

# Trainers handbook

Tips and topics for equipping  
a GRU with qualitative  
research skills

May 2016



## Girl Effect

We are a creative, social business determined to positively impact the lives of adolescent girls to break the cycle of intergenerational poverty in developing countries.



We build mass media brands, with mobile interactivity and the use of 'safe spaces', that engage girls and key influencers in their lives to effect social norm change; breaking down barriers that prevent girls from accessing the services and support they need to progress. By doing this, we enable girls to have a voice in determining their future and make choices that have a direct impact in unleashing their potential [www.girleffect.org](http://www.girleffect.org)

## 2CV

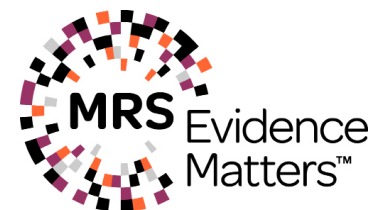
2CV designs research and training to help change happen. Our mission is to give people a voice so they can influence the world around them. We develop our approaches with a sensitivity for people and cultures. 2CV works with profit and not for profit organisations to explore opportunities for change.



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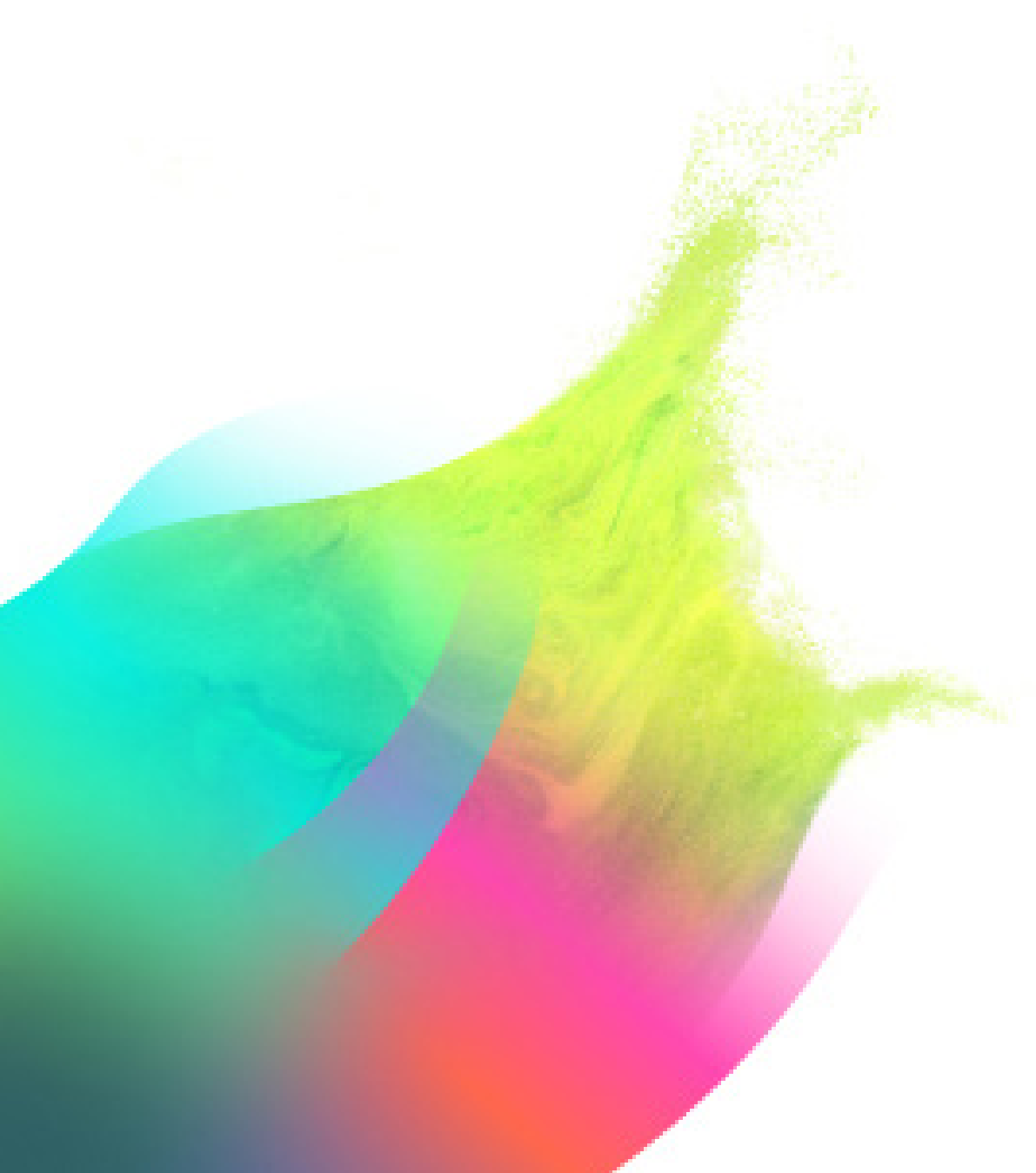
MRS offers various qualifications and membership grades, training and professional development.

MRS is the only awarding body in the UK for vocational qualifications in market and social research. It is also the leading international supplier offering comprehensive research qualifications to professionals all around the world.

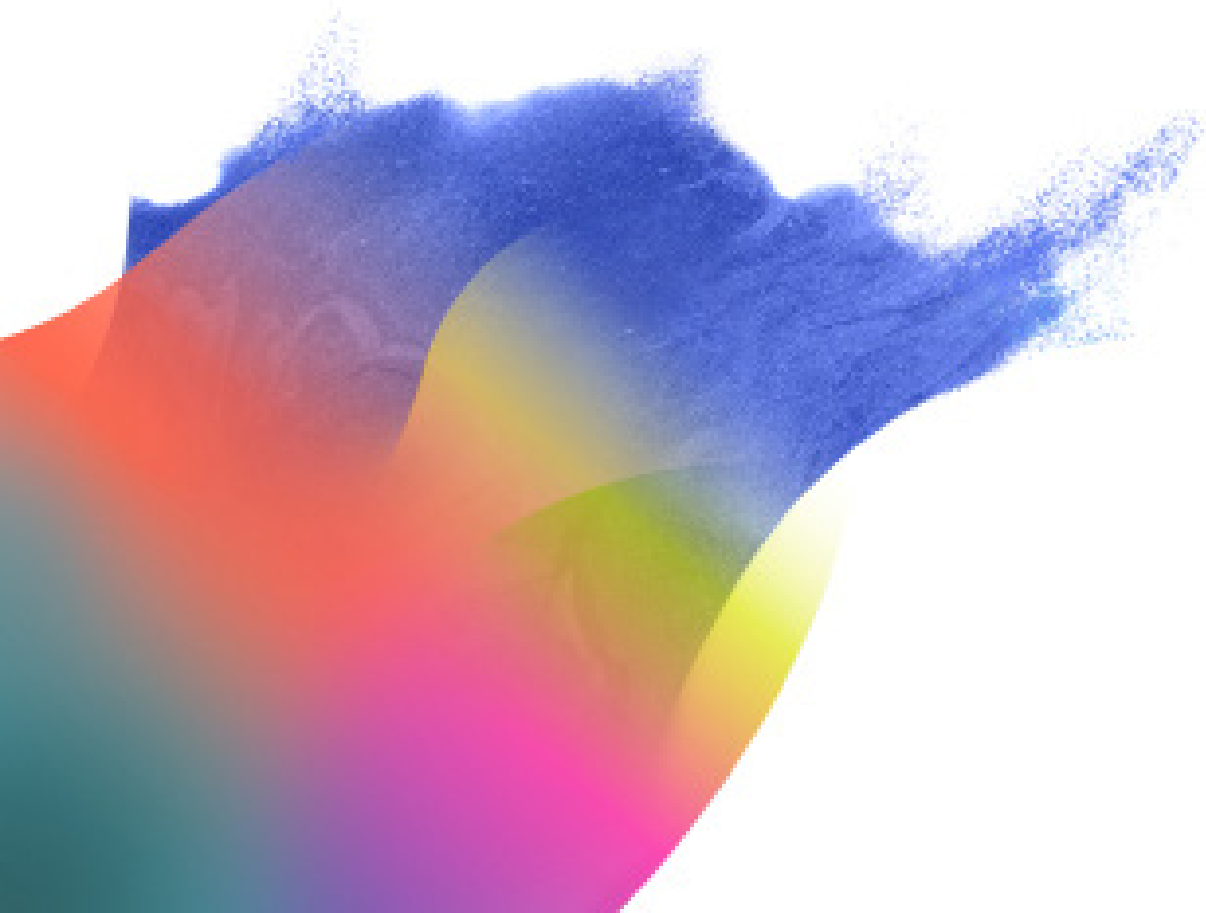


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# Introduction



## What is the Trainer's Handbook?

This 'Trainer's Handbook' is a tool for the development community, government planners and other organisations that are aiming to develop a Girl Research Unit (GRU) – a team of girls or young women trained in qualitative research skills - to generate compelling and actionable insights into girls in their country.

The handbook complements the GRU Toolkit 'Planning Guide', and provides the GRU trainer with tips for training and curriculum overview for training girls or young women in qualitative research skills. It is important to read the 'Planning Guide' before using this handbook.

## Who can use the Trainer's Handbook?

Any NGO, government or community organisation that has an interest in developing insights into girls, can use this guide to develop a GRU to conduct research with this audience. It has been designed to be used by a trainer with experience in qualitative research.

## Why and how was this guide developed?

The training tips and content in this handbook are based on the GRU that was piloted and developed by Girl Hub Rwanda (GHR).

The experience and results of this gave the GHR team and understanding of what is needed to make a programme like this work. This handbook uses the training structure and content, and lessons learned from the GRU in Rwanda to provide a guide to designing and delivering GRU training in your context.

## How to use the 'Trainer's Handbook'?

This planning guide consists of two sections. The first provides overarching training tips for delivering training to a GRU, the second section provides an overview of training topics and content.

The overview of training topics and content provides the structure and journey for qualitative

research training. Key topics are structured into 17 modules with each module containing:

1. An overview page: learning objectives, training content, tips and watch outs, and quote from a trainee from Girl Effect's first GRU cohort

<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Trainees know how to ask good questions during a research session</li> <li>• Trainees develop their listening skills</li> </ul>	
<b>OVERVIEW</b> <p>Becoming a skilled qualitative researcher means learning how to ask good questions and becoming curious about what people think.</p> <p>This section provides trainees with the skills for asking good questions and tips for becoming a curious person. It covers:</p> <ul style="list-style-type: none"> <li>• Open vs closed questions</li> <li>• Leading vs Unbiased Question</li> <li>• 5 types of questions</li> <li>• The power of 'WHY'</li> <li>• Active listening</li> </ul>	
<b>TIPS &amp; WATCHOUTS</b> <p>When interviewing, encourage trainees to be themselves, act natural and be curious! Trainees should keep the big picture in mind and be flexible around their questions</p>	<b>FROM THE TRAINEE</b> <p>"GRU Quote"</p>

2. Training topics: examples, tips and example training activities for each topic in that module

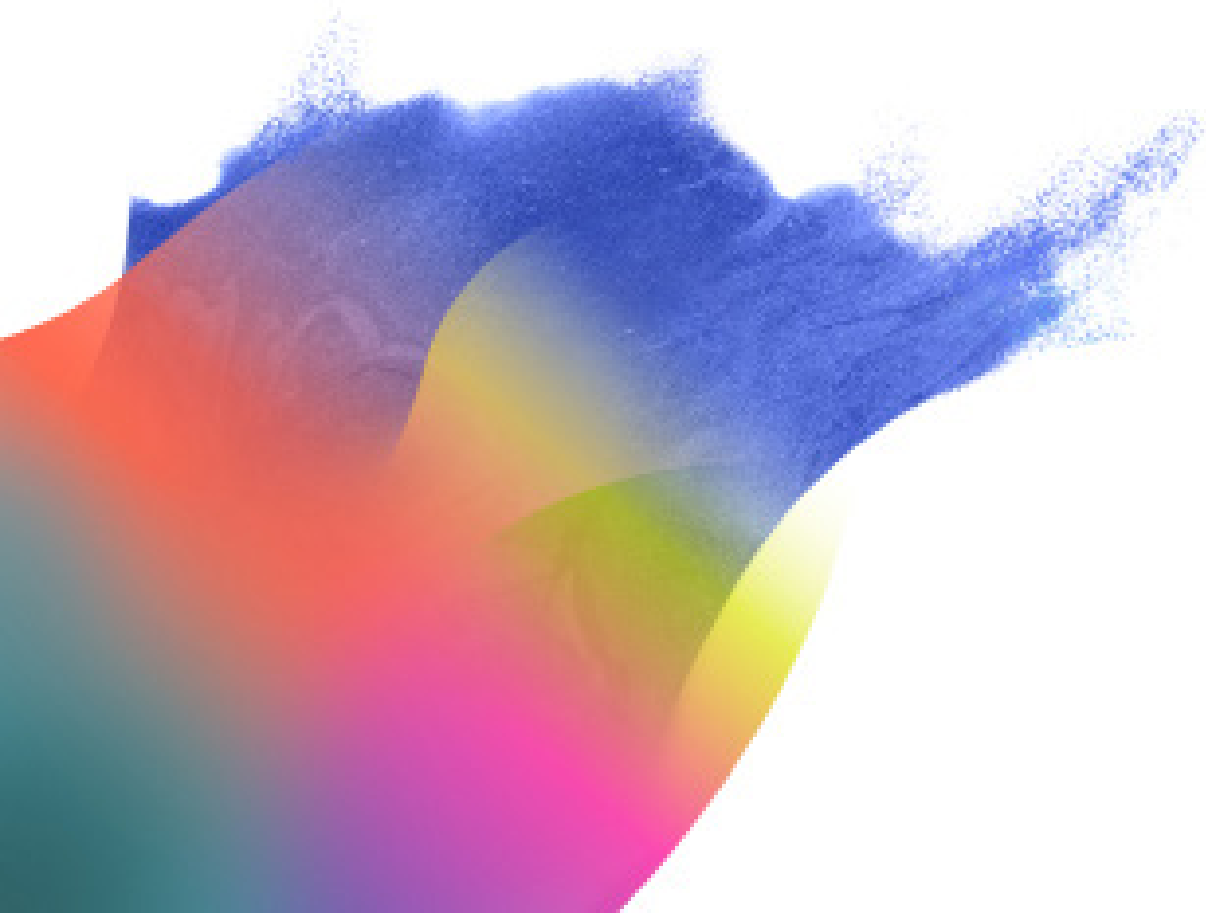
<b>1 Introduction</b> <ul style="list-style-type: none"> <li>• Explain it is important to: <ul style="list-style-type: none"> <li>• Keep your big-picture research questions in mind</li> <li>• Be flexible around your questions but ensure you are still getting the information you need</li> </ul> </li> </ul>	<b>2 Open and closed questions</b> <ul style="list-style-type: none"> <li>• Define open and closed questions</li> <li>• Explain it is better to use open questions when facilitating</li> <li>• <b>Example Activity:</b> in pairs ask trainees to interview each other about an everyday topic (e.g. their best friend), where one trainee asks closed questions and the other open questions</li> </ul>
<b>4 5 types of questions</b> <ul style="list-style-type: none"> <li>• Explain that being a good facilitator means asking the right questions at the right time</li> <li>• Outline 5 types of questions: <ul style="list-style-type: none"> <li>• Storytelling, descriptive, 'show me', ask about future or past, emotional (explanations on <b>handout sheet</b>)</li> </ul> </li> </ul>	<b>3 Leading questions</b> <ul style="list-style-type: none"> <li>• Define leading questions</li> <li>• Explain why it is important to avoid asking leading questions</li> <li>• <b>Example activity:</b> Quiz - give girls a list of leading and non-leading questions and ask them to tell you which is leading / not and why</li> </ul>
<b>5 Active listening</b> <ul style="list-style-type: none"> <li>• Explain that another way to make sure you are getting the best responses from people is to think about the way you are interacting with them.</li> <li>• Tips: listen to the interviewee, show that you are interested, be okay with silence</li> </ul>	<b>6 The power of WHY</b> <ul style="list-style-type: none"> <li>• Explain that to be a good researcher, you need to be curious.</li> <li>• Think like a child: children are naturally curious and ask questions about everything. This is a mind-set you need to develop</li> <li>• <b>Example activity:</b> 'Why, Why, Why' (see <b>handout sheet</b>)</li> </ul>

This is not a full in-depth curriculum, rather it provides an experienced qualitative researcher or trainer with the essentials to go and develop their own in-depth training to run with their GRU. An example training plan is included in Annex A.

How you structure and develop your training should be determined by your unique context; there is no one size fits all approach. It is very important that time is invested in adapting the toolkit for use in so that it meets your needs, and the dynamics of your country.



# Tips for trainers





## Evolving the training over time

It is important to evolve the training over time. At first, topics will be new trainees and they will need more support and encouragement. With time, trainees will grow in confidence and will need less direct support, and more guidance. We can consider three typical phases in a training programme:

### 1. Teaching

This is more trainer-led, with ideas and principles being taught by an 'authority' on the subject. Trainees will need you to lead the way and it will be important to demonstrate with lots of easy to understand examples, and reward trainees with regular positive encouragement.

### 2. Coaching

With time, it is best to adopt a more hands-off training style, directing and instructing the team to achieve shared goals, with trainees growing in confidence.

### 3. Mentoring

As training progresses and trainees become familiar with the basics, you can gradually shift to a more trainee-led, approach to training with the role of the trainer to advise and support trainees in their skills and goals. Providing guidance and support only when needed. This will foster independence amongst the trainees.

## 7 things you can do to foster and stimulate learning

### Creating a feedback cycle:

- From the outset encouraging and using every opportunity to give and receive feedback on all aspects of the training is critical
  - Feedback by trainer should always be constructive and best given verbally most times in a group, so girls can learn from each other
  - It is important to ask the girls to feedback on each other as well as the training in a positive and constructive manner as often as possible to help joint learning
  - Ask girls to give feedback on both what went well and what can be improved. Ask probing questions to get deeper reflections
- Suggested times for feedback:
  - At key training calendar points e.g. day, month, end of project.
  - As part of MRS curriculum
  - 121 feedback sessions with girls

### Team representative:

Appointing a team representative gives the opportunity to a girl to take more responsibility in the team and learn leadership skills. Suggested approach:

- Use a team nomination process
- Make it a rolling position
- Be clear on the representative's role – not to lead but to support the team and help effectiveness
- Suggested responsibilities – ensuring time-keeping in the team, attending meetings with wider organisation, voicing any concerns/issues the girls have



### **Safe spaces:**

Organising a regular group catch up session where the girls feel comfortable to talk about how they are feeling, any issues they are facing in the training or otherwise is important to ensure their well-being and that they are safe.

Suggested format:

- Ideally face to face
- Confidential (but with permission to break if safety of girl is at risk)
- Girl-led
- Non-judgemental listening

### **Working individually and as a team:**

Girls should be encouraged to work individually, in pairs and as a team as appropriate for the task at hand. As they progress through training there is an opportunity to move more towards individual and paired working in order to really give each member a chance to hone their skills.

- Working in pairs in fieldwork is ideal
- Allow each girl to get broad experience – working with different members of the team of different tasks
- Use buddying system to provide extra support

### **Performance reviews:**

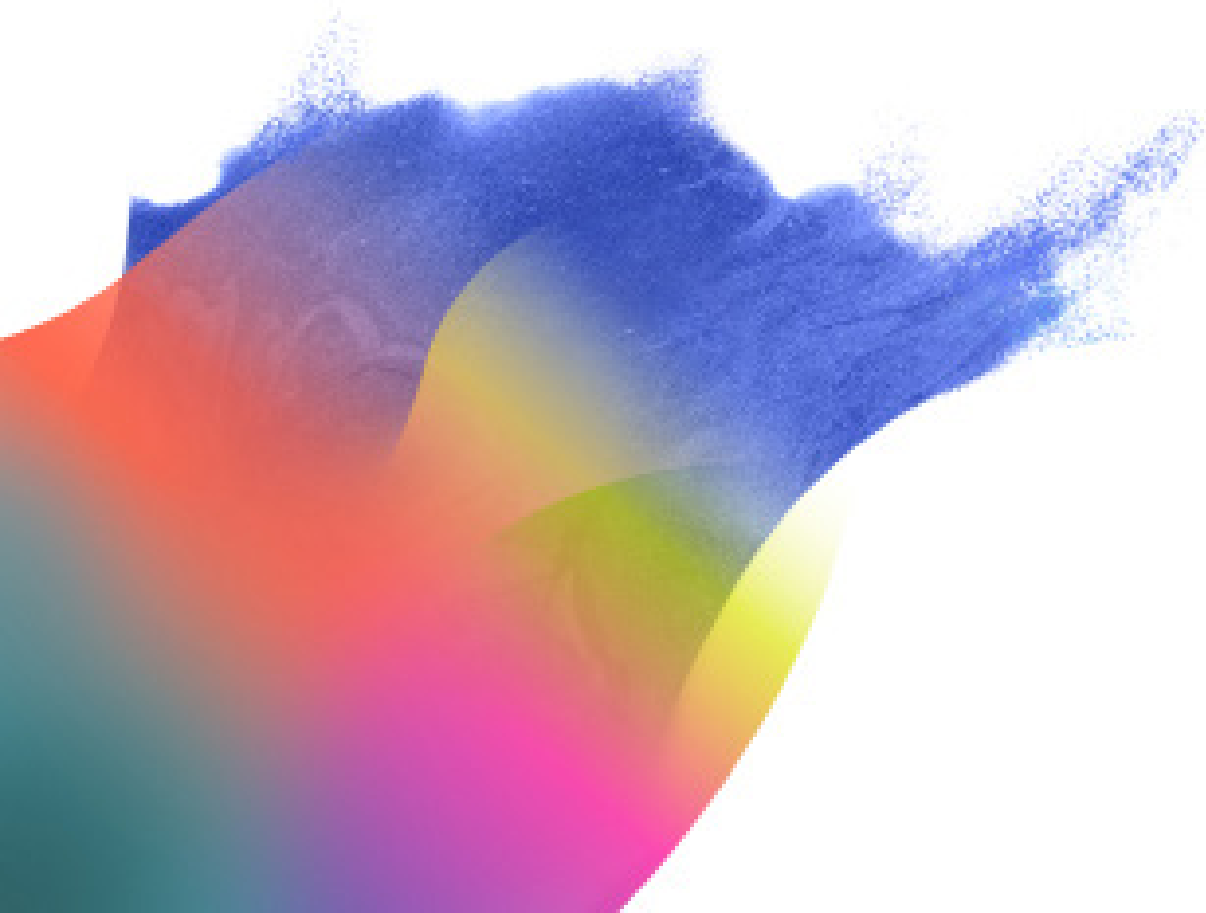
The aim of individual performance reviews is to provide on-going feedback and areas for development to each girl team member in terms of their researcher knowledge and skills. It also allows the trainer to conduct on-going needs assessment by providing girls with opportunity to give feedback on their experiences, and allow them to express priorities for the future.

- F2F or phone 121 meetings
- These are very much an opportunity to provide praise and positive encouragement to trainees, and so the catch-ups should be positioned as informal, friendly discussions.



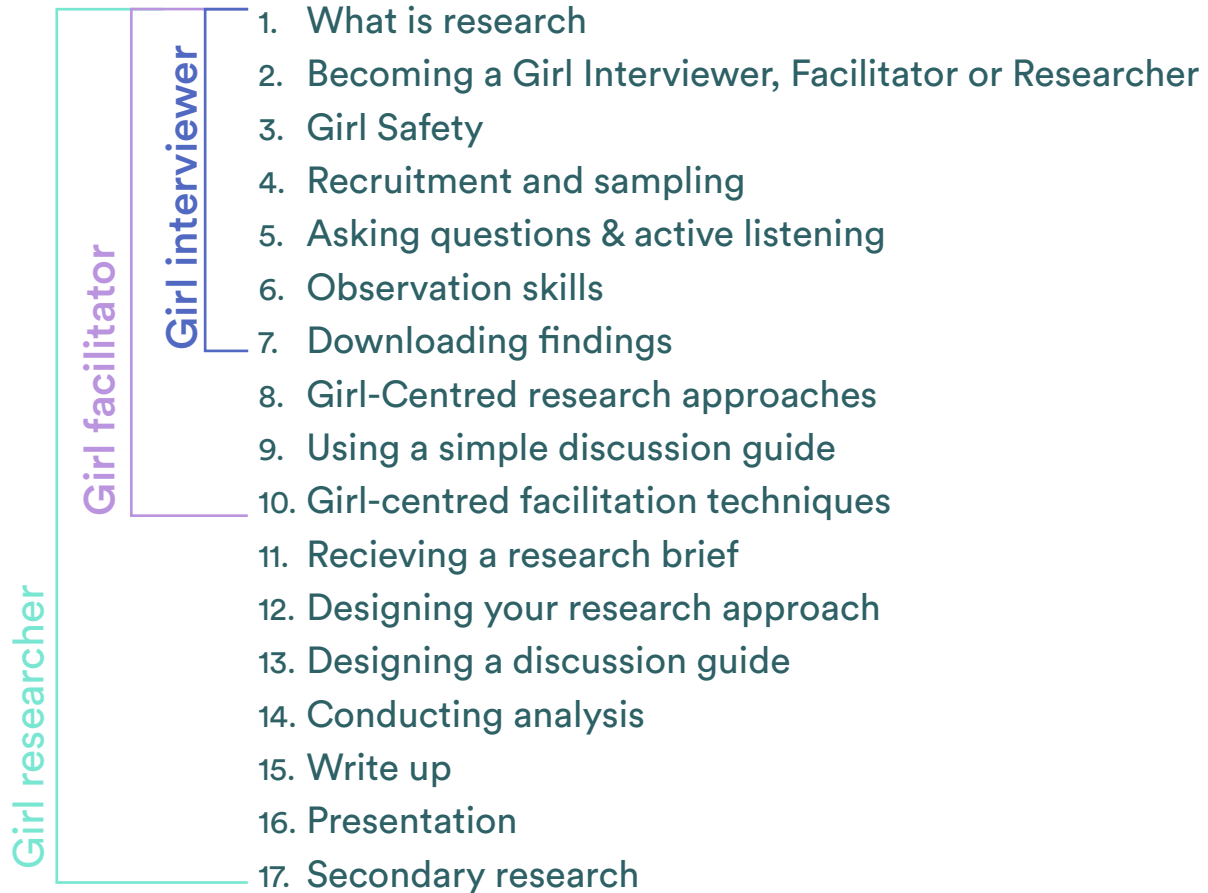


# Training topics



## Training structure and topics

The training consists of 17 modules, designed to take trainees from the very basics of research through to more complex topics like analysis and write up of results. Which topics you cover will depend on which of three GRU modules you have selected (See the 'Planning Guide' for more information).



## Module 1: What is research?

### Learning objective

- Trainees fully understand the purpose of research
- Trainees have an overview of both quantitative and qualitative research
- Trainees feel empowered to be the voice of girls and ensure they are represented

### Overview

The first step to becoming a good Qualitative Researcher is becoming familiar with the fundamentals: knowing what research is, and understanding what it is for.

This module will help trainees understand more about the purpose of research, introduce them to the different types of research, and give them the tools to help understand when and how they are used. This module should cover:

- The purpose of research
- Overview of types of research

### Tips and watchouts

Keep it real - use examples of research you have conducted before and how it made a difference. Start with the basics - don't assume they know anything and ensure you explain any research terminology.

### From the trainee

*“It was quite new to me but after the first session I felt like I had an overview of Research”*

## Module 1: What is research? Training Topics

Some examples and tips are included under each topic

### 1. The purpose of reach

- Ask - why do we do research?
  - To understand more and to make a change
  - Research is carried out to provide information to organisations, help them understand the issues at hand and to guide their decision making
- **Example activity:** If there are trainers present with research experience, ask them to share examples and discuss as a group
  - What is research?
  - Why is it important?
  - How can research help an organisation make decisions and changes for the better?

### 2. Types of research

- Explain the different types of research (**types of research handout sheet**)
- Zoom in on qualitative research:
  - Why: understanding why people behave the way they do
  - Deep-diving: understanding things we already know with more depth
  - Change: looking for opportunities for change and how to act upon them
- **Example activity:** Give trainees different examples of research objectives and ask them whether they would use a quantitative or qualitative research approach



Research type	Description	Common methodologies	When to use
<p><b>Quantitative Research</b></p>	<p>Collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn to explain the information that has been gathered. The goal of quantitative research is to compile statistical evidence.</p>	<p>Surveys with large numbers of people. Questionnaires that are given to test subjects, equipment that is used to measure databases of existing information, yes-or-no questions or multiple-choice questions. All respondents answer the exact same questions and the researcher does not probe to get additional information.</p>	<p>When you just want to know how many people think, feel or do something. Good for big picture overview of a population or subset of a population.</p>
<p><b>Qualitative Research</b></p>	<p>Research that aims to uncover the deeper meaning and significance of human behavior and experience, including contradictory beliefs, behaviors and emotions. Qualitative researchers are interested in gaining a rich and complex understanding of people's experience. The qualitative method investigates the why and how of decision making, not just what, where, when. Hence, smaller but focused samples are more often needed than large samples.</p>	<p>Open-ended questions, case studies, workshops, in depth conversations with small numbers of people.</p> <p>Typically involves using interactive tools where researchers can observe behavior to move beyond just asking questions. A question guide is typically used but only as a guide, researchers go beyond the guide to dig deeper.</p> <p>Diaries and pre-tasks are useful to helping people remember and realize.</p>	<p>When you want to understand the meaning behind behavior and experience and get more in-depth information. Good for discovering why and finding improvements and getting a lot of in-depth information.</p>



## Module 2: Becoming a girl researcher

### Learning objective

- Trainees are aware of important traits they should demonstrate in this role
- Trainees have an understanding of 'bias'

### Overview

The next important step is to provide trainees with a clear understanding of their purpose as unit, and give them a 'frame of mind' to be in when conducting research. This module gives trainees the fundamentals of what it means to be a GRU researcher. It covers:

- The C.O.R.E. criteria of a girl researcher
- Understanding bias
- Working with girls

### Tips and watchouts

You can build Responsibility and leadership skills by electing a 'Team Representative' for a period of time. The GRU can nominate their chosen leader, and this person will be responsible for ensuring all interviews are completed on time and be the main point of contact for the Trainer.

### From the trainee

*“Every time we faced challenges it was hard to know who will represent us in order to get what we want or to be aware of everything happening at Girl Hub Rwanda. I remember when we voted Chance as a team representative we all wrote names on a single piece of paper and she got high marks”*

## Module 2: Becoming a girl researcher Training Topics

Some examples and tips are included under each topic

### 1. C.O.R.E. Criteria of a GRU researcher

Explain the C.O.R.E. criteria for becoming a GRU researcher

- Curious: a curious mind and desire to get to the bottom of things
- Objective: able to separate their personal views and feelings from those of the girls they are conducting research with
- Responsible: can carry out projects responsibly and up to a high standard
- Encouraging: skilled at engaging with girls and making them feel comfortable and safe

### 2. Understanding bias and objectivity

- Explain if we do not have a clear understanding of our own beliefs, we cannot be objective in our research. Being objective means:
  - We do not bring our own thoughts/opinions into the conversation
  - People we are speaking with do not feel like there is a right answer they have to tell us.
- Example activity: get trainees to draw a picture of themselves, around this write characteristics that define them (e.g. Rwandan, from rural area); ask how these might make them see the world differently; how might they make people bias in their responses towards them

### 3. Working with girls

- Explain GRU researchers mainly conduct research with girls, and that we have to adapt the way we do research to fit their needs.
- List needs: e.g. low confidence, literacy issue, easily influenced
- Explain that our goal is to understand girls thoughts and feelings, but some things are more difficult to talk about so we have to use different approaches (show and explain 'what can research explore with girls' handout)



## What can research explore with girls?

Easy to express in words

### Thoughts and opinions

Not private and easy to explain  
Socially acceptable to discuss (e.g. what girls think about a training program they attended)

**Approach:** direct questions

### Private feelings

Private

Don't like to discuss (e.g. sensitive information)

**Approach:** accessible via projective techniques and a safe environment

Will say (not private)

Won't say (private)

### Feelings and associations

Not private but difficult to explain  
Don't have the words to describe (e.g. how makes image makes girls feel)

**Approach:** indirect questions, projective and enabling exercises

### Unconscious factors

Private and difficult to express

Very difficult to access in qualitative research

Difficult to express in words



## Module 3: Becoming a girl researcher

### Learning objective

- Trainees understand the importance of Girl Safeguarding
- Trainees are aware of all risks and how to mitigate against them

### Overview

Safety is a priority for GRU researchers. When working with children and vulnerable groups of girls it is important to ensure that research is conducted responsibly, with girls' safety kept front of mind at all times. It is valuable to conduct a risk assessment in the country where the research will take place and create your own Girl Safeguarding Policy (see page X). This module will cover the key aspects of Girl Safeguarding:

- Consent for research
- Safe spaces
- Disclosure of sensitive information
- Safety of the GRU

### Tips and watchouts

Make sure you revisit this at certain points in time to keep it fresh. It is especially good to recap before fieldwork.

### From the trainee

*“ Before conducting any research, I make sure that I have parental consent for under 18 years old respondents and the consent for above 18 year old respondents.”*

## 3. Girl Safety | Training Topics

Some examples and tips are included under each topic

### 1. Consent for research

- Explain the need for informed consent from girls and parents/guardians (to take place prior to research session)
  - Provide an explanation of research
  - If participants have low literacy, this should be provided in verbal/audio format and a thumb print can be used in place of a signature.

### 2. Girl safety / Safe spaces

- Explain safe spaces: a private space a girls is familiar with and feels safe
- Ask GRU to make a list of safe spaces
- Example Activity: create a worry wall for GRU to add to throughout training – a place where they note any concerns about safety and come up with ideas to manage these

### 3. Sensitive information

- Explain that girls make reveal sensitive information which could raise concerns about their safety
- Give GRU a clear list of actions for what to do in this scenario (e.g. alerting a Safeguarding officer)

### 4. Safety of GRU

- Explain the importance of their own safety, ask what concerns they have
- Example activity: Co-create a list of GRU safety rules: e.g. not traveling when dark, always interview in pairs, don't take phone or money out in public





## Insert girl effect girl safeguarding policy





## Module 4: Recruitment/basic sampling

### Learning objective

- Trainees know how to recruit vulnerable girls to take part in research
- Trainees understand the different types of girls that may need to be recruited

### Overview

One of the key strengths of a GRU is the access they can get to communities, allowing your organisation reach the harder to reach girls. In order to achieve this it is important to give trainees an understanding how to conduct 'recruitment' of girls to participate in research.

This module covers:

- Basic sampling: segmenting in types of girls
- The recruitment process

### Tips and watchouts

Recruitment process will need to be country-specific and may adapt depending on how you find it to work. It is good to find out how other local recruitment agencies do it and get advice from them.

### From the trainee

*“We first approach local leaders with GER permission letter and explain clearly our objectives in order to be permitted to work in their communities. For recruiting respondents, we walk house to house using the recruitment tool to ensure we find the right respondents, to explain clearly the research objectives and make them sign the consent form. This might change according to the respondents criteria. This is one of the advice we can give to the new trainee about recruiting girls.”*

## 4: Recruitment/basic sampling| Training Topics

Some examples and tips are included under each topic

### 1. Basic sampling

- Explain it is important to consider the diversity within your audience of girls. These different needs and perspectives need to be taken into consideration
  - Example criteria: age, location, education, etc.
- Explain that before you conduct research you have to create a research 'sample' which covers the different 'types' of girls you will speak to
- It can also be useful to create a simple checklist (sometimes called a 'screener' of each group's defining characteristics that will help you ensure you speak to the right girls during your research)
- This information must be gathered sensitively from girls / their families

### 2. Recruitment process

- Explain it is important to think how to approach girls to invite them to participate in research
- When entering new communities its important to engage with the community before approaching girls directly
- Explain important of providing a clear explanation of the research to community members and reassuring them of girls' safety
- Example activity: co-create a list of 'good approaches' and 'watch outs' for recruitment in your country

### 3. Recruitment process

The Girl Research Unit carries out research with a wide range of girls, from those coming from relatively privileged backgrounds, to those coming from much more vulnerable backgrounds. When research requires a sample of more vulnerable girls, we have found the following list helpful for helping to identify research respondents:

- Currently working (any form of paid work, including as a domestic worker)
- Married before the age of 18



- Ever given birth/been pregnant
- Disability or long-lasting illness
- Migrant family (displaced as a result of drought, war, conflict or violence)
- From an economically insecure/poor household
- One or both parents deceased/foster child
- Living in a child-headed household
- One or both parent(s) in prison

These criteria can be modified according to context.



## Module 5: Asking questions & active listening

### Learning objective

- Trainees know how to ask good questions during a research session
- Trainees develop their listening skills

### Overview

Becoming a skilled qualitative researcher means learning how to ask good questions and becoming curious about what people think. This module provides trainees with the skills for asking good questions and tips for becoming a curious person. It covers:

- Open vs closed questions
- Leading vs Unbiased Question
- 5 types of questions
- The power of WHY
- Active listening

### Tips and watchouts

When interviewing, encourage trainees to be themselves, act natural and be curious! Trainees should keep the big picture in mind and be flexible around their questions

### From the trainee

*“In Qualitative research we are looking for in-depth information, we design tools that have lots of open questions, more asking why and we don’t influence respondent’s answer with our opinions. For example: What do you think about being a girl in Rwanda? Why? Instead of asking is it good to be a girl in Rwanda?”*

## 5. Asking Questions | Training Topics

Some examples and tips are included under each topic

### 1. Introduction

- Explain it is important to:
  - Keep your big-picture research questions in mind
  - Be flexible around your questions but ensure you are still getting the information you need

### 2. Open and closed questions

- Define open and closed questions
- Explain it is better to use open questions when facilitating
- Example Activity: In pairs ask trainees to interview each other about an everyday topic (e.g. their best friend), where one trainee asks closed questions and the other open questions

### 3. Leading questions

- Define leading questions
- Explain why it is important to avoid asking leading questions
- Example activity: Quiz - give girls a list of leading and non-leading questions and ask them to tell you which is leading / not and why

### 4. 5 types of question

- Explain that being a good facilitator means asking the right questions at the right time
- Outline 5 types of questions:
  - Storytelling, descriptive, ‘show me’, ask about future or past, emotional (explanations on handout sheet)

### 5. Active listening

- Explain that another way to make sure you are getting the best responses from people is to think about the way you are interacting with them.
- Tips: listen to the interviewee, show that you are interested, be okay with silence



## 6. The power of why

- Explain that to be a good researcher, you need to be curious.
- Think like a child: children are naturally curious and ask questions about everything. This is a mind-set you need to develop
- Example activity: 'Why, Why, Why' (see handout sheet)



## Types of questions handout sheet

When interviewing people, some questions are more difficult to answer. Beyond using open questions, there are several other questioning techniques that can be used to get more information from people.

### Storytelling

One tip for doing this is starting a sentence with: tell me about a time when... Ask participants to tell a story about an actual event in their past. For example: "Tell me about a recent time when you needed help, who did you go to, what was the situation" or "Tell me about a time you listen to the radio with another girl, what was the situation, how did it feel to listen with her?". Storytelling encourages people to move from an abstract idea to their real life, as they begin to recount their own personal experience.

### Descriptive

Ask questions that get people to describe their activities and personal experiences. For example, "Where does that happen? What happens when girls listen to the radio together?"

### Show me

It can also be useful to ask people to show something to you, if they're having trouble explaining. For example: "Show me your favourite place to be in the house?" or "Show me where you and your family /friends listen to the radio". Using physical objects ('stimulus') or surroundings can allow people to express themselves more easily and seeing it for yourself your likely to get much more information – a much richer answer.

### Ask about future or past

Asking a time-based question, one about the future or the past, is a useful way of learning more from people. For example, "How was your relationship with your best friend different when you were younger? If yes, how and why has it

changed?" or "How do you think your relationship will change in in the next 5 years?"

### Emotional

Asking about feelings and emotions will help to unlock someone's deeper thoughts, and help them describe their opinions and experiences in much richer detail. For example asking - "What are your favourite things about her; how do you feel if you don't see her for a while?"



## Why, Why, Why?

Ask someone: Who is the person you admire most in the world?

Response: \_\_\_\_\_

Then ask: Why did you choose this person?

Response: \_\_\_\_\_

Then ask: Why do you admire this person?

Response: \_\_\_\_\_

Then ask: Why do you admire the qualities this person has?

Response: \_\_\_\_\_

Then ask: Why do you think these are important qualities for people to have?

Response: \_\_\_\_\_

What did you learn about this person?

\_\_\_\_\_

Repeat the exercise for a different topic, coming up with your own follow up questions.



## Module 6: Observation skills

### Learning objective

- Trainees understand the importance of observing in research
- Trainees understand how to pay attention to body language and the environment to understand more than the words a girl says

### Overview

Observation is used alongside questions. Sometimes we can see and notice more than the words themselves. We can learn a lot from observing a girl's energy, her tone of voice, her home and environment, her family relationships. This module provides trainees with tips for using your eyes as well as your ears for research

- Paying attention to body language
- Taking into account the context in which behaviour occurs

### Tips and watchouts

Look for the small details and nuances!

### From the trainee

*“Sometimes when we are talking to girls, we might find some are shy, other are talking with low energy, other are not active and other use the hands to explain something. From there we can learn what a girl is communicating and how she is engaged in a discussion.”*

## Module 6: Observation skills| Training topics

Some examples and tips are included under each topic

### 1. Body language

- Explain the importance of observing body language, energy, tone of voice and what it can tell us
- Example activity: interview role play where one ‘respondent’ displays certain body language and the ‘interviewer’ and other trainees observing guess what the body language means

### 2. The context

- Explain that the context in which people find themselves has a huge impact on their behaviour
- It is important to think about the person's physical surroundings and the people they're with
- Look out for any way the way environment might be impacting them
- Example activity: brainstorm different ways other people or environment could impact a girl's behaviour



## Module 7: Downloading

### Learning objective

- Trainees know how to download findings after fieldwork
- Trainees feel familiar and confident with the process

### Overview

'Downloading' is a simple and useful way of organising thoughts and findings from the fieldwork. It is often the first step to good analysis.

This module provides trainees with tools for organising their thoughts in the field, and for downloading their thoughts. It covers:

- Reporting vs. finding
- The golden hour
- The download process

### Tips and watchouts

Findings vs reporting is a discipline and takes time to teach. You may find that it takes the GRU time to build up this skill and awareness. At first, allow them to have time to download and coach them to refine these into findings

### From the trainee

*"The golden hour helps us to talk about what we found out gets us ready for the download."*

## Module 7: Downloading| Training Topics

Some examples and tips are included under each topic

### 1. Reporting vs research findings

- Explain that to be a good researcher it is important to understand the difference between reporting ('reportage') and research findings
- Reporting: Simply reporting back on exactly what was said without any thought to what it means
- Research findings: Turning what was said into something more meaningful that will be helpful to the client

Example activity: Give the trainees examples of reporting & research findings and ask them to distinguish between the two

### 2. The golden hour

- Explain that this refers to the time after fieldwork when the information you heard and the things you observed are most fresh in your memory
- Explain that this time is a good opportunity to chat through what you heard with your research partner/wider team.
- Key things to discuss include: things that surprised you or confirmed your thoughts, any themes that jump out, summarising what you heard

### 3. The download process

- Explain that this is a chance to go through notes from the fieldwork and make sense of all the information you heard/things you saw
- Explain the three steps: divide analysis into key topics/questions; download all findings under each topic; consider differences in findings from different audiences





## Module 8: Girl-centred research approaches

### Learning objective

- Trainees are familiar with different methodologies they can use for research
- Trainees know the pros and cons of each methodology; what it's good for and any weaknesses

### Overview

Methodology is at the heart of any research. As researchers we have a range of tools available to us and we have to select the ones that work best for each project. In fact, tailoring and combining different methodologies is often what sees the best results. This module will introduce trainees to the key research approaches and the role, advantages and disadvantages of each. It will cover:

- Group interviews & workshops
- Individual depth interviews
- Intercept sessions
- Ethnography

### Tips and watchouts

Discuss how it is important to tailor approaches to research objectives and audience – no one size fits all.

Get trainees input on how best to adapt these approaches to different girl audiences

### From the trainee

*“We have learnt different approaches such as workshop, mini-workshop, depth interview, intercept session and ethnography. As an advice to the new trainees, first, all the mentioned approaches might not work for each project and for each audience. Second is to select an approach that work best for the audience and that help the trainees to collect information they needs.”*



## Module 8: Research approaches| Training Topics

Some examples and tips are included under each topic

### 1. Reporting vs research findings

- Cover:
  - Group interviews & workshops
  - Individual depth interviews
  - Intercept sessions
  - Ethnography
- For each (see research type handout sheet):
  - Define and describe
  - Explain why/when to use
  - Discuss limitations

Example activity: Give trainees example research briefs/scenarios and ask them what methodology they would find most appropriate.

## Methodology overview: groups

### Methodology

Group interviews and workshops

### Description

A small group of people (6-8) who have been recruited to take part in research.

They often share similar criteria (e.g. age, gender, use the same product). Time length often between 1.5 – 3 hours

Often conducted in a neutral or hired venue where respondents feel most comfortable or in homes.

When conducting research with young girls they are often recruited in friendship pairs or triads to allow them to feel more comfortable.

### Why/When

Less intimidating for girls than a depth interview (feel comfortable, more empowered)

Time efficient – getting many different opinions in limited time

Good for getting ideas – people exposed to each other's opinions and can add to each other's thoughts

### Limitations

Group effect – people can influence each other's ideas

Not good when research subject is sensitive/private

Not good when research needs lots of individual stories and detail

## Methodology overview: depths

### Methodology

Individual depth interviews

### Description

An interview with a single respondent. Time length is typically between 1–2 hours.

Often conducted in venue that is familiar and convenient for respondents (home, place of work).

### Why/When

Useful for going into detail with individual respondent. Private setting makes it easier to discuss more sensitive topics (esp. for adults)

Some interview sessions are more appropriate one-on-one (e.g. with people in positions of authority – local leaders)

### Limitations

Only getting one individual's responses/reactions

More intimidating environment (not always suitable for everyone– e.g. vulnerable girls)



## Methodology overview: intercepts

### Methodology

Intercept interviews

### Description

Short, flexible conversations with un-recruited people in a specific location (public area, neighbourhood)

### Why/When

Usually most appropriate when goal is to get simple information from a large number of people (e.g. about an event, or gathering in the neighbourhood)

### Limitations

Not useful for getting depth

## Methodology overview: ethnography

### Methodology

Ethnography / ethnographic interviews

### Description

The practice of researchers spending longer periods of time with respondents to understand their lives (or a specific aspect of it) in a lot more detail. e.g. observing and discussing how respondents spend their days and what challenges they face in their community

### Why/When

Looking for depth in understanding of more complex issues

Have more time to complete research

Requires long observation of behaviours to understand them

### Limitations

Not time efficient

Focuses on one individual or community only



## Module 9: Using a simple discussion guide

### Learning objective

- Trainees understand the key purpose of a discussion guide and why it is important
- Trainees know how to use and follow a discussion guide

### Overview

Good girl researchers will need to pick up a discussion guide, understand the objectives and know how to use it in field to guide their research.

This module will cover:

- The purpose and why we use discussion guides
- The overall flow of a discussion guide and how to use it in context

### Tips and watchouts

This will be taught alongside module 8, with each research approach that is introduced.

Start with the more basic (1to1s) and work up to more complex, (workshops or ethnographies)

Trainees will need thorough briefings and time to practice!

### From the trainee

*“First of all is to be familiar with the guide and start with asking simple questions to difficult questions. I would advise the new trainees to practice all the guides before using it to the field in order to be familiar with them and to prevent reading the guide in front of respondents.”*

## Module 9: Using a simple discussion guide| Training Topics

Some examples and tips are included under each topic

### 1. Purpose of a discussion guide

Explain that a discussion guide helps:

- The client see that all their objectives are being met through the questions activities in the guide
- The researcher organise thoughts and ensure they ask the right questions
- Help the researchers keep the conversation flowing
- It is important to remember that it is not a script, bit simply a ‘guide’

### 2. How to use it in context

Explain the importance of reading over the guide and being familiar with the content

- Explain it should not be read like a script- conversation should flow freely and feel natural
- Check back over it at the end of the session to ensure no important questions were missed and you have all the information you need from the respondent(s)

Example activity: Get trainees to practice using guides in pairs - read through first, familiarise themselves with the objectives and core topic areas, then use it



## Module 10: Girl-centred facilitation techniques

### Learning objective

- Trainees have a toolkit of girl friendly research techniques they can draw on at any time
- Trainees know how to make young girls feel comfortable and able to express themselves

### Overview

Facilitating workshops and interviews is the core skill of a good researcher. This is especially the case when working with young or vulnerable people, who may be less confident in interview situations. As a GRU researcher, making sure girls are at ease, confident and able to participate on the workshop is crucial for getting useful results

This module will cover:

- 3 core facilitation skills
- Managing group sessions
- Facilitation tips for encouraging participation

### Tips and watchouts

Allow them to share with each other their own experience and tricks they learn as they start facilitating

In group settings, it is necessary to encourage different views. Sometimes people will nod along with the first view that is given, so a good facilitator needs to always ask, “Does anyone have a different experience/view on this?” to draw out diversity of experience.

### From the trainee

*“The most important things we learnt about facilitating session is to make sure all the respondents feel at ease, encourage respondent to participate, keep eye contact to the respondent, keep energy in the discussion and use observation.”*

## Module 10: Facilitation techniques | Training Topics

Some examples and tips are included under each topic

### 1. 3 core skills for facilitation

Explain the three core skills to being a good facilitator

- Planning skills: practice the guide, choose an appropriate venue and set up the room properly
- Management skills: managing the group dynamic, make sure everyone is confident
- Interaction skills: personal skills and adapting to groups

### 2. Managing group sessions

Explain the typical flow of a workshop or group session (use group flow handout sheet)

- Warm up and set the stage
- Get to know group dynamics
- Set the ‘norms’ for the groups
- Perform activities
- Close the session

### 3. Tips and techniques for facilitation

- Explain that it can sometimes be difficult to keep energy going or get participants engaged. There are key qualitative tools or ‘tricks’ that can be used (see handout sheet)
- Prompts (something physical to look at/perform an activity with)
- Imagination & creative exercises (Allow them to work in teams, think creatively, express thoughts/feelings that are difficult to describe)
- Energisers: Fun activity to enhance group bonding, make everyone feel comfortably
- **Example activity:** conduct regular ‘research roundtables’ Have each GRU trainee write down a situation they find to be challenging or fear. As group, have each girl talk about her challenge and work together to create solutions.



## Tricks for facilitation

### Prompts

- Something physical to look at/ perform an activity with
- Opens the group discussion
- Allows them to bond with each other

### Imagination & creative tasks

- Stretches groups imagination
- Allows them to express thoughts and feelings that are difficult to describe

### Energizers

- Making sure everyone in the group feels comfortable, safe
- Gives the group energy
- Enhances bonding



## Module 11: Receiving your research brief

### Learning objective

- Trainees have confidence in ensuring they get a full brief with all the detail that is required
- Trainees understand how to shape research based on the core business objective

### Overview

We do research in order to understand, and ultimately to change or improve something. Typically the client (e.g. Girl Hub) has a 'problem' or 'information gap' that they would like research to help them answer. This information will be given to researchers in a brief, this is a crucial stage of any research project. This module will help trainees ensure they get all the key information from a brief. It will cover:

- The purpose of a briefing meeting
- The role of the researcher in a briefing meeting

### Tips and watchouts

The strategic understanding of how the research answers businesses needs could be an alien and confusing concept. Ensure this is explained and well understood. Use simple terminology and explain what words mean carefully.

### From the trainee

*“Ask as many questions as possible in order to understand clearly the clients needs , To capture everything they say in the briefing workshop by taking notes”*

## Module 11: Receiving your research brief Training Topics

Some examples and tips are included under each topic

### 1. The purpose of a research briefing

- Explain that in a briefing meeting, the client gives the researchers key bits of information
- In a typical briefing, the client should give the researcher four bits of information:
  1. What is the problem? (business objective)
  2. What we do need to learn? (research objective)
  3. Who can give us this information? (audience/target)
  4. Budget/timings

Example activity: Give trainees an example brief and ask them to identify the four key bits of information they should consider

### 2. The role of the researcher in the briefing

- Explain that as a researcher, they are the link between the client's world and the target's world
- Explain that it is important to prepare for the briefing with the client by doing three key things
  1. Show you understand the client's products
  2. Show you have thought about their 'problem'/ objectives
  3. Show how your understanding of the topic can help them think about the 'problem'
- This is the opportunity for the researcher to ask the briefer why it is they want the answers to certain questions. Sometimes the questions that someone says they want is not quite what they're actually looking for, and the local research may know how better to get to what's needed if they understand the strategic decisions to be made with the results of the research.

Example activity: Hold a pretend briefing meeting with the trainees and get them to think about the sorts of questions they should be asking the client to get the most out of the meeting. Give feedback on how well that matches what you briefed & what else they could have asked



## Module 12: Designing your research approach

### Learning objective

- Trainees know how to design the research to answer the objectives
- Trainees know when is best to use the various research approaches
- Trainees understand how to respond to a brief

### Overview

Before the research can start, researchers should develop an approach – a plan of how the research will take place, the methodologies that will work best and how they will meet the various objectives. In this module you will find guidance and tips on how to design and plan your research.

It covers:

- Interrogating a brief
- Designing a research proposal

### Tips and watchouts

Give the GRU a template proposal to use with the 3 key areas clearly outlined:  
Objectives/methodology/sample

### From the trainee

*“In order to select the best methodology to use, we learnt that you first look at the audiences you have, timeline for the research project and the information we want to collect from those audiences”*

## Module 12: Designing your research approach | Training Topics

Some examples and tips are included under each topic

### 1. Interrogating a brief

- Explain that it is important at this stage to be clear about what exactly the client wants to get out of the research
- When interrogating a brief, it is important to be able to answer 'yes' to the following key questions:
  - Is the research problem/business objective clear?
  - Has the client given you all key bits of information? (e.g target audience, timings)
  - Is it clear what information the client has already?
- Explain that part of interrogating a brief consists of translating the client issues or information gaps into clear and simple research objectives

**Example activity:** Give trainees examples of typical client issues and ask them to translate these into research questions

### 2. Designing a proposal

- Explain that the most important things to think about are:
  - What methodology will be most effective in answering my research objectives? (see research methodology chart from module 8)
  - Who do I need to speak to in order to answer my research objectives? (e.g. what 'types' of girls)

**Example activity:** Give the trainees time to go through the entire process with dummy briefs in small groups and ask them to come up with their research approach and present it back, explaining the thinking and rationale behind it





## Module 13: Designing a discussion guide

### Learning objective

- Trainees understand the various steps in creating a discussion guide
- Trainees know how to design and write a girl-friendly discussion guide

### Overview

Once you have your research objectives and have select methodologies, the next step is to design a discussion guide to help you meet your objectives. Each discussion guide should be different from the next, it needs to be tailored to your specific objectives.

This module will cover the steps to designing a discussion guide:

- Reviewing the research objectives
- Brainstorming the Discussion Guide topic Areas
- Design the Discussion Guide in detail

### Tips and watchouts

At this stage it might be useful to encourage the trainee to visualise the setting and audience of the conversation to help them think about the key things to cover as well as the most appropriate conversation flow

### From the trainee

*“We learnt that, you start with objectives, dividing objectives into themes, add materials needed, write an introduction, detailed questions on each theme where we start with simple questions to difficult questions, we include different techniques and activities that will help the respondents to be more engaged and come up with different opinions and the closing session.”*

## Module 13: Designing a discussion guide| Training Topics

Some examples and tips are included under each topic

### 1. Reviewing research objectives

- Explain that it is important to remind yourself of the key objectives the guide is aiming to answer
- Key steps are:
  - Review the objectives from the proposal
  - Re-cap what the key research questions are
  - Write these at the top of your Discussion Guide so you can refer to them

### 2. Brainstorming topic areas

- Explain that it is helpful to split the guide into a few large topics
- Key questions to ask yourself are:
  - What are the key topics you need to cover?
  - What is the flow of the conversation? How should you order the discussion guide to get the most out of the discussion?
  - What are the key questions under each topic area?

**Example activity:** Give trainees a discussion guide where the topic order has been shuffled and ask them to re-order the guide in a way that feels most appropriate

### 3. Designing the guide

- Once you have a general structure and flow, flesh out the guide with more detailed questions and probes and potentially some creative exercises
- Key steps are
  - Flesh out the detail question by question- what are the key questions and probes?
  - Design and include activities and techniques to get more from the research (creative exercises, group activities, etc.)

**Example activity:** Provide trainees with an example discussion guide and ask them to think about the types of activities/ creative exercises that might be well suited



## Module 14: Conducting analysis

### Learning objective

- Trainees understand the steps to analysis
- Trainees know how to interpret findings into actionable insights

### Overview

Analysis is one of the most important parts of being a researcher – organizing and making sense of information gathered during the fieldwork stage. It's also one of the most difficult and personal parts of being as researcher. In this module you will find hints, tips and some guidelines for good analysis.

It outlines the 3 steps of the analysis process

- Downloading findings from field- the golden hour
- Thematic analysis- building up and organising key and sub-themes
- Turning findings into insights and headlines

### Tips and watchouts

Analysis takes time to grasp and comes with practice. Ensure you provide lots of feedback and talk the researchers through each step. The best activity for analysis is practice on a real, live project!

### From the trainee

*“The biggest challenges we faced is to pull out themes from the findings and to interpret it into insights and headlines. We overcame those challenges by getting feedback from our trainer”*

## Module 14: Conducting analysis| Training Topics

Some examples and tips are included under each topic

### 1. Download

- Remind the trainees that the golden hour is the key hour after a research session where information is most fresh - this is the time when it is most useful to download information with your research partner/team
- Explain it is important to:
  - Talk about what surprised you most/confirmed thoughts you already had?
  - Discuss general observations/summarise feedback

### 2. Thematic Analysis

- Explain that after all the information has been downloaded, it is important to start thinking about key emerging themes
  - Look at all information from the download session
  - ‘Bucket’ information into themes
  - Give each theme a title
  - Highlight any differences from different audiences
- Sub-themes. Sometimes the first set of themes you create are in fact not the ones that end up telling your story. It's when you start to create sub themes and see the links across the primary themes that the real insights start to come through.

### 3. Headlines

- Explain that the headlines are a summary of the most important research findings
- It is important to:
  - Link results back to the research objectives
  - Go through all themes
  - Create concise headlines of key findings
  - Draw out key recommendations



## Module 15: Write up & presentation

### Learning objective

- Trainees understand how to structure a research report
- Trainees are familiar with the basics of Microsoft Word and PowerPoint

### Overview

After analysis, it's time to write up the findings. This module will cover all the essentials of writing a simple research debrief or report.

It covers:

- Developing a template
- Creating a structure; and the four key sections of a report:
- Background & Introduction/Key headlines/Content/Summary & conclusion

### Tips and watchouts

Depending on tech literacy levels, you may want to consider additional tech literacy courses for use of PowerPoint

In terms of language, in qualitative research we don't say things like 'ten respondents said'. Instead, we talk about 'many', 'less', etc.

### From the trainee

*“The main challenge is that it was our first time to use PowerPoint specifically format and creating a document. To overcome the challenges, we got a training on how to use different techniques of PowerPoint”*

## Module 15 Write up & Presentation| Training Topics

Some examples and tips are included under each topic

### 1. Templates

- Before writing, decide on a template that all GRU researchers will use
- Decide on Power Point or Word and create a standard template
- This will give the trainees a clear template and save you starting from scratch every time

### 2. Creating a structure

- After your analysis, have a structuring session. This is meeting for all the researchers on the project to get together and decide on the order to write up the findings into
- The next four steps are a simple structure

### 3. Key headlines

- Explain that this section serves as an upfront summary of the research findings. It 'sets up' the story of the rest of the report
- It usually takes the format of bullet points to summarise the main findings

### 4. Background and introduction

- Explain that this section serves as a reminder or 'recap' of why the research was done and what it was about
- Include background to the research, objectives, methodology and sample size

### 5. Summary & Conclusion

- Explain that the aim of this section is to bring together the findings into actionable insight for your client
- Usually this includes actionable recommendations
- These should loop back to the research objectives

### 6. Content- Building a narrative

- Explain that this is the 'meat' of the report and will likely contain several sections
- This will contain several sections with details on your findings
- It should also include visuals, quotes or other elements that help bring the research 'to life'



## Module 16: Presenting the research

### Learning objective

- Trainees feel confident presenting research findings

### Overview

Presenting your results is your chance to tell the story to your client, to bring to life the people you met and show yourself as the expert. This module will cover all the essentials for delivering a good presentation.

It is broken down into:

- Preparing & practice
- Posture & grounding techniques
- Presenting & story-telling
- Taking questions

### Tips and watchouts

Practice and feedback is the most effective way for trainees to improve, so ensure you give constructive feedback after every presentation. In some contexts, it may be necessary to add extra English (or other language) skills, if you expect your GRU to give presentations externally.

### From the trainee

*“English language and skills on public speaking were a challenge. To overcome the challenges we got training in public speaking and we also got English lesson.”*

## 16 Module: Presenting the research| Training Topics

Some examples and tips are included under each topic

### 1. Preparing & Practice

- Explain that it is normal to be nervous and that skills and confidence will develop over time
- Encourage trainees to:
  - Re-familiarise themselves with materials before presenting
  - Practice with a friend/in front of the mirror several times

### 2. Posture & grounding techniques

- Explain that when presenting, body language is as important as the words you speak
- Take trainees through presenting tips:
  - Posture
  - Hand gestures
  - Moving around the room

### 3. Presenting & story-telling

- Explain that presenting qualitative research is essentially like telling a story
- This is your opportunity to bring the research to life for the client by :
  - Taking them through the core themes and findings
  - Bringing the story to life through individual case studies (e.g. day in the life of a girl)
  - Bringing the story to life through quotes
  - Grounding recommendations in tangible examples from the research

### 4. Taking questions

- Explain that the end of the presentation is the audience's chance to ask any questions about the research
- These typically take the form of
  - Clarification questions- asking to clarify or elaborate on anything that was unclear/ confusing
  - POV question- when the audience asks you to make a judgment on something based on the research you have done



## Module 17: Secondary Research

### Learning objective

- Trainees know how to conduct basic desk research
- Trainees know where to source information and how to interpret & structure it

### Overview

While primary research is a girl researchers' core activity, secondary research is an important skill to have. Secondary research can help inform your research approach and objectives, giving you the big picture before you dive into the detail with primary research

This module will cover:

- Where to search for information
- Filtering results with the research objectives in mind
- How to analyse the data

### Tips and watchouts

This can feel heavy and slow for some in the group after they are used to higher energy training. Put in some energisers to keep them engaged and to keep the energy up

### From the trainee

*“The most helpful things we learned about conducting desk review is how to search different reports by using google, looking at Pdf reports, how to keep the sources of information to refer back and to show the clients where the information comes from and how to feed the information from desk review with the findings from fieldwork.”*

## 17 Module:. Secondary research| Training Topics

Some examples and tips are included under each topic

### 1. Where to search for information

- Explain that google and other research banks (libraries, magazines, newspapers etc.) offer a wealth of information on any topic
- However, it is important to be discerning in determining which information is reliable and credible and which is not
- For any article/website check:
  - Who wrote it? Is this person a reliable source? Is he/she an expert in this area?
  - When was it written? Explain that if information is a few years old it might be outdated- it is important to look for the most recent information
- Other things to look out for online are: website domain, writing style, sources cited

### 2. Filtering results

- Any google search will turn back countless results on any given topic
- It is therefore important to be specific about what exactly it is you want to find out
- When conducting desk research look at for information that:
  - Is relevant to your research objectives
  - Will be helpful to you in taking the research forward- serving as a 'base'
  - Is recent and reliable

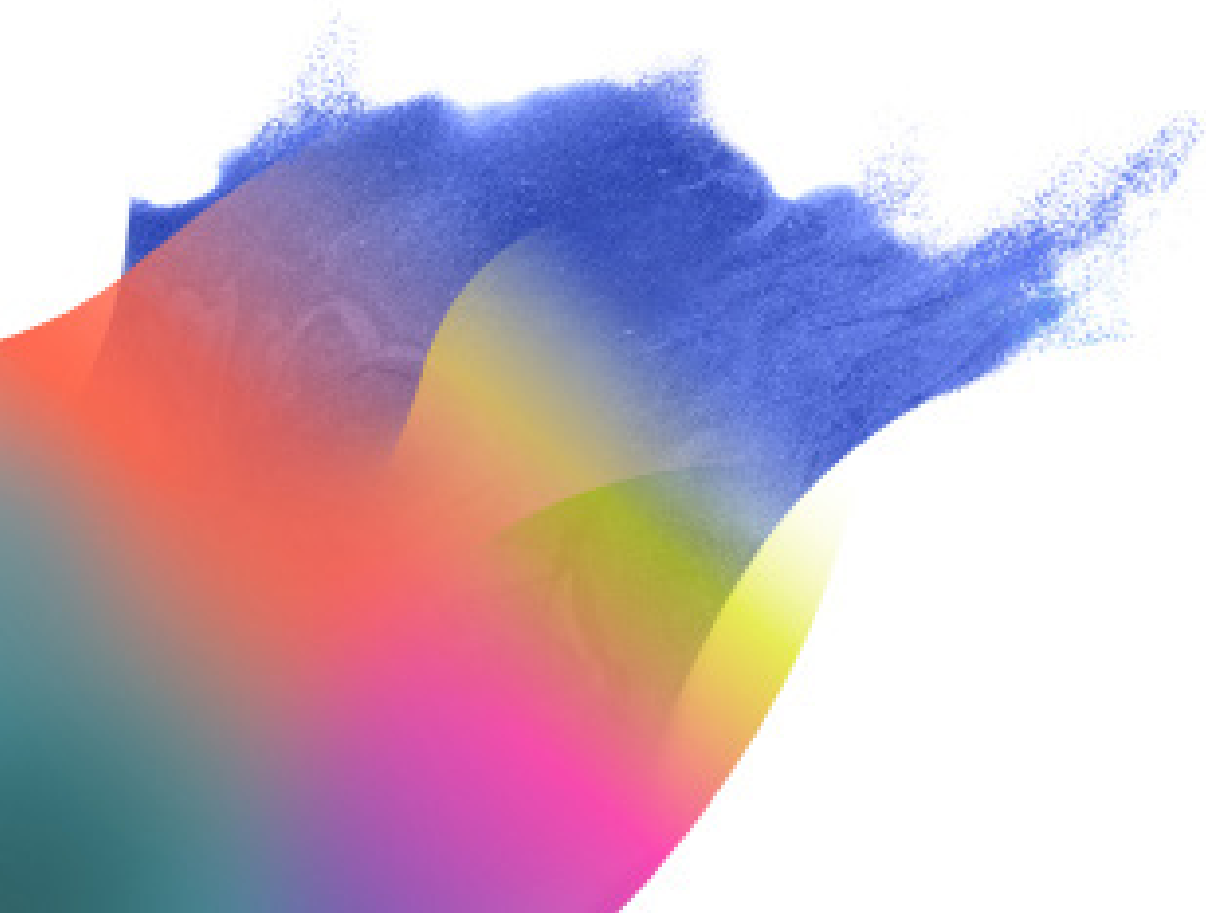
**Example activity:** Give trainees a list of sources and ask them to work in teams to discern which information is a) reliable and b) relevant to the research

### 3. Interpreting the results

- Explain that once a bank of relevant data has been collected, it is important to interpret the results and organise them in a way that is useful for you
- This can be conducted in the form of 'download' session (see module 7)



# Example detailed Training Guide



# Day 1

Activity	Objective	Time/Who	Materials
<b>Welcome and introduction</b>			
<p><b>Introduction and kick off</b> Welcome everyone and give overview of GRU.</p> <ul style="list-style-type: none"> <li>- Welcome to the GRU: this is the second training session to build on your skills as researchers.</li> <li>- What next few months will look like: series of trainings and research practice over the next few months. Will have continuous engagement and continue to build their skills to be researchers.</li> <li>- This is the first training program: learning as we go, future plans not decided, but we will work with them on this in the coming months</li> <li>- The more you put into it the more you will get out of it: you are selected 6 but harder we work together the more opportunities there will be</li> </ul>	<p>Set the stage for the training and GRU.</p> <p>GRU have context for what they are doing and why they were selected.</p>	<p>1:30-1:45 15 mins [Name]</p>	N/A
<p><b>Wish List</b> What they want to get out of the next months in the GRU. What they want to get out of their training. Set expectations for next few months based on their feedback.</p>	<p>GRU participants express their expectations for GRU and training.</p>	<p>1:45-2:00 15 mins [Name]</p>	<p>Flip chart/ markers</p>
<p><b>Creating a safe space</b> As a group, brainstorm team rules and make a list on flipchart. Put this up around the room. Some to add:</p> <ul style="list-style-type: none"> <li>- It's all about you</li> <li>- It's very informal</li> <li>- No right or wrong answers or questions</li> <li>- Respect each others contributions and view points</li> <li>- Speak in the language you feel most comfortable in</li> <li>- Confidentiality</li> <li>- - No gossip</li> <li>- - Ask questions/be curious</li> </ul> <p>Remind participants of "I like" "I wish" method to give constructive feedback. Explain that we are all here to learn from each other! We are going to give each other constructive feedback. We are all better at some skills than others and so be open and honest, both about giving and receiving feedback, we really want this to be a safe space to be able to grow.</p>	<p>Establish a safe space in the group, set ground rules.</p>	<p>15 mins [Name]</p>	<p>Flip chart Marker</p>



<p><b>Fun activity to get to know each other</b>                  Explain that now we are a unit, the GRU, and will continue to work together. Explain that in order to be a team we need to get to know each other better and we are going to do activity to get to know each other better.</p> <p>Provide large sheets of paper, crayons, markers, other supplies. Ask each person to draw a flag which contains some symbols or pictures describing who they are, what's important to them or what they enjoy.</p> <p>Give everyone 20 minutes to draw their flags. Ask some of the group to share their flags and explain the meaning of what they drew. Tape the paper together to make one large flag- explain that this is what the GRU is made up of, everyone has different skills, interests, and personalities and that's what makes the team unique!</p> <p>Hold a discussion on what they learned about each other. Explain that you can use tools to get to know people in a deeper way.</p>		45 mins [Name]	
<p><b>Game Show! Review of what we learned last time</b>                  Ask participants to get into two groups of three. Explain that we are going to play a game show to see what they remember from the last training. It is a competition and there is a prize!</p> <p>Explain the rules:                  There are three ways to respond to questions:                  1. Beep! questions: The facilitator reads a card and first participant to yell "BEEP!" gets a chance to answer the question. If they answer correctly, their team receives a point. if not, it goes to the other team.                  2. All Play questions: There are no "BEEP's" but every participant must write the correct answer to the question on the piece of paper. The team with the most correct answers (judged by either reading aloud or facilitator going around to look at each answer) wins. If more than 1 group gets 100% correct, both groups receive points.                  3. Team Discussion questions: The first team to "Beep!" has the opportunity to discuss the question as a group, then nominate 1 team member who has NOT shared yet, or who has answered fewer questions, to be the spokesperson. After strictly 3 minutes, the team answer is shared by the spokesperson. If the answer is not correct, the question is opened up to another group.</p> <p>Explain that before asking the question, we will say what type of question it is.</p>		15mins [Name]	
<p><b>Break</b></p>		15 mins	
<p><b>Research 101</b></p>	GRU understands different types of research and tools for this research		





<p><b>Research Set up</b> Last time focused on interviewing and questioning skills. You also practiced putting together an individual interview guide. This week we are going to focus on setting up a research workshop, facilitation skills and you will put together your own research agenda for a workshop. After the field research you will come back and get more experience analyzing data.</p> <p>We will go over some skills based on their feedback and will then plan research for following week, practice more skills while preparing for research. Will come back and do data analysis after field research. Based on this set-up last time, anything you would change?</p> <p>Review research from last time. Review results of research last time.</p> <p>Provide overview of what we will be researching during this phase.</p> <ul style="list-style-type: none"> <li>- Researching 3 NN related words and meanings</li> <li>- Researching issue #6</li> </ul>	<p>Set the stage for what we are doing and update girls on results from last training</p>	<p>30 mins [Name]</p>	<p>Translation of research questions.</p> <p>Printed research questions.</p> <p>Translated results.</p> <p>Printed results.</p>
<p><b>Research types and application</b> Review of different types of research and common tools, hand out worksheet on research and go over different types of research.</p> <p>Why research is useful—look at few key research results. Have girls get into groups of 3 and ask them to come up with recommendations for magazine based on research results from their last research</p>	<p>Intro to research types and methodologies</p>	<p>30 mins [Name]</p>	<p>Translated research overview doc</p>
<p><b>Skills of a researcher</b> Set the stage: ask participants for examples of journalists they have seen on TV or heard on the radio. What do these journalists do?</p> <p>Ask participants for key skills of a researcher. Write on flip-chart.</p> <p>Make sure to include:</p> <ul style="list-style-type: none"> <li>- working with people</li> <li>- data analysis</li> <li>- ability to be objective</li> <li>- communication skills</li> <li>- critical thinking and problem solving</li> <li>- curiosity</li> </ul> <p><b>What is the difference between a researcher and a journalist? How are their skills different?</b> On the surface at least, journalists and qualitative researchers appear to have much in common. Both produce descriptive accounts of issues and events, relying on similar methods to collect information, such as interviews and public records. Despite their similarities, however, journalists and qualitative researchers differ in significant ways, especially the overall purpose of their respective work. Journalists report a story about an event that happened or about a specific person. Researchers are trying to understand the why behind what people do,</p>	<p>GRU understands skills of researcher and difference between researcher/journalist</p>	<p>15 mins [Name]</p>	



understand their motivations, behaviors, the way they think and why.

Journalists describe and researchers analyze. Journalists gather information to describe a significant event and present it in a way that tells a story to the audience, describing what happened and who was involved, often sensationalizing the event. Qualitative research, with its emphasis on collecting non-quantifiable data, is descriptive as well, but directed toward analyzing a phenomenon rather than giving a narrative of events. Narrative is an element of qualitative research, but researchers use narrative information as data, comparing accounts to uncover patterns in the behaviors, beliefs and attitudes of research subjects.

Unlike journalists, qualitative research has a theoretical basis. Researchers in education, social sciences and other disciplines ground their work in a theoretical foundation, expanding the body of knowledge. Work of journalists does not have this theoretical grounding and is more focused on selling newspapers or attracting viewers. This sometimes limits what journalists can say in their news reports.

Researchers must not be biased or lead the people to give certain responses. Journalists can do this, they are not necessarily telling facts, they are creating a story.

**Reflecting on the day**

To help people to reflect on the activities of the day, make a ball out of paper and ask the group to throw the ball to each other in turn. When they have the ball, participants can say one thing they found useful about the day and one thing they would have changed about the day.

15 mins  
[Name]



# Day 2

Activity	Objective	Time/Who	Materials
<b>Welcome back!</b>			
<p>Welcome the girls back, ask them if they have any questions from the previous day.</p>			
<p><b>Recruitment</b> [Name] will provide the group with an overview on how to recruit, segment, and arrange logistics for field research.</p>	<p>GRU knows how and who to recruit.</p>	<p>1 hour [Name]</p>	
<p><b>Reducing bias</b> Whenever we are doing research on something we are very familiar with or maybe been a part of, it is difficult to really separate ourselves so we need to be really careful about how we behave when people are talking about the radio or magazine.</p> <p>Need to put researcher hat on. Need to not think about your opinions as someone who is very familiar with your topic in order to not assume what people are going to say or focus on what you are most interested in.</p> <p>Explain that it is difficult to not be biased. However, with a research hat on you have to stay objective. This is EXTREMELY challenging!</p> <p>Generate a list of biased behavior together that could be considered bias (giving information to participants, sharing your opinions with participants, showing you disapprove of a response, leading participants to a certain response). For now, leave their list up without adding new ideas.</p> <p>Hand out the list of scenarios of biased and non-biased behavior during research. Have the participants work in groups of two to decide if there is bias in the scenario or not. If they find a scenario to be biased ask them to re-write without bias.</p> <p>Discuss as a group. Add more bias to the list based on discussion. Make sure to include:</p> <ul style="list-style-type: none"> <li>- Acting excited if someone likes something that we ask them about</li> <li>- Disagreeing with someone who doesn't like what we ask them about.</li> <li>- Explaining something the participant does not understand</li> </ul> <p>Ways to deal with bias. Ask girls, how can they remain unbiased? Include:</p> <ul style="list-style-type: none"> <li>- Ask questions, don't give answers</li> <li>- Remain neutral</li> <li>- Don't get offended if someone does not like something</li> <li>- Do not share your opinion</li> <li>- Understand what they think before providing information</li> </ul>	<p>GRU understands and can identify their bias.</p>	<p>15 mins [Name]</p>	



<p><b>Review of skills from last training</b>                  Ask participants what questioning techniques they remember from the last training. Review and add if there are questions. Make sure to cover:</p> <p>Open/Closed questions                  Leading questions                  Storytelling                  Descriptive                  Show me                  Tell me about a time when                  Ask about future or past</p> <p>Ask participants what listening skills they learned and review.                  Review active listening.</p> <p><b>Practice!</b>                  Tell girls we know they have these skills down so we are just going to do a quick exercise to practice. Have participants sit in a circle with two chairs in the middle. Explain that they are going to pick a question out of an envelope and they have 5 minutes each to get as much information as they can about this topic from the person your interviewing, using their questioning and listening skills. The rest of the group provide feedback after they are done.</p> <p><b>Topics:</b>                  Appropriate clothing for girls                  Appropriate hair and make-up for girls                  Prostitution                  Rwandese vs non-Rwandese food                  Traditional versus contemporary music                  Living in rural areas versus city                  Girls doing jobs that are traditionally for men                  Role of elderly people in society                  Girls playing sports                  Things boys and girls are not supposed to share</p>		1 hour [Name]	
<p><b>Lunch</b></p>		1 hour	
<p><b>Designing a workshop experience</b></p> <p><b>Build in ‘organising workshops’</b></p> <p>There are specific ways to set up a workshop to make sure the flow makes sense and participants are ready to participate.</p> <ul style="list-style-type: none"> <li>- Warm up and set the stage</li> <li>- Get to know the group dynamics</li> <li>- Set the norms of the group</li> <li>- Perform activities</li> <li>- Closing the session</li> </ul> <p>Across all stages of the workshop there are some guidelines:</p> <ul style="list-style-type: none"> <li>- Keep the energy going! Have energizers prepared and if the energy feels low, do an energizer</li> </ul>	GRU understands principles of organizing workshops	1 hour [Name]	“Designing a workshop experience” - Diagram



<ul style="list-style-type: none"> <li>- Groups with younger audiences (like NN readers) tend to have more activities and energisers (“performing”)</li> <li>- Make sure participants are comfortable</li> <li>- Pay attention to group dynamics. If you notice a tension or conflict, don’t ignore it. Make sure nobody is dominating or not participating.</li> </ul>			
<p><b>Working with difficult respondents in workshops</b></p> <p>Explain that we are going to do something called a researcher roundtable where researchers support each other in doing good research.</p> <p>Ask everyone to write down on a piece of paper, what is difficult about getting information from people? Have them share a time when it has happened. Give feedback on how they could have dealt with.</p> <p>Find out why they think participants acted this way: shy? Don’t understand the question? What could be done differently to open them up?</p> <p>Jot down the reasons they list up onto a flipchart.</p> <p>Explain that there are several reasons why participants may not give us the information we want, and there is a simple diagram to explain this. What is said/not said can be plotted onto a simple axes. X: Things people are confident talking about vs. less confident/shy. Y: Things that are easy to explain vs. difficult to explain such as feelings and emotions. (Give examples in each box).</p>	<p>GRU understands reasons why it can be difficult to get information from respondents</p>	<p>45 mins [Name]</p>	<p>Paper for girls to write down examples of difficult respondents</p> <p>Flip chart</p> <p>Simple axes</p>
<p><b>Research toolkit</b></p> <p>Explain that with time the trainees will start to get a clearer sense of why respondents may not be giving us the information we want. However, in research we also have a series of tools (games, tasks, activities) that we use to make respondents more comfortable, or allow them to express feelings and thoughts that may be more difficult to explain.</p> <p>There are three main types of technique:</p> <ul style="list-style-type: none"> <li>- Prompts</li> <li>- Imagination &amp; Creative tasks</li> <li>- Energizers</li> </ul> <p><b>Activities:</b></p> <p><b>Prompts</b></p> <ol style="list-style-type: none"> <li>1. Explain that to demonstrate the value of prompts we are going to research different types of cake. Start a discussion about cakes – explain the 2 types of cake and ask trainees if they think they’d like the cake? Next bring out photos of the two different kinds of cake and discuss. Finally bring out 2 cakes for the to try and then discuss preferences, taste etc.</li> </ol>	<p>GRU learns methods for working with reluctant respondents</p>	<p>1 hour [Name]</p>	<p>Cake</p> <p>Cards/images with different hygiene products and brands</p> <p>Handout sheet with different techniques</p>



<p>Caveat this by explaining if you don't have the final product it can be risky to introduce prompts (e.g. not the final cake recipe)</p> <p>Link back to concrete examples – have they used this in previous research?</p> <p>2. As a second example going have a research discussion about different types of hygienic products: what are their favorite types? How are the different types/ brands similar vs. different to one another? Next introduce cards with the different types of body lotion on them and ask them to perform mapping task</p> <p>Emphasize at times its easier to let respondent have control &amp; let them take you on a journey.</p> <p>Link back to concrete examples – have they used this in previous research?</p> <p><b>Imagination &amp; Creative Tasks</b> Explain that sometimes when we want people to discuss things that are harder to say, express like thoughts, feelings, associations we can use imagination and creative tasks</p> <ol style="list-style-type: none"> <li>1. Ask them to describe a person – e.g. Henry/Dida/ Sarah/Phoebe – What are they like? What words would they use to describe them? Talk about them for a few minutes? Next perform an imagination task – What if this person we're an animal? What kind of animal would they be and why?</li> <li>2. Do they recognize this from previous research? (Prompt task). Explain this can also be done through creative exercises like drawing, flag creating, story-telling etc.</li> </ol> <p><b>Energisers</b> Briefly recap on energizers and their purpose in research.</p> <p>Handout sheet with 3 techniques on it</p>			
<p><b>Design field research – part 1</b> Review the field work brief. Make sure girls understand the questions we are trying to answer for the research.</p> <p>[Brief, objectives, workshop guide sections to be designed after Monday]</p> <p>Ask participants to share some ideas of activities they could do with participants to get information, based on their last experience. Share additional ideas.</p> <p>Split the participants into groups of two. Have them each take a section of the questions and spend a two hours coming up with sessions plans for each workshop question. Facilitators each help small groups.</p>	<p>GRU practices creating activities according to research questions.</p>	<p>1.5 hours [Name]</p>	



**Reflecting on the day**

To help people to reflect on the activities of the day, make a ball out of paper and ask the group to throw the ball to each other in turn. When they have the ball, participants can say one thing they found useful about the day and one thing they would have changed about the day.

15 mins  
[Name]



## Day 3

Activity	Objective	Time/Who	Materials
<b>Welcome and introduction</b>			
<p><b>Welcome back and warm up!</b> Welcome the girls back, ask them if they have any questions from the previous day. Energize!!!</p>		10mins [Name]	
<p><b>Designing field research - part 2</b> Have group come back together as big group and participants share their sessions, training other participants on how to facilitate each section.</p> <p>Explain that now we have the activities for the session planned but we need to plan the warm up, norm setting and closing of the session. As a group, have 6 participants finish designing the research workshop.</p> <p>Explain that the session will be typed up for the next day and we will have time throughout the week to practice the session.</p>		2 hours [Name]	
<b>Break</b>		15 mins	
<p><b>Facilitation Skills</b> Explain that we are going to spend the morning going over skills needed for facilitating workshops.</p> <p>The difference between older girls and younger girls.</p> <p>Teaching vs. facilitating – roleplay</p> <p>Adapting on the fly: sometimes you have to adapt sessions, you can do this when you are in the field. If you need support, call your trainer or a designated support staff, or one of the other GRU, talk about how it went and ideas for changing activities if it did not work. Example of activity in research that flopped.</p>	GRU practices workshop facilitation skills.	1 hour [Name]	
<p><b>Researcher roundtable: challenges</b> Have each GRU write down a situation they have found or would find to be challenging doing research. As group, have each GRU talk about her challenge/fear and work together to create solutions/recommendations for dealing with this.</p> <p>Participants sit in a circle and one participant shares her scenario. Other participants volunteer to help her act out the scenario.</p> <p>(incorporate cards/scenarios as needed)</p>		1.5 hour [Name]	
<b>Lunch</b>		1 hour	
<b>Energizer: Speaking nonsense</b>		15 minutes [Name]	
<p><b>Activity: Video</b></p> <p>GRU watches 30 min video (any documentary style video is ok)</p>			





<p><b>Listening and interpreting</b>                  Explain that listening and interpreting the information a respondent is giving us is one of the most important things for a researcher to do. However, it is also one of the most difficult things to do as we're often concentrating on so many other things: questions, probing, engaging the respondent, energy levels, etc.</p> <p>Explain that we're now going to act out part of an interview with a Kenyan community radio DJ.                  Trainees to take notes and primarily listen out for 2 things: What are the interviewer and DJ actually saying? What are the interviewer and DJ trying to say?</p> <p>Facilitator to read out transcript as interviewer and radio DJ.</p> <p>Girls given a few moments to discuss notes with a partner/in two teams before presenting their findings back to the group.</p> <p>Write their findings up on flipchart.</p>	<p>GRU learns the difference between listening and interpreting</p>	<p>45mins                  [Name]                   [Name and Name] to roleplay</p>	<p>Kenyan Radio DJ Transcripts</p>
<p><b>The Golden Hour</b>                  Explain that we're going to refer back video we watched during 'observation' task. Ask girls specific questions about video and see if they remember.</p> <p>Explain that we did this to demonstrate the importance of the 'Golden Hour': The key hour after a research session where information is most fresh, and thoughts need to be downloaded:</p> <ul style="list-style-type: none"> <li>- What surprised you, confirmed thoughts you have</li> <li>- General observations</li> <li>- Summarising feedback from different sections of workshop</li> <li>- Talking to your research partner</li> </ul> <p>Re-watch video and ask girls to take notes &amp; discuss in pairs after viewing. Discuss findings as a group.</p>	<p>GRU learns how to use the research 'golden hour'</p>	<p>45mins                  [Name]</p>	
<p><b>Review workshop research plan</b>                  Anything missing?                  Do we have the right discussion guide questions?                  Give to translator for any adjustments</p>		<p>15 mins                  [Name]</p>	
<p><b>Reflecting on the day</b>                  To help people to reflect on the activities of the day, make a ball out of paper and ask the group to throw the ball to each other in turn. When they have the ball, participants can say one thing they found useful about the day and one thing they would have changed about the day.</p>		<p>15 mins                  [Name]</p>	



## Day 4

Activity	Objective	Time/Who	Materials
<b>Welcome and introduction</b>			
<b>Welcome back and warm up!</b> Welcome the girls back, ask them if they have any questions from the previous day. Energize!!!		10mins [Name]	
<b>Prepare for workshop</b> Hand out the workshop research plan. Have participants get into their pairs and prepare for the workshop. Have all the supplies and stimulus they need out for the workshop and ask them to prepare and practice the workshop. Tell them they are to prepare the workshop for girls aged 10-12.		30 mins [Name]	
<b>Practice workshop with each other</b> Tell participants that they will practice different sections of the workshop. During each practice, one of the participants facilitates and the other takes notes. Hand out roles to girls who are participating to give them characteristics to take on during the workshop [quiet/ dominating...]  Have them do the actual sections of the workshop with the participants. After the workshop is complete ask participants if there are activities that need to be adapted. Make any necessary changes to the workshop plan.  Provide feedback sheet/template Provide feedback to each other.	GRU is comfortable with workshop format and flow.	2 hours [Name]	
<b>Prepare workshop 2</b> Explain that they are going to do the same activity but this time prepare for girls who are 16-18. Give participants 20 minutes to adapt the workshop for the older age group.		20 minutes [Name]	
<b>Practice workshop 2</b> During each practice, one of the participants facilitates and the other takes notes [switch from previous session]. Hand out roles to girls who are participating to give them characteristics to take on during the workshop [quiet/ dominating...]  Provide feedback.		2 hours [Name]	
<b>In depth interview overview and practice</b> Hand out the in depth interview guide and explain the purpose of the in depth interview. Give participants time to read the interview guide and ask questions.		1.5 hours [Name]	
<b>Interview elders</b> Researcher roundtable: challenges of interviewing elders and other community members		1 hour [Name]	

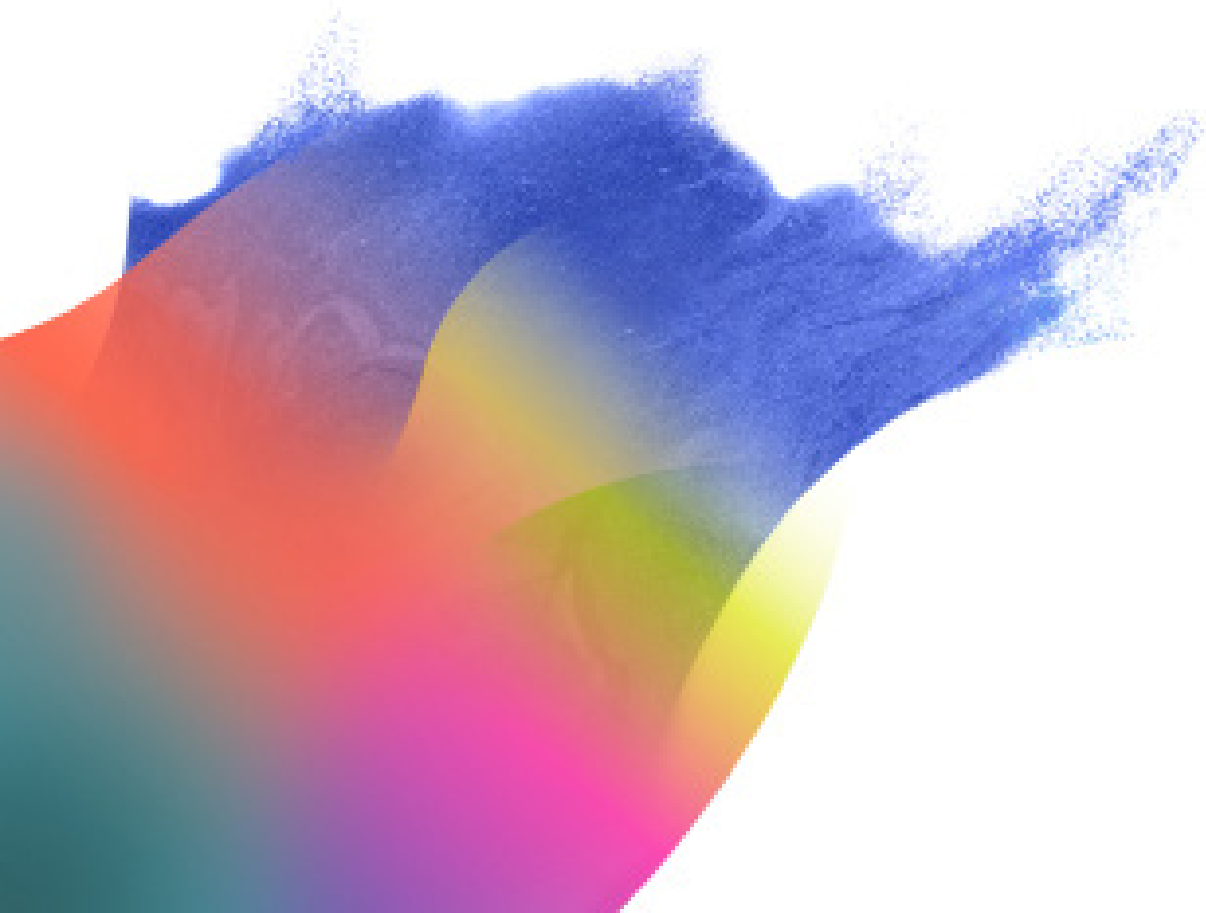


# Day 5

Activity	Objective	Time/Who	Materials
<b>Welcome and introduction</b>			
<p><b>Welcome back and warm up!</b>                      Welcome the girls back, ask them if they have any questions from the previous day.                      Energize!!!</p>		30 mins [Name]	
<p><b>Practice in depth interviews</b>                      Tell participants they are going to practice their in-depth interviews with another participant. Ask them to get into groups of 2 and practice</p>	GRU is comfortable with in depth interview format and flow.	1 hour [Name]	
<p>Leave this open for now and base day on what needs to be reviewed.</p>			



# Appendices



## Additional resources

### Qualitative research

Market Research Society:

[https://www.mrs.org.uk/training/about\\_mrs\\_training](https://www.mrs.org.uk/training/about_mrs_training)

Association for Qualitative Research:

<http://www.aqr.org.uk/>

ESOMAR:

<https://www.esomar.org/>

### Girl Effect

Girl Consultations Toolkit:

<http://www.girleffect.org/media?id=2986>

The Insights Toolkit:

<http://www.girleffect.org/media?id=3208>

