Data Collection Tools

This module will provide detailed information about various data collection tools that can be used when doing design, monitoring and evaluation.
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**TOOLS IN THIS MODULE**

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- **TOOL 1: Case Study**
- **TOOL 2: Focus Groups**
- **TOOL 3: Key Informant Interviews**
- **TOOL 4: Observation tools**
- **TOOL 5: Surveys**
**What is a Case Study?**

A case study involves an in-depth examination of a single instance or event and helps you create a full, complex picture of what occurred. The case study itself is not necessarily a data collection tool, but rather an approach to gathering information that can utilize a number of different data collection methods.

**What can we use the Case Study for?**

The case study is a good method for the measurement of the effect of specific interventions on a particular conflict situation. A key attribute of the case study is that it tries to illuminate a decision or set of decisions: why they were taken, how they were taken, how they were implemented, and with what result.

### Advantages

- Allows for in-depth analysis.
- Provides the possibility of establishing causal relationships between interventions and their outcomes or impacts.
- Tends to provide strong evidence to support causal relations between specific interventions and specific outcomes and/or impacts.

### Disadvantages

- Often focuses on only one causal relationship, leaving out potential others.
- Difficult to generalize to other situations.
- Cannot establish with certainty pure causality between specific interventions and positive changes on a large scale, but may establish the contribution of specific interventions to positive changes in a specific conflict situation.

### Cost Required

Case Study may involve travel to places where the impact of certain interventions may be measured. It also involves the cost of using a computer and printing materials used for conducting interviews, focus groups, and other research methods.

### Skills Required

Familiarity with various qualitative research methods (such as interviews, focus groups and observations)

### Time required

The time required to conduct Case Study varies based on the situations. However, in most cases, conducting a Case Study will require scheduling various times for interviews, observations, focus groups, etc. A minimum of at least 2-3 days are usually required to gather Case Study data, and 1-2 days for analysis and report writing.
Step by Step Directions on how to use a Case Study

**Step 1: Identify the Situation**

A situation has to be identified in which you have the following elements:

1. Specific needs or issues of certain individuals or groups
2. Allocation of several activities (intervention) to address these issues
3. Response to the need or issue (result, outcome or impact)

**Step 2: Design the Case Study**

Each Case Study should be tailored in order to investigate each of the three elements mentioned above (the needs/issues; activities; and response). The methods or techniques used to investigate each of the three elements and their relationship vary according to the nature of each situation. They will also vary according to the effectiveness of each technique in collecting the most reliable and valid information. It should also be chosen for its safety of use to individuals and its ability to provide focused information. More than one technique could be used for each element. Some of the techniques that can be used are observation, interviews, surveys, focus groups, reviewing pictures or official records, content research, storytelling, amongst others.

**Step 3: Design each method to be used**

Once the best techniques to be used have been established for each element, the researcher develops the corresponding instruments. It is important to remember that each technique has its own instruments and should attempt to establish the following:

1. How the situation was when it started?
2. What actions were taken place and with what purpose?
3. What and how was the situation after actions had been taken?
4. To what extent did the actions cause the outcome?

The instrument for the third element will be determined once the information for the first two is gathered. Also, the researcher must determine who will be the best person(s) to apply the instrument to.

**Step 4: Conduct the study**

To obtain as complete a picture of the participant as possible, case study researchers can employ a variety of approaches and methods. These approaches, methods, and related issues are discussed in depth in this section.
**Step 5: Analyse results**

As the information is collected, researchers strive to make sense of their data. Generally, researchers interpret their data in one of two ways: holistically or through coding. Holistic analysis does not attempt to break the evidence into parts, but rather to draw conclusions based on the text as a whole. However, composition researchers commonly interpret their data by coding that is by systematically searching data to identify and/or categorize specific observable actions or characteristics. These observable actions then become the key variables in the study. As stated above, while most researchers begin their case studies expecting to look for particular observable characteristics, it is not unusual for key variables to emerge during data collection.

**TOOL 2-Focus Groups**

**Tip: A Focus Group is NOT**
- A Debate
- Group Therapy
- Conflict Resolution Session
- Problem Solving Session
- An Opportunity to Collaborate
- A Promotional Opportunity

**What is a Focus Group?**

A Focus Group is a data collection tool that can be selected for use during design, monitoring, or evaluation. They are in-depth, group interviews with a small number (6 to 10) of carefully selected people, who usually have similar characteristics (such as gender, age, ethnicity etc).

**What is the purpose of a Focus Group?**

The facilitated discussions are based on open-ended questions that aim to bring out the perceptions and experiences of groups of people (usually participants/stakeholders in a project). The main idea is to stimulate and capture a rich discussion, structured around 10 or so questions.

The questions used relate to the specific issues to be addressed by the research; usually they are linked to an examination of intended results, implementation processes, indicators, and/or the context of the project/programme.

**What can we use a Focus Group for?**

Focus group discussions generate more in-depth information that one-on-one interviews or surveys, because they are based around discussion and use our innate desire to communicate about issues, perspectives and opinions. They can be used to solicit views, insights, and recommendations of program staff, customers, stakeholders, technical experts, or other groups.

Focus groups are especially appropriate when:
- Stakeholders’ opinions, attitudes, preferences or perspectives are needed for program planning (Be sure to get appropriate consent when needed – Consent Form)
- Specific activities or projects are in a conflict/post-conflict environment
- Recommendations and suggestions are needed from participants, partners, experts, or other stakeholders

For example, focus groups may be used to better understand the participants’ conception of civil society or their impressions about the needs in their community or what they thought of some radio/TV programming.

Focus Groups are very good at providing in-depth information about opinions, attitudes, to explain ‘why’. But it is not possible to use this information to make comparisons or to aggregate the findings for a wider population. Therefore, in many evaluations and M&E systems, other data collection tools, such as interviews or surveys, complement focus groups.

**When should a Focus Group be used?**

Focus groups can be useful during all phases of activities (from the assessment stage to end evaluation). They are tools in a wider process of design, monitoring or evaluation and are used to gather certain kinds of information.

**Advantages**
- Focus groups produce in-depth qualitative information.
- Focus groups can be low cost and provide speedy results.
- The flexible format allows the facilitator to explore unanticipated issues that may arise during the discussion.
- The format encourages interaction among participants, allowing them to hear each other’s ideas. In a group setting, participants provide checks and balances, thus minimizing false or extreme views.

**Disadvantages**
- The facilitator of Focus Group discussions needs to be trained and experienced in designing and managing group discussions.
- The flexible format makes it susceptible to facilitator bias, which can undermine the validity and reliability of findings. Therefore, the questions to be covered during the discussion should be established beforehand.
- Discussions can be sidetracked or dominated by a few vocal individuals. The facilitator needs to be skilful in managing dominant individuals and in encouraging other to participate.
- Focus group interviews generate relevant qualitative information, but it is usually specific to that group/setting and not helpful for making generalizations for a whole population.
- As with most qualitative data, the
Tip: Selecting Participants
Carefully consider the following when selecting participants:

Gender – Will both men and women feel comfortable discussing the topic in a mixed gender group?

Identity – Will people of different ethnic/religion/other identity backgrounds talk freely together?

Age – How intimidating would it be for a young person to be included in a group of older adults? Or vice versa?

Power – Would a soldier be likely to make candid remarks in a group where his/her supervisor is also a participant?

Cost Required
Cost is generally low for focus group interviews. A safe and suitable location to conduct the interview is required as well as flip charts, a skilled facilitator and perhaps a translator.

Skills required
Minimum 1-2 days training for facilitators.

Time required
The focus group interview should last approximately 1-2 hours. An additional 2-4 hours are needed to compile the results of the interview.

Step by Step Guide on how to using Focus Group Discussions

Step 1: Develop Questions
Step 2: Select the team
Step 3: Select the participants
Step 4: Decide on timing and location
Step 5: Prepare the discussion guide
Step 6: Conduct the interview

Step 7: Debrief the team
Step 8: Analyse results

**Step 1: Develop Questions**

Ask yourself the following questions:

1) Deciding what information is required?
2) How will you use this information in decision-making?
3) From which stakeholders will you get this information?
4) What are the most appropriate tools for collecting the information?
5) What are the specific questions?
Focus Group Discussions should be based around about 10 questions. These questions should aim to stimulate opinions and perceptions. The order of the questions is important. At the beginning you may want to ask questions to engage the participants, then you explore the issues in more depth, at the end, you should include ‘wrap-up’ questions that ask for issues, which haven’t been covered previously.

Certain types of questions impede group discussions:
- Yes-or-no questions elicit little information and do not stimulate discussion.
- “Why” questions put people on the defensive and cause them to take politically correct” sides on controversial issues.
- Open-ended questions are more useful because they allow participants to tell their story in their own words and add details that can result in unanticipated findings.

Questions should be:
- Short and to the point
- Focused on one dimension each
- Unambiguously worded
- Non-threatening or embarrassing

Tip: The assistant moderator must be able to do the following:
- Run a tape recorder during the session
- Take notes in case the recorder fails or the tape is inaudible
- Note/record body language or other subtle but relevant clues
- Allow the moderator to do all the talking during the group

Example: Focus Groups during the Baseline in Nepal
- One aim of a focus group discussion would be to identify perceptions and the range of opinion about participating in national elections.
- The indicator could be: “Perceptions about voting responsibilities” and the focus group discussion could aim to understand what people think about this responsibility, whether they think it exists, what the parameters are and why they think what they do.
- One question for the group could be ‘How is voting in a national election relevant to people in this village?’
- The facilitator would aim to keep the discussion focused on this question and to encourage and document what people responses are, on what do they all agree, where are these differences, why are national elections considered to be important/unimportant? Etc.
Step 2: Select the team

Conducting a focus group interview requires a small team, with at least a facilitator to guide the discussion and a note-taker to record it. The facilitator should be able to put people at ease and elicit responses to the questions. S/he will need to be flexible in responding to the different directions the discussion might go and also be able to bring the discussion back to relevant topics.

Even if the session is being recorded, a note-taker can be helpful in recording interactions, non-verbal reactions, and nuances that a tape/video recorder does not capture. The team should have substantive knowledge of the topic under discussion.

Step 3: Select the participants

The information needs of the study will, to a large extent, identify who should be represented in the focus groups. Often separate focus groups are held for different populations (gender, age, class, ethnicity, race, employment, community, etc). Once the population has been chosen, identify the most suitable participants for the focus group. One of the best approaches is to consult key informants who know about local conditions. Consult several informants to minimize the biases of individual preferences.

Each focus group should be 6 to 10 people to allow for the smooth flow of conversation. Participants should be homogenous, sharing common traits related to the discussion topic. People may be more inclined to discuss their views and perspectives if they are assured there will be no recrimination. Ideally, people should not know each other, though there may be situations in which this is not possible. Anonymity lowers inhibition and prevents formation of cliques.

Tip: Keeping privacy

Focus groups can arouse curiosity and can result in uninvited participants, especially if held in an outdoor or public place. People can wander over to watch the interview or sit down and invite themselves to participate as well. Choose a location that contributes to privacy and confidentiality and minimizes uninvited participants from joining the group.

Tip: The ideal focus group moderator has the following traits:

- Can listen attentively with sensitivity and empathy
- Is able to listen and think at the same time
- Believes that all group participants have something to offer no matter what their education, experience, or background
- Has adequate knowledge of the topic
- Can keep personal views and ego out of the facilitation
**Step 4: Decide on timing and location**

The ideal amount of time to set aside for a focus group is anywhere from 45 to 90 minutes. Beyond that most groups are not productive and it becomes an imposition on participant time. Hold it at a convenient location with some degree of privacy.

**Step 5: Prepare the discussion guide**

The discussion guide is an outline of the upcoming interview that covers the topics and issues to be discussed and aids the team in conducting the session. The guide should contain only a few items, allowing some time and flexibility to pursue unanticipated but relevant issues.

The guide provides the framework for the facilitator to explore, probe, and ask questions. Initiating each topic with a carefully crafted question will help keep the discussion focused.

**Step 6: Conduct the interview**

**Resources Required:**
- Safe and suitable location
- Flip charts
- Skilled facilitator
- Taping equipment (preferable)
- Note-taker

**Process**

1) At the beginning of the session, outline the purpose and format of the discussion. Often participants do not know what to expect from focus group discussions and having clear information will help set the group at ease.

2) Define the general guidelines that will be followed throughout the session:
   - There are no right or wrong answers; all views are welcome.
     a) Everyone should speak.
     b) Opinions/views expressed will not be attributed to a specific individual.
     c) The session is confidential. It will not be published or broadcast.

3) Ask if everyone is comfortable with the guidelines

**Tip: Techniques to use in getting more/deeper information**
- Repeat the question. Repetition gives more time for participants to think.
- Adopt a “sophisticated naïveté” posture to convey a limited understanding of the issue and ask for specific details.
- Pause for additional information; silence can be a useful tool. A thoughtful nod or expectant look can convey that you want a fuller answer.
- Repeat the reply. Hearing it again sometimes stimulates
**What is a Key Informant Interviews?**

Interviews are a data collection tool that can be selected for use during design, monitoring, or evaluation. They are one-to-one discussions with people selected for their first-hand knowledge about a topic of interest.

Conducted in person, the **interviews** are a face-to-face discussion, with the interviewer using a discussion guide with a logical sequence of questions to guide the conversation.

**Advantages**
- Provides information directly from knowledgeable people.
- Provides flexibility to explore new ideas and issues not anticipated during planning.
- Inexpensive and simple to conduct.

**Disadvantages**
- Not appropriate if quantitative data are needed.
- May be biased if informants are not carefully selected.
- Susceptible to interviewer biases.
- May be difficult to generalize findings.

**Qualitative Interviews:** They provide the interviewer with some focus, but at the same time provide him/her with the opportunity to explore new ideas as and when they arise during the interview process.
**When should it be used?**

Specifically, interviews are useful in the following situations:

- When qualitative, descriptive information is sufficient for decision-making.
- When there is a need to understand motivation, behaviour, and perspectives. Interviews of program planners and managers, service providers, host government officials, and beneficiaries concerning their attitudes and behaviours about a project/programme can help explain its successes and shortcomings.
- When a main purpose is to generate recommendations. Key informants can help formulate recommendations that can improve a program’s performance.
- When quantitative data collected through other methods need to be interpreted. Key informant interviews can provide the how and why of what happened. If, for example, a sample survey showed farmers were failing to make loan repayments, key informant interviews could uncover the reasons.
- When preliminary information is needed to design a comprehensive quantitative study. Key informant interviews can help frame the issues before the survey is undertaken.

- **Use active listening skills:** You should be listening, not be doing most of the talking. At the end of each major segment, recap what you heard from the respondent and get their agreement. For example say, “This is what I think I heard you said…..Is that right?”
- **Maintain eye contact:** use body language that says you are interested and non-judgemental (nodding head, smile, learning forward, etc.)
- **Keep a neutral demeanour:** try not to let your own opinions show. Interviewees will not want to disagree with you if they feel you have an opinion or perspective.
- **Reinforce and encourage** further comments by saying, “That’s very interesting, say more….” “I’m interested in your opinion/perspective….”
How do you conduct a Key Informant Interview?

1. Formulate Interview Questions
2. Prepare a Short Interview Guide
3. Select Key Informants
4. Conduct Interviews
5. Take Adequate Notes
6. Analyse Interview Data
7. Check for Reliability and Validity

Step 1: Formulate interview questions

- Form a list of possible questions related to the subject area of focus that you may need answered.
- The Questions could be a combination of open ended and closed questions depending on the situation and type of information needed.
- Questions should require an explanation rather than requiring a simple yes and no answer.
- If a question requires a simple answer, follow it up with a question requiring an explanation or reasoning for the previous answer.

Filtering enables the interviewer or the respondent to know which question to go to next

For example:
If yes to Q1 Go to Q3
If no to Q1 go to Q2

- Questions should be neutral rather than leading. Example, “What do you think of the SFCG radio program in Sierra Leone? Rather than “Do you think the SFCG radio program is good?”
- Start the interview questions with a few simple basic questions before discussing the more complex in depth ones
- Ask questions about the present first before those about the past.

Step 2: Prepare a short interview guide

- Come up with the common themes after analysing the questions
- Sort the questions together according to the theme.
- Formulate pre-codes for closed questions
- Compile filters for questions based on answers.
- Identify media for recording the interview: Note taking, Tape recorders, Digital Voice recorders.
**Step 3: Select key informants**

- Identify whom you will interview. Be sure all groups are represented.
- It is important that the interviewer receives (written) consent of the respondent (interviewee) as well as consent from their officials (if needed).
- The interviewee should know in advance how long the interview would take.

**Tip: INTERVIEWING PITFALLS**

- **Asking multiple questions**: For example, “How do you feel about the teachers and classes you’re taking?”
- **Asking leading questions**: For example, “How does the staff foster a sense of community here?” vs. “Does the staff foster a sense of community here? If so, how?”
- **Cutting off the respondent**: Often it takes the interviewee a while to respond, allow for silence. Unless interviewees are rambling and digressing, give them time to complete their thoughts and sentences.
- **Asking closed ended questions**: If you ask a yes/no question, follow up with “Why?”, “Say more about this…”, or, “please elaborate.”

**Step 4: Conduct interviews**

- Establish rapport. Begin with an explanation of the purpose of the interview, the intended uses of the information and assurances of confidentiality. Often informants will want assurances that relevant officials have approved the interview. Except when interviewing technical experts, questioners should avoid jargon.
- Sequence questions. Start with factual questions. Questions requiring opinions and judgments should follow. In general, begin with the present and move to questions about the past or future.
- Phrase questions carefully to elicit detailed information. Avoid questions that can be answered by a simple yes or no. For example, questions such as “Please tell me about the alternative media?” are better than “Do you know about alternative media?”
- Use probing techniques. Encourage informants to detail the basis for their conclusions and recommendations. There is a potential that implementers will bias the evaluation by identifying persons who will give only a positive picture of impact. While most people will give honest answers, a keen sense of discernment is necessary to listen to exaggerations.
Minimize translation difficulties. Sometimes it is necessary to use a translator, which can change the dynamics and add difficulties. For example, differences in status between the translator and informant may inhibit the conversation. Often information is lost during translation. Using translators who are not known to the informants can minimize difficulties; briefing translators on the purposes of the study to reduce misunderstandings and having translators repeat the informant’s comments verbatim.

**Step 5: Take adequate notes**

- Interviewers should take notes and develop them in detail immediately after each interview to ensure accuracy.
- Use a set of common subheadings for interview texts, selected with an eye to the major issues being explored. Common subheadings ease data analysis.

**Step 6: Analyse interview data**

- At the end of each interview, prepare a 1-2 page interview summary sheet reducing information into manageable themes, issues, and recommendations. Each summary should provide information about the key informant’s position, reason for inclusion in the list of informants, main points made, implications of these observations, and any insights or ideas the interviewer had during the interview.
- Use descriptive codes. Coding involves a systematic recording of data. While numeric codes are not appropriate, descriptive codes can help organize responses. These codes may cover key themes, concepts, questions, or ideas, such as sustainability, impact on income, and participation of women. A usual practice is to note the codes or categories on the left-hand margins of the interview text. Then a summary lists the page numbers where each item (code) appears. For example, reintegration of ex-combatants might be given the code “rein-x-com,” and the summary sheet might indicate it is discussed on pages 7, 13, 21, 46, and 67 of the interview text. Categories and subcategories for coding (based on key study questions, hypotheses, or conceptual frameworks) can be developed before interviews begin, or after the interviews are completed. Pre-coding saves time, but the categories may not be appropriate. Post-coding helps ensure empirically relevant categories, but is time consuming. A compromise is to begin developing coding categories after 8 to 10 interviews, as it becomes apparent which categories are relevant.
- Storage and retrieval. The next step is to develop a simple storage and retrieval system. Access to a computer program that sorts text is very helpful. Relevant parts of interview text can then be organized according to the codes. The same effect can be accomplished without computers by preparing folders for each category, cutting relevant comments from the interview and pasting them onto index cards according to the coding scheme, then filing them in the appropriate
folder. Each index card should have an identification mark so the comment can be attributed to its source.

- Presentation of data. Visual displays such as tables, boxes, and figures can condense information, present it in a clear format, and highlight underlying relationships and trends. This helps communicate findings to decision-makers more clearly, quickly, and easily.

**Step 7: Check for reliability and validity**

- Key informant interviews are susceptible to error, bias, and misinterpretation, which can lead to flawed findings and recommendations.

- Check representativeness of key informants. Take a second look at the key informant list to ensure no significant groups were overlooked.

- Assess reliability of key informants. Assess informants’ knowledgeability, credibility, impartiality, willingness to respond, and presence of outsiders who may have inhibited their responses. Greater weight can be given to information provided by more reliable informants.

- Check interviewer or investigator bias. One’s own biases as an investigator should be examined, including tendencies to concentrate on information that confirms preconceived notions and hypotheses, seek consistency too early and overlook evidence inconsistent with earlier findings, and be partial to the opinions of elite key informants.

- Check for negative evidence. Make a conscious effort to look for evidence that questions preliminary findings. This brings out issues that may have been overlooked.

- Get feedback from informants. Ask the key informants for feedback on major findings. A summary report of the findings might be shared with them, along with a request for written comments. Often a more practical approach is to invite them to a meeting where key findings are presented and ask for their feedback.
**What is Observation as a tool?**

Observation involves watching and recording what people do in a natural setting such as a meeting, workplace, school, store, restaurant, etc. Useful information and new insights can often be gained from such observation that would otherwise not be obtained. It allows the observer to see how people actually behave and therefore can be a good complement to interviews or surveys that capture how people describe their behaviour.

**What is the purpose of the Observation Tool?**

Observation is an appropriate method to use when we want to get information about what happens in a situation beyond what the participants say or think about it. Observation can capture nonverbal interactions or reactions, can find patterns of behaviour that are not apparent to participants, and can provide information about the setting. Observation is particularly useful in conflict settings, where people may not want to speak openly in face-to-face data collection techniques such as interviews or focus group discussions. Additionally, observation is a tool that allows for comparison over time and between different settings.

**Advantages**

- Provides data that is most reflective of the natural state
- Avoids the subjective opinions of interviewees or focus group participants
- Provides focused descriptive information about a certain event
- Demonstrates needs, issues, or program results
- Involves low to medium cost

**Disadvantages**

- Must deal with subjectivity or biases of observer(s)
- Some topics may not lend themselves to observations because of sensitivity or invasion on privacy
- Does not answer “why” or “how”
- Is usually not interactive
- Verifying observation can be more difficult than regulating other data collection tools

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TOOL 4 - Observation
When should the Observation Tool be used?

Observation can be useful during all phases of DM&E, from the assessment stage to end evaluation, as well as in collecting data to inform programming. It is used to gather certain kinds of information and so often works best when combined with other data collection methods.

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<th>Cost Required</th>
<th>Skills Required</th>
<th>Time required</th>
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| The cost of conducting an Observation varies from low to medium. It is low if local observers and shorter time frames are used for Observation. Costs for Observation increase if it requires assigning professional evaluators/researchers to observe certain events or occurrences over a long period of times. | • Basic knowledge of the program/evaluation subject  
• Accurate knowledge of classification criteria  
• Adept at interpreting observed function within criteria  
• Accurate recording of data | Time required for conducting Observation varies based on the nature of the evaluation activity. But in general, Observation, by its definition, requires an extended period of time to gather valid and reliable data. Qualitative Observation is likely to be more time consuming than quantitative Observation. |

Tip: As with other data collection methods, care must be taken to be culturally and contextually sensitive when considering using observation. In volatile or tense situations, having someone quietly taking notes can be seen as threatening. Therefore, the design of this tool, as with many others, must be done with the full participation (not just consultation) of people who know the complexities of individual settings. This also has implications for who does the observation. Wherever possible, the observer/s should be someone whose presence will either be highly acceptable or go unnoticed by the subjects in the particular context.

Tip: Dealing with Biases:
There is always the danger of introducing biases (biases in the observer, the way the observer influences the observed, or the observed situation hampering the objectivity of the observer). These biases can never be eliminated entirely. Asking several people to undertake observations in the same manner can help confirm observations or identify differences and so increase the quality of the data. Also, by using observation along with other data collection methods, the data collected can be viewed in a broader context and the effects of bias can be lessened.
How do we use the Observation Tool?

1. Develop guidelines for the observation.
2. Choose observer(s) and ensure needed skills are present.
3. Conduct observation. (Use the Structured Observation Form as a guide.) Blank Structured Observation Form and the Sample Structured Observation Form
4. Analyse and use data.
See detailed steps in the Steps to doing Observation

Step 1: Develop guidelines for the observation.

This first step includes deciding what kind of information is wanted from the observation and establishing clear guidelines for the process. Begin by asking if observation can provide you with the information you need. What other data tools could also provide this information? Is observation the best/one of the best tools for your specific needs?

If you haven’t done an unstructured observation before, practicing at one or two events before you start the real observation is quite helpful. Taking notes on what is happening without summarizing or interpreting can be difficult at first and doing some practices can help you get an idea of how to be a recorder. Ask someone else to read your practice observation records to help identify summarizing or interpreting that you may not be aware of.

The observation can be either structured – looking for and counting the presence of specific events/interactions/behaviours – or unstructured – documenting all that occurs during a particular event or time period. The choice of

Ethical rules for Observation

- Ensure that Observation is not violating individuals’ privacy
- Ensure that observer is as unobtrusive as possible
- Ensure that Observation is not a safety hazard to observer or others
Some areas of focus may require agreement on definition or on the criteria that will be used to identify the event, action, or behaviour. These definitions or criteria must be decided upon prior to the start of the observations so the observer can be consistent in how s/he marks or counts each occurrence and so that each observer is looking for the same thing. The definitions or criteria should also be tested or revisited after the first observation to ensure adequacy.

If choosing a structured observation, you will need to develop a list of events, actions, and/or behaviours that are most relevant to the work of the project. These will be the areas of focus for the observation. For example, the observation might be focused on who (male or female) speaks at community meetings, whether the comments are on the topic or about an individual/group, etc. A useful tool for a structured observation can be a form that has the areas of focus already listed so the observer only needs to make quick notes or marks for each occurrence. See sample Observation Form

**Step 2: Choose observer(s) and ensure needed skills are present.**

The observer(s) can either be community members/project staff and/or people from outside of the community. The advantage of choosing people who live and work full-time in the project area is that they may be more easily accepted into the community and may have good ideas about what to look for during the observation. However, community members may need extra training in observational and documentation skills.

People from outside the community who already have the necessary skills can be brought in to do the observation. They may need much more time to know what is significant, but they sometimes can also notice significant issues that local people no longer see or take for granted.
Doing some practice observations/note-taking is even more important if there will be more than one observer. That way you can compare what kinds of notes you are all taking and can work on being more similar in how you do things.

If the observation process will use more than one observer, they must all take a similar approach. The team must agree ahead of time on what they will focus on, the level of detail their notes will include, definitions or criteria of actions (particularly if doing a structured observation), etc.

As with all data collection, it is critical to capture the information in a way that it can be understood, compared, and analysed by others. For observation, it is important to include a detailed record of the context. For this you should include a description of the setting and record the following types of information:

- Who is present (different groups - age, gender, profession, ethnicity, etc)
- What is the setting (bus, school, meeting, street corner, office, etc)
- What is the main action taking place (lecture, discussion, shopping, movement, etc.)?
- Are there people who are outside of the main groups?
- Where are you (the observer)?
- What reactions are people having to you?
- As you are taking notes during the event or activity, try to capture as much detail as you can about what is done and said. While some of the detail may not seem to be that important at the time, the themes and patterns that can emerge when analysing the notes are often drawn from all that detail.

**Step 3: Conduct the observation.**

- Arrive in the location of observation early. This will give you a chance to document the setting and to familiarize yourself with what is in the area.
- Try to be inconspicuous. Dress so that your clothes will not draw specific attention to you. Do not wear logos on your person that will identify you with your organization. The only thing that should set you apart from those you are observing is your notepad. And if you are approached and questioned, always be honest.
- Select a position that allows for the best observation of what you are interested in, without drawing attention to yourself – this is often to the side or rear of the event/group/setting.
- Record observations accurately and attentively. Your notes should be a narration of the event, almost as if you were writing a story and wanting to give your reader the sense of actually being present. The detail is often what is most
important in an observation. Remember, this is not a summary,

- Have a rehearsed response to people who might ask you what you are doing. This needs to be fairly short so you do not interrupt or miss what is happening. For example: “I work with Search for Common Ground and we are interested in helping youth become more involved in the community. So I am here to learn about what role youth play in community meetings. If you would like, I would be happy to talk with you further after the meeting.”

- Maintain a quiet presence before, during, and after the event. Remember you are not an active participant at this time and should influence the situation as little as possible.

- As soon as possible after the event go through your notes, clarifying or correcting anything that you didn’t have time to finish writing. Make sure that the notes are thorough, clear and complete for the analysis.

**Step 4: Analyse and use data.**

To analyse observation data, you will look for patterns, themes, or frequencies the steps for doing this are slightly different for structured and unstructured observations. Data from a structured observation is more organised and categorised than data from unstructured observation because some of the themes and specific areas of focus were determined before the observation started. If there were multiple events or observers, Begin by gathering all the data together from all events and observer/s, then summarise the findings for each of the specific areas of focus.

Data from an unstructured observation will need to go through the organising and categorising process (see module on coding/analysing qualitative data). Once this has occurred and the themes and patterns have been identified, a summary of those findings should be written.

Once the data has been analysed, the next important step is to decide how you will use the information you have found.

- Make the reports available to project staff and stakeholders as appropriate.
- Determine whether/how the information will affect project objectives/activities.
- Keep the data for comparison at other points in the project – monitoring, evaluation, etc.
Sample Structured Observation Form

(This is for observing at a school)

Observer: __John Smith________ Location: __Primary School________

Date: __March 7, 2007___ Observation Start Time: __10:30 am___ End time: __11:30 am___

Event: __The children were out on break in between classes. There was one teacher supervising them during this time.__

Number of Participants (approximate):

<table>
<thead>
<tr>
<th></th>
<th>Ethnic Group 1</th>
<th>Ethnic Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

Description of the Situation __During the break, about half of the children started a football game. The teacher was not involved, but kept an eye on what was happening.__

Types of Actions (items in the chart are examples of what an observer would write):

<table>
<thead>
<tr>
<th>Action: 1=hostile, violent 2=hostile, not violent 3=Friendly interaction 4=Other</th>
<th>Trigger</th>
<th>Number of students involved</th>
<th>Length of time</th>
<th>Other factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (one student used ethnic slurs as a student from the other group attempted to join a football game)</td>
<td>Arrival of a student from the other group</td>
<td>2</td>
<td>3 minutes</td>
<td>The arriving student left angry (&quot;angry&quot; blurs the line between reporting and interpreting. Suggest including a section above about how emotions fit into reporting vs. interpreting)</td>
</tr>
<tr>
<td>1 (hand-fist fight between students from two ethnic groups)</td>
<td>Radio news that ethnic violence broke out in a neighbouring town</td>
<td>6</td>
<td>10 minutes</td>
<td>Teachers intervened to break up the fight</td>
</tr>
<tr>
<td>3 (Students from two ethnic groups engaged in a football game)</td>
<td>Student complaint to a teacher</td>
<td>20</td>
<td>40 minutes</td>
<td>No overt or implicit hostility was observed</td>
</tr>
<tr>
<td>4 (the student who was refused to join a game complained to a teacher, who had a talk with the student who used ethnic slurs)</td>
<td></td>
<td>2</td>
<td>10 minutes</td>
<td>The teacher made the student apologize (Maybe better to report that the student apologized and that the observer suspected the kid was made to by the teacher—could be an interpretation)</td>
</tr>
</tbody>
</table>
Comments: __Children from the two different groups seemed to mostly get along during the game. The teams were not chosen along ethnic lines. In dealing with the fight, the teacher did not address any broader issues (e.g. ethnicity, differences, etc), but just broke up the fight. The student who wanted to join the game was a girl. __________

What are Surveys?
In general, there are two types of questions, open format or closed format – the survey should use a mixture of these.

CLOSED FORMAT (Forced Choice): If Closed Format questions are used, put a lot of thought into developing alternative responses; the range must be exhaustive. To avoid forcing people to offer opinions on issues on which they have no opinion, it is useful to have a no opinion category. With Closed Format a number of alternative answers are provided from which respondents are to select one or more. These include the following response types:

- Multiple-choice
- Two-way questions (e.g. agree/disagree, yes/no, etc.)
- Check lists
- Ranking scales (e.g. Likert)

The following are examples of closed-questions:

- **Multiple Choice:**
  Example: How have you learnt about _____?
  b. through SFCG activities
c. through colleagues
d. through newspapers
e. through books
f. through work
g. Other ____________

- **Yes/No answers:**
  Example: Should information about _____ be made available to the general Moroccan population? Yes\No
➢ **Likert style format:** List attitude statements and ask participants to respond on a five-point scale (e.g. Strongly agree, agree, neutral, disagree, strongly disagree)
Example: The Moroccan population should be provided with information on ____.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3 Neutral</th>
<th>4</th>
<th>5 Strongly Agree</th>
</tr>
</thead>
</table>

➢ **Lists:** These ask the participant to tick all statements that apply
Example: What aspects of SFCG’s work do you think would be useful for the future?
- Training sessions for police offices
- Training sessions for youth
- Training sessions for CSOs
- Other training sessions
- Follow-up activities
- General media work
- Other

Problems with closed format
⇒ On some issues, they can create false opinions either by giving insufficient range of alternatives from which to choose or by prompting people with acceptable answers
⇒ May not allow individuals to qualify their answer when they feel a need to do so.

Advantages of well-developed closed format
⇒ Useful if the instrument or questionnaire is long or the motivation to answer is not high - they provide for quick answers.
⇒ Easier to code and analyze
⇒ Do not discriminate against the less talkative and inarticulate respondents

OPEN FORMAT: These questions are those that ask for unprompted opinions. In other words, there is no predetermined set of responses, and the participant is free to answer however he/she chooses. It is common for a questionnaire to end with an open format question asking the respondent for her/his ideas for changes or improvements.

Problems with open format questions
⇒ They can be difficult/impossible to quantify
⇒ They can take a long time for people to answer, sometimes resulting in incomplete or no information

 Advantages of well-developed open format questions
⇒ They can address questions that cannot be put in forced choice format
⇒ They can bring up important points that were not considered in the design of the questionnaire
⇒ Respondents can qualify their answers
⇒ They do not “put words in the mouths of participants.”
Considerations in selecting question type

- Use closed form:
  ⇒ To see if the respondent has thought about or is aware of the issue
  ⇒ To get at specific aspects of an issue
  ⇒ To see how strongly an opinion is held.

- Use open-ended to get at general feelings.

- Use either, to find out responders reasons for their opinions.

- Consider how you will analyze the results. Different question forms give different data types that define and/or limit the type of analysis.

Other Considerations

- Consider how the data will be used (improvement of the program, marketing the program,..)
- Consider what type of data is needed.
- Consider who will use the information.
- Consider the time for completing the survey.

For more detailed information in using surveys, see Steps to Creating the Best Survey as well as a Sample Survey.

Step 1: How do you know which type of Survey format to use?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Information required</th>
<th>Question</th>
<th>Response Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attributes / Demographics</td>
<td>Age, Gender, Location (rural/urban and north/south), Degree of contact with topic (i.e. number of sessions attended)</td>
<td>- How old are you&lt;br&gt;  - Male/Female&lt;br&gt;  - Do you work in a rural or urban location&lt;br&gt;  - North / South</td>
<td>- OPEN&lt;br&gt;  - CLOSED: under 30 / 30-45 / over 45&lt;br&gt;  - Male / Female&lt;br&gt;  - Rural / Urban&lt;br&gt;  - North/South</td>
</tr>
<tr>
<td>Feedback</td>
<td>- How well do they think the training was organized? How did this affect their perceptions of the topic?&lt;br&gt;  - How has it affected their attitude towards the overall issue?</td>
<td>- What aspect of SFCGs work have you found the most useful? / Why?&lt;br&gt;  - To what degree has you perception of topic changed since attending SFCG training? / Why?</td>
<td>- CLOSED: List of possible responses / OPEN to capture why&lt;br&gt;  - CLOSED: likert scale / OPEN to capture why</td>
</tr>
<tr>
<td>Knowledge</td>
<td>- How do they think external</td>
<td>- How do you think</td>
<td>- OPEN</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Changes will affect the topic in your location?</td>
<td>External changes will affect ____ in Morocco?</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>- % of the interviewed participants who feel more motivated about acting on the topic.</td>
<td>- When the structures are there will you behave as a in a certain way about the topic?</td>
<td>- CLOSED yes/no</td>
<td></td>
</tr>
<tr>
<td>- If they are more motivated, why? If not, why not?</td>
<td>- Why have you made this decision?</td>
<td>- OPEN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Do you think _____ would have a beneficial impact on Morocco?</td>
<td>- OPEN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How?</td>
<td>- OPEN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What aspects motivate you to act in this role?</td>
<td>- CLOSED ranking of aspects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What aspects are likely to impede you acting in this role?</td>
<td>- CLOSED ranking of aspects</td>
<td></td>
</tr>
<tr>
<td>Belief / Attitude</td>
<td>- % of the interviewed participants who feel more confident with the main concepts.</td>
<td>- On a scale of 5 from very confident to 0 completely unprepared, how would you rate your comprehension of this concept?</td>
<td>- CLOSED likert scale</td>
</tr>
<tr>
<td>- If they feel more confident, how/why?</td>
<td>- What aspects of these concepts would you like more information on?</td>
<td>- OPEN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Has your understanding increased? Why?</td>
<td>- OPEN</td>
<td></td>
</tr>
</tbody>
</table>

**Wording of questions:**

The goal is clear, unambiguous and useful questions. Thus, careful wording is essential. Some of the more obvious concerns are listed below.

1. **Use simple language** – Avoid jargon and technical terms.
   Look for simple words without making questions sound condescending

2. Keep the items as short as possible – Shorter questions are less confusing and less ambiguous. Long questions can lose respondents.

3. Do not use double barrelled questions i.e. questions that address more than one item. – A question such as “How often do you speak with your boss?” can be double barrelled if an individual has more than one boss.
4. Do not use **leading** questions. – Leading questions make individuals feel that they could be giving a wrong answer or an answer that would be disapproved. You want an honest response.

5. Do not use **negative** questions. – For example: “The workshops should not be discontinued” [Agree/Disagree]. This item should be worded, “The workshops should be continued.”

6. In composing an item, choose **words that have the same meaning for all** respondents.

7. Be sure the question is **clear** i.e. not ambiguous. – Ambiguity can arise from poor sentence structure, words with several different meanings, uses of negatives and double negatives, and double-barrelled questions. Use short, crisp, simple questions. For example, the word *frequently* can be misleading (instead specify the number of times)

8. Consider if the question should be **direct or indirect**. – When questioning in a particularly sensitive area, it may be better to avoid blunt direct questions.
   - Ensure that the frame of reference is clear; give a time frame; provide alternative responses
   - Give the response option of ‘no opinion’ or ‘don’t know’.
   - Questions regarding variables such as age or income can create problems. To diffuse the problem, provide for categorical responses.

9. Ensure that the respondent has the **necessary knowledge to answer** the question. “Do you agree with the company’s policy on investments?” is a useless question if the respondents do not know about the policy. Filter questions can be used.

10. Avoid **prestige bias** in writing the question. – People distort answers to impress the interviewer (or perhaps fool themselves). For example, responses may be exaggerated on items related to income, education, etc., and they may be minimized on items related to age, level of prejudice, etc. There is no ideal solution to this problem; categorization of response may help. Try to avoid leading questions and be aware of possible bias in the analysis and interpretation.

**Step 2: How to design the Survey Questionnaire Layout?**

1. Leave sufficient space for answers.

2. Use space to your advantage
   - Avoid clutter
   - Provide room for coding
   - Leave sufficient space for open-ended question responses.
   - List responses so it is clear to the respondent what the choices are (e.g. how the words correspond to the numbers)
3. Write instructions clearly. Consider:
   - General instructions: Include a statement of purpose; assure confidentiality; tell how and when to send responses.
   - Section Instructions
   - Question instructions

4. Use care in ordering questions.
   - Begin with question that
     ⇒ The respondents will enjoy answering
     ⇒ Are easily answered
     ⇒ Factual
     ⇒ Are not demographics
   - Increase from easy to difficult
   - Go from concrete to abstract.
   - Make use of filters
   - As possible, use some variety in question type.

5. Use filter or contingency question since you do not want respondents to waste time reading items that are not relevant.

**Step 3: Piloting and revising the questionnaire**

Run the questionnaire with a few individuals. Consider how you would use the information gathered. Capture any areas for improvement – i.e. wording of questions (are they clear?), format for responses (do they allow you to make comparisons between different people? Etc.

**You can also use the questions below to ‘test’ the questionnaire:**

- Consider the content of the instrument. Does it address all the areas of interest in the study? This addresses the issue of validity (accuracy) of the items.
- Evaluate the wording of the questions. Consider some of the factors that are addressed in the previous section of this document.
- Is the nature of the responses appropriate for the questions?
- Are the instructions clear?
- Do you think that if you repeat the administration of the items, under similar circumstances, you would get the same results? This addresses the reliability (consistency) of the instrument.
- Does the instrument allow for comments or reactions that are not specified in the forced answer questions?
- Check for redundancy. There is no point in including two items that measure the same thing. (You can check by looking at the Correlations between items.)
• Check for a response set (individual always agrees). Vary the questions.
• Depending on what you are measuring, you may need to check for the ability of the item to discriminate. In some instance a question to which most people provide the same answer is of little use. If everyone provides the same answer, there are no variations in answers to explain. (In reaction instruments, you probably want consistency in the answers.)
**Sample Survey**

**INTRODUCTION:**
My name is __________________________. We are conducting this survey on behalf of Search for Common Ground / Talking Drum Studio.

I would like to know your opinions on the parliamentary and presidential elections that were held this year in August and September.

The information you will give me, will help SFCG review its programs and activities so that they can effectively respond to your information needs with regard to electoral process in Sierra Leone.

I will ask you a few questions, our discussion will take roughly 15 minutes. The discussion will be completely confidential (which means that your name will not be mentioned).

You are free to answer this survey. Do you agree? ☐ Yes ☐ No (If no, thank for time and say goodbye)

Shall we start?

<table>
<thead>
<tr>
<th>Location:</th>
<th>Porto Loko</th>
<th>Kabala</th>
<th>Pujehun</th>
<th>Moyamba</th>
<th>Tombo</th>
<th>Susan Bay</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Gender:</th>
<th>☐ Male</th>
<th>☐ Female</th>
<th>Age:</th>
<th>☐ 15-20 yrs</th>
<th>☐ 20-30 yrs</th>
<th>☐ 30-40 yrs</th>
<th>☐ 40+yrs</th>
</tr>
</thead>
</table>

| Highest level of education completed: | ................... |

| How many meals a day? | ............. |

1. Did you see people from this community who were observing the situation at the poling station? *(Show the t-shirt they were wearing)* ☐ Yes ☐ No

2. I trusted the person from the community who was observing the poling station and wearing the black T-shirt
   ☐ Strongly agree
   ☐ Agree
   ☐ Neither agree nor disagree
   ☐ Disagree
   ☐ Strongly disagree

3. Did you listen to radio programs who mentioned “IRN”? ☐ Yes ☐ No

4. An issue I had in mind was mentioned over radio discussions
5. How often did you listen to radio programs before the elections?
☐ Once every day,
☐ Many times a day
☐ Once a week
☐ Some days of the week
☐ Never

6. How often did you listen to radio programs during the elections?
☐ Once every day
☐ Many times a day
☐ Once a week
☐ Some days of the week
☐ Never

7. Can you name three radio programs you liked listening to:
   a. ........................................................................................................
   b. ........................................................................................................
   c. ........................................................................................................

8. The radio programs helped me understand the electoral process
☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

9. I had a chance to hear the voice of my candidate on radio or public forum
☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree
10. It was useful for me to hear my candidate
   □ Strongly agree
   □ Agree
   □ Neither agree nor disagree
   □ Disagree
   □ Strongly disagree

11. The debates helped me understand the electoral process
   □ Strongly agree
   □ Agree
   □ Neither agree nor disagree
   □ Disagree
   □ Strongly disagree
   □ I did not listen to debates

12. I think the information on the election was true
   □ Strongly agree
   □ Agree
   □ Neither agree nor disagree
   □ Disagree
   □ Strongly disagree

13. I heard the voices of people like me (women/ youth) on the radio
   □ Strongly agree
   □ Agree
   □ Neither agree nor disagree
   □ Disagree
   □ Strongly disagree

14. I thought the elections were free and fair
   □ Strongly agree
   □ Agree
   □ Neither agree nor disagree
   □ Disagree
   □ Strongly disagree
15. I had enough information to make an informed choice of candidate
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

16. I voted for my personal choice of candidate
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

17. I felt free to cast my ballot inside the voting station
   - Strongly agree
   - Agree
   - Neither agree nor disagree
   - Disagree
   - Strongly disagree

18. Did you watch TV programs/videos during the elections?
   - Yes   - No (skip next questions & end interview)

19. Where did you watch these programs/films:
   ..........................................................................................................................

20. How many times did you watch the video?
   - Once
   - Twice
   - Three times
   - more than 3 times

21. Name the TV/video programs that talked about elections that you watched:
   a. ....................................................................................................................
   b. ....................................................................................................................
If they mention *In Sai Di Saloon* –

22. What did you think about the soap opera?
   *(when they mention one of these note order in which mentioned: 3 max)*
   
   a. Enjoyable ......
   b. Interesting ......
   c. Different ......
   d. Boring ......
   e. Good ......
   f. Bad ......
   g. Useful ......
   h. Other .................. ......

**CONCLUSION:** Thank you for your time, we have now finished our discussion. Would you like to add anything else?  

☐ Yes ☐ No

........................................................................................................................................................................

........................................................................................................................................................................
Consent Form

Sample of Consent Form

Consent Form for Focus Group Discussions

INTRODUCTION:
Hello! My name is .... I’m here for a study on behalf of XXXX, who are providing services here in [insert name of community] like [insert name of local services].

PURPOSE:
We’re conducting a group discussion here to get information about their lives and how XXXX can provide them with support, especially in difficult times. The information we obtain will be used to assess how the services are going, and how XXXX can improve them.

IDENTITY AND INVOLVEMENT:
We would like to try to understand what you think. So, I would like to know if you are [insert name]? Have you been interviewed or participated in a group discussion in the past two weeks for this study?
Proceed only if identity is correct and no previous involvement.

FUNDING SOURCE:
Consider if it’s appropriate to mention: These services are being provided by XXXX, whose local partners are [insert name of local partners].

PROCEDURES INVOLVED:
We would like to ask you some questions, in a focus Group discussion, which will take about 45-60 minutes. I would like to discuss this with you in a group of 6 to 10 people.

RISKS:
Some of these questions might talk about things that some people find quite personal, or may be difficult to answer. If any of the questions make you feel uncomfortable or you don’t want to answer them, you do not have to.

ABILITY TO SAY NO:
Remember, you do not have to talk about anything you don’t want to. This will not affect your ability to receive services now or in future. However, I would really appreciate it if you would answer the questions honestly and openly, so that we can find out what young people here in [insert name of community] really think. Your answers will be very important to us. We would really appreciate any help you can give us in finding out about children here. Do you have any questions about any of the things I have just said?

WHAT WILL HAPPEN WITH THE INFORMATION:
CASE STUDY:
Sage Publications on Qualitative Methodology
http://www.sagepub.co.uk/

The International Journal of Qualitative Studies in Education
http://www.tandf.co.uk/journals/tf/09518398.html

A List of References on Case Study Research
http://www.auckland.ac.nz/msis/isworld/case.htm target

The Sin of Omission-Punishable by Death to Internal Validity
http://trochim.human.cornell.edu/gallery/bowen/hss691.htm

Qualitative Research Resources on the Internet
http://www.nova.edu/ssss/Q/R/controlr.html

KEY INFORMANT INTERVIEW:
USAID Center for Development Information and Evaluation - Performance
Monitoring and Evaluation TIPS: Using Key Informant Interviews

USAID Center for Development Information and Evaluation, Performance Monitoring
and Evaluation TIPS: Using Rapid Appraisal Methods

“Methodologies for Conducting Livelihoods Baseline Studies”
http://www.livelihoods.org/lessons/project_summaries/docs/LFP%20Report_Methodology_%20baseline.pdf

FOCUS GROUP:
Eliot and Associates. Guidelines for Conducting A Focus Group
http://www.eliotassoc.com/support-files/How_to_Conduct_a_Focus_Group.pdf

Mary Marczak & Meg Sewell. Using Focus Groups for Evaluation, University of Arizona
http://ag.arizona.edu/fcs/cyfernet/cyfar/focus.htm

http://www.unu.edu/unupress/food2/UIIN03E/UIIN03E00.HTM
USAID Center for Development Information and Performance Monitoring and Evaluation
TIPS, Conducting Focus Group Interviews

OBSERVATION TOOL:
“Collecting Evaluation Data: Direct Observation”
http://cecommerce.uwex.edu/pdfs/G3658_5.PDF

“Using Direct Observation Techniques” USAID TIPS

“Observation” from User Friendly Handbook for Mixed Method Evaluation, Ch 3
National Science Foundation