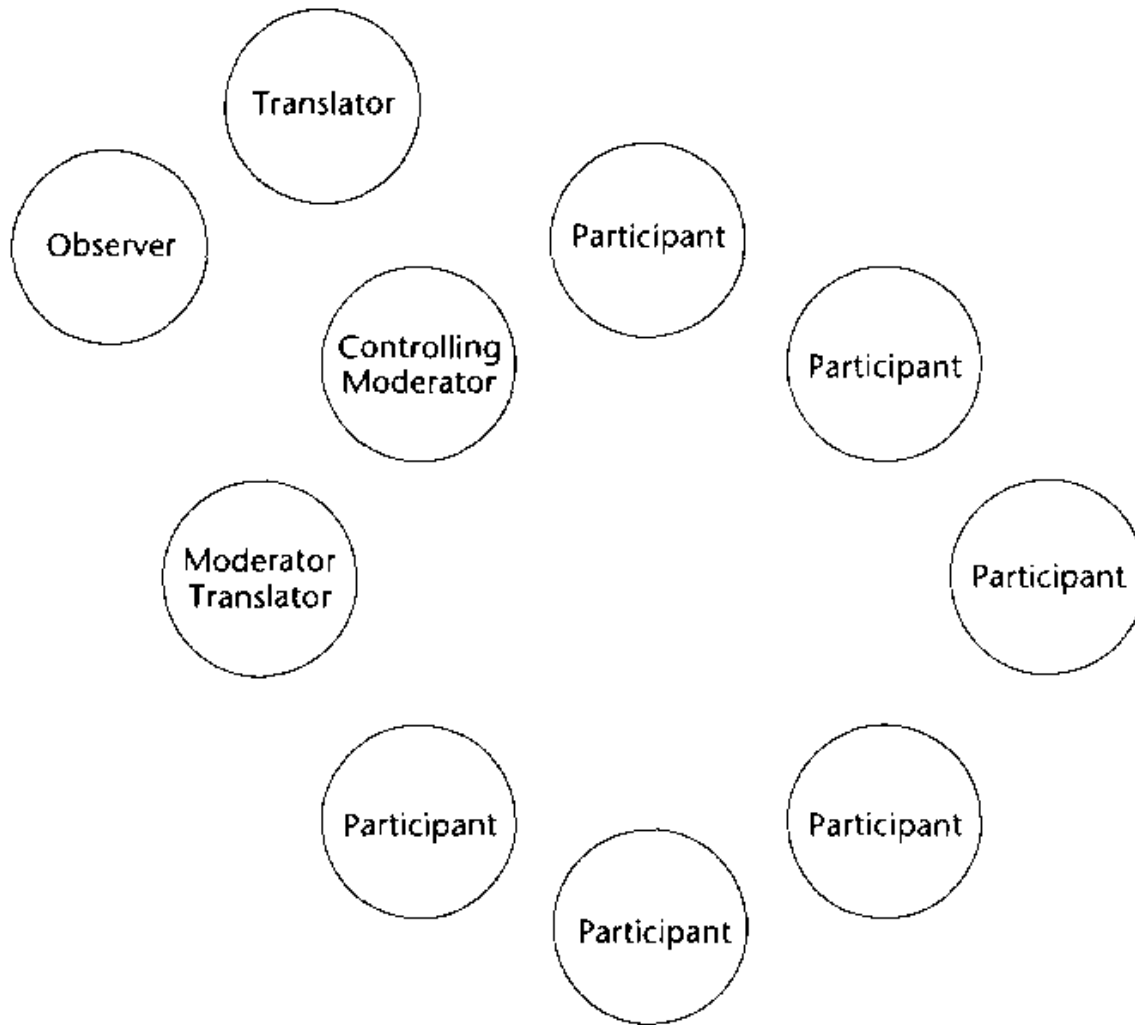
- When I mention “family planning,” what is the first thing that comes to mind?
- Probe...what about that? Can you explain that, how do you feel about that? How does your husband/wife/partner/in-laws feel about that? Tell me more? Why?
- For those already using FP, seek an understanding of the decision process: What do you use? How long have you used it? Why did you select it? How did you learn about it? Who advised you about it? What else have you tried? Why? Why not?
- For non-users: Why don't you use? Probe...have you ever tried it? What happened? Why? (challenge contradictory statements)
- Pretend I'm a friend who told you that I wanted to begin using FP; what advice would you give me? Probe...why?

18. User and non-user perceptions: here are five pictures of different couples. Which ones will use FP and which ones won't? Why?

19. Benefits and barriers: tell me about two or three situations when people like you would decide to try X method and two or three situations when they would not. Why? What are the barriers? Inconveniences?

20. Closure: bring together patterns, consensus, and conflicts that emerged during the discussion.

Seating Arrangements for Translator-Assisted Focus Groups (Dawson et al. 1991)



DAY 5

SESSION 5.2

TITLE
TIME

APPLICATION: FOCUS GROUP

Estimated 3 hours 30 minutes

OBJECTIVES

By the end of Session 5.2, participants will have:

1. **utilized** a focus group guide to conduct a focus group role play;
2. **practiced** taking notes using a scripting format;
3. **coded** expanded notes for analysis; and
4. **prepared** themselves for field work, including revising their guide and practicing questions.

MATERIALS

QIVC Checklist for Facilitation (5.1 H-2), guides (5.1 H-6), Tricks of the Trade (5.2 H-1), Checklists for Setting up Focus Groups (5.2 H-2) Tips for Taking Notes (5.2 H-3)

Video-camera, Blank video cassettes, VCR, Television

Suggested References (Making Sense of Focus Group Findings- AED; RRA and PRA- CRS; Qualitative Research Methods: A Data Collector’s Field Guide- FHI)

Chart paper or PPT slides; markers

ACTIVITY 5.2.1

NOTE-TAKING USING SCRIPTING FORMAT

(estimated time: 30 minutes)

STEPS

1. **Ask** participants “*What do you remember about taking notes from other qualitative methods that might be applicable for Focus Groups?*” **Ask** “*Can someone refresh our memory about scripting? What does scripting mean?*” (Key words in local language with best attempt at translation in parentheses)
2. **Say** “*Note-takers are responsible for taking notes on what they observe and on what participants say during the discussion, regardless of whether the tape recorder is used or not. The notes not only serve as a backup when recording fails, but also capture nonverbal clues. Every note-taker develops her/his style, which improves over time. Note-takers should expand their notes as soon as possible after each discussion. This involves transforming shorthand into prose or a narrative and elaborating on your initial observation.*”

3. **Ask** participants to help you develop a list of tips for note-takers of focus group discussions. Your list should include:

- Create a form on which to write your notes
- Take notes strategically
- Record participant identifiers
- Use shorthand
- Record both the question and response
- Distinguish clearly between participant comments and your own observations
- Cover a range of observations

4. **Review** how to conduct focus groups with translators.

- Need two moderators, an observer, and a translator (one of the moderators and the observer should be note-takers as well).
- The moderator and translator conduct session with help of prepared question guide (only ask questions previously discussed and included on the guide).
- If the moderator and translator think a response should be explored, they check with controlling moderator.
- The controlling moderator has final say about what direction the discussion takes and interrupts only when a new line of questioning not previously discussed by the team is necessary.
- The translator provides a summary translation of each response by each participant as well as what the moderator is saying.
- Review diagram of seating arrangements (Handout 5.1 H-7).

5. **Review** importance of body language

- Facial expressions provide important information on how participants are feeling about what they are saying and about what their peers are saying.
- Body posture: Some body postures convey feelings, such as boredom, excitement, interest, impatience, anger or resentment, or lack of understanding.

6. **Refer** participants to the handout: 5.2 H-3 Tips for Taking Focus Group Notes.

7. **Review** the steps for writing up the field work:

- Jot down notes during the field work.
- As soon as possible (preferably within a few hours), sit down with the team and expand your notes using a scripting format; write complete sentences so that anyone can understand your notes (type them into a computer file if possible).
- Gather the transcripts and complete any holes in your notes.
- Code the information.

8. **Say** “*During the next activity, we will practice coding notes.*”

ACTIVITY 5.2.2

CODING FOR ANALYSIS

(estimated time: 1 hour 15 minutes)

STEPS

1) **Introduce** the topic: “*Analysis of focus group information can be done at a whole range of levels depending on what you want to do with the information. We will be presenting a methodology appropriate for health professionals. There are other texts that present approaches for more formal research projects.*”

Ask participants “*Who should be involved in the analysis? What activities are included in the analysis process? (orientation, debrief, analysis of transcripts, analysis of all focus group discussions)*”

2. **Mention** “*Codes are labels that help you to analyze the information. Some of the ways you can code your information include: letters, words, numbers, and colors. Many researchers find that letters are often easier to remember than numbers or colors, and they are shorter than words. Linking letters to the research topics, we can demonstrate coding for a discussion on Barriers to FP for Men.*”

Research Topic: Barriers to FP for Men (BAR)	
<u>Subtopics</u>	<u>Codes</u>
Informational barriers	BARINFO
Service barriers	BARSERV
Desire for Children	BARCHIL
Masculinity Issues	BARMASC
Adapted from <i>Making Sense of Focus Group Findings</i> , AED.	

3. **Present** the following steps on a flip chart or PPT slides and **explain** “*During the next exercise, we will work on each of these steps:*

a. Review study goals, research objectives, questions, FGD guide, and preliminary codes (prior to conducting the FGD).

b. Once you have conducted your focus group, reread your notes, all the way through without stopping.

c. Expand the preliminary codes list. The codes should be arranged according to research topics; you should remain flexible with the codes, because you will delete, add, and change codes as you go along.

d. Read transcripts out loud and decide which codes to assign as a team; put these in the left hand column; sometimes you will have more than one code.

e. Add new codes as needed.

f. Use a log book to write and interpret the results.

g. Use your codes and complete notes to write summaries of the focus group discussion.”

4. Next, **ask** participants to break into the same teams with whom they worked to develop the focus group guides.

5. **Say**, “*During the next 30 minutes, please work with your team to develop a coding system for your guide—consider possible responses that will require various codes.*” (Facilitators should circulate)

6. After 30 minutes, **ask** volunteers from the groups to share examples of how they coded the potential topic areas of their guides.

7. **Say** “*In the next activity we will use our guides to practice conducting focus groups. We will try to give everyone the opportunity to play the role of the facilitator as well as the note-taker. Are there any questions before we move on?*”

ACTIVITY 5.2.3

APPLICATION: VIDEOTAPED ROLE PLAYS AND CRITIQUE

(estimated time: 1 hour 15 minutes)

STEPS

1. **Reintroduce** the QIVC Checklist for Facilitation (Handout 5.1 H-2). Inform participants that they will be expected to use the checklists when they are observing and critiquing their peers. Mention that the note-takers will be expected to take thorough

notes, using scripting and coding where possible. Note: assign each co-trainer a team to assist.

2. **Divide** participants into their teams and tell them that each person should have the opportunity to play the facilitator and the note-taker for approximately 10 minutes. Each facilitator should practice introducing the focus group and ask some of the key questions using the guide. Let participants know that during the role plays, we will be videotaping excerpts, so again, they should use their best facilitation skills.

3. After 1 hour, **direct** participants to the video playback and facilitate a session to enable participants to critique themselves and one another.

4. **Ask** for volunteers to share their notes and lead a discussion regarding positive elements and aspects needing improvement. Highlight good examples of scripting and coding.

ACTIVITY 5.2.4

PREPARING FOR FIELD WORK

(estimated time: 30 minutes)

STEPS

1. **Refer** participants to their Handouts, 5.2 H-1 and H-2, Checklist for Setting-Up Focus Groups and Facilitators' Tricks of the Trade.

2. **Ask** participants to review the two handouts with their team and begin preparing mentally and physically for their field work on the following day. If participants have not yet finalized their tools, ask them to use the next 30 minutes to do so. Facilitators should collect all drafts of the FGD guides and make copies for each participant prior to the following morning.

3. Co-trainers should **circulate** during this period and help address any questions participants might have regarding the field work.

4. **Tell** them exactly where and at what time to meet the following morning. Remind participants what materials they will need to bring with them and review the schedule for the following day.

OBJECTIVES CHECKLIST

At the end of Session 5.2, ask if participants have:

1. **utilized** a focus group guide to conduct a focus group role play;
2. **practiced** taking notes using a scripting format;
3. **coded** expanded notes for analysis; and
4. **prepared** themselves for field work, including revising their guide and practicing questions.

Tricks of the Trade

(From Debus, Handbook for Excellence in Focus Group Research)

Note: A skilled facilitator will use a combination of techniques as the situation requires. The following are some techniques used by skilled facilitators:

- **Build relevant context information.** What are the experiences or issues that surround a practice or product that influence how it is viewed?
- **Top-of-mind association.** What's the first thing that comes to mind I say "family planning"?
- **Constructing images.** Who are the people who buy Love Her condoms? What do they look like? What are their lives about? Where are you when you buy condoms? Describe the place. What do you see, feel, do?
- **Querying the meaning of the obvious.** What does soft mean to you? What does the phrase "it's homemade" mean to you?
- **Establishing conceptual maps of a product category.** How would you group these different FP methods together? How are groups similar/different? What would you call these groups?
- **Metaphors.** If this oral contraceptive were a flower, what kind would it be and who would pick it? If this group of products were a family, who would the different members be and how do they relate to each other?
- **Image matching.** Here are pictures of 10 different situations/people; which go with this wine and which do not? Why?
- **"Man from the Moon."** I'm from the moon; I've never heard of ORS. Describe it to me. Why would I want to use it? Convince me.
- **Conditions that give permission and create barriers.** Tell me about two or three situations in which you would decide to buy this chocolate and two to three situations in which you would decide to buy something else.
- **Chain of questions.** Why do you buy "X"? Why is that important? Why does that make a difference to you? Would it ever not be important (ask until the respondent is almost ready to kill the facilitator!)
- **Benefit chain.** This cake mix has more egg whites; what's the benefit of that? (Answer: it's moister) what's the benefit of a moister cake? (Answer: it's tastes homemade). Why is homemade better? (Answer: it's more effort) And what's the benefit of that? (my family will appreciate it) And? (They will know I love them) And? (Answer: I'll feel better, they'll love me back.)
- **Laddering (chain of association).** What do you think of when think of Maxwell House Coffee? (Answer: morning) And when you think of morning, what come to mind? (Answer: a new day) And when you think of a new day? (Answer: I feel optimistic).

- **Pointing out contradictions.** Wait a minute, you just told me you would like it to be less greasy and now you're telling me it works because it's greasy and oily. How do you explain it?
- **Sentence completions and extensions.** The ideal ORS product is one that... The best thing about this new product is...It makes me feel...
- **Role-playing.** OK, now you're the Chairman of the Board, or the mayor of this city. What would you do? Or I'm the mayor, talk to me, tell me what you want?
- **Best-of-all-possible world scenarios.** Forget about reality for a minute. If you could design your own diaper that has everything you ever wanted in a diaper and more, what would it be like? Use your imagination. There are no limits. Don't worry about whether it's possible or not.
- **Script-writing.** If you were to tell a story or write a movie about this company or city (or whatever), what would it be about? Who are the heroines and heroes? Does the movie have a message? Would you go to see it? Who would?

Setting Up Focus Groups

(From Debus, Handbook for Excellence in Focus Group Research)

Determine the number of groups needed.

- Are there at least two groups for each relevant variable?
- Are there enough groups to rotate the stimulus material?
- Were groups conducted until responses were showing similarities?
- Are groups needed in different geographic regions?

Determine the composition of each group.

- Are respondents of the same social class?
- Are respondents similar in terms of their “lifecycle” or experience status” regarding the topic area?
- Can users and non-users (or those who practice and those who don’t practice the behavior) be put together without stifling group interaction?
- Do respondents have similar levels of expertise on complex topics?
- Is it important to separate respondents by age and /or marital status?
- Are respondents of similar cultural background?
- Can males and females be mixed without inhibiting responses?

Determine the length of the group.

- Can the information needs be met in 1-2 hours?
- If not, is another research technique more appropriate or should additional groups be set-up?

Determine the size of the group.

- Will respondents be able to say all they know in 10 minutes (8-10 respondents)?
- Is the subject complex enough for each respondent to give 20 minutes of relevant information? (5-7 respondents)
- Does the subject matter require a small, intimate group?

Determine the group setting.

- Will respondents have sufficient privacy to talk freely?
- Can all respondents see/hear one another?
- Is the location accessible to respondents?
- Will respondents be threatened or intimidated by the location?

Tips for Taking Focus Group Notes

(From Debus, Handbook for Excellence in Focus Group Research)

Create a form on which to write your notes. This can help you organize your notes during the session and make it easier to expand your notes. Consider dividing your form into several columns—one to identify the speaker, another to write quotes or the main idea of what a speaker said, and another in which to write your observations. Begin each notebook entry with the date, time, place, and type of data collection event, and either leave space on the page for expanding your notes, or plan to expand them on a separate page.

Take notes strategically. Make only brief notes during data collection. Direct quotes can be especially hard to write down accurately. Write down key words and phrases that will trigger your memory when you expand your notes, but remember that your notes will be the only documentation of the session should the recording fail. Try to capture the content of all essential verbal contributions, and when possible to document especially representative quotes word for word.

Record participant identifiers. This will help you later during transcription; also the facilitator can make it easier by asking participants to say their identifier before they speak (though some individuals find this hinders the flow of the conversation).

Use shorthand. Because you will expand and input your notes soon after you write them, it does not matter if you are the only one who can understand your shorthand. Use abbreviations and acronyms to quickly note what is happening and being said.

Record both the question and the response. If the question or probe comes from a focus group question guide, save time by noting the question number. If it is not possible to record direct quotations, write down key words and phrases.

Distinguish clearly between participant comments and your own observations. You could use your own initials or “MO” to indicate “my observation” (i.e. “MO- embarrassed by empty beer bottles in room”) this documents the researcher’s observation that the participant seemed embarrassed about the empty beer bottles in the room.

Cover a range of observations. In addition to documenting what people say, note as well as you can their body language, moods, or attitudes; the general environment; and other information that could be relevant.

DAY 6

SESSION 6.1

FIELD APPLICATION: FOCUS GROUP DISCUSSIONS (I.)

(estimated time: 4 hours 30 minutes)

Activity 6.1.1

Travel to the Community
(estimated time: 1 hour)

Activity 6.1.2

Field Exercise
(estimated time: 1 hour 30 minutes)

Activity 6.1.3

Write-Up of Field Work (Organize, Expand, and Code Notes)
(estimated time: 2 hours)

SESSION 6.2

FIELD APPLICATION (II.)

(estimated time: 4 hours 30 minutes)

Activity 6.2.1

Improving Note-Taking Skills
(estimated time: 1 hour)

Activity 6.2.2

Analyzing and Evaluating Results
(estimated time: 2 hours)

Activity 6.2.3

Return to Meeting Site
(estimated time: 1 hour)

DAY 6

SESSION 6.1

TITLE TIME

FIELD APPLICATION: FOCUS GROUP DISCUSSIONS (I.)

Estimated 4 hours 30 minutes

OBJECTIVES

By the end of Session 6.1, participants will have:

1. **conducted** a focus group or **taken** notes;
2. **organized** in scripted format focus group notes; and
3. **coded** focus group notes.

MATERIALS

Focus group guides (Developed in Session 5.1)

Note takers grids/tables with codes, note pads, pens, tape recorder, cassettes, and extra batteries

QIVC Checklists for Focus Group Facilitation (5.1 H-2)

ACTIVITY 6.1.1

TRAVEL TO THE COMMUNITY

(estimated time: 1 hour)

STEPS

Note: As much in advance as possible, each sub-group or a facilitator should make an appointment with the potential focus group participants, so that all respondents are available.

1. If teams are not staying in the community, **sub-divide** the group into vehicles by study team and **transport** teams to assigned study sites. **This is the biggest variable in the time for this session.** If possible, facilitators should divide up between the four or more groups.

2. Each team member should have a copy of the Focus Group Guide to be used in today's focus group discussion and a Facilitators' Checklist to help them remember the steps of introducing the group discussion.

ACTIVITY 6.1.2

FIELD EXERCISE

(estimated time: 2 hours)

STEPS

Note: If it is not possible for facilitators to split up (due to either limited number of total facilitators or language or other barrier), the facilitator should ensure that each group begins their field work without difficulties. Also, prior to departing for the field work site, facilitators should ensure that a meeting room is available.

1. If possible, facilitators should **divide up** between the four or more groups with half of the facilitators going to one location where half of the focus groups will be conducted and the other half accompanying the other teams to a second location.

2. If translation is required the facilitators should **explain** the study objectives and **review** the question guides with the translators. Ideally, two translators should assist each group.

3. Facilitators should **ensure** that the individuals participating have as much privacy as possible and that one of the team members will keep an eye on the time limiting the session to about 1 hour.

Note: Given this limitation in time, this exercise can take about 2 hours for a team to locate the participants, greet them, conduct the discussion and briefly check/organize their notes. Facilitators should assign teams to different target groups ahead of time. If possible, half way through the discussion, facilitators and note-takers should discreetly change roles (using non-verbal cues) so that all participants will have the opportunity to be a facilitator and a note-taker.

ACTIVITY 6.1.3

WRITE UP OF FIELD WORK (ORGANIZE, EXPAND, AND CODE NOTES)

(estimated time: 1 hour 30 minutes)

STEPS

Coding Process

1. Select decision.
2. Identify the types of information available in the data to support the decision.
3. Create codes to represent each type of information that can support the decision.
4. Develop coding sheet.
5. Select one or two codes to begin with (can add as more as needed).
6. Code expanded notes.

1. Immediately after the first focus group discussion, study teams should **review** their notes, organizing them, clarifying and filling in gaps where they may have omitted a response.
2. Next, the study teams should **write up** expanded notes using a scripted format.
3. Finally, team members should **determine** the appropriate codes and **assign** these to sections of the written-up notes.
4. **Discuss** any changes to the question guide that may be necessary to obtain the information you set out to gather.
5. Once study teams have completed the organization and write-ups of their notes, facilitators should **ask** them to **write** brief summaries of the discussion (include basic data, such as location, name of facilitator and note-takers, primary topic, total number of participants, participant characteristics (male/female, approximate age, vocation), key discussion results, and any follow-up issues to research further.

OBJECTIVES CHECKLIST

At the end of the session, ask if participants have:

1. **conducted** a focus group or **taken** notes;
2. **organized** in scripted format focus group notes; and
3. **coded** focus group notes.

DAY 6

SESSION 6.2

TITLE TIME

ANALYZING AND EVALUATING RESULTS (II.)

Estimated 3 hours

OBJECTIVES

By the end of Session 6.2, participants will have:

1. **shared** their focus group discussion notes and summaries with peers and facilitators,
2. **received** feedback from peers and facilitators regarding the way notes are organized in scripted format and coded, and
3. **analyzed** and **evaluated** focus group notes for key themes.

MATERIALS

Expanded notes and summaries from field work

Cassette player and recorded tapes if used during discussions

Participant Materials -Handouts: Checklist for FGD Notes, Coding Process List and TIPS: A Shortcut Method for Organizing and Analyzing FGD Notes, (6.2 H-1, H-2, H-3)

ACTIVITY 6.2.1

IMPROVING NOTE-TAKING SKILLS

(estimated time: 1 hour)

STEPS

1. **Ask** the participants to use the first 10 minutes to complete their notes and summaries.
2. **Ask** teams of participants to exchange their write ups and tell them they will have 30 minutes to review the write ups and make suggestions regarding strengths of the write up and how the group could improve their scripting and coding skills.
3. **Refer** participants to the checklists (6.2 H-1) and ask participants to use them when they provide feedback to their colleagues. Review key questions on the list:
 - a. Did the team include basic respondent information, such as characteristics of the group members and information regarding where and when the focus group was conducted? Are key study questions indicated?
 - b. Did the team use a scripting format for the expanded notes? Does the scripting used provide insight to key terms? Please give examples of key terms that were left in the local language.
 - c. Did the team appear to have sufficiently probed to get at the why and how of the sub-topics?

- d. Did the team use an effective coding system? (Refer to the process chart for steps.) How easy/difficult was it to identify any issues that need follow-up research? Do the codes used help or hinder the reader in categorizing the information?
4. After 30 minutes, **ask** the participants to provide their comments to their colleagues focusing first on strengths and next, on areas for improvement. (20 min.)
5. Facilitators **ask** for a few groups to share examples of suggestions for improvement.
6. Based on what they have seen while circulating, trainers may also **suggest** additional improvements.

ACTIVITY 6.2.2

ANALYZING AND EVALUATING FGD RESULTS

(estimated time: 2 hours)

STEPS

Note: It may be helpful for facilitators to write the steps of the analysis method on 2-3 flip chart pages and post them in the meeting room during the exercise.

1. **Explain** “*We are now going to learn a method for analyzing qualitative research.*”
2. Take participants through the steps of Method 1: Group Analysis (use flip charts to illustrate the process and walk participants through the steps.)
 - a. **Say** “*The first step is to form analysis groups: for the purposes of the FGD field work, our study teams will be our analysis groups.*”
 - b. **Continue** “*Next, I will provide the one or two codes for each study team to analyze in this session.*” (Trainers should **write** each code at the top of a separate blank flip chart paper and post the chart where the analysis group can view it. Study questions and codes should be decided upon prior to the session. Examples of study questions might be: What needs to be done to reduce stigma towards PLWHIVs? What training topics should be prioritized for home-based care health workers?)

Note to trainer: Prior to this session, decide on one or two specific codes the analysis groups will analyze. Limit the number of codes to analyze due to the time limitations of the training. Earlier in the training, the training group selected codes to represent a set of study questions for which the study teams had collected a substantial amount of information.)

- c. **Provide** each analysis group with one copy of coded expanded notes for each focus group. The expanded notes should already have been placed in a folder with summary information attached on front.

- d. **Instruct** each analysis group to summarize findings for each assigned code using the following process:
 - • **refer** to coded expanded notes; **divide** expanded notes among analysis group members;
 - • individually **read** sections of expanded notes where codes of interest are located;
 - • after reading, individuals **share** with analysis group members their summary of findings for the expanded notes they have reviewed;
 - • **pay attention** to patterns emerging from the individual summaries of findings; and
 - • **summarize** verbally the pattern of findings related to each code (note: that a pattern assumes that at two to three data collection activities support the findings without contradictory findings).
- e. **Complete** one separate sheet of chart paper per code:
 - On the top half of the chart paper: **write** a summary of findings related to the code being analyzed;
 - Underneath the summary, **indicate** what data collection activities support the summary of findings (example: two focus group discussions with young, unmarried women);
 - On the bottom half of the chart paper **write** key quotes supporting the summary of findings and numbers where appropriate (e.g. several individuals mentioned “the need for HIV/AIDS support clubs as a key to reducing stigma”).
- f. **Ask** the analysis groups to rejoin the plenary; **ask** representatives from each analysis group to **present** findings to the larger group by code, rather than by analysis group.
- g. The larger group **hears/reacts** to summary findings:
 - similarities and differences between groups
 - triangulation/representativeness of the findings; types of informants
- h. The facilitator **records** on flip chart paper the key reactions to findings.

ACTIVITY 6.2.3

RETURN TO THE HOTEL

(estimated time: 1 hour)

**OBJECTIVES
CHECKLIST**

At the end of the session, ask if participants have:

1. **shared** their focus group discussion notes and summaries with peers and facilitators;
2. **received** feedback from peers and facilitators regarding the way notes are organized in scripted format and coded; and
3. **analyzed** and **evaluated** focus group notes for key themes.

Checklist- For Evaluating Focus Group Notes

Community: _____	Date: _____
------------------	-------------

Facilitator: _____

Rapporteur/Note-Taker _____

Observer: _____

Supervisor: _____

Score: _____

Question	Yes	No	Observations
1. Did the team include basic respondent information, such as characteristics of the group members and information regarding where and when the focus group was conducted? Are key study questions indicated?			
2. Did the team use a scripting format for the expanded notes? Does the scripting used provide insight to key terms? Please give examples of key terms that were left in the local language.			
3. Did the team appear to have sufficiently probed to get at the why and how of the sub-topics?			
4. Did the team use an effective coding system? (Refer to the process chart for steps.) How easy/difficult was it to identify any issues that need follow-up research? Do the codes used help or hinder the reader in categorizing the information?			

Coding Process for Organizing and Analyzing FGD Notes

Select Decision. Select key decision to be made once data is collected regarding topic area; i.e. integrate HIV VCT services within FP programs in selected districts **or** train nurse midwives in priority areas of importance for child survival **or** select priority messages for ITN BCC campaigns. (Note: this should correspond to the study objectives identified during the study design process.)

Identify the Types of Information Available in the Data to Support the Decision.

Brainstorm with the team before you conduct the focus groups. Conduct literature review to see what types of information might be available and might potentially resurface during your discussions (other studies may have been conducted by similar organizations on the same topic). Once FGDs have been conducted, review notes carefully for recurring subtopics. For example, for HIV VCT service integration: 1) barriers to use (stigma issues, reluctance of service providers, location of FP clinics, etc) and 2) enablers (convenience of both services in same location, expertise of FP staff improved in HIV VCT, stigma issues).

Create Codes to Represent Each Type of Information that Can Support the Decision.

Select codes that you will easily remember; generally the first few letters of the word or of each word in the phrase are sufficient. For example, barriers to use: BARUSE; Enablers to use: ENABUSE.

Develop Coding Sheet. As you work through your notes, make a list of each code you will use on a separate sheet of paper; this will help others who may be involved in the report writing to identify information relating to the same subtopic.

Select One or Two Codes to Begin With (Can Add More as Needed). Start with just a few codes and mark these first as information corresponding to these codes is revealed within your notes. Next, add other codes to ensure that all types of information are identified.

Code Expanded Notes. Carefully go through your notes with other team members and determine which responses will receive which codes. As is the case for many skills, coding becomes easier each time you do it!

Shortcut Method

Group All Materials. Copies of the guides, the notes from each FGD, transcripts from the cassettes, cassette player, and cassettes.

Complete/Expand the Notes. The same teams of facilitators and rapporteurs should listen to cassettes one more time, read through notes again adding clarity from the tapes, noting strong or frequently aired opinions, key phrases and quotations, and questions that people were hesitant to answer.

Indicate Notes on Common Themes. Mark with different colors (or using different styles—underline, circles, boxes) to indicate notes on the same themes (i.e. blue pen underline for all comments about malaria; black circles for all comments about sources of information on health, etc.).

Write a Summary Statement per Theme that Describes the Discussion. Analyze each question separately with your team member and write a summary of the opinions regarding that question/theme; indicate in parentheses the group in question (i.e. fathers, community x, etc).

Distribute a Complete Copy of all Notes to Each Team.

Assign a Different Topic to Each Team Until all Topics Have Been Distributed.

Utilizing the FGD topic guide, assign different topics to each team (i.e. Team 1: malaria, infant feeding practices, breastfeeding, and malnutrition. Team 2: cost, quality, accessibility of health services, determinants of health behaviors, etc.). Expect some overlap of themes.

Write Themes Across the Top of Large Sheets of Flip Chart Paper or Newsprint.

Attach these around the room or on a long table.

Teams Cut and Paste Sections of Their Notes from Each FGD Summary as They Correspond to that Theme. Once the notes have been compiled under their corresponding theme, ask teams to read the content out loud to the group; let the group thought process help to formulate #9.

Write Summary Statements per Theme that Include Opinions, Trends, and Patterns Within Similar Respondent Groups. For example, Breastfeeding: in Wassa West, the majority of the mothers responded that the reason they give their babies water during the first three months is because water is “the source of all life—without it, babies will die.” In Wassa Amenfi, women had similar responses... On the other hand, fathers in WW felt... Elders felt...

Refine Summaries. After all the summaries have been completed, the teams share them out loud and individuals in the group help the team to refine the summaries even further. The purpose of refining the summaries is to look for implications for planning of program interventions, for behavior change communication, and other activities—to help answer the study questions previously determined.

Keep in mind the following:

- What was not said is often as important as what was said.
- Who said what in the FGD is often very meaningful.
- How much was said about a topic is quite revealing.
- The order in which things were said is often key in understanding the issue.
- The way in which things were said is also significant.

DAY 7

SESSION 7.1

ANALYZING AND EVALUATING RESULTS

(estimated time: 4 hours 30 minutes)

Activity 7.1.1

Processing the Learning Experience with Focus Groups

(estimated time: 30 minutes)

Activity 7.1.2

Analyzing and Evaluating Results

(estimated time: 2 hours 15 minutes)

Activity 7.1.3

Drawing Conclusions

(estimated time: 1 hour 15 minutes)

Activity 7.1.4

Writing a Study Report

(estimated time: 30 minutes)

SESSION 7.2

APPLICATION: DESIGNING A STUDY FOR OUR PROJECTS (I.)

(estimated time: 3 hours)

Activity 7.2.1

Provide Instructions

(estimated time: 15 minutes)

Activity 7.2.2

Application: Design a Qualitative Study

(estimated time: 2 hours 45 minutes)

DAY 7

SESSION 7.1

TITLE

ANALYZING AND EVALUATING RESULTS

TIME

Estimated 4 hours

OBJECTIVES

By the end of Session 7.1, participants will have:

1. **processed** the learning experience of the focus group discussions;
2. **summarized** findings of the training study for a limited set of data by *study team/site*;
3. **compared** findings across study sites; and
4. **drawn** conclusions from findings about: programmatic decisions/actions to take and/or issues for further study;
5. **outlined** key elements for a qualitative study report.

MATERIALS

Expanded notes and summaries from field work (1 per study team)

Cassette player and recorded tapes if used to record focus group discussions

Participant Materials -Handouts: Checklist for FGD Notes, Coding Process List and TIPS: A Shortcut Method for Organizing and Analyzing FGD Notes, (from Session 6.2 H-1, H-2, H-3) and Outline for Study Report (Handout 7.1 H-1)

References (Handbook for Excellence in Focus Group Research- AED/Healthcom, Qualitative Research for Improved Health Programs- SARA, Qualitative Research Methods- FHI

ACTIVITY 7.1.1

PROCESSING THE LEARNING EXPERIENCE

(estimated time: 30 minutes)

STEPS

1. **Say** to participants *“Before we continue with the next phase of our qualitative data analysis, let’s take a few moments to share the successes and challenges of the experience.”*
2. **Facilitate** a discussion focusing on the following questions:
“What were some of the successes and challenges you encountered? How did you address the challenges? What about note-taking? How did that go? How difficult was it to organize and expand your notes? What recommendations would you give someone trying to engage in similar focus group discussions? Based on your experiences, what would you do differently the next time? What were some of the interesting results you learned that helped you answer your study question? How did you feel about

the analysis method? What were some of the challenges? Lessons learned?”

ACTIVITY 7.1.2

ANALYZING AND EVALUATING RESULTS

(estimated time: 2 hours 30 minutes)

STEPS

Note to trainer:

Prior to this session, decide on one or two specific codes the analysis groups will analyze. Limit the number of codes to analyze due to the time limitations of the training. Earlier in the training, the training group selected codes to represent a set of study questions for which the study teams had collected a substantial amount of information.)

1. **Explain** “*We will now utilize the same method of analyzing qualitative research that we used to begin analyzing the focus group results yesterday, but we will apply it to all of the research we have conducted during the training: observations and key informant interviews.*”

2. If necessary, briefly **review** the steps of the method for Group Analysis (use flip charts to illustrate the process).

- a. **Tell** participants “*The first step is to form analysis groups: keeping in our study teams, we will select one group for each of the study sites.*”
- b. **Continue** “*Next, I will provide the one or two codes for each study team to analyze in this session.*” (Trainers should **write** each code at the top of a separate blank flip chart paper and post the chart where the analysis group can view it. Study questions and codes should be decided upon prior to the session. Examples of study questions might be: What needs to be done to reduce stigma towards PLWHIVs? What are the key areas in which refresher training is needed for the community health workers?)
- c. **Provide** each analysis group with one copy of coded expanded notes of each data collection activity. The expanded notes should already have been placed in a file folder with summary information attached on front.
- d. **Instruct** each analysis group to summarize findings for each assigned code using the following process:
 - • **refer** to coded expanded notes; **divide** expanded notes among analysis group members;
 - • individually **read** sections of expanded notes where codes of interest are located;
 - • after reading, individuals **share** with analysis group members their summary of findings for the expanded notes they have reviewed;
 - • **pay attention** to patterns emerging from the individual summaries of findings; and
 - • **summarize** verbally the pattern of findings related to each code (note: that a pattern assumes that at two to

three data collection activities support the findings without contradictory findings).

- e. **Complete** one separate sheet of chart paper per code:
- On the top half of the chart paper: write a summary of findings related to the code being analyzed;
 - Underneath the summary, indicate what data collection activities support the summary of findings (example: three key informants and two focus group discussions); and
 - On the bottom half of the chart paper, write key quotes supporting the summary of findings and numbers where appropriate (e.g. several individuals mentioned the need for HIV/AIDS support clubs to as a key to reducing stigma).
- f. **Ask** the analysis groups to rejoin the plenary; **ask** representatives from each analysis group to **present** findings to the larger group by code, rather than by analysis group.
- g. The larger group **hears/reacts** to summary findings:
- similarities and differences between study sites
 - triangulation/representativeness of the findings; within sites (across methods) and types of informants between sites (within methods, across methods)
- h. Facilitator **records** on flip chart paper the key reactions to findings.

Note to trainer:

Notify participants that the purpose of this next session is to follow a process for drawing conclusions; the activity will end after 2 hours even if more discussion is needed to finish drawing conclusions.

ACTIVITY 7.1.3

DRAWING CONCLUSIONS

(estimated time: 1 hour 30 minutes)

STEPS

1. **Say** “*We now have all this information, and it is quite a lot of information given that we carried out a small study to support the training. But...WHAT are we going to do with this information? What actions or decisions can we make from this information?*”

“*Now we will carry out a demonstration of how we can further analyze our information to draw conclusions: conclusions about decisions we can make now (that we have the information), actions we should take (supported by the information), and further information we need to collect (to fill in gaps or to neutralize biases in our information).*”

“*We probably will not fully complete the demonstration given time available and draw all the conclusions we could if we had a whole*”

day. What is most important for this training, however, is to demonstrate a process you can use in your own programs.”

2. **Sub-divide** the larger group into two: one smaller group of “decision-makers” and a larger group of “observers.” For the decision-makers, select the participants who have the most involvement with the population that was represented in the training study.

3. **Provide** the decision-makers with the instructions for the session:

- **Gather** in a circle of chairs in a place where the summaries of findings can be seen.
- **Open-discussion** of the conclusions to be made from the analysis.
- **Open-discussion** of the decision(s) that can be made from the analysis (suggested: using four perspectives).
 - actions that can and should be taken now;
 - issues that need further study;
 - policies that need review or change; and
 - way to better coordinate between organizations.

4. **Organize a fishbowl:**

- **Gather** the ‘decision-makers’ in the middle sitting in chairs in a circle, with the other group sitting on the outside of the circle;
- **Review** the assignment for the decision-makers with all participants; **relate** the assignment to the decision(s) selected at the beginning of the coding session;
- Decision-makers **carry out** the assignment with observers observing from the outside; and
- Facilitator **records** recommended decisions/conclusions.

5. **Stop** the fishbowl exercise after about 15-20 minutes and ask process questions to determine reactions to the experience and how the training role play differs from a real life situation.

6. **Take** participants through the short cut method and address any questions about the two methods before continuing. (See Handout 6.2 H-3: Tips- Shortcut Method for Organizing and Analyzing FGD Notes.)

ACTIVITY 7.1.4

WRITING A STUDY REPORT

(estimated time: 30 minutes)

STEPS

1. **Ask** participants to provide a list of elements that should be included in a qualitative study report. **Note** these on the flipchart.
2. **Compare** the participants list with the Handout 7.1 H-1 Outline for Study Report.
3. **Ask** participants “*What have been the most challenging issues in writing study reports?*”
4. **Ask** participants to brainstorm potential solutions.
5. **Facilitate** a brief discussion.
6. **Give** participants the following reading assignment: the section on Feedback, Report Writing, and Designing a Qualitative Study-pp. 57-65 in the CRS RRA PRA Manual.

OBJECTIVES CHECKLIST

At the end of the session, ask if participants have:

1. **processed** the learning experience of the focus group discussions;
2. **summarized** findings of the training study for a limited set of data by study team/site;
3. **compared** findings across study sites;
4. **drawn** conclusions from findings about: programmatic decisions/actions to take and/or issues for further study; and
5. **outlined** key elements for a qualitative study report.

DAY 7

SESSION 7.2

TITLE

APPLICATION: DESIGNING A STUDY FOR OUR PROJECTS

TIME

Estimated 3 hours

OBJECTIVES

By the end of Session 7.2, participants will have:

1. **reviewed** the process for developing the goals and objectives of a qualitative study;
2. **developed** goals and objectives for a study in their project sites;
3. **chosen** the preferred types informants/groups for each method selected (in a way to minimize unwanted biases);
4. **chosen** a method to select study sites to improve representativeness of the data; and
5. **developed** a proposed schedule for the study (not including time for training), including sequence of methods to be used, time for data management, analysis, feedback, and report writing.

MATERIALS

Participant materials (Handout 1.4 H-2 Instruction Sheet)

References (various qualitative methods guides)

Flip chart paper /PPT slides and markers

Qualitative study concept developed prior to training (decision needing qualitative information)

ACTIVITY 7.2.1

PROVIDE INSTRUCTIONS

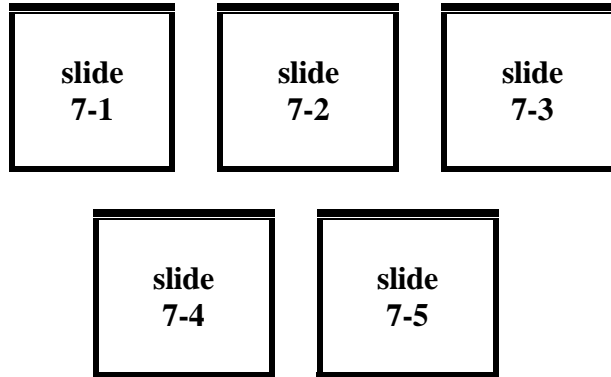
(estimated time: 15 minutes)

STEPS

1. **Open** by inviting participants to listen:

“On the first day of the training, you identified study goals and objectives for a qualitative study. You reviewed the principles and techniques important in conducting qualitative research and, through field work, developed additional skills in conducting this research. Now, in teams, we will develop plans for applying all of this capacity-building to obtain relevant data to help you answer research questions pertaining to your own projects. We will complete each of the steps in the study design process and make presentations tomorrow morning. Would a couple of volunteers help us by reiterating the process for designing a study?”

2. With the help of the volunteers, **review** the steps for the study design process. Use the following charts/PPT slides/handouts (refer participants to Handout 1.4 H-2; steps listed in #3 below):



3. **Post** and **review** the main points of the instructions on chart paper or PPT slides. **Tell** participants “*In your teams, you will...*”:

- a. First, **select** one or two study objectives (questions) to help make an agreed-upon program decision for the assigned phase of the project life cycle (depending on where you are in the cycle).
- b. **Select** an appropriate mix of methods to answer the study objectives (questions) and neutralize method biases. **Refer** to the instruction sheet with a suggested process for this step:
 - For each objective, identify several methods useful to gather information on the topic (see Trainers’ Note);
 - Select preferred methods for the study. Consider not using methods that have limited utility in terms of the number of objectives. This is a starting point to help with scheduling (During the study be flexible as new topics and other methods may become more desirable.); and
 - For each method selected, determine the appropriate types of informants to interview and/or observe.
- c. **Choose** a method for selecting study sites to improve representativeness of data.
- d. **Determine** the number and size of study teams.
- e. **Develop** a proposed schedule for the study (not including time for training) showing sequence of methods to be used, time for data management, analysis, feedback and report writing.
- f. **Prepare** a presentation that includes the following:

Note: at this point, it will be beneficial to refer participants to the chart that should be completed on Advantages and Disadvantages of the 3 QR methods discussed. This will enable them to make intelligent decisions regarding the types of methods they choose. See below.

- Study objectives and the methods to be used to answer each objective/question (e.g., develop a matrix: objectives on y-axis and selected methods on x-axis);
 - For each method to be used: type and number of informants
 - Proposed method of selecting study sites
 - Number and size of study teams
 - Proposed study schedule
4. **Ask** participants what questions they have for clarification of the instructions and **respond** as needed.

ACTIVITY 7.2.2

APPLICATION: DESIGN A QUALITATIVE STUDY

(estimated time: 2 hours)

STEPS

1. **Provide** support to projects as they complete the assignment. **Assign** co-trainers to support specific projects and **suggest** that co-trainers willingly get input from other trainers to respond to questions.
2. **Provide** guidance to projects as they prepare their presentations. The tendency is to provide more detail than is necessary on some things and little or no detail on other important issues. The presentations should take no more than 15 minutes to present (including discussion/questions).

Hint: Save the last half hour to prepare the presentation (as much as can be prepared), regardless of how far participants have gotten with the assignment. The presentation and discussion will be of more learning value than finishing the assignment and not having a presentation ready.

OBJECTIVES CHECKLIST

At the end of the session, ask if participants have:

1. **reviewed** the process for developing the goals and objectives of a qualitative study;
2. **developed** goals and objectives for a study in their project sites;
3. **chosen** the preferred types informants/groups for each method selected (in a way to minimize unwanted biases);
4. **chosen** a method to select study sites to improve representativeness of the data; and

5. **developed** a proposed schedule for the study (not including time for training), including sequence of methods to be used, time for data management, analysis, feedback, and report writing.

Advantages and Disadvantages of Three Qualitative Research Methods

Key Informant Interviews

A: Elicits in-depth responses with nuances and contradictions

A: Gets at interpretive perspective, i.e., the connections and relationships a person sees between particular events, phenomena, and beliefs

A: Can use to elicit information on sensitive topics

D: Can be expensive and time-consuming

Observation

A: Allows for insight into contexts, relationships, and behavior

A: Can provide information previously unknown to researchers that is crucial for project design, data collection, and interpretation of other data

A: Is the most accurate way of recording practices

D: Time-consuming and requires highly skilled observers

D: Documentation relies on memory, personal discipline, and diligence of researcher

D: Requires conscious effort at objectivity because method is inherently subjective

D: Presence of observers may alter what takes place

Focus groups

A: Elicits information on a range of norms and opinions in a short time

A: Group dynamics stimulates conversation, reactions

A: Relatively inexpensive way of collecting in-depth opinions from homogenous group

D: Generally not appropriate for eliciting information on sensitive topics

D: Requires facilitator to appropriately manage group dynamics to ensure complete participation

(Adapted from Qualitative Research Methods, FHI and SNLI: Qualitative Research to Improve Newborn Care Practices, SAVE)

Instruction Sheet: Designing a Qualitative Study

1. **Sub-divide** into study teams. Each study team can be assigned a different phase of the project life cycle.
2. **Decide** on a study goal, a programmatic decision that a typical health or development program needs to make during the phase of the project life cycle assigned to the study team.
3. **Select** one or two study objectives/questions to help make the assigned program decision.
4. **Select** an appropriate mix of methods to answer the study objectives/questions and neutralize method biases.
 - For each objective, **identify** several methods useful to gather information on the topic;
 - **Select** preferred methods for the study. Consider not using methods that have limited utility in terms of the number of objectives. This is a starting point to help with scheduling (During the study be flexible as new topics and other methods may become more desirable.); and
 - **Choose** the types of informants preferred for each method selected.
5. **Choose** a method for selecting study sites to improve representativeness of data.
6. **Determine** the number and size of study teams (human resource needs).
7. **Develop** a proposed schedule for the study (not including time for training) showing sequence of methods to be used, time for data management, analysis, feedback, and report writing.
8. **Prepare** a presentation that includes the following:
 - Study objectives/questions and the methods to be used to answer each objective/question (e.g., develop a matrix: objectives on y-axis on left, selected methods on x-axis on top);
 - For each method to be used: type and number of informants
 - Proposed method of selecting study sites
 - Number and size of study teams
 - Proposed study schedule

Outline of the Study Report

Title page

Abstract

Introduction/Background

Goals and Objectives of the Study

Methods

- Emphasis on qualitative methods
- Sampling
- Qualitative methods used
- Selection and training of data collectors
- Qualitative data management

Results and Discussion

- By topic area and study objectives/questions NOT by methods used
- Include quotes to support results

Recommendations

- Priorities/possible approaches for programs
- Priorities/possible approaches for further study

References

- Annexes
- Data tables
- Data collection forms

DAY 8

SESSION 8.1

DESIGNING A STUDY FOR OUR PROJECTS (II.)

(estimated time: 3 hours 30 minutes)

Activity 8.1.1

Present Qualitative Study Designs

(estimated time: 2 hours)

Activity 8.1.2

Incorporating Feedback

(estimated time: 1 hour)

SESSION 8.2

FINAL REVIEW AND CLOSING

(estimated time: 3 hours)

Activity 8.2.1

Workshop Review

(estimated time: 1 hour)

Activity 8.2.2

Lingering Questions, Challenges, and Wheel of Solutions

(estimated time: 1 hour)

Activity 8.2.3

Post-Test, Evaluations, and Wrap-Up

(estimated time: 1 hour)

DAY 8

SESSION 8.1

TITLE
TIME

DESIGNING A STUDY FOR OUR PROJECTS (II)

Estimated 3 hours 30 minutes

OBJECTIVES

By the end of Session 8.1, participants will have:

1. **presented** a design for a qualitative study to help make a program decision regarding their own project;
2. **received** feedback from other participants and trainers on the study design just presented; and
3. **incorporated** modifications suggested to improve their final study design.

MATERIALS

Flip chart paper/PPT slides and markers

Participant Materials (Handout 1.4 H-2 Instruction sheet and Handout 8.1 H-1 Case Study-HIV Study Design)

Qualitative study concept developed prior to training (decision needing qualitative information)

ACTIVITY 8.1.1

PRESENT QUALITATIVE STUDY DESIGNS

(estimated time: 2 hours. Up to eight projects assuming some participants are pairing up and working in groups of two or three)

STEPS

1. On flip chart paper or PPT slides, **show** participants the process to be used for presentation:

- 10 minutes for presentation (only questions for clarification)
- 5 minutes for feedback and discussion
- Presentation order:
 - Each study objective/question
 - Methods to be used to answer each study objective/question
 - For each method to be used: type and number of informants
 - Method for selecting study sites
 - The proposed study schedule

2. Trainers and observing participants take notes of strengths and concerns (not just concerns!)

3. In turn, **facilitate** the presentation by each group:
 - **Keep** track of time; give presenters a 5 and 2 minute warning.
 - **Keep** all questions to the end, unless the question is one of clarification.
4. **Review** the rules of feedback before the first group is given feedback:
 - Identify **all** strengths first—No negative comments/concerns until the strengths have been identified.
 - Instead of negative comments, phrase “non-positive feedback” in terms of concerns and recommendations (if a person does not have a recommendation, they probably shouldn’t raise a concern).
5. **Facilitate** the feedback session with good facilitation techniques—keep the group on the feedback rules process.

ACTIVITY 8.1.2

INCORPORATING FEEDBACK AND FOLLOW-UP SYSTEMS

(estimated time 1 hour)

STEPS

1. **Ask** participants to spend the next 30 minutes incorporating feedback from their colleagues into their study designs.
2. After 30 minutes, **ask** participants to exchange study designs with another team (assign teams for the exchange that are developing relatively similar study designs, if possible).
3. **Tell** participants they will have the next 10 minutes to review the final study designs, check to ensure that the modifications mentioned were incorporated, and make further suggestions.
4. **Tell** participants that they should determine what system they will use to follow-up on their partners’ progress towards implementation of their study once the training is over. **Ask** participants to jointly make a “Peer agreement” including time frame for follow-up (monthly, quarterly, semester, etc.); communication mode (email, phone calls, in-person meetings, etc.); and content of follow-up questions.
5. After 10 minutes, **ask** a few volunteers from the teams to share one or two of the suggestions that were incorporated effectively into the new study designs and to describe the system for partner follow-up they have decided upon.

6. **Ask** participants to give you a copy of their peer agreements and their study designs (copy these and return the originals to the participants).

7. **Tell** participants that as a helpful reminder you will be sending all participants a copy of their study designs in 3-4 months. The designs will be accompanied by a questionnaire that will help them report on progress. **Thank** participants and wish them good luck with their qualitative research studies.

OBJECTIVES CHECKLIST

At the end of the session, ask if participants have:

1. **presented** a design for a qualitative study to help make a program decision regarding their own project;
2. **received** feedback from other participants and trainers on the study design just presented;
3. **incorporated** modifications suggested to improve their final study design; and
4. **established** a peer agreement to ensure follow-up on their study applications.

Instruction Sheet: Designing A Qualitative Study

1. **Sub-divide** into study teams. Each study team can be assigned a different phase of the project life cycle.
2. **Decide** on a study goal, a programmatic decision that a typical health or development program needs to make during the phase of the project life cycle assigned to the study team.
3. **Select** one or two study objectives/questions to help make the assigned program decision.
4. **Select** an appropriate mix of methods to answer the study objectives/questions and neutralize method biases.
 - For each objective, identify several methods useful to gather information on the topic;
 - Select preferred methods for the study. Consider not using methods that have limited utility in terms of the number of objectives. This is a starting point to help with scheduling (During the study be flexible as new topics and other methods may become more desirable); and
 - Choose the types of informants preferred for each method selected.
5. **Choose** a method for selecting study sites to **improve** representativeness of data.
6. **Determine** the number and size of study teams (human resource needs).
7. **Develop** a proposed schedule for the study (not including time for training) showing sequence of methods to be used, time for data management, analysis, feedback and report writing.
8. **Prepare** a presentation that includes the following:
 - Study objectives/questions and the methods to be used to answer each objective/question (e.g., develop a matrix: objectives on y-axis on left, selected methods on x-axis on top);
 - For each method to be used: type and number of informants;
 - Proposed method of selecting study sites;
 - Number and size of study teams; and
 - Proposed study schedule.

Case Study—HIV/AIDS Study Design

(Qualitative Research Methods: A Data Collector's Field Guide, FHI, 2005)

I. Study Objective:

To assess the acceptability and feasibility of integrating HIV counseling and testing for non-pregnant women of reproductive age into existing family planning (FP) services in Capital City, Developing Country.

II. Background:

In Capital City, an estimated 12% of women of reproductive age (15-40) have HIV. This is only an estimate because both women and men in this country are generally disinclined toward getting tested for HIV. This reluctance is due to social stigma and discrimination associated with being HIV infected. They are particularly opposed to getting tested at the free clinic that was specifically set up for HIV/AIDS-related services five years ago. Rumors spread quickly in this community, and people who are seen entering or leaving the clinic are assumed to have HIV. For women this can be especially damaging, because their husbands or families may abandon them. Therefore, the services offered at the HIV facility, including antiretrovirals to help prevent mother-to-child transmission, are not being utilized.

In the 1980s, family planning carried heavy social stigma for women, but as a result of public information campaigns, community outreach, and health interventions, stigma and discrimination are no longer significant problems for women who wish to use FP methods. The rate of contraceptive prevalence is 41%.

Social and behavioral changes are clearly needed in this community to reduce stigma and discrimination associated with HIV/AIDS, but such change can admittedly be slow to occur. In the meantime, there are free, but little-used, HIV services available that could reduce transmission rates from infected to non-infected adults and children and increase the quality of life for people who are infected. Encouraging greater utilization of these services must necessarily start with increasing HIV counseling and testing among the general at-risk population. Antenatal clinics would be an appropriate place for interventions targeted at pregnant women. For women of reproductive age who are not pregnant, family planning clinics might offer an opportunity for discreet HIV counseling and testing because they are well utilized and have little associated stigma.

Therefore, in our study we will assess the acceptability and feasibility of integrating HIV counseling and testing for non-pregnant women into existing family planning services.

III. Methods:

1. Structured participant observation in four family planning clinics and the HIV/AIDS clinic.
2. In-depth interviews with up to 10 family planning service providers, up to five providers and staff members from the HIV/AIDS clinic, up to 10 community leaders, and up to 10 women of reproductive age who use family planning but have not had HIV testing.
3. Focus groups with 8-10 non-pregnant women of reproductive age who use family planning and 8-10 non-pregnant women of reproductive age who do not use family planning.

DAY 8

SESSION 8.2

TITLE TIME

FINAL REVIEW AND CLOSING

Estimated 3 hours

OBJECTIVES

By the end of Session 8.2, participants will have:

1. **reviewed** the key concepts of the training;
2. **brainstormed** responses to fellow participants' lingering questions regarding qualitative research;
3. **described** challenges in implementing qualitative research to their fellow participants to solicit ideas for addressing them;
4. **provided** their fellow participants with potential solutions for effectively addressing challenges;
5. **completed** a post-test to help evaluate the level of increase in knowledge;
6. **evaluated** the workshop to determine strengths and areas for improvement; and
7. **shared** their thoughts regarding highlights of the workshop.

MATERIALS

Post-training Questionnaire

Evaluations (Handout 8.2 H-1)

ACTIVITY 8.2.1

WORKSHOP REVIEW CONTEST

(estimated time: 1 hour)

STEPS

1. **Divide** participants into teams of five to six individuals per table.
2. **Tell** participants they will have 30 minutes to develop two lists: list #1 will contain two to three questions that they believe will help participants remember important points from the training; list #2 will contain two to three review tips from any aspect of the training.
3. After 30 minutes, begin the contest by asking any table to present its review points, proceed with each table until all tables have presented their review points (ask a volunteer to help keep track of the time—no more than 15 minutes should be allotted to this step).
4. Next, ask one of the tables to ask their questions of another table (they may select any table).

5. The table asking the questions may decide how many points to award (scale of 1-5 per question). Note: ask a co-trainer to keep tally of the score on the flip chart.
6. Proceed until all of the tables have asked and answered questions.
7. Congratulate the table with the highest points, thank all participants for their efforts, and award prizes to each of the tables.

ACTIVITY 8.2.2

LINGERING QUESTIONS, CHALLENGES, AND WHEEL OF SOLUTIONS

(estimated time: 1 hour)

STEPS

1. **Ask** participants to think of a question that they still have regarding qualitative research. **Ask** them to think of a challenge that they encountered while engaging in field work.
2. **Ask** participants to gather into two different circles, one interior and one exterior circle. **Ask** them to stand facing the person in the other circle.
3. Once participants have formed the two circles, **state** *“The individuals on the inside circle, should share their question and challenge with the individuals facing them in the outer circle. The individuals in the outer circle should try to respond to the question and brainstorm solutions for addressing the challenge in the future.”*
4. After a couple of minutes, **ask** the inner circle individuals to move to the right one step to rotate the circle (putting them in front of a different individual). Participants should repeat the process with facilitators guiding them as to when to move to the next person until everyone in the outer circle has had a chance to respond to the inner circles’ questions and challenges.
5. Next **ask** the circles to switch roles, those on the inner circle should be providing responses and solutions to those in the outer circle who present their questions and challenges.
6. During the last 5 minutes, ask a few volunteers to share their best responses/solutions.

ACTIVITY 8.2.3

POST TEST, EVALUATION, AND WRAP-UP

(estimated time: 1 hour)

STEPS

1. **Ask** participants to review the training goals and objectives posted on a flip chart in the room.
2. **Distribute** the post-tests and explain to the participants that it is not an exam, but rather a tool for helping the trainers determine the

extent to which the training increased knowledge levels of participants.

3. **Ask** participants to begin completing their evaluation (in their participant materials) once they have finished the post-test.
4. When participants have completed both post-tests and evaluations, **ask** them to drop them in the box at the front/back of the room.
5. **Ask** participants to use their colored dots on the Qualitative Research Methods Chart posted on the wall, to indicate their post-training comfort level with the various competencies.
6. Once all evaluations have been received, **facilitate** a brief session in which participants are asked to share how they plan to apply the new skills, knowledge of qualitative methods in their projects. **Comment** on the differences in the comfort levels pre- and post-training. Are there any big surprises? Disappointments? Why?
7. **Distribute** certificates, **thank** the participants for their efforts, and **conduct** other culturally appropriate closing session activities.
8. **Optional** closing exercise:
 - The facilitator states that we will use a participatory method to close the training.
 - S/he selects the first person (whose name appears at the top of the pile of certificates) and states one thing (positive) s/he will remember about that person.
 - That person comes forward and shakes hands with the facilitator who presents him/her with the certificate.
 - The participant now standing repeats the process passing the certificate to the next person and so on...until all certificates have been distributed. Thank all team members.

Questionnaire Of “Things We Do” in Qualitative Studies and Interviews (Post-Training)

Please rate the following skills with regard to your personal comfort level.

1. I would rate my comfort level at (5=extremely comfortable, 4=very comfortable, 3=comfortable enough, 2=somewhat uncomfortable, 1= not comfortable at all) with the following:

- a. Planning qualitative research studies_____
- b. Developing: observation checklists_____ FGD guides_____ KII questionnaires_____
- c. Identifying criteria for selection of the study team_____
- d. Conducting focus groups_____
- e. Conducting direct observation_____
- f. Conducting key informant interviews_____
- g. Coding of qualitative notes_____
- h. Analyzing qualitative data_____

Please write brief responses.

2. What are the question words (who, when, where, etc.) that qualitative research seeks to answer?

3. *Looking at a mountain from its different sides by different persons and in different ways (eyes, telescope)* was used as an example for a “thing we do” in qualitative research. What is this “thing we do” called? Provide an example of one technique we can use to “do this thing.”

4. Define what the phrase “letting the informant lead” means to you and give one example of using this in a qualitative interview.

5. “Peeling away the layers of an onion, to get to the center of the onion rather than stay at the surface” could be used as an example of one of the “things we do” in qualitative interviews. What is this “thing we do” in qualitative interviews? Provide examples of two techniques we can use to “do this thing.”

6. What technique is often used to help individuals organize and analyze their research notes for report-writing? Please give one example of this.

7. What are two key criteria to consider when selecting the facilitation team (facilitator and rapporteur) for a focus group?

8. At which project stages should qualitative research be used?

9. Please give one example of the type of decisions that can be made based on qualitative research.

10) Please give one example each of when it would be most appropriate to use focus groups, observation, and key informant interviews.

Thank you..

**CORE Qualitative Research Methods Training
Participant Evaluation**

1) On a scale of 1-5 (5=excellent, 4=very good, 3=satisfactory, 2=minor improvement needed, 1= major improvement needed), please rate each of the following:

- a. Length of training____
- b. Training Methods____
- c. Session Content ____
- d. Field Work ____
- e. Training Facilities____
- f. Overall results ____

2) Based on the above ratings, my suggestions for improving the training are:

3) My expectations were met a) 100% b) 80% c) 50% d) other_____

4) What I learned most in the training is:

5) What I still need to learn more of is:

6) What I will be able to apply most from the training:

7) What I will have difficulty applying is:

8) If I were asked by someone in my community or organization how I felt about this training, I would say:

PRE-TRAINING QUESTIONNAIRE OF “THINGS WE DO” IN QUALITATIVE STUDIES & INTERVIEWS

Please rate the following skills with regard to your personal comfort level.

1. I would rate my comfort level at (5=extremely comfortable, 4=very comfortable, 3=comfortable enough, 2=somewhat uncomfortable, 1= not comfortable at all) with the following:

- a) Planning qualitative research studies _____
- b) Developing: observation checklists _____ FGD guides _____ KII questionnaires _____
- c) Identifying criteria for selection of the study team _____
- d) Conducting focus groups _____
- e) Conducting direct observation _____
- f) Conducting key informant interviews _____
- g) Coding of qualitative notes _____
- h) Analyzing qualitative data _____

Please write brief responses:

2. What are the question words (who, when, where, etc.) that qualitative research seeks to answer?

3. *Looking at a mountain from its different sides by different persons and in different ways (eyes, telescope)* was used as an example for a ‘thing we do’ in qualitative research. What is this ‘thing we do’ called? Provide an example of one technique we can use to ‘do this thing.’

4. Define what the phrase “LETTING THE INFORMANT LEAD” means to you and give one example of using this in a qualitative interview.

5. “Peeling away the layers of an onion, to get to the center of the onion rather than stay at the surface” was used as an example of one of the ‘things we do’ in qualitative interviews. What is this ‘thing we do’ in qualitative interviews? Provide examples of two techniques we can use to ‘do this thing.’

6. What technique is often used to help individuals organize and analyze their research notes for report-writing? Please give one example of this.

7. What are two key criteria to consider when selecting the facilitation team (facilitator & rapporteur) for a focus group?

8. At which project stages should qualitative research be used?

9. Please give one example of the type of decisions that can be made based on qualitative research.

10) Please give one example each of when it would be most appropriate to use focus groups, observation, and key informant interviews.

Thank you.

QUESTIONNAIRE OF “THINGS WE DO” IN QUALITATIVE STUDIES & INTERVIEWS (POST-TRAINING)

Please rate the following skills with regard to your personal comfort level.

1. I would rate my comfort level at (5=extremely comfortable, 4=very comfortable, 3=comfortable enough, 2=somewhat uncomfortable, 1= not comfortable at all) with the following:

- a) Planning qualitative research studies _____
- b) Developing: observation checklists _____ FGD guides _____ KII questionnaires _____
- c) Identifying criteria for selection of the study team _____
- d) Conducting focus groups _____
- e) Conducting direct observation _____
- f) Conducting key informant interviews _____
- g) Coding of qualitative notes _____
- h) Analyzing qualitative data _____

Please write brief responses.

2. What are the question words (who, when, where, etc.) that qualitative research seeks to answer?

3. *Looking at a mountain from its different sides by different persons and in different ways (eyes, telescope)* was used as an example for a ‘thing we do’ in qualitative research. What is this ‘thing we do’ called? Provide an example of one technique we can use to ‘do this thing.’

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Thank you.