

Qualitative Research (RECOUP) Workshop

11-18 December, 2012

11-14: Gokarna Resort; 15-18: HERD Office, Thapathali

Health Research and Social Development Forum

Notes of the workshop

Note takers:

- Rekha Khatri (RK)
- Nabin Rawal (NR)
- Kapil Dahal (KD)
- Sudeepa Khanal (SK)
- Roger Jeffery (RJ)

Day 1: 11 December, 2012

Notes by (RK)

Introduction of the participants: The participants were paired and they were asked to draw picture of each other by placing the paper on top of their head. The partners introduced each other along with the picture they had drawn without seeing their partners.

Introduction of HERD by Sushil Baral (powerpoint presentation)

research, support to scale up, development

7 focus areas:

- TB control programme in 1996
- Urban health services: to underserved population
- Research to understand the demand and supply side of health services
- Pro in advocating patient centric care: use of qual approach
- Understanding drug resistant and factors for it
- Quality of care and performance management

HERD and qualitative research:

In-depth, descriptive, feelings, more involvement with human behavior, very rich information, finding answers to why, how and when

Understanding the context, quality, different than quantitative, out of numbers and percentages

HERD uses qualitative research to:

Develop explanation for social phenomena, opinion of people in certain areas

Participants reply on where does research start and ends:

- **Start with question and end with answers**
- **Begin with procedure**
- **Donors want to**

How HERD engages in research:

- Issues identification-planning-implementation
- Evidence informing policy and practices
- Engaging with key players, who can influence the decision making and take it to the policy level
- Involvement of the programmes: ownership, appropriateness, influence
- Engage the community people, programme people
- Findings/lessons learned-policy influence (embedded in programme)
- Change practice through development of guidelines: training materials, methods, demonstration sites-implementation and scale up

Why do we engage in research....

- Not only finding solutions but also identifying problems we are not aware of..
- Promote locally-led research
- Local problems: country is diverse; the centre is concerned with policy/strategy
- Rapid answers
- Encouraging locally-led research:
- Problem: perception that research is difficult, lack of time/funds/enthusiasm
- Solutions:
- Encourage simple research
- Examples of research uptake:

Summary:

- Locally led research is feasible
- Encourage simple research
- Provide encouragement and incentives

Ian Harper presenting on Wellcome research (powerpoint presentation):

- Private funding agency funding health related research; 2nd biggest private donor
- Humanities and social science section
- Senior investigator grant: 5 years
- Understanding of socio-political dimensions of TB
- Capacity of organizations and researchers
- Translating research into policy
- Be at the forefront of operational research

Approach:

- Application of medical anthropology
- Qualitative, ethnography
- Comparative
- Participatory with in built capacity buildingg
- Expanding workshops

Key goals of the research: explore issues around the implementation of the WHO STOP TB strategy.

Four aspects:

1. In what ways have the Global Fund stimulated civil society and the pvt sector involvement? Hw has this changed the approach to TB control? Nepal and Papua New Guinea
2. What public health and ethical issues are revealed in the production and implementation of guidelines for drug resistant TB?
3. Diagnosis: introducing and scaling up, lab systems
4. Patient and community empowerment strategies

Roger Jeffery introducing RECOUP workshop

- 2005: research group DfiD to study educational outcomes for the poor
- RECOUP: did research in four countries; quantitative, policy, qualitative
- Most of the young researchers hadn't done qualitative training or had done book training or quantitative training.
- Group of Educational sociologists, psychologists, anthropologists
- Delhi, Ghana, Kenya, Pakistan
- Web based manual

Introduction to this workshop: Taking the participants through sessions

Three main methods: SSI, FGD, Ethnographic field work, other ways of conducting research

Shared experience of qualitative research

Critical perspectives about our own practices

Experiencing the methods (Doing with self: practice)

Vikas: what about analysis?

Data management; in a year's time, there will be workshop on analysis

Three things:

Handouts available

Personal issues: taking notes

5-10 minutes wrap up: ask questions you didn't have opportunity...write it on post-its

Participants' expectations from the workshop:

- Focus Groups:
- Interview guidelines/checklists
- Good Research Questions for qualitative research
- Data collection
- Reflexivity
- Qualitative data analysis
- Writing qualitative report/methodology
- Conducting ethnographic fieldwork
- Ethical issues
- Identifying good research
- Proposal writing
- Skills and technologies
- **Generalization**
- **Recorders**
- **Photography**
- **Sampling**
- **Recorders**
- **Photography**
- **Sampling**
- Translation of interviews
- Learn facilitation

The facilitator mentioned that all the points (in bold) will not be dealt in greater details this time but will be touched upon.

Ground Rules:

- Everybody participates all the time.
- Shuffle the participants.
- No question is silly.
- Small group discussions and exercises
- Reflections at the end of the day
- Give your own experiences
- Sing and dance and walk: Enjoy
- No interruptions while sb is talking
- No phones in sessions
- No judgements
- Thank everyone at the end of the day
- Say when you don't understand
- Critique but not criticize

- Confidentiality
- Be on time

LUNCH BREAK

Session on Good Qualitative research (NR)

- Good research question
- Interested to know
- In-depth understanding of the issues
- Ideas, information, feelings, attitudes
- Issues regarding problems
- Probe questions
- Not restricted
- Numbers not in central focus
- Minimum sample size
- Saturation
- Beyond expectations of the researcher/finding something new
- Takes into account unquantifiable phenomena
- Takes you beyond what is obvious
- A researcher as instrument (knowledge and knower are inseparable)
- Unbiased
- Look at how people construct meanings
- Letting people speak

How is it different from quantitative research?

- Quantitative tests theory while qualitative generates one.
- Good description: how do we know if it is good?
- Why and how are qualitative?
- Seeing through the eyes of participants is qualitative. The accounts are trustworthy. Are they reliable?
- Qualitative research helps to improve quantitative research and vice-versa.
 - Doing too much of qualitative in quantitative research might destroy later. It's restricting.

PPT and handout:

Survey in issues around relationship: would the researcher or investigator matter in quantitative survey?

Depends on the topic; there are too many variables like who is asking

Quantitative research is trying to remove personalities.

Characteristics of good qualitative researcher (IH):

Breaking the group and write what the characteristics of good researcher are in a gender neutral human body:

Group 1:

- Good listener
- Leave stress/ be comfortable
- Good observer
- Conversation skills (verbal and non verbal)
- Culturally sensitive/respectful
- Note taker
- Appearance: blending with the setting
- Responsive/ information
- Movement
- Environmentally ROBUST/flexible
- Confidentiality
- Non judgemental
- Inquisitive/ open to ideas
- Friendly
- language

Group 2:

- quick thinker
- patience
- be able to make a decision/ decisive
- creative
- being organized
- observer
- listener
- communicating/ motivating
- smile
- politeness
- should be loud and clear
- responsible researcher/ good ethical understanding
- good heart
- good rapport builder
- empathy/ compassion
- resourceful

Group 3:

- memory
- ethics
- active listener

- verbal communication skills
- sensitivity
- non verbal communication skills
- observer
- clear writing
- good digestion
- bladder
- mobility
- unbiased
- gender
- suitable dressing context

Group 4:

- mobility
- dressed
- local languages
- probing/ analytical
- reflexivity/empathy
- participatory
- leaving the field strategy

Synthesis:

- listener/ non-Judgemental: how do we do it? (depends on the topic if it is interesting or not)
- leave stress behind/ be comfortable
- observer
- communication skills: verbal and non verbal
- culturally sensitive/ respectful
- note taking
- appearance- clothes (be honest)
- movement towards/ leaving field
- ROBUST: adaptive, flexible
- Confidentiality
- Inquisitive
- Friendly
- Quick thinker/patience/decisive
- Memory
- Gender

TEA BREAK

Reflexivity in qualitative research (KD/NR)

Participants divided in 3 groups and were asked to discuss on following questions:

- What do we mean by reflexivity?
- Why is reflexivity important?
- How to achieve it?

Group 1: Reflecting and reviewing the whole research process

Why? To make necessary changes in the approach

Prevent deviation from research objective

Reliability and validity

How? Assessing the information obtained

Consultation with other group

Group 2:

What? Self-awareness of researcher's position

Impact of benefits of research in the community/ effects of research on the community

Why? Maximize the benefits of research

To be aware of researcher's strength, biases or limitation

Implementation of the process

How? Experiences of self/ others

Gathering prior information about people, culture, society and people of the field site (explanation asked)

Reflecting on your own experiences/ learning

Group 3:

What? Looking at self; judging success/ failure

Evaluating yourself

Why? Saves time

Improve reliability and validity of data

Understand your position

Important for future

How? Field notes; share learnings; discuss with others

Question: Can we learn to be reflexive?

Many of the group members had heard the word for the first time and they maintained that it was difficult for them to do this task.

Synthesis:

1. Self-awareness of the researcher's position (researcher as instrument of data collection).
We are interacting on living people.
2. Reflection of the researcher: how the ongoing research will impact the community?
3. Evaluating yourself continuous process
4. Importance:
If the researcher is the instrument, each research is going to be different.
Information could be different when particular kind of person interviews in particular context.
Removing personal bias does not happen. Coming from critiques of knowledge generated (feminist critiques, post colonial critiques)
Write about your position and make it visible. We are bound to be affected by our position.
How the people feel about it: we should be looking at evidence that's reflecting on us.
Can we include your reflexive notes on the main findings?
Ian: Yes. In the methodology section, we mention about how it was done and how the knowledge produced. The relationships of production and co-production of knowledge need to be known.

There might be 2 dangers:

1. One is to ignore the characteristic of person.
2. Two is All we do is worry about our positionality.
We might come to false conclusions if we don't reflect but doing it too much makes it impossible to conduct it research.
Researcher has to expose his or her own biasness. It is not a neutral process.

Respondents vs participants (actors): Interviewee is not only responding but also are acting beings.
Definition from the manual/ points from manual

Co-production of knowledge: research participants are also equally part of knowledge production.

Questions on self-behaviour from the manual

Examples from Ian, Kapil, Sushil and Nabin of their own experience

Issues in qualitative research design (Roger Jeffery)

Powerpoint presentation

'deep hanging out': who are we going to talk on the first day? What are we going to do?

Research design: intelligent research questions, consider the methods that are appropriate; consider the resources; consider issues of access, ethics etc

The right questions for qualitative research: no questions that require answers in terms of rates, proportions or the differential significance of different factors

Check whether the questions are about actual causes, or people's understandings of events

Check whether the answers would be in terms of meanings and process

Think about:

No random sampling; because you need a large sample

Purposive sampling

What we need to know before we start

Sampling in qualitative studies

Strategic selection in case studies: extreme/deviant cases; maximum variation cases; critical cases

Examples of selection types and purposes

Generalizability; contested notion

You can generalize from the critical case.

Where you have these conditions, they are applicable in those settings.

Ian: Generalization arguing on its capacity to generate theories? Theoretical outcomes: impact on policy and planning

Helen: generalizability: for statistical inference

Transferability: for qual research

Sushil: transferability of methods

Feedback from the participants:

Good things:

1. Practical examples: characteristics of good researchers went well.
2. From own experiences
3. Short presentations

4. Sharing the results after group work
5. Getting to know about reflexivity and qualitative research design
6. Clarification of contents
7. Very experienced facilitators
8. Well planned sessions
9. Many facilitators to help the participants

To be improved:

1. Lengthy
2. Ensure the active participation of each participants
3. A more clear concept of reflexivity required

Day 2: 12th December, 2012

Notes by NR

The second day first session started off with reflection of the first day, in which they spelled out what they learnt. Some of the issue they thought that they learnt was as follows.

- Reflexivity (5 participants)
- Group discussion was a good learning
- Differences between qualitative and quantitative
- What is the characteristic of a good qualitative researcher and how as a researcher such characteristics can be used. The approached used was useful. (4 participants)
- Roger's presentation and facilitation skills
- Difference between a qualitative and quantitative in terms of its generalizability
- Examples in the workshop
- Everyone has their own experiences
- Rethink about how to teach reflexivity in the class
- Learnt that Nepalis have a vast amount of research experience
- Best way of learning is engaging yourself in the workshop

Community Scoping

What would be the first thing you would do in a new research area?

Responses:

- Background information
- Find a focal person: health worker, teacher, DPHO (why: To understand the scenario)
- Permission of gatekeeper

- Approach the government officials for instance: while doing a health research get permission from the District Health Work Office.

Group Work

The participants were divided into four groups

Task: Now that we have the community what will be the five things that you will do?

Group 1

- informal and formal permission
- Notification of our target to community
- Rapport building with community influential person
- Mapping/physical
- Secondary data/information

Helen: You have all this but if you are talking to children less than 18, what will you do?

Go to schools, youth clubs

HE: Mapping requires us to be particular.

Group 2

- Introduction and familiarization
- Explaining our objective of study
- Asking for time/Consent for conversation
- Conduct conversation
- Thank them

Group 3

- Meeting with important person to fix plan
- Gather all related persons or participants
- Explaining main objective for research
- Distribute some responsibility to some person
- Start collecting information

Ian: How do we access MDRTB patients for MDRTB is highly stigmatized?

Group 4

- Transect Walk/ Social Mapping
- Informal meetings or gatherings (coffee/tea shops, mother groups)
- Visit to related institutions
- Exploring local available resources/secondary data collection, time availability

- Start-Go for it

HE: Elaborated on Transect work:

- Physically walking around
- Chatting
- Get an understanding of the environment/ask about social life
- WHO you do the transect walk is important? (you get different perspectives)
- Make future arrangement—for timings

Followed by presentation of slides “What is involved in community scoping?” by Roger

Topics for interview

1. People in Kathmandu’s perceptions of the smoking ban?
2. Understanding why people use private health care rather than the Government system?
3. People’s perceptions of dental health?
4. What do Nepali mother think of the baby size
5. Why don’t mothers take their babies to clinics?
6. What do government officials think about donors in the health sector?

The question to be used for the interview later was chosen through ranking matrix—a PRA tool.

The following were how the group ranked their priority.

Group 1: What do mothers think about the size of their baby during pregnancy?

Group2: Private hospital rather than public hospital

Group 3: People’s perception of the smoking ban in Kathmandu

Ethics

TASK: What are the most important ethical issues in qualitative research?

For this task, the workshop participants were divided into three groups.

Presentation

Group 1

- Informed consent
- confidentiality
- Respecting cultural values
- Anonymity (Disclosure: Findings)
- Proper explanation/Briefing (Benefits to the community, objectives, expectations, focus of research)
- Proper storage of data

- Permission for recording, photography, videography
- Impacts of interpersonal relations/issues
- Contextual/proper language

Group 2

- Informed consent (verbal or written)
- Privacy and confidentiality
- Cultural sensitivity
- Biasness/favoritism
- Approval from concerned authorities
- Critical lens (neutrality)

Group 3

- Getting consent (mediated consent)
- Maintaining privacy and confidentiality
- Putting words in their mouth
- Meeting the expectations of people
- Safety of informants

The presentation was followed by IH's probes on the issues listed by the participants. The issue probed was:

Informed consent: Issues of whom the researcher was responsible to

Group work: Participants were divided into three groups

You are researching in a district into DOTS implementation. You have found out that it is not being well implemented. You are asked to present findings at a conference in Kathmandu. One of your key informants, the district TB officer asks that you do not do so as he feels that it reflects badly on him, and he will receive a "punishment posting". WHAT DO YOU DO?

First Group

- Sharing of information without disclosing the name of the district

Why: Major focus and responsibility is towards to the public and to maintain anonymity of focal person

Second Group

- Yes, the report will be presented since if we don't its not going to improve DOTS. Secondly, it's a responsibility of the researcher even though there may arise problems with relationship

- BUT what about responsibilities towards informants, other researchers and government officials

Third Group

- Ensure confidentiality and anonymity
- Sharing findings with key informant
- Present

IH focused on the dilemma that such an issue evokes and one of the participants also shared his experience.

Post-lunch Session

The post lunch session kicked off with semi-structured interview. The session started off by showing a video on taking an interview.

Task: Group needs to list points on what they think about the interview shown in the video

Group 1

Good things

- Good sitting arrangement
- Interviewee was comfortable and calm

Things to Improve

- No greeting/no rapport building/no introduction
- Long questions and not in sequence
- no eye contact
- Negative body language
- No note taking
- no closing of interview
- No paraphrasing

Group 2

- No greeting/proper introduction
- No consent (permission)
- No friendly behavior
- No Body language
- No face to face interaction
- Gender Barrier
- First question too long
- Sitting arrangement not good
- Respondent was uncomfortable

- No acknowledgment

Group 3

- No introduction and no consent
- No explanation and briefing
- No icebreakers (went straight into questions)
- Long question/no beginning
- Not able to hold the participants towards him
- Less probing
- Not well prepared (looks into the guideline time and again)
- Uncomfortable
- No final thank you

Roger replayed the interview video again and went on to explain what is wrong with the interview.

The second session was taken forward by HE where she first started out by listing other qualitative methods where the participants put forward their responses.

Participant's response

- Focus Group Discussion
- Observation
- Interviews (in depth, and semi-structured)
- Visual Methods
- Document reviews/diaries (media review)

Interview: Taken forward by KD and SK to introduce why we use an interview method

KD: Why do other people show up in an interview setting meant to be between the two?

IH: Different notions of privacy

NR: Issue of collective consent in a "communitarian" setting

RJ: In poor communities one cannot have separate spaces or it might be that since you are taking interview in a household with a daughter-in-law, the mother-in-law feels she has a say there.

KD: What kind of information can be elicited through interview?

Participants' Response

- Personal Behavior
- Opinion
- Explanation for behavior

- Sensitive issues
- Primary data
- To learn about the process
- Feelings/Individual experiences

This session also talked about types of interview but the focus was particularly on semi-structured interview.

Response from the participants

In an interview sometimes the interviewee expects something once the interview is for a “research”.

RJ: This is a common phenomenon and in one of the research on disability we told them that we won't be giving out any money but can keep you in touch with organizations that work with physically challenged. So, if we have questions on this regards, we can help you on this.

Recording an interview

How do we record an interview?

Response

- Take notes
- Record in an audio device

Tea Break

The post tea session started off with a South Korean Gangnam Style as an energizer and then HE took the session forward.

The session started off with a role play between an intoxicated driver and a traffic policeman. It was to elicit if it was an interview or an interrogation. The participants were divided into three small groups again.

Task: To prepare an interview guide/key ideas of the research that each group ranked through their ranking matrix.

The participants were then divided into their respective groups for the task to be completed in 15 minutes. The brainstorming session was also assessed in terms of “But-Why” exercise.

Interview Sequence

The session also bordered on interview sequence where the participants elicited their responses for Introduction, warm up, main body of the interview, cool off and closure.

The facilitators (RJ, SB and HE) shared their experiences in a situation where the interview can be very emotional. SB narrated his experience of such an encounter and talked about how “cool off” can be achieved by having prior information that may be helpful to them.

RJ provided by giving an example of going back to the interviewee and ask if he/she has any recommendation as to what the government can do on the particular issue. This will give the interviewee a chance to feel that he/she is actually being asked her suggestion on a large issue.

Prompts, Probes and Encouragement Session

The session was carried out where the participants were taken through several slides and real examples.

Task: Preparation of an interview guide

The participants were again asked to group in their respective groups and come up with an interview guide.(The participants were also given a handout to assist them in writing down their reflection in some of the research they have been involved in and to be used while doing their interview guidelines.)

Day 3, 13 December, 2012

Notes by KD

The most important things participants learned yesterday

- What not to do (during interview)
- Bad interviews
- Transect walking
- Ethics
- Scoping

Semi-structured interviews (*Participants conduct interviews*)

Facilitator-Professor Roger Jeffery

- Copying interview guide by each member of the respective three teams, which they have developed yesterday. Three groups- smoking, public-private health facilities, baby size
- Facilitation-to carry out one by one interview in the morning, Ian and Roger will move around and see/observe how the interview is going, the pair can sit not only inside the workshop hall but also outside in the garden, Interview will be done by a member from one group to the member of another group, suggested to do in Nepali and write in Nepali, consider that interview guide is guide only and you can adapt as per the context.
- Prepare the interview guide in Nepali (to make the guide friendly to use) in 10 min in group.
- 15 min of interview and 15 min of feedback

- Roger encourages to share the experience of 1st round of interview-
 - The situation of interview is artificial
 - Distraction while recording at the mobile (because of call)
- Second round-reshuffle of the pair and conduct interview as in the **1st round**
- Experience of **2nd round-**
 - Difficulties in note taking and making eye contact etc. –Ian suggest remembering and making brief notes at the time of interview and adding later on.
 - Ian reminds about the need of note taking to a participant who did not take note during his interview.
 - Problem of translation during the interview
 - Nabin-Do not ask sensitive questions e.g. amount of salary, directly with the respondents.
- **3rd round-tow** participants will interview another participant. Again, the group is reshuffled. Main issues in one by one and one by two interview-
 - One by two-easy to make note taking, have eye contact, finish earlier (others think it is opposite), lot of things came out during the one by two interview, two people is a big threatening for the interview
 - Other factors that affect the interview process-the physical distance between the interviewer and interviewee
 - One by one-difficult to write notes, have eye contact, remember the questions.
- You have to think to improve your interview skills

-Ian and Roger also provided feedback to the individual research pairs based on their observation during the interview process.

- Instances of leading questions
- Never say some body that he is right or wrong
- Also came up –
 - Issues of gender
 - Issues of hierarchy

Post Lunch session:

Notes by RK:

Life history (KD/ NR)

Question to participants: What comes to your mind when we say life history?

- Transition
- Recording events

- Critical turns in life
- Biography
- Flash backs on events as it related to people's lives
- Chronological: depends on the events
- Record events; biographical approach; reconstruction of lives

Powerpoint presentation:

Giving an account of how and why a life course takes place

Researcher is interested in life events of a person

How people experience, create and make sense of the rules, roles and norms of the social world in which they live

Perception of people different

Life history: for understanding people's life; aides to understand the social phenomena as well

It doesn't have to be renowned person always.

Who we meet depends on research question

What is difference between case study and life history?

- Case study: specific
- Life history: broader understanding of the person and the social milieu, cultural milieu; embedded social beings. It is over extended period of time.

Why? Researchers seek to understand connections between different aspects of life

How do we do life histories?

- Role of researcher is to facilitate and support the process and encourage the interviews to share their experiences
- It could be focused on few key topics that are the focus of the research
- Life history bridges the gap between macro and micro level.

Life events: what could they be?

- Jobs, education, death of people, marriage, university, migration; illness; role models; natural calamities; political changes; first publication
- Other factors: first drink, smoke, accidents; gender, geography, caste, class, faith, money
- You can ask about people lifestyle

These events are not significant for everyone. It depends on the person.

Nabin and Kapil gave example of a research that did using life history method.

What we were seeking in our life history study on social change?

- For each life story, we needed to think about ownership, occupation, rural-urban connection, agriculture-non agriculture based, income, movement
- Nature of social relationships (describe which ones), preferences, aspirations, etc) has changed and what has not
- Looked at intra household relation and changes as well: agrarian and non agrarian context
- Consider the scope and depth/intensity of change for the person and the society
- When did the change take place?
- Why did the change take place?
- Are there differences: why some people life changed or some did not?
- What kind of life history has 'allowed' the performance of relatively powerful agency role and vice-versa? Why?

Discussions:

What were your selection criteria? Variations in terms of caste, gender, region

How are you going to analyze and write report? Work in progress; we are looking for what has changed

Interaction between social change and individual biographies

What kind of questions is life history good at answering?

Powerful: the position of TB in that person's life

Weakness: lot of information and how do you get all these data together and analyze

It's the person's turning point. How do you know?

We are interested in meanings and experiences of people's lives.

Session on Triggers by RJ:

What could be triggers?

- Play toys
- Drawings
- Songs
- 10/50 rupee note: who is in that?
- Use multiple objects
- Walks
- Context can be trigger/ visit sites together
- Diaries/ books: asking the participant to record what's happening
- Photographs/ vignettes

TEA BREAK

Using photographs in research (IH)

- Pre-consent of the interviewee: photograph of the interview
- Context
- Video on early childhood development to use it as behavior change communication material
- Photographs for gender based violence studies: context for residential patterns
- Exchange relations (giving back): prove their honesty
- Photographic life history

Photographs as trigger: photoelicitation

As icebreakers

Giving camera to the respondents: pictures of the food

Use of photography: 3 main types

- Researcher photography
- Photo elicitation
- Autophotography

Photography for:

- Capture the actors
- Capture the surroundings
- Capturing the activities

Photo elicitation:

Auto photography:

One issue: ethics

Permission to publish this: never publish the pictures with identifiable photo without written consent

Vignettes in Qualitative social research (RI)

- Used in Books and novels
- Short story about hypothetical characters

Why to use it?

- Providing a common level
- Stimulate memory
- Helps opening up in a less threatening way

- Provides a context to start discussion
- Elicits attitudes, opinions, values and judgments

Allows a discussion of sensitive experiences

Could it be leading?

Methodological artefact

Meant to provoke responses

Used as story telling for community mobilization

Problems:

May not be appropriate for all group of people

Can't ensure people readily understood

May not give insights into actual or likely behavior

Day 4: 14 December 2012

Notes by RJ

Focus group discussions:

Introduction

Five people have run FGDs;

Of those who didn't, they feel it would be interesting.

Of those who had, felt they are very different from interviews – more responsibility, more challenging; hard to keep eye contact with all, make sure not one or two are dominating, need to try to bring people in (“what do you think?” all the time). Need to be careful about members of the FGD

When would you use an interview rather than a focus group?

- Just want one person's views
- Sensitive topic
- Where not enough people in the right category to do a FGD
- If members are comfortable in different languages

When would you use an FGD rather than an interview?

- Sometimes people open up more if they are comfortable
- If the interviews don't bring out much

- Where people have similar experiences
- Saves time – get 6-8 people’s views within the same time as doing one interview
- Get collective views, collective practices, rather than individual’s

Can be a good idea to do both – see the different kinds of information that come out from each method – can then triangulate.

Political divisions within a group may make open communication impossible – you need detailed understanding of relationships before selection of members of the FG

Can use PRA techniques in FGD – like ranking exercise – gets people relaxed and sharing experiences and debate reasons why.

Best FGDs are when the group takes over and the facilitator can sit back and relax, and your influence reduces – until they start quarrelling and fighting!

Important to be flexible, iterative, and learn from the early FGDs to change questions, or kinds of participants.

Exercise, two groups with a facilitator and a note-taker, with a guide for the note-taker to reflect on the focus group discussion.

Feedback and Reflection

Group 1 (all women)

Big impact of professional women on Nepali society: nowadays women are becoming modern and they have work but they still have a burden of their family, they can’t make work a priority: balance between home and professional life. Women have to make choices. Now they are competing with men, changing position of women in society. Want women to go up but society is not changing at same pace. Change and present scenario. Expectations have changed but society not prepared to let go completely. Choices are for the women. Agreement within the group. Even if you are working you are still expected to carry out domestic duties, especially as a daughter-in-law.

Group 2 (all men)

If mother is well-educated then the household is also getting to work. Some role-playing and some argued that women should have the opportunity to work, but others said her role is to take care of the household. In some households status had gone up. Women’s role in child-rearing, so they shouldn’t have the opportunity to work outside. Also if women are outside the house they have more opportunity for external relationships. (This didn’t emerge in women’s group!) Women working outside also need some protection. Some neo-cons in the group, but no-one talked about the double burden of work on professional women.

Reflections

Group 1: Easy task because all very familiar with the topic, discussion came easily. List of topics in advance but not all followed as expected. Branched out from the original question. All the subsidiary topics emerged from the first questions. Everyone was asked in turn, which had problems, could have been random order. If a man had facilitated there wouldn't have made much difference (unless it was made more personal and sensitive). But the group was very much the same.

Hard for the note-taker. She couldn't say anything, join in. Too busy observing and taking notes of who was speaking. No sociogram.

Group 2: Very difficult to manage that some people were role-playing. Hard to keep the discussion in the right direction without 'really driving it', which would make it impossible for people to talk. But enjoyed it. All the members liked how he did it, for the first time. Just put the question and then sat back – but when he realised the discussion was going a long way from the topic he had to intervene. Body language was not encouraging. Vikas did a sociogram, which was helpful. Reflection session was very successful, lot of discussion. If the facilitator had been a woman, the topic of affairs would have come up in a different way.

Note-taker wanted to give advice, but only noted down – didn't have the opportunity to pass on his views to the facilitator.

Afternoon session Notes by SK

Start Time- 1:55

- Data Management
- about- what to do with the data once the interview is done/ FGD is done.
- Session overview
- Transcribing
- Translating
- Introduction to analysis
- Orientation to sundays program

Nabin Rawal

Transcribe

Number of participants who has had experience of transcribing

Transcribing- writing down the text of the interview/FGD

Problems faced during transcription-

Not sure whether to write down word by word or just to write the gist

How much to transcribe

Time consuming

Difficult to understand and comprehend

Difficulty- looking for quotes

Interference- do we include that

Difficult to identify who is speaking in a FGD

Tones/pauses

Transcribing from the note? --- as we cannot put down the exact sentence the respondent said.

How much to transcribe? also who is going to transcribe is a problem

Who is a question as they have to understand the context, know the language (technical?)

When to do the transcription?

Ideally as soon as you finish.

Why?—tend to remember the details or what is not on the recorder, body language,

Time consuming-

- Depends on the length of interviews.
- for 1 hour interview-- Text book says takes 8 hours to transcribe
- Reasons to transcribe asap?
- chances of losing the recorder.
- 1st thing you do after recording an interview is make a copy.
- (atleast 2 copies preferable)- need to be secured.
- backlog
- looking for quotes-
- need to see if you are looking for just the quotes or the whole thing.
- what all to transcribe—is it ok to leave out the irrelevant things?
- No, because you may not realize the importance of those while transcribing
- If you are not sure if it is important or not. if you have given out to someone else to transcribe tell them to cover everything not cutting out corners.
- Incomprehensible- could be because of noise going on, jargon etc--- make sure recordings are handy and clear.
- Transcribing from notes- that's not really transcription, its field notes.
- Transcribing ASAP— for reflection. qualitative research is an iterative process, so helps you to improve for the next interview by adjusting the technique.

Handouts given to read for 5 mins

Levels of transcription-

whats wrong with the 1st one-

- not comprehensive
- No quotes
- Only the interviewer will understand it- brief. Leaves out so much
- no guidelines and no minutes in that
- if incomprehensible- its going to affect the level of analysis as well

Level 2 transcription?

- Has questions but no prompts
- more comprehensible but Incomplete
- if incase you cant understand what the interview says put a question mark with time in the bracket so that you can go back to it later for more clarification.

Level 3 transcription

- Body language.
- expression details or language of encouragement included.
- the question who is paying is asked twice-- but didn't get the answer. This was left out is the 1st 2 level.
- This is still not worth to work because there are no pauses, if it's a continuous texts or she pauses, nothing about gestures etc.
- Difference in the emphasis while talking? It matters

Make sure you know why you doing the recording and what level of transcription you want.

There is a 4th level transcription as well where all the details of interpersonal relations, emphasis etc are included.

Level of transcription depends on the methodology and purpose of the research – what you want out of the study. Verbatim transcription could take 8-9 hours for an hour interview.

Needs to decide early what kind of transcription you want.

When there are two ppl, then both of them can swap, one note taking and the other interviewing, and can swap in the next one.

Interviews in nepali and typing in nepali??

Issues emerge in translation

Exercise- reading up the hindi transcription

Quality control in transcription or translation-

- Back translation—but its not done commonly
- Use of dictionary is not very common as well. We don't take translation seriously that's the issue. We don't have the skills and we miss things out.
- In ethnographic work, you do spend lot of time in translation.
- There is a whole field of translation studies. There is no single proper translation from one language to other. There is always room for interpretation.
- Even two languages could be very close but different. Its creative task to translate and is not a routine work.
- We don't understand it properly. We don't know if we are doing it right or not but there is no way out but to be creative.

Important points to keep in mind while translation-

- 1) Important to know which words are there in written English and not spoken English.
- 2) In case you are using English words in between then that can be put in italics.
- 3) Significant information- Write down in roman Nepali along with the English transcription to ensure it's absolutely right.

Translation and transcription are central features of qualitative research but nobody gives much importance to it.

DATA MANAGEMENT-

Saving of the data

Send by email- if someone cracks your account then confidentiality of the participants revealed.

So when do you anonymise??

While report writing

While transcribing

But why don't we anonymise while transcribing- so that we can get back to the participants incase we need some additional information.

File name of the transcript- it should be meaningful so that it can be found out. naming the file is an important part of data management.

can top and tail the transcriptions with the description of the context or reflection. Helps when someone else who did not take the interview is reading it.

Numbers in the left side??

Helpful to have numbers on the line. as we can get back to it quicker.

Relevant for analysis , to be able to find the information when required.

Helpful especially when you are not using computer and printing and coding. Its easier to find quotes as well.

Summary of data management-

- Make sure files are safe
- Extra information is there
- Name of the file is useful to find it again
- Anonymise it as soon as possible.

Data Analysis

Meaning of data analysis

Brain storming-

- interpretation/ drawing inferences / explanation or drawing conclusion
- Coding
- Thematic framework
- Grounded theory- form of induction when you work out the theory from data itself. Its one of the ways of doing interpretation.
- Comparisons
- Triangulation
- calculation/ tabulation

Data analysis helps to make arguments. Evidence has to stand up against criticism so you want to make sure the argument is robust as possible. Can also compare the evidence or even triangulate it.

Purpose of analysis-

Take you from all the interview routines, interpretation and put it down in writing a report or presentation etc.

Thematic framework-

It is a set of themes.

Brain storm could be- pattern, trend, ideas, factor, gist , element

Interview guide also has certain set of themes.

examples of themes from the FGD discussion session in the morning.

"what do you think about professional women in the society in Nepal"

Choices, dilemmas

Impact on society

Gender norms

In thematic analysis

Start with general themes from the guide then you generate more themes as you go through the transcripts.

When themes are identified, while going through the transcripts if anything fits in any particular theme put it there (anything about any particular theme) . Do this in a tabular manner.

Question from participant

Where does the theme come from?

- Interview guide or from the transcripts.
- Literature search
- Talk to other people who have knowledge around the subject.
- You may start with certain themes but not necessary the themes you may finish with.
- New themes may arise from the interviews as the themes you started with may not fit in all the information that comes from the interview.

Grounded theory- read the information, see if you get more themes, and build relationships between different themes. So its induction ie it comes from the data.

Other issues while doing a thematic analysis-

Same information can fit into two different themes.

Good qualitative interview will have mixture of themes. You would encourage participants to talk about different things other than the themes you have identified themes.

This is also called coding or indexing.

Each theme can further be divided into subthemes or different version of the themes.

There are 4-5 ways of reading the transcripts and doing the analysis.

Reading across the table about a particular theme-pull together all the information around that theme and keep a note of who said what and write the report or draw a conclusion. Pull together all there is in a particular theme and summarize it.

But also read down the table as well. Read down as well as across to see what all they have said along the theme.

Tea Break 4-4:15 pm

Ian- Briefing of Sundays plan

Feedback and wrap up

Session end-4:30 pm

Day 5: 16 December, 2012 (HERD Office)

Notes by RK

Ethnographic fieldwork (NR/IH)

- Participating to write
- What to write
- When do we write
- Ethics

Why do we do fieldwork: to write down

Powerpoint presentation:

- Planning access to field-sites
- Negotiating with gate keepers
- Implications of different kinds of roles in the field

Experience

Gender Based Violence in rautahat: selected a particular place because of a particular person who could allow or help to access the community

Observations even before reaching to the community/ interview setting: implications of writing

People are concerned about giving permission regarding observations: you have to have your objectives clear

People might want you to debrief your observation summary and there could be censoring: dilemma

Why do ethnography? (IH)

- Basic principle: anthropologists call it participant observation.
- To make it more lively
- To spend long time with the people themselves so that they open up to you
- Develop trust over time
- Allow to observe the difference between what people say and they do
- The longer you spend time, the real you get to see people
- Writing down what it is going on is absolutely crucial.

Group exercise: What will you observe in a clinical setting?

Group 1:

What we observe:

- Setting/ environment
- Staff's interpersonal dynamics
- Patients inflow and waiting time
- Equipments/ IEC
- Notice board
- Opening hours and staff punctuality
- Dealing with patients: relationship with patients
- Services and facilities
- Waste management

Why do we observe all these? Are you able to separate out your observation from the judgements?

Punctuality and other things are observed with a particular kind of mindset.

Reflexivity involves that we are aware of our biases. Do we write it down?

If we don't write our own perceptions, the findings might be entirely different.

Assumptions make us observe things but it is important to write.

Rather than big generalization, you may want to write it in individual specifics.

Group 2:

- Set up: space for patients, waiting room, ventilation
- Reception: basic information displayed or not?
- Aggressive/ foul smelling
- Presence of health workers
- Waste management
- Notification: signs and symbols
- Responsive towards patients

What we observe is conditioned by our thinking and knowledge. Important to record all our senses

Group 3:

- Setting: physical setting, infrastructure
- Patients flow: queue, disbursement
- Presence of sign posts, facilities
- Availability of health workers
- Interaction of health workers with patients/ duration
- Availability of essential drug list
- Presence of IEC materials, citizen charter

What do we write in interaction of health worker with patients? Length, how the questions are being asked, confidentiality, privacy, who else is present, who answers the question: the patient or sb else

Do we record the moral judgements of our own? Like using the word cruel, kind, nice

There is high chance of misinterpreting the interaction when we come from different culture. We should be describing before interpreting the event.

Group 4:

- Date, time place
- People of observation site
- Hygienic condition
- Setting of furnitures/other infrastructure/ lighting condition/ size of room
- Storage of medicines
- The way health workers deal with patients and care takers
- Facial Gestures/ body language of health workers
- Co-ordination between staff
- Number of patients visiting
- Notice board
- Satisfaction of patients and health workers (using scale)

Do we use register to cross check the number of patients? For triangulation

Group 5:

- Interaction between health workers; among themselves and patients
- Settings: body language, room structure, hygienic, smell, entertainment facilities

Discussion:

Inspection vs participant observation

Can we participate and observe? There can be somebody sitting in the corner and not participating as well.

Examples from Kishore: villagers not accepting person as researcher but changed himself into an astrologer: ethical?

Continuum of a participation and observation

Ask permission with gatekeepers.

Example from Ian: using moral judgement for your patient

Participating with whom, where, when: nurses, doctors, patients, pharmacists

Are we allowed to ask some predetermined questions? Yes

It's a style of engagement. You can interview people within that.

Roger: interviewing people after 2-3 months of observation; using different methods

Discussion on How do we write it down?

- Write description, observation (writing in there or away?)
- They might get used to you writing it down; less intrusive.
- Short note taking; quick note
- Drawings, sketch map
- Take pictures
- Make a checklist:
- People write it in pieces of paper; jottings in a small note book and then write it in detail later
- Blocking out time to write is very important.

Break

Powerpoint presentation: IH

Different kinds of writing relevant for fieldwork

Five types of materials to be included in the record:

- Running descriptions
- Forgotten material, not noted at the time (and reported actions, not heard or seen)
- Your own interpretive ideas
- Your own personal impressions, feelings
- Reminders to yourself to look for additional information in future

Examples of field notes from NR and IH's work

Comments:

- There is a date.
- Sense of what was going on
- Nothing formally about your feelings/ no idea of relationship between Ian and Nabin
- Body language of the guard when replying
- Decision making could have been added.
- Field notes act as aide-memoir..the more is better
- Mix of what NR did and what he said

Third person and first person writing

Ethics:

What sort of ethical issues does it raise?

- Pretended to be astrologer for the purpose of conducting research
- Not ethical; deceptive
- Covert research/ hidden research
- There is no black and white....
- Examples from Ian: polarizes people when there is deception
- Explaining to everyone in a community setting might not be necessary while in hospital you might have to do it.

Roger's experience: relying on people's interpretation of what you are doing

Chinese whispers

Explaining research to villagers: to what extent can they understand?

People's experiences of government

There has to be balance of all these issues.

Johns Hopkins University-Vitamin A distribution- is it ethical? Different types of combination of medicine.

Communities in sarlahi were not told about it properly.

It's best to be as open as possible.

Confidentiality/ not talking about people/ privacy of data/ anonymisation of field notes

What about taking consent from gatekeepers and not from others? In the west, taking consent from individual is the way but where there is collective nature, it could be collective.

Group Exercise: Planning for field work

District court: legal system in Nepal; how do people feel about it? Access to the legal system (Biken, Shrijana, Pragati)

Sudhir,Vikas: fruit stalls; talk about their experiences of selling the fruits

Thapathali junction: experience of a junction (Rekha, Sudeepa)

Hoarding boards in thapathali: understanding people's perceptions (Meera, Bharat, Kishore)

Observations around the maternity hospital gate: Bhagwan, Kapil

Temple: Amrita, Prabin

Afternoon session: Notes by NR

After the ethnographic fieldwork exercise, the workshop participants wrote down their observation notes. After it was done, participants shared their experience of doing ethnographic observation.

Amrita: It was interesting. We talked to the person who was giving instructions to the people repairing the cremation site. We went round the temple and took notes. I scribbled what I observed.

Shrijana and Biken: The place was crowded. There were plenty of motor bikes and the condition was very bad. We were there for ten minutes there were already 20 people. The lawyers were coming and going there was nothing systematic about the place. The court room was a small place. I like the announcement which asked the people to be ready for their hearing. We also talked with a few people. We took notes in bullet form and sat on a tree shed. It took me 10-15 minutes to write up my observation. There were many things going on so Biken just described a "few" things.

Sushil: Having a-priori judgments can hinder our observation capacity.

Sudeepa: I saw the vehicles on the road and also saw how traffic women were trying to control the vehicles. It was really chaotic there. I talked to one people who told me the timings when the traffic is really worse. I saw posh vehicles as well as buses. My main observation was that the traffic lights were not working. They were well dressed with their neat uniforms. There were a total of three traffic women. I jotted down and drew a diagram. I took 15 minutes to write down my observation notes.

Ian: participating in a situation and how?

Bhagwan: When I reached the maternity hospital it was crowded, for there were bikes, buses were parked in front. I found 6/7 ladies sitting in the lawn and 4 to 5 of the ladies were smoking. I was looking for a space to sit and I found a bench in the OPD area where I could sit. The interesting observation was that many people were queuing in front of the pharmacy and the pharmacist in there seemed happy. Mothers who had just delivered their babies were sitting outside to bask in the sun. Perhaps the maternity ward is cold. I also saw people bargain with the taxi drivers. I could tell people visiting Norvic hospital was rich in comparison to people visiting Maternity hospital. There were private cars parked. The OPD of Norvic faced south so it was sunny. There was a place where people could charge their mobile phones. It took me ten minutes to write down the notes.

Sushil: Do not take things for granted. Even the “familiar” can be observed.

Vikas: Before reaching the stall, we saw people shouting and running here and there. Later, we found that the metropolitan police had come to seize bikes that were not parked in parking lot. The fruit vendor stated that the metropolitan police may jeopardize their trade. We both introduced and the fruit vendor also introduced himself. We asked him about his trade and his experiences as a fruit vendor. It took me 25 minutes to write it down.

Ian: Their relationship with the police was interesting for me.

Kapil: As I entered, on the signboard the availability of services were written in English. But the handwritten notice stating where the pharmacy was in Nepali language. I think hearing the people talk I thought they were not from people. There were a hundred people so I was thinking what to look or observe. So, I wanted to be selective. What I observed was that all health seekers were accompanied by someone. I could see people talking to pharmacist trying to verify with them the information given by the doctor. I wrote on my visiting cards and it took me about 30 minutes to write it down.

Rekha: I went to the Thapathali Junction but stayed to the left. I crossed the road and saw vendors selling their tidbits. My observation was that since the lights were not working they were doing it manually. I wanted to understand how traffic police took care of the traffic in that junction. I saw that the traffic police would stop the vehicles in one section of the road in around 2 minutes.

Bharat: We went to observe the hoarding boards. Since, we were a group of three we went in three directions. I found most of the hoarding boards were of telecommunication. There were adverts of banks and educational institutions. The drivers were not looking at the hoarding boards but people in the bus and people riding pillion paid attention to the hoarding boards.

Kishor: We chose our place to observe. I went towards the Babarmahal side. When I was going towards Babarmahal I saw five APF standing there. I was thinking in my mind how effective the hoarding boards were in terms of influencing people’s decision or was it appropriate to have hoarding boards on the side of the road. There were 30 hoarding boards around 30 percent hoarding boards were blank. I took little jottings.

Sudhir: I have only two new observations I want to add. I wanted to know how metropolitan police handled the vendors and I also observed that the street vendors were always alert about the metropolitan police. I was wondering how much to write as my observation.

Ramdev: My observation was that the fruit vendor even though he had failed SLC three times he was still attempting to give the exams. And side by side, he was also working along with his father. He was reluctant initially to share his daily income.

Prabin: We saw woman basking in the sun and there were two women with their babies. We saw people sitting in small groups in different places and chatting away. There was a photographer who busy clicking photographs. From the place we could observe the road and the road was busy. From the temple we could see that there were a lot of restaurants. Since, Guti Sansthan (government office) was inside the temple premises, there were people coming to the office.

Issues:

- What are the important things?
- What to write and what not to write
- Judgments?
- Participating in a situation and How
- Location within the site
- Familiarity? How to describe situations that we already know
- Balance with interviews?
- Focus-Being selective?
- How to not observation?
- Different observation by different observers of the same place

Day 6: 17 December, 2012

Notes by RK

Session on Feedback on field notes (R)]

Examples from Helen: observation with a structured checklist during her Ph D

Sushil: how patient centric care was being delivered—his presence influenced the behavior

What do you do?

- Spend more time with them
- Move in and out
- Noted the process; real observation started after a week

Exercise: Sharing notes/discussion in group

Group reflection:

Advantages: learning about own weakness by reading others' work; creative feedbacks

- Assumptions written
- No description of people
- Some words or sentences were not clear.
- No judgements or weaknesses about the are
- Nothing unexpected events
- Technical words/jargons
- Good general description
- Respondent-??
- Feelings/ imagination ??
- Some paragraph rather than bullet points
- Judgemental words
- Different observations of the same place
- Messages
- Hoarding board-who observed?
- Different styles of writing
- Focus on conversation
- Clarity on direction
- No introduction
- Use of actual words said/ quotes
- Less focus on the observation/context
- Purpose of the observation
- Tense of reports?
- Hard to interview busy people
- Flow was good
- Too short
- Behavior

Let's talk about:

Assumptions; judgements; feelings; tense; paraphrase the conversation; focus on conversation; use of actual words said; length

Assumptions: detail required

Judgements: you have to spell out your moral judgements; there has to be detail

Separate your judgements from observations; there could be reflections afterwards. Mixing observation and judgements could be a short-cut.

You can talk about your feelings—need to spell the reason.

Paraphrase the conversation or actual words

Very difficult to describe a familiar situation

Feelings are important but it cannot be about it entirely.

Tense to use: both tenses are fine. Present tense gives a feel but it may not be always.

Role of the person rather than name or respondent: there can be multiple roles

Name is a kind of prompt.

What are notes useful for?

- Analysis is difficult with data from observation as compared to interview data.

Excerpt from Nabin's note:

What themes are emerging? Description, training, services,

Demonstration of coding through atlas.ti

Proposal writing

Small group formation:

Rekha, kapil, Ian

Amrita, Shrijana

Vikas and Meera

Nabin, Sudeepa and Viken

Bharat, Kishore

Bhagwan, Prabin

Sudhir and Ramdev

Afternoon session: Notes by RJ

Proposal writing

- Sudhir & Ram Dev
 - Health seeking behaviour of Dalits and access to information and TB services:
 - Reason: they are disadvantaged groups and still they do not have access to DOTS; lower level of knowledge of TB in Eastern Terai, Nepal

- Evidence: survey data and case detection data; poor livelihood status; high levels of illiteracy; caste – marginalised community; access to information; physical and social aspects of barriers to care; gender may be relevant; use of traditional healers and other service providers – medical pluralism; physical location of services; cultural meanings of TB
 - Research questions:
 - What is the level of TB-DOTS knowledge and understanding amongst Dalits in the Eastern Terai?
 - What are the barriers to access to DOT-TB services and information?
 - How do their livelihood / income impact on their access to DOT-TB services and information?
 - How does gender affect accessibility to DOT-TB services and information?

- Biken, Sudeepa, Nabin
 - Perceptions and barriers to access in TB/HIV multiple illnesses
 - Reason: apparent reluctance to seek TB services – why?
 - Possible issues: stigma; since already infected with HIV, which is incurable, TB is a minor issue for them; they have the knowledge but won't take the treatment; structural and other conflicts between clinics for TB and HIV – why so difficult to integrate?; role of DOTS workers/ patient-centred care
 - Research questions:
 - Why is their reluctance to access TB services amongst HIV +ve people, despite knowledge about co-infection?
 - How do HIV-TB co-infected people perceive themselves within society and how does this influence their health-seeking behaviour?
 - How do health workers perceive co-infected people and what is the impact of those perceptions on accessing services?
 - Do gender, regional differences and the presence of networks and organisations influence health-seeking behaviour?
 - Does the perception of quality of services among co-infected people influence their health-seeking behaviour?
 - What are the barriers to the integration of TB and HIV services?

- Kapil, Rekha, Ian
 - TB, Laboratory systems and health systems strengthening and impact of new technologies on health workers and whole health system
 - Reasons: in India, technology has changed the status of health workers running machines has changed;
 - Research questions:
 - What effects do new TB diagnostic technologies have on TB control?

- How do new technologies impact relationships between health workers? And between health workers and patients?
 - What is the impact of these technologies on the overall laboratory capacity?
 - Impact of the Global Fund on TB and other services
 - Research questions:
 - How do stakeholders perceive the impact of the Global Fund on TB, HIV and malaria control?
 - What are the impacts of the Global Fund on institutions and their relationships in the development sector?
- Meera, Vikas
 - Sexual violence among young professional women in banking sector in Kathmandu
 - Reason: gender relations; women being subject to violence
 - Research questions:
 - What are the forms of sexual violence experienced by professional women working in the banking sector?
 - How does sexual violence affect the work performance of professional women?
 - How do professional women cope with sexual violence and what role does the family play in their coping strategies?
 - What factors make professional women in banking vulnerable to sexual violence?

Amrita, Srijana, Pragati

- Health of international labour migrants
 - Reasons: insurance; costs and effects on families; rise of health clinics to provide certificates; alcohol consumption; positive benefits?
 - Research questions:
 - What are the health problems faced by migrants while abroad?
 - What health services abroad accessible by migrants?
 - What insurance provision is available?
 - What are the effects of migrant health problems on their families?
 - Has labour migration influenced the rise of medical centres in Nepal?
- Bharat, Kishore
 - Urban health-seeking behaviour among labourers working in brick factories in Lubhu, Lalitpur
 - Reasons: poor livelihood status, low literacy, little access to knowledge, vulnerable to disease, especially among brick-kiln workers
 - Research questions:
 - What are the common health problems faced by the labourers?

- How are they getting health services?
- What are the barriers to seeking health services?
- How do their health issues impact on their economic and social life?
- What is their knowledge and perceptions of the availability of free health services?
- Bhagwan, Prabin
 - High levels of primary MDR quinolone resistance among in Category II attenders at clinics
 - Reasons: can be misuse of TB drugs; multiple treatment regimes; role of private sector; quality of care; quality of drugs; quality of regulation
 - Research questions:
 - What are the main reasons for the rise of primary quinolone resistance amongst MDR patients?
 - What are the main patient, pharmaceutical chain and programme issues that feed into this problem?
 - How do private practitioner prescription patterns contribute to this problem?

Day 7: 18 December, 2012

The groups discussed on their study population and methods based on the research questions developed on the previous day. They made a powerpoint presentation of their research proposal and were provided with comments and feedback.

A power point on feedback on the proposal presentation by Roger is available.

At the end, Sushil Baral maintained that this is not the end of the training. The idea is to continue the group and provide support in their endeavors in qualitative research if the participants are interested. He discussed with the participants about how to continue this group and whether there is motivation for that. There were ideas about creating a facebook page, group mailing list, monthly meetings etc. The participants were happy to be meeting in a month's time and share their experiences of how the training has been helpful to them. HERD will facilitate the first meeting.