

CURRICULUM

TRAINING YOUNG WOMEN TO BE RESEARCHERS

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CONTENTS

Acknowledgements	1
Introduction	2
Our Method: Participatory Research	2
How to use this manual	3
Unit 1 UNDERSTANDING RESEARCH	4
Session 1 Introductions and	5
Learning about the	8
Research Process	
Session 2 Creating the Research Question	13
Session 3 Choosing the Method	15
Unit 2 DATA COLLECTION METHODS	19
Session 4 Photojournaling	20
Session 5 Interviewing	25
Other Methods	32

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The inspiration for this curriculum came from the young women participants in the 12 Collaborative Fund grantee organizations. Their energy and willingness to learn and teach seem to be never ending.

We thank you for taking us on.

INTRODUCTION

This curriculum was designed to facilitate young women's understanding of the research process. It emerged out of a desire to provide them with tools and skills train to undertake a research project -- to analyze their social, political and economic environments. After having spent four months visiting programs across the country, making site visits, and working with young women to increase their research skills, the young women requested that they be able to participate in the research process that the HG/HW was going to undertake.

On March 19-20, 1999, 12 young women representing six programs participated in a Workgroup Meeting to design a research evaluation plan assessing the impact programs have on young women's lives. They named themselves the Young Women's Action Team (YWAT) and embarked on a nine-month process of conducting evaluation research.

To help girls in other programs who had not attended the session, the participants decided that this curriculum would be used at "cluster meetings" across the country. At these meetings young women would be trained so they could carry out a research plan developed by YWAT. They learned about the research process and learn specific skills in interviewing and photojournaling.

PARTICIPATORY ACTION RESEARCH MODEL

The model for the YWAT is a participatory research model. It is grounded in ideas — about inclusion, equal rights and equal access — that emerged in the 1960s in the context of the Civil Rights movement and centers on developing a relationship in which people have rights. Its applicability in working with young women and girls stresses fairness and respect. Participatory research means that the broadest possible involvement is encouraged and that decision-making processes are realized by those in the group. The challenge in any democracy is in moving from the ideal of equity to a structure of truly shared power.

The purpose of this curriculum was to share power and knowledge with girls because young women wanted to know how to do research. They wanted to design their own research process.

HOW TO USE THIS CURRICULUM

This curriculum is divided into two units, with a total of five sessions or weeks which make up the workshops. Each workshop deals with a particular aspect of conducting research with a range of activities that facilitate young women's understanding about research. The outline will help you organize the workshop and includes:

Background information	The information provided offers a summary of what is to be accomplished in the session.
Activity	This is the overall procedure designed to stimulate learning
Objectives	What will be the outcome of the activity
Materials needed	A list of what is necessary to complete the activity
Procedures	The set of actions that will result in the acquisition of knowledge and skills
Trainer Notes	Tips and points to remember

Before beginning, read through this curriculum so that you become familiar with it. It is recommended that you practice the exercises with a friend so you can become more comfortable with them.

UNIT 1

This unit has been developed to engage young women in the process of conducting a research project. It is designed to familiarize them with some basic terms of research, facilitate the development of a research question, and acquaint them with methods of conducting research.

It may be completed in a half-day session of approximately 3 1/2 hours or may be divided up as weekly training sessions, lasting from 1 hour to 1 1/2 hours. It is important however that the Introductions and the Scavenger Hunt be done on the same day.

The Unit consists of the following elements:

Session 1	Introductions	
	Learning about the Research Process	1 Hour
Session 2	Creating the Research Question	1 Hour
Session 3	Choosing the Method	90 Minutes

SESSION 1 - INTRODUCTIONS AND LEARNING ABOUT RESEARCH

Background information for Facilitator

Young women like to engage in a range of activities that will facilitate their ability to feel comfortable with each other. As the facilitator, you too should be open to sharing with young women and becoming part of their circle. The following introductory activity is recommended to break the ice and to get participants excited about training.

ACTIVITY:	"FIND SOMEONE"
OBJECTIVE:	To help participants get to know each other.
MATERIALS NEEDED:	Pens, Enough copies of the "Find Someone" sheet to distribute to participants (See next page)
TIME:	20 minutes
PROCEDURE:	<p>Give each participant the sheet and a pen. In a set amount of time, usually 9 minutes, the participants must find someone who fits the description on the right hand side of the page.</p> <p>They must enter one name for each of the descriptions and the names may not be duplicated.</p> <p>The idea is to get people running around and having fun at a frenetic pace trying to complete their "Find Someone" forms.</p> <p>The first person to finish, wins.</p>

TRAINER NOTE: DON'T FORGET TO HAVE SOME PRIZES READY TO DISTRIBUTE.

To keep the laughter going, it is then fun to ask the group to raise their hands if they met some of the funnier characteristics (like how many people wear thong panties, or how many people can roll their tongues - ask them to demonstrate).

TRAINER NOTE: THE NUMBER OF CHARACTERISTICS MUST EQUAL OR EXCEED THE NUMBER OF PEOPLE IN THE TRAINING. ADD AS MANY AS NEEDED SO EVERYONE IS INCLUDED.

FIND SOMEONE

You are to find one person who has each of the characteristics listed below.
You may only use one name per line

FIND SOMEONE WHO:

1. Speaks more than 2 languages _____
2. Has a body part pierced _____
3. Was born the same month as you _____
4. Has a set of twins in their family _____
5. Has ever dyed her hair _____
6. Has more than 5 people in her family _____
7. Participates in a sport _____
8. Wears thong panties _____
9. Can roll her tongue _____
10. Saw (name a current movie) _____
11. Can sing (name a current song) _____

LEARNING ABOUT THE RESEARCH PROCESS

Background information for the Facilitator:

People have a tendency to be afraid of research. They think of it as cold and intrusive and are often mystified by the language used. This session has been developed to help people feel more comfortable and to break down some of the barriers of research language.

It is crucial that the space being used for the scavenger hunt activity be large and that the energy level of the facilitator is up. This activity calls on people to run around, yell, listen to music, and have fun.

ACTIVITY:

SCAVENGER HUNT

OBJECTIVE:

To familiarize participants with the elements of research design, to know what they mean, why they are important.

MATERIALS:

Tape player and fast music, Newsprint, Markers and the following pre-prepared items that have been hidden in the room:

- ✓ A question mark
- ✓ Light bulb
- ✓ Floor plan diagram
- ✓ Journal
- ✓ Photograph
- ✓ Interview questionnaire
- ✓ Videocamera
- ✓ Tape Recorder
- ✓ Organizer/Computer disk/Software Program
- ✓ A Final Report
- ✓ Prepared boards with an explanation of each item

TIMEFRAME:

40 Minutes

TRAINER NOTE: MAKE A LIST OF WHERE THE ITEMS HAVE BEEN HIDDEN. YOU CAN FACILITATE PEOPLE FINDING ITEMS IF YOU USE THE HOT/COLD COMMENTS WHEN THEY ARE NEAR ONE OF

THE ITEMS.

PROCEDURE:

A. RESEARCH EXPERIENCES

- Ask each member of the group to share examples of research experiences. (She might have been part of a research project or she might have helped design one.)
- Use the comments made by the large group to transition the group to the activity. If people come up with ideas, then use those to say, "You have some of the elements of understanding research. Let's find out more and put the whole picture together."

B. ACTIVITY: SCAVENGER HUNT

Prior to the group coming together, hide the first 10 items on the check-list throughout the room. Don't make it too difficult to find them!

- On newsprint, list the items as they are above, so people will know what to look for.
- Tell the group that they have 5 minutes to find all of the items on the list.
- As each item is found cross it off on the list.
- Begin the scavenger hunt as soon as the music starts playing!!!!!!!!!!!!

C. DEFINING THE ELEMENTS OF RESEARCH

- After all items have been found have the participants say what the items might mean.
- Using pre-prepared boards with the item at the top, you can go through the explanation of what each item is and how it is connected to research.

<p style="text-align: center;">?</p> <p>THE QUESTION MARK REPRESENTS THE RESEARCH QUESTION. THIS QUESTION IS WHAT YOU WANT TO KNOW MORE ABOUT AND WILL ANSWER FROM THE INFORMATION THAT YOU COLLECT.</p> <p>THE QUESTION THAT YWAT WILL ANSWER IS: "HOW DOES BEING IN A PROGRAM IMPACT ON GIRLS' LIVES?"</p>	<p>LIGHT BULB</p> <p>THE LIGHT BULB REPRESENTS THE IDEA OR ASSUMPTION WE HAVE ABOUT WHAT HAPPENS TO GIRLS WHEN THEY ARE IN GIRL-FOCUSED PROGRAMS. THIS IS ALSO KNOWN AS THE HYPOTHESIS.</p>	<p>OUR HYPOTHESIS IS:</p> <ul style="list-style-type: none">• IF GIRLS ARE PART OF GIRL-FOCUSED PROGRAM WHERE THEY FEEL SAFE...• THEY WILL ACQUIRE LEADERSHIP SKILLS AND QUALITIES WHICH WILL• ENABLE THEM TO TAKE ACTIONS THAT COULD RESULT IN CHANGES IN THEMSELVES THEIR FAMILIES, COMMUNITIES AND SOCIAL INSTITUTIONS• AND THIS WILL LEAD TO THEIR BEING HEALTHIER GIRLS AND EVENTUALLY HEALTHY WOMEN
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	<p><i>JOURNAL/PHOTO/ INTERVIEW</i></p> <p>THESE ARE METHODS. WE CHOOSE A PARTICULAR WAY OF COLLECTING INFORMATION.</p> <p>LATER YOU WILL EXAMINE A VARIETY OF METHODS FROM WHICH YOU WILL CHOOSE ONE. THE ONE CHOSEN WILL BE USED TO ANSWER THE RESEARCH QUESTION</p>
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<p>VIDEOCAMERA/TAPE RECORDER</p> <p>THESE ITEMS REPRESENT DATA COLLECTION. DATA COLLECTION IS THE PROCESS THAT YOU USE TO GET THE DATA TO ANSWER THE RESEARCH QUESTION.</p>	<p>ORGANIZER/ COMPUTER DISK/ SOFTWARE</p> <p>THIS IS THE LAST STEP BEFORE YOU SHARE WITH OTHERS WHAT YOU HAVE FOUND OUT. ALL OF THE INFORMATION (THE TAPES, VIDEOS, AND JOURNALS) IS COLLECTED. ONE OR SEVERAL PEOPLE REVIEW THE DATA AND ANALYZE IT.</p> <p>THIS MEANS THAT THEY LOOK FOR SIMILAR PATTERNS IN THE DATA. THEY MAY LOOK FOR DIFFERENCES. BUT IN THE END, THEY ORGANIZE THE DATA AND COME UP WITH THEMES OR BROAD IDEAS THAT REFLECT WHAT WAS FOUND.</p>	<p>FINAL REPORT</p> <p>THIS IS THE FINAL PRODUCT. IT IS WHAT IS PRESENTED AFTER THE DATA HAS BEEN ORGANIZED AND ANALYZED.</p> <p>IT CAN BE TURNED INTO ANOTHER PRODUCT, SUCH AS A BOOK, A FILM A QUILT, ETC. OR LAY THE FOUNDATION FOR FUTURE PROGRAM ACTIVITIES.</p>
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SESSION 2- CREATING THE RESEARCH QUESTION

Background information for Facilitator

After defining the elements of research, the group should develop a research question. This can be achieved by having the young women "dream" about what they want people to know and what they feel is important in their lives. The dream board is a creative way to get young people thinking about questions. If the research project is part of a larger one, then the young women will need to know what that larger project is and what the research question and hypothesis are. Typically you would want them to contribute to the larger project and ask them to "dream" in relation to it. If the research project is focused just on the girls and is a stand-alone project, then a process of consensus or voting will have to take place so they can agree upon the research question(s). Keeping it to one or two questions is preferable in order to maintain focus.

ACTIVITY:	DREAM BOARD
OBJECTIVE:	To use creative drawing and writing to help develop the research question.
MATERIALS:	Craft paper, crayons, markers and masking tape. Have craft paper already taped to the wall. Marker Newsprint
TIMEFRAME:	60 Minutes*

* Although only two activities are outlined in this section, the group may need additional time to discuss the research question they want to ask, so an extra 20 minutes has been added to this session.

PROCEDURE:

A. GENERATING A QUESTION (20 Minutes)

- Ask participants to write or draw what they want the world to know about them as young women. If they have trouble getting started, you can say, "When I was a young woman I wanted people to know how good I was at doing things. I wanted them to see how capable I was. So one dream research question might be "How does our program develop skills that allow us to work with people in the community?"
- After each participant has put up her "dream" ask her to explain it. Then reformat the dream into a research question, as exemplified in the previous bullet point.

B. TURNING A "DREAM" INTO A QUESTION (20 Minutes)

- Ask each participant to explain her "dream" to the larger group.
- As she is doing this, translate the dream into a research question and write it on the newsprint.
- In order to come up with one or two research questions, you may have to take a vote. Or the questions may be so similar that consensus can be achieved easily.

SESSION 3 - CHOOSING THE METHOD

Background information for Facilitator

The data collection method for the research project should be chosen by the young women. However, they will need guidance in determining which method is best used. Methods that young people seem to like to implement include: Focus groups, photography, videography, journaling, and interviewing.

The formal development of an interview questionnaire needs to happen after the young women determine what information they want. A session on questionnaire development could be added to this unit.

- ACTIVITY:** ***THE METHOD MUSEUM***
- OBJECTIVE:** To facilitate critiquing and choosing a research method to answer the research question.
- MATERIALS:** Videocamera, VCR, cameras, tape recorders, journals, photographs, books, photojournal books, pads and pencils representing the tools necessary for each method and the products that can result from each. On separate tables throughout the room make each method and tools accessible and interactive. Next to each method, place an example of a possible outcome. That is, next to the camera place a photojournal book, next to the tape recorder, place a newsletter or a magazine or a transcribed interview, next to the Videocamera, place a video about girls, next to the journals place a book with girls' personal stories.
- TIMEFRAME:** 1 hour and 30 minutes
- PROCEDURE:** **A. EXPLORING AND CRITIQUING METHODS (30 Minutes)**

Instructions: During this part of the training the young women will spend some time examining and thinking about the method(s) they would like to use to answer the research question.

- Divide the group into smaller groups with no more than 4-5 girls each.
- Have groups spend about 30 minutes examining the research methods and the products that can result from using each method, by going around the "museum" and testing each method
- Ask them to think about using each of the methods to answer the research question. They should be answering such questions as:

How easy or difficult is it to use each method?

Does using this method require lots of training?

Can girls all over the country use this method?

What kinds of skills do you need to use the method.?

Do we have the resources necessary to use this method?

- Give each participant a note pad so she can write down responses to the questions and comments about each method.
- Have them discuss the possibility of using the method with their small group members.

B. CRITIQUING AND CHOOSING A METHOD(S) (40 Minutes)

- When the group comes back together after 30 minutes, you can critique the methods as a group and identify which method the research team will use for their project.
- Use a previously prepared chart with all the methods listed to facilitate the critique.
- Ask participants to simply shout out responses about each of the categories listed for each method they examined.
- Use this chart to help the group vote and identify which method(s) can be used for the research project.

EXAMPLE:

METHOD	TOOLS NEEDED	SKILLS NEEDED	PROS	CONS
Videography	VideoCamera Outlet Power Pac Videotapes	Ability to video record	Good to capture events	People are shy
Interviewing	Tape Recorder Tapes Batteries	Need to feel comfortable talking Need good questions Need to be able to draw people out	Good to ask personal Questions Information is permanent	People are shy People might change their minds

C. DISCUSS SOME PROBLEMS OF DOING RESEARCH (20 Minutes)

The participants should be alerted to some of the problems doing research.

Some possible problems that should be discussed include:

- Participants may not be willing to share
- Interviews may be incomplete
- It can be difficult to get people to commit to an interview
- People may not want their photos to be taken

TRAINER NOTE - IT WILL BE IMPORTANT TO GENERATE A LIST OF POTENTIAL PROBLEMS FROM THE GROUP AND THEN HAVE THEM ENGAGE IN PROBLEM SOLVING. UPON CONCLUDING THE PROBLEM AND PROBLEM SOLVING SECTION, REMIND THE GROUP ABOUT THE POSITIVES OF COMPLETING THE RESEARCH PROJECT.

It may be useful to engage in a conversation about how research can be frustrating. Here it is a good idea to go back to the dream board and remind participants to stay focused on the bigger picture.

- You might not understand how all of the pieces fit together, but it helps if you keep your eye on the big picture or the dream.
- Ask participants to write or draw on the paper what they hope the research process and project will end up doing or saying or being.
- Mention that this does not mean that everything we put up will definitely happen, but it is a goal to work towards.
- The dream will keep us motivated as we do the research.
- As the facilitator, offer an example of one dream: The research may be used to show parents how important it is for girls and participate in program activities.

Unit 2 - METHOD TRAININGS

This unit is concerned with training young women how to use the two

methods the YWAT thought were exciting ways to collect data. Each session is 2 hours in length and has been developed to take young women through a process to understand how to implement the method. Trainings for the two methods are detailed.

Session 4 Photojournaling 2 hours

Session 5 Interviewing 2 hours

Of course other methods may be chosen to collect data. Included in this curriculum — organized in a different format — are tips on using focus groups, oral history, videography and journaling. In a research project, it is strongly suggested that the participants choose only one or two methods to implement.

You are encouraged to develop activities to train girls on the other data collection methods keeping in mind that each training should be about 2 hours long and the sequence of activities should lead them to a finished product. Furthermore, the sections of each training sequence should be no more than 20 minutes, and they should be engaging and fun.

SESSION 4 - PHOTOJOURNALING

Background information for Facilitator

Photojournaling is an exciting and interesting method of collecting data. It is an effective way to capture important events. Photographs can illustrate the range of activities in which a group is involved; tell a story about an important issue that the group attempted to address and simply show the day-to-day interactions of participants and program life.

OJBECTIVE: To learn how to use photography to chronicle and capture change in girls.

MATERIALS: Polaroid Cameras, Film, PhotoAlbums, Log Sheets, Pens, Sample photojournal book, Newsprint, Markers, Poor examples of photos.

TIME FRAME: 2 Hours

PROCEDURE: **A. WHAT IS PHOTOJOURNALING? (15 Minutes)**

- Photojournaling is a way of using mostly pictures to present an event or a situation. It is a way of using photos to tell a story.
- Can you think of an example of photojournalism?
- Show an example of a photojournal book. (Pass it around)

**B. ACTIVITY - WHAT ARE WE GOING TO TAKE PHOTOS OF?
BRAINSTORMING (15 minutes)**

- Anybody can take a photograph. But what kinds of photographs can you take of young women that illustrate the research question?

(IN THE EVENT THAT NO ONE COMES UP WITH ANYTHING HERE ARE SOME IDEAS):

Young women at meetings
Young women hanging out
Young women engaging in activities
Young women coming into the program

- Discuss why these would be good moments to capture.
- How do they represent the impact of programs?
- Remember that when taking photographs, you have to get informed consent.

SO WHAT'S CONSENT?

Researchers should always get the permission of the participants and their parents. They should always know exactly what the research project is and what the information they provide is going to be used for. Usually the person would sign a piece of paper that gives the details of the research project.

**C. THE SURE SHOT - USING THE CAMERA
(15 minutes)**

- You probably already know how to take a picture. But let's review just for the fun of it.

- Make sure the photograph is framed. The subject should be in the center of the lens.
- Try to capture the person in a natural pose.
- Make sure you get exactly what you want. If you want a facial expression, then do a close up. If you want a shot showing a person in action, then make sure the photograph has the person in action.
- What you don't want are bad shots like these:
- SHOW PHOTOGRAPHS THAT ARE CUT OFF, AT BAD ANGLES, NOT CENTERED, ETC.

D. COLLECTING INFORMATION (15 Minutes)

- People who will be doing the analysis need to know about the context of the photograph.
- Photographs never stand alone, there is a story or an event connected to it. Your job is to make sure that all photographs have some comments connected to them.
- A log form has been prepared for you to facilitate the data collection process.

TRAINER NOTE: AT THIS POINT DISTRIBUTE THE PHOTOGRAPH LOG SHEETS. REVIEW THE SHEET POINT BY POINT

For each photograph you must collect the following information:

1. **Photograph #** - For each photo you take put a number on the log sheet. When the photos are developed, you can then put that same number on the photo. This way you won't forget any photograph. By having information on each photo, if one gets lost, you can look at the negatives and find it more easily.
2. **Name** - This is just an identifier so we know who the photo is of. Make sure you get the correct spelling of her name.
3. **Age** - This information will allow us to see the age range of people in your program.
4. **Ethnicity** - By finding out a person's ethnicity, we can show that lots of different kinds of young women are in photographs. We never want to assume that we know someone's race or ethnicity just by looking at her.

5. **Length of time in Program** This will help us understand the photograph. For example, if the young woman has been in the program for just one week, the shot of her might not show her actively participating. But if you take a photo of her in 3 months, she might be very active. So maybe when we analyze data we could say that participation in the program increases over time.
6. **Photographer** - This is you. If we need information about a photo, we know who to ask.
7. **Date** -The dates for lots of photos will help us see what happens over time.
8. **Time**- We can know when activities take place
9. **Location** - Where were you when you took this photo? You might have been at your program office or not. We'd like know where activities take place.
10. **Event** - This may be a special event or activity. Here you can list anything that describes what was going on. Such as at the office, at a rally, etc.

PHOTOGRAPHER'S ACCOUNT: In this section you will give a detailed account of what was taking place during the shoot. You can describe the day, the weather, who was there, what time it was, what the person was doing in relation to what else was going on. Give us lots of details.

E. ACTIVITY - GO GET SOME PHOTOS (30 Minutes)

- Group participants in pairs.
- Give them different photojournal assignments such as: Take a set of photos that depict family life or illustrate different kinds of employment.
- Give each pair a camera.
- Give each pair several log sheets
- The assignment is to go around and take photographs on the topic for about 20-30 minutes.
- They should fill out the log sheets.
- They must be back in 20 minutes,

F. ORGANIZING YOUR PHOTO ALBUM (30 Minutes)

- When developing the film, ask for doubles.

- Number each photo.
- Each photo should be accompanied by a log sheet with the corresponding number on it.
- Place the photos in the album in numerical order.
- If a shot did not come out put the log sheet in anyway.
- Tape the negatives in the photo album in the front.

SESSION 5 - INTERVIEWING

OBJECTIVE: To train young women to develop interviewing skills through the practice of interviewing.

MATERIALS: Pens, Notebooks, Tape recorder, Tapes, Batteries, 2 different sets of pre-prepared questions, Newsprint, Markers. Using color index cards, prepare a set of cards with one statement on each card representing how you want the person to act - (These are Character Cards):

- The interviewee strays from the topic and doesn't answer the questions.
- The interviewee gives only short answers
- The interviewee says interesting things, but there is no follow-up.
- The interviewee uses phrases that might not be understood by everyone

Prepare another set of index cards - using a different color - to create Interviewer Cards. These could have statements such as:

- The interviewer talks too much
- The interviewer doesn't ask probing questions
- The interviewer interrupts the interviewee
- The interviewer speaks too softly

TIME FRAME: 2 hours

PROCEDURE: **A. THE CONCEPT OF INTERVIEWING (15 Minutes)**

- Introduce young women to the concept of interviewing by dividing participants into groups of two.

- Ask each person to take five minutes to ask the other person questions, while taking notes on what they say.

LIST OF QUESTIONS

1. What Program are you from?
2. What City is that in?
3. What do you like the most about your neighborhood?
4. What do you like least about it?

OR THEY CAN DEVELOP THEIR OWN QUESTIONS

B. WHAT IS AN INTERVIEW? (15 Minutes)

- Generally an interview is when one person (the interviewer) asks another person (the interviewee) a series of questions. These questions are used to elicit the interviewee's opinions and attitudes about a specific topic that she is familiar with.
- Interviews are a great way to try to get in-depth responses from a person to find out what they really think about something.
- There are different types of interviews, such as unstructured/open ended. In this type of interview you ask general questions and get the interviewer to "just talk." Here you are very interested in having them give you a lot of detailed information. In an unstructured interview, you are generally having more of a discussion that centers on a few topics.
- Another type of interview is the structured interview. In a structured interview you ask a specific set of questions. The questions that you ask each person in your research

project will always be the same. When you use structured interviews you really want to ask all of the questions on the question list.

SO WHAT'S THE PURPOSE OF DOING THE INTERVIEW?

- It is a unique way of learning about a person or a topic. It provides rich information.
- The best skill for being a good interviewer is to be a good listener. You must be able to listen for the rich information and be able to get people to give it to you.

C. STEPS IN CONDUCTING AN INTERVIEW (15 Minutes)

- ✓ Use the pre-determined questions that have been developed by the researchers.
- ✓ Identify who is going to be interviewed.
- ✓ Identify the location where you are going to conduct the interview.
- ✓ Set up a time for each interview.
- ✓ Make sure the interviewee knows what this is all about. (Be sure to tell her that this is a research project. Let her know that if you ask her a question she does not want to answer that's ok. Tell her that what she tells you will be confidential.)
- ✓ Make sure you have your tape recorder, plenty of tapes and batteries a notebook and a pen.

DON'T FORGET: You are to keep confidential all of what you hear from an interviewee. You should not discuss what she tells you with anyone else, unless it is in relation to data analysis. You should NEVER use her name, though. All tapes and references to her should be based on a numerical coding system. For example, when you label your tape, put the date on it and a code number like 010. When you refer to her in your note taking, call her case 010. (USE SEQUENTIAL NUMBERS FOR ALL OTHER

INTERVIEWEES - 011, 012, 013, etc. That way if anybody happens to find the notes, they won't know who the interviewee is.

D. ACTIVITY: CONDUCTING AN INTERVIEW (15 Minutes)

- Divide the group into pairs.
- Have them interview each other using the pre-prepared interview questions for 10 minutes each.
- Use the following pre-prepared check list on newsprint as a guide for interviewers:
 - ✓ Tell the interviewee the purpose of the interview and what will happen with the information. You can say something like - "I am gathering information to find out how being in the program impacts young women's lives. I will be taping this conversation and the information will be typed up and analyzed for a report. Everything you say to me will be confidential. If you do not want to answer a particular question that is fine. I will also be taking notes in my notebook to remind me of things you said that I might want to get back to - it's just part of the process."
 - ✓ Have the interviewee sign the consent form.
 - ✓ Start the audiotape.
 - ✓ Ask pre-prepared questions.
 - ✓ Be sure to use **probes** to get more detailed answers. **Probing** is a strategy to get a person to talk more about something they said. For example, if a person says "I have a safe feeling about being here," you might probe by asking,

“What makes you feel safe?” OR “What is a safe feeling to you?” You might then follow up with “Have you felt safe in other places besides here?”

- ✓ When the interview is completed, stop the audiotape.

E. LISTENING BETTER (15 Minutes)

TRAINER NOTE: THIS ACTIVITY IS USED TO HELP THE WHOLE GROUP CRITIQUE AN INTERVIEWER'S APPROACH.

- Ask one or two pairs to volunteer their tape, so the group can listen to them.
- Participants should comment on how the interview went, make suggestions about probes that could have been used.
- They should share things that were done well and make suggestions for changes, offering respectful feedback.

THINGS TO PAY ATTENTION TO:

TRAINER NOTE: THIS LIST MAY BE PREPARED ON NEWSPRINT

- Did the interviewee only give short answers?
- Did the interviewee stray from the topic and does not answer the questions.
- Did the interviewee say interesting things, but with no follow-up?
- Did the interviewee use phrases or words that not everyone might understand?
- Did the interviewer talk too much?
- Did the interviewer ask probing questions?
- Did the interviewer interrupt?

POSITIVE THINGS TO LISTEN FOR:

- Did the interviewer have a good rapport with the interviewee?
- Did the interviewer probe?
- Did the interviewer use positive reinforcement and look interested in the interviewee?
- Did the interviewee respond fully to questions asked?
- Did the interviewee seem interested in the interview?

F. ACTIVITY: LET'S DO IT AGAIN!!! (15 Minutes)

TRAINER NOTE: THIS IS A GOOD WAY TO GET PEOPLE TO THINK ABOUT WHAT THEY WOULD DO WHEN INTERVIEWING.

- This time people will be paired with someone different.
- Give out "characteristic" cards (The blue cards will go to an interviewee and a yellow card will go to an interviewer). Only one of the pair gets a card.
- The interviewee or interviewer role-plays the instructions indicated on the card.
- Give the interviewer two questions that they have to get answered.
- The pairs only have 3 minutes to complete the interview.

- At the end of 3 minutes, ask the pair to discuss what the interview was like and how they addressed dealing with the characteristic that one of the two role-played.

TRAINER NOTE: USE THESE COMMENTS TO HELP THE PARTICIPANTS BE AWARE OF ISSUES THAT MAY COME UP IN THE INTERVIEW PROCESS, SUCH AS AN INTERVIEWEE WHO ONLY GIVES ONE-WORD ANSWERS. HAVE THE GROUP STRATEGIZE ON HOW TO DEAL WITH THAT.

G. WHAT TO DO WITH THE INTERVIEW WHEN IT'S OVER (20 Minutes)

TRAINER NOTE: BE SURE TO TELL PARTICIPANTS WHO WILL BE RESPONSIBLE FOR STORING AND COLLECTING COMPLETED INTERVIEWS AND PHOTOS.

1. Label each tape with the date and code number (if you do an interview with a person more than once, use the same code number and write tape 2 on the label).
2. Rewind the tape.
3. Write a quick summary of the interview. Use the interview summary sheet that is attached to the interview questions. Put the same code number on the summary sheet as you did on the tape.
4. Put all the tapes and the summary sheet in the same place - preferably a locked place.

F. QUESTIONS AND ANSWERS (10 Minutes)

OTHER METHODS

FOCUS GROUPS

WHAT IS A FOCUS GROUP?

A focus group is a research technique used to gather information on opinions, perceptions, and ideas about a specific topic. This method is useful when a single subject is going to be discussed. Focus groups may stimulate richer responses than one-on-one encounters and may produce new and valuable thoughts or illuminate conflicting opinions. It is also a good method to use when the subject matter is not sensitive.

By using this method you will be able to find out the perceptions of young women in the program regarding how they see (or do not see) themselves as leaders the qualities and skills they possess/do not possess/want to possess in relation to being leaders. You will be able to capture their opinions about taking action to make change in themselves, within their families and/or among friends, in their communities, and within institutions.

HOW TO SET UP A FOCUS GROUP

- ◆ Identify the moderator and an assistant to take notes.
- ◆ Develop a set of 5 to 8 questions that you want the participants to answer.
- ◆ Define the qualifications of the group members (such as age, connection to the program).
- ◆ Select the date of the focus group, the site and the time (*NO MORE THAN 2 HOURS*).
- ◆ Recruit participants.
- ◆ Make sure that permission forms are signed by all participants.
- ◆ Have a tape recorder to capture responses.

ORAL NARRATIVES

WHAT IS AN ORAL NARRATIVE INTERVIEW?

An oral narrative interview is a particular type of interview that involves an open-ended discussion about a topic or event. This method allows the interviewer to capture the voices of people being interviewed using their own words. We can begin to understand a person's consciousness when we do oral narrative interviews, because they are sharing their deep and innermost thoughts. In this way people speak for themselves and the "narrative impulse," our desire to recollect and talk, provides a way of hearing about people's everyday lives.

With this method you can obtain detailed information about young women's participation in programs and how they see themselves. Through the stories they tell, you can chronicle individual ways of expression. If you use oral narrative interviews as your evaluation method, you would want to ask only a few questions and allow the interviewee to just talk. Ask her to elaborate on comments she makes for richer interviews. Rather than asking lots of different questions, you would probe for deeper information on one question.

EXAMPLE: Interviewer: What does it mean to be safe to you?
Respondent: I feel safe when I am in a place that allows me to be free
Interviewer: What kind of place makes you feel free?
Respondent: The kind of place where I don't have to pretend to be a good girl. But it is also a place inside of me.
Interviewer: What do you mean inside of you, how do you find safety inside "Yourself"?
Respondent: I find safety when I feel strong and certain. When I am recognized as making a contribution. Inside I feel good and safe like I can depend on me

HOW TO SET UP AN ORAL NARRATIVE INTERVIEW

- ◆ Make sure that the interview takes place in a comfortable, QUIET, and relaxed atmosphere.
- ◆ Focus on questions that will guide the discussion, such as “What will you remember most about being in this program?” Or, “What have you done in the program that you are most proud of?” Or, “In what ways has the program influenced your life?” Or, “What is the most challenging thing about being in this program?”
- ◆ At the beginning of the interview, tell the interviewee generally what you want to discuss. **MAKE SURE INTERVIEWEE SIGNS A RELEASE FORM.**
- ◆ Select the date for the interview. Be sure to allot a minimum of 90 minutes. You will need extra time to set up and get the conversation going. Give yourself an additional 30 minutes to get into the groove. Have a tape recorder, plenty of batteries and at least two 60-minute tapes.

IMPORTANT NOTE:

- ◆ You should also be prepared to take some notes. If the interviewee says something of interest that you want to get back to, jot it down. If she says a phrase that is really fascinating, write that down.

PARTICIPANT OBSERVATION/ETHNOGRAPHY

WHAT IS PARTICIPANT OBSERVATION/ETHNOGRAPHY?

Participant observation/ethnography is a detailed description of a scenario. This method requires a deep immersion in the activities of a person and a level of interaction that will enable you to write down detailed notes of the surroundings and context of the activities. These activities may include community service, program involvement, public speaking, etc. The ethnography is the written documentation of the participant observation.

When using this method, you will be participating and observing people engaged in activities that relate to the program. For example if a person is going to a meeting, you would go with her and write down everything that happened. If you travel with her on the way to the meeting and you two end up talking, you would also write down the content of your discussion. If it is possible, you would want to observe her in a variety of settings such as school, engaged in community activities, community organizing, etc.

HOW TO DO PARTICIPANT OBSERVATION/ETHNOGRAPHY

- ◆ Make sure that the person you are observing is willing to let you shadow her over a specified period of time. Make sure that the person signs a release form.
- ◆ Select someone who will allow you to observe her as she engages in several types of activities.
- ◆ You should have a tape recorder with you in case you want to tape conversations the two of you might have - but don't use it everywhere. Have a tape recorder, plenty of batteries and at least three 90-minute tapes.
- ◆ You may also use a camera. If you take photos with other people, you will have to get their permission.
- ◆ When writing up the ethnographic description, include details about interactions and events.
- ◆ Keep notes, writing them up after each interaction or observation.

JOURNALING

WHAT IS JOURNALING?

Journaling is an evaluation method in which a program participant keeps a regular diary of feelings and thoughts about events and activities. Journal entries should be kept on a consistent basis and follow a simple format. This method should be used only if the journalers are willing to write expressively about their experiences and share them. One-line entries and summaries about activities or feelings make it very difficult to analyze data. Journals will be used to look at responses to questions about feeling safe, strengths, conflict and program participation in community organizing, activism, family relationships, etc.

This method is excellent for capturing personal feelings that people may not want to share in more public ways such as focus groups. It is also good because participant entries can be compared based on shared events and activities.

When using this method, participants can respond to a set of general questions and have the flexibility to share their personal feelings. Journal entries might respond to broad questions such as, How did your parents feel about the (activity/march/program) you did last week? Or, Describe what it felt like to speak at a conference.

HOW TO DO JOURNALING

- ◆ All participants must have journal books and pens.
- ◆ Make sure that time is set aside for journaling on a regular basis after activities/events/meetings, etc.
- ◆ Make sure journals do not have the names of participants on them. You might also ask them to use pseudonyms for people who might be recognized by the data analyzers.
- ◆ Make sure that permission forms are signed by all journalers.

VIDEOGRAPHY

WHAT IS VIDEOGRAPHY?

Videography is a method that is similar to participant observation, except that instead of keeping a diary of activities and conversations, you are keeping a video journal. This method allows you to capture and preserve reality as it happens. You eliminate the problems that may occur when a person has to remember the sequence or content of a situation in written form.

However, videography has some problems: People might not want their every action made permanent; the person doing the videotaping may not know how to use the camera; when videotaping, other people are often around, so you have to get their permission to tape. Those being videotaped may “act” for the camera, so it is important to tape long enough so that people do not act. Remember you want natural interactions.

When people agree to having some aspects of their lives documented it can be very revealing. Using videography for this research involves taping special events, meetings, and community interactions. It might also be used to capture unplanned activities such as simply having the videorecorder on and taping activities in the program space, whatever it may be.

HOW TO DO VIDEOGRAPHY

- ◆ Videocameras must be available. The operator must have some knowledge about capturing actions, making sure that the video is not shaky and that the movement of the camera is not too obvious.
- ◆ Identify the events and activities that you want to videotape. Create a schedule and make sure it is OK with all the people being videotaped.
- ◆ Make sure you have enough lighting and power packs and a tripod for those times when you don't want to do hand-held shooting.
- ◆ You might want to set up regular times for videotaping, particularly if you have activities or events that occur on a regularly scheduled basis.
- ◆ Make sure that permission forms are signed by the person(s) being videotaped.