Social Science Analysis Cell

CASS Methodology Guide

INTRODUCTION TO QUALITATIVE METHODS

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THEMES 1

1. **What is qualitative research?**
    a) Common Perceptions
    b) Quality/rigor

2. **Sampling Strategies**
    a) Sample size and saturation
    b) Purposive Sampling
    c) Convenience Sampling
    d) Rigor and Social Difference
    e) Geographical Sampling

3. **Consent, Ethics and Professionalism**
    a) Informed Consent
    b) What are ethics?
    c) What are the qualities of a researcher?

THEMES II

4. **Focus Group Discussions**
    a) How to conduct a FGD
    b) Rules
    c) Activities

5. **Interviews**
    d) Types of Interviews
    e) How to conduct an interview
    f) Examples of probing
    g) Tips and further considerations

6. **Barrier analysis and mapping**
    h) Barrier analysis
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    j) Scoring

KEY OBJECTIVES

<u>To understand:</u>

- Different qualitative methods
- Qualitative sampling strategies
- Informed consent and ethical considerations

<u>To provide practical information on</u>:

- How to conduct a focus group discussion
- How to conduct an in-depth interview
- How to use barrier analysis
- How to use mapping techniques
- How to use scoring techniques

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QUALITATIVE RESEARCH

<u>There are MANY different research approaches that use qualitative research,</u> including ethnography, narrative/discourse analysis, participatory research, mixed methods, etc.

Three primary methods form the backbone of qualitative data collection

1. **<u>Participant or direct observation:</u>** the researcher is an "observer"

2. **<u>Interviews:</u>** the researcher is an "interviewer"

3. **<u>Focus group discussions:</u>** the researcher is a "group moderator"

Qualitative research questions often answer "how" or "why" types of questions, and often provide descriptive responses for data analysis.

COMMON MISCONCEPTIONS OF QUALITATIVE RESEARCH

Some people have concerns about how “scientific” qualitative research is. Some common complaints include:

- Qualitative research is “too subjective and impressionistic”

- Qualitative research is “difficult to replicate”

- Qualitative data is “hard to generalise from the findings”

- Qualitative methods and analysis “lack transparency”

Credit: K Bardosh

<u>Common questions from non-social scientists:</u>

- How can this study be generalizable with that sample size?

- Why do you not have any hypotheses?

- How can you be sure your analysis is not subjective?

GROUP EXERCISE:

What factors do you think can influence the quality of qualitative research??

RIGOR IN QUALITATIVE RESEARCH

To ensure high-quality research, even when the study is rapid and applied, it is important to follow the **rules and conventions** of qualitative research. This is particularly challenging because in qualitative research you are the research instrument.

That means that you should cultivate:

1. Flexibility/creativity - a state of mind and behaviour

2. An insiders view – see reality from the perspective of your participants. Pay attention to the language terms they use and the meaning behind their language.

3. Reflexivity – the ability to critically examine one's self and one's biases

4. Multitasking – collect, analyze and reinvent simultaneously

5. Interpersonal communication – pay attention to the social context of your fieldwork interactions

6. Think conceptually - interpret, pay attention to meaning, be curious.

TIPS IN NOTE TAKING

In qualitative research, recording data is either done by audio-recording and/or note-taking. Researchers may be paired together, with 1 preforming the interview/FGD and the other recording the data; however in other cases, the interviewer may also be responsible for simultaneously taking notes.

It is very important to practice your skills at recording data.

- Write down as many key words and phrases as you can while the informant is speaking.
- Retain the informants' exact words, as closely as you can. This is especially important for key phrases or creative sayings that the informant used to make an important point.
- For very important facts, you can ask: "wait a minute, this is very important for me to write down as you have just said it." Do this only for very important facts.
- You can read back your notes to the informant and ask them if you missed anything.
- After each discussion, or right before it ends, record (or ask) the general profile of these participant(s): gender, estimated age, social status/position.
- Immediately after the interview, go over the notes and add "remembered materials" that may have been missed while the informant was speaking

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SAMPLE SIZE AND SATURATION

Ideally, your sample size in qualitative research should be influenced by "theoretical saturation"

Saturation is the point in the research process where no new information is discovered in data analysis.

Saturation means that a researcher can be reasonably assured that collecting additional data will produce similar results and serve to confirm the new themes and conclusions.

GROUP DISCUSSION: ***How can researchers determine when they have reached saturation?***

PURPOSIVE SAMPLING

A sampling technique used to recruit participants who can provide in-depth and detailed information on the phenomenon / question studied.

It is determined by the qualitative researcher who should consider the study questions, timeline and objectives as they decide who to purposively include in the study.

A researcher examining the perception of nurses towards Ebola might purposively select (a) active nurses and (b) nurses who have experience treating Ebola.

They may also consider the number of years each nurse has had treating patients or the level of nursing education. They may also want to select some senior and junior nurses. They may also, depending on the objectives of the study, select some nurses who have no experience treating Ebola.

CONVENIENCE SAMPLING

A technique that qualitative researchers use to recruit participants that are easily accessible and practical for researchers.

This may include the use of geographic locations, sites, people and social networks that make recruiting participants practical and logistically easy.

1. For example, you want to understand the challenges with the burial protocol, so you interview team leaders that attend the daily epidemic planning meetings at the public health department.

2. For example, you want to understand health system challenges so you contact members of a professional medical organization and recruit participants through the contact details of the members of this organization.

OTHER SAMPLING STRATEGIES

The most common sampling strategies include:

<u>Snowball sample:</u> used to identify participants by asking others to introduce you to individuals.

<u>Opportunity sampling:</u> Take advantage of opportunities on the spot.

<u>Sampling with maximum variation:</u> The whole range of the sample population, in order to sample the diversity of the population or of a group.

<u>Quota sampling (non-random):</u> Deciding in advance the number of participants / respondents chosen on the basis of socio-demographic characteristics (for example, 20 men and 20 women).

Other sampling techniques:

<u>Intense:</u> selection of “remarkable” cases which are particularly relevant to the research question.

<u>Extreme:</u> selection of extreme cases to highlight / understand the characteristics of certain typical situations.

<u>Homogeneous:</u> selection of participants with similar characteristics.

<u>Heterogeneous:</u> selection of participants with different characteristics.

<u>Typical:</u> selection of typical cases.

<u>Exceptions and positive deviant cases:</u> selection of a case which is a positive deviation, an exception.

SAMPLING AND RIGOR

- In applied qualitative research, trade-offs are often made between the depth and breadth of the data collected in certain geographic areas.
- Sampling is very important to determine the credibility of the data and its possible generalization.
- Sampling also plays a role in triangulation and in determining the level of confidence in the results and in the analysis.
- Each study is unique and the sampling must be adapted to the resources available and according to other considerations related to the context.

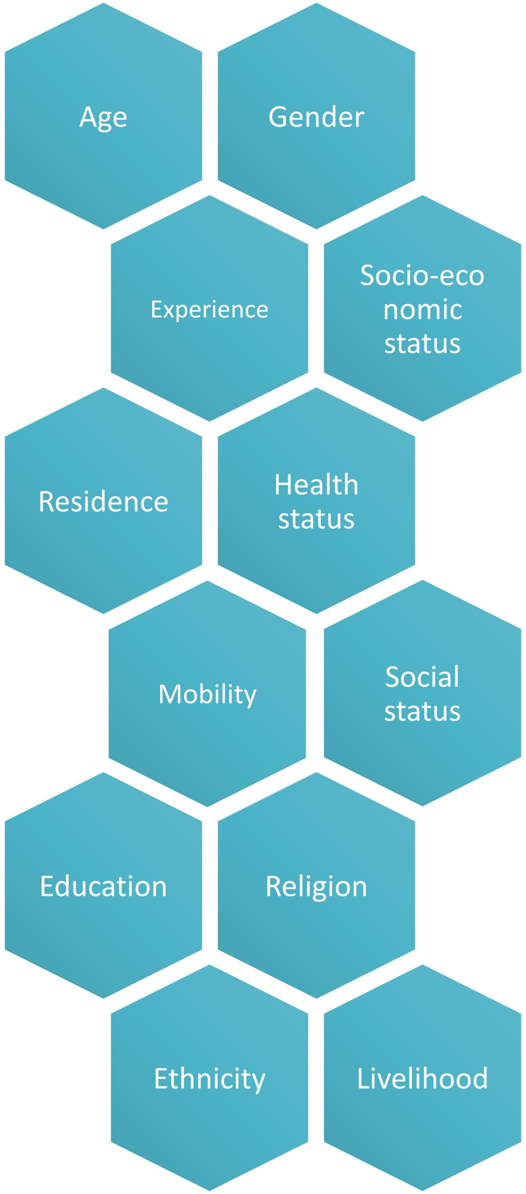
> *"The validity, importance and reflections generated by a qualitative study are more linked to the richness of information of the selected cases and the researcher's observation and analysis capacities than to the sample size. "*
>
> *(Patton, 1990: 185)*

SAMPLING AND SOCIAL DIFFERENCE

In any study, you need to think carefully about your selection of participants: who will you include in the study and why?

There are certain common characteristics of social difference to take into account

Here are examples of potential "social differences"



As you determine your sampling strategy and start to collect data, it is important to reflect on *who might be missing* from your study and how your study could be strenghtened by including additional types of informants/participants.

CREATING A RESEARCH SCHEDULE

 In any study, you should define your sampling strategy and the number of participants you aim to include before starting to collect data so as to create a research schedule:

- It is often a good idea to <u>work backwards</u> from the time/budget/research staff you have available to the total number of possible interviews/FGDs you believe can reasonably be conducted over your study timeframe. This is a flexible guide, and not set in stone.
- This will help you create a feasible <u>research schedule</u>. It is useful to create a daily estimate (how many interviews and FGDs should each researcher conduct per day?) and a weekly estimate. This should be broken down by the category of participant in order to guide your sampling while in the field:

<u>Participant categories</u> need to be developed based on your study goals, and can include: nurses, doctors, administrators, political leaders, community leaders, rich households, poor households, etc. The more specific you get, the better.

SAMPLING GEOGRAPHICAL LOCATIONS

In many types of qualitative studies, you will need to determine a sampling strategy for people but also for the geographical range of your study; for example, how many districts or villages to include? How many health facilities?

This often needs to account for the budget and timeframe of the study but you also need to think carefully about your choices.

To help you decide on the geographical scope of the study, it may be useful to make a list of the social, cultural, economic, political, administrative and ecological differences that are common in the general area of your study and among your study population.

As you make this list, think carefully about how these factors may be relevant to your study objectives.

Use this list, together with the practical limitations of your study (budget/time) to decide on the geographical scope and determine an appropriate sampling framework.

GROUP EXERCISE

- You have been provided with a budget for 5 experienced qualitative researchers to conduct rapid applied research on why some community members are refusing to attend a childhood vaccination campaign that just finished in 10 districts. Many of the nurses that worked on this campaign reported that community compliance was low. You have 4 weeks to complete the field research which will include both interviews and focus group discussions.

1) How many districts will you cover?
2) What participant categories will you include in your sample?
3) How many people from each participant category will you include?
4) How many people (total, divided by FGD and interviews) do you anticipate including in your study?

There are a number of ways to approach the design of this study, each with their own tradeoffs. Break into small groups and discuss the various options. Choose one and discuss. Once each group is finished, assign one person per group to present your design. Facilitate a group discussion.

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INFORMED CONSENT

In research, including in qualitative research, it is essential to explain to participants the general goals and purpose of the study, risks/benefits and to seek and obtain their informed consent. Once informed about the study, participants need to provide their voluntary consent to participate, without any threat or pressure.

Basic rules of informed consent

Consent must be free: no form of pressure

It must be given after the purpose of the study is clearly explained in a language that the person understands

The risks and benefits of the study need to be clearly explained

Explain what you will do with the data and how you will ensure confidentiality

Consent can be verbal or written (this is determined by the research agency)

INFORMED CONSENT

<u>In each interview or focus group, you should:</u>

1. Explain that the participants have the right not to answer certain questions and can leave the interview at any time, if they so wish.
2. Ensure confidentiality of information collected from respondents.
3. Explain how you will record the data and what you will do with it.
4. Ask if the respondent has questions about the project or about the partner institutions of the project.

INTRODUCE YOUR STUDY TO LOCAL LEADERS

<u>As a first step to any study:</u>

- It is important to visit the authorities and introduce yourself and the study objectives
- Gather detailed information about the political, economic and socio-cultural situation in the study sites, including from experts, the internet and academic literature
- Collect data from local leaders about the study population and geography (if relevant)
- Collect a detailed map of the district, if available.

RESEARCHERS NEED TO THINK ABOUT THEIR BEHAVIOR

<u>In your interaction with the participants you should maintain:</u>

- Neutrality and impartiality

- Adopt the posture of the "Ignorant"

- Create an environment of trust and freedom

- Take time (answer questions, be patient, joke)

- Be respectful and professional

- Dress appropriately, pay attention to local behavioral norms and etiquette.

- Thank the participants

Do not orient the answers to the questions

Always give honest answers and avoid making promises.

Check that the answers given are consistent

Ensure confidentiality of data

WHAT ARE RESEARCH ETHICS?

Like life, there are rules or codes for the proper conduct of qualitative research.

There are three fundamental principles

1) Respect for the person:

   Autonomy and self-determination: everyone is free to join the study or not

   Protection of vulnerable groups (illiterate, poor, people with difficult access to health services ...).

   Informed consent

2) Charity:

   Physical, mental and social well-being

   Risks minimized

   The protection of the participant must prevail over the other responsibilities of the researcher

3) Justice:

   Fair recruitment of participants

   Special protection of vulnerable groups

WHAT ARE THE HUMAN QUALITIES OF THE RESEARCHER?

Integrity

Respect, courtesy

Compassion, sensitivity

Professionalism

Honesty

Rigor

Respect

- Honesty in data collection and processing, as well as in the publication of results.
- Never invent or falsify data.
- No negligence and mistakes in daily work.
- Review and re-examine the work daily to ensure accuracy and completeness.
- Respect confidentiality
- All data must remain confidential
- Information sharing is done according to established rules
- Respect colleagues and participants

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FOCUS GROUP DISCUSSIONS

Focus group discussions are not "group interviews." They depend as much on the exchange of ideas among participants as on the answers given to specific questions from the interviewer.

- The focus is on group interaction, so debate between participants is good.
- The moderator asks open-ended questions and helps facilitate the discussion, including the avoidance of one person to dominate
- The moderator's task is to create a group of "conversational partners", listening with non-judgemental interest while keeping the discussion focused and moving.
- Optimal FGDs are where everyone is active and the moderator's role is nominal.

KEY CONSIDERATIONS FOR FOCUS GROUPS

FGDs are a good method for:

- Formative research and evaluation of outcomes
- Discovering variety in a population
- Understanding social norms, expectations, values and beliefs

- Recording should be done by a note-taker, even when a recording devise is used.
- <u>Limitations:</u> discourages going into deeper or more sensitive areas and can be dominated by an individual or clique

"A focus group is the use of group interaction to produce data and insights that would be less accessible without the interaction of a group"

(Morgan, 1998:12).

HOW TO CONDUCT A FGD

1. Try to find a space that is quiet and private. It is often a good idea to seat participants in a circle, if possible.
2. Try to minimize the number of participants between 5-8

   It is important to think about the composition of the group. Normally, it is best to pick groups with sociodemographic homogeneity (ethnicity, age, area of residence, sex, education, socio-economic status, etc…).
3. Try to facilitate conversation and dynamics between group members
4. Start the group with a small icebreaker
5. Explain the purpose of the group, the duration and the rules at the start
6. Ideally, you should have a moderator and a note-taker/audio-recorder
7. Motivates all group members to speak and contribute and lets them speak
8. Ensure to record everyone's point of view in the notes (not just the majority point of view)

FGD RULES

<u>These should be explained to participants at the start of the FGD:</u>

- We encourage everyone to speak freely

- There are no bad ideas/opinions (we want to know all the things you think)

- Everything you say will be kept confidential

- If you disagree with someone's opinion, say so and explain why

- It's a discussion - so we'd like everyone to talk and participate

Credit: K Bardosh

AFTER THE FOCUS GROUP….

- Summarise what has been said and ask if anyone would like to clarify things and conclude with some refreshments (if possible)

- The rule of thumb is to have 2 FGDs for every different population variable so it is common to have a variety of different FGDs to contrast opinions and generate new data

- It is normal to do 1 group (possibly 2) per day

- Each 1.5 hour discussion can generate 20 - 40 pages of notes if formally transcribed

SCENARIO 1

If there is someone in the FGD **who monopolizes the conversation** - what would you do?

SCENARIO 2

If someone doesn't want to speak – what would you do?

SCENARIO 3

If you are in public and there are people who come and go as they please – what would you do?

PRACTICAL

- We will divide you into 2 groups of 5 people, with 1 supervisor per group
- Each person in the group is provided with a data collection tool for an FGD
- You will need to practice data collection - and the rest of the group will play the part of the participants
- In the group: 1 participant should interrupt; another stay silent. The group should be realistic, and not decend into chaos.
- The FGD moderator should try and manage the group
- 15 minutes per person per group for practice - and then after each small FGD the supervisors must give feedback

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TYPES OF INTERVIEWS

Unstructured

- No real control, opportunistic conversation
  Maximum freedom is granted to the subject

Semi-structured

- Use a guide to create a "directed conversation"
  Neither fully closed nor fully open
- The most frequently used in qualitative research
- It’s important to strike a balance between controlling the interview, exploring, and letting the other person speak.

Structured

- Close to an investigation
- Standardized in the form and order of the questions asked

Interviews are **‘conversation with a purpose’**

The more familiar you are with the goals of your study and your interview guide, the better the interview will be.

Sometime conducting multiple interviews with the same person can help fill in missing information

KEY INFORMANT INTERVIEWS (KII)

These are typically a type of “semi-structured interview” with a purposively selected individual.

WHO IS A KEY INFORMANT?

- According to Bernard (20122:150), a key informant is not necessarily a formal community leader but is rather *“someone who knows a lot about their culture and are willing to share that knowledge with you.”*
- This includes people with special expertise/information; people who can explain cultural rules and patterns; and someone who has insider knowledge of a special event. Ethnography can also benefit from interviewing the same key informant multiple times throughout the duration of a study.

CASE INTERVIEWS

These aim to generate in-depth personal information about an informant regarding their practices, choices, behaviors and actions.

- Like KIIs, they are individual interviews. However, they are focused mostly on information about the informant.
- Unlike key informant interviews, case interviews have a core set of structured questions.
- Demographic details (age, education, socio-economic status, marital status) are also collected for comparison and quantitative analysis. *They should always be asked at the end of the interview (not at the beginning)!*

A common strategy for case interviews is to divide your sample into 2 groups in order to compare and contrast between them.

- For example, selecting 50 people who refused to seek care for Ebola at the treatment center and 50 people who did seek care for Ebola at the treatment center.

MINI-INTERVIEWS

These are a blend between informal conversations conducted in the field, key informant interviews and a short survey.

- They use the same principles as those used in KIIs but are short and focused, used to clarify specific data and interpretations of the research team.
- They also tend to be opportunistic as the researchers walk around the community.
- Researchers should also use them purposively to ensure that they are collecting data that encompasses the full range of socio-cultural groups.
- A few (3-5) structured questions can be added to mini-interviews in order to generate quantitative data about an issue.

HOW TO INITIATE AN INTERVIEW

- Pay attention to greeting, your body language and make the person feel comfortable.

- The location of the interview is important. Ensure the comfort and privacy of your participant.

- Develop rapport and trust. People tell you the truth if they trust you. If the other party does not trust you, he / she will not give you the important information.

- Conducting interviews requires energy, social intelligence and a good attitude

Do not take a negative approach to initiating interviews: "are you too busy?”
Instead take a positive approach: "I would like to ask you a few questions”

Slide Credit: Terry Roopnaraine

SOME TIPS

You need to balance building rapport with attention to the goals of your work.

You also need to ensure the quality of the data collected (i.e. note-taking)

Let the informant conduct / control the interview when:

- It could provide important information
- Stopping or framing them in the discussion could cause problems

<u>Reminder:</u> Sometimes people just want to talk about their lives with people available to listen to them

In most cases, you want to only interview the respondent. In this case, you should seek a private setting to maintain confidentiality and will need to use tact and diplomacy to rule out other people. However sometimes this is not feasible or desirable as it may be rude or socially unacceptable to exclude other family members (or others). In these situations, maintain focus on the participant as much as possible.

Slide Credit: Terry Roopnaraine

INTERVIEW/FGD GUIDES

Process of creating a topic guide for interviews:

1. Generate some research questions
2. Identify topics and sub-topics
3. Decide on a sequence
4. Develop sample questions
5. Select probing techniques
6. Prepare opening and closing statements
7. Prepare study information sheets (if required) and write up information to share to gain informed consent.

Ideally, topic guides should be piloted/trialed in the field with a few study participants and/or with fellow researchers who can provide feedback. The topic guides should be refined and adapted based on the pilot/trial phase.

THE 7 STAGES OF A GOOD INTERVIEW

According to Rubin and Rubin (1995):

1. Create natural involvement
2. Encourage conversational competence
3. Show understanding
4. Get facts and basic descriptions straight
5. Ask difficult questions
6. Tone down the emotional level
7. Close while maintaining contact

HOW TO CONDUCT AN INTERVIEW

1. Qualitative interviews typically begin with a few broad questions and then move to more specific questions
2. Follow participants' body language and verbal clues and encourage depth and detail
3. The direction and pattern of movement can vary and it depends on how the participant responds
4. You can divide qualitative questions into three types: main questions, follow-up questions and probes
5. Regarding important questions, it may be necessary to ask them in different ways at different times throughout the interview

HOW TO CONDUCT AN INTERVIEW

Stay PROFESSIONAL

- Treating hesitant respondents with tact
- Discuss other things (daily village activities, football, etc.)
- Create an interview atmosphere (kind, respectful, sympathetic, no bullying)
- Don't push too hard to get an answer (informed consent)

HOW TO CONDUCT AN INTERVIEW

Remain NEUTRAL

- Be neutral during the interview
- Read/ask the question carefully so as not to ask leading questions
- If the respondent gives you an ambiguous answer, deepen it in a neutral way ("can you repeat? Explain a little more?”
- Never suggest answers to respondents: example: "I guess you mean that ... Right”
- Do not read the list of responses
- Keep the same statement and the same order of questions (filters, jumps, etc.)

SOME MORE INTERVIEWING TIPS

Probe: Continue in a direction of questioning while going more and more in depth

Echo: Repeat the word of the one who informs you

Echo survey: Repeat the word of the one who informs you as if to probe

Silent poll: Between silent and wait

Reminder: adapt all of this to the cultural context

- Avoid quick and desired responses
- Avoid guided questions: example: *"So you're very happy with this program, aren't you?"*

EXAMPLES OF MAIN, FOLLOW-UP AND PROBE QUESTIONS

Topic	Main questions	Follow-up questions	Probes
Knowledge	Can you tell me what you know about HPAI?	What have you heard from others? Do you think these things are true?	Anything else about HPAI?
Sources of information	Where did you first hear about HPAI?	How did you happen to be discussing it? What did this person say about it? Who else is talking about HPAI these days?	Tell me more about that. Can you give me some examples?
Experience	Do you know anyone who has had HPAI on their farm?	What did they do? How did this affect their livelihoods? How did they feel about the government after the culling?	What influenced their decision(s)? Were there any other options for them?
Opinion	What do you think about the government's culling exercise?	Has culling harmed people's income in your area? Do you think farmers would cull their bird voluntarily? Was the compensation processes free of corruption? Why or why not?	Why do you think that? Do you think all people in your community would agree with your opinion? Are there some people who think otherwise?

SOME ADDITIONAL GENERAL TIPS

- Familiarize yourself with the interview questions in advance
- Use the participants own words to ask follow-up questions
- Let feelings come out naturally and then ask about them
- Explore, do not interrogate
- Ask for clarification if needed
- Encourage anecdotes and specific experiences and avoid generalisations
- Build rapport and feel free to appreciate humour
- Don’t control the conversation and accept pauses
- Avoid being too informal and too formal
- Take notes for follow-up questions

A GOOD INTERVIEW….

Is built on conversational techniques

- We ask questions and listen to the answers of others in our daily life.
- We know the alternation of the rhythms of conversations. I speak and you speak. It is indecent to interrupt.
- We know when to speak for a long time and when to be brief.
- We know when it's OK to change the subject.

But a good quality interview is DIFFERENT from a conversation

- As a research tool, it imposes different social rules.
- Need active listening.
- The interviewer keeps the interview focused on his objective.
- The interviewer's challenge is to get complete and detailed answers.

Adapted from: Swingle et al., “One-on-one interviews: A Qualitative Aassessment Approach.

AN EXPERIMENTAL INTERVIEW WILL:

- Ask clear, short, open-ended questions, such as: How, What, and Why?
- Follow the key terms.
- Listen carefully.
- Get detailed answers to questions.
- Obtain data related to the research question.

Adapted from: Swingle et al., “One-on-one interviews: A Qualitative Aassessment Approach.

A SEMI-STRUCTURED INTERVIEW WILL…

- Questions can be reordered during the interview. The order of questions should not be mandatory. The most important thing is that most questions are addressed at the end of the interview.
- You must introduce probes and questions based on the answer the respondent gives you.
- The language can be adjusted / adapted to the interlocutor. The main thing is to keep the main idea of the guide
- You must answer questions and make clarifications.
- You must add or remove probes based on the responses of your contact.

Adapted from: Swingle et al., “One-on-one interviews: A Qualitative Aassessment Approach.

FURTHER CONSIDERATIONS

- You will determine the quality of the data, how you react, how you behave is very important!
- Create an environment that allows participants to express themselves easily on their experience
- You should ask questions to try to understand the experiences
- You should follow the important and interesting points that the respondent gives even if it is not directly mentioned in the guide.
- You should keep your mind open: "This is how we will understand the whole story."

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WHAT IS BARRIER ANALYSIS?

- A *rapid assessment tool* used to identify behavioral determinants associated with a particular issue, problem or system.
- Often used in the initial stages of designing a behavior change intervention or to understand why behaviors that have not changed despite repeated efforts to change them.
- It draws on various behavior change theories, including the *Health Belief Model*, especially the ideas of:

1) *Perceived self-efficacy:* peoples belief that they can do the particular behavior given their current knowledge and skills

2) *Perceived social norms:* the individual perception that a person's social network expects them to do the behavior

3) *Perceived positive or negative consequences: what a person thinks will happen if they preform the behavior (including advantages/disadvantages of the behavior and attitudes towards it)*

- Understanding the problem (the barriers) allows you to explore possible improvements and solutions (enablers), and factors that may influence them (risks).

HOW TO DO BARRIER ANALYSIS?

- Barrier analysis can involve interviews, focus group discussions and/or participatory workshops with both “doers” and “non-doers” (people who practice the behavior and people who do not).
- This should include the full range of people who may be impacted by the problem/behavior /system you are investigating, including different socioeconomic groups, local leaders as well as people involved in the delivery of the intervention.
- In some cases, it may be best to mix doers/non-doers while in others it is advisable to keep these groups separate in workshops or FGDs.
- It is important that you select people from a range of backgrounds and avoid local leaders selecting all of your sample.

Study example: A study used focus group discussions (FGDs) with the parents of sick children and actors in the health system (health workers inform traditional healer) to identify the barriers, blockages, motivations and beliefs that can facilitate and accelerate the therapeutic pathways of sick children for more prompt Ebola diagnosis

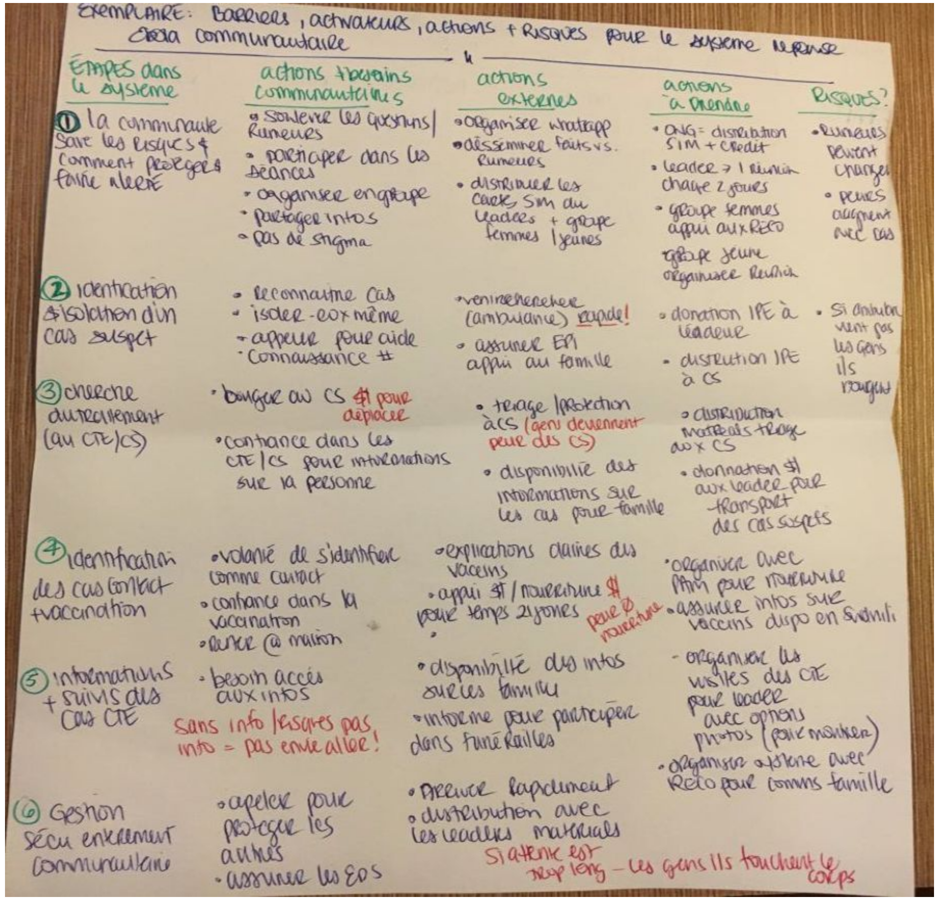
EXAMPLE OF A WORKSHOP FORMAT

<u>One way that barrier analysis is used is in participatory workshops where barriers, enablers, actions & risks are identified and explored:</u>

- Divide your workshop participants into small working groups (6-8 people) and give them a large flipchart (or 2-3) on a table, with colored markers.

- Have the group “validate” a prearranged number of "<u>steps</u>” (1) that people need to take or need to be in place for the behavior to occur as desired.
- Under each step, the participants should list the <u>barriers</u> (2) that prevent people from practicing the behavior.
- Under each step, the participants should then list the <u>enablers (3)</u> that allow people to practice the behavior
- Under each step, the participants should then list the <u>actions (4)</u> that could facilitate more people to practice the behavior.
- Under each step, participants should then list the <u>major risks (5)</u> that may inhibit these new actions from leading to more people practicing the behavior.

After the working groups are finished (1-2 hours), they should present to each other. <u>The facilitators should ask:</u> have the groups come up with the same data? What are the different approaches, views and why? You should facilitate an open discussion



This may be part of a wider community engagement approach that will require further feedback and continued follow-up /engagement

MAPPING TECHNIQUES

In qualitative research, there are many different types of mapping techniques:

1) Social mapping: where and how people live and the available social infrastructure (roads, schools, health centers, etc)

2) Mobility mapping: the movement patterns of individuals/groups.

3) Service mapping: where and how people access or are delivered specific services.

- As with FGDs, these are organized in small groups of 5-8 people.
- The goal is *not* to create the most beautiful map!
- In all cases, geographical distributions, social differences and common patterns are explored.
- It is also a useful way to build rapport with community leaders at the start of a study.

Credit: K Bardosh

TIPS FOR MAPPING EXERCISES

The steps for a mapping exercise should include:

1) Deciding how many mapping exercises you will preform and with who. It may be advisable to organize some at a provincial, district, sub-district and village level, for example, and with different social groups.

2) Developing a scripted set of questions and key issues you want to map. It is important that you think carefully about the process:

- *A general rule is to divide the exercise into 2 or 3 components of about 45-60 minutes each with a break between them.*

3) Organizing one small group at a time, with a facilitator and a note taker.

4) Explaining the goals of the exercise and the "ground-rules" (similar to a FGD)

5) Providing appropriate flipcharts and markers

6) Focus on the discussion rather than the end product of the map.

EXAMPLE OF HEALTH SERVICES MAPPING

<u>The goal is to understand the distribution and availability of health services in an area and the challenges that exist with access and availability. The particular aims can be adapted, depending on your study need.</u>

1) Start by asking participants to draw the border/boundaries of the area, major roads, population centers and rivers/mountains and other critical geographical sites.

2) Ask participants to list the different types of health services available in the area. Have them create an index, with different symbols used for different types of providers. This should be draw in upper corner.

3) Have participants locate all of the different health service providers on the map

4) Once the map is complete, use it as a prop for a series of question. These questions can be arranged into 2 phases, divided by a break, or as one phase of questions

<u>Discussion question examples:</u>

1) What areas do not have access to health services?
2) How long does it take for people from these areas to access this center?
3) Are these facilities always open?
4) Do these facilities always have supplies and services?
5) What facilities are considered “good” and which ones are considered “not good”? Why?

(You should come up with your own questions, tailored to your study objectives)

SCORING TECHNIQUES

- Scoring involves presenting a set of indicators (in question form) related to a problem, topic or service and having them graded or ranked.
- Scoring can be useful to get a “snap-shot” of people’s perceptions of a problem/issue/service, to compare and contrast and to evaluate change over time.

  For example, businesses use scoring to ask their customers if they are happy with their product/ service.
- Like barrier analysis and mapping exercises, scoring is done in a group (5-8 pls) setting.
- <u>Your indicators can be orientated around the following question strategies:</u>

  1) Yes/no questions;

  2) Likert scales (1-10);

  3) Ranking (highest/lowest or best/worse);

  4) Favorability ranking (very good, good, average, bad, very bad)

TIPS FOR SCORING EXERCISES

- Good scoring exercises focus as much on the scoring component as on the quality of the discussion that generates it. Think of it as a FGD but with the focus being on generating the scores.

- Scores are generated through a group consensus process. Some people may have different scores (disagree) and these differences need to be discussed in order to arrive at a group consensus.
- Scoring exercises should be designed in much the same way as mapping exercises, except that instead of a map you will use a set of indicators. These need to be carefully and purposively decided ahead of time. You should also pilot them to ensure that they are easily understandable and relevant to your study objectives.

HEALTHCARE AND SERVICE SCORING

- Healthcare and service scoring often focuses on the quality and availability of services.
- Scoring can be done at the facility/organizational level, provider level and/or patient level. Scores from the same indicators can be contrasted between these groups during the analysis
- Depending on the study, you may want to aggregate scores from different performance indicators into a facility-level score. This will allow you to rank health facilities based on a set of quality/performance indicators.
  - *This can be very useful to find gaps and poorly preforming health facilities that are in need of support.*
  - *It can also be a useful way to present your data to decision-makers in a very digestible and convincing format.*

For example, you have been asked to explore the level of preparedness of 50 health facilities across 3 district for COVID-19. You develop a list of 5 categories and 20 indicators. You visit each health facility and carry out a scoring exercises with health facility staff. You then analyze and present the data comparatively.