# Participatory Action Research

Training Exchange Day

Kigali 28-29th April 2023

Session 2: Participant selection,
recruitment and ethical considerations

# Disclaimer

This project was funded by the National Institute for Health and Care Research (NIHR).

# Overview: Session 2 Application in context

1. Participant selection, recruitment, ethical considerations
   (30 mins presentation)

2. Group exercise: roundtables application in context
   (45 mins roundtables)

3. Feedback, questions, reflections
   (45 mins plenary)

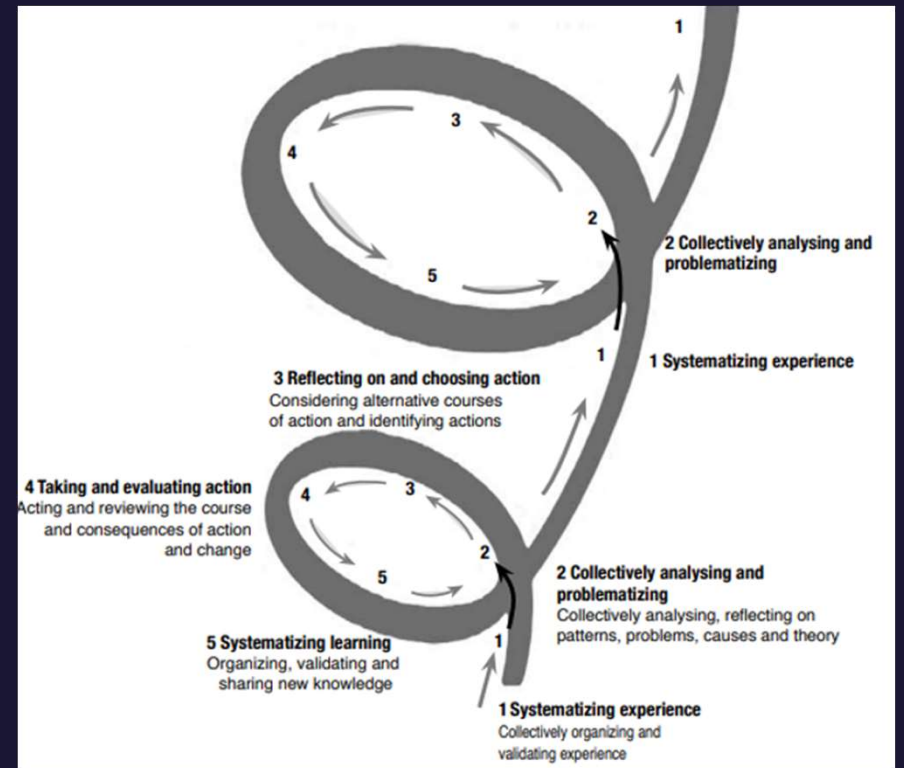Participant selection, participant recruitment, ethical considerations 30

# Learning outcomes (Session 2)

1. Identify and apply approaches to participant selection and recruitment

2. Appreciate ethical considerations including informed consent, risk and protection of identity

3. Critique and build learning on participant selection and recruitment in PAR across settings

# Participatory Action Research, recap

- Theory / practice: "equal distribution of power greatest challenge"

- "PAR … highlights the importance of subjective experiences in knowledge construction"

- 4 principles: subjective perspectives; homogenous group; collective validation, no delegation



Source: Shamrova and Cummings 2017; Loewenson et al 2014

Whose perspectives?

Who are participants?

# Participant selection and recruitment

- Understand CA mental health problems, appraise action

- Inclusive approach, those most directly affected/excluded

- Caregivers and CA of different ages/stages of education

- Gender balance



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# Purposive sampling

- Key characteristics to be eligible to participate
- Pragmatic, researchers use judgement and make decisions
- Some risks (non-explicit inclusion and exclusion criteria)



Purposive Sampling
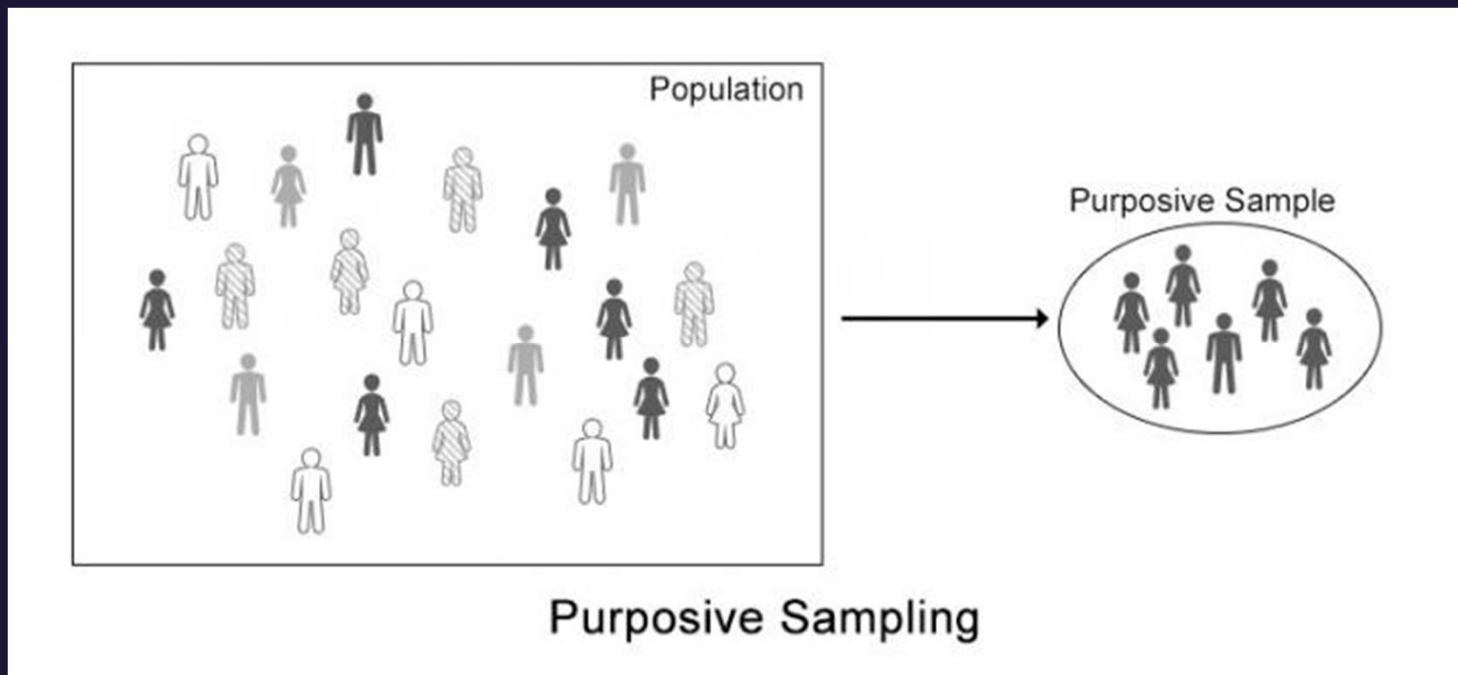
# Inclusion/exclusion criteria

| Inclusion criteria/considerations | Exclusion criteria/considerations |
|---|---|
| - People residing in target population<br>- People >=18 years<br>- Primary caregivers, carers and/or guardians (includes adoptive primary caregivers , kinship carers)<br>- Primary caregivers of children 7-16 years<br>- Primary caregivers of children in the intervention school<br>- Primary caregivers of children in range of education stages (9 year basic school grades 1-9 in Rwanda; primary school grades 1-6 in Ethiopia)<br>- Equal representation M:F | - Reasonable possibility of loss to follow up (e.g., familial commitments, chaotic and/or unstable personal circumstances, existence of severe or acute health condition that is likely to preclude participation)<br>- Prisoners, people in detention or involuntary treatment<br>- People who present a risk of physical aggression and/or harm<br>- Equal representation M:F |

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# Recruitment 1:
# Identifying participants



- Through school, through services, in local areas

- Use of pre-defined criteria

- Compiling an initial list – collaborators in local contexts/systema

- Inclusion of different perspectives, gender balance

- Appropriate permissions and agreements with traditional authorities

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# Recruitment 2: Invitation



- Recruiters connect (face-to-face, telephone) and invite to participate

- Informed consent: aims, objectives, activities

- Time to absorb information, time to ask questions

- PIC and IC: key ethical considerations/documents

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Image credit: Millions Saved

# Recruitment 3: Practicalities and ethics

- Fairness – not all parents will have access to a telephone

- Fairness –literacy of parents

- Teachers more likely to have mobile phones

- None will have access to email

- Provision of invitation letter and consent forms

- Consent forms completed and collated at first workshop

- Different forms of consent (written, thumb print or audio)



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Image credit: USAID

# Recruitment 4: Ethical considerations

- Voluntary participation: information, time to make reasoned free decision

- Voluntary participation: encouragement versus coercion

- Informed consent: time commitment, incentives, recruiting friends/family

- Protection from harm: protection of identities: anonymity, confidentiality

- Protection from harm: Free to leave at any time, for any/no reason

- Times and locations of the first workshop to minimise disruption

- Information on Reference Groups

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Table 6: WP1 Gantt Chart

| Activities † | Responsible | A | S | O | N | D | J** | F | M | A | M | J | J | A | S | O | N | D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **WP1-1 SITUATION ANALYSIS (PEA)** | | | | | | | | | | | | | | | | | | |
| PEA framework development | LD, PA, CIs | X | | | | | | | | | | | | | | | | |
| Desk review | CIs, PRDF | | X | X | X | X | X | X | | | | | | | | | | |
| Policy actor interviews | CIs, PRDF | | | | | | X | X | X | | | | | | | | | |
| Analysis and reporting | CIs, PRDF PhDs (PA, LD) | | | | | | | | | X | X | X | X | X | X | X | X | X |
| **WP1-2 SBMI CODESIGN WITH PRIMARY CAREGIVERS ††** | | | | | | | | | | | | | | | | | | |
| Tool development (primary caregivers ) | LD, PA, CIs | | | | | | X | X | X | X | | | | | | | | |
| PAR training (CIs April, PDRFs and PGRs May) | WP1 team | | | | | | | | | X | X | | | | | | | |
| Pax. recruitment (primary caregivers ) | CIs, PRDFs, PGRs | | | | | | | | | | X | X | | | | | | |
| 4 x workshops (weekly), establish reference groups *** | CIs, PRDFs, PGRs | | | | | | | | | | | X | X | | | | | |
| Analysis and Reporting | CIs, PRDFs, PGRs, LD, PA | | | | | | | | | | | | X | X | | | | |
| **WP1-3 SBMI CODESIGN WITH CA ††** | | | | | | | | | | | | | | | | | | |
| Tool development/reiteration (CA) | PDRF, LD, PA, CIs | | | | | | | | | | | | | X | X | | | |
| PAR trainning | | | | | | | | | | | | | | | X | | | |
| Pax recruitment (CA) | PRDFs, PGRs, CIs | | | | | | | | | | | | | | X | X | | |
| 4 x workshops (weekly). establish reference groups *** | PRDFs, PGRs, CIs | | | | | | | | | | | | | | | X | X | |
| Analysis and reporting | | | | | | | | | | | | | | | | | X | X † |

Hatched months indicate activities to be performed in advance of contracts and payment. Months in green indicate additional time assigned to WP1 owing to administrative delays. * PDRFs recruited (delayed to April 2023) ** PGRs recruited (delayed to April 2023) *** Cash fee (primary caregivers ) † Women and girls equal inclusion will be ensured †† Sampling of schools to be completed by January 2023 to convene reference groups (delayed to April 2023)

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† For team discussion – space for intergenerational dialogue likely to be very important suggest we consider for RGS in year 2

# Any Questions?

Roundtables 45

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# Roundtables framework 45 mins

1. Nominate 3: chair, scribe and rapporteur                                5 mins

2. Discuss (appraise, contextualise) design aspects:
   a) Participant selection                                               10-15 mins
   b) Participant recruitment (NIHR Reference Groups)                     10-15 mins
   c) Ethical considerations                                             10-15 mins
   d) NIHR practical considerations                                       5-10 mins

3. Prepare feedback 10 min overview and 5 mins Q+A                         5 mins

Plenary 45

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# Plenary framework 45 mins

1. Roundtables 1 and 2 feedback appraise/contextualise design 15 mins each

   a) Participant selection

   b) Participant recruitment

   c) Ethical considerations

   d) NIHR Practical considerations

2. Summary and next steps        15 mins

Upholding rather than challenging the status quo?

Space for (intergenerational) dialogue?

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# Acknowledgments