



Training in Qualitative Research Methods for PVOs & NGOs (and counterparts)

**Resource for Participants Attending the
*PVO/NGO Training in Qualitative Methods***

JANUARY 2000 EDITION

**CENTER FOR REFUGEE AND DISASTER STUDIES
THE JOHNS HOPKINS UNIVERSITY SCHOOL OF PUBLIC HEALTH**

Unless otherwise noted, training materials are taken or adapted from:
Gittelsohn, J. 1996-98. *Qualitative Research Methods*.
The Johns Hopkins University School of Public Health. (Course notes).

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Section I.

Introduction to the Training in Qualitative Research Methods for PVOs/NGOs

Getting to Know One Another

- Who are you?
- Where are you from?
- What do you do?
- Any experience with qualitative methods?
-

Today's Agenda

AM

- Opening the workshop
 - ◆ Opening ceremony
 - ◆ Introductions
 - ◆ Today's agenda
 - ◆ Training goals
 - ◆ Objectives of training study
 - ◆ 12-day training agenda
 - ◆ Participant expectations

PM

- Overview of qualitative research
- Interviewing principles

Training Goals

- To provide training in the use of qualitative data collection methods useful for programming
- To provide training in the management and analysis of qualitative data
- To provide training in the design of qualitative studies

Study Goal & Objectives

GOAL: DECISION -

STUDY OBJECTIVES:

X

◆

X

◆

X

◆

X

◆

X

◆

X

◆

12-Day Training Agenda

Day	Activity		Day
	Week 1	Week 2	
1	<ul style="list-style-type: none"> - Opening ceremony & introductions - Purpose & agenda & expectations of training - Overview of qualitative research - Interviewing principles 	<ul style="list-style-type: none"> - Training/preparations for matrix ranking - Matrix Ranking - Team interaction meeting - Optional: overview of focus group discussions 	7*
2	<ul style="list-style-type: none"> - Interviewing techniques - Training/preparations for Day 3: <ul style="list-style-type: none"> - Timeline & Walkabout exercises - Team building & attitudes/rules 	<ul style="list-style-type: none"> - Training/preparations for 1st Key Informant interview - Key informant interview #1 - Team interaction meeting 	8*
3*	<ul style="list-style-type: none"> - Introduction to community - Timeline & Walkabout exercises - Team interaction meeting 	<ul style="list-style-type: none"> - Key informant interview #2 - Team interaction meeting - Optional: overview of case narratives 	9*
4*	<ul style="list-style-type: none"> - Training/preparations for free listing - Free Listing - Team interaction meeting 	<ul style="list-style-type: none"> - Coding & Data management: code write ups of data collection activities and place into data file folders - Group Analysis Process: use a group process to carry out analysis for a few selected questions. 	10
5*	<ul style="list-style-type: none"> - Training/preparations for Venn Diagram - Venn Diagram - Team interaction meeting - Prepare pile sort cards 	<ul style="list-style-type: none"> - Lecturette/discussion on feedback to community/others - Lecturette/discussion on report writing: - Lecturette/discussion on study design 	11
6*	<ul style="list-style-type: none"> - Training/preparations for pile sorting - Pile Sorting - Team interaction meeting - Optional: overview of community mapping 	<ul style="list-style-type: none"> - Individuals or small teams design a qualitative study to answer one or two specific questions - Presentation of study designs and group reaction - Evaluation of the training 	12

* Field Days: majority of time will be spent in the field on these days (preferable to stay overnight in the community if security is sufficient)



Section II.

Overview of Qualitative Research

Qualitative Research Methods

- These are research methods which obtain a lot of in-depth information from people. The aim is to understand WHY people think and behave the way they do. Because we spend a lot of time with people to get this information we usually can only talk with a FEW people.
- This is different from quantitative methods like surveys. Here we obtain relatively little detailed information from each person. This is because with quantitative methods we are interested in describing WHAT people do - their situation (things like how many people have had vaccinations, how many people know about ORS) - without really wanting details about why the situation is like that. Because we need less time with people to get this information, we can interview A LOT OF people.
- Both qualitative and quantitative methods are important, and whether we use one or the other depends on what we are trying to learn.

Use of Qualitative Methods

Necessary for planning & managing health, development & transition programs at the community level:

- Identify the community's overall priorities for development and the ranking of specific sectors
- Identify community's priorities within specific sectors/issues
- Identify the underlying reasons for specific problems before developing solutions
- Identify the community's language, concepts and beliefs surrounding specific behaviors/situations targeted for change; and,
- Assess stakeholder reactions to our programs to adapt implementation

PHASES OF THE PROJECT CYCLE

PHASE	INFORMATION NEEDED	HOW
Pre-project	Issues to address in project	<i>RRA/PRA*</i> Secondary data analysis
Project Design	Specific factors for change	Baseline surveys of: - Household factors - Quality and access to services - Environmental factors <i>Qualitative study of factors</i>
Implementation	Why factors occur and barriers to change	Monitoring: - Quality of activities - <i>Stakeholder reactions to activities</i> -Progress toward objectives
End of project	The effect and/or impact of the project?	Final surveys <i>Assess changes in quality of life (subjective)</i>

* *italics: indicates that qualitative methods are useful for the task*

Use of Qualitative Methods

Pre-Project Phase Examples

TASK	Assess problems of overall concern to the target population; the ranking of these problems; the ranking of specific sectoral issues.
METHOD	<i>Qualitative study: Rapid Assessments; Participatory learning tools</i>
EXAMPLE	Matrix ranking exercises with 3 community groups identified “lack of income” as a higher priority problem than “health/illness,” “education,” and “transportation difficulties.”

TASK	Assess problems of most concern to target population within a specific sector or issue (e.g. health, agriculture, education); ranking of problems within that sector; relationship to general problems of concern to community
METHOD	<i>Qualitative study: Rapid Assessments; Participatory learning tools</i>
EXAMPLE	Free Listing interviews of “most serious illnesses” affecting children with 10 individuals in each of three areas of the project identified measles, pertussis, and diarrhea with vomiting as most serious. Dysentery, malaria and pneumonia were not considered among the “most serious illnesses” by many people.

Use of Qualitative Methods

Project Design Phase Examples

TASK	Assess environmental risk factors related to the problems chosen for intervention in the proposal; SELECT Target risk factors.
METHOD	<i>Qualitative study: Direct Observation, Participatory learning tools</i>
EXAMPLE	Direct observation (by a Walkabout) identified contamination of water sources by human feces and lack of handwashing facilities as likely causes of high diarrhea prevalence.

TASK	Assess beliefs and attitudes and values underlying community behaviors that a project has selected for change.
METHOD	<i>Qualitative mini-studies: Rapid Assessments, Participatory learning tools</i>
EXAMPLE	Key informant interviews and focus groups with caretakers identified that caretakers do not seek medical treatment for children with dysentery because they do not consider dysentery very serious and because the local health center usually does not have drugs.

Use of Qualitative Methods

Monitoring and Evaluation Phase Examples

TASK	Monitor stakeholder reactions to project activities, levels of participation in program
METHOD	<i>Qualitative mini-studies: Rapid Assessments, Participatory learning tools</i>
EXAMPLE	Group discussions with mothers discover that some mothers are reluctant to use project services because the mothers feel they are treated rudely by project workers and ‘looked down upon.’

TASK	Assess stake-holder reactions to project effects at the project end
METHOD	<i>Qualitative mini-studies: Rapid Assessments, Participatory learning tools</i>
EXAMPLE	Matrix ranking of key community problems carried out at the end of a water and agricultural extension project no longer indicate that “distance to water sources” is a priority community problem as it was at the beginning of the project.

BIAS

DEFINITION:

CAUSES:

⌘

⌘

⌘

⌘

Triangulation

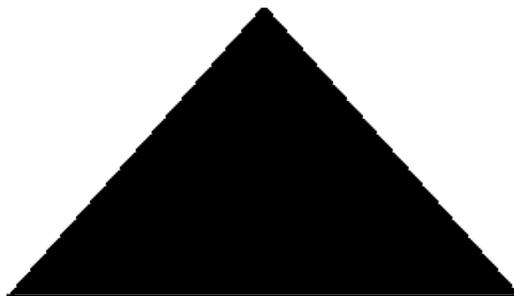
(From Freudenberger, 1998)

Reduce bias by:

- ◆ Using team members with different experiences and perspectives
 - ◆ Continuously cross-checking information using different methods and types of informants
 - ◆ Actively identify bias at the end of each day
 - ◆ Decide how to manage bias in days ahead
-

Team Composition

- Multidisciplinary
- Gender
- Insiders/Outsiders



Types of Informants

- women & men
- young & old
- different ethnic groups
- different SES groups
- Notables and typicals
- Specialists (key informants)

Methods & Techniques

- Interviews (group & individual)
- Numbers of informants
- Diagrams
- Ranking exercises
- Calendars/timelines
- Grouping exercises
- Vary times of data collection

Things We Do in Qualitative Research

- Triangulate our information - by methods, makeup of team, type of informant
- Be flexible - take out or add in questions/methods as the study progresses
- Use an iterative process - within & between interviews, within the study
- Use open-ended approaches - allow understanding of the wider context; let the informant lead

Types of Informants in Qualitative Research

	Key Informant	Informant
Number interviewed in average study	2-8	5-15
Number of times interviewed in a study	4+	1-4
Type of interview	General & Focused	Focused

Comparing Qualitative & Quantitative Research

	Qualitative	Quantitative
General	Insider's Perspective	Outsider's Perspective
	Exploratory	Confirmatory
	Hypothesis Generating	Hypothesis confirming
Methods	Words	Numbers
	Less Structure	More Structure
	Dynamic	Static
Sampling	Small	Large
	More depth	Less depth
	Purposive, Random	Random
Context	Rich	Less Rich
	Multiple	Single

Purposive Sampling

- Choose informants who have special knowledge of what you want to study
- Sampling Units:
 - ◆ Persons
 - ◆ Times/days (e.g. morning vs. evening activities)
 - ◆ Events/Episodes (e.g. births, illnesses, meals)
 - ◆ Sites/microsites
- Those with special local knowledge of our training study topics:
 - X
 - X
 - X
 - X
 - X
 - X
 - X
 - X

Section III.

Interviewing in Qualitative Research

Things We Do in Qualitative Interviews

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

Use Open-Ended Questions

Closed Questions: Questions for which the answer choices are either given to the respondent or understood by the respondent

Examples:

“*Is your hair black, brown, or red?*” [Choices provided]

“*Are you interested in research?*” [Choice implied: yes/no]

Closed questions limit the breadth of information that a respondent has to offer.

Open Questions: Questions that allow the respondent to answer without presented or implied choices

Examples: “*What color is your hair?*”

“*What are your interests?*”

Open Question Words:

What?

Where?

Who?

When?

How?

Why? *

* “**Why?**” Limit the use of “**WHY**” questions in this type of work because it implies that there is a right answer

Avoid Leading Questions

(From Herman & Bentley, 1993)

- 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?”*

Asking Non Leading Questions

Leading	Nonleading
Do you think vomiting during diarrhea is serious?	
Do you give less food when your baby had diarrhea?	
Do you know that children lose water when they have diarrhea?	

Probing

“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)

Probing Techniques

- “*What?*” or “*What*” questions
 - ◆ a stimulus without putting yourself in it
- 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.
- 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?*”
- The Uh-huh Probe
 - ◆ encourage participant to continue with a narrative by making affirmative noises:
 - ◆ “*Uh-huh,*” “*yes, I see,*” “*right, uh-huh*”
- Grand or Mini-Tour Type Question
 - ◆ see Spradley example

Letting the Informant Lead

“In unstructured interviewing, you keep the conversation focused on a topic, while giving the informant room to define the content of the discussion.”

“The rule is: Get an informant on to a topic of interest and get out of the way. Let the informant provide information that he or she thinks is important.”

(from Bernard, 1995)

Tips for Interviewing -1

- Do not begin interviewing right away
 - ◆ Friendly greeting and explanations
 - ◆ Establish ‘cultural ignorance:’ interviewer as learner
- Listen and express interest in what the informant tells you
 - ◆ More of a friendly conversation
 - ◆ Not a strict question & answer exchange
 - ◆ But remain neutral: don’t approve or disapprove
- Try to encourage informant to expand on their answers and give as many details as possible
 - ◆ informant’s tendency is to abbreviate answers
 - ◆ Use “describe,” “tell me about”
 - ◆ Do not move on to a new topic until you feel you have explored the informant’s knowledge on the question at hand
- Let informant’s answers determine the direction the interview takes (**keeping within topics of interest**)

Tips for Interviewing -2

- Use informant's own language to ask new questions
 - ◆ Do this as you learn informant's language
 - ◆ This encourages informants to speak to you in their own language
- Crude measure of success is the volume of response
 - ◆ 80% at least 'their' words
 - ◆ most problems are the fault of the interviewer
- Learn how to re-phrase/re-think questions
- Avoid using "why" questions as much as possible.
 - ◆ implies that there is a factual answer
 - ◆ informants will try to give you a 'right' answer
 - ◆ ask, "*What was happening at the time?*"

Use of Translators

Translators do the following:

- ◆ Provide literal translation
 - ◆ Do not edit, ‘clean-up’ or summarize statements
- ◆ Keep key terms in local language
 - ◆ Don’t try to translate if too difficult
- ◆ Keep your own dictionary of key local terms

Process:

- ◆ Interviewer introduces translator to informant
- ◆ Interviewer speaks directly to informant
- ◆ Interviewer keeps eye contact with informant
- ◆ Interviewer essentially ignores the translator
- ◆ Interviewer/translator complete raws notes after interview
 - ◆ write expanded notes together, if possible

Section IV.

Qualitative Research Methods

PRA/RRA TIMELINE

- Identify several members of the ‘community’ who are especially knowledgeable about the ‘community’s’ history to stay and talk with the team
- Place stick/string on the ground (or draw a line) and state that the stick represents the time since ‘_____’ and now
- Ask group to identify key events for the community during that time
 - ◆ use local materials as symbols
 - ◆ try and identify dates of events
 - ◆ note events on cards and lay out cards to facilitate chronology
- Interview the timeline about topics of interest (use a checklist)
- Transfer information onto paper for later write-up

Example of Checklist for Timeline

- Key events affecting community since ‘independence’
- Happiest periods in the community since ‘independence’
 - ◆ Description of what was happening during the happiest periods
 - ◆ Main sources of income during these periods
- Most stressful periods in the community since ‘independence’
 - ◆ Description of what was happening during the happiest periods
 - ◆ Main sources of income during these periods
 - ◆ How the ‘community’ responded to these events

PRA/RRR WALKABOUT - 1

- Type of Direct Observation
 - ◆ cross between *participant observation* and *unstructured focused observation*
- Usually do not take notes while observing
 - ◆ reduces reactivity
 - ◆ May be able to discreetly jot down details of what you observe between observation sites
- Usually have a focus (location, behaviors)
 - ◆ Use a guide or checklist of topics
- What to record:
 - ◆ who, what, where, when, what, [why interpretation comes later]
 - ◆ Behaviors/conversations related to topic
 - ◆ What does not happen related to topic (that you might have expected)
 - ◆ Maps/diagrams related to focus topics
 - ◆ e.g, drawing of activities at a water source

Example of Walkabout Checklist

1. What are the available water sources?

- (a) well
- (b) spring
- (c) reservoir/dam
- (d) rain water
- (e) seasonal pond
- (f) public stand post/tap/fountain
- (g) hand-dug well
- (h) other

2. Are the water sources protected?

(indicate which ones)

- (a) yes
- (b) semi-protected
- (c) no

3. How far are water sources from peoples homes?

Water source	Distance
_____	(a) less than 100 meters
_____	(b) 100-500 meters
_____	(c) less than 1 km
_____	(d) 1-2 km
_____	(e) 3-5 km
_____	(f) 6-7 km
_____	(g) more than 8 km

4. 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) other

5. Who collects water?

- (a) women
- (b) children
- (c) men

6. What utensils (and means) are used for fetching water?

7. How is water transported from the source to the home?

8. 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

9. How is drinking water stored in the home?

10. How is drinking water handled in the home?

PRA/RRA WALKABOUT - 2

- Familiarize yourself with the checklist before you set out on your walk
 - ◆ use it discreetly, as a reminder, if you need to refer to it during your walk
- Walk around the community in pairs or threes
 - ◆ not too many avoid attracting unnecessary attention
 - ◆ meander to absorb the community atmosphere, stopping to greet people
- Visit places in the community related to specific checklist topics (e.g., water sources, where food is stored, fields)
- Have spontaneous informal conversations on checklist topics where people normally gather
- Discreetly jot down details of what you observe (between sites)
- Make notes of things said during conversations with people you meet.

Reactivity in Observations

- Reactivity: people may change what they do or say when being observed
- What do we do with reactivity?
 - ◆ always record reactivity in notes
 - ◆ analyze/discuss reactivity in ‘Biases’ section of the Expanded Notes Summary
- Ways to reduce reactivity:
 - ◆ repeated observations
 - ◆ extended visits (longer time)
 - ◆ choice of observer
 - ◆ interact with people prior to observing

Free Listing - 1

Purposes:

- ◆ Identify a list of items included in a topic of interest
 - ◆ e.g. list of illnesses affecting children
- ◆ Identify the most known/prominent items in the culture
 - ◆ used to decide what to investigate more fully in the study
- ◆ Identify the locally used words for these items

Preparations:

- ◆ Translate and pre-test questions:
 - ◆ primary, probing and secondary question (optional)
- ◆ Train for consistency in asking questions
- ◆ Prepare Free List recording form

Process:

- ◆ **Identify** informants
 - ◆ Knowledgeable about topic of interest
 - ◆ Minimum of 10 informants
 - ◆ Stratify by significant sub-group
- ◆ **Ask** the primary question
 - ◆ **Ask** “What are all the different kinds of X that you can think of?” “Name all the Xs you know?”
 - ◆ **Ask** it with consistency
 - ◆ **Do not ask** “If...?” “Are there... ?”

Free Listing - 2

Process (continued):

- ◆ **Record** each item mentioned on the recording form in the “Item” column, one row per item.
- ◆ **Probe** after informant provides initial list of items
 - ◆ **Ask** “What else?”
- OR
- ◆ **Repeat** items mentioned & then **Ask** “What else?”
- ◆ **Record** each additional item on the recording form
- ◆ Need to agree on how much to probe; be consistent
- ◆ **Ask** secondary question (Optional)
 - ◆ **Ask** secondary question for each item mentioned
 - ◆ **Ask** a question to clarify the meaning of each item
 - ¶ e.g., “Describe what happens when X occurs?”
- OR
- ◆ **Ask** for additional information about each item
 - ¶ e.g., “What should a person do if X occurs?”

Free Listing - 3

Analysis:

- ◆ Make a list of responses for the entire sample
- ◆ For each item on the list, count the number of informants who mentioned the item
 - ◆ When to collapse two or more items into one?
 - ▲ Singular or plural forms of the same word
 - ▲ Key informant clearly state two items are same
 - ◆ Generally, avoid the temptation to collapse
- ◆ Forms of Tabulation:
 - ◆ Rank by frequency of mention (most common)
 - ◆ Rank by order of mentionOR
 - ◆ Rank by number of related items
- ◆ Identify the most known/prominent items in the culture for topic of interest
 - ◆ Order items by frequency mentioned (%)
 - ◆ Select a relevant cutoff percentage
 - ▲ Look at distribution: what makes sense?
 - ▲ e.g., 50% or more of informants mentioned the item

Free Listing Recording Form

Primary Question: What are all the different kinds of _____
you can think of?"

Supplementary Question: ___ None; “ _____
_____?”

Type of Informant: _____ Age: _____ Gender: _____

	Item:	Supplementary Answer:
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
13	_____	_____
14	_____	_____

Free Listing Tabulation Form

	Term (Item)	#	%
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Venn Diagram - 1

(from CRS PRA/RRA Manual, 1998)

Purpose: To understand how a community is organized:

- ◆ internal organizations;
- ◆ relationships with larger community beyond borders
- ◆ role of organizations in local decision-making
- ◆ role of external forces on the community
- ◆ community leaders and decision makers
- ◆ role of government and NGOs
- ◆ conflicts and conflict resolution mechanisms

Process:

- ◆ Define objectives and make a checklist
 - ◆ Wait to use the checklist until the end
- ◆ Draw large circle
 - ◆ on the ground or on a large sheet of paper
 - ◆ everything inside is an internal institution
 - ◆ everything outside is an external institution

Venn Diagram - 2

(from CRS PRA/RRA Manual, 1998)

Process continued:

- ◆ Begin with committees, groups inside community
 - ◆ Do not imply only formal organizations are of interest
 - ◆ ask participants to indicate significant committees and groups
 - ◆ indicate the significance of the group's impact on community life by the size of the symbol they choose
 - ◆ continue until all the committees and groups inside the community have been represented
- ◆ Go on to ask about the individuals in the community who have a particular significance
 - ◆ use a different symbol (all of the same size)
 - ◆ continue until all significant individuals are identified
- ◆ Move to external groups or individuals who have an impact (+ or -) on the life of the community
 - ◆ begin with groups/organizations, finish w/individuals
 - ◆ draw lines from outsiders to insiders with whom they collaborate most closely
- ◆ Interview the diagram
 - ◆ probe relationships which are visualized on diagram
 - ◆ probe issues on the checklist of objectives

Venn Diagram - 3

Example checklist for Venn Diagram:

In the community:

- Groups, organizations dealing with security
- Persons dealing with security
- Persons at risk for harm

- Groups, organizations dealing with jobs
- Persons dealing with jobs
- Persons at risk for no or low income

Repeat above for outside the community

Pile Sorting - 1

(ref: Herman & Bentley, 1993; Gittelsohn, 1996-98)

Purpose:

- ◆ Understand the perceived relationship of each item in a group to the other items in the group
- ◆ Useful Pile Sorts:
 - ◆ Types of problems or issues
 - ◆ Treatments or actions for problems/issues

Preparations:

- ◆ Choose most salient items (e.g. from free lists)
- ◆ Assess literacy of potential informants
- ◆ Prepare pile sort cards appropriate to literacy
 - ◆ pictures or words or both?
 - ◆ unique number on the back
- ◆ Pre-test the preliminary explanation
- ◆ Train for consistency in explanations.
 - ◆ **Example** “*Please sort these into piles of X (concept term) that are similar. You can make as many piles as you like. Some things may go into more than one pile. That is okay too.*”
 - ◆ “*All card cannot go in one pile; and we cannot have all cards in a separate one-card pile*”
- ◆ Prepare the data collection forms

Pile Sorting - 2

Process:

- ◆ **Identify** informants
 - ◆ Knowledgeable about topic of interest
 - ◆ Minimum of 10 informants
 - ◆ Stratify by significant sub-group
- ◆ **Review** cards with informant
 - ◆ make sure informant can identify each card
 - ◆ remove card informant is not familiar with
- ◆ **Provide** explanation
- ◆ Informant carries out Pile Sorting
- ◆ **Record** the items placed in each pile on the individual recording form: one row per pile.
- ◆ **Ask** for a Qualitative Explanation:
 - ◆ ask questions about each pile
 - ◆ *“Why did you put these together in the same pile?”*
 - ◆ *“Can you tell me the ways in which these are like each other?”*
- ◆ **Record** the informant’s reasons for sorting the cards the way he/she did on the recording form

Individual Pile Sort Recording Form

PILE SORT FORM	
Items to be Sorted & No.: _____	
Type of Informant: _____ Age: _____ Gender: _____	
Pile Number	Reason Sorted in Same Pile
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____

Tabulation & Analysis of Pile Sorting

Using the Pile Sort Tabulation Matrix

	1	2	3	4	5	6
1	X					
2		X				
3			X			
4				X		
5			b		X	
6						X

1. In each box, write the number of times the corresponding items were placed in the same pile (across all pile sort interviews); e.g. the letter “b” represents the number of times item “3” was placed in the same pile with item “5” (out of the total number of interviews).

2. From the matrix, identify the pairs of items that were most often placed in the same pile. Reviewing the individual pile sort forms, summarize the reasons these items were seen as similar.

3. From the matrix, identify the pairs of items least frequently placed in the same pile. Reviewing the individual pile sort forms, summarize the reasons these items were seen as different.

PRA/RRA MAPPING

(From Freudenberger, 1998)

- Choose area of interest (inhabited village, village farming areas, district)
- Invite persons whose perspective you wish to learn about regarding area of interest.
- Do mapping exercise in large open area:
 - ◆ Investigator identifies a couple of landmarks to orient the activity and draws figures on ground to represent these landmarks
 - ◆ Investigator “hands over the stick” to someone in the group and asks that person to identify on the map the most important sites in the area
 - ◆ use sticks, stones, seeds, leaves as markers
 - ◆ Don’t ask about things on the checklist until all participants have identified sites important to them.
 - ◆ Interview the map using a checklist to probe
 - ◆ Copy the map into a field notebook as it is being drawn; transfer to flipchart paper later.
 - ◆ Record important quotes about sites on the map and record observations of the process

Example Checklist for Map Exercise

(from Herman & Bentley, 1993)

- Persons, places or things related to health in the area
- Which parts of the community or households have the most vulnerable persons and why is this so
- Which parts of the community or households have the most sickness and why is this so
- Which households have the most vulnerable or malnourished children and why is this so
- Where do individuals live who have specialized knowledge about childhood illnesses and how to treat them

MATRIX RANKING

(From Freudenberger, 1998)

- Identify several members of the community who are knowledgeable about the topic of interest
- Draw or place matrix on the ground in front of the group
 - ♦ Choose variables and included items with care
 - ♦ elicit items, use salient items from study and elicit
 - ♦ Variables should be in the “same direction”
 - ♦ Use symbols for the variables and items
 - ♦ note items on cards and place them next to the symbols
 - ♦ Explain variables and continue to explain as you go
- Present matrix step by step
 - ♦ move systematically box by box (don't jump around)
 - ♦ move vertically or horizontally depending on what makes sense
 - ♦ Encourage people to use a scale of 1 to 10 beans to rank each box
 - ♦ more beans always means ‘better’ or always means ‘worse’
 - ♦ place paper with the written number of beans in each box
 - ♦ Ask why they chose the number of beans in each box
- Review the matrix, look at the trends and interview the matrix

Example of Matrix Ranking

Ranking of community problems by commonness and seriousness

Community Problems	Criteria		Total
	Number of people affected	Seriousness of the problem	
Water	..... (10)	..... (10)	..... (20) ;
Food Shortage	.... (5)	..... (8)	..... (13)
Health	.... (4)	..... (9)	..... (13)
Pests	... (3)	.... (4)	..... (7)

Ranking of common illnesses by preferred treatment choices

	Do Nothing	Home Treatment	Traditional Healer	Herbalist	Health Facility
Diarhea		.. (2)	... (3)	. (1)	
Malaria	.. (2)			... (3)	
Blocked Chest			.... (4)		. (1)
Anemia		..... (5)			

Focus Group Discussions - 1

Purpose:

- ◆ Use group dynamics to identify commonly held attitudes, beliefs and perceptions about a focused topic of interest

Preparations:

- ◆ Identify group(s) of interest to study
 - ◆ members have a shared experience with regard to focused topic of interest
 - ◆ e.g., ethnicity, gender, SES, age
- ◆ Determine number of focus groups
 - ◆ usually 2-4 **per** group of interest
 - ◆ rule: continue until no new information is gained
 - ◆ e.g, 3 with women & 3 with men
- ◆ Identify & invite participants
 - ◆ ideal # per group is 6-10 persons
 - ◆ similar with regard SES, ethnicity within groups
- ◆ Prepare Focus Group Discussion Guide
 - ◆ Series of open ended questions related to focused topic of interest
 - ◆ Does not need to be followed in order
 - ◆ Not used as a questionnaire

Focus Group Discussions - 2

Process:

- ◆ Introductions and explanations
 - ◆ roles of investigators and participants
 - ◆ purpose of today's discussion
 - ◆ everyone's ideas are important
- ◆ Facilitator begins with open-ended question and then facilitates discussion on topics of interest
 - ◆ role is not expert or teacher
 - ◆ keep group focused on topics of interest
 - ◆ allow group to say whatever it wants on topics
 - ◆ help everyone get the opportunity to speak
 - ◆ prevent persons from dominating discussions
 - ◆ use good probing techniques to explore topics completely and to move from topic to topic
- ◆ Recorder(s) takes written notes
 - ◆ verbal & non-verbal communication
 - ◆ points of consensus and disagreement
 - ◆ opinions of dominant persons versus the group
 - ◆ recording local terms for key words/phrases
 - ◆ help facilitator keep on topic
- ◆ Closing
 - ◆ limit time of discussion to 90 minutes
 - ◆ thank participants / provide refreshments

Example Focus Group Discussion Guide

Topic: Quality of health clinic services

Mothers' perceptions about:

- Distance to clinic?
- Clinic operations?
 - ◆ waiting time, flow, cleanliness, operating hours
- Technical competence of clinic staff?
- Community-staff interpersonal relations?
- Availability of drugs?
- Fees for services and/or drugs?
- Ways to improve services?
- Things to keep the way they are now?

Key Informant Interviews - 1

Review: things to do in qualitative interviews:

- Begin with a Friendly Greeting
- Establish Cultural Ignorance
- Use Open-ended Questions
- Avoid Leading Questions
- Let the Informant Lead
- Encourage Informant to expand on their answers and give as many details as possible
 - ◆ Use “describe” and “tell me about”
 - ◆ Do not move onto a new topic until the respondent expresses that he/she has no more to say
- Probe
 - ◆ What? Open-ended Questions
 - ◆ Silent Probe
 - ◆ Echo Probe (repeat words of the informant)
 - ◆ Uh-huh...; Mhm...mhm...
- Use the Informant’s language to ask new questions
- Express Interest

Key Informant Interviews - 2

What is a Key Informant?

- Cultural Liaison
- Native Speaker
- Characteristics of a good key informant:
 - ◆ Knowledgeable about topics of interest
 - ◆ Currently involved in topic of interest or recently experienced
 - ◆ Contemplative, makes comparisons
 - ◆ Thoroughly enculturated

Key Informant Interviews - 3

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

Key Informant Interviews - 4

Types of Key Informants:

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

Key Informant Interviews - 5

Elements of a Key Informant Interview:

- Greetings/Explanations:
 - < Describe project
 - < Confidentiality/consent
 - < Question explanations
 - < Method of recording information
 - < Native language (speak as you would naturally)
 - < Special task instructions (if any, e.g. pile sorting)
- Asking Questions
 - < Descriptive (usually start with this type of question)
 - < Structural
 - < Contrast
- During the Interview:
 - < Express cultural ignorance
 - < Express interest
 - < Try to learn and use the local expressions
- Closing comments:
 - < Thank the informant
 - < Desire to meet again
 - < Set a time
 - < Allow informant to ask questions

Key Informant Interviews - 6

3 Main Types of Interviewing Questions:

(From Spradley, 1979; Gittelsohn, 1998)

1. Descriptive Questions

These questions seek to open the door and start to get an idea of how things work in a culture

A. Grand Tour

- ◆ Typical - “Could you describe a typical day?”
- ◆ Specific - “Could you describe what happened yesterday, beginning with when you woke up?”
- ◆ Guided - “Could you show me around your village?”
- ◆ Task - “Could you draw me a map of your village and explain to me what it is like?” or “Could you make a ‘diarrhea remedy’ and explain to me what you are doing?”

B. Example Question

- ◆ “You mentioned ‘hot foods’. Can you give me an example of a ‘hot food’?”

Key Informant Interviews - 7

1. Descriptive Questions Continued

C. Experience Questions

- ◆ “Can you tell me about some of your experiences as a traditional healer treating sick children?”

D. Native-Language Questions

- ◆ “You mentioned some treatments you give to children with *empacho*. How do you refer to these ‘treatments’? Would you say, these are ‘treatments’ for *empacho*?”
- ◆ “If I were to listen in on a conversation you had with a mother of a child with diarrhea, what would I hear you say to her?”
- ◆ “You mentioned ‘hot foods’. What are some statements I would hear that include the term ‘hot foods’?”
- ◆ (See Igbo example)

“Descriptive questions form the basis of all ethnographic interviewing.”

Key Informant Interviews - 8

2. Structural Questions:

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?”

Key Informant Interviews - 9

3. Contrast Questions:

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 (local term)*. Do younger mothers come to see you also?”

Key Informant Interviews - 10

Ethnographic Field Guides:

(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 INEXPERENCED INTERVIEWERS

Case/Event Narratives -1

Purpose:

- ◆ Identify how things actually happen in real versus hypothetical settings

Process:

- ◆ Identify informants who recently experienced an event of interest:
 - ◆ birth, death, illness, marriage
 - ◆ planting and harvesting
 - ◆ search for employment, credit
- ◆ Elicit a story about the event of interest:
 - ◆ When the event began and finished
 - ◆ Describe what happened, the sequence
 - ◆ Describe persons involved
 - ◆ Describe major decisions made / not made
 - ▲ who made decisions, reasons for decisions.
- ◆ Usually semi-structured interview
 - ◆ Use a guide, not a questionnaire
 - ◆ Guide includes a list of topics to discuss
 - ◆ Lead informant to discuss topics of interest
 - ◆ But, allow informant to choose content and sequence of discussion

Case/Event Narratives - 2

Example of childhood illness narrative:

Purpose:

- ◆ Elicit a story of events surrounding a recent childhood illness of interest
- ◆ Identify illness terms, causes, home treatments used, dietary changes during illness, providers used to treat illness and cost issues
- ◆ Adapt communication strategy based on local beliefs and practices

Process:

- ◆ Identify mothers whose child who recently had an illness of interest
- ◆ Ask mothers to recount events surrounding the child's illness

Case/Event Narratives - 3

Matrix for Selecting Informants

Example of childhood illness narrative

Source	Criteria for Use	Advantages	Disadvantages
Key informants (community health workers; children): ask them to identify children with recent episodes of illness	Use if local terms for illnesses of interest are known.	Can be used by any project	May fail to detect certain types of illness or types of children with illness
Door-to-door canvas: go door-to-door and asking if there are any young children and if they are sick.	Use if local terms for illnesses of interest are known.	Can be used by any project. Houses can be chosen randomly or purposively, as needed	May take more time than asking key informants
Rapid KPC Survey: children with an <i>illness</i> of interest in the two weeks prior to the survey	Use the KPC survey if it was carried out within the two months	Population based, cross sectional source of information; KPC data already available to most projects	Must have been completed in the last month or so
Vital events registry: Listing of children who died from an illness of interest	Use if a vital events registry process is functioning, and it includes verbal autopsy for identifying illnesses of interest	Deaths are the most important targets for change in the health system and it is important to understand events surrounding a death	May fail to detect the most common patterns (norms) of illness care because most children with illness do not die
Health facility records or logbook: Children diagnosed as having an illness of interest (<i>not recommended</i>)	Use if the health facility has a functioning health information system that records diagnosis of children treated at the facility	Children identified by facility data are more likely to have had the illness of interest than children identified with the KPC survey or by key informants	Not a population-based source of information - <i>may fail to detect patterns of illness care of mothers who do not come to facilities.</i>

Case/Event Narratives - 4

Example: Topic Guide for Illness Narrative

What the informant thought the child had, including illness name and all symptoms observed.

Home care practices prior to seeking care, including home remedies, ritual healing practices, and any medicines given that the mother already had in the home, and the reasons for these practices.

The sequence and timing of symptoms and related home care practices.

What foods and fluids were given to child during illness? (note whether the child was breastfed, bottlefed or weaned at time of the illness). Probe for any changes the mother may have made in the child's diet during the illness.

Duration of symptoms prior to seeking care; symptoms that were given as the main reason for seeking care.

Name, location of health providers to which the child was taken and treatments given.

Example of Recording Form for an Individual Childhood Illness Narrative

Following each interview with a informant transcribe the notes taken in the interview to this form.

Informant's Name _____ Informant's Group _____

Child's Name _____ Child's Sex _____

How long ago was the illness (days) ____ Child's Age (months) ____

Name given by the informant for illness _____

Cause given by the informant for illness _____

1. Any special foods or drinks given to child during illness? Reason? _____

2. Any foods or drinks stopped during illness? Reason? _____

3. Was the total amount of fluid (including breastmilk) given to the child during the illness more, the same or less than usual? _____ Was the total amount of food given to the child during the illness more, the same or less than usual? _____

4. Sequence of events by symptom: List each symptom the caretaker mentioned in the order that she noticed the symptom in her child. For each symptom, identify the day of illness that the symptom appeared, what actions the mother took and/or treatments the child was given.

Day	Symptoms	Home Treatments or Provider Care & Reason

Example of a Summary Form for Illness Narratives by Name of Illness

Mother's Group: _____ Illness: _____

Symptom (local and English term)	#	%

Causes (local and English terms)	#	%

Home Treatments (local and English terms)	#	%

Section V.

Management of Qualitative Data

Qualitative Field Note Process

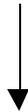
Collecting Raw Field Notes

- Notebook for raw field notes
- small notebook for informal observations



Writing Expanded Field Notes

- Write up immediately after interview/observation
- Hand write clearly in notebook for expanded notes or,
 - Type up expanded notes, if possible



Managing Field Notes

- Notebooks, Files



Coding Field Notes

Writing Raw Field Notes

- Write in a “raw notes” notebook
- All team members should take notes
 - ◆ Exception is during an activity where the person facilitating the activity does not take notes.
- Record questions as well as answers
- Jot down cue words or phrases
 - ◆ Usually not word for word,
 - ◆ as much as possible however
 - ◆ Record especially appropriate quotes
- Keep key terms/phrases in the local language (translation in brackets)
- Make Sketches, Diagrams, Maps

Example of Raw Field Notes

B. Q1

J. Plan anything to me. ~ only way for a person to learn ~ (learn) without being confined (decide) what to study ... what's valuable and what is not... Don't think people should be dependent on school.

So how -- frequented the library since I was a late teen ~ and I learned to model people ... this has greatly increased my education ... ~ didn't have to reinvent the wheel ~ implement their philosophy ~ model their philosophy ~ tone of voice ... how they see things things ~ have + learnt

B. Home + How notes

J. People who have families, relationships, happy ~ could replicate by modeling ... (avoid) stress Another reason I taught myself is because I want to teach myself ~ when I read, study I read with that paradigm ~ that I'm going to teach it ~ people come to me ... empathetic, non-judgmental -- + I've learned to enter their frame of reference.

Writing Expanded Field Notes

Allocate time the same day

- ◆ 1 hr interview --> 2-4 hours expanding
- ◆ (no more than 2 interviews/discussions per day)

1. Identification information (at the top)

- ◆ identify topic, date, informant(s) (pseudonym)
- ◆ description of setting and informant(s)
- ◆ punctuation key
- ◆ Include contextual information
 - ◆ who recommended the informant(s)
 - ◆ how you found the informant(s)
 - ◆ how this interview fits in with other information

2. Main body of expanded notes

- ◆ Majority of your notes here
- ◆ **scripting method preferred**
- ◆ Record non-verbal behavior

3. Summary (process & content)

- ◆ How did the activity go?
 - ◆ Informant(s) truthful/frank?
 - ◆ Informant(s) participate? Willingly?
- ◆ Biases in the data?
- ◆ Conclusions related to study questions?
- ◆ Important issues to follow-up

Coding

- Management and Analysis Tool
- Classifies words
- Functions:
 - ◆ Organize data
 - ◆ Retrieve data
 - ◆ Reduce data
 - ◆ Find patterns
 - ◆ Forces you to read your data
- Types of codes:
 - ◆ numbers
 - ◆ **mnemonic** (help to remember code meaning)
 - ◆ words
 - ◆ colors
- Where to code:
 - ◆ Usually in the margins of expanded notes
 - ◆ Adjacent to last line of the relevant text
- When to code:
 - ◆ Can start with a coding list that can change as you go (add, drop codes, re-coding)
 - ◆ Can wait until a significant amount of data has been collected (or wait until the end of study)

Data Management System

1. Raw Field Notes

- ◆ Hand written in local language when possible
- ◆ Keep key terms/phrases in local language
- ◆ Record in 'Raw Notes Notebook'

2. Expanded Field Notes

- ◆ Expanded into 'Expanded Notes Notebook' or typed up and placed in file folder if possible.
- ◆ English with key terms/phrases in local language (translation adjacent in brackets)

3. Coding Field Notes

- ◆ code in margins of Expanded Notes

4. Coded Expanded Notes are Copied 3 Times

- ◆ use carbon paper if necessary during write up

5. Copies Placed into Individual File Folders

6. File Information Sheet Attached to File

- ◆ include number and location of codes in text
- ◆ identify codes with letters and colors

File Information Sheet

Filename	A130899.HAB
Organization	ADRA
Place	Site A
Date	5 August 1999
Informant Pseudonym	Awatif
Language Used	Arabic & Dinka
Date Coded	13 August 1999
Coded by	HAB

Code		Frequency	Go to Page(s)
Mnemonic	Color		
CP_CA	'Blue'	1	2
CP_EF	'Blue'	2	2, 3
CP_SO	'Blue'	2	3, 4
ILL_CA	'Red'	5	3, 4, 5
ILL_HW	'Red'	3	4, 5
ILL_TX	'Red'	4	4, 5, 6

Section VI.

Applying Data to Programs

Applying Data to Programs

- Needed: 4 - 6 days minimum
- Group Analysis (1-2 days)
 - ◆ Summarize findings
 - ◆ Identify biases
 - ◆ Tentative program recommendations
- Feedback to Community (1 day/
session)
 - ◆ Present findings of study
 - ◆ Elicit ideas/reactions to
recommendations
- Write Study Report (1-2 days)
 - ◆ Write initial sections before study is
completed
 - ◆ Write results, discussion &
recommendations in 1-2 days after
study is completed
- Possible Follow-on Actions:
 - ◆ Example: Improving Health Behaviors

Group Process for Analysis - 1

Phase I: (1/2 up to 2 days)

- Select topics (that are coded) to analyze at this time; CAN analyze other topics later.
- Sub-divide team members into analysis groups by study site or topical area.
 - ◆ When sub-dividing by topical area, balance expertise with perspectives from different sites
 - ◆ Provide one copy of coded expanded notes of data collection activities.
 - ◆ Expanded notes placed in a file folder with summary information attached on front
- Summarize findings about each topic (ones that are coded) selected for analysis
 - ◆ Refer to ‘coded’ expanded notes
 - ◆ One flipchart paper per topic/code
 - ◆ Top half of paper: summarize patterns of findings and identify data sources
 - ◆ Bottom half: write key quotes supporting findings and numbers where appropriate (e.g. 15 of 20 persons mentioned ‘diarrhea’ as a serious illness during free listing)

Group Process for Analysis - 2

Phase II (1/2 to 1 day)

- Small groups present summary of findings to the larger analysis group
- Larger group *judges* representativeness of findings (likely/potential biases)
 - ◆ when presenting by study site, this requires a comparison of findings across sites first.
- Larger group draws preliminary conclusions from presentation of findings
 - ◆ Recommendations for actions
 - ◆ Recommendations for further study
 - ◆ Note the Conclusions are preliminary...
 - ◆ Feedback/agreement from community and other stakeholders needed
 - ◆ Example of possible conclusions:
 - ◆ community priorities to consider when deciding on program interventions;
 - ◆ specific behaviors or attitudes to target;
 - ◆ environmental factors to target;
 - ◆ vulnerable groups to target;
 - ◆ persons to train/educate;
 - ◆ organizations/individuals to work with/through;
 - ◆ times/places for program activities;
 - ◆ role/actions for community
 - ◆ role/actions for NGO

Feedback Issues

(from IIED PL&A Trainers Guide)

- **HOW?** That is, determining the appropriate presentation style to encourage analysis and reflection on the information collected;
- **WHO?** That is, who presents AND who has a chance to react to the information collected;
- **WHERE?** Note that the place where feedback takes place may influence the quality of participation and the subsequent discussion;
- **WHEN?** That is, will the feedback meeting take place at a time that allows maximum participation by group of interest;
- **WHAT?** That is, of all the information collected, what should be included in the presentation.

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

Write the Study Report

Phase I - complete before data collection:

- ◆ Title, Introduction/Background, Objectives
- ◆ Draft of methodology
 - ◆ Sampling, Methods to be used
 - ◆ Selection and training of data collectors
 - ◆ Plan for management of qualitative data
- ◆ Outline of results/discussion section by topic area and study objective/question
- ◆ Blank tables in the Annexes for data that is expected to be collected during the study
- ◆ Data collection forms in Annexes

Phase II - do during data collection:

- ◆ Update changes to study from what was written during Phase I
- ◆ Write description of study sites
- ◆ Include in relevant places of the results/ discussion section, important quotes as they occur
 - ◆ This will save much time later searching for quotes
 - ◆ Can be done while memory of the team is fresh

Phase III - Following data collection

- ◆ Complete data tables in annexes
- ◆ Complete results/discussion section by transferring information from group analysis flipchart sheets
- ◆ Write recommendations section
- ◆ Write abstract (do last)

Who Writes The Report?

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

Phase I:

- ◆ All team members should be involved in this phase
- ◆ Especially writing the study objectives/questions

Phases II and III:

- ◆ Can be completed by a smaller number of people;
- ◆ Represented by those who worked in each study site

Principal Author:

- ◆ One person designated as the principal author, editor
- ◆ Responsible that all section fit together
- ◆ Nothing is left out, no duplicated parts

Reviewing drafts:

- ◆ All team members have the opportunity
- ◆ Can offer corrections and additions as needed.

Improving Health Behaviors

(From Gittelsohn et.al. 1998)

- Organize intervention development group
 - ◆ Local women, community leaders
 - ◆ NGO staff, local health providers
- Develop set of intervention ideas
 - ◆ (See following slide)
- Assess feasibility/form of interventions
 - ◆ additional data collection, if needed
 - ◆ e.g. interviews about best times for education
- Pretest/present intervention ideas
 - ◆ community group discussions, interviews
 - ◆ (See TIPS approach slide)
 - ◆ eliminate unacceptable ideas for interventions
 - ◆ further refine 'acceptable' ideas
- Pilot testing of different interventions
 - ◆ further refine interventions
- Initiation of full scale health education strategy

Develop Set of Intervention Ideas

(From Gittelsohn et.al. 1998)

- Review findings/recommendations of study
 - ◆ Clarify target behaviors
 - ◆ Clarify target individuals/groups
 - ◆ Clarify vocabulary for health messages
 - ◆ best words for face-to-face contacts
 - ◆ best words for mass media
- Create Messages
 - ◆ Work within/around existing local belief systems
 - ◆ Explore use of culturally appropriate metaphors
 - ◆ used to explain key concepts
 - ◆ involve familiar materials/activities
 - ◆ will need to be rigorously tested for understanding
 - ◆ Emphasize existing positive behaviors
 - ◆ Mutually supportive messages
- Select appropriate media for communication
 - ◆ Consider mass media if resources permit
 - ◆ Identify sources of localized media:
 - ◆ networks of friends, neighbors, relatives
 - ◆ school children to carry home messages
 - ◆ formal organizations (churches, women's groups)
 - ◆ local newspapers, radio stations
- Combine messages, targets & media
 - ◆ economically and logistically feasible
 - ◆ use mix of media & repeat messages frequently
 - ◆ sequence messages logically

Explore Possible Metaphors

(From Herman & Bentley, 1993)

- Ask key informants to help you visualize how to portray metaphors to explain appropriate health behaviors
- Ask about and look for local objects or images that can help explain the importance of key behaviors
- Ask if there are any local sayings or proverbs that could be used to emphasize messages
- *Example: “In a study in Indonesia, researchers held a contest among communities to identify local images to explain the importance of increased fluids during diarrhea. The objectives of the contest were carefully explained during village meetings. The best image found was that of a small kerosene lamp that farmers use when they stay in the fields overnight. An analogy can be drawn between a child with diarrhea and a lamp that develops a leak that cannot be repaired right away. The farmer will need to add more fuel than usual to keep the light strong and burning throughout the night. If only the usual amount is added, the flame will become weak and go out. Similarly, a child with diarrhea loses water and food from the body. He will need more fluids than usual, together with food, to keep the body strong. Otherwise the child will become weak and die.”*

Trial of Improved Practices (TIPS)

(from Stopka, 1999)

- A series of visits to selected homes to test new behaviors
- Initial visit to gather background information on behaviors of interest
 - (e.g., interview mother about diet of infant)
- Analyze information to identify problems
 - (e.g., infant 2 months receiving semi-solid foods)
- Prepare for counseling visit
 - ◆ identify short list of recommended behaviors
 - ◆ develop counseling guide
- Counseling visit to present options for improving health behaviors
 - ◆ record reactions to options of health behaviors
 - ◆ negotiate options informant is willing to try over a reasonable time period (several weeks)
- Follow-up visit to determine if new behaviors have been tried
 - ◆ What happened? New behavior tried?
 - ◆ Informant willing to continue new behavior?
 - ◆ Why or why not? Modifications needed?
- Identify most acceptable options/modifications
- Use information to develop health messages

Section VII.

Designing a Qualitative Study

Issues in Designing a Qualitative Study

- **Flow of the Study**
- **Agree on Decision(s)/Action(s) Needed**
- **Setting study objectives**
- **Methods & sequence of methods**
- **Personnel**
- **Site selection**
- **Managing the field work**
 - ◆ **Logistics Needs**
 - ◆ **Daily Activities**

Flow of the Study

Planning & Preparations

Agree on decision/action to take
Study objectives
Select personnel
Site selection
Logistic preparations

Mini-study: 1 week;
RRA, RAP: 1 - 2 Months

Training

Initial training: 2-4 Days
Continued training: during
information gathering phase

Information Gathering & Analyses

**Varies greatly between
studies types:**
2-5 days for mini-study;
5-8 days for RRA;
2-4 weeks for RAP

Applying Data to Programs

Analysis
Feedback
Report Writing
Revise and test plans

**Analysis, Report
Writing and Feedback:**
3 - 6 days for mini-study
and RRA;
1 - 2 weeks for RAP.
Revise and test plans
1+ weeks

Agree on Decision(s)/Action(s) Needed

- Assemble personnel involved with program management
 - ◆ program manager and officers
 - ◆ health educators/trainers
 - ◆ health/management information specialists
- Agree on decision(s) or action(s) to be taken from the study findings, for example:
 - ◆ community priorities to address;
 - ◆ specific behaviors or attitudes to target;
 - ◆ ways to improve quality of services;
 - ◆ vulnerable groups to target;
 - ◆ best persons to train/educate;
 - ◆ organizations/individuals to work with/through;
 - ◆ times/places for program activities;
- Ability to make this decision(s) or take this action(s) becomes the overall goal(s) of the study
 - ◆ Study may be necessary, although not sufficient to make decisions / take action

Setting 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 answering to make decision(s) or take action(s)?
- 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 3-4 main objectives each with their own sub-objectives
 - ◆ Not too broad for the resources (time, people) available to thoroughly cover objectives
 - ◆ Not too 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 Methods for Study

(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

Personnel

(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
- **1 - 3 Multidisciplinary Study Teams of 3-5 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, analysis

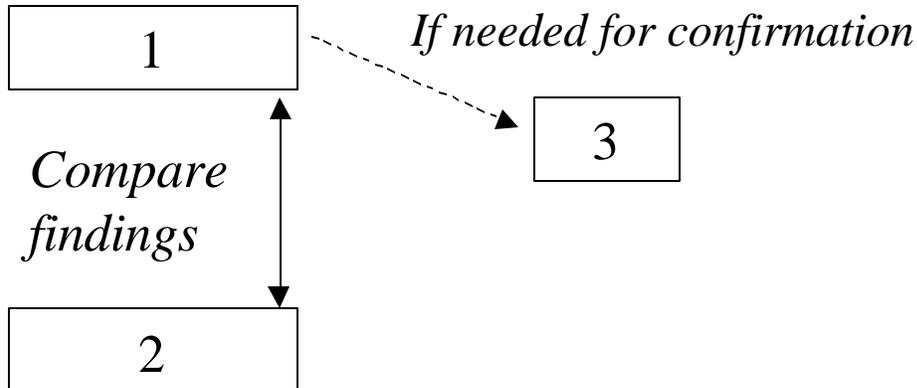
Site Selection

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

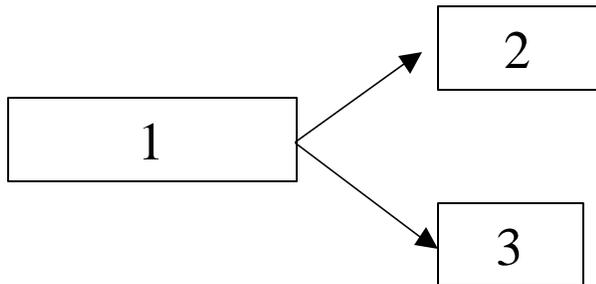
- Study area(s) should represent the target population
 - ◆ An alternative is to focus on vulnerable groups
- If there are different ethnic groups within the target population, select an area representing each group.
- Location of the study area should be logistically feasible as long as it does not 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

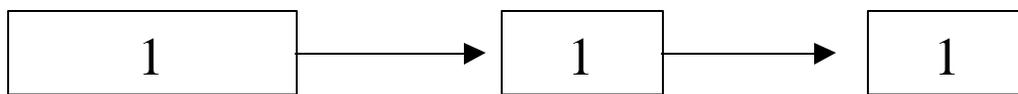
Example 1: 2 primary locations studied at the same time, with a possible secondary location for confirmation



Example 2: 1 primary location, 1 - 2 secondary locations studied later for confirmation



Example 3: 1 primary location studied over time (for monitoring & evaluation or exploring new topics)



Logistic Needs

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

Training:

- ◆ Flipchart paper and markers
- ◆ Optional (overhead projector & transparencies)
- ◆ Training reference materials for each participant
- ◆ Blank paper & data collection forms for practice
- ◆ Pens and pencils, notebooks

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, 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, flipchart paper, cards, tape

Data Management, Analysis, Report Writing

- ◆ Copy paper, file folders, markers, flipchart paper
- ◆ Copier, word processor or computer, 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, structured methods
- Team Interaction Meetings (1/3 day)
 - ◆ Expanding notes of data collection activities: interviews, discussions, observations
 - ◆ Tabulation of structured and semi-structured interviews, free listing, 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, pile sort cards

Appendix A

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Appendix B

Ethnographic
interviews and questions

THE ETHNOGRAPHIC INTERVIEW (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 thirty 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 which 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 7. The upper section is smaller and you get different 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.

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 fifteen or twenty minutes without stopping: others pause to be sure they are doing the right thing. *Pausing* provides the ethnographer with a chance for *expressing interest*.

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?

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

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.

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 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

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 e. 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.

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

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.

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.

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.

Expressing interest.

PAM: Well I enjoyed talking about it.

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

PAM: Fine. Bye.

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

FIGURE. 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 & 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 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.



Appendix C

Samples of expanded notes of
qualitative data collection activities

Key Informant Interview #1 with John Smith

Filename: key_informant_1.doc
Topic: Perceptions of homeless about their situation.
Interviewer: Bill Weiss
Date Conducted: February 4, 1998
Location: Shelter, located at a Community Center in Baltimore County
Language: English
Date Expanded: February 4, 1998

I asked the shelter worker to identify five persons who stay at the shelter and who would be willing to be interviewed. When our team arrived at the shelter, the shelter worker suggested that we set up tables in different areas of the large square room which was the shelter. The shelter includes tables and chairs and lots of space to set up cots. Tables, couches, a large chair, some cabinets, stacks of cots and blankets line the edge of the room. There are some tables down the middle of the room that guests use to play games, make sandwiches for the next day, and read. (See diagram). The shelter worker introduced us to the five 'guests' of the shelter. As I set up a table and chairs for the interview, John Smith (J) sat down at the table I was setting up. J is tall - over six feet tall - but neither thin or heavy-set. He was wore a dark coat that was unbuttoned during the interview, blue jeans and a horizontal stipe shirt. We sit across from each other at the small table, about three feet apart. J alternates sitting back and sitting with his elbows on the table.

B: Interviewer
J: Informant
"XXX": direct quotes by the informant or the interviewer
{XXX}: my best guess/paraphrase of what was said
~ : missing words or statements
[XXX] : my comments and descriptions, gestures
....: pauses

B [I gave an introduction... emphasizing that I was interested in learning more about the people that use this shelter because I live in the community, that my church provides meals to shelter guests, but that we do not do much else. I told him that I don't really know anything about the situations that people at the shelter face and wanted to learn more from him. I read and signed the disclosure statement and gave it to him. I told him that a helpful way to start the interview was by asking about his typical day] ... "Can you tell me about your typical day?"

J "{Depends on how} the weather affords it... If I work, ~ landscaping, ~ if not, I frequent the library ~ regimented ~ don't have the latitude."

B "Can you tell me more about your work?"

J "Landscaping - trim trees, {brush or bush work}"

B "What do you mean by 'the weather affords it?' Is it certain times a year? Seasonal?"

J "{I work} all around the year... it's contingent on the weather."

B "What kind of weather?"

J “No rain, no snow... similar to the past couple of days” [it has rained the last couple of days]

B “Can you tell me anything else about your typical day?... What happens when you leave [the shelter]”

J “I go get a cup of coffee, call the boss, read the paper, study... I take a book with me to the Burger King... Then if the weather is not affording, I go to the library.”

B “Can you tell me more about what you do at the Burger King?”

J “Coffee and read, that’s all... nothing exciting... except reading... reading excites me.”

B “Can you tell me what excites you about reading?”

J “Procuring information... tend to use is someday... not merely as an intellectual exercise... plan to glean the information and use it in service of mankind someday.”

B “What kind of things do you like to read?”

J “In the [news]paper, everything... poetry, psychology, ~, religion... Or I study English.”

B “English?”

J “~ English, rhetoric, grammar.”

B “Can you tell me a little about going to work?”

J “Depends on where the boss is arranging to go... [some location], Howard County... he picks me up.”

B “Then what happens?”

J “Just go to work, have fun, talk, have a good time... he asks a lot of questions, I teach him a lot... ~ ... it is not a run of the mill {boss-employee} relationship, more like friends.”

B “How long does the work day go?”

J “Between five and eight hours... depends on the size and intensity of the job... some of it is very arduous ~.”

B “What happens when work ends?”

J “Usually about 5:00, I ~ go to the mall... have a cup of coffee ~ buy a few things ~ go see some friends {that I know from} around here before... ~... I come to the shelter around 6:30.”

B “Can you tell me more about the mall?”

J “I drink coffee, ogle women [implies that he is with friends at the mall]... laugh and joke and bullshit to put it

colloquially... but there are times that we avoid certain people that come here [referring to the shelter]... alcoholics, ~ can be caustic... don't want to be associated with that because it has nothing to do with me... so we avoid belligerent drunks ~ because people would associate them with ~... not because of status [status is not the reason that he does not associate with drunks], that's not why I sequester myself... ~... I wouldn't change it for the world?"

B "What wouldn't you change? Your status?"

J "No, I wouldn't exchange my experience... {I've learned a lot, [tested] } my theories?"

B "Theories?"

J "Theories, things I read... psychology, sociology... living this life you have a lot of time for introspection... ~... others become engrossed with their condition ~ they drink and take it out on other people."

B "Earlier you mentioned that you see 'some friends from before.' What do you mean by before?"

J [Informant says he goes to places or meets friends from:] "Where I worked as a teenager... talk to them, retrospective things... a lot of listening... I hear a lot, I hear a lot more than other people... my philosophy is: seek first to understand and then seek to be understood."

B "Anything else about the time you spend with your 'friends from before'?"

J "No... some friends have the same interests... poetry... [then J implies one friend from before in particular:] we converse about art, cubism... Chinese religion... we don't do the things we used to... He works all the time... I have to be here [the shelter] by 10:00... he's limited... and we argue about Christianity."

B "What kind of things?"

J "Pro and con things... They're all con, I'm pro... I try to explicate ~ apprehension... [something about that they don't know much about what they hear and tries to explain things]... I have fun correcting... Discuss a lot of poetry... listen to their woes and complaints... I try to teach them things."

B "Can you tell me what it's like here [the shelter]?"

J "It is a relaxed atmosphere... initially some troublemakers were here... ~ extricated... good people here now... trust... of course there are exceptions... lots of conversation [here]... it is a good time... we eat good... we are allowed to smoke every 20 minutes... fortunately we have a good man working here [gestures to the desk of the shelter worker]... totally selfless... some interpret that as weakness... he is not adamant about things... {people think that} if he's nice, he must be evil, trying to take advantage of them... most of my night consists of listening and talking to him... then I go in the back and hit the books."

B "Hit the books?"

J "Yeah, right... start to read... used to be a chair in the back there [gestures to a hallway off the main shelter

area]... now I just go to the bathroom... I write a lot... {poetry} and things like that... plan and save... you have to become very economical in this lifestyle... not a matter of avarice, but subsistence... and you have to learn to check wants and needs and learn to check your wants... contrary to popular belief, there is some discipline included.”

B Can you tell me about what you mean by ‘plan and save’?”

J “Plan is ~... vocational... ~ familial... I do a lot of visualizing, things like that... and believe it or not I visualize my own eulogy... ~... I evaluate in terms of context of the whole... makes you more pointed and decisive... have to begin with the end in mind... discover that you didn’t know was there... ~... standards, ~, what’s ephemeral, what to give yourself to, ~, how to become compassionate, ~.”

B “Savings?”

J “I go over my finances every night... keeps you sharp and keen... ~ goals, what I intend to do with the money.”

B Can you tell me more about these goals?”

J {My goal is to have} “an apartment before April [the shelter closes down between April 15 and November 15]... There is a computer course upstairs [in the community center] that I’m going to enroll in because most people who have enrolled have procured good jobs... It’s a six month course... it’s a feasible thing... I intend to use that to reestablish my foundation... then go back to school... these goals are stepping stones... my ultimate goal is to be a writer, teacher... I enjoy writing and imparting information... it gives me satisfaction... my way of serving people.”

B “Anything else?”

J “That concludes my night here.”

B “What about the food here? Sleeping? The basic things?... I don’t know much about what it’s like here.”

J “The process is you come in the door at 7:00 and go get a cot... by 8:30 chances are you are not going to get a cot... some are broken down... some have to sleep on the floor... those on the floor get three blankets, those with a cot get two blankets... there’s no struggling or territorial {stuff} here... people do have their favorite spots... as far as food ~ church... heat in microwave... done by 8:30... very good, lot of pasta, carbohydrates... have yet to taste any sour or pungent food... always coffee, tea ~ gallons of juice... At 9:00 there is usually seconds if food is available... sleeping is only difficult when some are snorers... that man there [gestures to a man being interviewed] snores like a barnyard animal... a new girl who sleeps over there [gestures to a corner in the room] makes orgasmic sounds all night... other times {it is a quiet night}... lights go out at 11:00/11:30... by that time, 90% of people are sleeping... and we have several nice chess players here... 15 games a night easily... some bring radios in the back... dance, revel, ~ wine bottles... quite a few prim themselves in front of the mirror for several hours... only time you encounter difficulty is in the bathroom... some drink/smoke for 20-30 minutes... can be a problem... there are 30-50 people here a night, mostly men, six to seven are women... but we only have four stalls [in the men’s bathroom]... mathematically it can be a problem... it’s funny seeing people smoking in the bathroom watching for him [shelter worker] to come back...~ other than that it is an

easy, facile night... have a good time... {you hear} stories, inflated stories about sexual prowess... we have a good time listening to lies... one guy we ask questions because he tells outlandish lies: {sex} with five girls at McDonalds, ~, parks his Lexus around the corner, owns a factory ~."

B "Tell me about the days that you don't go to work?"

J "It's the same in the morning, Burger King or the mall... I go to the library... and I have family around here... my grandmother {lives near here and I help her with} medium chores... listen to the same old stories... watch a little public TV... call my uncle... he works at Johns Hopkins University... I like to take long walks... resolve issues as I'm walking... take in feedback... go upstairs [community center] and volunteer... {people} make donations: clothing, canned goods... I take them out to the car and things like that... that's about it."

B "How do you get meals?"

J "I have some money... go to my grandmother's house if I have to."

B "Where do you usually go for your meals?"

J "Chinese food place on Ingleside [avenue]... sometimes the mall... 7-11, whatever is expedient at that time... {this is} where curbing your needs and desires come into play... you see a lot of things that you want ~... It's not that you can't but it... {there are foods you can't afford to have everyday, not certain kinds of food}... Most of the time you leave here with sandwiches... ham and cheese... I usually don't but other people do... ~, fruit... I never have a problem with food in terms of paucity."

B "What about some other people here?"

J "Only a few people I can speak for... most people leave with sandwiches... nobody starves here... we eat like kings, really do."

B "It's probably about time to finish. Is there anything you want to say, anything you think is important for me to know?"

J "{Life's not about what happens to a man} but what he does about what happens... {We are in this situation because of choices and things over which we had no choice}... This condition is volition, {it is a} choice... there are a variety of reasons [for being homeless]: volition, {substance abuse}, unwise investments, ~... No one is determined to be here... that's drivel... life is a learning experience... and I wouldn't change {anything} for the world... doesn't mean I want to be here... ~... I can't help the world here... ~... {but I use this time for learning}... one prerequisite to mental health ~ {is to have} individual meaning... {to} serve, {to} implement {your} individual meaning... {to know the greater} meaning... make yourself coherent with the greater meaning/natural law... {one shouldn't} perceive this as a time of failure but a time of growth and challenges... failure for some ~ means that they are determined to be here [in this situation], {that this situation is} what they deserve... Not true... they don't realize their power to choose... {they} can will themselves out, perhaps not as quickly but {it can be done}... everyone here has a unique mission ~ to discover their opportunity to implement... no, not discover but integrate themselves... once they do that they won't be here very long... my synopsis."

- B [I thanked J for talking with me. I told him I would like to get some background information from him]
“What is your age?”
- J “27”
- B “Do you have any kids?”
- J “No”
- B “What is your employment history?”
- J “I’ve had a lot of jobs {since I was a teenager. I worked at a} gas station, {did} landscaping... I made some bad investments... I’ve been a year and a half in this condition.”
- B “About how many years would you say you’ve worked?”
- J “Since I was a teenager... about ten years.”
- B “Are you married? ever been married?”
- J “No”
- B “What level of education do you have?”
- J “I have my GED... I’m self taught... [statements about school and universities not providing a real learning experience/education - missed most of it - wasn’t expecting a lot of statements at this point].”

[The informant willingly agreed to a follow-up interview next Wednesday. Bad weather days are best. Overall, the interview went well. There was good rapport and the informant spoke a lot and was able to tell me what he felt was important to tell me. I needed to prompt much more at the beginning than at the end to keep the interview going. The informant used a better than average vocabulary and I believe that I did not pick up the typical vocabulary of the shelter guests. It is hard to tell if the informant changed his vocabulary much or if the informant always talks the way he did during the interview. The informant is the kind of person who watches and listens to people - he may be a good key informant for this reason; he may be someone who can speak about the situations of others. A limitation may be his avoidance of alcoholics and other substance abusers - he may have less insight into their situation.]

Key Informant Interview #2 with John Smith

Filename: key_informant_2.doc
Topic: Perceptions of homeless about their situation.
Interviewer: Bill Weiss
Date Conducted: February 11, 1998
Location: Shelter, located at a Community Center in Baltimore County
Language: English
Date Expanded: February 11, 1998

My first interview with J was a week before on February 4. At the end of that first interview, I arranged with him to come back at the same day and time the following week to clarify any questions I may have when I reviewed the notes of the first interview. I arrived at the shelter at 7am on February 11 and greeted the shelter worker. Several guests of the shelter were still there talking and drinking coffee and preparing to leave for the day. J was not in the room when I arrived so I got a cup of coffee, waited a few minutes and chatted with the other students on my class project team. When J came in we greeted each other and shook hands. J is tall and heavy set but not fat. He is white, has dark hair and has a mustache. His hair and mustache appeared trim and his face and hair appeared clean (no dirt). He was wearing the same black coat that he wore the week before. He wore a blue shirt with a collar and buttons and a grey, ribbed T-shirt underneath that was exposed to about his diaphragm. He wore partially faded blue jeans and beige work boots that had some wear but appeared in good condition.

We talked for a bit about the news report on the television playing in the room. Then we sat down at a table in one corner in the room. I got my notebook and interview guide ready to use for the interview. I explained that the purpose of the second interview was to clarify things that he had said in the first interview and that I had prepared some questions to follow-up with. [In the first interview he described his typical day. I probed for details of things he mentioned. At the end of the first interview, I asked him if he had anything he felt was important for me to know and he described in some detail about his philosophy of life]. I told him that I needed to read the disclosure statement again. Then I read, signed and gave him the disclosure statement. I began the interview with the first question on the interview guided.

B: Interviewer
J: Informant
“XXX” : direct quotes by the informant or the interviewer
{XXX} : my best guess/paraphrase of what was said
~ : missing words or statements
[XXX] : my comments and descriptions, gestures
....: pauses

B “Last time you told me you were ‘self-taught.’ Tell me what you mean by that?”

J “It means everything to me... ~ only way for a person to learn... ~ learn without being confined... {you can decide} what to study... what’s valuable and what is not.. I don’t think people should be dependent on school.

B “Describe to me how you became self-taught?”

J “How... I frequented the library since I was a late teen ~... And I learned to model people... this has greatly increased my education... ~ didn’t have to reinvent the wheel... {by modeling I could} implement their philosophy... ~ model their philosophy... their tone of voice... how they see things... ~ have and have nots.”

B “Have and have nots?”

J {The ‘haves’ are} people who have families, relationships, are happy... ~ {I} could expedite by modeling [he could expedite learning by modeling ‘haves’]... {avoid} snags... another reason I taught myself is because I want to teach others.. ~ when I read, study, I read with that paradigm... ~ that I’m going to teach it.. ~ people come to me... {I am} empathetic, non-judgmental... and I’ve learned to enter their frame of reference.”

B “Anything else about how you became self-taught?”

J I listened to tapes... {tapes by a } man named Earl Nightingale... {especially two tapes called} ‘lead the field’ and ‘stranger’s secret’... {the tapes} had a great impact on me... he was a man who studied world religions... ~ {his philosophy is that} ‘you become what you think about’... I went on a {search} for the same information... I came to the same conclusion... And that I found out that a man is the sum total of his thoughts... A man is perceived in accordance with his thoughts... {his thoughts will determine his success}... I studied a lot of English because I wanted to know how to speak properly when I had to and speak colloquially when I had to... I’ve always had an interest in the English language... reading sentences... parsing.. ~... things like that... language theories and so forth... {I am interested in} parsing because the essence of any relationship is in communication... [statement that he feels the need to communicate precisely]... because I’ve seen so many problems {coming from what people think others are saying}... ~... I also have a fervor for reading great religious works... I have always believed that there is something beyond {ordinary life}... That there is some transcendent meaning... [statement about wanting to ‘implement’ the transcendent meaning] and ascertain facets of harmony... I have experienced death in my childhood in my family... {I have experienced} divorce in my family... I wanted to know if families could work, ~ so I didn’t have to fall into the same trap... So I went on an extensive research mission... I learned a lot about Buddhism, Hinduism, Taoism, Christianity, ancient Babylonian religion... I believe {that there are truths} behind myths... I learned about suffering, to find meaning in suffering... something that transcends it, gives it purpose... ~... it gives an eternal strength to surmount anything... {a mountain is nothing but insurmountable thought}... {we} have the capacity to change that... Then I started reading about Nazi Germany... I started reading about the holocaust, how people could {be such sadists} ~ for no rational reason ~... And I learned that the individual has worth that transcends his condition, his position... ~ benefit to society... one’s worth is not contingent on {what is happening today} but it is innate, it cannot be repudiated... And I realize that many problems people have is that they have a poor self-image, don’t believe in themselves... ~... it’s the reverse... [statement meaning that one needs to understand that one’s worth is with them from the beginning, that it is not a matter of becoming worthwhile, that it is important not to see today’s condition as reflecting their self-worth - difficult to capture the words, phrases used].”

B “Describe the benefits of being self-taught?”

J “You learn at your own pace... learn individually... it doesn’t feel contrived, restricted... the only criteria you have to meet is your own... Another reason {I taught myself is because I wanted to keep learning my entire life}... I see education as a verb... it’s transitional... a process... My personal experience is that people relied on a degree alone... they stopped learning when they get their degree... highly detrimental... beyond that I just like absorbing information... enjoyable, not an act of labor... I thought I was different... {I wasn’t ‘boozing it’ - not that I never had a drink}... I want to help people... I have a tremendous compassion for people... my mission is to teach... If I don’t have information I can’t fulfill my function... I won’t be {satisfied}, I know I won’t... Another reason is that I wanted to think for myself... {figure things out for myself}... ~ {the masses fall into line}... I didn’t want to manipulate people but emancipate people, in an egalitarian sense... anything else would be base.”

B “Last time you mentioned that you had ultimate goals. I wrote down that your ultimate goals were to be a writer and a teacher. You also say that you want to ‘serve people’. Describe how this fits together.”

J “That’s my way of serving [to be a writer and a teacher]... {some people are nervous - they can’t serve, they become ‘complacent’}... they begin to die...sense of meaninglessness... The best way to take care of myself is to forget about myself... it’s sort of a paradox... ~.”

B “Is serving people your ultimate goal and being ‘writer/teacher’ some ways to reach that?”

J “It is my medium through which it is done ~... I know what I want to become and I will become... I’ve known since I was a boy... I don’t wait for things to come... {I move things}... people have to be pro-active ~ instead of waiting for change to come to them... I continue until they do {change}... I’ve developed a tremendous pertinacity... you don’t take no for an answer... you realign but never give up your ultimate goal... hurdles are learning experiences, {an opportunity to sharpen yourself}.”

B “Describe to me other ways you serve people?”

J “By affirming them unconditionally... I separate them from their behavior... ~ doesn’t mean they are determined for the rest of their life... {they say,} ‘I do drugs and I’m a loser’ {and I tell them,} ‘No, you’re not, you have bad thinking patterns’... they have a deep need to be understood, that’s why I empathize not sympathize... empathy ~ is firm yet yielding at the same time... many haven’t been affirmed unconditionally... ~ ... they always had to meet a standard {they didn’t learn their innate value}... {it’s not about} what they were but what they can become... ~ innate worth at the beginning... And I give them practical advice... about relationships, habit breaking, things like that... But mostly I try to help them find meaning in their suffering, meaning in their condition... a meaning that surpasses their current understanding of their condition... Once they find their meaning they will develop the fortitude {to change their condition}...”

Direct Observation: Participant Observation

Filename: direct_observation_1.doc
Topic: Perceptions of homeless about their situation.
Observer: Bill Weiss
Date Conducted: February 23, 1998
Location: Shelter, located at a Community Center in Baltimore County
Language: English
Date Expanded: February 24, 1998

1. Description of Type of Observation:

The observation was conducted on Monday evening, February 23rd at the shelter where our team conducted its key informant interviews. I selected this type of observation because I wanted to understand more about shelter life and the people that use the shelter by being a participant in shelter life as much as possible. I felt the best way to do this was to spend a night at the shelter. I made arrangements with the shelter worker and his supervisor at the Community Action Network (CAN). I was required to register and get approval as a shelter volunteer from the CAN Director; in exchange for the approval I agreed to act as a volunteer at the shelter, as needed, on the night I was there. The type of observation is an unstructured participant observation. I did not take continuous notes of what I observe. My plan was to have a timer on my watch go off every 30 minutes. And when the timer went off the plan was to quickly record what I was doing or observing at that moment on a small pad of paper that I could keep in my back pocket of my blue jeans. For the most part I was able to accomplish my plan, although I did not always hear my timer go off and therefore did not record observations exactly at the half-hour interval. At other times it was awkward to stop what I was doing to jot some notes down. In these cases, I had to wait until an appropriate time and record what I was doing earlier when the timer went off. The purpose of using the timer was to provide a time line of what I did that could serve to help me remember what I observed throughout the night. The time line would also provide a good idea of the sequence of events at the shelter. The observation was not focused. I was, however, interested in learning about the goals and obstacles faced by shelter users and was probably more attuned to these issues if I saw or heard something that was relevant to these.

The shelter is located within the building of a community center in Baltimore. The shelter is located on the ground floor of an addition at the back of the community center. The shelter is composed of a large square room, a hallway to the restrooms, a staircase, and the men's and women's restrooms. The large square room has two designated areas for people to sleep on cots or on blankets on the floor. In the center of the room is a series of tables that creates essentially a long rectangular table separating the room into the two sleeping areas. Along the shelter entrance wall are tables for food and drink, two refrigerators and some cabinets for food storage/pantry. Along the opposite wall is a desk for the shelter worker, chairs backed against wall on each side of the desk, and a long couch. The other two walls are bare except for some mirrors and pipes. The walls are painted orange and the ceiling is very high with tiles. There are several floor to ceiling posts in the room. Within one of the sleeping areas, adjacent to the shelter worker's desk, is an area designated for women. The men's restroom is on the ground floor. The women's restroom (I did not get to see where it is exactly) is on the second floor. The women's restroom is secured from the shelter by a door or gate in the second floor hallway or at the top of the staircase. The men's restroom (a place I did get to see) has four toilets in stalls, a long three faucet sink, a shower area with three shower heads and a locker room. The women's restroom also has shower facilities. (A diagram of various aspects of the shelter is provided within the text of the expanded field notes below).

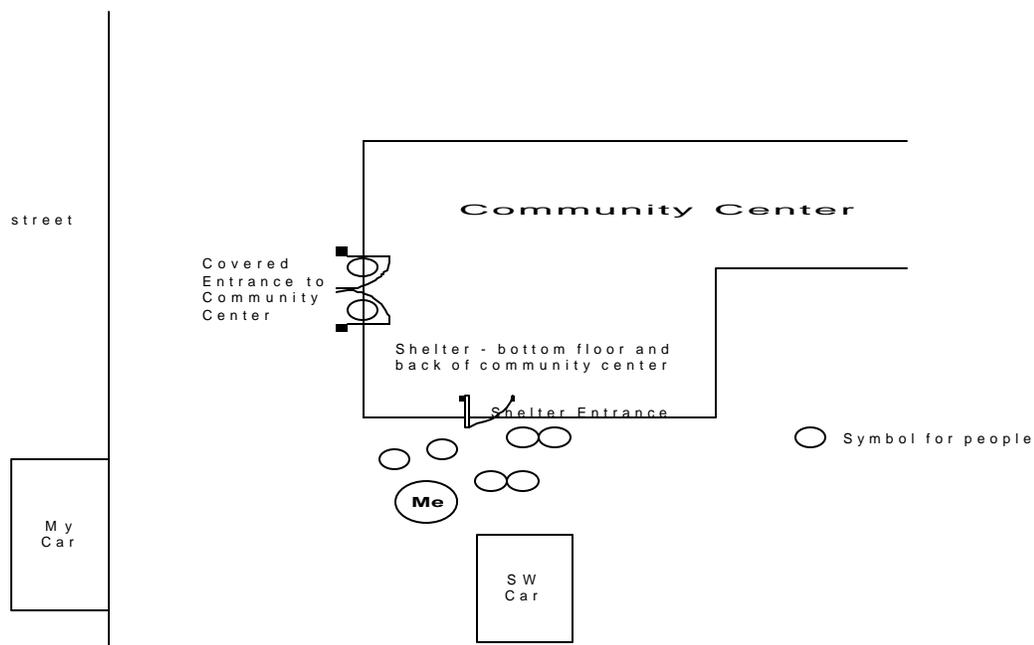
2. Expanded Field Notes, by Time interval

6:45 pm

I arrived by car at the shelter and parked on the street in sight of the shelter entrance. It was dark and raining. Five to six people were bunched around the door waiting for the shelter to open. I couldn't see these people very well from the distance I was at. The shelter lights were off so I stayed in the car to wait for the shelter worker to come and open the shelter. Most of the people waiting had umbrellas. Several people had one or more very large bags with them. Several people are around the side of the building under a covered entrance to the shelter; one of these person (tall, black man without an umbrella, with a coat on) walks around the building to the shelter entrance [to see if the people waiting had gone in. And on seeing that people were still waiting] returned to where he was standing before.

The people waiting are grouped together - like they are talking to each other. A man comes to the group but stands a little bit back. At 6:53 a car arrives in the parking lot. Two men get out of the car (one white, one black) and go into the shelter [I recognize the car as belonging to the shelter worker, SW]. At this point the shelter is not open to the group of people waiting. I get out of the car and walk to the group waiting outside. I stand at the back of the group. [I don't want to make a bad impression by using my 'volunteer' position to go inside before the group]. I wait outside with the group. It is raining constantly and I feel cold standing there. I try to imagine what it would be like to spend most of every day outside in the cold. At around 7:00, I enter at the back of the group of people and mill around inside the shelter for a few minutes to adjust to the new surroundings. I introduce myself to RR, a person who works at the shelter two nights a week. I tell him I am volunteering tonite. I greet SW and J as I mingle about the shelter. Others are arriving at this time. Among the arrivals is a man and woman with four children ages 2, 3, and I think 6 and 7. They are given priority attention, a place together with cots for each person. People who have entered are busy getting cots and/or blankets and setting up a sleeping spot. I go and get three blankets, two for a cushion and one for a cover and set up a sleeping spot. I place my bag and coat on my blankets. [I did not get a cot because I knew there would be a shortage and I can sleep in a bed any night.]

7:20 pm

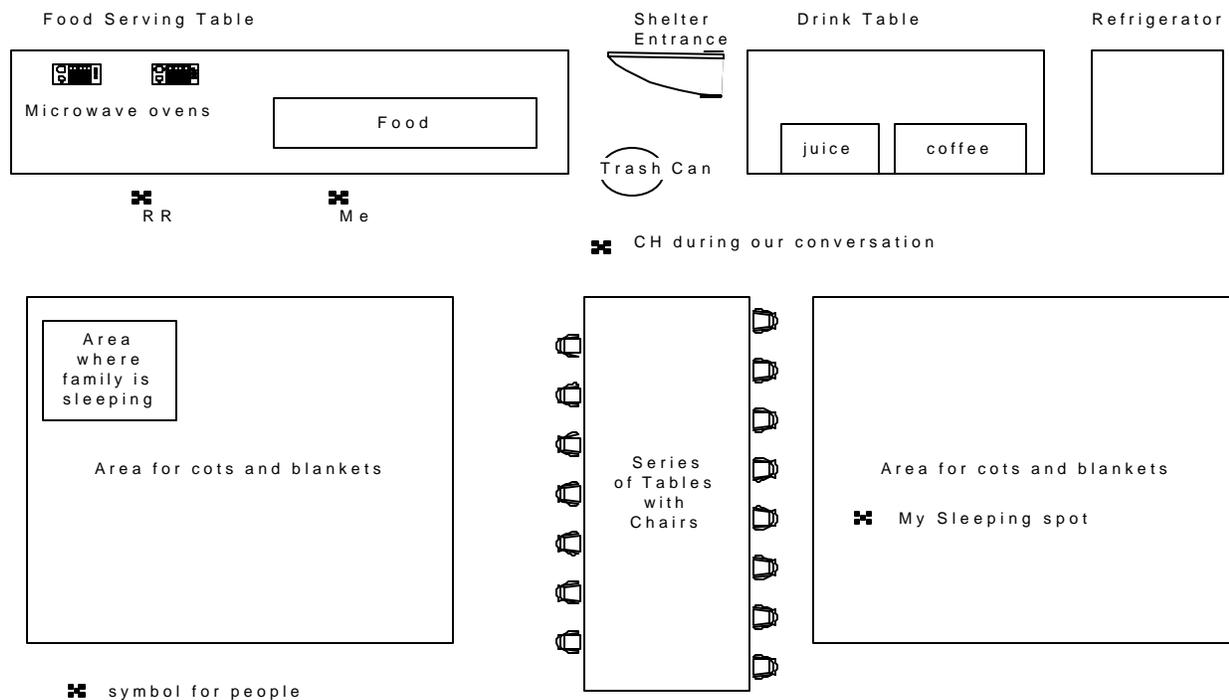


I am helping out RR to prepare for the meal in the food serving area near the shelter entrance. I do things like make two gallons of ice tea from a mix, fetch items from the refrigerator, such as hot dogs. RR heats up hot dogs and canned baked beans in case the church group responsible for bringing food that night does not bring enough. SW comes to the food serving area and tells me that the church responsible for the bringing the food this night, usually brings less than is needed. SW says that the people of the church say they don't have enough money to provide more. I asked SW about my church - which brings meals on Wednesday nights while the shelter is open November 15 to April 15. He says that my church usually brings enough but is not bringing as much as last year and doesn't know why. He says that lately, especially when it rains, he can get up to 50 people. [That night's count will be 51 people]. I tell him that I remember from the past that we usually made food for 30 people, the number we expected would be there. And we both agreed that there are more people using the shelter this year than before. [Ironically, I am the person who is mainly responsible for bringing the meal on the coming Wednesday night. I know I will be better informed about what is needed after spending the night in the shelter and helping to serve the meals.]

During this time CH, a black man, about 35 years of age, approaches me, greets me. He asks me what is wrong... job pressures, marriage. I respond that I am fine. He is friendly. He asks if I play chess, and I tell him yes, but not well. Others are participating in a variety of activities. Some people are reading, some watching TV and some talking. People are sitting on their cots or blankets on the floor or at the series of tables in the center of the room. The bathroom is busy with people taking showers, changing clothes in the locker area of the bathroom in order to find a place to dry their wet clothes. The family is together in a corner of the large room and giving attention to the children. A woman, W, spends a lot of time with the children and begins playing some cards with the two oldest at the center tables. Since the shelter opened, a woman, HW, has been interviewing guests. She works with a County social services organization that provides services to the homeless. She spends considerable time with the family and then makes rounds of the guests, interviewing them and determining how social services can provide support.

A relatively young couple comes into the shelter. The man of the couple (Garcia) appears to be about 30 years of age and talks and postures more aggressively than others at the shelter. He is about 5 ft. 10 inches. Garcia has dark hair and mustache and a medium to wiry build. The woman (P) appears in her mid-30s, has blond hair and is attractive. Garcia points to me and gestures for me to come to him across the room. At first I think he is gesturing to someone behind me, RR or SW, and I turn around to see if there is anyone behind me but there is not. Garcia shouts that he wants to talk to me and gestures for me to come. His manner is what I would describe as confrontational and aggressive. I walk over to him and he asks me for a coffee cup. I had seen RR with a stack of cups so I walk back across the room to RR and tell him that cups are needed at the table with the coffee pot. RR says that he already put a cup at each person's sleeping site. Garcia comes over to RR and asks for a cup. RR again says that he already put a cup at people sleeping site. Garcia says that he doesn't have a sleeping site set up yet. RR gives him a cup. Garcia and P have some arguments with some people near the shelter entrance.

About 7:45 a man and a boy [presumably the man's son], both white with dark hair, bring food to the shelter guests. They bring five buckets of Kentucky Fried Chicken, with a mix of pieces (breast, wings, leg, thigh); cole slaw, four loaves of white bread, juices, and baked beans. It does not look like enough for 50 people. For breakfast, they bring instant oatmeal. I help RR set up the food serving line, but keep warm foods together with lids on to keep them warm. RR continues to warm up beans and hot dogs in large plastic buckets that he places in two microwave ovens. I get out a salad that is in the refrigerator and some salad dressing and place it on the food serving table. SW asks me to do this.



8:00 p.m.

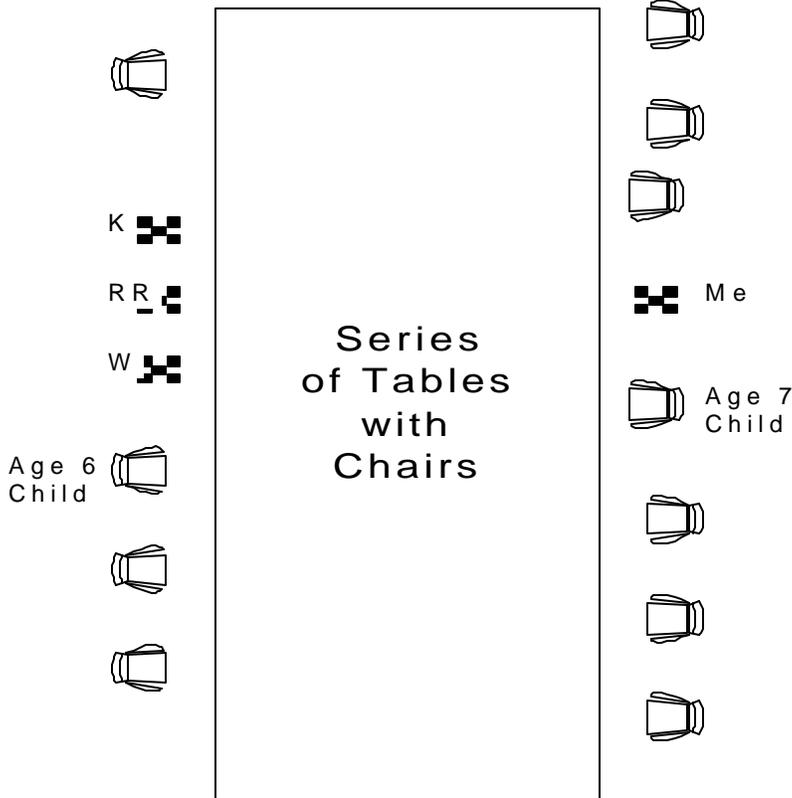
When it is obvious to the group in the shelter that dinner is about ready to be served, a line forms to the right of the trash can and down along the right side of the series of tables (see diagram above). The food is set up in this order: (1) loaves of bread; (2) Salad bowl and dressing; (3) Buckets of chicken; (4) containers of cole slaw; (5) baked beans; (6) hot dogs. People in line serve themselves bread and salad. I am supposed to serve chicken and cole slaw. RR serves the beans and hot dogs. RR instructs me on how to pass out the chicken: one piece of chicken to each person; do not let people reach for the piece they want in the bucket or select the piece they want; I am to reach in the bucket grab the first piece I touch and give it to the next person in line. Children and women are given priority in line, and the process is disrupted when women or children come up after. As people go through the line, it is difficult for me to comply with this instruction as some pieces are about one-quarter the size of the breasts. Many of the men in line are large (tall and/or heavy) and say they are hungry. Often I let people select the piece they want and as we get to the bottom of a bucket only wings are left. Then I put the remaining wings in the next bucket of chicken and continue the process. Toward the end of the chicken, and luckily the end of the line, I get permission from RR to give people two wings, since they are small. So far everyone has gotten at least a wing of chicken and some of everything else. Guests serve themselves coffee, ice tea and water. There would not have been enough food without the beans and hot dogs that the shelter staff brought and made themselves. SW told me he had two casseroles in his car if needed. Most people eat at the series of tables running down the middle of the room.

8:30 p.m.

At this point I am finishing serving food. We ran out of chicken. One person who came late did not get any chicken. Many people had commented on how chicken was a treat and appreciated. At this point the salad and dressing is

finished and there are hot dogs and beans and some cole slaw remaining. After everyone has gone through the line I stand around for awhile. A man (Jiffy) approaches me in a friendly manner and asks me if I work at the shelter. I tell him no, but that I am a volunteer tonight. Jiffy works at Jiffy Lube and is wearing the uniform: blue shirt and trouser with first name on tag sewn to shirt on the right side. He works full-time or more. Jiffy had alcohol on his breath when I spoke with him. He is white, age about 45 years or so with long black hair slicked back. He has a full beard and mustache. Jiffy complains that he doesn't get adequate compensation for working overtime and that he gets little or no benefits. Jiffy tells me that his family is in Salisbury. He has a wife and kids who live in Salisbury with his mother. He stays in the Baltimore area because he has a job, but is trying to get transferred to a Jiffy Lube in or near Salisbury; he is waiting for an opening. He says it is a lot less stressful now that his family has moved to Salisbury. This allows him to work and save money by staying in the shelter. His children can stay at his mothers house and go to a good school and his wife can help his mother out with the kids. [There is an issue of reactivity here as people who find out that I am not homeless tell about there plans for getting out of 'here'. As if I am expecting to hear their story and they have the need to tell me their plans to get out as a defense mechanism. It is not clear if 'getting out' would be the main content of conversations with other homeless persons at the shelter.]

❑ symbol for people



After talking with Jiffy, I sit down at one of the tables in the middle across from RR who is eating. Next to me and RR are W and the two oldest children playing cards. K sat down across from me; he appears visibly distressed to see children here in the shelter and says that he could never live with himself if he had to bring his kids here. K seems anxious to talk. He is recently homeless. He seems distressed to be in this situation himself. He is from an upper middle-class background and never thought he would be in this situation. He also has children the age of the children in the shelter and shows the children their pictures of his son. His family - he is now separated and his wife will not let him stay at their house - lives in the MW area of Baltimore City. K tells me some of his story: he was kicked out of a house where he rented a room. He said that he had asked for an extension on the rent because he was getting his car

repaired and needed the money he had for that. The woman of the house said okay, but when the rent was overdue the man of the house kicked him out. He did not understand why and said that he had never even been late on a payment before. So he has been at the shelter less than a week. He has plans for a new apartment, a 'beautiful place' he says that he will get soon - in about another week [? the beginning of the March ?]. He says that social services will help him pay for his car to be repaired. He says he is employed. He is Jewish and Kosher and was worried while in the food serving line that the beans would have ham in them. He says the experience is humbling and mentions that the people here at the shelter don't fit stereotypes of homeless. [Another issue of reactivity is that I have been approached by two white men who have offered, without asking, to tell me a little about their problems and about their plans to get out; because I am white, I may be getting more reaction from other (more similar) white men].

***** END OF OBSERVATION *****

3. Raw Field Notes. See attached.

4. Refined Coding Scheme. See attached.

5. Answers to questions:

a. Difficulties: Overall the observation was not difficult, but an enjoyable learning experience. The most difficulty I had was arranging this observation in time to get the assignment done. It took several days of phone calls and people checking for me to determine what was possible and the process. Then several of the key persons in the process were not at work when I called to make arrangements. This delayed the process. Later I was faxed forms to complete, which I did and returned. Then I had to wait to hear about my approval. Only after I was approved was I allowed to schedule a date. The next available date was Monday the 23rd due to other commitments I had already made with my family and church. Other difficulties, as described above, was trying to be equitable in passing out food when people in the food line had very different energy needs (body mass) and equity need a new definition other than one 'piece' of chicken each (e.g calories/body mass index or something else not very practical on the spot). The environment was new and a little disorienting. I tried to follow the unwritten rules and modeled people there as to how one sets up a sleeping site, how much space one should take up with coats and bags, etc. Another awkward issue was whether and when to identify myself as a volunteer. I always did when asked if I was a guest or worked there. But I did not tell people who assumed I was a guest and never asked.

b. Reactivity: The reactivity issue that was most important was race. I spoke with a lot more white people than black people although the percentages were about equal. [I spoke at length most with RR who is Black, however]. This was because I generally spoke to people who approached me – and white people approached me to talk far more often the black people did. So, my information is biased towards issues faced by white persons, and mainly males. Another reactivity issue is the type of information I observed. People who determined I was a volunteer and not homeless tended to make statements about how temporary they saw their condition and told me their plans for work or getting an apartment. I don't have good evidence, but I suspect that this type of information was not the key content of discussion among the guests themselves. So while this was the type of information I was interested in and got without specifically asking, the statements people made may be shaped for what they want me to think about them rather than reflecting more the reality of their condition or plans.

c. Structured observation: Structured observation may be useful in this setting if a specific, more refined range of

behaviors was the focus of study, such as negotiating the amount and type of food one receives at the shelter, or the types and amount of food people eat. It is less useful for the topic our group was interested, perceptions of the homeless - specifically goals, obstacles and resources. So, in answer to the question about whether structured observation would be advisable for our research project, I would answer no.

Actor Code: Description

- SW Shelter worker; Older middle-age white man who is responsible for the day-to-day running of the shelter. He works there every night, seven days a week. He rarely sleeps, on average 2-3 hours each day. He usually does not sleep during shelter hours (7pm - 7am) but in the afternoon after morning work is completed. He has worked at this shelter for several years and knows most persons using the shelter. He usually wears a collared shirt and regular trousers, both in off-white and earth tones. He is clean shaven, with grey hair. Not thin, not fat.
- RR Works two nights a week at the shelter. Tall, thin black man of middle age. RR likes to talk a lot and can talk at length in response to single question. RR runs the food and drink line, and was the person who gave me direction when serving guests the dinner and breakfast. RR usually stay up all night with SW and helps out cleaning up in the morning. RR lives on the other side of Baltimore from the shelter, was formerly homeless and a user of the shelter in 1996. He has his own place to live now.
- J John Smith. My key informant for two interviews. Tall, white man, 27 years of age. He wears a dark coat. Underneath is a sweater, blue jeans and brown workboots. J is heavy-set but not fat over six feet tall. RR referred to him once as SW's bouncer. J is a guest of the shelter every night and has been coming over the last 18 months. J helps out SW every night with the paperwork: tracking who and how many guests are using the shelter, who is new, who is returning after some absence, etc. J usually stays up late until 1-2:00am every night.
- CH Chess player. CH is about 35 years of age. He wears olive drab, military style trousers with side pleated pockets. CH is black. CH likes to play chess and plays for several hours this night.
- W Large, heavy set woman about 35 years of age. She is white and obese. She helps advocate with shelter workers for the family with children. She appears experienced with the shelter. She seem well-liked and spends a lot a time entertaining/helping. She sleeps in the hallway on the floor with blankets because she makes loud noises while she sleeps; this is for the benefit of others in the shelter. Others refer to her night noises as "orgasmic."
- K White man about 35 years of age. Not tall or short, thin. Wears a sweater and glasses. His hair is neatly cut. Looks to me more like a volunteer/worker than the rest of the guests. Recently homeless about one week. Has a children living in MW part of Baltimore living with their mom; he is separated from her. Says he is from an upper middle-class family as a child. He has a job, but was not able to pay the rent for a room in a house of a couple.

- H White man about 45 years of age. Small in stature and wiry. J says that H is a heroin addict. H is very pleasant and friendly with me and others in the shelter. All the time that I am there, H is busy doing things: cleaning, arranging things in his locker, writing.
- Twins T1 and T2. These two black women, dress alike and sleep next to each other on an office divider that is laid flat on the ground. They were the same hats: stretch knit outside and blue 'headress' inside the shelter. The two are probably about 40-45 years of age and heavy set. They carry several very large bags with them.
- Jiffy White man aged 45 years or so. Long black hair slicked back. He has a full beard and mustache. He is wearing a Jiffy Lube uniform, blue shirt and trouser with first name on tag sewn to shirt on the right side. He works full-time or more. Jiffy had alcohol on his breath when I spoke with him.
- Prof Former professor of physics. Late 50s or early 60s in age.
- S White male about 40 years of age, medium build with salt & pepper hair color. Former boyfriend of P. Works on bridges.
- P White female in her mid-30s who is in a relationship with Garcia. She has blond hair, is petite/wiry and attractive. She and Garcia fled the shelter after Garcia started a fight and hit a guest at the shelter.
- Garcia White male about 30 years of age. Uses aggressive language and body expression. He is known to be violent by other persons at the shelter and started a fight in the bathroom. Garcia fled the shelter before the police came.
- HW White female, maybe hispanic, about 45 years old. HW works for a County social services organization that helps the homeless. She interviews several people, especially new people, women and the family to see how social services can support them and to provide information about how to get help.
- Oriole White male about 40 years old. Appears to be an alcoholic and is intoxicated this night.
- Paradise White female about 40-45 years old with Sandy Blond hair and short of stature. She says she is newly homeless and that this is her first night at the shelter. She appears unnerved about the experience.
- M Black female about 50 years of age. She is of normal height and build. She keeps to her self and reads a lot.
- Dred Black man in mid-30s with dreadlocks. He is tall with a medium build. He wears a black and white knit cap on his head and his dreadlocks are short. He slept in the locker room and participated in conversations in the locker room.



Appendix D

Guides and forms
for qualitative
data collection activities

Walkabout Checklist

Housing

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

Water

- 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

- What activities take place at or near the water source?
 - washing water containers
 - washing clothes
 - bathing/washing self
 - watering animals
 - urination/defecation
 - other

- Is water treated at the source, and if so, how?
 - by filtering with a piece of cloth
 - by chlorination
 - by other means
- How is drinking water transported to the home?
- Who fetches the water?
 - women
 - children
 - men

- How is drinking water stored in the home?
- How is drinking water handled in the home?

Sanitation

- How far is trash disposed from the shelter?
- Did you see anyone defecating?
(Who? Where? Describe)
- What proportion of homes have latrines?
- Where is the latrine located?
(indicate reasons why, if relevant)
- How close are hand-washing facilities (water and ash or soap)
 - next to the latrine
 - within walking distance
 - inside the home
- Observe the latrine.
 - Does it have a sound super-structure?
 - Is the floor safe to stand on?
 - Does it have a slab?
 - Is the hole small enough to be safe for children?
 - Does the latrine provide adequate privacy?
 - Is the latrine clean?
 - Any other features?
- Is there evidence of fecal contamination?
 - along the roads
 - along the foot-paths
 - near the water source
 - in/near the fields
 - outside the houses
 - inside the houses
- What is the contamination observed?
 - infants/young children's feces
 - adults' feces
 - cow dung and/or other animal feces
 - other

Gardens, markets, agricultural plots

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?
 - women?
 - men?
 - children?
5. Are there many pregnant women and young children?
6. Is there evidence of illness (respiratory infections, disabilities)

FREE LISTING FORM

Primary Question: What are all the different kinds of _____ you can think of?"

Supplementary Question: ___ None; "_____?
_____?"

Type of Informant: _____ Age: _____ Gender: _____

Item:

Supplementary Answer:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
13	_____	_____
14	_____	_____
15	_____	_____

(Continue on back of page)

FREE LISTING TABULATION FORM

n = _____

	Term (Item)	#	%
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			

PILE SORT FORM

Items to be Sorted: _____

Type of Informant: _____ Age: _____ Gender: _____

	File Number	Reason Sorted in Same File
1	____	_____
2	____	_____
3	____	_____
4	____	_____
5	____	_____
6	____	_____
7	____	_____
8	____	_____
9	____	_____
10	____	_____

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 which 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 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 to 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?”

Interview Form: Narrative of a Diarrhea Case

Informant's Name _____	Informant's Group _____
Child's Name _____	Child's Sex _____
How long ago was the diarrhea (days) ____	Child's Age (months) ____
Name given by the informant for diarrhea illness _____	
Cause given by the informant for diarrhea illness _____	

Begin the interview with this initial open-ended question:

“As I explained before, I am trying to learn more about the illnesses of babies and young children here in _____ (give the name of informant's community). I am especially interested in learning more about _____ (insert 2 or 3 illness terms which refer to illnesses involving diarrhea, including the term provided by the informant).”

“Please describe what happened to _____ (child's name) when ill?”

Narrative of mother: Take notes below and on the back of this page (or in field notebook) as the mother talks.

List of Topics for Eliciting Narrative of a Diarrhea Case

What the respondent thought the child had, including illness name and all symptoms observed.

Home care practices prior to seeking care, including home remedies, ritual healing practices, and any medicines given that the mother already had in the home, and the reasons for these practices.

The sequence and timing of home care practices.

What foods and fluids were given to child during illness? (note whether the child was breastfed, bottlefed or weaned at time of the illness). Probe for any changes the mother may have made in the child's diet during the illness. Also be sure to ask mothers why they made these changes, and probe for any perceived changes in the child's appetite and thirst.

Duration of symptoms prior to seeking care; symptoms that were given as the main reason for seeking care.

Name, location of the first health care facility to which the child was taken (first provider visited).

Who made the decision to first seek care? Did the mother decide? Did the father decide? Was there some discussion about when and where to take the child? Who actually took the child for care?

Were there any obstacles to seeking care as quickly as the mother would have liked? (for example, lack of money, no transportation, etc.)

If more than one provider was visited, what was the sequence and timing of careseeking? What were the reasons for seeking care from more than one provider? When and how was the decision made to visit other providers?

What treatments were given by providers? (Also note the use of any home remedies that were taken at the same time as medicines acquired from providers).

Were there any changes in symptoms (improving or worsening) after treatment from the first provider?

Was the mother satisfied with the care received from the different providers?

Did anyone give them advice about what to do for the child (home care and careseeking)? Who? What advice did they give? Was there any other place the mother went for information or advice?

Recording Form: Individual Diarrhea Case Narrative

Following each interview with an informant transcribe the notes from the interview to this form.

Informant's Name _____	Informant's Group _____
Child's Name _____	Child's Sex _____
How long ago was the diarrhea illness (days) ____	Child's Age (months) ____
Name given by the informant for diarrhea illness _____	
Cause given by the informant for diarrhea illness _____	

1. Any special foods or drinks given to child during illness? Reason? _____

2. Any foods or drinks stopped during illness? Reason? _____

3. Sequence of events by symptom: List each symptom the mother mentioned in the order that she noticed the symptom in her child. For each symptom, identify the day of illness that the symptom appeared, what actions the mother took and/or treatments the child was given.

Day	Symptoms	Home Treatments or Provider Care & Reason

Recording Form: Individual Diarrhea Case Narrative - Page 2

4. Decisions to seek care: If the family sought care outside the home, write the symptoms that caused the family to seek advice/treatment and who in the family made the decision to seek care outside the home.

Symptoms that caused family to seek care _____

Who made decision to seek care _____

5. Provider information: List each of the providers the family went to for advice/treatment. List the providers in the order that the family followed in seeking care and specify the day of illness on which the family saw each provider. List the advice or treatments that each provider gave the child. Summarize the caretaker's level of satisfaction with care her child received.

Providers in order of care-seeking	Day of Illness	Advice or Treatments Given	Satisfaction with Provider
1st:			
2nd:			
3rd:			
4th:			

6. Any constraints to care-seeking: _____

**Summary of All Diarrhea Case Narratives:
by informant group of interest and by illness term**

Informant Group: _____ **Illness Term:** _____

Symptom (local and English term)	#	%

Causes (local and English terms)	#	%

Home Treatments (local and English terms)	#	%

Dietary Changes (local and English terms)	#	%



Appendix E

Instructions for
training exercises

INSTRUCTION SHEET: Role Play Interviews - “TRIADS”

Work in groups of three. Each person will rotate 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; 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 (lack of probes); give feedback on quality of interview [use probing handout as a checklist]

INSTRUCTION SHEET: TEAM CONTRACT EXERCISE
(From PL&A Training Guide)

In your study teams, answer each of the following questions. Come to an agreement as to how your team will respond in the following situations. Your agreement is your “Team Contract”

What would you do if...

- 1. In a group interview the informants are very silent, unresponsive and reluctant to answer your questions?**
- 2. Part way through a group interview, some informants say they must leave to attend to other matters?**
- 3. A team member is over-enthusiastic and keeps interrupting the informants when they are speaking?**
- 4. In front of a group of informants, one member of your team contradicts what one of the informants says?**
- 5. An informant calls you over as you are walking back to the vehicle just as you are looking forward to having something to eat and drink?**
- 6. The information on fuelwood received from the women largely contradicts that received from men?**
- 7. One team member is taking a condescending and patronizing attitude towards the informants and tends to lecture rather than listen?**
- 8. You arrive in the community planning to begin a group activity, but the team is nervous and unsure how to start?**
- 9. One team member is frequently giving negative criticism in team discussions or not participating at all?**
- 10. During a matrix ranking exercise, the more articulate and better dressed of the men informants dominate the discussions about community problems and most vulnerable groups in the community?**

INSTRUCTION SHEET: DEVELOP FEEDBACK PLAN

1. Your task is to develop a feedback plan for your assigned target audience, either (a) the community, or (b) policy makers/donors. Record the answers to this assignment on chart paper for presentation to the other group and trainers.

2. Develop your feedback plan by considering the following issues:

HOW? Select how you will conduct the feedback session. Select the appropriate presentation style to encourage analysis and reflection on the information collected. Options include: (1) verbal; (2) written; and (3) visual.

WHO? Decide on (1) who should present the findings at the feedback meeting; and (2) who should be given a chance to react and discuss the findings.

WHERE? Based on your decisions about HOW and WHO, decide on the best place to hold the feedback meeting. Note that the place where feedback takes place may influence the quality of participation and the subsequent discussion.

WHEN? Based on your decision about HOW, WHO and WHERE, decide the best time for a feedback meeting time that allows maximum participation of your assigned audience.

WHAT? Decide, from of all the kinds of information collected, what will be presented. First, decide on the kinds of information should be included in the presentation. Should the presentation include details about the methods used? How informants and sites were selected? Answers to each study objective/question? A summary of each functional area of the study? Recommendations for action?

Second, decide on the agenda for the feedback meeting with a sequence of activities and estimated times for each activity.

3. Prepare to present one key finding from our training study based on your decisions about HOW, WHO and WHAT above. For example, prepare to communicate a key finding with the appropriate presentation style based on your decision about HOW.

INSTRUCTIONS SHEET FOR EXERCISE: DESIGN A QUALITATIVE STUDY

1. *Re-form* into 'study design' groups from before (yesterday);
2. If not completed, *finish selecting* one or two study objectives/questions to help make the assigned program decision;
3. *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.
4. *Choose* a method for selecting study sites to *improve* representativeness of data.
5. *Determine* the number and size of study teams.
6. *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.
7. *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