**EMERGENCY TRANSPORT SCHEME FORMATIVE RESEARCH TRAINING MANUAL**

**About this tool:** This tool is to be used to train those conducting formative research as part of an emergency transport scheme that works with pregnant women. It includes example role play scenarios and a training calendar. The original training manual was used in Adamawa State, Nigeria so some aspects may be specific to the original location. Feel free to change and adapt to suit the location that you will be using it, items that you may want to change have been highlighted in red.

|  |  |
| --- | --- |
| **Contents** | |
| 1. Learning objectives |  |
| 2. Introduction to the Emergency Transport Scheme (ETS) project |  |
| 3. Introduction to formative research: what is it and why is it important to the ETS project? |  |
| 4. Formative Research Process |  |
| 5. Formative research questionnaire and data collection |  |
| 6. Role play - communication strategies and interviews to stakeholders  *Role-play 1*  *Role-play 2*  *Role play 3*  *Role play 4*  *Role play 5*  *Role play 6*  *Role play 7* |  |
| 7. Debriefing, data collation and Master report |  |
| 8. Training Calendar  *Day 1 – 10th October 2013*  *Day 2 – 11th October 2013*  *Day 3 – 12th October 2013* |  |
| **9.** Formative Research Calendar |  |

|  |
| --- |
| 1. **Learning objectives** |
| * Understand the ETS project and effectively explain its objectives to others |
| * Understand what formative research is and why it is important and effectively explain its objectives to others |
| * Familiarise with the steps in the formative research process |
| * Understand the research questions and familiarise with different stakeholders’ roles and opportunities for contribution (to the research and to the project) |
| * Understand the data collection method (in-depth interviews with key informants) and practice different communication strategies through role play |
| * Understand the data collection process |
| * Understand the data collation and reporting on formative research |

|  |  |
| --- | --- |
| Introduction to the Emergency Transport Scheme Project | |
| **Description** | **Example** |
| **Background Information – this includes rationale behind why the project began, statistics relating to the rationale and the project aims.** | *According to the 2008 WHO estimates, Nigeria’s Maternal Mortality Rate (MMR) of 840/100,000 live births is one of the 10 highest in sub-Saharan Africa. Among those, Adamawa State, in North Eastern Nigeria, has one of the poorest maternal, neonatal and child health records in the country, with 400-3000 MMR per 100,000 live births. Records from the Nigerian National Demographic and Health Survey (NDHS) affirm that a mere 10.7% of women deliver at health facilities in Adamawa, against a national average of 35%. In Adamawa health service vehicles are few, distances are great, and transport is prohibitively expensive for the majority of people, particularly in emergencies. For these reasons, many women cannot seek assistance at time of birth and those that suffer complications are often too far from help to be saved.*  *The project aims at making a contribution to saving the lives of pregnant women in Adamawa state when in labour or when a maternal health emergency occurs, by increasing their uptake of maternal health services through the use of Emergency Transport car taxis provided by the National Union of Road Transport Workers (NURTW).* |
| **Specific objectives** | * *Through the Emergency Transport Scheme (ETS), pregnant women in the state of Adamawa have an affordable, accessible, safe and timely mean of being transported to a registered facility.* * *They, as well as all community members, will value and use the ETS for emergency transport.* * *Because of the combination of knowing about ETS and using its services, women seeking maternal health care reach facilities in a more stable health condition than those who deliver at home or reach health facilities through other means of transport available to them.* |

|  |
| --- |
| 1. **Introduction to formative research: what is it and why is it important to the ETS project?** |
| There are several definitions of formative research (including those outlined in the boxes below) but all concur in establishing that formative research:   * Aims at gathering information about the area and population of the project intervention * Occurs before project design and implementation * Utilises a wide range of methodologies (mostly qualitative) |

**Formative research looks at the community in which an agency is situated, and helps agencies understand the interests, attributes and needs of different populations and persons in their community. Formative research is research that occurs before a programme is designed and implemented, or while a program is being conducted. Formative research can help:**

**• define and understand populations**

**• create programs that are specific to the needs of those populations**

**• ensure programs are acceptable and feasible to clients before launching**

**• improve the relationship between clients and agencies.**

**Formative research should be an integral part of developing programs or adapting programmes, and should be used while the program is on-going to help refine and improve program activities.**

[**http://caps.ucsf.edu/uploads/goodquestions/section1/1a-what\_is.html**](http://caps.ucsf.edu/uploads/goodquestions/section1/1a-what_is.html)

Formative research involves gathering data useful for the development and implementation of intervention programmes. One of the major themes of formative research is appropriateness. Formative research can be used to make intervention programmes both culturally and geographically appropriate. It has its roots in applied anthropology, sociology, social marketing, and educational psychology.

Formative research involves a variety of qualitative and quantitative methods to help inform recruitment and retention of study participants, determine measurement procedures and acceptability, and aid in intervention design and implementation. It is the process by which researchers define and assess attributes of the community or target audiences that are relevant to the specific public health issue of interest (Higgins et al., 1996). The primary methods used in the formative research studies include direct observation, in-depth interviews, focus groups, structured and semi structured surveys, and pile sorts.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2475675/>

Research conducted during the development of your programme to help you decide on and describe your target audience, understand the factors which influence their behaviour, and determine the best ways to reach them. It looks at behaviours, attitudes and practices of target groups, involves exploring behavioural determinants, and uses a myriad of methods to collect data. Formative research may be used to complement existing epidemiological and behavioural data to assist in programme planning and design.   
<http://www.orau.gov/cdcynergy/soc2web/Content/activeinformation/glossary/glossarycontent.htm>

|  |
| --- |
| 1. **Given the timeframe, the budget, and the context, the formative research aims to:** |
| 1. Detailing contextual data from the area in order to support planning and execution of the planned emergency transport system activities (contextual data mainly refer to available transport solutions and existing health facilities) |
| 1. Help highlighting key findings and potential areas of concern for the implementation team |
| 1. Sensitising transport association members and other stakeholders about the potential for an Emergency Transport System |

|  |
| --- |
| 1. **Formative Research Process** |
| The formative research process can be broken into seven main steps: |
| Step 1: Analyse Information Gaps  In the context of an ETS project, information gaps refer to transport solution and health facilities access and distribution on the territory. |
| Step 2: Write Research Questions  Research questions have the purpose of defining what would be asked to whom in order to bridge the gap in information that is outlined in step 1. |
| Step 3: Choose Data Collection Method  The data collection method used for this formative research is in-depth interviews with key informants. The reason why this method has been preferred over others is because it uses an open-ended, discovery-oriented method, which allows the interviewer to deeply explore the respondent’s feelings and perspectives on the subject. This results in rich background information, which is the main purpose of the formative research.  For more information of how to conduct in-depth interviews, please read “*Conducting an in-depth interview, Guion et al, revised August 2011”*, and especially the section on **Skills and Attributes of the Interviewer**. |
| Step 4: Develop Instrument(s)  The main instrument you will be using during the formative research is the questionnaire and the maps of each Local Government Area (LGA) you will be visiting. |
| Step 5: Recruit Participants  The formative research team should be built during a couple of months ahead of the research launch. The research team is composed of:   1. A National Manager – who will be key in the delivery of projects’ activities during the lifespan of the project; 2. Two Project Officers – who will be dealing with the day to day implementation of the project and for whom the initial involvement onto the formative research is paramount; 3. One Research Officer – who has a vast understanding of the area and will extensively contribute to the research roll out.   Key informants have been selected based on previous experiences of formative research and based on the type of gap in information the research is meant to address. |
| Step 6: Collect Data |
| Step 7: Analyse and Report Findings |

|  |
| --- |
| 1. **Formative research questionnaire and data collection** |
| Please see separate Formative Research Questionnaire and Data Collection tool. |

|  |
| --- |
| 1. **Role play – communication strategies and interviews to stakeholders** |
| Before starting the role-plays, on the board, get the participants to brainstorm on “What are the skills and attributes of a successful interviewer?” |

|  |
| --- |
| **Role play 1** |
| Scenario >> You have set out for your first visit to the Local Government Area (LGA). Once you are there you soon realise that the transport official who was meant to meet you at the main motor park is not there. After waiting for him for a reasonable time you are now certain the official is not coming.  What would you do?  Allow participants to simulate different options of reaction to this situation and establish which one may be most successful.  Possible answers, all valid:   * Before setting off for the LGA it would be useful to call the transport head office and get the phone number of the person you are meant to be meeting in the next LGA; * Once you realise the official won’t be coming to pick you up from the motor-park, dial in the phone number of the State Council and try to get the number of the official; * You are at the motor park, why don’t you find out from them where the main office is and go there; * Call the National Project Manager and ask for his opinion on the matter; * Proceed to interview at the general/cottage hospital to leave the official a bit of time to reply to your text messages. |

|  |
| --- |
| **Role play 2** |
| Scenario >> You are interviewing one of the transport officials when the question about the percentage of literacy level of drivers per LGA, suddenly and abruptly upsets the officer. He withdraws from the conversation and doesn’t want to proceed. In fact, he prompts you to leave the office.  How would you react?  Allow participants to simulate different options of reaction to this situation and establish which one may be most successful.  Possible answer:   * Be transparent and explain to the official why we need to know the level of literacy of the drivers in the community. So why do we need to know drivers’ level of literacy? * Explain to the official that in no way either you or your organisation has the intention to be insulting towards the good will of drivers who will offer their time voluntarily to save women in their communities. On the contrary, by having a good understanding of the average level of literacy among drivers we will be able to prepare training material that is suitable to them. |

|  |
| --- |
| **Role play 3** |
| Scenario >> You are at the motor-park and ask a few questions to the drivers who are happy to participate and provide you with answers on the topics of fuel and costs of transport. As soon as you are about to leave, a man approaches you and tells you that everything the drivers have been telling you so far does not represent reality and the truth is that transport costs are at least 5 times higher.  How can you find out the truth?  Allow participants to simulate different options of reaction to this situation and establish which one may be most successful.  Possible answers, all valid:   * Cross check this information with other motor-parks; * Cross check the latter information (from the man) with other clients; * Cross check this information at the transport head office; * If results from the responses do not tally, then make an average among the information obtained. |

|  |
| --- |
| **Role play 4** |
| Scenario >> You travel to the closest Primary Health Centre (PHC)/Hospital and when you get there no one is available to respond to your questions. They ask you to come back the day after but the day after you have to travel to the next LGA to continue your formative research.  What would you do?  Allow participants to simulate different options of reaction to this situation and establish which one may be most successful.  Possible answers, all valid:   * As soon as you reach the LGA (day 1) you first visit the local hospital (whether it is a General/Cottage or PHC) and make sure you make an appointment for other the same day or the day after. * Look at your diary and figure out whether it would be possible for you to either pass by the health facility at the end of the research, on your way back, or whether you could postpone your departure to the new LGA of a few hours. * Ask the nurse or Community Health Extension Worker (CHEW) if you can take the phone number of the head doctor and ask whether you are ok calling him/her the day after. |

|  |
| --- |
| **Role play 5** |
| Scenario >> You travel to the closest PHC/Hospital and when you get the hospital is shut down. You start asking around and they tell you that the hospital does not have a regular schedule because it is only served by 1 doctor and 1 nurse who cannot cover shifts. That is the only hospital in the area and you are about to set off to the next LGA the day after.  What would you do?  Allow participants to simulate different options of reaction to this situation and establish which one may be most successful.  Possible answers, all valid:   * As soon as you reach the LGA (day 1) you first visit the local hospital and make sure you make an appointment for other the same day or the day after. * Ask in the vicinity whether someone has the phone number of the nurse or doctor so you can pay them a call and either proceed with the research on the phone or, if they are available, can go and meet them at their place. * Once you are back at base, seek the National Project Manager’s assistance to get in touch with the State Ministry of Health (SMoH) and retrieve this information from them. |

|  |
| --- |
| **Role play 6** |
| Scenario >> You are on your way back to your base, the formative research is concluded and you are proud of yourself as you have manage to hit all the targets (number of transport organisation met and health facilities) and compile a clear and organised map. The vehicle you are using to return stops in the bush to offer its commuters an opportunity to stretch their legs. You dismount the vehicle and go for a short walk. Once you are back you realise that your luggage (including your own laptop where the entire questionnaires were stored and the maps) is gone!  *What do you do? This is a nightmare!!!*  Allow participants to simulate different options of reaction to this situation and establish which one may be most successful.  Possible answers:   1. There is no time for you to go back to each LGA and re-interview everyone but luckily your phone is still with you, you have saved all relevant phone numbers of the people that you met and you can call them back. Furthermore, you have a very good memory and can dig into it to retrieve some important answers! 2. You have always been prepared for this eventuality and you have: always backed up the questionnaires on your pen drive/external disk (that you have with you in your handbag) or on email (sent to yourself); as for the maps, you have taken a picture of each one of them before leaving and you camera/ipad/smart phone is with you! 3. You continue your journey and when you are there you meet with The National Project Manager straight away and let him know what happened. You offer to travel back to each LGA at your own expenses and free time. The data collation carries on without information from 6 LGAs. |

|  |
| --- |
| **Role play 7** |
| Scenario >> You are in [insert relevant place] and all of a sudden you are informed that insurgents are operating in the vicinity and the police and the army won’t allow anyone to leave the area and use roads as they are extremely insecure. You were meant to travel to [insert relevant place] the following day and this interruption is disrupting your plans.  *What would you do in such a situation?*  Allow participants to simulate different options of reaction to this situation and establish which one may be most successful.  Possible answers:   1. There is only 1 answer to this scenario: 2. Try to maintain a low profile throughout the emergency; as soon as you can; 3. Communicate with either The National Project Manager or other management your whereabouts and developments of the emergency; 4. Listen to what the army and the police are imposing and do not take any personal initiative. |

|  |
| --- |
| **Debriefing, data collation and Master Report** |
| Debriefing is mainly used to question and obtain understanding about what went well and what went wrong and what have been the main difficulties in gaining information during the process of Formative Research. The debriefing exercise has the importance of informing others who will engage in formative research in the future. It will be important that **someone takes notes during the debriefing session** and notes are passed onto the National Project Manager together with the Master Report. |
| Data collation is the process of **bringing together different pieces of written information (data) so that the similarities and differences can be seen.** |
| During the last 2 days of the formative research assignment you will be asked to collaboratively support the Formative research Coordinator collating data from all of the LGAs into a Master Report for the whole state. |
| To compile the Master Report, a further questionnaire (**Questionnaire 22 – State Report**) will be compiled with the collated data from the LGAs. For example, words such as: all, none, the majority of, on average, a minimum part, only 10, more than 50, circa 30 etc.., will be commonly utilised to describe the frequency of data at state level. |

|  |  |  |
| --- | --- | --- |
| **Training Calendar (Day 1)** | | |
| AM | 9.00 | Opening session: National Project Manager - Welcome and participants’ introduction: name, job title, role on the formative research and their interest in it |
| 9.20 | National Project Manager – Introduce Transaid; introduce ETS and its history |
| *10.00* | *Tea break* |
| 10.30 | Researchers - Any questions about the organisation or ETS? |
| 10.50 | Researchers – Brainstorming on the flipchart: what is formative research and why is it useful? |
| PM | *12.30* | *Lunch [and prayer break]* |
| 1.30 | National Project Manager – Introduce the concept of Formative research: what is it and why it is important to collect these data prior implementation of the ETS |
| 2.15 | National Project Manager - Formative research process (the 7 steps) |
| *3.00* | *Tea break* |
| 3.30 | National Project Manager - Formative research process continued (the 7 steps) |
| 4.40 | Researchers - Any questions about Formative research and its process |
| *5.00* | *End of day 1* |

|  |  |  |
| --- | --- | --- |
| **Training Calendar (Day 2)** | | |
| AM | 9.00 | Welcome back. Researchers - Provide summary of learning from the previous day |
| 9.30 | National Project Manager – Introduce the research questionnaire (tools and methodology) |
| *10.00* | *Tea break* |
| 10.30 | National Project Manager - Questionnaire continued |
| PM | *12.30* | *Lunch and prayer break* |
| 1.30 | National Project Manager - Questionnaire continued |
| *3.00* | *Tea break* |
| 3.30 | National Project Manager - Questionnaire continued |
| 4.40 | Researchers - Any questions about the questionnaire and its tools and methodology? |
| *5.00* | *End of day 2* |

|  |  |  |
| --- | --- | --- |
| **Training Calendar (Day 3)** | | |
| AM | 9.00 | Welcome back. Researchers - Provide summary of learning from the previous day |
| 9.20 | National Project Manager – Introduce the concept of role play and the following exercise |
| 9.30 | Researchers – Brainstorming on the flipchart: What are the skills and attributes of a successful interviewer?” |
| 9.45 | Researchers - Role play 1 and 2 |
| 10.30 | Tea break |
| 11.00 | Researchers - Role plays 3 to 7 |
| PM | 12.40 | Lunch [and prayer break] |
| 1.40 | National Project Manager - Introduce debrief, data collation and Master report |
| 2.00 | All - Research plan: assign LGAs to researchers |
| 3.00 | Tea break |
| 3.30 | National Project Manager - Last minute tips, exchange of contact details among participants |
| 4.00 | Researchers - Any questions about the whole formative research? |
| 4.30 | End of day 3 |