

Wadata

Formative Research for Social and Behavior Change Training Manual



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Welcome!

Thank you for your contribution to the Wadata project. The data you collect will help us develop the social and behavior change strategy. Your work is vital to the success of the program and your contribution is GREATLY appreciated.

For the next few days, we will work closely together to ensure that our work is of the highest quality and is in line with the work being done in other DFSA countries.

What is included in the guide

In this guide, we will discuss the purpose for formative research, how to use the tools, data collection sheets, and the logistics. By reading this guide you will be able to :

1. Explain the "big picture" of why we are gathering this information and how it will be used.
2. Understand why we are asking each question or conducting the different activities.
3. Know how to probe to reveal more than superficial answers.
4. Fill out the various summary forms.
5. Organize your plans for fieldwork.

There will be a lag between the formative research training and data collection. The formative research MUST be reviewed and approved by Save's ethics review committee BEFORE any data can be collected. Once the research is approved, the four team supervisors will review the research methods, research instruments, and how to document the data, and go over field logistics with the research assistants (polyvalents) before the data collection starts.

Introduction to Wadata

The U.S. Agency for International Development funds the Wadata Development Food Security Activity, which translates to "prosperity" in Hausa, through the Office of Food for Peace. It is implemented by a consortium led by Save the Children (SC), with partners, National Cooperative Business Association/ CLUSA International (NCBA CLUSA), The Kaizen Company, and Développement pour un Mieux-Être (DEMI-E).

Project Goal: Sustainably improved food and nutrition security and resilience among **extremely poor and chronically vulnerable** households and communities in Zinder

Project objectives

- Purpose 1: **Enhanced collective action** to address food, nutrition and water security shocks and stresses
- Purpose 2: **Increased capacities, assets and agency** for improved access to adequate and diverse foods at all times.
- Purpose 3: **Improved nutrition, health and hygiene** for **PLW, Youths, CU5 and their families.**

Wadata will focus on several topical areas.

Nutrition	WASH	Ag & Livelihoods	Resilience	Gender	Youth & Adolescents	Use of health, hygiene and nutrition services
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Wadata will work through four identified **leverage points** that have the greatest potential for positive, sustainable impact:

1. Female and youth **empowerment** (youth engagement) for **inclusive development**
2. Improved community **natural resource management** with a particular emphasis on water
3. **Participatory governance of CBOs** and their institutional counterparts
4. Engagement of **community influencers** as drivers and supporters of change

Figure 1. Wadata Theory of Change



Background information

Women, girls and youth disempowerment

Almost 19% of Zinder's population is between the ages of 10 and 29, and the Region's mean age is 18, yet both girls/young women and boys/young men face barriers to realizing their full potential and contributing to positive change.¹ Structural barriers include diminished agricultural assets, and often lack the skills and capital to diversify livelihoods or make migration more profitable.² According to a 2018 study in Zinder, low education levels, religious intolerance, persistent poverty and a lack of basic services have contributed to an environment in which extremism among youth is becoming increasingly commonplace.³ A 2017-8 SC assessment in Maradi and Zinder found that,

¹ Op.Cit., Faye (2014).

² Shrinking family plot sizes cited in FFP Niger Desk Review (WB data); expansion of crop farming on marginal lands (FEWSNET 2011).

³ IOM (2018) Youth Violence the Challenges of Violent Extremism in Zinder.

although the public and private sectors make efforts to offer adult learning and technical/ vocational training,⁴ the lives of many young people are defined by unemployment and poverty.

In the Zinder region of Niger, gender norms dictate that men act as the primary decision-makers in the household, with final say over the use of financial resources, livestock, family planning, and the mobility of women and girls.⁵ Only 21% of women are the primary decision-makers regarding their own health, and only 20% of women are decision-makers on important HH purchases. Women's low decision-making power and control over resources is compounded by normalized gender-based violence (GBV) in the form of sexual, physical, and psychological violence, with high rates in Zinder (42%, 34%, and 38% respectively). The rate of child marriage in the Zinder region is among the highest in the country, at 87%.⁶ Girls' socio-culturally defined roles and domestic responsibilities mean that they face skill gaps, time poverty and low access to training, information, financial capital, family planning services, and even nutrient-rich foods.^{7,8}

Zinder Region is home to some of the highest numbers and largest proportions of extremely poor and malnourished people in Niger. Food insecurity increased from 2016-2017 (2017 National Survey of Food Security in Rural Households Preliminary Results) and 29% of the population at risk of food insecurity, another 17.5% already food insecure (WFP VAM). Many households (HH) in Zinder struggle to meet basic food needs. The poorest HH obtain 60% - 80% of their food from purchases or payment in kind and 20% - 30% from HH production, with food purchases ranking among the top two annual HH expenses.⁹

While the Region produces some of Niger's major oilseed and legume cash crops, traditional sorghum/millet and livestock production is constrained by low yields and shrinking farm sizes. Rising temperatures, extended dry spells, greater rainfall variability, lower forage availability, and decreasing soil fertility compound limited crop and livestock productivity while creating conditions conducive to conflict between farmers and herders.^{10,11}

Inter-generational cycles of undernutrition are a persistent problem in Zinder, whose population continues to suffer from high rates of stunting and wasting among children under five years of age (50.1% and 11.7%, respectively), and high levels of undernutrition among mothers (15.5%).¹² Over 30% of adolescent girls are malnourished, contributing to the future undernutrition of mothers and children.^{13,14} Diarrhea and fever, poor hygiene and sanitation conditions, low access to safe drinking water, and poor infant and young child feeding practices all contribute to child malnutrition.¹⁵ Exclusive breastfeeding is low (25%), as are complementary feeding and dietary diversity, while micronutrient deficiencies and anemia among pregnant women are high (58%).^{16,17} These issues are

⁴ There are 16 adult learning centers and 11 technical and vocational training centers available in the target Departments.

⁵ <https://www.genderindex.org/country/niger/>

⁶ <https://www.savethechildren.org.uk/content/dam/global/reports/advocacy/child-marriage-niger.pdf>

⁷ FFP Niger Desk Review.

⁸ USAID (2017) Sahel Youth Analysis.

⁹ FEWSNET (2017) West Africa Enhanced Market Analysis; and, FEWSNET (2017) Staples Fundamentals Report.

¹⁰ USAID (2017) Climate Risks in FFP Geographies: Niger

¹¹ World Politics Review (2018), Turner, et. al. (2011). Livelihood Transitions and the Changing Nature of Farmer–Herder Conflict in Sahelian West Africa. The Journal of Development Studies, Vol. 47. Oyama, S. (2014). Farmer-Herder Conflict, land rehabilitation, and conflict prevention in the Sahel region of West Africa. African Study Monographs, Suppl. 50.

¹² Niger Demographic Health Survey (DHS) 2012. 15.5% of women with a body mass index (BMI) of 18.5 or lower.

¹³ FFP Desk Review for Niger.

¹⁴ Horton, 2013; SUN, 2016; Thurnham, 2013; Black et al., 2013; Finlay et al., 2011.

¹⁵ FEWSNET (2017) Nutrition Causal Analysis Study Report

¹⁶ 2012 DHS, dietary diversity score for CU2 was 8.7%; minimum meal frequency 52.4%; and minimum acceptable diet 5.8%.

¹⁷ UNICEF (2016). *Analyse de coût-efficacité de la mise à l'échelle des interventions spécifiques à la nutrition au Niger*.

exacerbated by food taboos that restrict pregnant women and children's access to certain foods and supplements, and by intra-HH food distribution disparities that limit women and children's access to animal source foods and other sources of protein.¹⁸

Village Development Committees (VDC) are key actors in the GoN decentralization process, along with Commune and Municipal authorities, yet less than 50% of villages in Zinder Region have functional VDCs. Women, girls and boys have limited access to community forums. Commune planning and action cycles are under-resourced and not representative of local priorities due to weak linkages between VDCs and Communes. While the GoN's commitment to decentralization and donor-funded interventions have made some progress, current levels of participation, accountability, skills, linkages, and resources are inadequate to address community-level food, nutrition and water security challenges. Similarly, while Zinder is home to several officially recognized industries (tanning, food processing, and non-timber forest products), the Region's economy remains largely agriculture-based and formal sector job creation remains weak.¹⁹ Many products and services have not yet reached "last mile" markets.

Gaps in services provided by local government and community-based organizations (CBOs) fail to meet the multiple and related needs of vulnerable households. Persistent barriers to improved health outcomes in Niger include constrained geographic and financial access, shortages and mal-distribution of health workers, stock-outs of essential medicines and supplies, weaknesses in human resources management, lack of responsive high quality services, poor availability of data and use of data for decision-making, and weaknesses in governance and community capacity to hold the health system accountable. Health management committees (COGES) led by community members often lack capacity to create action plan to address bottlenecks and challenges at the service delivery level.

Definitions and Concepts

Adaptation / Mitigation- All actions and measures to reduce and / or control existing risks and vulnerabilities.

Agency- The capacity of individuals to act independently and to make their own free choices. By contrast, structure is those factors of influence (such as social class, religion, gender, ethnicity, ability, customs, etc.) that determine or limit an agent and their decisions.

Alea- A hazardous occurrence, substance, human activity or condition that may result in loss of life, injury or other health effects, property damage, loss of livelihood and services, socio-economic disruption, or damage to the environment. Examples include drought, flood, bush fire, and earthquake.

Anemia (Iron deficient): Iron deficiency is a condition resulting from too little iron in the body. Iron deficiency is the most common nutritional deficiency and the leading cause of anemia.

Asset- An item of property owned by a person or company, regarded as having value.

Capacity- The ability of people, organizations and society as a whole to manage their affairs successfully. (Source of definition: OECD)

¹⁸ Faye, A. (2014) Niger DFAP PASSAM TAI, LAHIA, SAWKI, *Analyse Genre dans les Regions de Maradi et Zinder*.

¹⁹ Ministère de l'Emploi, du Travail et de la Sécurité Sociale, Observatoire National de l'Emploi et de la Formation Professionnelle. Recensement des Emplois Crées: Rapport sur les Emplois Crées au titre des années 2013, 2014, 2015, 2016.

Child Marriage- Marriage before the age of 18 (Source: UNICEF)

Collective Action- action taken together by a group of people whose goal is to enhance their status and achieve a common objective

Community Influencers-

- **Direct influencers**, also known as the **secondary audience**, are individuals or groups who play key roles in influencing the primary audience positively or negatively (secondary). This group can be very important in changing behaviors since sometimes the primary audience has little agency to change themselves.
- **Indirect influencers, also known as tertiary audiences**, are individuals or groups that indirectly influence the primary audience by shaping social norms, influencing policy, or offering financial and logistical support (e.g., formal and informal civil society NGOs, faith-based groups, community and business leaders, authors, activists, entertainment and sports personalities).

Female Empowerment- Is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within, and individuals empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment. (Source of definition: USAID)

Female Economic Empowerment- is the capacity of women and men to participate in, contribute to and benefit from growth processes in ways that recognize the value of their contributions, respect their dignity and make it possible to negotiate a fairer distribution of the benefits of growth. (Source: Organisation for Economic Co-operation and Development)

Exclusive breastfeeding: An infant receiving only breast milk (including expressed breast milk or breast milk from a wet nurse) and nothing else for the first six months of life.

Extreme poverty- The inability to meet basic consumption needs on a sustainable basis. People who live in extreme poverty lack both income and assets, and typically suffer from interrelated, chronic deprivations, including hunger and malnutrition, poor health, limited education and marginalization or exclusion.

Food Security: When all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. (Source of definition: FAO, 2004.)

Gender- The socially defined set of roles, rights, responsibilities, entitlements, and obligations of females and males in societies. The social definitions of what it means to be female or male vary among cultures and change over time. (Source of definition: USAID)

Gender Equality- a state in which both men and women have equal opportunity to benefit from and contribute to economic, social, cultural and political development; enjoy socially valued resources and rewards; and realize their human rights. (Source of definition: USAID)

Gender Integration- involves identifying, and then addressing, gender inequalities during strategy and project design, implementation, and monitoring and evaluation. Since the roles and power relations between men and women affect how an activity is implemented, it is essential that project managers address these issues on an ongoing basis. (Source of definition: USAID)

Inclusive Development- The concept that every person, regardless of identity, is instrumental in the transformation of their own societies and their inclusion throughout the development process leads to better outcomes. (USAID)

Malnutrition is a serious condition that occurs when a person's diet doesn't contain the right amount of nutrients. It means "poor nutrition" and can refer to: undernutrition – not getting enough nutrients.

Maternal Health: Maternal health refers to the health of women during pregnancy, childbirth and the postpartum period. (Source of definition: WHO).

Maternal Nutrition: Women's nutrient needs increase during pregnancy and lactation. Some of the increased nutrient requirements protect maternal health while others affect birth outcome and infant health. If the requirements are not met, the consequences can be serious for women and their infants.

Natural Resource Management- Enhancing natural assets across generations for the long term benefit of humans and their environment. (Source of definition: USAID)

Optimal Infant and Young Child Feeding: Practicing exclusive breastfeeding from birth for the first six months of life (180 days) and starting from six months of age, feeding with safe and appropriate complementary foods, along with continued breastfeeding for up to two years of age or beyond. (Source of definition: 2003 Global Strategy for Infant and Young Child Feeding, WHO and UNICEF)

Participatory Governance- Participatory governance, "consists of state-sanctioned institutional processes that allow citizens to exercise voice and vote, which results in the implementation of public policies that produce some sort of changes in citizens' lives (1). Government officials should also be responsive to this kind of engagement. In practice, participatory governance can supplement the roles of citizens as voters or as watchdogs through more direct forms of involvement. (Wampler, B., & McNulty, S. L. (2011). Does participatory governance matter? Exploring the nature and impact of participatory reforms. Washington, DC: Woodrow Wilson International Center for Scholars.)

Resilience-The ability of people, households, communities, countries, and systems to mitigate, adapt to, and recover from shocks and stresses to food security in a manner that reduces chronic vulnerability and facilitates inclusive growth.

Shock where there is a disaster-A disaster is a natural or man-made event that has a significant negative impact on people, goods, services and / or the environment. Shock exceeds the capacity of the community to respond. It is the serious breakdown of the functioning of a community or society involving significant human, material, economic or environmental impacts and losses that the affected community or society cannot overcome with its own resources. Disasters can be sudden or progressive, they are of natural origin, or anthropogenic.

Social accountability is an integral component of good governance. It relates to the enabling environment for citizens, public service users and program beneficiaries to demand better responsiveness and accountability from policy makers, program implementers and public service providers. More specifically, social accountability is about the processes, approaches, and tools by which ordinary citizens, who are the users of public basic services, voice their needs and preferences, demand improved and effective public basic services, and hold public officials and service providers accountable for weak- or non-performance. Thus, it is about strengthening the demand side of good governance. However, as a key element of good governance, on the supply side, social accountability also requires that government officials and public service providers develop and establish feedback and response

mechanisms and procedures to listen to citizens' grievances and demands and to respond appropriately in a timely manner and be answerable to citizens for non or inadequate performance and responses. Thus, the successful application of social accountability principles and practices for better service delivery outcomes would require strengthening both the demand and supply side of good governance. (Source of definition: USAID)

Social cohesion is comprised of trust, community engagement, social distance and relations, support and solidarity, identity, belonging and inclusion. It is important to consider the interaction of 'vertical' (a state responding to its citizenry) and 'horizontal' (cross-cutting, networked relations between diverse community groups) factors.

Very young adolescents – Girls and boys between the ages of 10 -14.

Vulnerable populations-Those populations most at risk of food insecurity due to their physiologic or socioeconomic status, geographic location, or level of physical security. Vulnerability refers to exposure to contingencies and stress and difficulty in coping with them. Vulnerability thus has two sides: an external side of risks, shocks and stress to which an individual or household is subject: and an internal side which is defenselessness, meaning a lack of means to cope without damaging loss. (Source of definition: Chambers, 1989).

Water, Sanitation, and Hygiene (WASH): Access to safe water, adequate sanitation, and proper hygiene education can reduce illness and death from disease, leading to improved health, poverty reduction, and socio-economic development.

Women's Empowerment- the process that creates power in women and girls over their own lives, society, and in their communities. Women and girls are empowered when they are able to participate in decision-making in the household and community and access opportunities afford to men and boys such as education, work and health care.

Women's Economic Empowerment- The process of change that gives working poor women – as individual workers and as members of worker organizations – the ability to gain access to the resources they need while also gaining the ability to influence the wider policy, regulatory, and institutional environment that shapes their livelihoods and lives. (Source: Women's Economic Empowerment: WIEGO Position and Approach)

Youth- USAID defines youth to be the **young** people in the 10 to 29-year age range, with a general programmatic focus on those aged 15 to 24.

Youth Engagement- The active, empowered, and intentional partnership with youth as stakeholders, problem solvers, and change agents in their communities." (Youth Leadership Institute 2009, p.13).

Introduction to WADATA Formative Research

Formative Research looks at the community where an organization is implementing or plans to implement program activities. The research helps the organization understand the interests, characteristics, and needs of different populations and groups in their community.²⁰

Research Objectives

1. Understand current perceptions, beliefs, daily life, social norms, gender roles, etc. to inform the social and behavior change strategy

²⁰ *Formative Research: Skills and Practice for Infant and Young Child Feeding in Maternal Nutrition*, LINKAGES

2. Comprehend existing community/family structures upon which to build or strengthen
3. Identify barriers and facilitators to behaviors (When something helps us change our behavior, it is a *facilitator*. When something makes it difficult for us to change our behavior, it is a *barrier*.)

General areas of enquiry for SBC formative research

1. Daily life and personal stories
2. Household structure roles and agency
3. Social, structural and behavioral determinants
4. Experience of youth
5. Experience and factors contributing to maternal and child nutrition
6. Experience and factors contributing to hygiene
7. Experience of using health and nutrition services and opportunities for SBC in service interactions.

Formative Research Areas of Inquiry

Topical areas and specific issues of interest

Nutrition

- Sociocultural, household, and economic factors that impact the selection, allocation and consumption of family foods. ([Method: Card Sorting, Focus Group Discussions with Mothers and Fathers of Young Children on a Variety of Topics](#))
- What are mothers and fathers perception of malnutrition in children under two years of age in their community? ([Focus Group Discussions with Mothers and Fathers of Young Children on a Variety of Topics](#))
- Beliefs around food proscriptions (the action of forbidding something) and prescriptions (a recommendation from an authoritative figure) for pregnant and lactating women, youth, children under two? ([Method: Card Sorting on Food Attributes](#))
- Barriers and facilitators to exclusive breastfeeding ([Method: Doer/ Non-doer Survey](#))

WASH

- What are the barriers and facilitators to: (1) handwashing with soap, (2) safe disposal of feces, (3) use of safe drinking water? ([Method: Transect Walk, Pathways to Change Game](#))

Use of WASH, health and nutrition services

- What are people's alternatives when they cannot or choose not to access WASH, nutrition or health services? ([Method: Gendered Resource Map](#))

Ag & Livelihoods

- What non-agriculture livelihood options exist and are acceptable for women and youth? ([Method: Ten Seed Technique](#))

Resilience

- How are community resources managed in communities in the implementation area? What is the process the community uses to make decisions and take action? ([Method: Transect Walk, Pathways to Change](#))
- Do community members trust each other and are willing to work with one another? ([Method: Pathways to Change](#))
- Is there participation by a diverse set of actors in community resource management? Are the extremely poor included ([Method: Transect Walk, Pathways to Change Game](#))

- What motivates community volunteers to work in communities? ([Method: Pathways to Change Game, Story with a Gap](#))
- How do people, households, communities mitigate, adapt to, and recover from shocks and stresses to food security? ([Method: Ten Seed Technique](#))

Gender

- What are the barriers and facilitators for participation in community activities by gender and age? ([Method: Pathways to Change Game](#))
- What resources and services are available in the community (e.g., social networks, local community engagement activities or self-help groups), and who can access and use them (for instance, men, women, adolescents)? What types of resources and services do different people need, but are unable to access? Where and from whom do different types of people seek information and advice on the particular issue (for instance, health or agriculture) and why do they use these information sources? ([Method: Gendered Resource Map](#))

Youth & Adolescents- Questions to ask adults

- What are the principle drivers of child marriage (i.e., a prioritization of drivers), particularly looking at structural drivers (e.g., poverty, famine, lack of education, jobs) and attitudes and norms? ([Method: Triad Interviews](#))
- What are the main (prioritized) drivers of non-use of family planning to space the second and subsequent pregnancy among adolescents and older women? ([Method: Pathways to Change](#))
- What motivates youth to engage in community level activities such as school groups, CVDs, COGES, or water management committees etc.? What are some of the barriers or obstacles? ([Method: Story with a Gap](#))

Planning for SBC activities and communication

- What are important times of the day when people have free time to access services or participate in activities? How does this change with the season? ([Method: Daily Activity Chart](#))
- What is the best method of communication with different participants? ([Method: Focus Group Discussions with Mothers and Fathers of Young Children on a Variety of Topics](#))

Methods

All Wadata formative research will use qualitative methods.

We will use the following qualitative method and tools. Each method/ tool will be explained in more detail in the section that follows. Table 2. provides an overview of the time estimates for the research activities included in this guide.

1. Doer/ Non-Doer Survey
2. Triad Interviews
3. Focus Group Discussions with Mothers and Fathers of Children Under 2 on a Variety of Topics
 4. Food Attributes Card Sorting
 5. Child Malnutrition Cards*
 6. Daily Activity Map*
 7. Gendered Resource Map
 8. Pathways to Change Game
 9. Story with a Gap
 10. Ten Seed Technique
11. Transcet walk

*Included in the FGDs with mothers and fathers of children under 2 years)

Table 2. Time estimates for various research activities included in this guide

Activity	Average time it takes to run the activity	# of researchers needed	Optimal group size and number per community
1. Doer/ Non-Doer survey	Approximately 20 minutes per participant	4 1 person to moderate	40 participants per topic 20 Doers and 20 Non-Doers Or 40 Non-Doers 1 per community
2. Triad interviews	1 hour	2	3 participants per group 1 interview per community
3. Focus Group Discussions with Mothers and Fathers includes (Daily Activity Map* and Child Malnutrition Cards*)	2 hours each	2	6-10 participants per group 1 FGD with mothers and 1 FGD with fathers = 2 per community
4. Food Attributes Card Sorting	1 hour	2	6-8 participants per group 1 with mothers and 1 with fathers = 2 per community
5. Child Malnutrition Cards*	25 minutes	2	5-10 participants per group 1 with mothers and 1 with fathers = 2 per community
6. Daily Activity Map*	45 minutes	2	5-10 participants per group 1 with mothers and 1 with fathers = 2 per community
7. Gender Resource Mapping	2 hours	2	5-10 participants per group 4 different groups per community
8. Pathways to Change Game	2 hours	2	3-6 participants per group 1 per community
9. Story with a Gap	2 hours	2	5-10 participants per group 2 different groups per community
10. Ten Seed Technique	2 hours	2	5-10 participants per group 1 group per community
11. Transect walk	2-3 hours	2	1 community guide 1 walk per community

*Part of the focus group discussions with mothers and fathers.

Sampling/ Selecting participants

For the purpose of the Wadata formative research, we will be using purposive sampling. Purposive sampling means deliberately choosing a site or participants due to the qualities the participant possesses (for instance, a young women who has recently had her first child). Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. It does *not* mean choosing a site or a participant just because it is convenient for the research team. Site and participant selection is an important step; choosing inappropriate sites or participants can bias the research findings.”²¹

Participants for the formative research

People **directly affected** within households (primary audiences)

- Mothers (aged 15-30 years) of children 6-23 months
- Mothers (aged 18-30 years) of children 6-23 months
- Mothers of a daughter that is 8-18 years old
- Mothers (aged 18-30) with child/children under 2 years
- Women aged 18-49
- Women aged 18-20
- Married females 15-17 years old

People **directly influencing** within households (secondary audiences)

- Fathers of a daughter that is 8-18 years old
- Community leaders (aged 18-49)
- Fathers (aged 18-30) with child/children under 2 years age
- Men aged 18-49
- Men aged 18-49
- Men aged 18-25
- Men aged 18-20
- Men aged 26-49
- Community volunteers (any age)

To be determined via the formative research - People **indirectly influencing** in the community (tertiary audiences)
Community (community action groups, village leaders, religious leaders Traditional birth attendants and traditional healers Community health workers

All research activities will follow the same pattern. The main elements are:

1. Greetings and explanation of purpose
2. Informed consent
3. Asking questions
4. Note taking
5. Ending the research activity and thanking the participants for coming
6. Giving all notes and images to the team lead at the end of the day

²¹ *Designing by Dialogue: A Program Planners' Guide to Consultative Research for Improving Young Child Feeding.* Kate Dickin, Marcia Griffiths & Ellen Piwoz (1997). Academy for Educational Development, p. 4.16

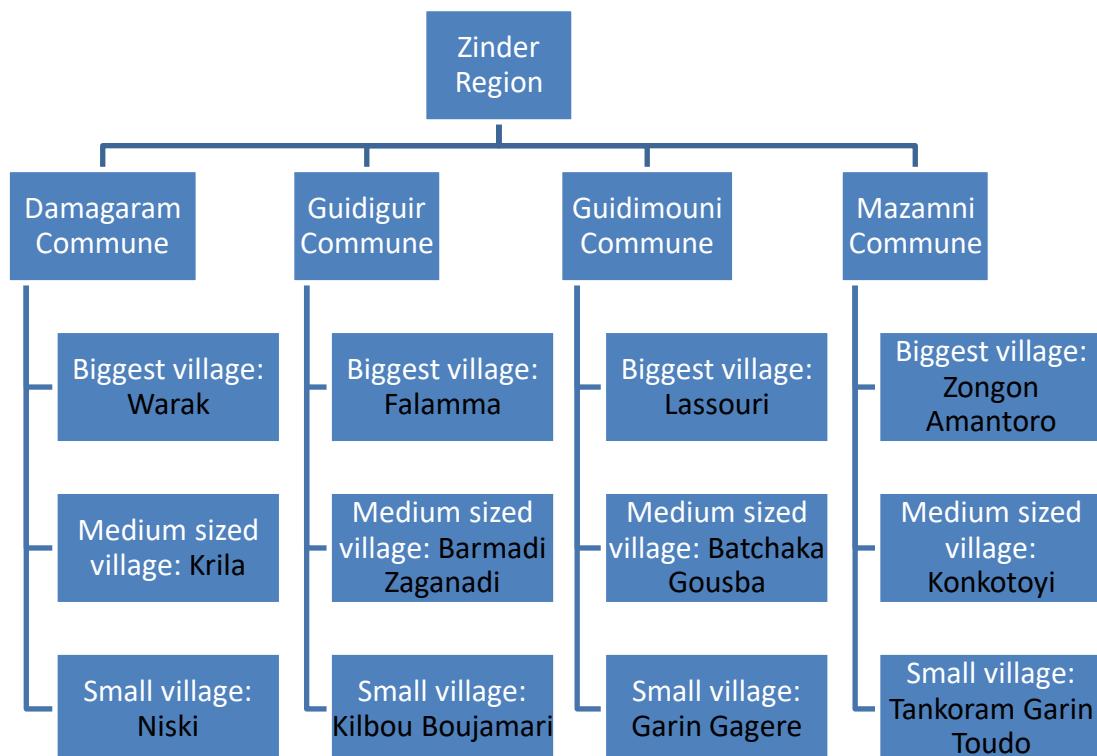
Location

Wadata formative research will be conducted in at least 12 villages which are considered representative of the diversity of our target area. The villages have been selected from the 150 villages that are home to approximately 27,000 HH. It stated in the DFSA response that, "The final selection of villages will occur during the Refine Year through more in-depth stakeholder consultation and field assessments, and additional security assessments."

SBC FIELD WORK SELECTED VILLAGES

- Biggest village: # HH ≥ 80
- Medium village: $40 \leq \# \text{ HH} < 80$
- Small village: # HH < 40

Figure 2. Villages selected for formative research



Formative Research Team Composition

The SCUS staff will lead the research in collaboration with WADATA SBC, Health and Nutrition Leads and the Breakthrough Action. WADATA field agents (Health and Nutrition, WASH and Village Agents) who will act as data collectors will assist the team. Each team will be composed of one lead and 4 polyvalent agents.

There are several characteristics to look for in the research team members such as:

- Previous field experience
- Fluency in the local language(s)
- Ability to read

- Ability to establish rapport with strangers, converse naturally, and put people at ease so that they can express themselves freely
- Good listening skills
- Awareness of own nonverbal reactions, using body language to project positive responses
- Ability to interpret and explore what people say
- Ability to project enthusiasm and genuine interest in others
- Ability to observe and record situations without judging or distorting
- Ability to convey warmth and empathy with different types of people
- Maturity, ability to handle difficult situations that may arise during fieldwork
- Comfort in discussing a wide range of topics including topics around family planning
- Ability to analyze a situation, think critically, and write notes

Table 3. Composition of the field teams for the SBC formative research data collection

Equipe Saloum Aloum- Commune de Damagaram Takaya	Equipe Hadin Kan Matassa- Commune de Guidiguir
Team lead : 1. Abdoulaye Mahaman Data collectors : 2. Hassoumi Moussa Aisa 3. Chaibou Saidou 4. Absatou Ibrahim 5. Rachidou Hindatou 6. Daouda Boureima 7. Maimouna Harouna Driver : 8. Driver vehicle 1 9. Driver vehicle 2	Team lead : 1. Maigari Malam Assane Data collectors : 2. Mamane Boukar Zeinaba 3. Balla Ado Nana Mariama 4. Gremah Ari Mai Kellema 5. Honorine Etienne 6. Ari Abba Waziri 7. Tamo Maitouraré Ado Driver : 8. Driver vehicle 1 9. Driver vehicle 2
Equipe Rakumin Dawa-Commune de Guidimouni	Equipe Haske- Commune de Mazamni
Team lead : 1. Na Oume Habou Ibrahim Data collectors : 2. Oumarou Aminou 3. Amsatou Issoufou 4. Mme Arma Fatimé Moussa 5. Sayabou Amani Ouma Kaltoum 6. Marah Hamidou Driver : 7. Driver vehicle 1 8. Driver vehicle 2	Team lead : 1. Aboubacar Salé Data collectors : 2. Ousmane Bawa Moussourou 3. Alkassoum nafatou mamane 4. Abdoulkarim Hari Zalika 5. Hadizatou Assane 6. Koussou Ahmadou Tidjani Driver : 7. Driver vehicle 1 8. Driver vehicle 2

Roles of the team

The team lead will help the formative research run smoothly. The role and responsibilities of the team lead is to:

1. Be responsible for logistical issues such as transport, scheduling, and making sure that polyvalent agents/research assistants have what they need to conduct the research.

2. Oversee the sample selection and careful review of the data sheets to ensure they are filled out correctly and of good quality. This must be done daily in order to catch errors or incompleteness of data. That way if there are mistakes, the research team can revisit households or individuals to correct any problems.
3. Team leads will hold daily debrief sessions with team members to discuss findings emerging from the day's sessions as well as provide feedback on how the sessions went and to troubleshoot for how to improve the sessions.
4. Help facilitate or observe research activities.

The Wadata researchers will facilitate the research sessions that are outlined in this guide. It is a primary responsibility of the researchers to ensure that the quality of the discussion is good during all the research activities. The researchers are also responsible for taking notes during research sessions.

Because of the many tasks required to conduct research well, it is helpful to work as part of a team. There are three main roles which need performing by the Wadata formative research team. Team members may take it in turns to perform each of these roles.

- Moderator-this person will take the lead role in facilitating the research sessions to enhance discussion about topics with the participants, as described above.
- Note taker- this person will take notes and record information using the forms that will be provided to you. This needs to be done in a timely and accurate manner. All notes and maps and images produced during the research sessions must be turned into the team lead at the end of the day.
- Observer (optional but an important role) - this person is to observe the attitudes and behaviors of both the facilitator and the participants. The observer ensures that everyone is able to participate equally and that saboteurs are dealt with appropriately. In the spirit of 'embracing error', the observer also takes the lead role in thinking about what lessons were learned from the research session itself. What worked and why? What didn't work and why? What lessons have we learned about how to conduct the research sessions?

Table 4. Data Collection Timeline

Date	Activity	Responsible Team Members	Location
Pretesting- August 26 and maybe 27			
DATA COLLECTION CANNOT START UNTIL SCUS ERC APPROVAL!			
Day 1 Small village	Data Collection	Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Niski Kilbou Boujamari Garin Gagere Tankoram Garin Toudo
Day 2 Small village	Data Collection	Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Niski Kilbou Boujamari Garin Gagere Tankoram Garin Toudo
Day 3 Small village	Data Collection	Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Niski Kilbou Boujamari Garin Gagere Tankoram Garin Toudo
OFF			
Day 4	Data Collection	Team 1 Damagaram Commune	Krila

Medium-sized village		Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Barmadi Zaganadi Batchaka Gousba Konkotoyi
Day 5	Data Collection	Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Krila Barmadi Zaganadi Batchaka Gousba Konkotoyi
Medium-sized village		Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Krila Barmadi Zaganadi Batchaka Gousba Konkotoyi
Day 6	Data Collection	Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Krila Barmadi Zaganadi Batchaka Gousba Konkotoyi
OFF			
Day 7	Data Collection	Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Warak Falamma Lassouri Zongon Amantoro
Large village		Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Warak Falamma Lassouri Zongon Amantoro
Day 8	Data Collection	Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Warak Falamma Lassouri Zongon Amantoro
Large village		Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Warak Falamma Lassouri Zongon Amantoro
Day 9	Data Collection	Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Warak Falamma Lassouri Zongon Amantoro
Large village		Team 1 Damagaram Commune Team 2 Guidiguir Commune Team 3 Guidimouni Commune Team 4 Mazamni Commune	Warak Falamma Lassouri Zongon Amantoro

A Brief Overview of Qualitative Research

All Wadata formative research uses qualitative methods. Qualitative research is used to better understand an issue from the perspective of the local population. It is especially effective in examining complex relations between:

1. Personal and social meanings
2. Individual and cultural practices
3. The material environment or context

Additionally, it provides insight into the often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals and can be effective at identifying factors such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not be readily apparent.²²

That is why conducting qualitative research is important for health and development programming. It can help people get in touch with deeper motivations, help them find ways to express themselves, motivate them to do so and help researchers to interpret what comes out.

²² Qualitative Research Methods: A Data Collector's Field Guide. (2004).

Strength of Qualitative Research

- Provides descriptions of how people experience an issue
- Provides information on the complex and often contradictory behaviors, beliefs, opinions, emotions and relationships of individuals
- Identifies factors such as social norms, socioeconomic status, gender roles, ethnicity and religion whose role in the research issue may not be readily available

We are going to use our formative research to develop our social and behavior change strategy. The strategy will:

- Describe the primary and influencing audiences
- Identify the specific behaviors to focus on
- Identify the barriers and facilitators that influence the behaviors
- Identify the social and behavior change activities, channels and support materials we will use

Trouble Shooting Common Problems in Qualitative Research

People who volunteer to participate in qualitative research are usually eager to share their opinions and act respectfully in group sessions. However, on occasion, it can be difficult to handle group dynamics in semi-structured interviews. Here are some tips for addressing group dynamics:

- Have all participants sit in a circle on the same level with one another. The facilitator should also sit at the same level.
- Body language, gentle redirecting and silence can be effective in managing most personalities:
 - The expert
 - The know-it-all
 - The shy person

Note taking can be a difficult task, particularly during semi-structured interviews. Keep these tips in mind when taking notes:

- Keep track of who is saying what as best you can (In other words: is the same topic being discussed by many people, or is one person bringing up the same topic repeatedly?)
- You are free to develop a note-taking style that works for you

Probing

Probing is a qualitative technique used to illicit more information from participants. It is a difficult skill to master, but vital to ensuring that your data is rich and detailed.

Probing Techniques

1. "What" (hypothetical) questions
 - "What would happen if..."
2. Silent Probe
 - Just remain quiet and wait for informant to continue.
 - Often happens as you are busy writing what the informant has just finished saying.
3. Echo Probe
 - Repeat the last thing an informant said and ask them to continue.
 - "I see. The child has loose stools, becomes tired and will not eat. Then what happens?"

4. The Uh-huh Probe

- Encourage participant to continue with a narrative by making affirmative noises.
- “Uh-huh.” “Yes, I see.” “Right, uh-huh.”

Examples of Effective Probes:

1. Direct questions

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

2. Indirect Probes

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

Avoiding Common Mistakes

Interviewer fatigue – Our data collection schedule is very demanding and we are all going to be very tired in the coming weeks. Try not to let your fatigue influence your dedication to the project by ending an interview or activity early. Stay alert and interactive even if you are feeling drowsy. Try to get as much sleep as possible, eat well and try to rest between activities if you can.

Interviewer bias – As much as we like to think that we are all open minded and objective, everyone is biased. Sometimes your opinions about a topic, participant or your mood can interfere with your interpretation of the data. Try to remain as objective as possible regardless of your personal bias:

- Preconceived notions on a topic (or lack thereof)
- Discomfort with certain topics or opinions on a topic (MANAGE YOUR DISCOMFORT)
- Mental and/or physical exhaustion
- Bad or contrary mood

Avoid asking leading question that might bias the answers for example, “Don’t you think that...? Or “Would you agree that...?”

Correcting misinformation – It can be tempting to want to correct misinformation during an interview or activity, but correcting participants can cause them to lose face in front of their peers and may discourage them from participating.

- If a participant shares information that is not factual or could be harmful to their own wellbeing or the wellbeing of others, it is acceptable to correct him/her; but only do so after the activity or interview.

Non-verbal communication- Be sure to keep a neutral expression when moderating a session. Try having a “Mona Lisa face”



Other mistakes

- Allowing one or two participants to dominate the discussion or not enabling quiet participants to speak
- Remaining too long on a topic, continuing to repeat questions even after participants have nothing additional to say
- Interrupting people who begin to express a different point of view by repeating the original question as if the speaker were not addressing it.
- Accepting comments on what people should do without probing what they actually do and why there is a difference
- Letting a good question drop if it is not answered immediately
- Using too much body language (e.g., pointing, wild arm gestures, facial expressions)

Notetaking and Analysis

Data will be analyzed as it is collected. This will help the teams synthesize key themes as we go along. At the end of each day, the full team will participate in a debriefing session during which they will discuss the data collected and identify emerging themes. Team leads to send Meg & Lenette the completed data forms as soon as possible while in the field.

Tips for notetaking :

- Write directly on the forms you will be provided under the relevant question.
- **Distinguish clearly between participant comments and your own observations:** use your own initials or “MO” to indicate “my observation.” Example: “MO – participant hesitant to discuss family planning because husband in the house.”
- **Cover a range of observations:** participant’s body language, moods or attitudes; the general environment; and other information that could be relevant.

Data Collection Tools

Doer/Non-Doer Survey on Exclusive Breastfeeding²³

Overview

Doer/Non-Doer questionnaires are used to better understand how to successfully promote behavior change by identifying the most important barriers and promoters of behaviors. The questionnaire consists of 7 questions based on the following **potential determinants of behavior**: *perceived positive and negative consequences, enabling factors, barriers, and perceived social norms*.

Team composition: 1 moderator

Participants: Mothers (aged 15-30 years) of children 6-23 months

Number: 20 Doers and 20 Non-Doers or 40 Non-Doers

Objectives

1. Identify the key determinants for adoption of selected behaviors the project will promote.
2. Learn the point of view of the target audience about ideal behaviors.

Corresponding research issue: Exclusive breastfeeding and early marriage

Resources Needed

- Multiple copies of each questionnaire – total of 20 doers and 20 non-doers of each behavior needed (total of 8 behaviors)
- Copy of consent form
- Pencil/pen

Instructions

1. Read the consent form
2. Conduct the interview
3. Thank the participant
4. Turn in all surveys to the team lead at the end of the day

These interviews can be conducted at households or at another location where women gather such as at a health center. Since they are individual, they should be conducted out of listening range of other people. Each of the following interview guides specifies the person to be interviewed.

²³ More information can be found at: Kittle, Bonnie. 2013. A Practical Guide to Conducting a Barrier Analysis. New York, NY: Helen Keller International.

The decision whether someone is classified as a doer or a non-doer is based on the first question in the survey. The classification does not affect the wording of the subsequent questions. The classification does not have to be made at the time of the interview, but can be done after most interviews have been completed. At that time, if there is a shortage of either doers or non-doers, for the remaining interviews, seek out the missing category.

Tabulation Results should be hand tabulated using the form provided below. It will be necessary to create *categories* of responses, that is, combining similar responses. Example: What are the benefits of breastfeeding your infant? Responses include: **will grow strong, will stay healthy, prevents sickness, won't get cough or colds.** The three bolded responses are saying the same thing and can be categorized as "prevents sickness". The tabulations will be sent to Meg and Lenette for analysis.

We need 20 doers and 20 non-doers or 40 non-doers for each survey in each village.

Products

1. 40 questionnaires per community = 40 completed questionnaires (20 Doers/20 Non-Doers)
2. Completed tabulation forms for each behavior.

Group: Doer Non-Doer

Doer/Non-doer Questionnaire on Exclusive Breastfeeding – Mothers of children 0-23 months

Interviewer's Name: _____ Questionnaire No.: _____

Date: ____/____/____ Community: _____

Behavior Explanation: Exclusive breastfeeding means that the infant receives only **breast milk**. No other liquids or solids are given – not even water – with the exception of oral rehydration solution, or drops/syrups of vitamins, minerals or medicines.

1. At what age did you start giving your baby liquids or food other than breast milk?
(do not count anything given in the first days of life – prelacteals)
 1. Less than 6 months 2. 6 months or later (doer) 3. Don't Know / Won't say → *End interview and look for another mother.*
2. What are the advantages or benefits of giving your baby only breast milk for the first six months?
3. What are the disadvantages (or bad things) of giving your baby only breast milk for the first six months?
4. What makes it easy to give a baby only breast milk for the first six months?
5. What makes it difficult to give a baby only breast milk for the first six months?

6. Who supports you or approves of your giving your baby only breast milk for the first six months?
7. Who does not support you or disapproves of your giving your baby only breast milk for the first six months.



Card Sorting Activity on Food Attributes²⁴

Overview

Card sorting is a simple way to organize information. During a card sorting session, participants are asked to sort cards with images into piles so that each pile consists of items that are considered similar to one another.

Team composition: 1 moderator and 1 note taker

Participants: Group of 6-8 Mothers of Children under 2 years (aged 18-30); Group of 6-8 Fathers of Children under 2 years (aged 18-30)

Number: 2 per community, 12 total

Figure 3. Food Cards from Nicaragua

Objectives

1. Identify community perceptions of what foods are appropriate for pregnant women and what foods women typically eat when pregnant
2. Identify community perceptions of what foods are appropriate for lactating women and what foods women typically eat when lactating
3. Discern what food are considered appropriate for children 6-8 months
4. Explore community perceptions around what members of the family eat certain foods (specifically animal source foods)
5. Discern what foods are rarely eaten by community members

Corresponding research issue:

- Sociocultural, household, and economic factors that impact the selection, allocation and consumption of family foods.
- Beliefs around food proscriptions (the action of forbidding something) and prescriptions (a recommendation from an authoritative figure) for pregnant and lactating women, youth, children under two?

Resources Needed

- Set of cards (Lenette to create prototype cards and bring them with her to Niger)
- Summary tables (outlined below)
- Copy of consent script
- Pens

²⁴ More information at: Formative Research: A guide to support the collection and analysis of qualitative data for integrated maternal and child nutrition program planning. Cooperative for Assistance and Relief Everywhere, Inc. (CARE). 2013.

Instructions

1. Read the consent script
2. Conduct the card sorting activity and record the data
3. Thank the participants for coming and end the activity
4. Turn in the consent forms and data collection forms to the team lead at the end of the day

Questions related to girls before they are married:

1. Ask participants to sort the foods or pictures for girls before they are married.
2. Probe by asking:
 - a. Are there foods that are good for girls to eat before they are married?
 - b. Are there foods that girls should not eat?
 - c. What happens if girls eat foods they should not? (They do not have to reach consensus so carefully note all discussion.)
3. Record this discussion on the Summary of Foods for Girls before they are Married table.

Questions related to pregnant women:

4. Ask participants to sort the foods or pictures for pregnant women.
5. Probe by asking:
 - a. Are there foods that are good for pregnant women?
 - b. Are there foods that pregnant women should not eat?
 - c. What happens if pregnant women eat foods they should not? (They do not have to reach consensus so carefully note all discussion.)
6. Record this discussion on the Summary of Foods for Pregnant Women table.

Questions related to lactating women:

1. Ask participants to sort the foods or pictures for lactating women.
2. Probe by asking:
 - a. Which foods are good for lactating women and why?
 - b. Are there foods that lactating women should not eat?
 - c. What happens if they eat these foods? (They do not have to reach consensus so carefully note all discussion.)
 - d. Is there a period after delivery when certain foods are restricted? For how long? Which foods?
3. Record this discussion on the Summary of Foods for Lactating Women table.

With the older women, ask if these beliefs are changing among younger women. How do they know this? What is the result of the change, if there is one?

Questions for mothers with children 6-8 months :

1. Ask participants to create a pile of foods that are appropriate for children 6-8 months and a pile of foods that cannot or should not be given to children that age.
2. Probe by asking:
 - a. For appropriate foods:

- i. How do you prepare the foods that are appropriate? Ask about consistency (liquid, runny, soft, semi-solid, solid)
- ii. How often do you give these foods. If not often, why not?
- b. For inappropriate foods:
 - i. What are the reasons these should not be given?
 - ii. At what age could these foods be given to the child?
 - iii. Are there ways to prepare these foods in a way that would make them suitable for children 6-8 months of age?
3. Record this discussion on the Food Attributes for Children table.

Questions to ask every- How do foods get disturbed within the household:

1. This time, show the women photos of the staple food, a common vegetable, and an egg or meat.
2. Ask the following:
 - i. If there is only one egg (or one serving of meat) for the day, who in the family should get that? What are the reasons?
3. Note how many different opinions there are among the group on who should get the animal source food.

Questions for everybody- What type of foods are not eaten in the community

Lay out all the photos in the middle of the women.

7. Ask participants to sort out the foods that people in their community never or very rarely eat.
8. Make a list of these foods to compare to the results of the validation exercise for the market survey.

Products

1. Summary of foods for girls before they are married
2. Summary of foods for pregnant women
3. Summary of foods for lactating women
4. Summary of foods for mothers of children 6-8 months
5. Food Acceptability Summary
6. Food Attributes for Children Table

Summary of Foods for Girls before they are married

# of Good Food	Reasons Why It is Good
# of Unacceptable Food	Reasons Why it is Unacceptable

Summary of Foods for Pregnant Women

# of Good Food	Reasons Why It is Good
# of Unacceptable Food	Reasons Why it is Unacceptable

Summary of Foods for Lactating Women

# of Good Food	Reasons Why It is Good
# of Unacceptable Food	Reasons Why it is Unacceptable

Summary of Foods for Children 6-8 months

# of Good Food	Reasons Why It is Good
# of Unacceptable Food	Reasons Why it is Unacceptable

Food Acceptability Summary

# of Food	Acceptable for				
	Girls before they are married	Pregnant women	Lactating women	Children 6-8 mos.	Child at age __

Child Malnutrition Cards*

Overview: Please note that this activity is part of the focus group discussions on a variety of topics. This is a rapid assessment tool that asks participants to select the cards that best represent their answer to questions.

Team composition: 1 moderator and 1 note taker

Participants: Mothers (aged 18-30) with children less than two years old; Fathers (aged 18-30) with children less than two years old

Group size: 5-10 people per group

Number: This activity is part of the FGD with a variety of questions = 1 group with mothers and 1 group with fathers =2 per community

Objectives: This activity is used to gauge the perception of malnutrition in children under two in the community.

Corresponding research issue: What are mothers and fathers perception of malnutrition in children under two years of age in their community?

Resources Needed

- Child Malnutrition Cards
- Data table (part of a larger table that is included as part of the focus group discussion)

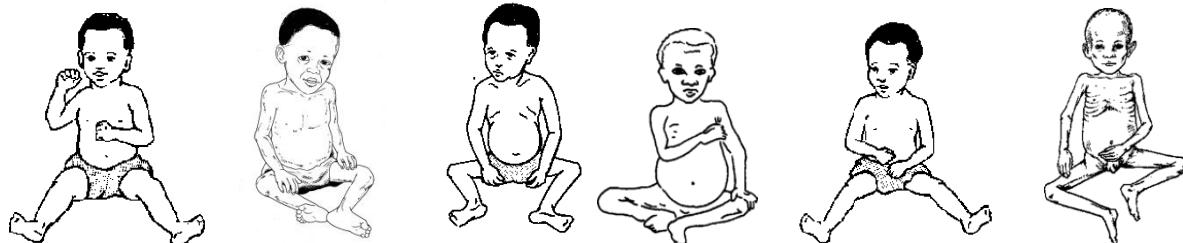
Instructions

1. Ask the participants the following questions

- What does the community perceive as malnutrition?
- How important of a problem is it?
- Are you aware of any malnourished children in your community?
- What does a malnourished child look like? Now show the images of children to the father and ask him to pick out the image(s) of the child/ children that are malnourished.
- What do you think causes this malnutrition?

2. Record the answers to the questions and the number of the corresponding image(s) on the data table provided.

Below are the images of the six cards.



Daily Activity Chart*

Overview: Please note that this activity is part of the focus group discussions on a variety of topics Daily activity charts show how people spend their time over the course of a day.

Team composition: 1 moderator and 1 note taker

Participants: Mothers with children less than two years old; Fathers with children less than two years old

Group size: 5-10 people per group

Number: This activity is part of the FGD with a variety of questions = 1 group with mothers and 1 group with fathers = 2 per community

Objectives:

- Explore and compare how different people spend their work and leisure time
- Discuss the roles and responsibilities of different types of people
- Explore the factors that influence the differences between different types of people
- Understand the problems and obstacles faced by different people
- Plan activities by helping to identify the best time to work with particular groups

Corresponding research issue: What are important times of the day when people have free time to access services or participate in activities? How does this change with the season?

Resources Needed

- Flip chart paper
- Markers
- Data table (part of a larger table that is included as part of the focus group discussion)

Instructions

1. Ask the participants decide whether to show time in hours or as parts of the day- for example, morning, afternoon, evening.
2. Ask the participants to make daily activity charts for themselves. The activities should represent an average day.
3. Record and take notes on what is being said while the participants are creating the activity chart. The conversation that participants have while making an activity chart is often as important as the chart itself.
4. Ask the participants if this daily routine changes during different times of the year.
5. Thank the participants for their contributions.
6. Put the name of the community on the chart and take a photograph of the chart.

7. The facilitator and note taker should expand their notes following the activity. Give the notes and the daily activity chart to the team lead at the end of the day.

Participant	4 AM	5 6	7	8	9	10	11	12 PM	1	2	3	4	5	6	7	8	9	10				

Gendered Resource Map²⁵

Overview: A gendered resource map is used to show important places in a community- for example, markets, health and nutrition services, places where people meet for community events, places where people socialize, and so on and who uses them. For example, this type of map can identify what resources women and girls use as opposed to men and boys, or what resources women and girls can access as opposed to men and boys.

Team composition: 1 moderator and 1 note taker

Participants: Women aged 18-49; Men aged 18-25 ; Married females 15-17 years old; Men aged 26-49

Group size: 5-10 people per group

Number: 1 group for women 19 years or older; 1 group for men years or older; 1 group for girls between 14-18 years old; and 1 group for boys between 14-18 years old = 4 groups per community

Objectives

To find out (1) What resources and services are available in the community, and who can access and use them (for instance, men, women, adolescents)? (2) What types of resources and services do different people need, but are unable to access? (3) Where and from whom do different types of people seek information and advice on the particular issue (for instance, health or agriculture) and why do they use these information sources?

Corresponding research issues:

1. What resources and services are available in the community (e.g., social networks, local community engagement activities or self-help groups), and who can access and use them (for instance, men, women, adolescents)? What types of resources and services do different people need, but are unable to access? Where and from whom do different types of people seek information and advice on the particular issue (for instance, health or agriculture) and why do they use these information sources?
2. What are people's alternatives when they cannot or choose not to access WASH, nutrition or health services?

Resources Needed

- Consent form
- Questions for reference
- Flip chart paper
- Markers

Instructions

1. Read the consent form.
2. Tell the participants that they will represent their sex and age of people on the map. For instance, men older than age 19 will represent men older than 19 on the map.

²⁵ More information at: Formative Research: A guide to support the collection and analysis of qualitative data for integrated maternal and child nutrition program planning. Cooperative for Assistance and Relief Everywhere, Inc. (CARE). 2013.

3. Ask the participants draw the person they represent in the center of the map. Reassure the participants that things do not have to be drawn well. The process is more important than the artwork.
4. Ask the participants to agree on what resources and services to show on the map- for example, resources and services women use in connection to income generation. Explain that resources could be the market, place of worship, non-governmental and governmental organizations, roads, houses, health facilities, health posts, pharmacies, hospitals, clinics, extension workers, schools, banks, mills, cell phones, water wells, factories, rivers, midwives, social workers, teachers, doctors, growth monitoring locations, etc. Ask the participants to identify the various community resources by name or with a symbol.
5. Ask the participants to draw or list the resources and services that the person uses at the moment on the left of the person.
6. Then ask the participants to draw or list the resources and services that exist in the community, but which the person does not use now on the right of the person.
7. Then underneath the person, ask the participants to draw or list additional resources and services that are needed. These can be resources that the community can provide or which need to come from outside.
8. Now ask the participants what they do if they cannot access health services. Where do they go? Where do they prefer to go and why?
9. Record and take notes on what is being said while the participants are creating the map. The conversation that participants have while making a map is often as important as the map itself! The note taker should be sure to record all discussions, debates and disagreements, key phrases and terminology in the local language. Also record the participant's non-verbal behavior and interactions with one another during the mapping exercise.
10. Lead a group discussion about the map. Ask probing questions to draw out more information from the map(s). Use the analysis questions below as a guide for the group discussion.
 - What agricultural resources and services are available to women and girls as opposed to men and boys in a community?
 - What income generation opportunities exist for women and girls as opposed to men and boys?
 - What social service programs are available to women and girls as opposed to men and boys in the community?
 - Where can women and girls go without permission from family members as opposed to where men and boys can go?

- What are peoples' perceptions about the available resources? Are the resources adequate for the community's needs?
 - What are the reasons why some people have access to resources and services and some people do not?
 - Where do people go when they cannot or choose not to access WASH, nutrition or health services?
11. Thank the participants for their contributions.
 12. Take a photograph of the map
 13. The facilitator and note taker should expand their notes following the exercise. Give the notes and the gendered resource map to the team lead at the end of the day.

Pathways to Change Game²⁶

Overview: The Pathways to Change game is designed to make the concept of behavior change more understandable. When polyvalents use the game with their communities, it stimulates thinking that can motivate individuals and communities to change. Playing Pathways to Change can also help community health workers and peer educators understand the target population's perceptions of barriers to change and facilitators of change. When the game is used in this way, it functions as an informal data collection tool that can be helpful for designing and tailoring interventions.

Humans are storytellers. Stories are how we make sense of everyday events; the stories we have collected over a lifetime give shape to our experience and help us anticipate and act upon current situations. This game can be used to help polyvalents and program staff understand the target population's perceptions of barriers to change and facilitators to changing behaviors through storytelling.

Team composition: 1 moderator and 1 note taker

Participants: Adult men and women ages 18-49. Good to have a mixture of gender and ages in the group. If participants are not comfortable with the mixed group methodology, you can create a group of men and a group of women and do the activity separately

Group size: 3–6 members for each team is a good size because it is big enough to permit discussion but small enough to permit everyone to actively participate.

Number: 1 game per community. The topic of the game will be assigned.

Objectives: Determine people's perceptions of how important factors related to health, nutrition, and food security are and how much more important they are relative to the other factors.

Corresponding research issue: What are the barriers and facilitators to:

1. Handwashing with soap
2. Safe disposal of feces
3. Use of safe drinking water
4. Communities managing resources
5. Community members working together to make improvements to the community
6. Community volunteers working in communities
7. Use of family planning to space the second and subsequent pregnancy among adolescents and older women
8. Participation in community activities by women (age 18-45)
9. Participation in community activities by youth (males age 10-17)
10. Participation in community activities by youth (females age 10-17)

²⁶ More information from Pathfinder International: <https://www.pathfinder.org/publications/pathways-to-change-moderator-handbook/>

Resources Needed

- Copy of the consent form
- Pathways to change game board, question cards and dice.
- A set of character profiles that describe fictional members of the target population's community who have specific behaviors they should change. The profiles should be brief and not provide too much information, but they can include information such as whether the character is married or not, has children or not, is educated, has money, lives with parents, etc. These character profiles can be developed by community health workers and peer educators, or they can be developed at the project management or government level.
- Data collection tool

Instructions

1. Read the consent form.
2. Divide large groups into smaller groups. This activity works best with 3-6 participants. It turns into a much longer process if the group is larger than 10. For the purpose of the Wadata SBC formative research, keep the group small. If a large group people show up to participate, divide them into smaller groups.
 - a. Gender specific or mixed groups can be formed. They should represent a cross section of the community in terms of age, sex, ethnicity, or other locally relevant distinctions (caste, productive orientation, etc.). Power dynamics may be more noticeable in mixed groups especially if authoritative figures (e.g., community leaders, moneylenders, and landlords) are present.
3. Provide each team with a character profile that includes the character's situation, behavioral objective, and family circumstances. Here are some examples:
 - a. Marie is 21 and lives on her own in your community with her two children. She went to high school, but cannot find a good job. Several boyfriends pay some of her bills. *Objective:* Insist on using condoms with all boyfriends.
 - b. Amir is a 45-year-old part-time farmer, but he also works part-time in a mechanic's shop in the district capital, two hours from the farm. His boss is threatening to fire him because he misses so much work. When he is in the capital, Amir uses injectable drugs and visits sex workers. His wife in the rural area and their five children do not know anything about this. *Objective:* Seek drug counseling.
4. Teams take turns rolling the dice/selecting a number and landing on a Barrier, Facilitator, or Setback square. The barrier and facilitator squares also show whether the barrier or facilitator is at the personal, social, or environmental level. The team must identify an appropriate barrier or facilitator for their character's behavior change.
 - a. Personal barriers and facilitators are rooted in an individual's personality, intelligence, knowledge, attitudes, and beliefs (for example, a person's shyness, arrogance, willingness to seek help, faith in God).
 - b. Social barriers and facilitators are those that arise as part of an individual's interaction with other people, especially family, friends, and acquaintances (for example, the friendly local shopkeeper, the church pastor, their mother or father, an unhelpful nurse).



- c. Environmental barriers and facilitators are the things—often material—that the individual has little control over (for example, the fact that the economy is mainly agricultural, there are no clinics in the village, alcohol is widely available, or condoms are often unavailable). Of course, many—or even most—barriers or facilitators are not exclusively personal, social, or environmental. Someone’s illiteracy, for example, is a combination of many factors. But in the game, it is the players’ job to decide that a particular barrier or facilitator mainly originates at one of the three levels. The Moderator ensures that the players discuss the topic carefully and come up with a good example of a barrier or facilitator that fits the specific character’s situation.
5. When the team the moderator agree that the team has identified an appropriate barrier or facilitator, the Moderator writes it down on a piece of paper that lists all the team’s barriers and facilitators. The Moderator should also note each barrier or facilitator’s level (personal, social, or environmental).
6. If a team lands on a Setback square, the Moderator just writes “setback” on the team’s list. This will be used later in the story-writing activity. The next time the team rolls the dice, they must move backward and provide the barrier or facilitator for the space they land on. The next time they roll the dice or select a piece of paper, they can move forward again.

End Product:

By the time both teams have finished playing the game, they will have produced a list of facilitators, barriers, and setbacks associated with their character. This may be enough to meet your goals for this exercise—participants will have learned about and discussed some key concepts and the Moderator will have learned about the perceptions of the target audience. But it is also easy to continue the process and for participants to learn more about behavior change and possibly produce interesting stories that can be used elsewhere.

Notes on Role of Moderator:

The moderator serves as the “judge” to decide if the barriers or facilitators that the players identify fit into the categories of personal, social, or environmental. It is a primary responsibility of the facilitator to ensure that the quality of the discussion is good—the moderator should not permit players to make obvious observations. Statements such as “the family is supportive,” or “the husband does not listen to the wife,” or “he is poor” are not very thoughtful. These answers do not show that team members are really thinking hard or drawing on their own experiences. The moderator should be skilled at making the players think hard to justify their choice of barrier or facilitator. Even if the moderator basically agrees with their choice, he or she may ask them to justify why it is not another kind of barrier or facilitator. For example, if the team suggests that something is an “environmental facilitator,” the moderator might ask: “Are you sure it is not a personal facilitator?” This will make the team think more about what they have suggested. The moderator can reject something he or she considers to be a weak barrier or facilitator and ask the team to discuss it again and come up with a better example. When the team agrees on a barrier or facilitator and the moderator approves, the moderator writes it down for future review and use. The moderator can also take notes on the ideas generated in the debates within the teams of players.



Data collection form for the Pathways to Change Game

Research Issue:	
Profile of the character:	
Personal barriers	Personal facilitators
Social barriers	Social facilitators
Environmental barriers	Environmental barriers
Story	
Important quotes	
Other important information that the participants provided	

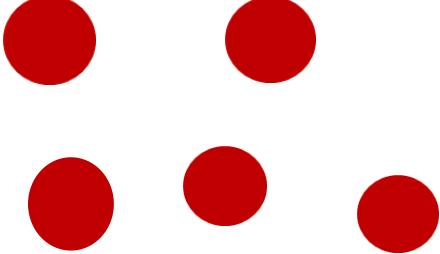
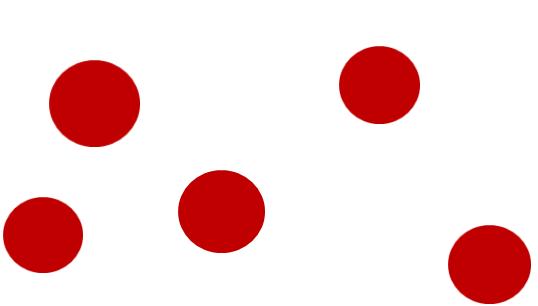
Ten Seed Technique ²⁷

Overview: This tool can be used to gather qualitative information on various issues. The technique is very flexible and can be used to collect a wide range of information including trends, livelihoods, household and community expenditures, problems the community faces, disease incidence, food security status, gender issues, etc. The results can be used for action, community development, and program planning.

How it works: The ten seed analysis is a very visual activity, and because of this, it allows for literate and illiterate people to participate as equal partners and contribute meaningfully to the discussion. The small number of seeds (10) forces participants to make a choice in allocating seeds to categories and enables them to make reasonable comparisons and come up with approximate percentages. If the number of seeds allocated to one of the categories changes, the amount of seeds in other categories automatically changes as well. This can prompt a lively and sometimes heated conversation during the activity. The resulting visuals are easy to explain, understand, and discuss.

Only use 10 seeds. If you have 10 participants they each will get one seed. If you have less than 10 participants, let them decide how to divide the seeds.

Figure 4. Use of the Ten Seed Technique on Who Causes problems in the Marriage

Husband	Wife
	

Team composition: 1 moderator and one note taker

Participants: Adult men and women ages 18-49. Good to have a mixture of gender and ages in the group.

Group size: 5-10 participants

Number: 1 per community, 12 total

²⁷ For more information see: The Ten Seed Technique, 2002, Dr.Ravi I. Jayakaran

<http://ravijayakaran.com/books.htm> and <https://www.youtube.com/watch?v=-nUnguhTLxI>

Objective: To determine adult men's perceptions to non-agriculture livelihood options for women and youth and how households and communities deal with food insecurity.

Corresponding research issues:

1. What non-agriculture livelihood options exist and are acceptable for women and youth?
2. How do people, households, communities mitigate, adapt to, and recover from shocks and stresses to food security?

Resources Needed

- Copy of the consent form
- Questions for reference
- Seeds or stones
- Flipchart paper
- Colored pens or markers
- Camera to take a photograph of the results of the ten seed technique results

Instructions

1. Read the consent form.
2. Divide large groups into smaller groups. This activity works best with 8 – 10 participants. It turns into a much longer process if the group is larger than 10. For the purpose of the Wadata SBC formative research keep the group small. If a large group people show up to participate, divide them into smaller groups.

Gender specific or mixed groups can be formed. They should represent a cross section of the community in terms of age, sex, ethnicity, or other locally relevant distinctions (caste, productive orientation, etc.). Power dynamics may be more noticeable in mixed groups especially if authoritative figures (e.g., community leaders, moneylenders, and landlords) are present.

3. Show the group the ten seeds. For the first round of questions explain that the ten seeds represent the entire community. Tell the participants that they will be asked to 1) develop categories for the questions posed and then 2) allocate seeds based on how many in their community they think would fall into each category

4. Ask the group the following question: (Question 1) ***What non-agriculture livelihood options exist and are acceptable for women to do?*** Ask the participants to come up with a list of options and decide which ones they would like to list on the flip chart paper.

The participants can draw as well as write the list. For instance, attitudes about different factors can be expressed by drawing a smiling face to represent the supportive or positive attitude, an angry face to show a negative attitude, and an expressionless face to show a neutral attitude. If they draw, be sure to note what the drawing represents so when we go to analyze the data we will know what is listed.

Once the participants have written or drawn their list on the flip chart paper, ask the participants to move the seeds around to represent their answer to the question being asked.

5. Observe the reactions of the participants. There are sometimes very different opinions about the number of seeds to be assigned to different segments. Facilitators should watch the reactions of the participants to determine whether there may be some different views, and then ask those participants who may have a different opinion to share their reasoning.

6. Take notes. The discussion that takes place during the activity are just as revealing as the final position of the seeds- if not more so! Be sure to take notes during the session. Use the notetaking table provided.

7. Once the group has reached consensus on the arrangement of the seeds, ask the participants to describe the arrangement, and why they classified the seeds the way they did. If they would like to move the seeds further during the discussion that is OK.

You can ask the group probing questions to get more information. Below are some suggestions.

- *How about this particular aspect (of the topic). What do you think about that?*
- *Do you agree with this?" (Or, How do you feel about that?)*
- *Can you say more about that?*
- *Can you give an example?*
- *She says..... How about others of you. What do you think?*
- *How about you? Do you have some thoughts on this?*

You can also ask the group to help you summarize the conversation.

- *If I understand correctly, you feel this way about the situation...*
- *There seems to be the following points of view about this...*
- *We seem to have discussed the following issues so far...*
- *What I heard you say was ... Is that correct?*
- *I think you said that ... Is that right?*
- *It seems to me your point of view is ... Is that stated correctly?*
- *You differ from (NAME or #) in that you think ... Is that right?*

8. Once the moving around of seeds stops with unanimous agreement, the information and the outline of the seeds can be recorded on a sheet of flip chart paper. Take a photograph of the ten seed analysis. Do not take a photo of individuals.

9. Now ask the group to repeat the exercise and ask the participants to answer these questions:

Question 2. What non-agriculture livelihood options exist and are acceptable for youth to do?

Question 3. What is the most important thing that families can do to prepare for a period of food insecurity?

Question 4. What is the most important thing that families can do to recover from a period of food insecurity?

Question 5. What is the most important thing that a community can do to prepare for a period of food insecurity?

10. Be sure to take notes during the ten seed analysis. The conversation that takes place during the process is just as important, if not more important, than the final placement of the seeds. Use the following table to record your notes.

Question	Write notes about any debates and disagreements that the participants had and key phrases and terminology in the local language. Also, record the participant's non-verbal behavior and interactions with one another during the activity.
1. What non-agriculture livelihood options exist and are acceptable for women to do?	
2. What non-agriculture livelihood options exist and are acceptable for youth to do?	
3. What is the most important thing that families can do to <u>prepare</u> for a period of food insecurity?	
4. What is the most important thing that families can do to <u>recover</u> from a period of food insecurity?	
5. What is the most important thing that a community can do to prepare for a period of food insecurity?	

Triad Interviews on Child Marriage

Overview: Triad interviews are lightly guided conversations between three respondents, facilitated by a researcher using a semi-structured interview guide. These interviews typically last for one hour or less. During the interview, the participants will be asked to complete a ten seed analysis. The triad interviews will primarily focus on lines of inquiry around barriers and facilitators of early marriage.

Team composition: 1 moderator and 1 note taker

Participants: 1 mother of a daughter that is 8-18 years old, 1 father of a daughter that is 8-18 years old and 1 community leader (any age). These participants should not be related.

Number: 1 interview per community = 12 total

Objectives: Gain insight on the barriers and facilitators of child marriage.

Corresponding research issue: What are the principle social, structural and behavioral drivers of child marriage (i.e., a prioritization of drivers), particularly looking at structural drivers (e.g., poverty, famine, lack of education, jobs) and attitudes and norms?

Resources Needed

- Copy of consent form
- Interview guide
- Data collection sheet
- Pencil/pen
- Seeds or stones
- Flipchart paper
- Colored pens or markers
- Camera to take a photograph of the results of the ten seed technique results

Instructions

1. Read the consent form
2. Conduct the interview. There are three parts to this interview Part A: Screening questions; Part B: Ten Seed Technique; and Part C: Semi-structured interview questions
3. Thank the participants
4. Turn in the reporting forms to the team lead at the end of the day

**Interview guide on child marriage (marriage before the age of 18)
for use with parents (male and female) of unmarried daughters (age 8-18)**

Part A - Screening Questions

1. Do you have any daughters between the ages of 8 years and 18 years of age?
2. How many daughters do you have between the ages of 8 and 18 years?
3. How old is your oldest daughter that is currently living in your house?
4. Is your oldest daughter married? Yes- Ask question 5 and 6 No- Skip to Part B
5. At what age did your oldest daughter get married?
6. Is she still living with her husband?

Part B – Ten Seed Technique

Question:

1. What are the advantages of girls getting married when they are under the age of 18?
2. What are the disadvantages of girls getting married when they are under the age of 18?

Part C- Semi-structured interview questions*

1. What is the typical age difference between a child bride and her husband?
2. How do household finances influence the age that girls get married?
3. What would make it easier for families delay their daughters marriage?
4. Do most of the people that you know approve of girls getting married before the age of 18?
5. Are there any people in the community that disapprove of girls getting married before the age of 18?
6. How serious would it be if your daughter waited until she was older than 18 to get married? A very serious, somewhat serious, or not serious at all?
7. Do you think that God/ Allah approves of girls getting married before they are 18 years old?
8. Are there any community laws or rules in place that you know of that make it less likely for girls to get married before they are 18 years old?
9. Are there any cultural rules or taboos that you know of against girls getting married before they are 18?
10. How likely is it that your daughters will get married before they are 18 years old?

*Get though as many of the semi-structured questions as you can.

Data collection tool for the Triad interviews

Date: ____/____/____ Community: _____

Part A - Screening Questions

Gender of Participant: <input type="checkbox"/> Male <input type="checkbox"/> Female	Participant 1
	Participant 2
	Participant 3
1. Do you have any daughters between the ages of 8 years and 18 years of age? <input type="checkbox"/> a. Yes <input type="checkbox"/> b. No → <i>End interview and look for another participant</i> <input type="checkbox"/> c. Don't Know / Won't say → <i>End interview and look for another participant</i>	Participant 1
	Participant 2
	Participant 3
2. How many daughters do you have between the ages 8 and 18 years? _____	Participant 1
	Participant 2
	Participant 3
3. How old is your oldest daughter that is currently living in your house? <input type="checkbox"/> a. Do not know / no response	Participant 1
	Participant 2
	Participant 3
4. Is your oldest daughter living at home married? <input type="checkbox"/> a. Yes <input type="checkbox"/> b. No <input type="checkbox"/> c. Do not know / no response	Participant 1
	Participant 2
	Participant 3
5. If your oldest daughter is not married, at what age do you think she will marry?	Participant 1
	Participant 2
	Participant 3

**Part B – Ten Seed Technique****Ten Seed Technique Data form the Triad Interview on Child Marriage**

Question	Write notes about any debates and disagreements that the participants had and key phrases and terminology in the local language. Also, record the participant's non-verbal behavior and interactions with one another during the activity.
What are the <u>advantages</u> of girls getting married when they are under the age of 18?	
What are the <u>disadvantages</u> of girls getting married when they are under the age of 18?	

Part C- Semi-structured interview questions- Get through as many questions as possible

Semi-structured interview questions	
Question	Write notes about any debates and disagreements that the participants had and key phrases and terminology in the local language. Also, record the participant's non-verbal behavior and interactions with one another during the activity.
What is the typical age difference between a child bride and her husband?	
How do household finances influence the age that girls get married?	
What would make it easier for families to wait to have their daughters get married?	
Do most of the people that you know approve of girls getting married before the age of 18?	
Are there any people in the community that disapprove of girls getting married before the age of 18?	
How serious would it be if your daughter waited until she was older than 18 to get married? A	



very serious, somewhat serious, or not serious at all?	
Do you think that God/ Allah approves of girls getting married before they are 18 years old?	
Are there any community laws or rules in place that you know of that make it less likely for girls to get married before they are 18 years old?	
Are there any cultural rules or taboos that you know of against girls getting married before they are 18?	
How likely is it that your daughters will get married before they are 18 years old?	

FGDs with Fathers with children under- Variety of topics

Overview: FGDs with fathers will explore the complexity surrounding daily activity, food selection, allocation and consumption of family foods, preferred communication channels, and perceptions of child malnutrition.

Team composition: 1 moderator and 1 note taker

Participants: 6-8 fathers (aged 18-30) with children under 2 years

Number: 1 per village, 12 total

Objectives

1. To identify local traditions, feelings and understanding of different target groups
2. Identify maternal and child nutrition priorities for action

Corresponding research issues:

1. What are the sociocultural, household, and economic factors that impact the selection, allocation and consumption of family foods?
2. What are important times of the day when people have free time to access services or participate in activities? How does this change with the season?
3. What is the best method of communication with different participants?
4. What are mothers and fathers perception of malnutrition in children under two years of age in their community?

Resources Needed

- FGD guide
- Copy of consent script
- Data collection tool
- Pens

Instructions

1. Select participants
2. Identify a quiet, private place with enough space for all participants to gather comfortably, preferably in a circle
3. Thank participants for coming and read the consent script
4. Ask men to introduce themselves
5. Ask all questions listed in the FGD guide (see below)
6. Take notes
7. End the FGD
8. Complete notes by writing down the main things that were discussed, any quotes, your hunches, interpretations, and ideas. Label and file field notes.
9. Give your team lead the FGD the filled out data collection tool

Products

Data Collection Table that summarizes the results of the FGD

Questions to ask during the FGD with fathers of children under 2 years.

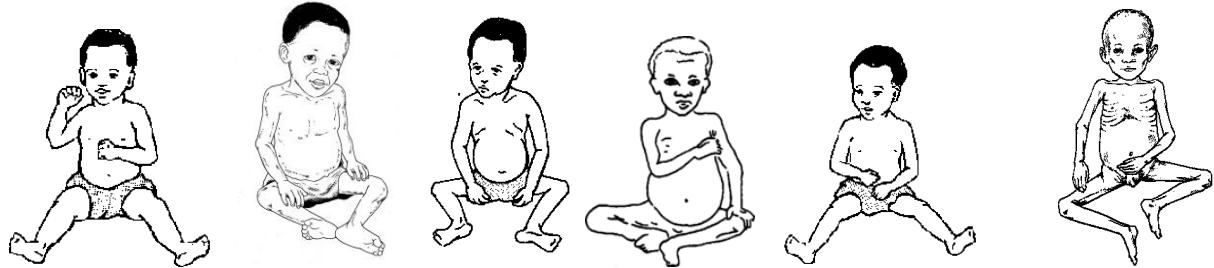
1. What do men in this village do during the day? What do men do during the evening/at night? ([Use the daily activity chart](#)). Have the participant draw or list their common daily activities on the chart at the appropriate times. They can list whatever they want. Take notes during the group discussion. This activity will also provide insight about the time and effort people spend on different activities and the choices people make. From a programming standpoint, it will identify when people are free to participate in program activities.
2. Where do you get news and information?
 - (Probe for radio, TV, mobile phone. If radio: What time of day and where? Do you listen with family or with other men?)
 - If mobile phone: What percentage of men have mobile phones? What do you primarily use mobile phones for?
3. How often do you leave the village? When you leave the village, where (town, city) do you go?
4. What food does your family usually eat? ([Use food cards](#))
 - (Probe for whether each food is food produced by the family, purchased, acquired from other sources like fishing, hunting, etc.)
 - (If food is purchased, what market is mentioned? Which family member goes to the market to purchase food? How often? What is the distance and cost of transport?)
 - (If the man goes) Do you decide what to purchase alone – or do you purchase what your wife asks for? Do you ever buy special foods for your children? How often? What kinds? Why these particular foods?
5. Ask the participants the following questions:
 - What does the community perceive as malnutrition?
 - How important of a problem is it?
 - Are you aware of any malnourished children in your community?
 - What does a malnourished child look like? Now show the images of children to the father and ask him to pick out the image(s) of the child/ children that are malnourished.
 - What do you think causes this malnutrition?

Record the answers to the questions and the number of the corresponding image(s) on the data table provided.



Save the Children.

Child Malnutrition Cards



6. Thank the participants for coming to the discussion.
7. Finish recording your notes and give them to the team lead at the end of the day.

Data Collection Tables

Complete the table below based on what the participants said during the FGD.

Type of participant	4 AM	5	6	7	8	9	10	11	12 PM	1	2	3	4	5	6	7	8	9	10

Notes from daily activity chart activity:

Question	Circle the response that best represents the answer	Notes
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Wadata

Formative Research Training Manual

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August 2019



Where do you get news and information?	Radio TV mobile phone Religious leader Family member or friend	
1. If radio is circled: What time of day and where do the participants listen? 2. Do they listen with family or with other men?	1. 2.	
If mobile phone is circled: 1.What percentage of men have mobile phones? 2. What do they primarily use mobile phones for?	1. 2.	
1. How often do men leave the village? 2. When you leave the village, where (town, city) do you go?	1. 2.	
What food does his family usually eat?	List the number from the food cards	Notes:
Which food is produced by the family, purchased, acquired from other sources like fishing, hunting, etc.)	Produced: Purchased: Acquired:	Notes:
1. Which family member goes to the market to purchase food?		

2. How often?		
3. Distance and cost of transport?		
(If the man goes) <ol style="list-style-type: none"> 1. Does the man decide what to purchase alone – or does he purchase what his wife asks? 2. Do you ever buy special foods for your children? How often? What kinds? Why these particular foods? 		
1. Is malnutrition a familiar notion to the community? 2. What does the community perceive as malnutrition? 3. How important of a problem is it? 4. Are you aware of any malnourished children in your community? 5. What do you think causes this malnutrition?	1. 2. 3. 4. 5.	
What do malnourished children look like in the community?	Number on child card(s) that were selected.	Notes

FGDs with Mothers with Children under two- Variety of topics

Overview: FGDs with mothers will explore the complexity surrounding daily activity, food selection, allocation and consumption of family foods, preferred communication channels, and perceptions of child malnutrition.

Team composition: 1 moderator and 1 note taker

Participants: 6-8 mothers (aged 18-30) with children under two

Number: 1 per village, 12 total for the formative research

Objectives

1. To identify local traditions, feelings and understanding of different target groups
2. Identify maternal and child nutrition priorities for action

Corresponding research issue:

1. What are the sociocultural, household, and economic factors that impact the selection, allocation and consumption of family foods?
2. What are important times of the day when people have free time to access services or participate in activities? How does this change with the season?
3. What is the best method of communication with different participants?
4. What are mothers and fathers perception of malnutrition in children under two years of age in their community?

Resources Needed

- FGD guide
- Copy of consent script
- Data collection tool
- Pens

Instructions

1. Select participants
2. Identify a quiet, private place with enough space for all participants to gather comfortably, preferably in a circle
3. Thank participants for coming and read the consent script
4. Ask men to introduce themselves
5. Ask all questions listed in the FGD guide (see below)
6. Take notes
7. End the FGD
8. Complete notes by writing down the main things that were discussed, any quotes, your hunches, interpretations, and ideas.
9. Provide your team lead with the completed FGD data collection tool

Products

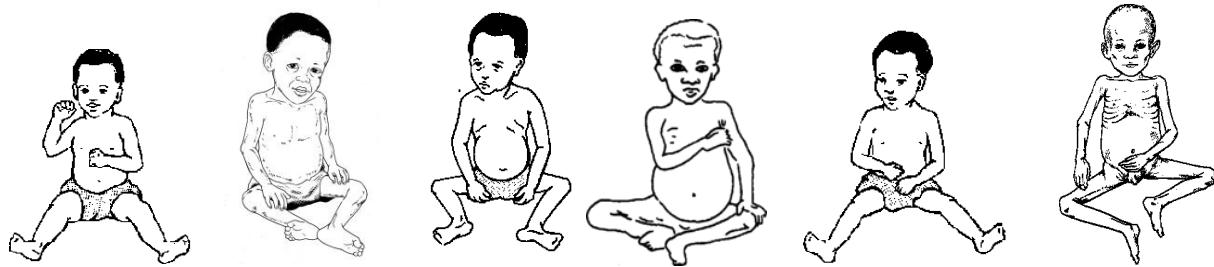
Data Collection Table that summarizes the results of the FGD

Questions to ask during the FGD with mothers of children under 2 years

1. What do women in this village do during the day? What do women do during the evening/at night? ([Use the daily activity chart](#)). Have the participant draw or list their common daily activities on the chart at the appropriate times. They can list whatever they want. Take notes during the group discussion. This activity will also provide insight about the time and effort people spend on different activities and the choices people make. From a programming standpoint, it will identify when people are free to participate in program activities.
2. Where do you get news and information?
 - (Probe for radio, TV, mobile phone. If radio: What time of day and where? Do you listen with family or with other women?)
 - If mobile phone: What percentage of women have mobile phones? What do you primarily use mobile phones for?
3. How often do you leave the village? When you leave the village, where (town, city) do you go?
4. What food does your family usually eat? ([Use food cards](#))
 - (Probe for whether each food is food produced by the family, purchased, acquired from other sources like fishing, hunting, etc.)
 - (If food is purchased, what market is mentioned? Which family member goes to the market to purchase food? How often? What is the distance and cost of transport?)
 - (If the man goes) Does your husband decide what to purchase alone – or does he purchase what you ask for? Do you ever buy special foods for your children? How often? What kinds? Why these particular foods?
5. Ask the participants the following questions:
 - What does the community perceive as malnutrition?
 - How important of a problem is it?
 - Are you aware of any malnourished children in your community?
 - What does a malnourished child look like? Now show the images of children to the father and ask him to pick out the image(s) of the child/ children that are malnourished.
 - What do you think causes this malnutrition?

Record the answers to the questions and the number of the corresponding image(s) on the data table provided.

Child Malnutrition Cards



6. Thank the participants for coming to the discussion.
7. Finish recording your notes and give them to the team lead at the end of the day.

Data Collection Tables

Complete the table below based on what the participants said during the FGD.

Type of participant	4 AM	5	6	7	8	9	10	11	12 PM	1	2	3	4	5	6	7	8	9	10






Notes from daily activity chart activity:

Question	Circle the response that best represents the answer	Notes
Where do you get news and information?	Radio TV mobile phone Religious leader Family member or friend	
If radio is circled: 1. What time of day and where do the participants listen? 2. Do they listen with family or with other men?	1. 2.	
If mobile phone is circled: 1.What percentage of men have mobile phones? 2. What do they primarily use mobile phones for?	1. 2.	
1. How often do men leave the village? 2. When you leave the village, where (town, city) do you go?	1. 2.	
What food does his family usually eat?	List the number from the food cards	Notes:
Which food is produced by the family, purchased, acquired from other sources like fishing, hunting, etc.)	Produced: Purchased: Acquired:	Notes:

1. Which family member goes to the market to purchase food? 2. How often? 3. Distance and cost of transport?		
(If the man goes) 1. Does the man decide what to purchase alone – or does he purchase what his wife asks? 2. Do you ever buy special foods for your children? How often? What kinds? Why these particular foods?		
1. Is malnutrition a familiar notion to the community? 2. What does the community perceive as malnutrition? 3. How important of a problem is it? 4. Are you aware of any malnourished children in your community? 5. What do you think causes this malnutrition?	1. 2. 3. 4. 5.	
What do malnourished children look like in the community?	Number on child card(s) that were selected.	Notes

Story with a Gap for Community Volunteers²⁸

Overview: This tool involves a group of participants drawing a series of pictures that tell a story about a particular experience.

Team composition: 1 moderator and 1 note taker

Participants: Community volunteers (any age)

Number: 1 group of community volunteers (2-8 participants) per community

Objectives

1. To provide a visual and non-threatening way to explore experiences
2. To provide insight about what situations involve, including what leads a person to make certain decisions or to behave in certain ways
3. To help identify what choices people have and the factors that affect those choices
4. To start to identify what would help people to make more positive and beneficial choices

Corresponding research issue: What motivates community volunteers to work in communities?

Resources Needed

- Copy paper – 5 or more sheets per group
- Pens
- Data collection tool

Instructions

1. Tell the participant that you would like to have them draw a story as they are telling it. It does not matter how well they draw. We are more interested in the actual story they tell.
2. Ask the participants to draw the last picture (#5) first. This drawing should show a group of community members standing around the community volunteer. This is the end of the story.
3. In box #1 ask the participants to draw a typical situation of a community volunteer working in the community. Drawing #1 should show how the story starts. Encourage the participants to show and describe where the story is taking place, who is involved, and what is happening in the drawing.
4. Now encourage the participants to think about the events that might have led to the situation in drawing # 5.
5. Ask them to fill the gap in the story by drawing pictures 2, 3 and 4 and telling what is happening in each drawing.
6. Starting from picture 1, encourage the participants to identify:
 - What the community volunteer and community members are doing.
 - What decisions did the community volunteer and the community members make at each stage of the story.

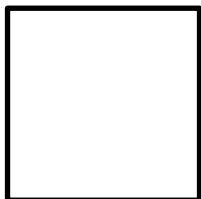
²⁸ Tools Together Now. 100 Participatory tools to mobilize communities for HIV/AIDS, 2006, HIV/AIDS Alliance, www.aidsalliance.org/resources/275-tools-together-now Also see Lyra Srinivasan's Practical Ways of Involving People: A Manual for Training Trainers in Participatory Techniques. <http://www.chs.ubc.ca/archives/files/CHS0024.PDF>



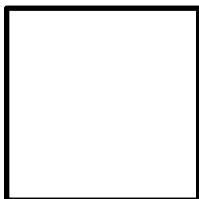
- **Very important-** What emotions are the community volunteer and community members feeling?
- What motivated the community volunteer to act the way they do?
- The factors that led the person to move on to the next stage in the story.

7. Repeat the process for pictures 2, 3, 4 and 5 until the story no longer has a ‘gap’ in it

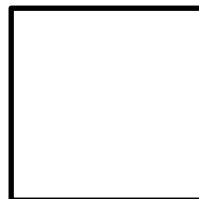
Use five sheets of blank copy paper for the story.



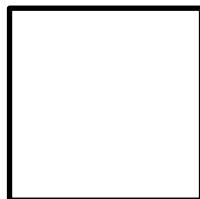
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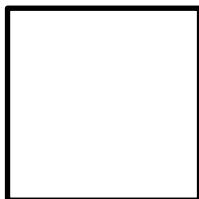
2



3



4



5

Record the main points of the story using this table.

	Main points of the story for each drawing
Drawing 1	
Drawing 2	
Drawing 3	
Drawing 4	
Drawing 5	

Story with a Gap for Youth

Overview: This tool involves a group of youth drawing a series of pictures to tell a story about their experience.

Team composition: 1 moderator and 1 note taker

Participants: Women (aged 18-20) and Men (aged 18-20)

Number: 2 groups (homogeneous) per community (5-10 participants per group)

Objectives

1. To provide a visual and non-threatening way to explore experiences
2. To provide insight about what situations involve, including what leads a person to make certain decisions or to behave in certain ways
3. To help identify what choices people have and the factors that affect those choices
4. To start to identify what would help people to make more positive and beneficial choices

Corresponding research issue: What motivates youth to engage in community level activities such as school groups, CVDs, COGES, or water management committees etc.? What are some of the barriers or obstacles?

Resources Needed

- Copy paper – 5 or more sheets per group
- Pens
- Data collection tool

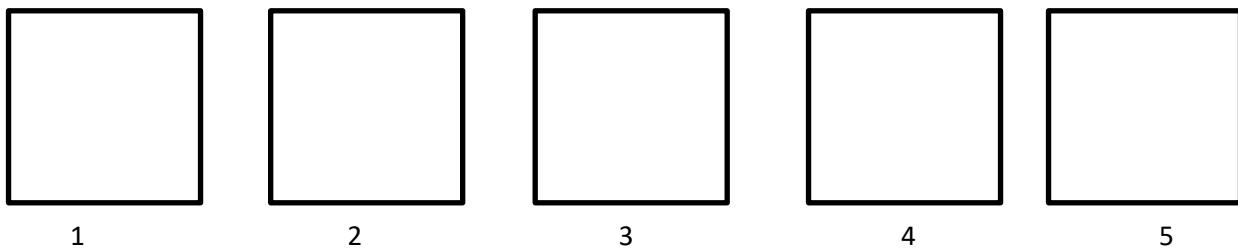
Instructions

1. Tell the participant that you would like to have them draw a story as they are telling it. It does not matter how well they draw. We are more interested in the actual story they tell.
2. Ask the participants to draw the last picture (#5) first. This drawing should show a group of youths working together to improve something in their community. They could be doing this as part of a school group, a CVD, a COGES or a water management committee. This is the end of the story.
3. In box #1 ask the participants to draw a picture of what a youth does in the community on a typical day. Drawing #1 should show how the story starts. Encourage the participants to show and describe where the story is taking place, who is involved, and what is happening in the drawing.
4. Now encourage the participants to think about the events that might have led to the situation in drawing #



5. Ask them to fill the gap in the story by drawing pictures 2, 3 and 4 and telling what is happening in each drawing.
6. Starting from picture 1, encourage the participants to identify:
 - How the youth are feeling in each stage of the story?
 - What types of decisions do youth make at each stage of the story.
 - What motivates the youth to act the way they do.?
 - The factors that led the person to move on to the next stage in the story.
8. Repeat the process for pictures 2, 3, 4 and 5 until the story no longer has a 'gap' in it

Use five sheets of blank copy paper for the story.



Record the main points of the story using this table.

	Main points of the story for each drawing
Drawing 1	
Drawing 2	
Drawing 3	
Drawing 4	
Drawing 5	

Transect Walk

Overview This tool is used to gain a better understanding of daily life in communities.

Team composition: At least 2 Wadata researchers (or more) and 1 community guide

Number: 1 per community, 12 total

Time: 1-3 hours

Objectives

1. Obtain a “snapshot” of conditions in the target communities
2. Pinpoint existing resources and opportunities on which to build desired practices.
3. Discern barriers to prospective project interventions.
4. Identify some existing practices and social norms.

Corresponding research issues:

- What are the barriers and facilitators to: (1) handwashing with soap, (2) safe disposal of feces, (3) use of safe drinking water?
- How are community resources managed in communities in the implementation area? What is the process the community uses to make decisions and take action?
- Is there participation by a diverse set of actors in community resource management? Are the extremely poor included

Resources Needed

- Questions for reference
- Notebook
- Pens
- If possible, arrange for a local community member to accompany the team.

Instructions

1. Upon arrival, explain to village leaders that the purpose of the visit is to learn more about the village.
2. Start at one corner of the village and work your way diagonally across the village.
3. Take your time to observe carefully. While your principal goal is to observe, you may ask questions for clarification.
4. When you have completed the diagonal, you may go off in another direction to observe something specific, for example, to see the water source for the community, the shops in the center, school, etc.
5. Consider these questions:
 - a. Do most households have latrines? Do they look used? Clean? Where are they located in relation to the house? (uphill, downhill, very far, near a water source, etc.) Is there evidence of defecation happening elsewhere?
 - b. How close are large livestock to the house? Is the area where they are kept clean? What kind of large animals? Estimate of how many families have large livestock.

- c. Do most households have chickens? Are they free-roaming? Are there structures where they spend the night? Guess the average number per household. Are there households which don't appear to have poultry?
 - d. Are there fruit trees around the houses? What kinds? Do most households have one or more fruit trees? Are there fruit trees not close to the houses? What kinds?
 - e. Are there vegetables growing close to the houses? What kinds? Are they protected from animals? Approximately how many households are growing vegetables?
 - f. If there are few or no vegetable plantings near the houses, is there a sunny space to grow some?
 - g. What kind of structures exist for storing staple crops? Condition?
 - h. Around the houses do you see evidence of income generation other than farming, for example woodworking tools, basket-making, etc.?
 - i. Are people carrying water to their homes? How far is the source? (If possible, visit the source and describe it.) Do women take laundry to the water source or wash at home?
 - j. Are there small shops? Are they scattered throughout the village or concentrated in one area? What are the main kinds of goods they offer?
 - k. What public buildings do you see? (Schools, different churches, clinic, etc.) Do they have latrines? Water source? How clean is the area around them? Are any of them centrally located?
 - l. Do you see any wild food sources? (Greens, berries, nuts, fruit trees etc.)
 - m. Where are the smallest children? Who is watching over them? How is their hygiene?
6. As you conduct the Transect Walk, put a mark (X) next to things you observed. And write down any observations that are not listed on the table.
 7. If time allows, write up the narrative immediately. Alternatively, you may write the narrative in the evening, but make time to write it while the visit is still fresh in your mind.
 8. After all 12 visits are completed, fill in the summary chart with the needed information.

Products

1. Summary tables (Perceived Needs and Potential Resources) to assess potential project activities.
2. Narrative descriptions of representative villages selected purposely.

Data Collection Tool- Summary Chart for Transect Walks

The following chart will enable us to see the needs and potential for project intervention. Based on notes and the narrative for each transect walk, put a + by conditions that are good and a ✓ for needs that could be addressed by the project.

	Perceived Needs		
	Warak Big village	Krila Medium-sized village	Niski Small village
Access to improved water source	X		
Appropriate use of water source			
Hygiene of children	X		
Hand washing stations	X		
Latrines in use	X		
Cleanliness of latrines			
Cleanliness of dooryard		X	
Vegetable production for consumption		X	
Poultry rearing		X	
Availability of fruit trees		X	
Take advantage of existing foods			
Consumption of junk food			
Availability of health services	X		
Diversity of livelihoods			
Post-harvest storage			

	Potential Resources		
	Warak Big village	Krila Medium-sized village	Niski Small village
Materials for building pens, silos, hand washing stations			
Availability of soap			
Existence of mobile phones			
Neutral meeting spaces			
Custom of growing vegetables			
Space for raising vegetables with sun			
Manure for fertilizer			
Water for irrigation			
Access to seedlings or saplings of fruit trees			
Custom of raising poultry			
Women's workload			
Baby is with mother for breastfeeding			
Existence of health center			

The information gleaned from the transect walk should be reported in narrative form, starting with a description of the village layout. Here is an example from Kenya.

We visited Kukumbo village on September 1, 2019. The village has a population of about 1,200, according to local officials, and is located 8 km from the main road. The houses are spread out up and down hills, connected by foot paths to the main street. It took us 3 hours to traverse the village from southeast to northwest because it was necessary to take many paths in a circuitous route.

The dooryards were all swept very clean and the pen for keeping goats was always some distance from the house, but often muddy. Nearly all households have chickens and a very few have cows. Every household appeared to have 4 or 5 hens and roosters, but we saw few chicks. The people told us that the chickens roost

in the trees at night and losses to predators are high. All houses have a relatively new latrine made of cement block and vented (NGO project). They are accessible to the house and downhill. We did not see any places for hand washing.

All but the poorest houses have a silo for storing grain. Most of these are quite simple, made from local materials, but some are metal. We did not see any vegetables growing near the houses, but there were some growing on the edge of fields – maize, onions, and a green leafy one (local name is binja). It appeared that maybe half of the households plant these vegetables. Most of the houses are surrounded by trees with too much shade to grow vegetables there. There are many mango trees in the fields. Mangoes were falling to the ground and spoiling.

There are some streams running through the village and people said they sometimes catch small fish there. We observed that this is an occupation of young boys. In most households, older boys and men were occupied weaving straw mats for their own use or to sell in the market town 8 km away. Women were either processing cassava, carrying water, or washing clothes. We saw some young girls sewing by hand.

There are two water sources for the village, both of them are improved, protected springs. Some families have to walk almost an hour to reach one of these sources. There is a tank below each spring constructed for clothes washing. Livestock take their water from the streams and some women who live far from the springs, wash clothes in the streams.

We saw three very small shops among the houses and four larger ones along the street in the center of the village. The smallest shops sell only soap, sugar, salt, oil, and packaged snacks. The larger ones sell these same items in more quantity, and also bottled soft drinks, batteries, rope, a few plastic toys, aluminum pots, spoons, mobile phone cards, candles and kerosene. In one shop, we observed baby bottles for sale. We did not see fruits or vegetables being sold.

On the main street, there is also the government health center (it was closed on a week day and no one knew why, but said the nurse is often absent), the small wooden government building which has the office of the

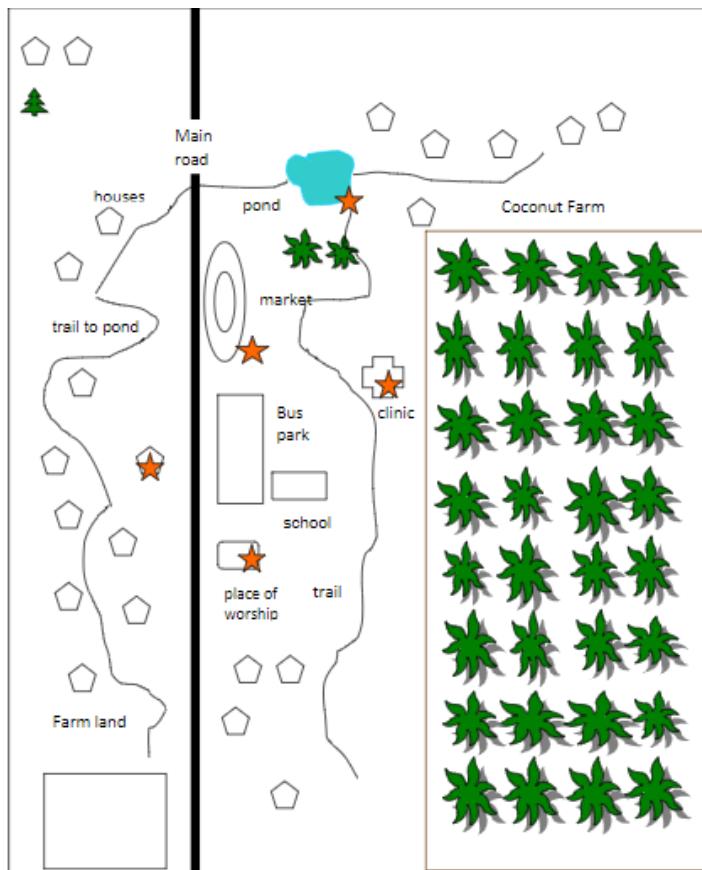


Save the Children.

local official, and the school. The school is relatively new and clean, but the latrines are already missing their doors. One of the water sources for the village is next to the school yard. There are two mosques on the street at opposite ends, both are simple wooden buildings. People informed us that the families who live far from the center must walk almost one hour to reach the main street.

The babies were with their mothers, tied on the back while the mothers worked in the fields or around the house. Older ones who could walk, were often being cared for by their older sisters even though these girls should have been at the school. In spite of the overall cleanliness of the village, the small children did not appear clean. Their faces and hands were quite dirty and they have signs of skin diseases.

(Optional) If you would like you can draw a map of the community.



Closing thoughts

1. **Have fun!** - Anything that you can do to make the research sessions fun will tend to increase the feeling of psychological safety. People reveal more when they are relaxed and having a good time, as long as the facilitator does not trivialize the proceedings with gratuitous nonsense.
2. **Don't correct misinformation** – It can be tempting to want to correct misinformation during an interview or activity, but correcting participants can cause them to lose face in front of their peers and may discourage them from participating.
3. **Try mixed groups and see if they work.** If they don't we can try Plan B and use same sex groups. Some groups may be composed of only women or only men. Other groups can be mixed, although issues related to power dynamics may be more noticeable in mixed groups.
4. **Filter out dominate and authority figures**- Some participants can at times dominate the discussion for various reasons. These participants should be filtered out of the group as soon as possible so that they don't have the opportunity to monopolize the conversation. Participants who may be prime candidates for being filtered out include community leaders, moneylenders, landlords, or others with authority. When authority figures are present other participants might not want to disagree with them even if they have a different opinion. It is good to have an extra person on your research team that can deal with crowd control or authoritative participants. If you do run across a participant that is dominating a conversation or an authoritative participant that is creating a bias, a good option is to have a person from the team pull them out of the group and do an impromptu interview with them.
4. **A fun approach** that can get participants to talk is use the "What was said in other groups" approach. As long as you are not going to be "outing anybody" This is particularly good when there are people who defer to each other, rather than confront each other. For example, people usually won't argue with real, live experts. But if you tell them what other people in other communities said, they might feel more comfortable telling you what they don't like about what the experts are saying.
5. **Screen participants**- Once I had half the village show up to a FGD I was holding and I had all of them play a game with me to divide them further. For instance, I said, "I want to find a mother who has a child under two. Any of the mothers that fit the statement should raise their hands." Now I want to find a mother who is under 18 that has a baby that is 6-23 months." I was able to come up with a couple different groups with mothers, grandmothers, and fathers and collect some really insightful data.
6. **Collect afterthoughts from participants**- Typically after a group session I like to stick around at the end. People will tell you things privately that are very valuable.
7. **Informality**- A style that is informal and relaxed coupled with a professional seriousness of purpose (they are not the contradictions that so many people think) works best for most facilitators. Often the worst facilitating style is one of formality, especially among inherently formal people like religious leaders and

medical experts. These are exactly the kinds of people who want and need the excuse to loosen up a little and willingly do so if given permission by the example of the facilitator.

8. Be sure to sit or stand at the same level of the participants, it can really make them feel more comfortable with you from the start.

9. Natural surroundings- The more natural and more informal the surroundings the better. It helps people relax.

10. Make it a group right from the start- When you get to the place where you will conduct the research, have the participants help you arrange the chairs for the activity. For instance, have them help you move the table(s) against the walls and sit in a circle. You've then already formed a group, performed a common task, and established an atmosphere of relaxed informality.

ORAL INFORMED CONSENT FORM

Wadata Formative Research Study

IDENTIFICATION

Participant ID #: _____
Community: _____
Age: _____
Number of Children: _____
Role: _____
Education: _____

Name of interviewer: _____
Date _____ / _____ / _____
Start time: _____ : _____
End time: _____ : _____

Hi, my name is _____ and I am with Save the Children. Thank you for talking with me today. We need to gather some information from you to understand the interests, characteristics and needs of different populations and groups in the community. The questions take about 60 minutes. Your participation is voluntary and you can stop at any time.

Any personal information you share, will be kept confidential. We intend to share the reports with the USAID donor and our partners, but these will not include any of your personal information. Let me know if you have any questions about this. (Note: pause to answer respondents' questions.) If you have further questions, you can also contact

If you have any concerns about this study, you may contact: Patrice Beaujault, Deputy Director of Wadata and NaOume Habou Ibrahim Wadat Nutriton Health Advisor at +227 96126242.

Do you agree to be interviewed?

___ Yes

___ No (Interviewer's note: if the respondent does not consent, check "no", thank him / her, and end the interview.)

Oral informed consent received

Signature of interviewer: _____ Date: _____ / _____ / _____