Developing Regional Capacity in Operations Research and Economic Evaluation in South Asia

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ABSTRACT

The project contributed significantly to the capacity building of regional professionals in planning, implementing, and monitoring reproductive health programs. During 2001-2005, 157 professionals from 17 countries received training in various aspects of reproductive health in nine workshops, including operations research, economic evaluation, qualitative research methods, proposal writing, and process documentation and enhancing the utilization of research findings in reproductive health programs. Forty-three percent of workshop participants were program managers from government health programs and nongovernmental organizations (NGOs). Success in leveraging resources from other collaborating agencies (CAs) and other donors helped the project to organize more workshops than originally planned and train more professionals than expected. Out of the funds spent, 52 percent was successfully leveraged from other agencies. A survey of the workshop participants four to 38 months after training revealed that 70 percent of respondents were using their newly acquired skills in programmatic improvement, program development, and conducting operations research.

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INTRODUCTION

Building national capacity in planning, implementing, and monitoring sexual and reproductive health programs is a major challenge in Asian and African countries. The lack of capacity is a serious impediment that makes progress in the field of reproductive health difficult to achieve. The shortage of health professionals, managers, and researchers to implement programs and influence policies compounds the problem. Capacity limitations—rather than lack of political will—often impede implementation of reproductive health programs and policies. The Population Council's Frontiers in Reproductive Health Program (FRONTIERS) fully recognizes this challenge, and hence capacity building and provision of technical assistance are key objectives of the Program.

Qualitative Research Training, Dhaka, 2002

These were the concerns that moved FRONTIERS in 2001 to initiate a modest regional capacity building project to orient and train researchers and program managers from NGOs and public sector agencies in the region in operations research and economic evaluation of reproductive health programs. It was also hoped that these skills would be institutionalized in the Institute of Health Economics, Dhaka University, the local partner in this effort. Initially two 10-day training courses were planned on operations research in reproductive health and two five-day courses on economic evaluation of reproductive health programs. However, considering the demand for the training from CAs, UN agencies and other donors, not only from Bangladesh but also from other countries of the region, the project was extended to cover other aspects of research and documentation in reproductive health including qualitative research methods, proposal development, and process documentation and enhancing the utilization of research. To support this growing demand for training and technical assistance, many national and international agencies such as CARE, the International Council on Management of Population Programs (ICOMP), the World Health Organization (WHO), Partners in Population and Development, UNFPA, and others extended their support and funded trainee participation. By March 2005 nine training workshops had been organized, and 157 professionals from 17 countries had been trained.

METHODOLOGY

Workshop title, number of trainees and country represented

Details of the training workshops conducted and countries represented in these workshops are presented in Table 1.

Table 1: Focus of the Workshop, Number of Trainees, and Countries Represented

Title, Place and Date of Workshop	Total No. of Trainees	% of Regional Trainees*	Participating Countries
1. Operations Research in Reproductive Health, Dhaka, Bangladesh (Jan. 21-Feb.1, 2001)	21	33	Cote d'Ivorie, Malaysia, China, Benin, Nepal, India, Pakistan, Bangladesh
2. Economic Evaluation of Reproductive Health Programs, Dhaka (Jan. 20-24, 2002)	15	27	India, China, Nepal, Bangladesh
3. Operations Research in Reproductive Health, Dhaka (Apr. 28-May 8, 2002)	20	55	Ethiopia, India, Nepal, Thailand, Bangladesh
4. Use of Qualitative Research Methods in Studying Reproductive Health and Risk Behavior, Dhaka (Dec. 10-17, 2002)	19	42	Vietnam, Cambodia, Thailand, India, Uganda, South Africa, Bangladesh, Nepal
5. Proposal Writing, Dhaka (Oct. 8-10, 2002)	5	80	Malaysia, England, India, Indonesia, Bangladesh
6. Economic Evaluation of Reproductive Health Programs, Dhaka (May 24-29, 2003)	16	25	Syria, India, Nepal, Bangladesh
7. Operations Research in Reproductive Health and HIV/AIDS, Katmandu, Nepal (Mar. 9-19, 2004)	26	54	India, Bangladesh, Malaysia, Nepal
8. Process Documentation and Utilization of Research Findings, Vadodara, India (August 16-18, 2004)	12	46	India, Thailand, Indonesia, Malaysia, Bangladesh
9. Use of Qualitative Methods in Studying Sexual and Reproductive Health Behavior, Lucknow, India (Mar. 28-Apr. 2, 2005)	23	17	India, Bangladesh, Nepal
Total number of professionals trained & countries represented	**157**		**17**

** Excluding participants from the host country*

Topics covered in the workshops

The topics covered in these workshops varied substantially. For example, the workshop on operations research (OR) in reproductive health focused on defining the role of operations research in programmatic research, demonstrating causality, different study designs, and elements of a good proposal. Considerable time was spent in helping the trainees develop OR proposals and practice making good presentations. The participants also received an orientation on the basics of economic evaluation and the use of qualitative research methods in reproductive health research.

In the workshop on economic evaluation, the thrust of the training was on acquainting the trainees with the concepts of cost and price of reproductive health services, and the techniques to estimate the costs and prices of clinic services as a package as well as the cost of individual services. It was envisaged that after acquiring these skills program managers would be in a better position to decide about cost recovery. The trainees were given exercises to analyze cost and price data to acquire practical experience. During group work, trainees also developed concept papers for undertaking OR to enhance the economic sustainability of programs and reproductive health services.

The workshops on qualitative research covered various qualitative research methods that could be used in studying sensitive sexual and reproductive health issues. Some of the methods covered in these workshops included social mapping, free listing, in-depth interviews, case studies, and focus group discussions. The trainees also received an orientation on how to analyze qualitative data using computer software packages (Anthropac and ATLAS.ti) to complement quantitative data. The ethics of research and the protection of participants were covered in detail.

The workshop on process documentation focused on the framework for documenting the intervention, different aspects of process documentation and report writing, important issues that need to be documented to ensure utilization of the study, and lessons learned in carrying out intervention studies. The participants also received training on how to write abstracts, executive summaries, press releases, and strategic planning for enhancing utilization of the results. They were given exercises to practice the skills learned during the workshop.

Sample agendas for the workshops are provided in Appendices 1-4, including the structure of the workshops and details of the topics covered.

Profile of participants

Table 2 provides details on the number of trainees and the regions/countries they represented in the nine workshops conducted. The majority of the trainees (135) came from South Asia. Thirty-four percent of the trainees were from India, 39 percent were from Bangladesh, and 11 percent were from Nepal. Three percent of trainees came from Thailand and Malaysia. The remaining participants in the workshops were from other countries outside the region.

To build research capacity and to ensure the utilization of training, the FRONTIERS Program trained a wide spectrum of health professionals including policymakers, researchers, staff from NGOs and public sector agencies, university faculty, and representatives from donor agencies. Table 3 shows that out of the 157 trainees, most participants in the training workshops were from NGOs (45%), followed by government health programs (21%), universities (17%) and research institutions (11%).

Table 2: Number of Trainees and Countries Represented

	Number	Percent
Total no. of trainees	157	100
Trainees from South Asia	135	86
Trainees from S. East Asia	14	9
Trainees from other countries	8	5
No. of countries represented	17	100
No. of Asian countries	10	59
No. of African countries	5	29
Other countries	2	12

Table 3: Institutional Affiliation of Trainees

Government Health Programs	University Faculty	Research Institutions	Donors	NGOs	Total
32	27	17	10	71	157
21%	17%	11%	6%	45%	100%

Further analysis of the trainees by job responsibility showed that 43 percent were program managers and the remaining 57 percent were researchers and university faculty (see Figure 1).

LEVERAGING

Leveraging resources has been an important strategy for the FRONTIERS capacity building initiative. Leveraging helps in two ways:

- In optimizing the use of the limited resources available for training and building capacity by organizing more training workshops and training larger numbers of program managers and researchers from the region.

- Demonstrating an increasing appreciation of operations research by other cooperative agencies and institutions in providing program solutions. Many CAs and institutions spent their own resources to train their staff/partners in operations research workshops organized by FRONTIERS.

Figure 1: Profile of Trainees

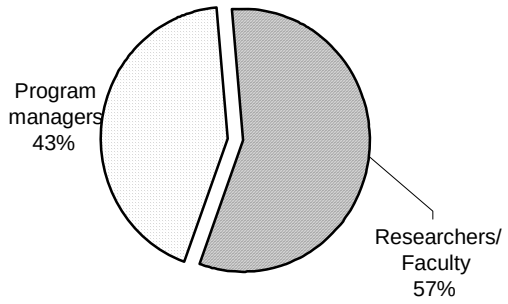


Figure 2 gives a breakdown of the amount spent by the FRONTIERS Program and many other CAs and international organizations to support the local costs (transportation and participation

cost of the trainees) of the nine workshops undertaken by the project. Leaving out the cost of the FRONTIERS staff that organized the workshops and related operational support, a total of $119,252 was spent on the nine capacity building workshops. The average cost per workshop is estimated at $3,250 and the per participant cost was only $760 (inclusive of transportation and per diem). Out of the total local costs for the nine workshops, only 48 percent was borne by the FRONTIERS Program while other CAs and international agencies met the remaining 52 percent of the expenses.

For the individual workshops, the level of leveraging varied from 100 percent to eight percent (see Figure 3 below). In the last workshop that was held in Lucknow in March 2005, no attempt at leveraging was made, and thus 92 percent of the workshop expenses were met by the FRONTIERS Program. If the cost of this workshop were set aside, the proportion of leveraging of the remaining eight workshops increases to 61 percent.

Figure 2: Leveraging Resources in Nine Asian Workshops

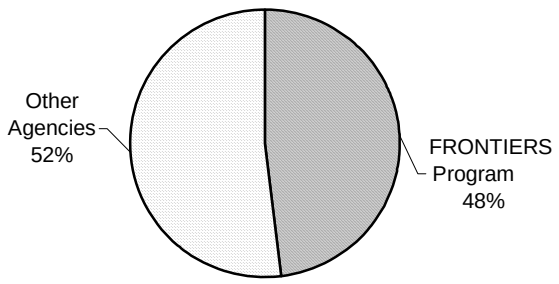
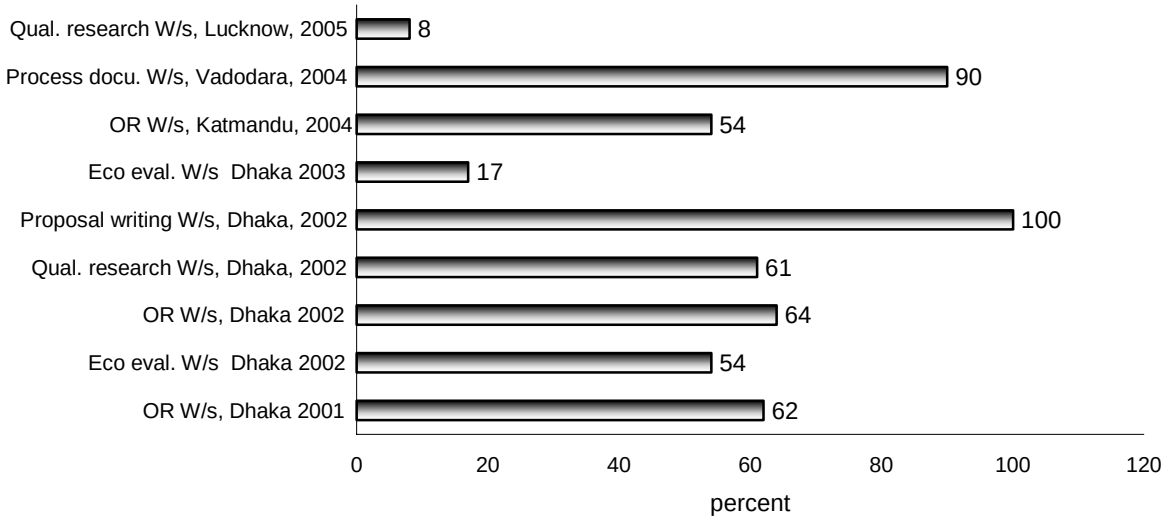


Figure 3: Percentage of Leveraging by Workshop



POST-WORKSHOP EVALUATION

At the end of each workshop, trainees were asked to evaluate the course by filling out an evaluation form. To obtain an accurate evaluation, course participants were advised not to write their name or provide any other identifying information.

Each course was evaluated on four aspects:

a) Clarity of introduction of each session/topic
b) Usefulness of the topics covered for their future work
c) Things that they enjoyed most in the course
d) Suggestions for improvement

An evaluation of the three workshops on OR in reproductive health showed that in general participants liked the introduction and deliberation on topics such as components of an OR proposal, identifying program problems, experimental design, making good presentations, conducting situation analysis, and ethics of research, and said the topics were useful for their future work. In all three OR courses, while the participants appreciated the usefulness of the sessions, they found the sessions on cost analysis and sustainability difficult to follow. This is perhaps because of the background of the participants who were mostly program managers and researchers. Very few were involved or acquainted with economic concepts and evaluation.

In the two economic evaluation workshops, where most participants had an economic background, cost and cost analysis, cost effectiveness and cost benefit analysis, willingness to pay surveys, and designing an economic evaluation project were identified as very useful sessions. A few participants who did not have a background in economics or accounting found the practical exercises on cost and price analysis to be quite difficult.

The participants evaluated the two workshops on qualitative research methods as highly positive. The sessions that they found extremely useful included social mapping, key informant interviews, in-depth interviews, and reporting qualitative research findings. The field visits and practical training on social mapping and its analysis were also appreciated by most of the participants.

Evaluation of the process documentation workshop was also highly positive. The participants felt that they were exposed for the first time to the meaning and importance of process documentation. The sessions which were evaluated as very useful included process documentation, setting dissemination objectives and plans, strengthening presentation skills, and skills for writing executive summaries, abstracts, and press releases. The trainees found the practical exercises most rewarding.

The things that participants liked most about the format of the workshops included the interactive methods, group work, field visits, and practical exercises—making a presentation, developing a proposal, and writing abstracts, executive summaries, and press releases. These points are well reflected in their comments (see Box 1).

Box 1: Trainees' Comments on the Workshops

- *"Sessions were explained very clearly and [the course] was highly interactive."*
- *"I enjoyed components of an OR proposal, experimental design, and the qualitative methods. Enjoyed group work very much."*
- *"Such workshops should be organized more often to help build capacities of NGOs where utilization of research is rather weak."*
- *"The practical approach to the training like field visits, use of software packages for data analysis, and exercises were useful to put concepts learnt during the training sessions into practice."*
- *"We enjoyed the interactive method of teaching."*
- *"The YPRHP program has another eight months left before completion in Asia. I will use this training to carry out behavior change communication in the three study centers."*

Suggestions for further improvement of the workshops included increasing the duration of training by one day (in the case of both the qualitative research and the process documentation workshops), reducing the duration by one or two days (in the case of the OR in reproductive health workshop), more practical experience/exercises, visits to the field, and improved logistic arrangements (mainly easy access to internet). A few quotes from the evaluation expressing these views are given in Box 2.

Box 2: Trainees' Suggestions for Improvement

- *"More group work would be useful. Perhaps one more day for the training would allow us some time to dwell on the topics covered."*
- *"The workshop organizers should provide details on logistical issues like price of Internet use and international calls from the hotel. Also it would be helpful if a package of information on the workshop itself were provided beforehand to allow trainees to be better prepared."*
- *"Ten days was rather too long. Training could be of shorter duration."*
- *"Organize workshop in other city with residential facility."*

IMPACT EVALUATION OF TRAINING: FOLLOW-UP SURVEY

To assess participants' use of their newly acquired skills in programmatic decisions or research, all the 157 trainees were e-mailed a structured questionnaire four to38 months after the training. After repeated attempts, 107 trainees (68%) could be contacted. The rest had either been transferred or had resigned from their jobs, and their new contact addresses could not be traced. Out of the 107 trainees, 64 (60%) provided feedback. If 157 is taken as denominator, the present evaluation is based on 41 percent of the total trainees who participated in the training workshops. Their answers were analyzed and the key findings are discussed below.

Out of the 64 respondents, 45 were program managers and 19 were researchers. Of the 45 program managers, 24 were from NGOs, six from government and 15 were from other agencies such as WHO, UNFPA, UNICEF, and other CAs. Out of the 19 researchers, seven were from research institutions and 12 were from universities. A detailed breakdown is shown in Table 4.

Table 4: Institutional Affiliation of Trainees

	Number	Percent
Program Manager		
Government	24	37.6
NGO	6	9.4
Other agencies	15	23.4
Sub-total	**45**	**70.4**
Researcher		
University	12	18.7
Research institutions	7	10.9
Sub-total	**19**	**29.6**
Total	**64**	**100**

Out of the 64 participants who provided feedback, 21 (33%) participated in one of the three workshops on operations research in reproductive health, 19 (29%) attended one of the two workshops on economic evaluation of reproductive health programs, and 24 (38%) attended one of the two workshops on qualitative research methods in sexual and reproductive health (see Figure 5).

Figure 5: Training Received by Trainees

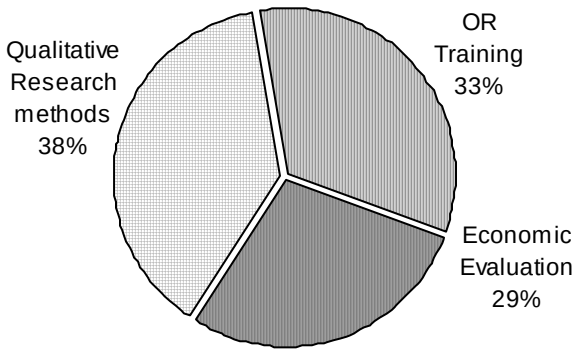
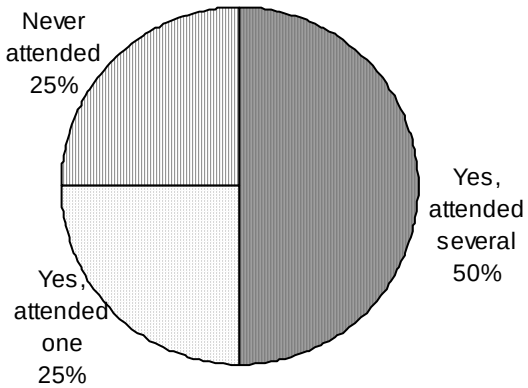


Figure 6: Have You Attended Any Workshop Before?

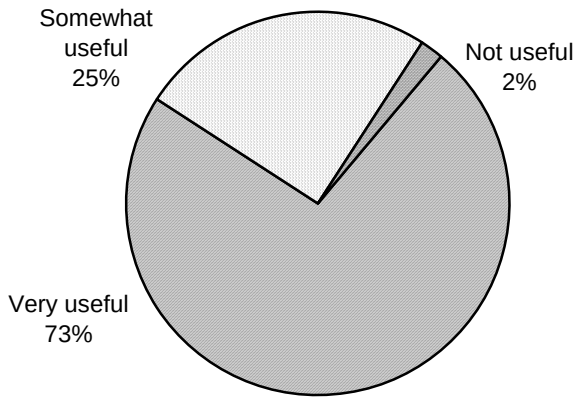


Of the 64 survey respondents, 78 percent had not attended any training, workshop, or orientation session on the topics that were covered in the FRONTIERS workshops that they attended. Seven

trainees (11%) had attended one such training before the FRONTIERS course, while another seven trainees had participated in several training workshops covering similar topics. It is interesting to note that about one-fourth of the participants had never attended a workshop prior to the FRONTIERS training. Most of these participants were program managers (see Figure 6).

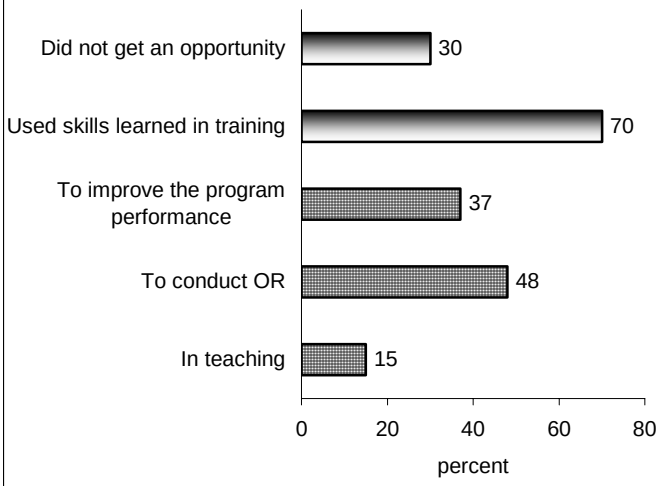
Usefulness: Forty-seven respondents (73%) felt that the training they had received was very useful. Sixteen (25%) said that it was somewhat useful, while only one respondent felt that the training was not useful (see Figure 7).

Figure 7: Did You Find the Training Useful?



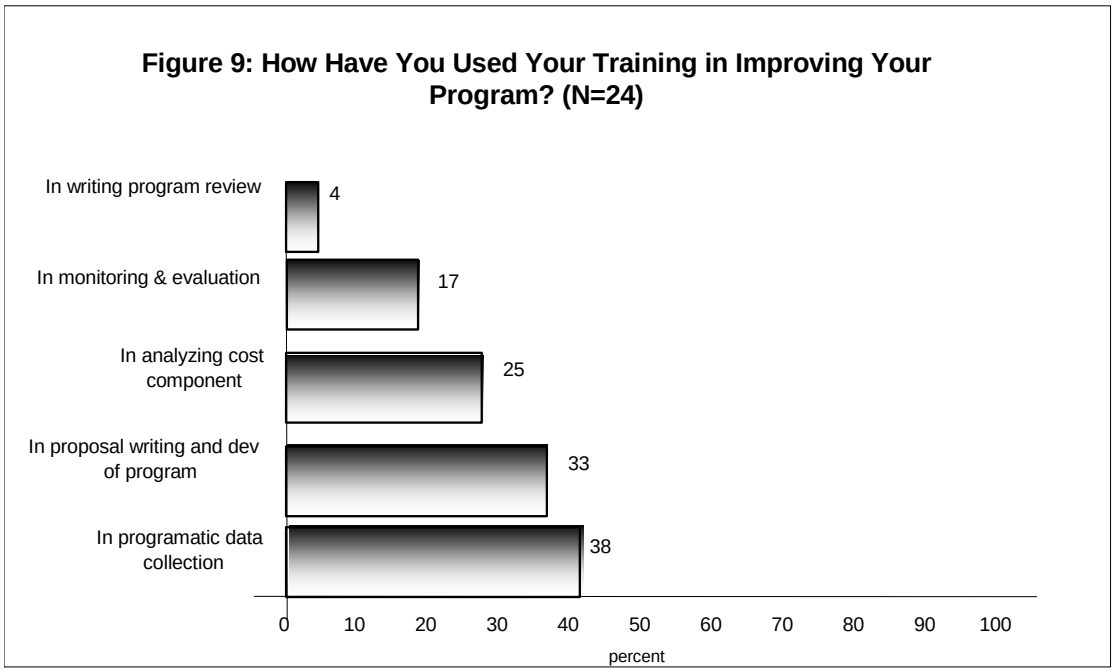
Use of skills learned: All the trainees were asked if they had been able to use their newly acquired skills in their research or program management. Out of the 64 respondents, 45 (70%) reported that they were using the skills learned during the workshop. Further analysis showed that 48 percent had used the training in conducting OR, 37 percent had used their new skills to improve their program, and 15 percent utilized their training in teaching. Nineteen trainees (30%) said that so far they had not found an opportunity to use the skills that had learned (see Figure 8).

Figure 8: How Did You Use the Training? (N=64)



When asked for details on how they had used the skills acquired in training for their program activities, 24 of the 45 responded. The responses are summarized in Figure 9. Nine (out of 24) said that they used it for programmatic data collection. As one participant wrote,

> *For our adolescent project work, I used the training in studying sexual and reproductive behavior of youths and adolescents and adjusted our programs accordingly. I am also using this knowledge in teaching MPH students at a private university.*



Eight trainees said that they had used their new skills for proposal writing and development of their respective programs. To quote one,

> *The SAKSHAM program is interested in understanding the risk-taking behavior amongst transport workers and risk of HIV. We are in the process of designing an OR [study] on this. The training helped us to plan our interventions in a better way.*

Six trainees said that they had used their training for analyzing the cost component of their programs.

> *We did cost-effective analysis of our various services under the program. According to the analysis, pricing of the services and commodity are being revised.*

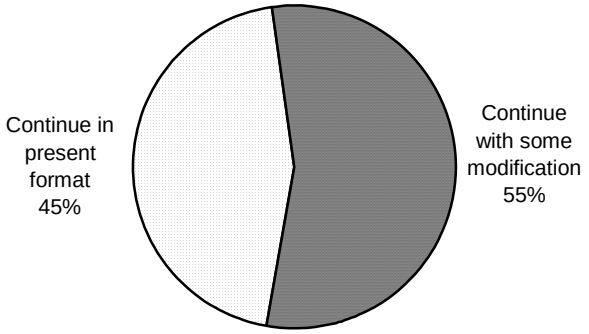
> *I used the skills acquired at the workshop on economic evaluation to do the costing of training traditional birth attendants (TBAs) on saving newborn lives.*

Four trainees mentioned that they were using their newly acquired skills for monitoring and evaluation of their respective programs very efficiently.

> *I have utilized the learning of the training to develop a monitoring framework of my program. It has helped in impact assessment.*

Out of 64 trainees who responded to the questionnaire, nine had used their skills in teaching. Eight taught at MA, MPS, MPH or MD course levels, while one respondent taught at the BA level. Seven of the respondents taught the course at a national or state government university, while the other two taught in private universities. Of these nine, four had used their training also to teach and train their project staff or field investigators.

Figure 10: Respondents' View on Training Format



Opinion on the format of the training:
Twenty-nine respondents (45%) felt that the training should continue in its present format. While 35 trainees (55%) felt that the training could be improved by making some modifications (see Figure 10). The suggested modifications by the respondents are summarized in Table 5.

Table 5: Suggestions for Modifying the Workshop Format

Suggested Modifications	No. of Respondents	Percentage
More time for field work	12	34
Changes to course content	6	17
More time for computer-aided practice	5	14
More time for proposal development	4	11
Length of workshop shortened	3	9
More real-life examples during training	3	9
Course material should be made easier	3	9
Provide software used in training	3	9
Number of respondents suggesting modifications	35	

One respondent commented on the course content,

> *As I understand, most of the trainees are senior researchers or project managers. They may not be interested in the detailed calculation of data. Instead they may find it is more useful to know the basic concepts and how to apply such evaluation in their own areas. Considering this, [the] course on economic evaluation needs to be modified.*

Another participant wrote,

> *More emphasis should be given upon specialized computer software used in qualitative research because today it is indispensable to use computers in research. As a developing country we do not have much opportunity to get training for specialized software. To get best out of these training, two additional sessions on software use for qualitative data analysis should be added.*

CONCLUSION

The experience of this regional capacity building project shows that:

- In developing countries, the capacity building of program managers and researchers in operations research is a priority need, and sustained effort is required to address it.

- Even a small grant could significantly contribute to this effort by coordinating with other cooperating agencies (CAs) and donors. Under the project, 157 professionals were trained—67 program managers (43%) and 90 researchers (57%).

- The project demonstrated the increasing appreciation of operations research among other CAs and institutions in providing program solutions. This is reflected by the fact that many CAs and institutions are spending their own resources to train their staff/partners in capacity building workshops organized by FRONTIERS. Out of the funds spent on the nine workshops, 52% was provided by CAs and other organizations.

Operations Research Training, Kathmandu, 2004

- The modules that have been developed for the training workshops are in general liked and appreciated by the trainees. Group work, practical exercises, field visits, and open interaction between faculty and trainees were identified as major strengths of the workshops.

- More field visits for practical learning, use of real life problems in resource persons' presentations, and computer use for qualitative data analysis were identified as possible improvements for future workshops.

- A survey of those who had received training showed that 70 percent of respondents were using their newly acquired skills in program improvement, program development, conducting OR, making monitoring more efficient, or teaching students in operations research or qualitative research methods. Thirty percent said that they have not yet had an opportunity to use their acquired skills.

APPENDIX 1

Economic Evaluation of Reproductive Health Training Workshop
Dhaka, Bangladesh May 24-29, 2003

Day	9:00 – 10:30	11:00 – 12:30	1:30 – 3:00	3:30 – 5:00	Evening Assignment
1 Saturday May 24	Overview of Course Goals and Objectives	Costing and Cost Analyses	In-Class Exercise on Estimating the Cost of Services in a Family Planning Clinic		Readings on Cost & Cost Analyses
2 Sunday May 25	Pricing and Revenue Analyses	In-class Exercise on Estimating the Price Elasticity of Demand for Family Planning Services		Cost-Effectiveness and Cost-Benefit Analyses	
3 Monday May 26	Cost-Effectiveness and Cost-Benefit Analyses	In-class Exercise on Estimating the Cost and Effectiveness of Integrating RTI Services within a Family Planning Clinic		Designing an Economic Evaluation: Problem Identification, Research Question & Study Design	
4 Tuesday May 27	Groups meet to work on design of Economic Evaluation Study: Problem Identification, Research Questions and Study Design		Group Presentation on: Problem Statement, Research Questions & Study Design	Conducting Willingness to Pay Study	Groups revise problem statement, research questions & study design
5 Wednesday May 28	Designing an Economic Evaluation: Data Requirements & Data Collection	Groups meet to work on design of Economic Evaluation Study: Data Requirements and Data Collection			
6 Thursday May 29	Group work on Preparing Presentation		Group Presentation on Proposed Economic Evaluation Study		

APPENDIX 2

Process Documentation Workshop
Vadodara, India, August 16-18, 2004

Date/Time	Day 1	Date/Time	Day 2	Day 3
9:30-10:00	Welcome, introduction and outline of the course	9:30 – 10.30	Knowing and analyzing your policy and program audiences **Bella Patel Uttekar**	Preparing and making a good presentation **Sandhya Barge**
10:00 – 11:30	Presentation of research findings by participants	10: 30 – 11:30	A) Identifying your most important and key research messages. B) Packaging of your research message in different format **M.E. Khan**	Group work on preparing a presentation
11.30 – 11.45	**COFFEE BREAK**	11:30 – 11:45	**COFFEE BREAK**	**COFFEE BREAK**
11:45-1:00	Process documentation, dissemination and utilization of research: concepts and framework **M.E. Khan**	11:45 – 1:00	Group work on identifying key messages	Presentation of group work by participants
1:00 – 2:00	**LUNCH BREAK**	1:00-2:00	**LUNCH BREAK**	**LUNCH BREAK**
2:00- 3:30	Panel discussion: Role of researchers to enhance the utilization of research	2:00-3:15	Writing press release and executive summary **Sohini Roychowdhury**	Group critique and assignment on writing an abstract
3:30-3:45	**COFFEE BREAK**	3:15-3:30	**COFFEE BREAK**	**COFFEE BREAK**
3:45-5:00	Setting plan for process documentation, dissemination objectives **M.E. Khan**	3:30-5:00	Working group writing a press release	Participants presentation on abstract writing

APPENDIX 3

Operations Research in Reproductive Health Workshop
Dhaka, Bangladesh April 28 – May 8 2002

Date/ Time	28/4	29/4	30/4	1/5	2/5	4/5	5/5	6/5	7/5	8/5
9:00-10:45	Welcome, Introduction and Outline of the course	Components of an OR proposal **M.E**	Making a good presenta-tion **M.E.**	Exercise on Experimental Design I **Z.S**	Experimental Design Exercise II **P.G.**	Analysis and management of qualitative data **A.R**	Sustaina-bility (Cost Effective-ness & Willing-ness to pay) **Z.Q.**	Situation Analysis **M.E.**	Ethics of research **U.R** ---------- Budgeting **U.R**	Presentation by groups **Chairperson Prof. Sushil R. Howlader**
10:45-11:00	T E A									
11:00-1:00	What is OR? **M.E**	Identifying the program problem **U.R**	Experi-mental Design I Demon-strating Causality **P.G**	Working Group **A.R/P.G/ Z.S./SMIH**	Qualitative Methods **A.R**	Working groups **P.G/A.R/Z.S./ Z.Q/SMIH**	Working groups **Z.Q/Z.S A.R/SMIH**	Working groups **Z.Q/Z.S A.R/SMIH**	Working on proposal **Z.Q/Z.S A.R/SMIH**	Presentation by group **Prof. Sushil Howlader** ---------- Concluding session: **Prof. Sushil R. Howlader**
1:00-2:15	L U N C H									
2:15-4:00	Identifying program-matic variables/ Role of manager in OR **P.G**	Working Groups **M.E/P.G/ Z.S/Z.Q/ U.R**	Experi-mental design II Quasi-Experi-mental Design **Z.S.**	Presentation of topic of research **All RPs**	Focus Group Discussions **A.R**	Introduction to cost analysis **Z.Q**	Presenta-tion of research design **All RPs**	Working group **A.R/Z.Q/ SMIH/Z. S.**	Working group **A.R/Z.Q/ SMIH/Z.S.**	

A.R = Azizur Rahman M.E = M.E. Khan P.G = Philip Guest SMIH= Sharif Md. I. Hossain U.R = Ubaidur Rob Z.Q = Zahidul Quayyum Z.S = Zia Sidique

APPENDIX 4

Use of Qualitative Research Methods in Studying Sexual and Reproductive Health Behaviour Workshop
Lucknow, India, March 28-April 2, 2005

Time	Monday, March 28	Tuesday, March 29	Wednesday, March 30	Thursday, March 31	Friday, April 1	Saturday, April 2
9:30-11:00	Welcome and Introduction (Khan/Participants) Why Qualitative Research? (Khan)	Approaches in Qualitative Research: Free Listing and Pile Sorting (Pelto)	Use of Observation and Mystery Clients (Barge)	Discussion on the Field Work Findings (Pelto)	Practical Work Using ATLAS.ti (Pelto/Barge/Sebastian)	Practical Work Using ATLAS.ti (Pelto/Sebastian)
11:00-11:30	Break	Break	Break	Break	Break	Break
11:30-1:00	Needs and Approaches of Research in Sexual and RH (Pelto)	In-depth Interview: Approach and Tool Development (Khan)	Presentation of the Research Topic and Design (Pelto/Khan/Barge)	Discussion on the Field Work Findings (Pelto)	Practical Work Using ATLAS.ti (Pelto/Barge/Sebastian)	Clarifying Queries (Pelto/Khan)
1:00-2:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
2:00-3:30	Social Mapping (Pelto)	Group Work: Selection of a Research Problem and Development of Research Design	Field Work	Qualitative Data Management (Barge)	Ethics in Qualitative Research (Barge)	Evaluation & Feedback
3:30-4:00	Break	Break	Break	Break	Break	
4:00-5:30	Approaches in Qualitative Research: Key informants Interview (Khan)	Group Work continues	Field Work	Qualitative Analysis Using Computer: Anthropac (Pelto)	Reporting Qualitative Research Findings (Khan/Pelto)	