

## Community Leader In-Depth Interview Guide

### In-Depth Interview Introduction & Consent

“Hello, My name is \_\_\_\_\_. I am supporting the Ministry of Health and Medical Services and UNICEF to find out information that can help give children in Kiribati the best start in life – especially through finding out about local diets, food that young children normally consume as well as information on water, hygiene and other health related aspects. The information you share with us will be used to inform and improve maternal and child nutrition programmes that contribute to the health of the mothers and children of Kiribati. Anything you discuss will not be used for any other purpose and your identities will be kept confidential. If you say yes, the interview will take about one hour and a half and there are no foreseeable risks to participating.

Your knowledge and opinions are very important; there is neither a right nor a wrong answer to the questions in the discussion. You are free to leave now, or during the session, if you do not wish to participate in the discussion. Do you have any questions about what will be discussed today? If you have any further question, you may ask the Nourish research team or the Ministry of Health and Medical Services staff on this project.

During these discussions we would want, with your permission, to record the discussion so that we do not miss any valuable information. Once again, your identity will remain anonymous. We are therefore asking your permission to record. Once we start recording, I would like to get your verbal consent on tape, is that okay? Permission given: Yes \_\_\_ No \_\_\_ [*When permitted, start recording*] Do you consent freely to participate in this tape-recorded interview?”

DATE:		
TYPE OF INTERVIEW:	<input type="checkbox"/> Health Worker: _____ <input type="checkbox"/> Senior Health Staff: _____ <input type="checkbox"/> Community Leader : _____ <input type="checkbox"/> Caregiver : <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Grandmother <input type="checkbox"/> Other: _____	
AGE OF PARTICIPANT:		
POSITION OR TITLE:		
COUNTRY:		
PROVINCE/DISTRICT		
ISLAND:		
CITY/TOWN/VILLAGE:		<input type="checkbox"/> Urban <input type="checkbox"/> Rural
FACILITATOR:		
DATA ENTERER:		
START TIME:		
FINISH TIME:		

For Nourish Staff Member:

INTERVIEW CODE:	
-----------------	--



## Introduction

---

*Thank you for giving us your time to speak with us today. The information we learn here will help us find ways to improve maternal and child health and sanitation in your country.*

- 1. To begin with, can you please tell me a little bit about your community?**
- 2. Can you please describe your role as the community leader?**

## Community Overview

---

- 3. Can you please tell me about who is a part of your community?**
  - Probe on the community structure and leadership hierarchy
  - Probe on the ethnic groups and languages in the community
  - Probe on the traditional healers and their importance in the community
  - Probe on religion and its influence on community members
- 4. Explain the main difficulties in your community**
  - Probe on the food-related difficulties

## Health

---

*Let's now talk about health and illnesses in your community*

- 5. You mentioned illnesses as a main difficulty in your community. In your community, what illnesses would you say children commonly suffer from?**
  - Probe on how these illnesses are caused
  - Probe on the seriousness of each illness
  - Probe on ways to prevent each illness
- 6. That is exactly the level of detail that I am looking for in your answers – thank you. Now could you talk in detail about nutrition- or food-related illnesses affecting your community?**
  - Probe on how the foods you eat affect health
  - Probe on the types of foods that make your body unhealthy and reasons why
- 7. We talked a lot about being unhealthy. Can you now describe what it means to be healthy?**
  - Probe on the types of foods that make your body healthy and reasons why
  - Probe on the appearance/signs of a healthy child under 2 years
    - Probe on the appearance/signs of an unhealthy child
  - Probe on the appearance/signs of a healthy adult
  - Probe on the lifestyle someone needs to have to be healthy



## Food Availability and Security

---

*Now we would like to learn about the foods that are commonly available in your community.*

**8. I would like you to explain how your community gets food to eat on a daily basis.**

- Probe on where they get these foods from (home garden, fields, local markets, stores)
- Probe on which foods are grown at home
- Probe on how much of the foods eaten families are grown at home
- Probe on whether foods grown at home are eaten by families or are sold/traded
  - If sold, probe on how the profits commonly used
  - Probe on which foods are sold or traded
  - If traded, what is it traded for?
- Probe on anything that makes it difficult to grow crops
- Probe on what community members would need to grow food at home (or grow more food than they do currently)

**9. Food availability varies across the year in some places. Could you explain how easy or difficult it is to get those foods you just mentioned every month during the year?**

- Probe on any other food shortages throughout the year and their main causes
- Probe on what the community does to feed themselves when there is shortage of food?

**10. Could you please talk about animals that are raised in this community?**

- Probe on specific animals and reasons why they are raised
- Probe on main difficulties to raising animals
- Probe on where the animals are kept (fenced area or living area?)
- Probe on the possibility of containing animals in fenced area if advised to do so
- Probe on challenges keeping animals in fenced area
- Probe on whether children play in areas where animals are kept
- Probe on what community members do with animal feces

**11. And could you talk about fish consumption in your community?**

- Probe on where the fish comes from (e.g. canned, preserved, fresh)

**12. There are sometimes foods that we wish we could eat, but for some reason we cannot do so. Could you describe any foods you wish were more accessible/available in your community?**

- Probe on which foods why he cannot eat them always

**13. For a typical household in your community, can you describe who decides which foods to buy for their household?**

- Probe on who goes to buy the food
- Probe on who decides which foods young children should eat



## Water and Hygiene

---

*In the next section, we would like to talk about water and hygiene.*

**14. Can you please describe a typical day getting and storing water for your community?**

- Probe on the main source of water for drinking, for cooking, for washing and bathing etc
- Probe on the main difficulties in getting and storing water
- Probe on ways that his community tries to make drinking water safe (if at all)

**15. Let's now discuss hand washing. Can you describe hand-washing practices in your community?**

- Probe on what she thinks is the difference between using just water or water and soap to wash hands
- Probe on the main things that prevent using soap regularly

**16. You are doing a great job providing very detailed answers – thank you. Now, could you describe the types of toilets in your community?**

- Probe on reasons why one toilet is used versus others

**17. In some communities, we have heard that defecating in the open (such as on the beach) is common. Could you help us to understand this practice, including how common it is?**

- Probe on reasons why this practice exists in some places but not others
- Probe on how young children's stools are typically disposed (babies, young children)

**18. You have provided great detail in your answers - thank you. Could you explain where young children in your community usually play each day?**

- Probe on what an ideal play area for children looks like
- Probe on the challenges of keeping a child's play area clean

**19. To wrap up our questions on sanitation, could you explain ways to prevent the spread of disease?**

- Probe on what he thinks of the connection between exposure to feces and illness

## Gender and Family Roles

---

*We are also interested in the roles and responsibilities different family members play in raising children.*

**20. Could you tell me who helps raise children in this community?**

- Probe on who is mainly responsible for child care
- Probe on whether these responsibilities change as the child grows older
- Probe on what makes a good mother
- Probe on what makes a good father



**21. Could you talk about the role of grandparents have in raising children in this community?**

- Probe on the ways that grandparents support in raising children, support mothers and families
- Probe on whether these responsibilities change as the child grows older
- Probe on what makes good grandparents (grandfather/grandmother)

**22. Could you talk about the role that others have in raising children in this community?**

- Probe on the ways that siblings (older siblings) help raise young children
- Probe on the ways that adolescents help raise young children

**Communication Channels**

---

*You are doing a great job. We are almost finished. Now for the last section, we would like to learn about ways we can develop health programs in your community.*

**23. Could you explain where members of your community usually get trusted information about nutrition and health?**

- Probe on the community's most trusted sources of information and reasons why
- Probe on the types of media that the community uses and trusts the most to communicate
- Probe on where messages should be delivered (health centers, school, at home, etc)

**Is there anything else about the topics we talked about today that we missed or that you would like to tell us about?**

*That was great, we are done now. Thank you once again for your generous time and for sharing your thoughts with us. We greatly appreciate your help and we hope this research will help us improve the health of mothers and children in your community.*

