



# Appendix D

Guides and forms  
for qualitative  
data collection activities

# Walkabout Checklist

## Housing

1. Shelter space per person
  - (a) Ave. shelter area (m<sup>2</sup>): \_\_\_\_\_
  - (b) Ave. no. persons/shelter: \_\_\_\_\_
  - (c) Ave. shelter space per person: \_\_\_\_\_  
(3.5m<sup>2</sup> is minimum standard)
2. Average distance between shelters (m): \_\_\_\_  
(2 m is minimum standard)
3. Are shelters:
  - (a) for single families?
  - (b) for extended families?
  - (c) for many different families?
4. Are shelters made of:
  - (a) local materials in good supply?
  - (b) local materials in scarce supply (e.g. use can lead to environmental degradation, competition with local population)?
  - (c) donated materials?
  - (d) within large buildings (schools, warehouses, barracks)?
5. Do shelters provide adequate:
  - (a) protection from the sun?
  - (b) protection from rain?
  - (c) protection from flooding?
  - (d) protection from cold (if applicable)?
  - (e) privacy?
  - (f) ventilation?
6. Are there separate sleeping, eating and cooking areas?

## Water

1. What are the water sources and how far are they from homes?

Water source	Distance
_____	(a) less than 100 meters
_____	(b) 100-500 meters
_____	(c) less than 1 km
_____	(d) 1-2 km

2. What activities take place at or near the water source?
  - (a) washing water containers
  - (b) washing clothes
  - (c) bathing/washing self
  - (d) watering animals
  - (e) urination/defecation
  - (f) other

3. Is water treated at the source, and if so, how?
  - (a) by filtering with a piece of cloth
  - (b) by chlorination
  - (c) by other means
4. How is drinking water transported to the home?
5. Who fetches the water?
  - (a) women
  - (b) children
  - (c) men

6. How is drinking water stored in the home?
7. How is drinking water handled in the home?

## Sanitation

1. How far is trash disposed from the shelter?
2. Did you see anyone defecating?  
(Who? Where? Describe)
3. What proportion of homes have latrines?
4. Where is the latrine located?  
(indicate reasons why, if relevant)
5. How close are hand-washing facilities (water and ash or soap)
  - (a) next to the latrine
  - (b) within walking distance
  - (c) inside the home
6. Observe the latrine.
  - (a) Does it have a sound super-structure?
  - (b) Is the floor safe to stand on?
  - (c) Does it have a slab?
  - (d) Is the hole small enough to be safe for children?
  - (e) Does the latrine provide adequate privacy?
  - (f) Is the latrine clean?
  - (g) Any other features?
7. Is there evidence of fecal contamination?
  - (a) along the roads
  - (b) along the foot-paths
  - (c) near the water source
  - (d) in/near the fields
  - (e) outside the houses
  - (f) inside the houses
8. What is the contamination observed?
  - (a) infants/young children's feces
  - (b) adults' feces
  - (c) cow dung and/or other animal feces
  - (d) other

### **Gardens, markets, agricultural plots**

Are there garden plots in or around the housing compound?

#### Markets, shops

(Collect this information on randomly selected shops/ market areas)

1. How large is the shop?
  - (a) 20 sq ft
  - (b) 40 sq ft
  - (c) 100 sq ft
2. What types of items do they sell?
3. How many different types of foods do they sell?
4. If they sell food, what kind and range of prices?
  - (a) fruits, fresh
  - (b) vegetables, fresh
  - (c) grains
  - (d) meat, fresh
  - (e) (this list could be expanded)

#### Agricultural Plots

1. How large are the plots?
2. General quality of the soil (dry, wet, etc.)
3. What are the types of crops planted?
4. How well are the plots cared for? (Well tilled, overgrown?)
5. Any evidence of formal or informal irrigation system?

#### Livestock

1. What types of animals are kept?
2. What is the condition of the animals (thin, fat, etc.)
3. How are the animals cared for? Who watches over them?
4. What are they fed?
5. What happens to the animal waste?

#### Settlement members

1. What is condition of the typical settlement member? Do they look malnourished? Tired.
2. What is the condition of their clothes? Do they have appropriate outerwear?
3. Is the settlement crowded?
4. What activities are individuals doing?
  - women?
  - men?
  - children?
5. Are there many pregnant women and young children?
6. Is there evidence of illness (respiratory infections, disabilities)

**FREE LISTING FORM**

Primary Question: What are all the different kinds of \_\_\_\_\_ you can think of?"

Supplementary Question: \_\_\_ None; "\_\_\_\_\_?  
\_\_\_\_\_?"

Type of Informant: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

**Item:**

**Supplementary Answer:**

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
13	_____	_____
14	_____	_____
15	_____	_____

(Continue on back of page)

# FREE LISTING TABULATION FORM

n = \_\_\_\_\_

	Term (Item)	#	%
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			

# PILE SORT FORM

Items to be Sorted: \_\_\_\_\_

Type of Informant: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

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	Pile Number						Reason Sorted in Same Pile
1	---	---	---	---	---	---	_____
2	---	---	---	---	---	---	_____
3	---	---	---	---	---	---	_____
4	---	---	---	---	---	---	_____
5	---	---	---	---	---	---	_____
6	---	---	---	---	---	---	_____
7	---	---	---	---	---	---	_____
8	---	---	---	---	---	---	_____
9	---	---	---	---	---	---	_____
10	---	---	---	---	---	---	_____



# EXAMPLE ETHNOGRAPHIC FIELD GUIDE: STUDY OF SOCIAL DETERMINANTS OF HEALTH AMONG POPULATIONS DISPLACED BY WAR

## Key Informant Interview Guide

### General instruction:

Let the interview be guided by the answers you get to the initial question. Explore leads that the respondent raises which relate to the topics listed.

You are unlikely to be able to get through all the topics in an hour. If this is a capable respondent, you should come back and explore the remaining topics another time. You may need to return several times.

### Opening:

*“My name is \_\_\_\_\_, and I am visiting you to learn about the problems affecting people in this community, and how they deal with them. Are you able to talk with me now for about an hour?”* (VERBAL CONSENT FORM HERE).

If not, but the respondent appears willing, arrange another time. If the respondent appears unwilling, thank them kindly. After you have talked with other people in the community, and trust begins to develop, this person may be willing to talk with you.

### Initial Question

*“I would like to learn from you about the situations that people in this community face. Please tell me about your typical day now?”*

Let the person speak as freely as possible. Write down topics mentioned by the respondent noting local terms used for problems and adverse situations. Probe on the following topics as time allows and/or as topics arise during the interview:

#### **1. For each major problem faced by community (identified earlier in the study and during interview):**

- Description of what happens when problem occurs: *“Earlier, persons in this community mentioned X was a serious problem. Please describe to me what happens in the community when this problem occurs?”*
- most vulnerable groups and persons (ethnicity, age, gender) for the problem?
- times (seasons, times of day, day of week, part of month or year) that problem occurs?
- places that problem occurs?
- perceived root causes of problem: *“What are all the things (Y) that lead to the X?”* *What leads to Y (which leads to problem X)?”*
- Root causes within control of the community to act on?
- Who in the community should act on the problem (and its root causes)



## 2. Other potential problems/issues of interest:

- Who are the most influential persons and groups in the community?
- What role do they play? What decisions to they make?
  
- Where do people obtain food, water and materials for shelter?
- Are sufficient quantities of food, water and shelter materials available? Quality?
- What did household members eat yesterday? How many meals did they eat yesterday?
- Where do people currently dispose of their feces? The feces of young children?
- Most are the most common and most serious illnesses of children, women and men?
- What actions to people take when having these illnesses?
  
- Do people feel safe? Is it safe to travel to markets and health services? Why or why not?
- Do people perceive the security situation changing in the near future? How?
- Who owns the land people live on and farm? Is land ownership/use stable or insecure?
  
- What are the most helpful things that NGOs have done for the community?
- What can NGOs do to be more helpful?

**Remember:** Guide the informant onto the topics above, but let informant decide the content discussed about each topic. Do not expect to discuss each topic on this list during the first or even second interview. Repeated interviews will be necessary to cover all the topics listed above.

### Closing the interview:

*“It is about time to finish this interview, is there anything you else want to tell me? Anything you feel is important for me to know about how you spend your day or about the situation faced by people in this community?”* (Record responses)

### *Obtain background information:*

<b>Community code:</b>	<b>Date:</b>
<b>Age:</b>	<b>Ethnic Background:</b>
<b>Gender:</b>	<b>Years of Education:</b>

*“Thank you very much for talking to me today. Your time is very much appreciated and your insights have been very helpful. I would like to come back and talk with you again about other issues as I learn more. Would that be ‘okay’ (convenient) for you? When is the best day or time for me to come back and talk with you?”*

## Interview Form: Narrative of a Diarrhea Case

Informant's Name _____	Informant's Group _____
Child's Name _____	Child's Sex _____
How long ago was the diarrhea (days) ____	Child's Age (months) ____
Name given by the informant for diarrhea illness _____	
Cause given by the informant for diarrhea illness _____	

Begin the interview with this initial open-ended question:

*“As I explained before, I am trying to learn more about the illnesses of babies and young children here in \_\_\_\_\_ (give the name of informant's community). I am especially interested in learning more about \_\_\_\_\_ (insert 2 or 3 illness terms which refer to illnesses involving diarrhea, including the term provided by the informant).”*

*“Please describe what happened to \_\_\_\_\_ (child's name) when ill?”*

**Narrative of mother:** Take notes below and on the back of this page (or in field notebook) as the mother talks.

## List of Topics for Eliciting Narrative of a Diarrhea Case

What the respondent thought the child had, including illness name and all symptoms observed.

Home care practices prior to seeking care, including home remedies, ritual healing practices, and any medicines given that the mother already had in the home, and the reasons for these practices.

The sequence and timing of home care practices.

What foods and fluids were given to child during illness? (note whether the child was breastfed, bottlefed or weaned at time of the illness). Probe for any changes the mother may have made in the child's diet during the illness. Also be sure to ask mothers why they made these changes, and probe for any perceived changes in the child's appetite and thirst.

Duration of symptoms prior to seeking care; symptoms that were given as the main reason for seeking care.

Name, location of the first health care facility to which the child was taken (first provider visited).

Who made the decision to first seek care? Did the mother decide? Did the father decide? Was there some discussion about when and where to take the child? Who actually took the child for care?

Were there any obstacles to seeking care as quickly as the mother would have liked? (for example, lack of money, no transportation, etc.)

If more than one provider was visited, what was the sequence and timing of careseeking? What were the reasons for seeking care from more than one provider? When and how was the decision made to visit other providers?

What treatments were given by providers? (Also note the use of any home remedies that were taken at the same time as medicines acquired from providers).

Were there any changes in symptoms (improving or worsening) after treatment from the first provider?

Was the mother satisfied with the care received from the different providers?

Did anyone give them advice about what to do for the child (home care and careseeking)? Who? What advice did they give? Was there any other place the mother went for information or advice?

## Recording Form: Individual Diarrhea Case Narrative

Following each interview with an informant transcribe the notes from the interview to this form.

Informant's Name _____	Informant's Group _____
Child's Name _____	Child's Sex _____
How long ago was the diarrhea illness (days) ____	Child's Age (months) ____
Name given by the informant for diarrhea illness _____	
Cause given by the informant for diarrhea illness _____	

1. Any special foods or drinks given to child during illness? Reason? \_\_\_\_\_

\_\_\_\_\_

2. Any foods or drinks stopped during illness? Reason? \_\_\_\_\_

\_\_\_\_\_

3. Sequence of events by symptom: List each symptom the mother mentioned in the order that she noticed the symptom in her child. For each symptom, identify the day of illness that the symptom appeared, what actions the mother took and/or treatments the child was given.

Day	Symptoms	Home Treatments or Provider Care & Reason

**Recording Form: Individual Diarrhea Case Narrative - Page 2**

4. Decisions to seek care: If the family sought care outside the home, write the symptoms that caused the family to seek advice/treatment and who in the family made the decision to seek care outside the home.

Symptoms that caused family to seek care \_\_\_\_\_

\_\_\_\_\_

Who made decision to seek care \_\_\_\_\_

5. Provider information: List each of the providers the family went to for advice/treatment. List the providers in the order that the family followed in seeking care and specify the day of illness on which the family saw each provider. List the advice or treatments that each provider gave the child. Summarize the caretaker's level of satisfaction with care her child received.

<b>Providers in order of care-seeking</b>	<b>Day of Illness</b>	<b>Advice or Treatments Given</b>	<b>Satisfaction with Provider</b>
<b>1st:</b>			
<b>2nd:</b>			
<b>3rd:</b>			
<b>4th:</b>			

6. Any constraints to care-seeking: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Summary of All Diarrhea Case Narratives:  
by informant group of interest and by illness term**

**Informant Group:** \_\_\_\_\_ **Illness Term:** \_\_\_\_\_

Symptom (local and English term)	#	%

Causes (local and English terms)	#	%

Home Treatments (local and English terms)	#	%

Dietary Changes (local and English terms)	#	%

