

A TOOLKIT TO SUPPORT THE BOTNAR CHILD ROAD SAFETY CHALLENGE

TOOL 4 IN-DEPTH INTERVIEWS (IDIS)

BOTNAR
Child Road Safety Challenge



The Global Road Safety Partnership is hosted by:



 The George Institute
for Global Health

WHO Collaborating Centre for
Injury Prevention and Trauma Care



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What is an in-depth interview?

An in-depth interview is an individual personal interview, where a trained interviewer conducts a one-to-one interview, either in person or remotely by telephone. It is a qualitative method, exploring the experiences of participants and the meanings they attribute to them. In-depth interviews can be used to explore personal and sensitive themes. An in-depth interview can collect both detailed qualitative information as well as some quantitative data.

Why is an in-depth interview useful?

An in-depth interview allows you to obtain detailed information about the ideas and opinions of an individual about a particular topic and helps you to explore their individual experiences and perspectives. In-depth interviews may be particularly useful when conducted with people who have a key role and specialist knowledge about the issue (e.g. head of road safety, local politician, Emergency Department doctor) and where the time is more limited for the interview. For example a head teacher and a road safety engineer may contribute different views about problems related to road safety in the area surrounding a school.

What are the advantages and limitation of In-Depth Interviews

ADVANTAGES (+)	LIMITATIONS (-)
More detailed information can be collected than other methods such as surveys	Could be biased – depends on the skill of the interviewer
More relaxed atmosphere, people more at ease so more time for reflection	Takes time and resources to conduct the interview and for the analysis
Able to collect information about views and opinions, and for new ideas to be generated	Only suitable for smaller numbers
Photographs and visual materials such as plans, graphs can be used	Needs a skilled interviewer
Able to collect useful quotes which illustrate the topic in people's own words	

When can an in-depth interview be conducted?

In-depth interviews can be used in *all* stages of a project.

In the **early stages**, in-depth interviews can explore participants' understanding about road safety issues and interventions to help in the development of an appropriate intervention.

In the **development stage**, once an intervention has been identified, individual interviews can contribute to the design of the intervention (e.g. volunteers to supervise children when crossing a busy road.)

In the **evaluation stage** of the intervention, individual interviews can help to identify what helps (facilitators) or hinders (barriers) the intervention taking place as designed.

In-depth interviews can be used instead of focus groups when potential participants may not be comfortable talking openly in a group or when you wish to obtain individual (rather than group) opinions about a matter

Who is involved in conducting the in-depth interviews?

An in-depth interview is more than an individual general discussion about an issue and therefore it needs to be conducted by a trained interviewer, who is experienced in asking open-ended questions and in probing for further details and exploring the different responses generated. Interviewers need to be flexible in order to include additional questions if relevant areas arise in the course of the interview. They need to be very familiar with the interview guide (through piloting the guide and training), so that they can move backwards and forwards through the topics, while at the same time making sure that all the key questions are covered.

What resources do I need to conduct an in-depth interview?

- A written (but flexible) interview guide needs to be prepared before the in-depth interview
- A trained interviewer to conduct the in-depth interview
- A trained researcher to transcribe the recorded individual interviews, and to analyse and present the findings
- Recording equipment
- A suitable room or meeting space
- Time (and resources) are required for the interviewer to contact potential respondents, possibly a number of times to recruit them and arrange for the interviews to take place

What is the purpose of the in-depth interview?

It is important to set out what is the main aim of the overall study. It is then useful and to consider what information that in-depth interviews can contribute to the study, who is survey population and what broad themes will be explored in the individual discussion.



EXAMPLE

Aim: To explore safety on the journey home from school

Target group: Children aged 11-13 year

Broad themes: What I like and dislike about the school journey, what would improve the journey).

Who is my survey population – who to recruit to the in-depth interviews?

In relation to child road safety, the survey population could be school-aged children, parents/carers or teaching staff. However other methods such as KAP surveys or focus groups may be more suitable to reach these groups of people if views are sought about the topic more generally. In-depth interviews are particularly suitable for key informants such as community stakeholders or head teachers of the schools or road safety staff. These may be people who are particularly knowledgeable about the topic in question. In evaluating a programme, such as the recruitment of community volunteers to supervise safe crossing of busy roads near a school, the views of different individuals from education, road safety and the wider community could be explored to discover what components of the programme helped and which hindered the successful running of the programme.

How many in-depth interviews do I conduct?

There is no simple answer to this. Interviews can be conducted until no new knowledge is obtained. If the interviews are with key informants with a particular expertise in the topic, the numbers may be small, e.g. 5- 10 interviews, but if they are with parents of children of different ages, the numbers could be greater; e.g. 20-25 (however for this group a focus group may be suitable). You do not need to obtain a random sample in order to obtain representative results. A broad mix of respondents may give you different insights into the topic being discussed.

How do I develop a plan for the questions (interview schedule) to be included in the in-depth interviews?

An instrument(interview schedule needs to be prepared for the interviewer. This will include:

- What to say to interviewers before setting up the in-depth interview
- What the interviewer says at the beginning of the interview, including consent forms and confidentiality of the information collected
- A flexible plan for the questions and prompts to be used in the in-depth interview (see 12 below)
- What the interviewer says in concluding the interview

Ethical approval. Do I need ethical approval to carry out an in-depth interview? Do I need to obtain consent?

Participants taking part in in-depth interviews will be contacted beforehand and invited to join the group in order to talk about a particular issue, for example parents to discuss their children's school journey and safety of roads in the area in which they live.

Developing the questionnaire

Careful planning of the in-depth interview questions is essential, so that a range of key areas are covered (possibly 6 to 10 broad areas), then for these key areas to be explored in more depth and for the conversation to flow from one key area to another.

The In-depth interview question guidelines are more flexible than the survey guide developed for use in Knowledge, Attitude and Practice (KAP) surveys. Interviewers using the guidelines are free to respond to the respondents' answers and can re-order the questions (while the interview is being conducted) if necessary.

Questions may be accompanied by suggested probes, which are follow-up questions which explore the different aspects of the topic.

Questions need to be short, simple, unambiguous, easily understood and not contain jargon or abbreviations. Each question needs to concentrate on one theme rather than including a range of different topics. They need to be open-ended, so they cannot be answered by 'Yes' and 'No' answers but allows the participant to express their own views in their own words. Probing questions can be used by the interviewer to obtain a more detailed response. Examples of probing questions include, "what did you feel about that?" and "can you help me to understand what are your main reasons for liking/ disliking this type of programme?" Experience and behaviour questions should come earlier in the interview than opinion or feeling questions.

Conducting the In-depth Interview

In the case of key informants, the in-depth interviews may be conducted at their place of work. For other groups, such as parents/ carers of school-aged children, a quiet interview room at the school or community centre may be appropriate.



EXAMPLE

Annex 3.1 shows a sample check list, detailing tasks before the IDD is conducted, during the interview and after the interview.

How can the information collected from an in-depth interviews be analysed? Do I need an analysis plan?

The in-depth interviews will generate both qualitative and quantitative information and an analysis plan is needed for both of these. An analysis plan should be structured around the broad areas set out in the questionnaire.

The process of analysing the transcripts of recorded in-depth interviews needs the input of a trained researcher with experience in qualitative studies. Analysis can be done using a software package such as NVivo but if the data set is relatively small, it is possible to use manual methods. A software package and manual methods can also be used in combination.

The steps used in a manual analysis plan can illustrate the process (this is similar to the manual analysis plan for focus group interviews, but as only one individual is interviewed at a time, the discussion may be more focused and the ideas easier to trace in the recording).

- The transcripts of the in-depth interviews need to be read through several times by the researcher to get an overall 'feel' of the contents.
- A number of major themes need to be identified.



EXAMPLE

In the example in Annex 3.2 of road safety in Malaysia (Puvanachandra et al (2012), the themes identified were: “Road traffic injuries among children in Malaysia”, “Role of road safety education “ and “Factors facilitating and obstructing the success of the Road Safety Education programme in Malaysia”.

- Within the main themes, a number of different sub- themes or strands can be identified.



EXAMPLE

For the theme, “ Factors facilitating and obstructing the success of the Road Safety Education programme in Malaysia”, there were three sub-themes. These were “The RSE curriculum as a tool”, “Teacher motivation and incentives” and “ Human and financial resources”.

- Particular quotations may be identified which illustrate the findings (this may be more difficult that in focus groups because the identity of the participant may be more obvious e.g the head of road safety commenting that their department is short of staff and that it will be difficult to implement the planned intervention) (See Annex 3 for quotes.)

Training staff. Do staff need to be recruited and trained?

As described in section (5) above a trained interviewer who is skilled in conducting in-depth interviews on health and lifestyle issues will need to be recruited. However, the interviewer may not be familiar with issues related to child road safety, so training on road safety issues may be required. Collaborative working with a local university department or NGO may facilitate this process. The interviewer may also need practice in piloting the in-depth interview question plan with a small number of people to become familiar with the questions and see whether the wording and ordering of the questions work in practice.

How can I translate the information collected into meaningful results?

A report of the in-depth interviews may include some quantitative data about the number of people interviewed but the emphasis will be on the qualitative information obtained. The report could contain the following sections: (see Example XX in Annex 3).

- The purpose of the in-depth interview
- The number of in-depth interviews conducted, background information about the participants (male/ female, age group etc.), where the in-depth interviews were conducted.
- The key themes and sub-themes that emerged. Quotations to illustrate the key themes.
- A summary of what the findings show
- What else has been learned from the process?
- What have the in-depth interviews contributed to the study and how can the findings can be used?

When you have collected the information and analysed the data from the In-depth Interviews, you need to think about sharing and disseminating the results. A section on: How can I disseminate the findings of KAP Surveys, Focus Groups and In-Depth Interviews can be found in the Introduction to the Toolkit.

References

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ANNEX 3.1. CONDUCTING THE INTERVIEW – CHECKLIST

Preparing for the Interview

- Study the interview guide and informed consent document.
- Make sure that all the equipment is prepared – interview guide, informed consent documents, tape recorder, notebooks.
- Label all data collection materials with an ID number.
- Make sure that a private room for the interview is available.

Conducting the Interview

- Greet the participant and explain the purpose of the study and why the interview is being conducted.
- Briefly describe the interview process (informed consent, question and answer, their questions).
- Obtain informed consent.
- Start recording and verify informed consent orally.
- Conduct the interview according to the interview guide.
- Ask if participant has any questions.
- Thank the participant and clarify how the information will be stored and used.

After the interview

- Check that the tape recording of the interview has been made. If any problems, add to the written notes.
- Make sure all materials are labelled with the respondent's ID number.
- Expand written notes within 24 hours if possible.



ANNEX 3.2. EXAMPLE OF A STUDY USING IN-DEPTH INTERVIEWS WITH KEY STAKEHOLDERS ON ROAD SAFETY IN MALAYSIA.

Summarised from: Puvanachandra P, Kulanthayan S, Hyder AA (2012). A Game of Chinese Whispers in Malaysia: Contextual Analysis of Child Road Safety Education. Qualitative Health Research <http://qhr.sagepub.com/content/early/2012/08/17/1049732312457245>

Question: What are policy makers' views about road safety and road safety education in Malaysia?

Setting: Malaysia. Policy makers at the national level from the transport sector, education and academia.

Sample population: Of 25 potential participants, 19 interviewed, 6 from the transport sector, 8 from education, 2 from academia; 3 were women and 16 were men.

In-Depth interviews: Semi-structured interview guides on topics of RTIs, child health and education.

Results: 4 main themes and 11 sub-themes were identified.

Main themes	Sub-themes
Road traffic injuries among children in Malaysia	Awareness of the issues of road safety Perception about the causes of RTIs in Malaysia
Role of road safety education (RSE)	Perceptions of why PRE was started in Malaysia Beliefs surrounding effectiveness of RSE in reducing RTI rates
Factors facilitating and obstructing the success of the RSE programme in Malaysia	The RSE curriculum as a tool Teacher motivation and incentives Human and financial resources
Intersectoral involvement within the RSE programme	Role of collaboration* Early engagement of stakeholders Communication channels Lack of documentation**

Sample quotes from Stakeholders' In-Depth Interviews

/// *In trying to make it multisectoral we involved too many people, and that is not an efficient use of time. I think training is a good idea but not just for the teachers: everybody needs to know what is happening. That is efficient, less time consuming in the long run, but this did not happen. **

/// *What policy? There is no real policy written down. There is the big problem!Without this black-and white document, you cannot have effective people because you are left wondering who is responsible for what! ***

Recommendations for policy:

Conclusions Although the majority of the stakeholders were supporters of RSE, they were aware that educational programmes on their own were not sufficient to reduce RTIs among children in Malaysia. Such programmes needed to be part of a holistic approach to RTI prevention efforts.

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