CARAM Asia

Task Force on the State of Health of Migrants

FROM VOICES TO ACTIOnS:

Empowering Migrant Communities through Participatory Action Research

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C O N T E N T S

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“This Handbook on **Participatory Action Research** is Aimed at Promoting the use of PAR as an empowering approach for migrants and their communities.”

EXECUTIVE SUMMARY

BACKGROUn D

Migration is an integral part of today's economy; millions of people emigrate every year in search of better prospects abroad. For many of the poor in developing countries, migration for employment is a survival mechanism; while for many economically developed countries migrant workers have become a necessity to fill essential jobs that nationals have abandoned.

Yet, the governments of both origin and destination countries treat migrant workers as commodities, hardly considering their well being or protection of their rights. Consequently, migrant workers suffer violations of basic human rights throughout the entire migration cycle.

CARAM ASIA'S ADVOCACY

As part of CARAM Asia's (Coordination of Action Research on AIDS and Mobility) advocacy to promote the protection of migrant worker's rights and health, the State of Health Task Force under the CARAM network has conducted two rounds of regional research on the State of Health of Migrants: *Access to Health*, and *Mandatory Testing*.

This research scrutinized migrant workers' health and the violations of this basic right. The most pronounced form of discrimination against migrants' health is manifest in the policies and procedures of mandatory HIV testing, in both origin and destination countries throughout Asia, and at all stages of migration - from pre-departure, on-site and upon reintegration.

The reports generated from this research have significantly added to the evidence-base that points to the need for protection of migrants' health rights. Yet, the reports alone do not constitute the full value of this research.

PARTICIPATORY ACTIOn RESEARCH (PAR)

CARAM Asia believes in direct community participation in all of its interventions. It adheres to using Participatory Action Research (PAR) as its principle methodology in research and documentation carried out. As the name implies, those who are the subject of the research are also active stakeholders in the research and become the beneficiaries as well. The value of PAR is two-fold. Migrant worker's involvement in the research process imbues the results with the weight of direct experience; and PAR tools can be a powerful vehicle for empowering migrant workers and their communities to make positive changes in their life.

PAR also provides the opportunity for researchers and implementers to make contact and establish a rapport with a variety of stakeholders from the community. By reaching out to the private sector and government officials, activities not only aim to exchange information and give knowledge, but also to sensitize these stakeholders on the issues being addressed.

PAR has traditionally been applied to other marginalized and vulnerable groups to bring about positive changes. Although PAR may be commonly used in development work and there are already numerous sources in existence that explain Participatory Action Research, there is no specific source that relates to PAR as applied with migrants.

CARAM Asia has over ten years of experience as a regional network in conducting PAR research with migrants and their communities. Based on our experience using applied research methods, this handbook was developed as a resource for those who are currently working directly with migrant communities or who intend to do so.

CARAM ASIA'S PAR HAnDBOOK

This Handbook on Participatory Action Research is aimed at promoting the use of PAR as an empowering approach that involves marginalized groups, especially migrant workers, and encourages them to take ownership of the research process instead of simply being objects of the study.

Drawing on the experience of various CARAM member organizations working in different countries, this handbook provides a detailed description of the

PAR process from beginning to completion, including the strengths and limitations of PAR, its use as a tool for empowerment, important research principles and practical tips for consideration with migrant workers and their communities.

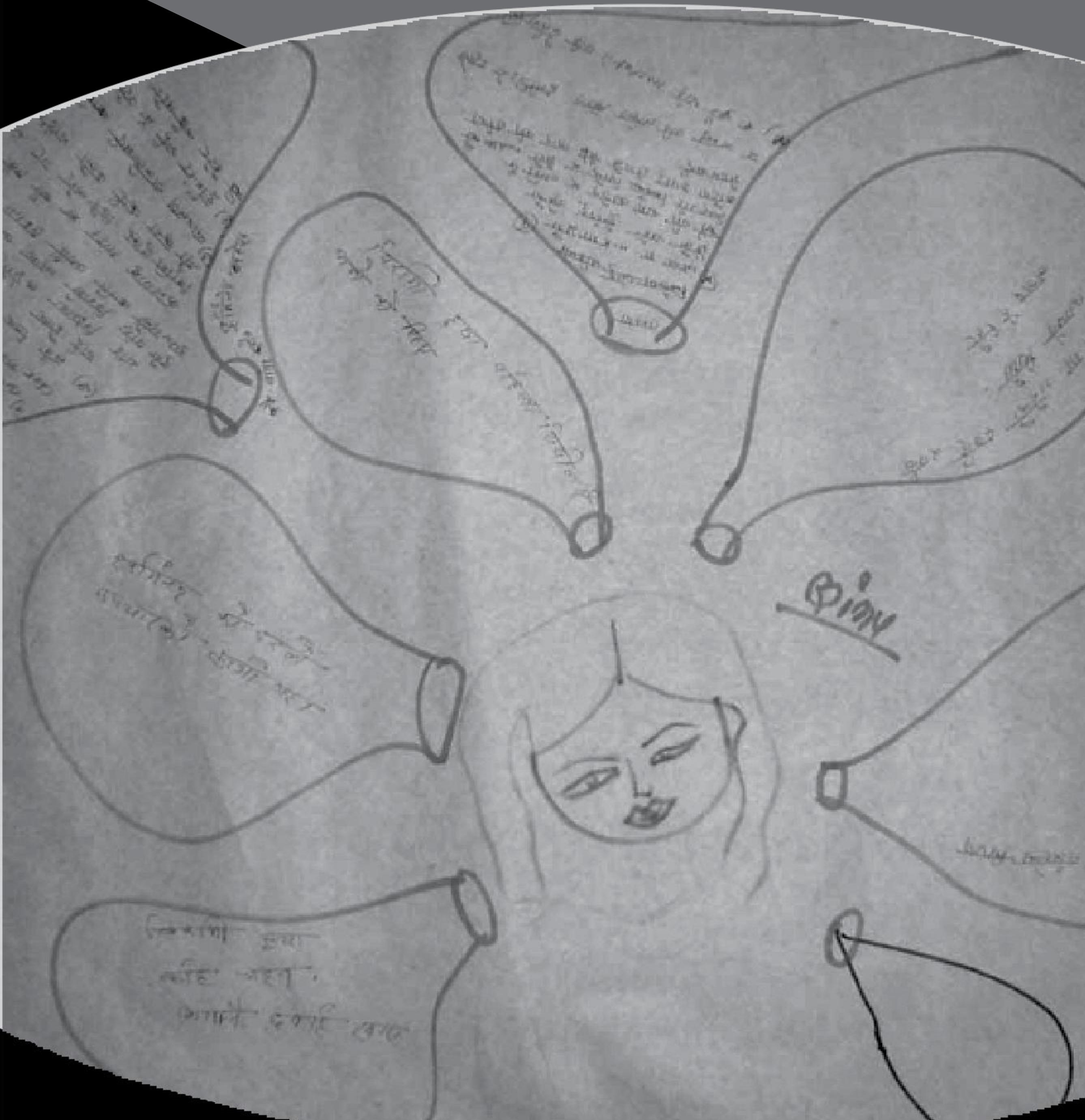
The handbook also provides tips on achieving scientific quality in action research and ensuring the quality of data. The hand book touches on how to access migrants in the three stages of migration and build trust with them; it also discusses considerations of reaching out to vulnerable sub-groups within the migrant community such as migrant sex workers, migrant returnees with HIV, and spouses of migrant workers.

The "action" aspect of PAR is introduced along with issues of accountability, such as monitoring and evaluation. Lastly, a section is provided that contains examples of planning a PAR and sample activities for gathering qualitative data to assist those who may not have previous experience with PAR.

This handbook is not intended to be a comprehensive manual on PAR but to provide assistance to those who wish to utilize Action Research to make positive changes and contribute to the empowerment of migrants and other vulnerable and marginalized groups. We hope you find it useful in your work. ■

1.0

Participatory Action Research



The results of **PAR** are powerful because the information comes directly from migrants.

PARTICIPATORY ACTION RESEARCH

WITH MIGRANTS AND THEIR COMMUNITIES

11 1 InTRODUCTIOn

CARAM Asia (Coordination of Action Research on AIDS and Mobility) has been using participatory action research to advocate for migrants' health and rights across Asia for over the past ten years.

Participatory action research (PAR) is a key step in developing, implementing and improving interventions and has special value for marginalized groups such as migrants. A tangible and indispensable output of PAR is the contribution of evidence that supports efforts to improve migrants' rights and health.

The results of PAR are powerful because the information comes directly from migrants. This testimony shows how they are affected and what they need. It provides incontrovertible evidence that can be used to counter theoretical arguments governments may use to impose restrictive policies on migrants. In this way, although this handbook focuses on migrants, it can be applied to other vulnerable and marginalized groups using the same basic principles.

This handbook is meant for use by NGOs, CBOs or anyone else that works to improve the health, rights and well-being of migrant workers and their families. Although this handbook is not exhaustive, it is intended to provide implementers, researchers and migrants themselves, a set of guidelines to understand and utilize the concepts and applications of participatory action research in the context of migrant workers and their communities.

This handbook has been in development over a number of years and is the result of contributions from a number of different people. Due to limitations, it was decided that instead of trying to provide a full training manual on participatory action research, the focus would be narrowed to CARAM Asia’s capacity and experience in working with migrants.

We hope this handbook is of value to you and your organization to work more powerfully with migrants. You may also find this handbook useful with other marginalized and vulnerable groups which share similar issues as migrants.

The topics covered in this handbook are as follows:

1. Understanding participatory action research
2. Conducting action research
3. Accessing migrant worker communities
4. Turning research into action
5. Monitoring and evaluation

Towards the end of the handbook, there is a compilation of tools that are designed to ensure active participation of the migrant communities in the different stages of PAR.

12 2 UnDERSTAnDInG PARTICIPATORY ACTIOn RESEARCH

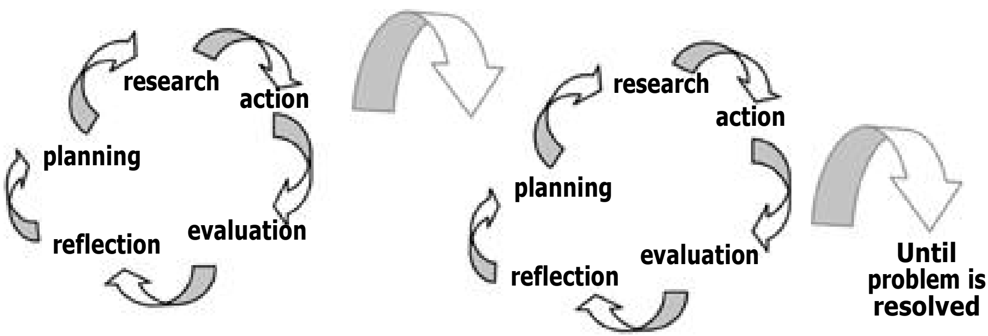
What is participatory action research?

The term “action research” was coined by the American psychologist Kurt Lewin in the 1940s. Unlike “traditional” research which observes, describes and then analyzes an issue for the sake of research and the production of knowledge, “action” research is linked to interventions that facilitate positive changes. Ranging from the initiation of activities to the improvement of already existing programs, the value of action research is its contribution to making changes.

Participatory Action Research (PAR) is research that ensures the involvement of all relevant stakeholders, particularly those most directly affected by the problems being studied, in actively examining something they feel is problematic, in order to influence positive changes through action. The three key elements of PAR, as its name suggests are: participation, action and research, but these elements are not three distinct concepts.

PAR is not a linear process but a cyclical one in which the research process will lead to actions that can again be the subject of further research. The PAR process - which consists of a cycle of identifying issues through reflection, followed by planning, research, action, evaluation and further reflection - will inevitably lead to another round of PAR, as illustrated in the following chart.[1]

Participatory Action Research Cycle



In every step of the PAR cycle the stakeholders, especially the migrant communities that are affected by these issues, are involved substantially.

Stakeholders includes those most directly affected by an issue, namely migrant workers, their spouses and families, and their surrounding communities; and those who influence the issue, such as local leaders, related government agencies, and possibly employers.

[1] Modified from Yolanda Wadsworth. (1998) What is Participatory Action Research. http://www.scu.edu.au/schoolagcm/ar/ari/p-ywadsworth98.html

13 3 STRENGTHS AND LIMITATIONS OF PAR

PAR, as with all research approaches, has limitations that can be remedied. The following matrix summarizes the strengths and limitations of PAR, and provides strategies to overcome such limitations.

There will always be limiting factors when doing action research or any other kind of research, especially in the case of migrant workers. Some limiting factors to be aware of include:

- The local political environment can affect the study. For example, sudden police crack-downs on migrant workers can make it more difficult to access undocumented migrants.
- Accessibility of certain groups may influence results. It may be difficult to access certain groups such as factory workers, long distance fishing boat workers, or domestic workers.
- The time-frame of the study can impact results. Usually only a short time is given to complete the research. If it happens to fall on a certain time of year or season when there are few migrants present, due to holidays or seasonal work cycles, the results will not be representative.

These limitations are beyond the control of the researchers but they can influence the data or make it seem biased. It is important for the PAR team to identify and record any limitations experienced in their reporting. This will make the findings and reports more transparent, which will benefit the PAR team and those who read the report by providing information necessary for reflecting on ways to improve the research design in future PAR cycles.

14 4 PAR AS A TOOL FOR EMPOWERMENT

Participatory action research (PAR) acknowledges the rights of marginalized groups to use research to change their own lives. The participation of migrant communities in the PAR process has an intrinsic

STREnGTHS	LIMITATIOnS	REMEDIES
• Local capacity is developed by facilitators and local stakeholders working closely together; • The research theme is decided by the stakeholders ensuring its relevance; • End-users are actively involved in the research; • Suitability of methodologies are ensured through their participatory nature and by input from stakeholders; • Data provides feedback to interventions, leading to improvements or new interventions; • Results are locally appropriate; • The participatory nature and immediate benefits of PAR lead to empowerment at various levels.	• Facilitators need sufficient skills, understanding and flexibility to conduct PAR; • The stakeholders involved often do not have experience in the development and conduct of research; • Hard to involve all the stakeholders equally; • The stakeholders involved in the research have their own interests; • PAR is not sustainable without active leaders and community buy-in; • PAR results have limited scientific value as they are particular to the local situation and difficult to compare or repeat.	• Equip the facilitators with sufficient skills, tools and understanding to conduct PAR through trainings and workshops; • Conduct consultations with stakeholders and plan for their involvement to build their interest and capacity; • Identify all stakeholders involved and make all differences of interest visible by discussing them; • Ensure the participation of community leaders at the onset of the PAR process to ensure that their issues are reflected in the research problems identified; • Ensure that the research design follows scientifically sound methods and principles.

benefit that contributes to this right through the transfer of knowledge and skills. By having these research tools at their disposal, migrants and their communities will be able to analyze the issues that affect them so that they can respond in a way that brings about appropriate changes.

Migrants' participation in the PAR process encourages them to become active agents of change rather than being passive beneficiariesoftheresearch. Participatoryactionresearchcanbeamethodology to increase the possibility of empowerment, but it is not empowerment in and of itself.

Empowerment can be defined as facilitating the ability of an individual to make informed decisions about behaviors that affect his or her health, well-being, economic situation or other matters. By directly involving migrant communities in the PAR process, PAR contributes to their empowerment by providing an avenue for capacity-building.

Participation of migrant communities, as well as other stakeholders, allows them to analyze the issues they encounter, take part in investigating these issues, be involved in planning solutions and interventions to respond to these issues, and evaluate the whole process, including the quality of their participation.

Principles

Social research abides by a couple of fundamental principles. One of these principles is the maxim, *"Do no harm."* Migrant workers and their communities commonly come from marginalized groups, and are placed in vulnerable situations. The PAR process should be sensitive to this. Before any research is done, the team or individuals doing the research should ask themselves: Is there any likelihood that the research procedures used will cause any physical or emotional harm to the participants?

Another principle is *respect*. "How are the migrants who are participating in the research being treated?" Are they considered as humans with a stake in the information being generated, or are they being treated as research objects to have information extracted?

Here are some guidelines that will assist research teams to abide by these principles:

- **Protect the confidentiality of your informants** – Never reveal their names to anyone outside the action research group. This means storing data from the research securely. The police or the Immigration Department might be very interested in the undocumented migrants you have interviewed. The same goes for those infected with HIV – the public disclosure of anyone's HIV status should be determined solely by that individual.
- **Obtain informed consent** - Before migrants participate in any activities, make sure they consent to participate. This consent should be obtained only after all important information about the research - the objectives of the research, whether the research will be published, where and to whom the publication will be distributed, the measures that will be taken to maintain the respondent's confidentiality, how the interviews will be conducted and by who - has been disclosed.
- **Establish a relationship** - Visit the target group more than once and engage them in less sensitive discussions before moving into the main issues of the research, especially if the research intends to explore sensitive issues. For instance, discuss issues about family life or children's health to warm up to main questions about HIV or documentation status.
- **Respect cultural differences** - In some cultures mentioning condoms or sexual behaviors openly in mixed company is a quick way to make a group quiet. This is the value of involving members of the target migrant community in the research team. It is also possible to hold consultations or pre-testing with a group prior to the actual research to identify sensitive issues and how to approach them in the research.
- **Remuneration or compensation for participating** – This is a tricky issue that each research team must consider carefully. It is important to provide compensation for migrant workers for taking time away from work to participate in the research, but avoid creating a situation where migrant workers will only participate if they get paid. Explore other kinds of compensation such as daily staples, or other necessities they need for their

families and that would be considered of value. This can be determined through consultation with migrants.

- **Gender-sensitivity** – Researchers have to take note of the different situations among men, women, and homosexual and transgender groups. Each group's situation differs from the others, and there will be particular characteristics and needs found in each group. If there is a gender element to the research, the approaches and tools used should be designed specifically for men and women. To ensure that the questions are gender-sensitive, questions should be pre-tested with a group of men or women separately, and then adjusted accordingly. It is also important to have women facilitate groups of women about certain research topics such as sexual behaviors or other culturally sensitive subjects. The sex of the facilitator for groups of men should be taken into account in regards to the topic, but does not necessarily have to be a man.
- **Rights perspective** - Interviewers and researchers must adopt a rights perspective. This means that the PAR process reflects migrants' perspective, respects their rights, and provides for their involvement and input in all phases of the research process and any consequent interventions that arise from the research.
- **Flexibility in adjusting priorities** - Being flexible is important. Sometimes theresearchfocusandobjectivesmighthavetobeadjustedorevenchanged because of new developments in the migrants' situation. This can be done through a flexible management structure of the research team. This team, which consists of NGO members as well as representative stakeholders, can meet regularly to assess the developments of the research process and to make quick decisions in cases of emergencies or drastic changes in the environment. ■

PRACTICAL TIP - PLAnnInG

PAR is a comprehensive process that has many components. To ensure that it progresses to completion, a PAR program needs proper planning, which is ideally done at the outset of the PAR process.

Considering the cyclical nature of PAR, there can be one comprehensive plan with smaller, more specific plans under it. For instance, a PAR plan may have to include a plan specifically on how to ensure participation of stakeholders; it would have a research plan; it would have its corresponding action or activity plans; and it would have a monitoring and evaluation plan. Common to all these plans are the following basic items:

1. List of activities
2. Specific objective of each activity
3. Resources needed to conduct each activity (monetary, personnel, material)
4. Time frame within which to conduct each activity
5. Person or party responsible for the conduct of each activity

2.0

Conducting Action Research

PAR IS A TYPE OF RESEARCH, AND LIKE ANY OTHER TYPE OF RESEARCH IT FOLLOWS SPECIFIC STEPS.

CONDUCTING ACTION RESEARCH

The previous section provided a framework for participatory action research. This section introduces the more practical aspects of how PAR is conducted, beginning with the research component. As mentioned earlier, PAR is a type of research, and like any other type of research it follows specific steps. This handbook presents a generic set of research steps for users, which are usually done in the following order:

1. Defining the problem
2. Setting research priorities
3. Defining the research objectives
4. Developing the research design
5. Data-gathering
6. Data analysis
7. Validation
8. Report writing and program development
9. Monitoring (which is done throughout and in each step) and evaluation

PRACTICAL TIP - RESEARCH TEAM

A research team or a PAR working group is usually needed to facilitate the conduct of action research. These research teams will vary according to the setting.

For example, if an organization is initiating an action research in its own locality with its own migrant community partners, then a team composed of researchers, a contact person from the community or a local leader, migrants from the focus group, an academic expert in the field of study (if available), and a representative from a relevant government agency will provide broad representation. This team can act as a steering committee that ensures the soundness of the whole research process, monitors quality of data, and infuses credibility into the research results.

It is different when the action research is being conducted by a network or consortium of organizations working in different countries like CARAM Asia. In this case, each organization involved in the consortium can put up its own local research teams, similar to the one described above. However, there needs to be another structure — call it a technical working group (TWG) — that coordinates the research being done simultaneously in the different countries. This TWG may also be needed for national level research where there is a consortium or network of partners doing the research.

An important function of the TWG is coordination among all those involved in conducting the action research, ensuring the level of quality of the research across all the organizations involved, and ensuring consistency in methodologies and the analysis framework.

For this purpose, the TWG can be composed of a select number of representatives from the network partners, preferably those who have a track record in conducting PAR, and preferably have experience with migrants and their communities.

21 1 DEFINING THE PROBLEM

Research is an inquiry that starts by identifying a problem. In PAR, it is important to ensure that these problems are actually experienced by the migrant communities you are working with and that the migrants articulate these problems. This means that the migrant community has to be involved in the research process from the very beginning.

To facilitate this process there are methods that can be used, especially if the problem is being defined by a group. An example of this method is the problem tree, which allows the research team or the members of the community to analyze the root causes of a particular problem, as well as its effects or consequences. *Annex 2 provides a detailed description of The Problem Tree activity.*

22 2 SETTING RESEARCH PRIORITIES

Migrant communities may face various problems at the same time; some problems may even be interrelated or linked with deeper issues. In these cases, it might not be efficient to tackle all these problems at the same time. What can be done is to prioritize which problems or issues need to be addressed first or can be addressed successfully. It is important that these priorities are agreed on by migrants or other stakeholders who have the most at stake in the problems. *This can be done using the MRIUD (Magnitude, Relevance, Importance, Urgency, and Do-Ability) exercise in Annex 2.*

23 3 DEFINING THE RESEARCH OBJECTIVES

After the priority problem or issue has been agreed on, define what needs to be achieved at the end of the research activity. These objectives need to be specific, measurable, attainable, realistic and time-bound (SMART). Do not set lofty objectives that are unattainable. Remember that PAR is an on-going, cyclical process. This means that you can keep building on results through further research and action.

Example

The aim of CARAM's second round of regional SoH action research was:

To evaluate practices of mandatory testing and to look at laws, policies and services on access to treatment and care of migrants, and the role testing has in improving or hampering the health outcomes of migrants.

The main research objectives were as follows:

- To assess existing laws and policies in CARAM member countries in the areas of HIV and mandatory testing of migrant workers.
- To monitor the process of implementation of these policies.
- To study actual testing practices for migrants from a migrants' perspective and describe the realities migrants are facing with regards testing.
- To develop recommendations for improving testing practices at national and regional levels.

24 4 DEVELOPInG THE RESEARCH DESIGn

Given the objectives that have been defined, the next step is to develop the research design. This will determine how the research will be conducted in order to achieve the objectives. The research design includes: developing the research questions and identifying the appropriate data-gathering methodologies to help us answer these questions. *Annex 3 and 4 provide samples of various types of methodologies.*

A conceptual framework is part of the research design. The conceptual framework guides the researchers in determining the various topics or variables that will be studied in the research, and presents the t heoretical relationships between the various issues. The conceptual framework also guides the analysis of the data that has been gathered. An example of a simplified conceptual framework is, "Migration alone is not a risk factor for HIV, but conditions inherent to migration contribute to migrants' vulnerability to HIV."

Under this framework, some of the topics to be investigated would include: migrants' knowledge about HIV and HIV prevention, behaviors that put migrants at risk of HIV, migrants' access to information and services, and policies that either inhibit or facilitate access to HIV related services.

25 5 DATA-GATHERING

Gathering data will be based on the methodologies that have been identified. Most research employs a combination of different data-gathering methods as a way of strengthening the reliability of the data being gathered.

For example, data gathered through focus group discussion with a group of migrants can be complimented or supplemented by in-depth interviews with other migrants, key informants in the community or other relevant stakeholders. *Refer to Annexes 3 and 4 to learn more about the common methods in gathering data for qualitative and quantitative data.*

When gathering data, whether quantitative or qualitative, researchers need to take note of the following points:

- Data should be recorded, whether as notes, in questionnaire or survey forms, or as audio recordings.
- Secondary data or data gathered from previously written studies or articles should always be referenced.
- Because the data being gathered may sometimes be sensitive or personal, the researcher must always take the time to explain the nature of the research, its objectives and how its results will be utilized to those being interviewed.
- The consent of those providing the information - the interviewees, informants, respondents - should always be obtained. (See "Principles" in earlier section) Consent may be oral or written. The advantage of

having written consent is that the responsibilities of the researcher and the role of the interviewees are detailed and explicitly agreed on. Oral consent may be acceptable when there are constraints of language or literacy, but should be accompanied with an oral explanation by the researchers in the interviewee's native language if possible.

Policies and background information

Part of any influential argument is to show the actual law or policy, or refer to other studies that may corroborate your research or analysis. Reference of these sources must abide by standards, such as: the use of direct quotations always requires proper referencing (giving the source of information), and should be done verbatim (word-for-word). Any analysis of the quote can be given before or after, but do not change the quote to suit your needs. Let it speak for itself.

For example, in CARAM's research on mandatory testing, the National HIV Policies and Guidelines in every country studied clearly indicated that compulsory or mandatory testing of individuals as a requirement for employment goes against good codes of practice. The policies also stated that people infected with HIV should be allowed to continue to work and receive benefits without discrimination. Yet, in many destination countries policies on migrant workers directly conflicted with National policies by stating that migrants shall be screened for infectious diseases and disallowed entry or work permits if found with a condition of concern, including HIV. Origin countries also made their own nationals undergo mandatory HIV testing to conform to sending countries wishes, and in some cases, this testing was done as a precautionary measure without any directive from the destination country.

The inclusion of key phrases or passages from these policies in CARAM's report clearly and powerfully showed that the policy of mandatory testing is discriminatory, because it singles out migrant workers for exclusion from the protection of national HIV policies.

- Proper storage of data should be observed; and confidential information should be guarded.

26 6 DATA AnALYSIS[2]

Different data analysis techniques can be used depending on the research. **Quantitative data** analysis is done to process quantitative data, or data that can be quantified. This usually employs statistical analysis of tabulated responses that is done manually or with the use of statistical programs. In quantitative analysis the data is analyzed to show trends, or else different variables in the study can be cross-tabulated to determine relationships.

Qualitative data analysis, on the other hand, is used when analyzing qualitative data, or data that cannot be measured numerically, is descriptive or subjective, and is gathered using methodologies that rely on personal narratives. PAR heavily relies on these methodologies; therefore, the analysis of qualitative data must be accurate and follow a process that involves the following steps:

2.6.1 Transcription of data

As a general rule, it is best if interviews are recorded so that transcripts can be generated.

Having these transcripts makes it easier to analyze the data gathered from interviews and focus group discussions.

Generally, transcripts should be verbatim. Significant quotes should always be transcribed verbatim, and there is value in noting non-verbal gestures or actions.

The transcripts should always include the socio-demographic profile of the interviewees and the participants of focus group discussions including their: sex, age, marital status (or sexual orientation), ethnicity/nationality,

2 R. Marte and M. Marin. (2006) citing Health Action Information Network (HAIN) (2000). *Operations Research for Family Planning. A Simplified Guide*. Quezon City: HAIN.

occupation, and any other distinguishing characteristics that may influence their responses (number of years as a migrant, etc.). In the transcripts the respondents may be identified very specifically, such as by their name, or by other distinguishing characteristics, such as sex or age, but it is not always necessary.

2.6.2 Coding the data

It is important to code the data. The purpose of coding the data is for easy reference, especially when dealing with many transcripts and a huge bulk of data. The codes, which are decided on by the research team, help with organizing and analyzing the data. The codes may be based on the source of the data, and whether the data was obtained from a focus group discussion or an in-depth interview or secondary data. The codes may also be based on the topics or general themes of the research that have been used in the interview guides.

There are no set rules in determining the codes. What is important is that the research team agrees on the codes, all the members understand what the codes mean and how to use them, and that the codes are used consistently.

Example: FGD Results - Thailand[3]

This example of coding comes from focus group discussions done in Thailand on the issue of health exams and HIV testing.

- The coding used in this example is as follows: (FGD) stands for Focus Group Discussion; (MA) represents the location of the FGD, Mahachai, which had Burmese participants; the first number indicates the group number; the second number indicates the page number of the transcription for that group; and the last number indicates the question asked in order on that page. Each question is given a number regardless the length of the question or number of responses, and each question is transcribed.

[3] This example was taken from the research conducted by Raks Thai Foundation on mandatory health testing of migrant workers in Thailand.

- Each bullet point is an individual response. Sex of respondents is not indicated in this case, even though it is a mixed group. (Note: If responses reflect gender issues, (m) or (f) can be added to each response to denote the sex of each respondent if it is a mixed group, or if the team deems it necessary the initials of respondents can be used.)

FGD_MA1.3.4 *Before you do medical check, do you need to sign any paper?*

- We only have to sign our registration paper.
- The office prepares everything, we just need to sign.

FGD_MA1.3.5 *What is the paper about?*

- We don't know. It is all in Thai.
- I can't read.
- I think my ID number and my name.
- The paper only makes sure it is you.

2.6.3 Clustering the coded data

A major step in qualitative data analysis is clustering the data. Clustering is the process of grouping together the data collected from the various sources under specific categories or themes. These categories should be determined by the research team based on the main issues or topics that were used in the interview guides. To improve clarity that can lead to better analysis, the team should identify main themes with sub-categories.

There may, however, be some overlap with responses once they are clustered. That is not a problem, but there should be analysis as to why there is the overlap.

Example:

Here is how some of the themes were broken down for clustering of data for CARAM's research on mandatory HIV testing.

Testing Process

- Informed consent
- Pre-test counseling
- Information provided on testing procedures
- Medical testing process / procedures
- Number of migrants tested at one time / privacy
- Conduct of testing staff: sensitivity to gender, language, impropriety, attitude

Costs

- Paid to clinic or recruiter for testing
- Transportation or other related fees for accessing testingcenter
- Additional purchases required or recommended by clinic staff for treatment
- Costs to change (falsify) results or other unexpected / illicit costs

Results

- Delivery and disclosure of results
- Confidentiality
- Counseling
- Confirmatory testing
- Referral

Be sure to leave in the codes when copying and pasting parts of the transcripts, so as to ensure that you can refer back to the proper transcript if there are questions about the relevance or context of the quote. Here are a couple of examples of clustered data:

Continued from the example in Thailand, showing clustered data from four different Focus Group Discussions (FGD) and one In-Depth Interview (IDI):

Pre-test Counseling

FGD_MA2.6.4 *When you are getting blood test, did anyone explain what diseases are tested or explain about HIV/AIDS?*

- No way. we don't have time. While we are getting blood test, we talk with each other saying that "we get HIV test and TB test. If we are infected we will lose our job."

FGD_MS1.5.7 *Is there any counseling when you go for the test? In the hospital or in the factory?*

- No. There is nothing.
- We just have to queue and wait.

FGD_MS2.2.5 *Is there any explanation before blood test?*

- No. We understand that if we want to register we have to have a blood test.
- When we apply work permit we need approval from doctor that is why we get blood test.

FGD_TD1.3.13 *They don't give any counseling?*

- They have no time.
- We pay the money and have a blood test. After two days we get results.
- They test our blood they test our urine and x-ray. But they don't tell us what disease our blood has.

IDI_TD6.3.9 *When they draw blood, did you receive any counseling on HIV?*

- They draw the blood and that's it. I don't know.

Example: Matrix Clustering Information from Interviews with Government Officers[4]

CATEGORY	SOURCE	DATA
Services for Filipino Domestic Workers	Ambassador to Bahrain	While the migrants are in the malls on their days off, that's the time we are able to reach them. We give them pamphlets and brochures containing information on the services of the Embassy. The embassy takes care of the cases of Filipinos who are detained. When it is time for them to be repatriated, the Department of Foreign Affairs provides for air fare tickets.
	Welfare Officer, Philippine Embassy in Bahrain	There was a time when we repatriated 70 Filipino migrant workers in a month. They stayed here before they went home. Here, they have free shelter. We take care of their main meals. Sometimes, there are donations from civic groups and church groups.

2.6.4 Presenting results

The coded texts can then be summarized into charts or matrixes. This may takes some time and discussion among the research team. Visual representations of the clustered data are helpful because they can show relationships or differences between data. Tables or matrixes can be used to show comparisons between sets of data by clustering responses in columns for each respondent group.

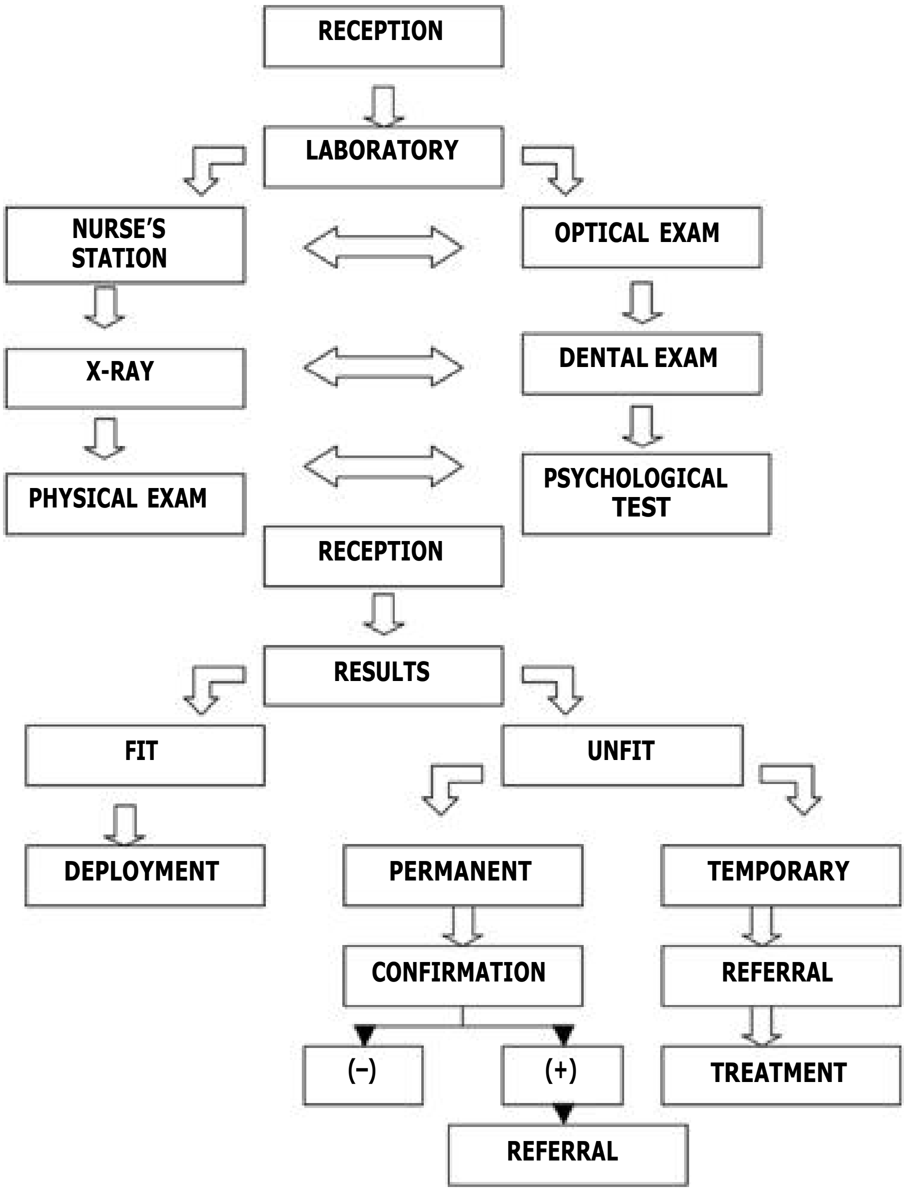
Here is an example of how a table could be set up to compare country results using the previous example. This could be done for other comparisons according to the research objectives, such as comparing men and women, comparing conditions by occupation, or by country of origin or destination:

	Indonesian respondents	Sri Lankan respondents
Testing process		
Costs		
Results		

4 This example was taken from a research conducted by ACHIEVE, Inc. on the HIV vulnerabilities faced by women migrant workers in Arab States.

Flow charts can also be used to show processes.

Example of data presented in a flow chart:
Medical Testing Process[5]



5 This example of a flow chart was taken from the research report of ACHIEVE, Inc. on mandatory health testing of overseas Filipino workers.

2.6.5 Drawing conclusions

Based on the summaries of the qualitative data and the relationships identified from the clustered data, the analysis can now be done. Analysis and conclusions are drawn from a preponderance of data.

If all qualitative data in a question set shows a negative response, then it can be said with confidence that the common experience is negative. If the responses are mixed, then any statements or conclusions have to be qualified by saying "some" or if it is the majority with only some exceptions, then use the term "most."

This sort of qualification is mainly done with qualitative data. If you were using quantitative data, you could give percentages, but you would have to have a representative number of respondents using proper sampling techniques for the percentages to be meaningful *(refer to Annex 4 on Quantitative data)*.

Here are some sample statements that were drawn from qualitative data:

- None of the migrants interviewed said that they received pre or post-test HIV counseling.
- Most migrants that underwent health testing had no idea what the form was they signed.
- Few migrants were aware of what health conditions were being tested.
- Some migrants interviewed had previously heard of HIV, but most could not properly identify the three modes of transmission.

Once the analysis of data sets is complete, conclusions can be drawn. For instance, using this example, conclusions could be made such as, *"Migrants are generally uninformed about the health examination they are required to take, and they receive no information explaining what conditions are tested," or "There is a lack of consent and counseling for migrants undergoing compulsory health and HIV testing for purposes of migration."*

PRACTICAL TIP - HOW TO InVOLVE MIGRAnTS In DATA AnALYSIS?

It is essential that migrants are involved in the analysis because it is in the analysis where the issues are understood, and the correlations and recommendations are made. Involving migrants in data analysis requires skills building, which can be done over time by engaging a committed group of migrants in data analysis exercises or workshops. It also takes planning to have a group of migrants involved in data analysis, as it may takeseveralsessionsordiscussionstocompletetheanalysis. In thisway, the researchers need to factor certain costs into their budget, such as the fact that the migrants involved in the team may be taking time off from their usual work to participate and may need financial support to compensate for any income lost, as well as support for meals and transportation. A suitable schedule and a safe or convenient place are also essential considerations for planning to involve migrants in data analysis workshops or meetings.

Participation in the analysis must be meaningful to the migrants who participate. They must see the purpose and meaning of this step in the entire action research process, which may take some explanation. Keep in mind that the analysis exercise needs to be accessible to them. This means that the structure should not be complicated and common language should be used and any jargon should be explained. If possible, try to make the activity engaging and entertaining to really ensure migrants' participation.

In action research on migration and HIV and AIDS, it is very likely that some data may contain sensitive information about sexual behaviors, practices and attitudes. It is thus important for the research team to identify migrant representatives who have the confidence of other migrants and who would have the capacity to handle such information in a sensitive manner.

2.6.6 Validation

This step involves ensuring that the analysis of the data gathered and the conclusions generated reflect the realities faced by the migrant community involved in the research.

To do this, it is necessary to gather representatives from the migrant community, as well as other relevant stakeholders, and share with them the data that has been analyzed. It is good to go back to those who were involved in focus group discussions to participate in this.

This step allows all the stakeholders to substantiate the product of the analysis. In this step, the initial recommendations of the research are also presented and discussed, and stakeholders present are given the opportunity to add on to the recommendations. *Validity is discussed more in the next section.*

2.6.7 Report writing and programming

After the validation process by the stakeholders, the research report can now be finalized. Whether this output will be published or not, it will need to be used as a basis for the development of actions and programs to respond to the problems that were raised by the migrant community involved.

Depending on language issues and the intended purposes of the report, this process may require time. If it is going to be published as a report, some considerations to be taken into account regarding the timing of completion include: translation, especially if it is going from a native language to English; and for those who are not used to writing research reports, it may take time to write this sort of a report. Try to anticipate these needs in planning by giving enough time, and if funds are available, consider the use of consultants.

2.6.8 Monitoring and evaluation

Since PAR is cyclical, the job does not end here. Throughout the research process, it is important to remember that monitoring the progress of your research is very crucial. This constant practice of reflecting on what is being done allows the research team to quickly adjust approaches as the need arises.

More importantly, it allows the team to ensure that they are on the right track. After the research output has been finalized, there has to be an evaluation process that also involves the migrant communities and the other relevant stakeholders. The result of this evaluation will then lead to the next stage of the PAR cycle. *A more in-depth discussion on monitoring and evaluation can be found in Chapter 6.* ■

3.0
Achieving Scientific Quality in Action Research

ACTION RESEARCH CAN PRODUCE GOOD-QUALITY RESULTS IF CERTAIN BASIC SCIENTIFIC AND ETHICAL PRINCIPLES ARE FOLLOWED.

ACHIEVING SCIENTIFIC QUALITY IN ACTION RESEARCH

Criticism about the PAR approach has to do with the presumed low scientific quality of action research. As we will see in this section, action research can produce good-quality results if certain basic scientific and ethical principles are followed.

Although PAR as a system of social research is often subjective according to the stakeholders conducting the research, there is also certain “scientific quality” which is achieved by careful monitoring, cross checking and verification processes which can be built into the PAR process.

31 1 VALIDITY

How does the team confirm the validity of the findings? Validity refers to how much the research results reflect the reality of the situation being assessed. This is very important because the findings will determine the planning and designing of interventions aimed at improving the situation of migrants investigated in the research.

- ***External validity:***

External validity refers to how relevant or representative the results are to a broader group, beyond the few people interviewed. To ascertain external validity researchers should ask themselves:

a. *How valid or accurate are the findings for the larger migrant community? Do the results represent all migrants, a specific segment or just a minority group - considering ethnicity, nationality, locale, occupation and sex?*

b. *Do the results represent conditions over an extended period of time, or was this specific to the period of research?*

It is essential for the researchers to identify a minimum number of people, or a sample size, that is representative from the focus population if the group is homogenous. If the group is diverse, it is essential to identify a cross-section of groups that are representative of migrant populations in terms of occupation, ethnicity, gender or HIV status.

The problem with external validity is that it is usually difficult to repeat similar PAR processes for another large group because of limitations of funds and time constraints. As such, researchers make assumptions that the findings from the identified sample group reflect the situation of the larger population of workers who are in similar conditions, especially if the conditions experienced are not variable.

However, issues of diversity may influence these conditions for other groups.

Example:

If research on sexual behaviors has been conducted with 200 female Burmese migrant garment factory workers in Mae Sot, it could be assumed that if the same research were repeated using the same tools and questions with another 200 female Burmese migrant garment factory workers in Mae Sot, the outcome should be roughly the same.

It is important that the researchers take note and consider any disparities between sub-groups in the analysis and reporting. This may include the presence of other nationalities, ethnicities, occupations or sub-groups beyond the ones reached by the research. For example, if focusing on sexual behaviors in textile factories as in the example above, it may be important to note the different types of factories not covered in the research and the conditions that may influence the ability to engage in sexual behaviors; or to note if there are minority ethnic groups working in factories that may have different beliefs and behaviors but were not reached. This way the research results will reflect limitations in coverage and not make over-generalizations.

Example continued

Using the example of the garment factories from above, there are questions regarding the external validity of the results if they were to be extrapolated as being representative of garment factory workers in other parts of Thailand, or for other nationalities such as women from Laos. Similarly, it would be improper to draw the same conclusions from this research regarding women working in other types of factories, such as shrimp peeling factories, unless research was done with those other groups.

- ***Internal validity:***

To carry out internal validity, researchers have to look at the methodologies used and ask the following questions:

a. *Are the questions used in the research directly relevant to the problems faced?*
b. *Is the style and complexity of language used accessible to migrant workers and their communities?*
c. *Are the research tools and activities appropriate and effective in obtaining the information required?*
d. *Is the methodology and approach used effective in drawing out the required information?*
e. *Is the timing and the time allotted for activities conducive to gaining useful responses?*

3.2 RELIABILITY

If an outside party were to analyze the data collected, would they come to the same conclusions?

The reliability of the research is determined by accuracy and quality of its information and data. One way to increase the reliability of the results is to conduct focus group discussions among migrants who participated in the PAR research process to analyze the data collected. This is an effective approach to validate both the qualitative or quantitative information. If it is too difficult to do a full analysis activity, then some key questions could be asked such as, "Is this correct according to your experience?", and "Do you disagree with any of the conclusions? Why?"

Another way to check the reliability of the data is to ask the research team, "If we repeated the same questions with the same group of respondents at another time, would we get the same results?" This question raises the issue of the reliability of an instrument (eg. a set of questions for focus groups or a questionnaire for in-depth individual interviews) in measuring the same phenomenon over time. It also looks at other considerations such as the scope of the sample size and analyzing external conditions that may have influenced the situation at that time, such as economic or socio-political conditions.

Another approach to check reliability is to compare the results from two separate groups with the same profile of participants using the same activity and instruments. If the results are considerably close, then there is verification; if they differ considerably, then either a third group needs to be conducted that has similar characteristics as the first two, or, more likely, the tools and techniques used in the PAR process need to be reviewed and adjusted.

Of course a possible factor influencing the outcomes of the process could be inconsistency of the researchers, and may not have anything to do with the target group or the PAR tools. That is why it is essential that all interviewers are orientated and trained to use the research questions and processes, and are given a set of guidelines to follow. It is important to take note of the different approaches, styles and level of skills of the people conducting the research before carrying out the PAR process because these differences can affect the outcome of the research.

For instance, if one interviewer constantly obtains all positive responses while another consistently obtains all negative answers, both outcomes could be concluded as coincidental. But it is more likely that the attitude or technique used by the interviewer caused the people to respond in such a way. This is why it is a good practice to have in addition to the facilitator, a note-taker and an observer (if feasible) as part of the focus-group discussion team. The observer, whether it is the note-taker or a third person, is then charged with ensuring that the facilitator adheres to the PAR guidelines and questions, and maintains her or his objectivity.

Example

In one research project, researchers wanted to find out if the intervention of the health post was useful for the nearby migrants. They decided to use local health-care staff as interviewers to wait in the health post and interview the people who drop in at the post. As the health workers were wearing their official uniforms, it created a situation where they were not perceived as being neutral. As a result, the interviewees did not want to embarrass health-care staff by giving negative answers, and the results showed that there were no problems.

33 3 BIAS

A bias is defined as a distortion or a systematic error in the design or conduct of a study that results in the information not being representative of the situation. To conduct good research it is important to be aware of existing biases. Every research contains biases, and most can be eliminated by careful consideration.

Here is a list of potential biases, their causes and ways to avoid these biases:

- *Defective instruments* – These are tools or questionnaires with an illogical order or with guiding questions. A guiding question would be: "Do you think there should be better health facilities for migrant workers?" whereas a more open and balanced question about the same topic would be: "What do you think of the health facilities for migrant workers?"

  Solution – Pre-test the research tools, such as a questionnaire for a survey or guide questions for focus group discussion, in advance of their being used extensively. This will give an idea of the possible responses and biases, and give the research team an opportunity to adjust the questions and make them more open and balanced.

• *Observer bias* – This is when the researchers see only what they would like to see and ignore evidence that contradicts their own opinion. Most people have an observer bias and it is important the researchers discover this bias themselves through intensive preparations and role-playing to understand and overcome these biases before the actual research process.

Solution - Observer bias can be minimized by careful selection and proper training of the researchers. It is also important to have the data analyzed in a group, such as by discussing the findings among the research team and with selectively identified migrants who participated in the research.

• *Selection bias* – This occurs when incorrect sampling methods are used, for instance, by selecting the first group of people that the researchers come in contact with. This type of "kick and rush research" based on convenience rather than careful selection usually occurs when the researchers may not be familiar or have no relationship with the target community. There are other mistakes of convenience commonly made such as issues of language (choosing only those who can speak English) and access (the people that the researchers come in contact with regularly) that can also result in unrepresentative sampling.

Solution - Selection bias can be avoided by choosing appropriate sampling techniques. *(Discussed more in Annex 4)* One way is to use random sampling methods in which everybody has the same chance to be selected for the sample group. For instance, once the population is identified, choosing every third person who fits the criteria or choosing one group one day and another group a different day will help reduce selection bias. In some cases this method may not be feasible because of the small size of the population. HIV-infected returnees are an example of this, because those who are aware of their status and are willing to talk about their situation are limited in numbers, making it difficult to select random samples because the size of the population is not known.

To assess the size of the population, focus group discussions with migrants from the area can be conducted to try to find out more about the target community, which can then lead to refining the random selection criteria. When there are restrictions on selection sampling it is important to identify this in the reporting and explain why the research team used certain sampling methods.

• *Information bias* – This is when the researchers have to use an already existing data set which might be incomplete or lacking in some aspects. This may put the researchers in a frustrating situation because they will not have any opportunity to check or verify existing data, or to obtain additional data needed to help the analysis of the findings.

Some questions to check for bias in already existing data sets include:

- Is the information from a reliable source?
- What kinds of weaknesses or biases are seen in the data?
- Is the data complete? If not, what is missing?

Solution – One way to assess information bias is to check for secondary data on the same topic, issue or subject from other research that has been done with similar groups. For example, if looking at sexual behavior of migrant women, consider if there has been research done on of migrant women in other countries, or with women in the general public of the subject country or of the origin country of the migrant population? This will give some reference point to compare with the incomplete data. Another way is to go back to the field to conduct selected interviews with reliable opinion leaders or key informants to verify and clarify some of the unclear data. This option does not take too much time or cost.

• *Interviewer bias* – This refers to the dynamics between the interviewer and the target persons and how their interaction might create biases. One example is when the interviewer of a higher social class or academic level is insensitive to these dynamics when conducting an interview with a migrant worker, and the social dynamics involved might bias the data gathered.

For instance, the migrant might overplay his/her situation to make it sound more drastic than what it really is in order to impress the interviewer. Or the other way around, when the migrant worker might down play his/her situation because of a lack of trust or lack of rapport, because the migrant may feel uneasy to speak about hardships to the researcher from "another social class."

Solution – Try to build a rapport and trust with the respondents before the actual interviews. If time permits, try visiting on a regular basis and get to know the group before the actual data gathering process. Explain why this research is being done and include them into the process. If possible, "recruit" migrants who are interested in helping by interviewing other workers; these people may just become a member of the PAR team. Another way to assure migrants of your trust is to provide anonymity if they are more comfortable with this arrangement.

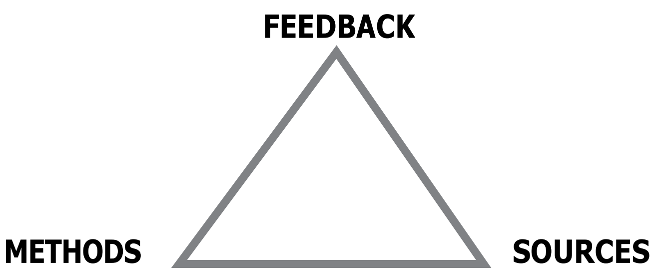
It is also important to try and analyze why respondents answered inaccurately or provided false answers. Was it because of the questions, or was it because of the characteristic of the respondent or the interviewer? This will help improve the processes, research approaches and tools for future sessions.

As part of this, it is important to observe the interviewees' body language during the interview. Experienced interviewers can often tell when respondents are telling half-truths or are uncertain about specific information but still confidently express it to the researchers.

By identifying these behaviors during the interview, uncertainty of respondents can be marked for attention in advance, avoiding confusion later on in the analysis.

3.4.4 TRIANGULATION

It is possible to ensure that the data collected is reliable and of high-quality by looking at it from different angles. Triangulation is done by verifying the information collected through the use of different methods and by gaining information from different sources. If the information obtained from different sources is similar without major variances or discrepancies, then it is fairly certain that the information is accurate. Triangulating data helps reduce biases, or identify where biases have influenced the data.



- *Using other sources to confirm the data.*

  One way to cross-check the data is by asking similar questions that can verify information collected to a variety of stakeholders or key informants. Similarly, data already analyzed could be presented to key informants and stakeholders for confirmation and feedback. Key informants could include people who are in direct contact with the target group but not from within the group such as health providers, managers, or leaders of the surrounding community, as deemed appropriate.

- *Using different methods to look at an issue in different ways and from different angles.*

  The PAR process can use a combination of techniques such as focus-group discussions, in-depth individual interviews and use of Venn diagrams or thought balloons. *(Some of these tools are reviewed in Annex 3.)* The research team needs to identify these techniques in the planning stages in anticipation of triangulating the research in the analysis.

Other methods can also be used in subsequent research phases to either verify certain findings or go deeper into other aspects of the same issue, such as a through a quantitative study or a survey (to measure the extent of the problem) or by another round of qualitative research (to provide feedback on the major findings or if certain topics need more in-depth research).

- *Using feedback from the interviewees or from the researchers themselves.*

Getting feedback from participants is also a valid method of triangulation. But this can be difficult sometimes especially when the original target group may have moved to another location or cannot be located anymore because of their high mobility. Obtaining feedback from another group in a similar situation that was not involved in the research is an option, but the findings could vary, so the research team has to consider this method carefully and not rely heavily on results from this type of feedback. ■

4.0

ACCESSING MIGRANT WORKER COMMUNITIES

Researchers and implementers must be sensitive to the different socio-cultural dynamics when working with migrant populations, especially regarding reaching out to women and vulnerable groups.

ACCESSING MIGRANT WORKER COMMUNITIES

41 1 PARTICIPATIOn OF MIGRAnTS

We have already mentioned points where migrants' participation is essential in various activities in action research. We now step back and look at broader considerations for ensuring that migrants participate in the various stages of PAR.

Here it is useful to review the different stages of the action research cycle to see where there are possibilities for migrants to participate. It is also important to emphasize that the research process should not be sacrificed or overlooked to get results, for it is in the process where much of the empowerment of migrants occurs.

Once again, the action research cycle should pursue these basic steps in order: 1) Decisions are made on the research priorities, which are then translated into research questions. 2) A set of methodologies are chosen which are then used in the collection of data. 3) Upon completion of data gathering comes the analysis, where the findings are interpreted to determine the possible actions and outputs necessary to produce changes.

Although all of these different stages can be participatory, they do not necessarily have to be. Realistically, the fact is that migrants will be unable to spend a lot of time on "research", even if it is participatory action research meant to improve their situation. So, it is important to identify and prioritize where migrants should participate in the process.

At the least, the participation of migrants is essential in the initial and final stages of the research process. In the beginning of the project cycle it is necessary to point the research in the right direction, and to establish trust with the migrant community that is being approached. Then, in the final stages of the PAR cycle, it is also crucial for migrants to participate in the analysis, interpretation and production of the final output.

In the following matrix is an overview of the stages of the research with a ranking of where migrants should participate actively.

Matrix on Migrants' Participation in the PAR Process

STAGES OF THE RESEARCH PROCESS	DEGREE OF MIGRAnTS' PARTICIPATIOn	VALUE ADDED
Defining the problem	***	Migrants know their needs best; this will point the research in the right direction from the outset.
Setting research priorities	***	
Defining research objectives	*	Migrants may be unfamiliar with the variety of research tools; but this is a way of increasing their exposure to such tools.
Developing the research design (questions and methodologies)	*	
Data-gathering	*	Migrants may not have the time but there may be language barriers that makes their involvement essential.
Data analysis	**	By analyzing the problem, migrants are empowered to come up with solutions.
Validation	***	To ensure that the results reflect the reality or assess if they are biased in some way.

STAGES OF THE RESEARCH PROCESS	DEGREE OF MIGRANTS' PARTICIPATION	VALUE ADDED
Report Writing and Programming	***	Although they may not be involved in writing a report, they will be involved in the actions or changes identified.
Monitoring and Evaluation	***	Since they have the most stake in the issues that were studied, their involvement in monitoring and evaluation is essential in keeping the PAR process relevant and credible.

** Need for participation: involvement should be encouraged*

*** Strong need for participation: involvement should be actively sought*

**** Very strong need for participation: involvement is absolutely necessary*

4.2 APPROACHING MIGRANTS

Migrant workers have many similar experiences but are very diverse in respect to their gender, culture, language, legal status, and types of work – all of which affect their experience in very specific ways. When first approaching migrant communities at the outset of the research, it is important to be aware that migrants are not a homogenous group and might have sub-groups.

There is always a need to focus on gender and women issues, especially considering current migration trends that show increasing number of women migrating for work. Many migrant women work as domestic helpers and entertainers, which may include sex work – occupations that make them highly vulnerable to abuse, neglect and HIV.

Some migrants could be hard to reach because of the nature of their jobs such as domestic workers or fishermen, or because their workplace is inaccessible such as factory compounds. The ability to reach migrants may also be complicated by those living in remote areas, such as those who work in agriculture. These conditions may make it difficult to establish contact or develop relationships with migrants in certain occupations.

In order to determine what data has to be collected, who to get it from and how to gain access to these target communities, the approaches used might require different strategies or a combination of strategies, and a certain amount of flexibility. Although we give some suggestions here, generally there is no “best approach” to reach out to migrant communities, but it is advisable to explore different, complimentary methods. Part of the strategy to be considered is contact building with migrants at different stages of the migration cycle. According to the research needs, migrants can be contacted at the point before they leave for overseas work, at the job site (commonly referred to as on-site), and when they have returned to their home countries.

4.3 MAKING CONTACT AND TRUST BUILDING

It is essential that the researchers gain the trust and confidence of the migrant community in the initial stages of the PAR activity, especially if the researchers are outsiders and have no previous contact. Part of gaining migrants’ trust is in the initial approach.Researchers and implementers must be sensitive to the different socio-cultural dynamics that have been mentioned when working with migrant populations, especially regarding reaching out to women migrant populations.

There are a number of ways that the researcher can initially be introduced to or gain access to the migrant community. One way is through existing organizations or personal contacts in the community who can facilitate initial contact. It will help the researchers greatly if there are persons from organizations already working with or trusted by the migrant community who can help act as a bridge by providing introductions. Finding this out and identifying these people will take some work on the research team’s part. If a bridging person is not present in the migrant community, the research team will have to find their own entry point in order to gain access to the migrant community. Here it is important to be resourceful but sensitive.

It is very useful to gain the trust of local leaders or gatekeepers, such as managers who can facilitate or hinder access to the intended migrant group, by being as forthcoming as possible about your work as is necessary. But consider the ramifications of having a gatekeeper such as the manager introduce the researchers to the migrant community. Although assured certain access, it may give an impression of being affiliated with the employer, which will raise migrants' suspicion and their guard. It is better to request permission to approach the migrant community on your own. Once introduced, another way to gain migrants' trust and confidence is by conducting a series of discussions and meetings with the migrants.

In these sessions it is important for the research team to be completely open and transparent by explaining who they are, what information they want to collect, why they want to collect this information (the intended research objectives), the entire PAR process and how migrants can be involved, what methods will be used in data collection, who will see the data collected, and how the information collected will be used. *(As discussed in Section 1.4 regarding principles)*

Researchers must remember that from the very start of the PAR process, the migrant community should have ownership of the process. This means that in these initial discussions, the researchers should allow members of the target community to participate as much as possible in determining, confirming or changing the objectives and areas to be researched. Give them the opportunity to do so in these initial discussions.

PRACTICAL TIP – RECRUITInG MIGRAnT RESEARCHERS

It may not be easy for outside researchers to obtain sensitive information from marginalized groups such as migrants who constantly fear discrimination and victimization from employers and authorities.

Additionally, the socio-cultural setting of most migrants' origin countries considers it taboo to talk about topics such as HIV and sexuality, especially when it concerns extra-marital relations, sex workers, or men having sex with men.

It is also not easy to obtain detailed information about the condition of migrants' working and living conditions. Because migrant workers have a precarious social status, especially if they are undocumented or working in sub-optimal conditions, being seen giving information to outsiders may have a negative impact on their employment or security.

As emphasized repeatedly, migrants should not feel used by the researchers as merely objects to be studied or as laborers in the data collection process. From the outset, the target community should be equipped with research tools so that they can participate meaningfully and benefit from the results of the research.

For these reasons, it is best to have the active and continual participation of a group of members from the migrant community in the research process, including data collection to some degree. In most cases, this will require recruitment and training of members from the migrant community, and this should be done carefully.

Some basic considerations to look for when recruiting from the migrant community include: literacy levels and languages spoken, social standing, willingness to assist others, and the time available to assist on a regular basis.

For example, when considering choosing someone based on their social standing, someone who has been a migrant previously or has already done something to improve the community's well being is a good choice to assist in a source community; while in destination sites, a long-standing migrant who has advanced or has been recommended by his or her peers may be a good choice. It will also be important to take into account gender matching issues, especially considering cultural dictates when discussing issues of sexuality.

The advantages of recruiting someone from the migrant community to participate throughout the whole research process are as follows:

- Helps the research group to quickly identify or confirm the significance of the focus issues of the research.
- Enables a quicker and more effective way to enter the community and identify migrants who fit the research criteria.
- Helps to overcome the obstacle of language and cultural differences between the researchers and the migrant communities, which can foster increased understanding of the PAR and greater participation.
- Increases the possibility of obtaining more accurate and detailed information from other migrant workers by overcoming issues of trust or familiarity.
- Ensures transfer of skills to members of the migrant community who can then readily engage in future interventions or research activities, and who may take on a leadership role.

4.4 ACCESSING MIGRANTS IN THE THREE STAGES OF MIGRATION

There are generally three main stages of migration that provide opportunities for engagement in PAR activities: pre-departure, post-arrival and return. Each stage has its own factors and conditions that impact migrants and that may pose limits on the research team's ability to access migrants. Here are some of CARAM members' experiences in reaching migrants with PAR interventions at the different stages of migration.

4.4.1 Pre-departure

In some countries where there is formalized recruitment, prospective migrants may be reached through recruitment agencies, NGOs or government agencies that give pre-departure orientation seminars to departing migrants. Researchers can make use of these networks to make contact with migrants in this stage and conduct activities – but it is not always certain.

In the Philippines, pre-departure orientation is given to migrants by the government's Philippine Overseas Employment Administration (POEA), several NGOs and recruitment agencies. Establishing a good working relationship with relevant stakeholders from the Government has facilitated ACHIEVE's ability to implement participatory action research programs with departing migrants. By having a good relationship with the POEA, ACHIEVE was allowed to conduct a "Speak-Out Seminar" at a pre-departure orientation, where former migrants talked to prospective migrants about the vulnerability to HIV that migrant workers face in the entertainment business. ACHIEVE was also able to conduct a survey among prospective migrant workers who were filing in their applications at the POEA.

However this is not the case in all sending countries.

In Indonesia, while the migrants are waiting for their papers to be processed, they are confined in holding centers run by recruitment agencies. Migrants who were able to escape from the holding centers reported the many abuses experienced by migrants there to Solidaritas Perempuan. The organization was unable to help those in the centers though, because the recruitment agencies refused them access.

Another strategy to reach pre-departure migrants is to approach migrants' source communities. The difficulty in this is identifying potential migrants, because they may not have decided to migrate yet and therefore may not self-identify as being a potential migrant.

In communities where "informal" migration occurs, crossing borders is usually done illegally - without proper documents, or by crossing at unofficial entry points. In these cases, even if individuals have decided to migrate in this fashion, it may be difficult to identify prospective migrants because they may not be willing to come forward for fear of repercussions related to entering another country illegally.

One strategy to address these conditions is to approach the general population in communities where there is known to be out-migration. Activities can then be focused on groups that fit a profile of those who have the greatest potential to become a migrant worker without referring to them as potential migrants. Some characteristics that can be used to focus activities include: youth coming into working age, spouses or relatives of migrants, recently married couples, or those who have identified themselves as having previously migrated.

In both cases, discussions could also be couched in hypothetical terms such as "...if someone from your community were to migrate..." or "from what you have heard about others' experiences of being a migrant..." rather than directly addressing the participants as migrants or potential migrants. If the research team has a relationship with a returnee migrant, that person can present his or her story to draw the attention of people who are considering migrating for work and to open up discussions.

Always take the opportunity for two way communication in these communities by providing helpful information when necessary, such as producing materials on "migration facts" or HIV to disseminate during research activities or answering any questions they might have. It is also vital that any existing interventions that assist migrants are made known to the public so migrants and potential migrants who may need or want assistance are aware that there are services available and where to access them. Establishing good relations in these ways will also allow the team to readily access these communities for other interventions.

4.4.2 Post-arrival

Accessing migrants in the post-arrival stage in the host country, which is also known as on-site, poses a number of challenges. Gaining access to these migrants depends on a number of factors, such as the nature of their work, their place of employment and their documentation status.

Timing and Schedules

Knowing the daily or seasonal schedules of the migrants you are reaching is important in ensuring participation, as they could be tired or rushed and to avoid conflict with their jobs. This information can be gained through participatory activities. One activity is the charting of "daily cycles", where migrants describe their average day by drawing their activities around two cycles of the clock on a sheet of paper.

Looking at longer cycles of work can be done using a calendar (or a likeness of a calendar) to identify monthly schedules. This activity can identify the seasonality of work, major holidays or other opportunities or obstacles to reaching the group. These activities are also a first step in collecting important data and establishing a rapport.

The researchers can then make arrangements with the migrants and agree upon when and where it is most appropriate to conduct activities with them. For instance, sex workers generally work in the evenings until dawn. During the day, they sleep, rest or are getting ready for the night's work. It is important to make agreements with the workers, brothel owners or identified leaders among the sex worker community (as identified by them), when is the best time to approach them to conduct research activities and where to have activities.

Place of employment

Their place of employment can also pose problems to researchers in gaining access to migrant workers. For instance, factories, construction sites, and fishing boats are located in specific areas and can only be accessed through obtaining permission from employers, managers or other gatekeepers. Another difficult group to access is domestic workers who work in private homes, which are spread out and sometimes isolated, thus making it time-consuming to reach these people individually, much less find them in the first place. There are alternative ways to contact hard-to-reach migrant workers besides obtaining permission from employers, such as through informal channels that are external to their work place. In most cases, migrant workers have connections to groups or services outside their work place and many have their own social networks. It just takes a bit of ingenuity to find them.

In Hong Kong, SAR of China there is a park where foreign domestic workers from the Philippines and Indonesia usually gather on their off days where the St. John's Cathedral organization approaches these women with information; and in Chiang Mai, Thailand, many Shan women working as domestic workers go to a specific local Buddhist temple for prayers, which is where MAP Foundation initially reaches these women. Formal service providers such as women's shelters can also be approached to reach domestic workers. For other occupations such as factories and construction, shops adjacent work places will often sell to migrants and restaurants or food shops that sell cuisine of migrants'

In Malaysia, it is very difficult to reach domestic workers. Team members of Tenaganita contacted other organizations working with migrants and found a shelter providing services for abused women, including domestic workers. Tenaganita established initial contacts with the foreign domestic workers (FDWs) in the shelter, who then introduced the organization to other domestic workers.

Through their research, Tenaganita team members came to learn about the physical, sexual and verbal violence that FDWs face. Employers withhold their passports, force them to work for long hours 7 days a week without a day off, and do not pay wages. Recognizing their isolation, suffering and need for assistance, the organization established an Action Phone Line and developed referral links with the Police to help victims of violence. The organization also launched a campaign for One Paid Day Off in collaboration with other stakeholders.

home country are also possibilities, as are dormitories that are known to have migrant populations.

Documentation Status

One of the most important aspects of working with migrants is their legal status - referring to whether they are documented or undocumented migrant workers. It is important for researchers to pay extra attention to this because undocumented migrant workers are harder to access and are constantly hiding from the authorities for fear of arrest and deportation.

Some undocumented migrants may not be willing to reveal sensitive information that may compromise their security. It may require more time and a longer process to develop these people's confidence and trust. In these efforts to establish a rapport, it is also important that researchers take great pains to avoid putting these people in jeopardy.

As has been emphasized previously, researchers must never sacrifice migrants' security for the purpose of gathering information. At the same time, it is crucial that information about these migrants' situation be documented, because they are the most vulnerable group and are in great need of support and assistance.

One way researchers can reach out to migrant workers, especially undocumented migrants, is to contact religious organizations and institutions. Religious organizations are known to provide humanitarian assistance to migrants regardless of documentation status, as they may seek out services by these organizations due to their religious affiliation.

Undocumented migrants can also be found in detention centers, where they have been arrested by the authorities usually for the documentation status. The level of access to detention facilities varies from one country to another. Following this avenue, the researcher has to be aware that many of those in detention may be in a state of distress or depression, thus it is important to be properly prepared to assist or provide support to them when making contact.

4.4.3 Return / Reintegration

Migrant returnees can offer significant information about working abroad based on their personal experiences. Contacting them is relatively easier in terms of time constraints and gaining access. It might be difficult to identify

"We notify the authorities that we want to visit the arrested migrants in the detention centers. However, the authorities are more open to allowing us to visit the migrants when we have a specific purpose other than just documenting their problems. So, Tenaganita usually helps to facilitate the deportation of the migrants by helping them with their travel documents, or sometimes we help raise funds to buy their tickets home. While we are helping the migrants in these ways, we are also able to document their experiences."

them, however, because they may have already reintegrated into the general populace, making it difficult to trace their location or identify them as former migrants.

Making contact with existing networks that provide community assistance can make it easier to reach migrant returnees. In the Philippines, for example, some NGOs have facilitated the formation of community organizations among returned migrants and their families.

Similarly to the pre-departure strategy, organizations and government agencies in origin countries know which provinces or districts have high rates of out-migration. It is simply a matter of finding these communities, gaining proper access to them and developing trust.

Once engaged with returned migrants, there may be some topics that are sensitive to talk about, especially in larger groups. Out of embarrassment or shame, contradictions in their stories may arise when sharing the same story in the presence of others, as compared to when told in confidence.

It is essential for the researchers to respect migrant returnees' sensitivities when building relationships with them, especially as they could be an important source of information to help formulate effective interventions that reduce the vulnerabilities of other prospective migrants.

4.5 VULNERABLE GROUPS

At the different stages of migration there are some groups which may need special attention:

4.5.1 Female migrant sex workers

Because of the sensitivity of the issues involved in sex work, as well as the nature of the sex work industry, especially in destination countries where such businesses are likely to be considered illegal, there is a certain level of difficulty involved in gaining access to female migrant sex workers.

In order to gain access to this hard-to-reach and vulnerable group, implementers of PAR may need to build relationships with "authority" figures and gatekeepers like brothel owners, pimps, police, and other local government agencies that may exercise regulatory functions over the sex industry. Health providers that provide STI testing services are also a possible avenue.

In order to access Vietnamese Sex Workers in Cambodia, the CARAM Cambodia team approaches the local authorities first, because these people have jurisdiction over the areas where the sex work establishments operate. Then the team establishes a working relationship with the establishment owners. They also reach out to organizations of Vietnamese Migrants to develop linkages with them. The CARAM Cambodia team explains objectives and programs of the organization to these authority figures and tries to hold regular meetings with them to share progress related to activities with sex workers.

CARAM Cambodia team members also establish a rapport with the sex workers by respecting them as equals. The organization also builds their capacity on reproductive health issues and provides capacity building for them to be peer educators. Depending on the number of women in a venue or an area, CARAM Cambodia will recruit and train a proportionate number of peer educators to ensure coverage.

As a rule for members of the research team or any other outside parties, when trying to gain access to these venues, or involve these women in PAR activities or any interventions that follow, those doing sex work should always be treated with equal respect and dignity as anyone else.

4.5.2 Migrant returnees with HIV

Because of the stigma associated with HIV and AIDS, migrant returnees infected with HIV are unlikely to disclose their HIV status, and some may even isolate themselves. The research team can establish contact with these individuals through a process that uses different approaches and relies on the help and sensitivity of local migrant or HIV networks and organizations.

> In the Philippines, ACHIEVE works closely with organizations of people living with HIV and AIDS. Through these organizations, ACHIEVE is able to maintain contact with migrants and spouses living with HIV.
>
> This working relationship enables ACHIEVE to easily invite HIV positive migrants and spouses to participate in research, in capacity-building activities and in advocacy activities in the Philippines and in the region.
>
> In fact, the organization has become well known to the HIV positive community because of the programs that it implements with migrants living with HIV, particularly its capacity-building activities.
>
> By having these networks, the organization has learned the importance of nurturing a healthy professional relationship with the HIV positive and migrant communities.
>
> This means that these communities come to understand that the programs implemented are not meant to be a series of "dole-out" services, and that they see the importance in playing a role in improving their own situation by being continuously involved in the participatory action research program as it evolves.

4.5.3 Family of migrants

Another group which needs special attention and sensitivity is the partners and families of migrants. These people may be burdened with difficulties at home such as indebtedness, discrimination or abuse; they may have a spouse who has died or has not returned; or they may have health issues such as living with HIV.

Women spouses of migrant workers might know certain information related to their spouses' habits, behaviors and lifestyle that might help the research findings, but these topics should be approached in an appropriate manner.

In Bangladesh, reaching the community of migrants' spouses was difficult because they are not organized. SHISUK was able to establish contact with a female spouse of a migrant worker who had been killed while working in the receiving country.

When the organization reached her, she was very willing to talk about her problems. SHISUK worked with her and provided capacity building trainings.

Eventually, she was able to reach other spouses of migrants in her community. Since she is one of them, the other female spouses found it easy to trust her with their stories and to share their problems and concerns.

In this way SHISUK managed to organize weekly group discussions with spouses to enhance their knowledge and build capacity on rights of migrant workers, HIV and AIDS, STIs, reproductive health, gender rights, financial management and communicating with their husbands in receiving countries.

The strategy also helped with women's empowerment by starting up community-oriented Income Generation Programs.

4.5.4 Women migrants who survived abuse

It is difficult to reach out to women survivors of abuse and requires a level of sensitivity and familiarity in working with women survivors of violence or abuse. In their home communities these women may be stigmatized. It is best to seek out institutions that already offer services to these women as a contact point, such as shelters, hotline telephone services or other social welfare or protection organizations. Those with special counseling skills should be a part of any team that approaches these women due to the potential of aggravating their mental condition or emotional state.

The topics discussed in this section can help the users of this handbook in reaching out to migrant workers under different circumstances and stages of migration. Because PAR is a continuous, cyclical process, the relationships built with migrant communities need to be sustained and developed, which naturally leads to the next stage—turning the research outputs into concrete actions. ■

5.0 Turning Research Into Action

PAR is meant to result in concrete actions, interventions, advocacy, programs or other research to find solutions to the issues studied.

TURNING RESEARCH INTO ACTION

Action research results are not meant to be published and displayed on shelves. PAR is meant to result in concrete actions, interventions, advocacy, programs or other research to find solutions to the issues studied or else to address new issues and concerns raised by the study.

51 1 ADVOCACY

Advocacy, which takes many forms, is one of the more powerful uses of PAR. The results of PAR inform advocacy activities or campaigns that target various stakeholders by providing the **evidence base** – data that reflects the reality of how a policy or an issue affects migrants.

Advocacy, however, should not be seen as a separate program or project. It must be an integral part of overall programs, strategies and interventions for change. PAR, in turn, is integral to any type of advocacy and can be characterized as a cycle of: *See – Reflect – Act – Evaluate* (CARAM Asia, Foreign Domestic Worker Campaign Toolkit).

- **See** - PAR initiates policy advocacy by contributing to the evidence base through the collection of data and by documenting migrants' real situation.
- **Reflect** - Through analysis of the root causes and by analyzing the data, the issues and policies that need changing are identified.
- **Act** - Advocacy interventions are then pursued, such as public campaigns, dialogue with policy makers, or sensitizing activities; services or interventions can also be provided to assist migrants directly.

- **Evaluate** - Through the use of indicators and PAR processes, monitoring and evaluation is done to assess the quality and impact of these activities. And then the cycle repeats itself.

Some general ideas of how to advocate with various stakeholders using PAR are presented in the following table:

Table: PAR Advocacy Matrix

NGOs AND OTHER SERVICE PROVIDERS	LOCAL POLICY MAKERS	NATIONAL POLICY MAKERS	DONORS AND INTERNATIONAL ORGANIZATIONS	MEDIA
How to convince other NGOs to take on the issues raised by the study and provide related interventions?	How to influence local policy makers to develop interventions relevant to the issues raised by the study in their localities?	How to influence, lobby or pressure national policy makers to address recommendations raised by the study, and to make appropriate changes in relevant policies or programs?	How to lobby donors to support interventions proposed by the study? How to influence international organizations to carry migrants' cause to the international arena?	How to influence the media to use its power and reach in creating awareness of the issues raised in the study, and present them in a way that supports the other advocacy activities?

5.1.1 Mandatory Testing of Migrant Workers

In 2006, CARAM Asia's State of Health Task Force conducted participatory action research on the issue of mandatory health and HIV testing of migrant workers. The PAR was conducted by twenty-two members in sixteen countries spanning across Asia. At the International Conference on AIDS in the Asia Pacific (ICAAP) of 2007, CARAM Asia launched its report, *"State of Health of Migrants 2007: Mandatory Testing."*

The research compares existing laws and policies on HIV testing in each country with the requirements of mandatory health testing that migrants who wish to travel and work abroad must undergo. Participatory action research was used to gain migrants' direct experiences with mandatory health testing at all ends of the migration continuum - prospective migrants at their country of origin, migrants working at destination countries, and returnee migrants including those living with HIV, some of who were deported as a result of testing.

The result of the research and analysis by CARAM Asia partner organizations and migrants was the development of a "Migrant-Friendly" Testing Framework. Under this framework, CARAM Asia and member organizations have called on governments in Asia to cease the practice of mandatory HIV testing and related deportation of migrant workers. As steps towards this, governments and parties involved in recruitment and testing should:

- follow established standards of informed consent
- ensure provision of pre- and post-test counseling
- protect the confidentiality of migrants' health status, and
- provide proper referral to those who need support or treatment

Follow-up advocacy on the issue has been pursued at various levels:

- At the national level, a number of CARAM Asia members have printed national versions of the report in local languages, and have engaged related government agencies and other stakeholders on the issue in their respective countries.
- At the regional level, a Multi-Stakeholder Dialogue was held that brought together CARAM Asia members, UN agencies, and the Ministries of Health, Labor and Foreign Affairs from nine of ASEAN's member states to discuss "HIV Prevention, Treatment, Care and Support for Migrants in the ASEAN Region." This resulted in a set of recommendations presented at the ASEAN Summit that pointed to fulfilling ASEAN

commitments to combating AIDS and to protecting the rights of migrant workers in the region.

- At the international level, CARAM Asia participated in the UNAIDS Task Team on HIV Related Travel Restrictions, which has lead to regular inclusion of CARAM Asia members in UNAIDS activities that touch on issues of migration or the issue of travel restrictions, including speaking at the UN High Level Meeting review of the UNGASS, and representation at the UNAIDS PCB thematic session "People on the Move."

5.1.2 Foreign Domestic Workers Campaign

CARAM Asia, together with the domestic worker communities in member countries, used participatory action research to gather information on the problems that foreign domestic workers (FDW) suffer. Using the collected information, a set of action tools and campaign strategies were identified, including the development of a campaign toolkit.

The Foreign Domestic Workers Campaign Toolkit is an outcome of a Regional Summit on Foreign Domestic Workers organized by CARAM Asia in Colombo in 2002. Although the toolkit was developed by CARAM Asia, it is a collective effort that contains contributions from other regional networks that work on migration, women's rights, and domestic workers issues. The toolkit is a resource designed for foreign domestic workers, NGOs and other organizations that work in solidarity with FDWs, to their build capacity to protect and promote FDW's rights and to implement a regional campaign.

As part of this advocacy, CARAM Asia initiated a regional campaign in 2007 that calls for the recognition of domestic work as work, and for the protection of FDW's rights. The campaign includes a three pronged approach - awareness raising, lobbying, and advocacy.

The intended outcomes of the campaign are to:

- Increase protection of foreign domestic workers' rights, highlighting their gender specific needs and migrant status;
- Improve FDW's basic labor rights so that they receive the same rights enjoyed by workers from other sectors: a weekly day off, standard working hours, minimum wages, and an environment free of physical and verbal abuse; and

- Enhance visibility of the issue of FDW among the Women and Labor Rights movements.

This issue has also resonated with similar campaigns and interventions being pursued by other migrants' rights groups as well as by the ILO and UNIFEM. The issue of FDW rights has been raised by both sending and receiving countries in ASEAN, and has become a significant labor issue raised in the Asia region. A number of countries' governments in ASEAN have already started engagement on the issue, discussing ways to ensure FDW's rights and even putting forward tangible policy changes.

5.1.3 Immediate local response

The PAR process is fluid and flexible, meaning that advocacy or any other interventions do not have to wait for after the research to be concluded before action is taken. In many occasions, urgent issues are being raised during the gathering of data, issues that need immediate responses. It is essential to respond to these issues while at the same time continuing the research.

When ACHIEVE was in the process of interviewing Filipino migrant workers infected with HIV for a research project, the members saw the urgency to respond to the issues being raised by the research participants regarding their experiences of stigma and discrimination perpetrated by Government officials.

ACHIEVE organized a dialogue with concerned Government Agencies where the research participants were able to share their experiences of discrimination. After the dialogue, concrete changes in policies were implemented in the offices of these Government Agencies. For example, referral mechanisms to ensure service provision for migrant workers living with HIV were created. At the same time, new partnerships between NGOs and Government stakeholders were initiated.

This example raises an important consideration - once an organization embarks on participatory action research, it is important that it also has the capacity and the resources to be able to immediately respond to the needs of the community that is involved in the research as they arise. If this capacity is lacking, the researchers should be prepared to engage in problem solving, and call on related networks and partners to help respond in a timely and appropriate manner.

5.2 DIRECT INTERVENTIONS

Aside from advocacy, research results can also be used as a basis for direct interventions that have a more immediate impact, such as capacity building, development of information materials, or provision of services. The following are some examples of how CARAM members have utilized action research in their services and interventions.

5.2.1 Using PAR to develop community-based counseling services

The Ovibashi Karmi Unnayan Program (OKUP) in Bangladesh conducted PAR on mandatory health testing of migrant workers, along with other CARAM partners under the State of Health Task Force. Their research showed that Bangladeshi migrant workers were not being given pre-test and post-test counseling during HIV testing.

Responding to this, OKUP started a community-based counseling program for migrant workers. At the same time, the organization has also lobbied clinics involved in migrant health testing services to provide migrant workers with pre-test and post-test counseling.

5.2.2 Using PAR to inform the development of a skills training program that is both therapeutic and income-generating

The Development Action for Women Network (DAWN) conducted a study on the situation faced by Filipina overseas performing artists (OPA) who, in reality, ended up in prostitution in Japan. The study found that these female OPAs suffered abuse and violence, and this had a strong negative impact on their dignity and self-worth.

The study also showed that without alternative sources of income in the Philippines, these women who returned from Japan might end up going back to the same situation. Responding to this situation, DAWN established a skills training program, choosing skills like sewing and weaving to help these women generate income for themselves at home. These specific skills were chosen because they proved to be therapeutic for the women—sewing pieces of cloth together to produce a dress, or weaving threads into something beautiful and useful was an exercise that reflected the rebuilding of themselves and reclaiming their dignity.

5.2.3 Using PAR to develop behavior change interventions

When Raks Thai Foundation initially started up activities to reach Cambodian fishermen at the border, there was not much known about this group except that they were hard to reach and were at high risk for HIV. A PAR was done that helped formulate a strategy for reaching Cambodian fishermen and related populations.

The crucial piece of information the PAR identified was that fishing boats remained docked during the three days of the full moon because the lights on the boats used to attract fish were no match for moonlight. This simple piece of information became the focus of the outreach strategy.

Outreach for fishermen was focused during these days, while the rest of the time was used to build relationship with employers to allow access to docks and karaoke shops, to do outreach with sex workers that the men visited in the karaoke shops, to do outreach with the rest of the migrant community present, build partnership with health providers and to maintain condom distribution boxes placed in strategic locations. The PAR results also contributed to the development of materials in the Cambodian language for a behavior-change campaign.

5.2.4 Using PAR for institutional capacity building and advocacy

When CARAM Asia members conducted studies on the vulnerability of overseas workers to HIV and AIDS, the research found that these migrants were most vulnerable while they were at the destination countries, as they had the least access to service providers.

To address this gap, CARAM Asia members advocated for the institutionalization of HIV and migration training at the Foreign Service Institute of countries' Department of Foreign Affairs. The intention was for Foreign Service officers who will be deployed at the Embassies and Consulates of their origin countries to have the capacity to provide HIV-related prevention and care services for nationals in the destination countries where they are stationed.

The member organization in the Philippines, ACHIEVE, pursued this strategy at the national level by conducting a set of pilot trainings with Foreign Service Cadets. As a result, HIV and migration has now been institutionalized in the training curricula for all Foreign Service officers, and into the pre-departure orientation program for all personnel to be deployed to Philippine posts abroad.

Over time, the advocacy and interventions that arise from the action research conducted should lead to positive changes at various levels that improve the well-being of migrants' communities. However, these changes may not be obvious or apparent unless they are tracked through a process known as monitoring and evaluation. The next section explains more about this process. ■

6.0

Monitoring and Evaluation

Monitoring and evaluation is essential as it tells the implementer whether they are following their plan and what has been achieved.

MONITORING AND EVALUATION[6]

Monitoring and evaluation (M & E) is an integral part of implementing any project including PAR. M & E is essential as it tells the implementer whether they are following their plan and what has been achieved. In this way, both monitoring and evaluation rely on the PAR work plan to measure progress. *(Refer to Annex 1.1 for an example of a research work plan)*

Monitoring is an on-going activity done throughout the life of the PAR and acts like a check list against the work plan.

It is done regularly to ensure that the team is on the right track and allows them to make adjustments in the plans or methodologies as needed in order to reach the objectives on time. *(See Annex 1.2 for an example of a monitoring checklist)*.

Monitoring is typically done through a combination of progress reports and research team meetings. When conducting a research activity, the research team that has been set up to coordinate and implement the research should meet at regular intervals. The purpose of these meetings is to review progress being made in the work.

In these meetings, the team members give updates on the situation and on activities. They refer to their work plans to check if activities are on schedule, to see if money is being spent efficiently, and they problem solve. It is important to record the minutes of these meetings for transparency. Progress reports that provide a narrative can also be accompanied by simple monitoring tables that give a progress report "at a glance" *(As in the example in Annex 1.2)*.

6 R. Marte and M. Marin. (2006) On the Move: A toolkit of HIV Prevention Programmes for Migrant Workers. Action for Health Initiatives, Inc. citing APDIME Resources for HIV and AIDS Program Managers Toolkit. pp. 99-111.

6.1 INDICATORS

- Indicators are instruments to help measure the work, to see if there have been any changes and whether the objectives have been accomplished.
- Indicators should generally be developed at the outset of the participatory action research project.
- Indicators are based on the objectives of the project, which means that once the objectives have been established, the indicators for success should also be determined and agreed on.
- Indicators can be *quantitative* - pointing to numbers of times an activity is conducted or the number of people reached by a PAR activity; or
- Indicators can be *qualitative* - describing aspects of implementation such as who participates; or of outcomes, such as a discernable change in a certain phenomenon like an increase in condom use. *(Refer to the Table "Examples of Types of Indicators" below)*
- There are different types of indicators which could be used for the PAR process:
  - **Process indicators** monitor the progress of the PAR or of a larger project and are helpful in monitoring progress against the workplan.
  - **Outcome indicators** are used to assess immediate and related changes that result from the work and are relevant to evaluation.
  - **Impact indicators** are used for assessing broader changes in the issue over time.

Indicators should be
SMART:
Specific
Measurable
Achievable
Relevant
Time-bound

When developing indicators, it is important to consider that outcome and impact indicators need a **baseline** – a measure of the condition that you want to make a change in that acts as a comparison point. For example, in order for a project on condom use to measure changes in condom use over time, it first needs a baseline showing the attitudes and behaviors of condom use among the target group at the outset of the project.

In the following table are examples of different types of M & E indicators that can be used in participatory action research projects. Notice that process indicators are used to monitor activities, while outcome indicators come about as a result of the activities done. These two are direct results of the PAR or the project activities. The impact indicators measure changes that come about on a larger scale over time and may or may not be directly influenced by the program.

Table: Examples of Types of Indicators – Quantitative (QT) and Qualitative (QL)

PROCESS	OUTCOME	IMPACT
• Number of consultation meetings conducted with migrants *(QT)* • Number of focus group discussions and individual interviews *(QT)* • Number of female migrants attending trainings *(QT)* • Improvement in post-test scores in trainings of volunteers *(QL)* • Number of migrants who feel they have influence on decisions in the PAR *(QL)* • Level of participation in decision making in the PAR by women *(QL)*	• Percentage of pre-departure migrants who feel that they can confidently assess their personal risk of HIV - increased by 90% *(QL)* • Percentage of migrant workers who file official complaints to Labor Department - increased by 50% *(QT)* • Number of positive news stories on migrant issues increases by double *(QL)*	• Decrease in abuse of domestic foreign workers *(QL)* • Decrease in HIV prevalence *(QT)* • Addition of a specific branch for “Migrant Workers Rights” under a government Ministry *(QL)*

Resist the inclination to create complicated indicators to impress the donor! Make simple, clear indicators that show progress or evaluate change and are easy to measure. Do not pick an indicator that you cannot measure or accomplish, or you will defeat the purpose of having the indicator in the first place.

In PAR, most indicators will be process oriented. There will be a high ratio of process-oriented indicators compared to outcome indicators because it usually takes numerous activities to promote a single outcome – consider it as attacking a single problem from different angles.

Information that confirms achievement of these indicators can be gathered in different ways. For example, quantitative indicators can be verified by activity reports or updates, documentation of trainings, or secondary sources such as service records or surveillance data.

Qualitative indicators will need to be verified by conducting FGDs or surveys with those involved by asking them for their feedback. Assessment of impact indicators can only be done by monitoring changes over time, such as the trends in HIV prevalence or reported cases of labor abuses and related court rulings.

Here is a simple matrix used to plan your monitoring and evaluation. *(There is a filled in sample in Annex 1.3)*

PAR OBJECTIVES	ACTIVITIES	InDICATORS	METHODS AnD SOURCES OF VERIFICATIOn
Objectives are listed in this column. Consider these your outcome indicators. Include general and specific objectives.	The list of activities here should correspond directly to the objectives in the previous column and should be numbered accordingly. This way, it is clear which activities are being conducted to reach a specific objective.	List the indicators that correspond to the entries in the previous column by row. Process indicators correspond to the activities; outcome and impact indicators should correspond to the objectives.	This column shows what information will be collected to confirm the indicators, and how it will be gathered, including outside sources.

Because M & E is vital, an M & E plan should be identified as a component of any project from the outset. It should be treated as a separate action research of its own, with its own objectives, timeline, resources, data-gathering methods and analysis. M & E should not be considered a burden because some activities may spawn corresponding actions or interventions, such as regular meetings of migrant workers can evolve into a committee, or women in a source community coming together could develop into a women's support group.

62 2 EVALUATIOn In PAR

Evaluation is a periodic exercise that looks at the qualitative aspects of the activities and assesses the results produced.

According to a definition by the United Nations Population Fund (UNFPA), evaluation is a "time-bound exercise that attempts to assess systematically and objectively the relevance, performance and success, or lack thereof, of on-going and completed programs. Evaluation aims to determine relevance, validity of design, efficiency, effectiveness, impact and sustainability of a program." [7]

There are different forms of evaluation. Here are some of the most relevant in relation to conducting PAR:

6.2.1 Process evaluation - This form of evaluation aims to find out how the PAR or project was implemented. It looks at how the activities were carried out; to what extent they were carried out relative to timelines and resources; how much resources were utilized; how these resources were utilized; how participatory the process of implementation was; who was involved and how they were involved.

6.2.2 Outcome evaluation - This form of evaluation is concerned with the outcomes that are a result of the activities that were implemented under the PAR or project. Examples of questions that can be asked here are: What were the changes in terms of knowledge, skills and attitudes of participants? Were there changes implemented or new practices, programs or policies developed as a result of the project?

[7] United Nations Population Fund. (2004) Programme Manager's Planning Monitoring and Evaluation Toolkit. p. 4.

6.2.3 Impact evaluation - Impact evaluation looks at the long term contribution of the program or project to solving the bigger issues of the community. It is more difficult to measure the impact of a program because most often, the impact is not immediately seen or felt. In fact, it may take years of program implementation before any impact is seen. This has implications in terms of program sustainability and resources but is nonetheless something to assess.

63 3 GEn ERAL GUIDELIn ES FOR DEVELOPIn G MOn ITORIn G An D EVALUATIOn SYSTEMS[8]

- Every program implementer needs to include monitoring and evaluation into their program design. In PAR, monitoring and evaluation systems should be participatory, meaning that avenues to gain feedback from target beneficiaries and those who have a stake in the program should be created purposively at the outset of the program and utilized throughout, as much as possible.
- Monitoring and evaluation systems serve as a decision-making tool for program implementers. These systems should therefore be integrated into the PAR team or the implementing organization's management system.
- Information that feeds into the monitoring and evaluation of a program should come from internal sources, such as managers and implementers (self-assessment), as well as from external sources, such as migrants and other stakeholders (external verification). This will ensure the validity of the monitoring and evaluation results.
- Both quantitative and qualitative measurements should be employed in monitoring and evaluation systems. The reach of the program is assessed by quantitatively measuring milestones and outputs, such as number of times an activity was done or the number of people reached. The quality of program implementation is measured

[8] R. Marte and M. Marin. (2006) On the Move: A toolkit of HIV Prevention Programmes for Migrant Workers. Action for Health Initiatives, Inc. citing APDIME Resources for HIV and AIDS Program Managers Toolkit. pp. 102.

by looking at internal capacity and any results, which can identify unanticipated accomplishments or obstacles, through qualitative means.

To give an example of a qualitative evaluation for PAR, which is best done through participatory means, here are some questions the research / management team could ask:

- Was the PAR worth the resources spent on it?
  - *Based on the PAR document or project proposal, were the objectives met?*
  - *Reviewing the fund utilization, budget and expenditures broken down by percentage - where was the bulk of the money spent, on PAR activities or on administration?*
- Were the strategies for involving the migrants effective in ensuring genuine involvement?
  - *In what manner were the migrants involved? Were they just sources of data in action research or were they consulted in every step of the participatory action research process? What level of engagement did they have (referring back to the table on migrants' participation)?*
  - *Are they involved in the programs that were developed after the research? How are they involved?*
- Was the program relevant to the migrants involved?
  - *Ask the migrants involved how the PAR affected their lives.*
  - *Was there any transfer of skills to the migrants involved?*
  - *What was the contribution to their knowledge?*
  - *What is the next action necessary, and what sort of resources do they need to pursue this?*
- What is the impact of the PAR on the migrants involved, on the implementing organization and the other stakeholders?
  - *How did the program impact the migrants involved, their communities and the broader migrant community?*
  - *What did the organization learn from conducting the PAR?*

- *How did the involvement of the migrants affect the organization's work - its effectiveness, its credibility or reputation?*
- *What was the impression of related stakeholders about migrants' involvement?*

Since PAR is both a process and a tool, participatory action research can be utilized for participatory evaluation in larger programs as well as to evaluate a specific PAR activity or project.

6.4 FINAL NOTE

At this point you might still feel hesitant to initiate or conduct a PAR process on your own. Our advice is not to worry but to move forward! Remember that PAR is a learning process which is cyclical by nature. This means your team will learn from the action research you do, and that will help you to improve the way you conduct PAR while you are conducting your activities and into the future.

This handbook does not intend to make you an expert in PAR, but it is meant to be an introduction to this powerful and effective methodology. Use the information provided here to help you along. We have provided some resources and tools in the following annex section, and we encourage you to explore other sources or innovate by developing your own PAR tools.

As Participatory Action Research is an extremely powerful tool, we hope that this handbook is used to conduct PAR with other marginalized or vulnerable groups as well as migrants. Using the same principles, PAR can easily be applied to other groups. In this way, empowerment though PAR is also the same – it is giving tools to those who are affected by a problem to enable them to find solutions appropriate to their needs. ■

7.0

ANNEXES

The examples and tools included here are guidelines, and therefore can be adjusted and modified to suit your needs as necessary.

ANNEXES

The Annexes included here are examples of points discussed in the main text of the handbook. It is best to refer to the Annexes in context with the section where they are referenced. The examples and tools included here are guidelines, and therefore can be adjusted and modified to suit your needs as necessary.

7.1 1 ANNEX 1. PLANNING, MONITORING AND EVALUATION

7.1.1 *Example of a work plan frame*: **Research on Indonesian Domestic Workers by Tenaganita in Malaysia**

When developing a research work plan the activities can be strategically and chronologically organized to show the necessary progression. This can be done by showing the budget for each activity. The work plan should also identify who is responsible for each activity for purposes of accountability.

ACTIVITIES	WHO	MAY	JUN	JUL	AUG	SEP	BUDGET
• Formation of research team	Bathma/ Irene	*					
• Discussion with Indonesian Embassy and follow-up meetings	Aegile	*	*				

ACTIVITIES	WHO	MAY	JUn	JUL	AUG	SEP	BUDGET
• Discussion with the PAPA - the umbrella body of Recruiting Agents	Research Team	*					
• General Discussion with Nina (Domestic Worker)	Bathma	*					
• To contact 10 employers in Shah Alam area	Irene	*					
• Questionnaires to collect data from Domestic Workers	Research Team	*	*	*			
• Discussion with team members to prepare guidelines for each Focused Group Discussion (FDG)	Research Team		*				
• FGD 1- "Abuse and Reproductive Health" at the Women Aid Organization	Research Team		*				
• Analysis of FGD I	Bathma		*				
• FGD 2 – "General Health"	Research Team		*				
• Analysis of FGD 2	Bathma		*				
• FGD 3 – "Knowledge on Treatment"	Research Team			*			
• Analysis of FGD 3	Bathma			*			
• Overall Analysis of FGDs	Bathma			*			
• Pre-test - Planning / Identification	Research Team			*	*		
• Training on Pre-Test	Aegile / Bathma			*	*		
• Pre -Test 1 - University Hospital	DW 1			*	*		
• Pre-Test 1 - Interview & Reporting	Research Team				*		

ACTIVITIES	WHO	MAY	JUn	JUL	AUG	SEP	BUDGET
• Pre- Test 2 – General Hospital	DW 1				*		
• Pre-Test 2 - Interview & Reporting	Research Team				*		
• Pre- Test 3 - Panel Clinic under FOMEMA	DW 1				*		
• Pre-Test 3 - Interview & Reporting	Research Team				*		
• Monitoring and Evaluation on Pre-Test	Bathma			*	*	*	
• Analysis of case files from 1993 – 2001	Faisal			*	*		
• Interview with Coordinator of Migrant Desk	Faisal				*		
• Data Collection on case studies on Tuberculosis (TB), Sexually Transmitted Infections (STI) & Pregnancy	Research Team				*		
• Interview with Health Officials	Research Team				*		
• Preparation/Design of questionnaires for In-depth Interviews (IDI)	Research Team				*	*	
• Analysis of interviews	Bathma & Faisal				*	*	
• Gathering secondary data	Faisal				*	*	
• Analysis of interviews	Bathma & Faisal					*	
• Analysis, conclusions and recommendations	Research Team						
• Report writing	Irene, Bathma & Faisal					*	
• Dissemination or launching of Report	Research Team					*	

7.1.2 Example of a monitoring check list for a network activity: **Monitoring Check List for 2006 SoH Research Activities**

With regional coordination where there are already set deadlines, it may be easier to report to the Technical Working Group in a table like this one. Making reporting easy and effective can help provide quick feedback and identify where technical assistance is needed among partners.

PLAnnED ACTIVITIES	TIME LInE	STATUS			CHALLEnGES EnCOUnTERED	REMARKS
		not Done	Partially Done	Completed		
Develop detailed work plan						
Develop consolidated budget						
Develop FGD/ Interview guides						
Conduct Focus Group Discussions						
In-depth Interviews with stakeholders						
Transcribe FGDs/ Interviews						
Translate FGDs/ Interviews						
Conduct PLAs/ other data gathering methods						
Analyze data						

PLAnnED ACTIVITIES	TIME LInE	STATUS			CHALLEnGES EnCOUnTERED	REMARKS
		not Done	Partially Done	Completed		
CARAM Analysis Workshop	March, 2007					
Analysis validation workshops	March, 2007					
Draft country reports						
Generate feedback for draft country reports						
Edit country reports						
Regional report analysis and writing	April 2007					
Final report for editing, layout, proofreading, printing	May 2007					
Launching at the ICAAP, Colombo	August 2007					
Finalize country reports						
Layout and publishing of country reports						
Launching of country reports	2007-2008					

7.1.3 *Sample* - Monitoring and Evaluation Matrix

This matrix illustrates how there are numerous activities for each objective. It also shows qualitative and quantitative process indicators and how they can be verified. The matrix does not show any outcome impact indicators.

PAR / PROGRAM OBJECTIVES	ACTIVITIES	InDICATORS	VERIFICATIOn
1. To find out the conditions of migrant workers living with HIV.	1.1 Focus group discussions with migrant source communities	Two FGDs are conducted with two different communities known to be source communities for overseas foreign workers	Report with name of village, list of participants, audio recording of FGDs, photos
	1.2 Individual Interviews with HIV+ returnee migrants	Two male and two female HIV+ migrant returnees are interviewed	Audio recording and personal details of participants
	1.3 Interviews with local health officials and HIV+ support NGOs	At least two interviews are made with local health officials – one with hospital that administers health to HIV+ people, and HIV policy office (Provincial level); interview with NGO outreach worker supporting HIV+	Audio recording and personal details of participants

PAR / PROGRAM OBJECTIVES	ACTIVITIES	InDICATORS	VERIFICATIOn
	1.4 Transcription of FGD and IDI	Complete tran-scriptions are made of all FGDs and IDI into native language and then translated into English	Transcripts of FGDs and IDIs
	1.5 Data clustering and analysis done with HIV+ migrants	Two workshops are conducted to build skills of HIV+ migrants on data analysis	Report of work-shops, encoded and clustered data files
	1.6 Write report draft	Draft of the report is completed that can be shared and reviewed by stakeholders	Report draft
	1.7 Validation with stakeholders	Workshop is done with those interviewed to validate results and recommenda-tions	Report of work-shops with final set of recommen-dations submitted
	1.8 Finalize research report	Final report is printed and packaged for distribution	Packaged report available, project reports submitted
	1.9 Launch report	Report launched on AIDS Day	Media coverage

7.2 ANNEX 2. TOOLS FOR ANALYZING AND PRIORITIZING PROBLEMS

7.2.1 Problem Tree

- **Objective:** To do an inventory of the causes and effects of a certain problem.
- **Method:** Analyzing causes and effects of a problem.
- **Materials:** Flip charts, markers.
- **Participants:** Members of the research team, migrant workers and members of their community, other stakeholders, a facilitator and assistant.
- **Steps:**

  a. *Provide a drawing of a tree on the flipchart paper, or you can draw it on the spot.*

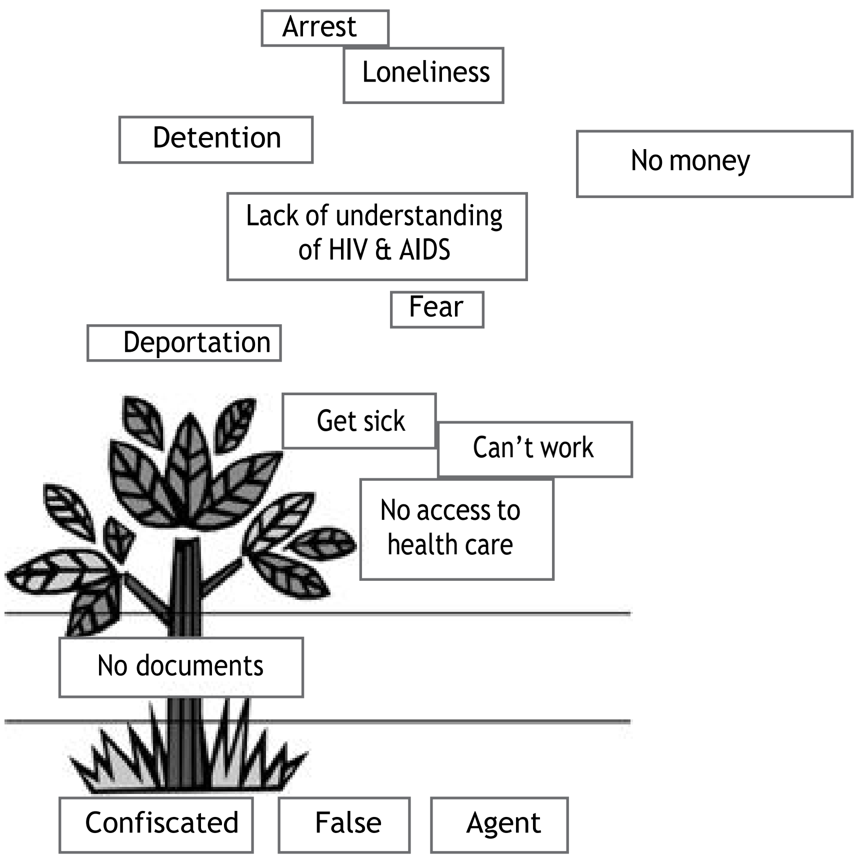
  b. *Ask the participants to identify a problem commonly faced by migrants in regards to the scope of your research. Write the problem down in the trunk of the tree drawing.*

  c. *Ask them to identify the causes of this problem. Write the causes at the roots of the tree. The most immediate causes of the problem should be nearest the stem or trunk of the tree. The underlying causes of the problem should be written below the immediate causes so that the core causes of the problem will appear at the deepest roots of the tree.*

  d. *Ask them to list the effects of this problem. Write them on the top part of the tree. In the same way, the most immediate effects of the problem should be the branches nearest the stem or trunk of the tree. If these immediate effects lead to other consequences or impacts then they should be written further up in the leaves of the tree.*

  e. *When participants have exhausted their list, let them review the inter-relationships of the causes of the problems, as well as the effects or impact of the problem. Make sure that the participants identify the* *root of the problem and can differentiate these from immediate or intermediate causes of the problem. This level of analysis is important for subsequent discussions on appropriate interventions or for focusing the subject of action research. Likewise, discuss with the participants the levels of impact that are caused by the problem. There are immediate effects, short-term impact and long-term impact. These distinctions are also inputs for future planning.*

Problem Tree Example



7.2.2 MRIUD

The MRIUD matrix stands for:

M (Magnitude): How many migrants are affected by the problem?

R (Relevance): How relevant is the problem to the migrants, their families, their communities?

I (Importance): What is the importance, seriousness or gravity of the problem?

U (Urgency): How urgent is the problem? Can it wait or does it require immediate action?

D (Do-ability): How feasible is the solution? Is the community willing and able to do something about the problem?

- **Objective:** To analyze and prioritize issues/problems and their effects on the migrant communities.
- **Method:** Ranking and prioritizing.
- **Materials:** Flip charts pieces of paper, tape and markers.
- **Participants:** Members of the research team, migrant workers and members of their community, other stakeholders, a facilitator and assistant.
- **Steps:**
  a. *Ask the participants to list down all the problems or issues faced by their communities on pieces of paper.*
  b. *Review the problems and have the group agree on the three most important ones.*
  c. *Place these in the MRIUD matrix as shown below.*
  d. *Ask participants to rank the issues using the matrix either individually or as a group. The scale could be 1 to 3, with 3 representing the highest rank, 2 for medium and 1 as the lowest. The scale for ranking does not need to follow this, but needs to be clear to participants and easy to manage.*
  e. *Add up the scores to show the ranking given and discuss people's responses.*

f. *Once the priority problem has been identified, focus on that as the topic to design your PAR proposal. You may choose to work on all three, but make sure that they are prioritized according to the results.*

	Problem 1	**Problem 2**	**Problem 3**
Magnitude			
Relevance			
Importance			
Urgency			
Do-ability			
Total score			

note:

- The research problem should always be challenged by the question, *"how will addressing this problem inform interventions so that they bring about needed changes for the migrant community, and will these changes fulfill their priority needs?"*

7.3 3 Ann EX 3 . TOOLS FOR QUALITATIVE DATA GATHERIn G

7.3.1 Semi-structured Interviews (also known as In-depth Individual Interviews)

Semi-structured interviews are used mostly in social research. It is semi-structured in the sense that it does not follow a structured questionnaire as is usually the case in surveys, but an interview guide that is flexible and evolves during the interview depending on the responses of the interviewee.

This kind of interview is usually done on a one-on-one basis between the researcher and the interviewee. It can be done with a couple of people at one time, but is less common and is not conducive when the topic of the interview is sensitive, e.g. sexual practices.

- **Objective:** To gather personal data or testimonies from individuals who fit a specific set of characteristics and have had direct experience with the topic of research, or have knowledge and information about the topic.
- **Method:** Giving a one on one interview using semi-structured question guide, and following-up with probing questions.
- **Materials:** Interview guide, recording device
- **Participants:** The person being interviewed (a migrant worker, member of the community, key informant, or stakeholder), an interviewer and assistant (optional).
- **Steps:**

  a. *Prepare an interview guide which consists of a list of questions that are related to what is being studied. The interview guide can have a combination of close-ended (answerable by yes or no) and open-ended questions (allows for opinions and narratives). In semi-structured interviews, questions are designed to probe the responses of the interviewees that come up during the interviews. So, one question may have a couple of parts, and there may be some digression in the answers.*

  b. *Different interview guides should be developed for the different categories of stakeholders interviewed.*

  c. *Schedule your interviews in advance, and find a time and place that is conducive to this sort of interaction without interruption.*

  d. *Ensure proper gender matching of interviewer to interviewee.*

  e. *Common cultural backgrounds between interviewer and interviewee can also facilitate the interview. If an interpreter is required, make the proper considerations in advance and review the guide with that person.*

  f. *Conduct interview, making a recording and taking notes. (See Tips for Conducting an Interview below).*

  g. *Transcribe interview immediately afterwards or as soon as possible to maintain a fresh memory of what transpired and what was said.*

Tips for Conducting an Interview

- The interviewer should prepare the interview guide in advance and familiarize him/herself with the topics the guide will address. This is important because the interviewer should be able to ask additional questions to explore or probe the responses of the interviewee as they arise. If an interpreter is required, that person should also be familiarized in advance with any special terms to be used.
- The interviewer should introduce him/herself and explain clearly the objectives of the research and why the interview is needed at the beginning of the interview. The interviewer also needs to assure the interviewee regarding confidentiality of sensitive information and enquire as to how they would like to release this sort of information, as anonymous or to some degree of disclosure.
- It is best to use an audio recording device to record the interview. This allows the interviewer to concentrate on the conversation with the interviewee and it provides the interviewer a verbatim documentation of the interview. However, it is important for the interviewer to explain the need for a recorder and to ask the permission of the interviewee regarding the use of the recorder. If the interviewee refuses the use of a recorder, then the interviewer needs to be able to divide his/her attention between conducting the interview and recording the responses of the interviewee.
- It is important to establish personal data prior to starting the interview, and as a warm up. This data is important and will be disaggregated later in the analysis. Information you should obtain from migrants includes: age, sex, marital status, nationality and ethnicity, job done as a migrant, amount of time in the destination country, documentation status… or any other characteristic that can be grouped together and that may indicate a trend. Key informants, government officials and other stakeholders should have their own personal data sets that indicate how they are related to the topic, and frames their knowledge base, such as rank or position, time working in this position, previous related experiences or work, time in the area, etc.
- The interviewer should try to keep the interview informal, like having a conversation, because interviewees find this more relaxing and allows them to be more open.

- The interviewer should be alert and attentive, not only to the verbal responses but also the non-verbal responses and body language of the interviewee. These can indicate topics the interviewee may feel uncomfortable in pursuing.
- Begin with more casual questions and then lead up to the more sensitive ones.
- The interviewer should be objective and non-judgmental. Avoid leading questions that generate responses that support the opinions of the interviewer.
- It is important for interviewers (and any interpreters) to familiarize themselves with or adapt to the language of the interviewee. Adopt language that is familiar and comfortable to the interviewee; do not impose your own set of jargon or “proper” language. Let people say things in their own way. Do not try and manipulate their phrasing or vocabulary. You can offer suggestions if the interviewee gets stuck on a word, but do not impose terminology.
- Patience on the part of the interviewer is very important, especially if the interview is not interesting, unproductive or if it you start to get tired or feel physically uncomfortable.
- Interviewers have to pay careful attention to time constraints of the respondents.
- At the end of the interview, thank the interviewee for his or her time and the information shared.
- It may be necessary and advisable to make an appointment for a follow-up interview, depending on the results. If there is a follow-up interview, it is always good to review the notes and listen to the audio recording from the previous interview to prepare.

7.3.2 Focus Group Discussions (FGDs)[9]

- **Objective:** To illicit participants' opinions and explore their knowledge, attitudes, practices or experiences with a specific issue.
- **Method:** Using a question guide to encourage participants to discuss an issue in a group.
- **Materials:** FGD guide, recording device
- **Participants:** Groups of migrant workers and members of their community that have specific characteristics, a facilitator and note-taker.
- **Steps:**

  a. *Prepare the FGD guide in advance. Ideally, a focus group discussion has about five to six questions, never more than 10. The questions should be open-ended and semi-structured but with a logical flow. This structure is intended to elicit discussion among participants and surface a wide range of responses from the participants. Pre-testing of the question guide with a sample group before the actual FGD is advisable.*

  b. *Invite participants according to a basic criterion that suits the topic, such as, being a former migrant to a certain country, working as an entertainer, or being undocumented. A second set of criteria should be established in advance by the research team that ensures participants share a common set of characteristics that will facilitate the level of discussion, such as: sex, age group, marital status, occupation or type of work, country of origin or language group.*

     - *The size of the FGD has to be small enough to be manageable but not too small that there is very little range of responses. An ideal size for a FGD is about 6 to 12 participants. It is better to have several sessions with an ideal group size than to have one session with a size group that is too large.*
     - *When inviting participants to an FGD, state the objectives and process clearly. Inform them of the location, the time it starts, how long it's*

9 R. Marte and M. Marin. (2006) On the Move: A toolkit of HIV Prevention Programmes for Migrant Workers. Action for Health Initiatives, Inc. pp. 54-57; and Guidelines for the research on Migrant-Friendly Testing, CARAM Asia, Nov 2006.

going to take, if food and drinks are provided, the purpose of the FGD, and why they in particular are being invited. If possible, the participants should be informed in advance about the topics to be discussed in the session.

- *The location of the FGD has to be accessible to the participants. It has to be conducive for discussion and it has to be secure so that migrants feel comfortable and safe to share their opinions.*
- *The length of the FGD may depend on the issue to be discussed, as well as the availability of the participants. This is something that can be settled with the participants when they are invited to join the FGD. Most often though, FGDs run for about two hours. Participants usually begin to get bored beyond two hours.*

c. *Conduct FGD, making a recording and taking notes. (See Tips for Conducting a FGD below).*

d. *Transcribe immediately afterwards or as soon as possible to maintain a fresh memory of what transpired and what was said.*

Tips for Conducting a FGD

- The facilitator needs to familiarize her/himself with the FGD guide in advance. The FGD guide has a limited number of questions, so the facilitator needs to be alert to ask follow-up questions to clarify participants' responses or probe relevant information that arises during the discussion.
- The facilitator needs to build a rapport with the participants from the beginning of the session. The participants' level of comfort with the facilitator will affect the outcome of the FGD. As part of this, the facilitator needs to introduce him/herself and explain the research objectives and the reason for the FGD at the outset of the activity. The facilitator can then ask the participants to introduce themselves.
- Assure the participants that the information gathered in the FGD will be used solely for the research and that personal circumstances of the participants will be treated confidentially. Consent forms or oral consent may be necessary depending on the topic. If anyone wishes not to be identified, that option should be discussed.

- Be aware if there are differences in gender or other social distinctions, as this may create barriers to participants being open about intimate matters.
- Document basic personal data of participants. Do not take too much time with this though – keep the list short and relevant. It is helpful to be prepared with a form to quickly record this info, such as a table where you can make quick tabulations of age, marital status, length of time as a migrant etc (should reflect the criteria for selecting participants).
- FGDs should be recorded for the purpose of transcripts. The facilitator should explain the reason for recording the FGD and should secure the permission of the participants to record the FGD at the beginning of the discussion. The facilitator should place the recording device centrally after gaining permission. It is good to test the sound quality, volume and sensitivity of the recording device in advance.
- Be prepared for the possibility that the participants may refuse to be recorded. Either way, the facilitator should be accompanied by a documenter who takes notes of the discussion. The documenter should be skilled enough to capture specific quotes that could be used to illustrate the findings of the research later on, and record communicative non-verbal gestures (hanging head, rolling eyes, pauses or sighs). The role of the note-taker should also be explained to the participants at the outset. This person should also have the dual role of making sure that the facilitator and the discussion stays on track and within the time given, that all the questions are covered, and that the facilitator abides by established standards and principles.
- The FGD should be skillfully facilitated so that all members will have a chance to express themselves, the discussion is not dominated by a few persons, and those who are quieter are given an opportunity to speak. Questions should be asked clearly in a way that participants understand; if they go in a different direction, reformulate the question and ask it again. Facilitators should avoid interviewing each person in the group; an FGD is supposed to have the feeling of a discussion. In this way, participants should be encouraged to respond to each other.
- Towards the end of the discussion, solicit recommendations or suggestions from the participants regarding the issue/s discussed. Closing the FGD may be done by doing a brief summary or recap of the highlights of the

discussion, followed by thanking the participants for sharing their time and experiences with you. If necessary to have a follow-up meeting, it should be discussed or arranged here.

- Attributes of a good facilitator:
  - *Is open-minded by accepting the opinions of the participants without reacting or challenging responses;*
  - *Is a good-listener by doing more listening than talking;*
  - *Is an active-listener by absorbing what is being said and processing it;*
  - *Is able to quickly process the responses of participants and follow up with probing questions that are aimed to clarify;*
  - *Does not get distracted;*
  - *Ensures the discussion stays on the topics that are supposed to be discussed by following the FGD guide;*
  - *Is knowledgeable on the topics being addressed through preparation in advance;*
  - *Is able to probe patiently and not lead the discussion towards the results the facilitator wants to have;*
  - *Is able to balance the participation of members of the group, and is able to control dominant participants and encourage the "fence-sitters"*
  - *Is able to manage the time efficiently.*
  - *Is considerate and polite.*

7.3.3 Balloon Method ("He says/she says")

- **Objective:** To find out about attitudes, knowledge, feelings or behaviors of migrants.
- **Method:** Using pictures to gather insights and opinions from individuals and have multiple responses that can be used for discussion.
- **Materials:** Flipchart paper, marker pens, tape, balloon shaped paper for responses

- **Participants:** Migrant workers and members of their community, and a facilitator.
- **Steps:**
  a. *Participants are asked to draw a picture of a person's head or face that represents them on the flipchart paper leaving plenty of room to add responses in the paper thought balloons.*
  b. *A question is asked by the facilitator. The participants are asked to close their eyes and take a moment to envision the incident that is being discussed.*
  c. *Participants in the group are asked to fill in their thoughts, feelings or knowledge in the thought balloons according to the question asked.*
  d. *Responses should be discussed, and if necessary, a consensus should be gained on the issue.*
- Note:
  - The group needs to have a reasonably high literacy level or find ways around it such as a "buddy system". Assess literacy rates of the group before choosing this methodology!
  - This method can be used as a teaching exercise (e.g. labor rights) or as a data collection method (e.g. experiences of physical abuse). But you should have a skilled facilitator on the issue.

7.3.4 Documenting personal stories

LIFE HISTORIES

A life history is a written account of someone's life based on several in-depth interviews conducted with the respondent. It is a combination of autobiography, archives, personal discussions and open interviews. Sometimes photos and other memorabilia can enhance the documentation. The interviewer analyses all the information present and writes the life history, but the interviewee must verify the biography before it can be released.

ACHIEVE used this technique in research with HIV-positive migrants who returned to the Philippines and their spouses. Each participant was interviewed several times, on average three times. In the process, a lot of interaction between the interviewee and the interviewer took place. This built a good rapport, even after the life history was completed that led to further interventions, such as capacity building and public speaking.

nARRATIVES

Narratives are anecdotal by nature. They make use of personal stories to give an account of an individual's direct experience with the topic, often times related to a specific incident or set of related incidents. Narratives are often done orally like an interview, with the question guide focused on a specific incident.

The narrative can be used within an oral history or utilized in reports to give the data life and feeling. Narratives provide powerful testimony that are illustrative and can be used to summarize the impact of the topic on those affected by it. Meaningful quotes can be drawn from narratives. Narratives can also provide information that was not identified in the question guide by the interviewer but that is significant.

CARAM Asia uses quotes from narratives extensively in its State of Health reports. As part of the evidence-base that can be used for advocacy, this sort of testimony is vital because this is where the voice of migrants is heard. Look at CARAM's SoH reports for examples, available for download via the internet: www.caramasia.org

DIARIES

Diaries are a written record of events and information by the respondents over a period of time. They can provide various types of information, but should be guided at the outset with a framework. For instance sex workers can record their accounts of condom use and discussions or negotiations with clients on a daily basis. Factory workers can describe their long work hours in a factory and working and living conditions on a daily basis or as they notice these things.

The keeping of a diary is also excellent for project workers to do on a daily basis as part of their own work records. Diaries are very good support materials to help follow up "cases" over a period of time and excellent for a situational analysis of continuous events. However, respondents need literacy skills and require very strong discipline and regular support to maintain dairies. Issues of confidentiality need to be strongly adhered to when diaries are reviewed.

7.3.5 I Agree/I Disagree

- **Objective:** To use a participatory and active way to discover opinions, attitudes or knowledge.
- **Method:** Using a series of questions to encourage participants to express their opinions or demonstrate knowledge and to stimulate discussion.
- **Materials:** Flip charts, marker pens, tape or string to make a line on the floor to divide "I agree" and "I Disagree" areas, list of closed-ended statements.
- **Participants:** Migrant workers and members of their community, and a facilitator.
- **Steps:**

  a. *Lay down a "line" on the floor using tape or string and explain which side is the "I agree side" and which is the "I disagree" side.*

  b. *The facilitator explains the session and encourages participants to actively voice their opinions, and that they may be called on to defend their response.*

  c. *Read a statement out loud and ask people to gather on one side or the other of the "I agree/disagree" line. Ask the participants to respond after every question. If no one volunteers, choose people randomly. Follow-up with others in the group, asking reasons for agreeing or disagreeing.*

  d. *Tally responses of agree / disagree for each question and summarize responses on the flipchart for discussion later.*

  e. *Continue until all questions are exhausted and then process the responses documented on the flip chart in a group discussion, gaining consensus and clarifying information if necessary.*

7.3.6 Body Mapping

- **Objective:** To discuss or explain issues about the body.
- **Method:** Drawing the human body figuratively and adding comments or discussing topics related to health, or social or physical aspects of the body.
- **Materials:** large flip chart paper, markers, colored paper (optional) and tape, camera (optional)
- **Participants:** Group of migrant workers from a similar group, separated by sex if the discussion will touch on intimate or sensitive issues, and a facilitator, also gender matched.
- **Steps:**

  a. *The size of a group working on one "body" should be small - no more than six participants so that there is enough room for everyone to participate.*

  b. *Get participants to draw a representative body, or draw the outline of a participant and fill in a couple of details as deemed necessary, but don't take too long.*

  c. *Ask specific questions about their bodies as it relates to the issue.*

  d. *Participants write down their responses on the corresponding part of the body. For example, occupational health and safety can show where people are injured or feel pain. You may want participants to fill in information on colored paper according to subject, or write directly on the flipchart. Take pictures of the process.*

  e. *Have participants discuss their responses. Summarize the responses or the issue and confirm the conclusions with participants.*

7.3.7 Venn Diagram

- **Objective:** To show the strength and influence of a particular issue.
- **Method:** Making a diagram that shows relativity as a tool for discussion and analysis.

- **Materials:** Flip chart, colored paper cut in various sizes of ovals or circles, tape and markers
- **Participants:** Migrant workers and members of their community, and a facilitator.
- **Steps:**

  a. *Make sure the size of the group is manageable or else break into smaller groups.*

  b. *Ask the participants to draw a diagram that shows the relationship of an issue. This can show the relationship of an issue that affects them, or can show issues of access.*

  c. *Place a circle in the center or in the corner to represent the participants or the issue.*

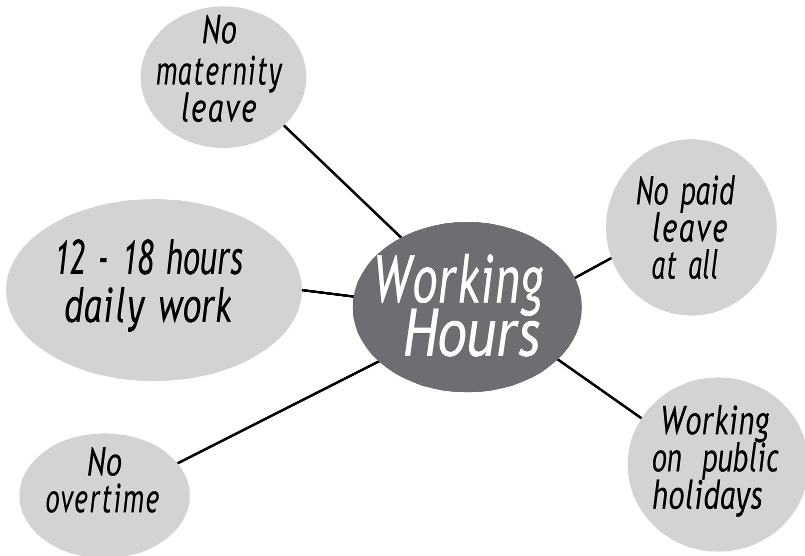
  d. *Place circles of varying sizes representing resultant conditions or other entities in relation to this circle. The size of the circle defines its importance - the larger the more important.*

  e. *The strength of the relationship to the main circle (the issue or participants) is depicted by the distance of its placement - the closer a circle is to the main circle depicts the strength of the relationship, influence or accessibility.*

  f. *Once the Venn diagram is completed, facilitate a discussion on why they plotted the diagram this way. In particular, discuss the placement of the circles - their closeness or remoteness - as relates to the relationship. This sort of analysis can be used to identify advocacy targets or priorities by assessing what issue or entity is most influential and who is most relevant or accessible in responding to the problem.*

  g. *The discussion should end with a synthesis and collective agreement upon any conclusions.*

Example of Venn Diagram for analyzing the information:



7.3.8 Mobility mapping

- **Objective:** To ask more in-depth questions about the mobility of migrants and conditions related to each phase of mobility or specific locations.
- **Method:** Mapping migrants' mobility and important events or related conditions to each point.
- **Materials:** Flipchart paper, markers
- **Participants:** Migrant workers and a facilitator.
- **Steps:**
  a. *Ask participants to map their mobility starting from their point of departure, usually their home community depending on the focus of the research, to the point where they are living now by drawing points that indicate locations or significant changes, followed by a line that connects to the next point.*

b. *The length of the line can define the distance between locations, or can represent time depending on the focus of the research.*

c. *Each point should have a balloon or a box that explains the location and its significance. Explanations should include reasons for moving to or from that location, and can provide any other details the migrant feels like including. The facilitator can also request information specific to a research topic, such as what health problems the person had at each location and what were their experiences in seeking out related health treatment.*

7.3.9 Mapping

- **Objective:** To assess significant places in relation to migrants.
- **Method:** Drawing a map that shows important places and facilities in a community or specific locale.
- **Materials:** Flip chart paper, markers, camera
- **Participants:** Migrant workers and members of their community, and a facilitator
- **Steps:**

a. *Ask the participants to draw their community on a large piece of paper using symbols that they agree upon.*

b. *They should identify community facilities, health or other public services, significant geographical features (mountains, rivers), residences, work places, and whatever else is of significance to the research.*

c. *Discuss what services are available or the significance of the items included. Then discuss issues that may act as obstacles to accessing services or obtaining information or support, such as distance, discrimination, fear of being arrested...*

d. *Encourage participants to ask each other questions for clarity while they are drawing or engaged in explaining the issues. Develop a consensus on the results.*

e. *Facilitate a discussion that explores and identifies possible interventions to address the problems mentioned.*

- **Note:**
  - This kind of mapping is usually done in the beginning phase of the PAR process, but it can also be repeated later as a form of evaluation to map the possible changes that might have occurred due to the ongoing interventions.
  - The product of the mapping can be used at formal and informal meetings, during FGDs, or when conducting interviews as a visual tool to guide discussions.

7.3.10 Observation

- **Objective:** To obtain information and general understanding of an issue or situation through first-hand experience.
- **Method:** Participating directly to gain first-hand experience with the conditions or the group being investigated, and documenting what is observed and experienced.
- **Materials:** Pen, notepad, camera, video (optional)
- **Participants:** Research team members
- **Steps:** Observation can be done in two ways.
  a. *One way to observe is as an outsider. In these cases it is important to introduce yourself and the research and gain proper permission from those you are observing or by gatekeepers and stakeholders. Do not "sneak" around as you may endanger those you are observing or yourself.*
  b. *The other way to observe is to participate directly as a member of the affected community. In some cases this may be easier than others. For instance, going through a health exam may be easier than living on a fishing boat. This will take good judgment on the part of the research team member to determine what level of observation or participation is necessary or feasible.*

- Note:
    1. This sort of first-hand experience can help build a rapport with migrants.
    2. Always pursue observation techniques with considerations for ethics and safety.
    3. Ask permission when necessary, such as when taking pictures or video.
    4. Personal observation is subjective, so any outputs should be verified and validated with the target respondents and other credible sources once recorded.

As part of the research done on mandatory HIV testing of migrants, CARAM members went to health clinics and hospitals where these tests are given. There they observed: the physical conditions of the facilities, such as sanitation; availability of information on health, HIV or the conditions tested; numbers of clients being tested on an average day and whether the migrants were accompanied, such as by employers; availability of translation; treatment of migrants by staff; numbers of staff available; and any procedures that were available for viewing.

There were a couple of organizations where a member of the research team underwent a health exam under the premise of being a prospective migrant worker to experience first-hand the treatment by staff, and whether any consent or counseling was provided. These people were either already aware of their HIV status or wanted to know and where prepared for any eventuality, because it was guaranteed that they would not receive any counseling at the clinic but would be tested for HIV.

7.4 4 Ann EX 4 . TOOLS FOR QUAn TITATIVE DATAGATHERIn G

(Note: this is a rudimentary introduction to a complicated technique. It is advised that those wishing to utilize quantitative methodologies do further research or consult research institutes or organizations.)

7.4.1 Sampling[10]

When doing quantitative research, sampling is used to establish that the conditions being investigated are pervasive among the general population being studied. If information is only obtained from a concentrated group of people, the results may not be representative of the broader study population. Sampling helps establish that the information gathered is representative of the total study population by using a system that ensures information is being obtained from a broad stratum.

When choosing a quantitative research technique, such as a survey, there are different methods that can be used to reach an acceptable sample. These methods are:

- *Random sampling* - Random means “only by chance”; i.e. everybody has the same chance to be selected for the sample. A precondition for random sampling is that a list of all the people or households (or whatever ‘unit’ is being researched) is available, or else the size of the total population being studied is known. This is always difficult information to obtain because migrants are usually not organized or recorded in this way, although there are exceptions such as in certain types of workplaces like a factory. Another possibility is taking a group of migrants in a specific location, such as domestic workers hanging out in the park on a day off, and selecting participants ‘at random’. Be careful of interpreting “random” though - without a clear system for selection, bias may creep in. Rolling a dye is one technique. Simply go left to right, counting off the number that appears on the dye from the last person interviewed, and interview that person and so on.

[10] Hardon, et. al. (1997) Applied Health Research Manual, Anthropology of Health and Health Care. p. 207.

- *Systematic random sampling* - If a list of possible participants is available, systematic random sampling is an option. For example, every fifth name is selected depending on the sample size wanted and the size of the list. The list should not be categorized, although it may be alphabetized.

- *Stratified sampling* – First, divide the group into significant categories, such as married/ unmarried, place of origin, or age groups. The more divisions made, the more difficult it will be to find representative numbers. So, it is best to keep the categories broad enough to encompass a representative group. Decide how many people to select within each subgroup. Once these conditions have been established, random or stratified sampling techniques can then be used. Using this method ensures that the influence of certain socio-economic factors is captured in the research, and that the variety within the larger group will be more accurately reflected.

- *Non-random sampling* - Non-random sampling is a method where individuals areselectedfromagroupofpeoplefromwithinadefinedunit. Thebackground of the people is not used for stratification, and there is no randomness about choosing the respondents. Consecutive series is an example of non-random sampling, where, for example, the first 100 clients in an STI clinic are selected. Cluster sampling is another method where, for example, a survey is done with all the people belonging to a specific unit, such as a household, a factory, a boat or a karaoke bar.

- *Combinations* – Using a combination of different sampling methods is also a possibility. It is not always feasible to use certain methods, so sometimes a combination of sampling methods is necessary. Especially in the context of migrants, who are difficult to reach, various sampling methods may need to be used. Snowball sampling is the most common "combination" technique used. Snowball sampling is when a loosely defined criterion is used for the sample, such as migrant workers of a certain occupation or nationality, without having a definitive population to choose from. Sampling then relies on introductions from previous respondents to reach new respondents who fit this broad criterion.

Numbers needed

Before starting a quantitative sampling activity, it is good to determine how many respondents are needed to have a representative sample of statistical significance.

For example, a sample of 100 migrants is small, whereas 250 to 500 is a more representative number depending on the total population being assessed. If there is a small sample size, it is not accurate to make broad generalizations. Any estimates made will need to be generalized regarding the total population using rounded numbers.

Sampling in qualitative research

There are two sampling methods which are frequently used in qualitative research:

- *Systematic non-random sampling* - This is when the research team selects people with important characteristics, like key informants.
- *Theoretical sampling* - This is when people are selected on the basis of a broad category that is revised and stratified according to findings of significant characteristics. It is commonly used when there is not much yet known about the group in question. The implication of this way of sampling is that the initial categorization has to be modified over time.

  For instance, if looking at a specific occupation where migrants work, such as on fishing boats, it may come to light that the nationality of the migrant or the amount of time an individual has spent in the country are more important than the type of boat they work on.

  The sample will then be adjusted to separate groups by these two factors – nationality and time in the country, rather than by boat type. Using this sampling technique is progressive, meaning that the researchers have to continuously check if all the influential categories have been identified and incorporated.

Numbers needed

Large numbers of participants are not necessary for qualitative research. Moreover, if there are too many respondents, it will be counterproductive because the analysis of qualitative research takes a lot of time. As a general rule, theoretical sampling only requires a handful of people in each category.

For instance, if it is assumed that the amount of time spent living and working in the host country is an important factor, five people in two categories can be interviewed – those who have been here a significant amount of time (e.g. over three years) and those who have been here a short time (e.g. less than three years).

After a while, it is realized that another factor is influential, such as nationality. Then the researchers have to make sure that that there is proper representation in categories that can show the differences, for example:

nationality	**Burma**	**Cambodia**
Long time in host country	**5**	**5**
Short time in host country	**5**	**5**

7.4.2 Survey

- **Objective:** To produce quantitative and qualitative data about a specific issue by obtaining detailed information from members of a defined community.
- **Method:** Using a standardized set of questionnaires or interviews with numerous individuals.
- **Materials:** Questionnaires, pens or pencils
- **Participants:** A set of the migrant population as identified by applying sampling principles, a team of trained interviewers.

- **Note:**
  - It is more common that academic institutes or organizations that have specific technical skills undertake surveys, especially because of the skills set it takes to analyze the results. Small scale surveys can be done to illustrate a specific issue though.
  - A survey is a formal set of interviews or self-administrated questionnaires with a closed set of answers intended to generate large numbers of responses that can be expressed as statistics.
  - Questions and responses should be pre-coded so that they can be input as data sets into a computer or can be tallied. The SPSS package (Statistical Package for the Social Sciences) is very appropriate for analysis of the generated data.

    Using tally sheets is more time consuming, but requires less technical expertise than using a computer.
  - A survey design establishes whether the questions asked will garner responses that pertain to specific characteristics or frequencies of occurrence over time.
  - This information can act as a baseline study, but should be triangulated with data collected using other means.
  - *Weaknesses* - Surveys are not the best way to find out attitudes and are not recommended for getting reliable information on behaviors or practices.

DESIGn OF SURVEY QUESTIOnnAIRES

Phases:

- Decide on the topics
- Formulate specific questions that will garner the desired information
- Develop the sequence and flow of questions
- Format the questionnaire
- Translate as necessary

Some rules in designing questionnaires are as follows:

- Always keep in mind why these questions are being asked. What information is necessary, and will the desired responses arise from this framework?
- Make the questions as specific as possible - clear, short questions, using everyday words.
- Each question should measure one thing at a time - avoid two topics in one question.
- Avoid using leading questions ("don't you think it is better that...").
- The questionnaire should be as short as possible.
- Look at the sequence of questions carefully and see how they relate to each other – do they progress? Jump back and forth? Repeat the same question in a different way?
- A set of instructions should be provided to ensure that both the interviewer and respondent have the same understanding of how to proceed, such as how to provide responses, such as when there are multiple answer responses, etc.
- Always pre-test the questionnaire and make changes accordingly.
- Use a language the respondent is fluent in.

SURVEY RESEARCH DESIGn

- A survey can be administered cross-sectional (once) or longitudinal (over time).
- Survey research is limited by the subject's willingness to report information.
- A random survey must not restrict any sub-groups within a population.
- A survey that contains external bias tends to favour selection of certain members of a population.
- A sample will be biased if the population list used is incomplete, out of date, different from the target population, or non-responsive.
- A true reflection of the population may not be achieved even if there is an appropriate list and a 100% response.

Assumptions of Survey Research Design:

- In cases of self-administered questionnaires, it is assumed that the population is literate.
- It is assumed that biases are accounted for.
- It is assumed that the sample reports accurate information.
- It is assumed that the sample size is valid and will either support or refute the hypothesis.

7.4.3 Tally Sheets

- **Objective:** To physically count the occurrence of a certain phenomenon or action.
- **Method:** Collecting data through direct observation or systematic recording of a specific activity.
- **Materials:** Tally sheets
- **Participants:** Research team members and volunteers
- **Steps:**
  a. *Define the activity or action to be counted.*
  b. *Establish a methodology for counting, including a tally sheet that is broken down by period of observation for proper reporting.*
  c. *Add up the numbers counted. Analyze data by identifying trends and necessary follow-up qualitative research.*
- **Note:**
  - Tally sheets are a quantitative exercise used for counting numbers of condoms sold, number of people requesting condoms, number of trucks crossing a border point, number of men / women attending a STI clinic, numbers of migrants attending a testing clinic, or participating in pre-departure trainings.
  - Any counting or tallying exercise needs to have a time frame for the data collection, such as "by session" ,"during a certain time of day", "by day", "by week" "by month"...etc.
  - The tally technique delivers good back-up information, but is often very time-consuming and only provides empirical quantitative reporting. Any causational information must be followed up using qualitative methodologies. For example, "why do more people take condoms at a certain time of the day or on a certain day of the week?"

7.4.4 Opinion Poll

- **Objective:** To determine the range of opinions on a specific issue within a defined population.

- **Method:** Using short surveys or focus group-activities that record the opinions of participants about a specific event, issue, policy, or anything that directly affects their lives.
- **Materials:** Formulated questions and tally sheets to record answers.
- **Participants:** Migrants and members of their communities, a facilitator and assistant.
- **Steps:**

  a. *Identify the target sample of respondents. Set a period of time and a target number of respondents to be interviewed.*

  b. *Questions are prepared that provide close-ended responses. (Strongly agree/ Agree/ disagree/ strongly disagree) etc.*

  c. *Ensure that answers are provided in a clear and recordable fashion. (Use tick marks on a tally sheet, or individual surveys for reporting. In group settings, collect written responses, use hand raising, or the "I agree / I disagree activity", but make sure participants only vote for one response for each question.)*

  d. *Data collected should be compiled, organized, analyzed and utilized.*

  e. *Results should be presented back to communities for discussions and analysis.*

- **Note:**
  - Opinion polls are a quick and easy way to gather personal feelings about an issue.
  - It is a qualitative method because the collected data is people's opinions, yet it is also quantitative because it is recorded in a way that shows the strength of an opinion among the migrant population through quantitative reporting.
  - Be sure that the poll adds value to an activity and shows something, such as levels of information or understanding, a trend towards something, or provides a clear mandate for or against something, such as changes in the way a program is being conducted.
  - This is a good activity for monitoring and evaluation among migrants and their communities. ■

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CARAM ASIA PUBLICATIOnS

Available on-line at www.caramasia.org

- State of Health of Migrants 2007 – Mandatory Testing
- Policy Brief: Removal of Mandatory Testing for Migrant Workers
- Foreign Domestic Workers Campaign Toolkit
- Generic Manual: Mobility and migrantion in the Asia Pacific
- State of Health of Migrants 2005 – Access to Health

CARAM Asia an open and dynamic regional network was set up in 1997 to address special interventions for mobile populations at all stages of migration to reduce their vulnerabilities to HIV and improve health outcomes. Its overall objective is to empower migrants, their families and communities throughout the migration process and build capacities of CBOs/NGOs through utilising Participatory Action Research to ensure inclusion of migrant voices and perspectives on HIV vulnerabilities, migrant health status and recommend potential policy prescriptions for effective national and regional advocacy. For more information please go to www.caramasia.org