

## Supplementary File 1

*Accompanies: MultiEthno-Linguistic Toolkit (MELT): development and contents of a practical toolkit to support inclusive research with multiethno-linguistic communities*

# MultiEthno-Linguistic Toolkit (MELT)

*A Practical Toolkit for Engaging Diverse Multiethno-Linguistic Communities in Research*

Compiled Toolkit Components — All Seven Steps

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## **Background and Purpose of the Toolkit**

In research projects that require the engagement of diverse communities, the process is as important as the outcome. A well-managed process builds genuine engagement and secures the commitment of stakeholders to the research. Where this commitment is not achieved, it becomes difficult to implement research findings meaningfully, regardless of their scientific importance.

Meaningful stakeholder engagement has documented benefits. It leads to learning about the different perspectives and needs of stakeholders, supports effective decision-making by incorporating a full range of community priorities, builds trust and credibility, improves risk management, and increases the transparency and accountability of research findings. It also identifies topics that respond to community experiences and increases the chances of research success.

Despite the clear value of engaging diverse communities, no concrete guidance document or toolkit existed at the time of development to support researchers in engaging multiethno-linguistic stakeholders across research activities. MELT was developed to fill this gap, drawing on the principles of equity and the equity lens theoretical framework, and on experiences from four research projects conducted with multiethno-linguistic communities in Malaysia and the United Kingdom.

MELT is intended for use across a range of research activities, including qualitative data collection, research priority setting, participatory methods, and questionnaire translation. It is designed as a practical reference for researchers working with community participants from different ethnic groups who speak languages other than English, guiding them through the procedural and cultural adaptations needed to make engagement genuinely inclusive.

## Step 1: Preparation

### 1a. Planning Stage Checklist

The planning stage checklist covers eight sub-sections. Each sub-section sets out questions and suggestions for researchers to work through during the early planning stages of their project.

#### Ethnicity Issues

- What is the criteria to be identified as an ethnicity, both legally and traditionally?
- Is there a link between the interested ethnicity and a specific language or dialect?
- Are you planning to recruit translators from the same ethnicity?
- Do you anticipate gender-related concerns between participants and translators?
- Should translators adapt to culturally acceptable attire or dress code during interviews?
- Would you include or exclude participants with mixed ethnicities? If included, how would you categorise and analyse their data?
- Does the ethnic group have gender or sex-specific rules that affect who is in the room or who is involved in the consent process?
- Is the ethnic group individualistic or collectivistic in nature? Does this influence the research method?
- Have you prepared a list of festivals and religious events to avoid scheduling interviews during such occasions?
- Can the translator meet reticent participants more than once before the interview?
- Are you accommodative of regional variations in timekeeping based on ethnic values and beliefs?
- Have you considered historical inter-ethnic tensions that may affect trust between the interviewer and participant?
- Anticipate curbside health consultations in some ethnic groups and have an action plan ready.
- Explain the member-checking process to participants prior to the interview, as it may be viewed suspiciously in some communities.
- Have an action plan for invitations to a participant's home, based on acceptable local social norms.

#### Ethical Issues

- Are you prepared to obtain verbal or audio-recorded consent as an alternative to a signed consent form where this is culturally preferred?
- Is video recording acceptable to participants? If not, have you opted for audio recording in your ethics application?

- During face-to-face interviews, be ready for an accompanying person. Clarify confidentiality and seek the participant's permission before proceeding.
- Have you mentioned the possibility of an accompanying person or confidentiality issues in the participant information sheet?
- Do you have an action plan for research team safety during face-to-face interviews?
- Discuss the use of participant names versus pseudonyms in transcripts with the research team and ethics committee.
- Tensions between ethnic or religious groups might arise during interviews. Have a plan to handle these carefully.
- Make a prior decision on manual versus automated transcription and obtain ethical approval accordingly.
- Check local data protection policy and the data protection statements of any automated transcription software.
- If culturally sensitive information is expected, consider masking the identification of the ethnicity. Discuss with your ethics committee.

### **Regulatory Issues**

- Hesitation to comment on governmental or organisational policies may be evident in certain communities. Assure participants of confidentiality requirements.
- Consider the opening and closing times of planned public venues and any travel restrictions.
- Follow all applicable health and safety requirements.

### **Recruitment of Participants**

- Check available databases for participant recruitment, including membership organisations and community groups.
- Are there social media groups that can be contacted for recruitment?
- Have you considered the snowball method or recruitment through personal contacts?
- Is there a possibility of assistance from a community or religious leader from the same ethnic group?
- Have you prepared a comprehensive recruitment flyer with a clear distribution plan?
- Do you offer any incentives to participants? If so, include these details in the flyer.

### **Recruitment and Training of Translators**

- Have you allocated a budget for translation, or can you consider socio-linguistic translators?

- Have you considered recruiting multiple translators for the same language if various dialects are spoken?
- Include translators from different age groups to understand generational differences in language use.
- Plan translator training in qualitative research, data collection, good clinical practice, transcription, virtual platforms, and reflexivity.
- Have you equipped translators with recording equipment, internet access, stationery, and reflexive statement templates?
- Is the translator trained to handle participants who deviate from the interview topic?
- Plan a post-hoc discussion between the researcher and translator after each interview.
- Are translators trained to record their reflexive statements throughout the research project?

### Face-to-Face Interview

- Do you have a list of culturally acceptable venues, such as restaurants serving halal food for Muslim participants?
- Avoid scheduling interviews during religious fasting periods.
- Is the chosen venue suitable for audio or video recording, with minimal background noise?
- If interviewing participants from a collectivist society, anticipate bystanders and brief them on interview etiquette.
- Have you considered bystanders who may prompt participants during virtual interviews?

### Virtual Interview

- Are you open to using the virtual platform most comfortable for participants?
- Video mode may not be acceptable to all participants. Are you prepared for audio-only interviews?
- Be ready for hybrid or innovative methods, such as participants using WhatsApp whilst the research team uses a virtual platform.
- Inform participants to remove identifiable profile pictures before the interview begins.
- Have you considered internet connectivity issues when scheduling interview slots?
- Do you have an action plan in case of low internet connectivity?
- If unstable internet is anticipated, are you willing to opt for telephonic or conference call interviews?

### **Focus Group Discussion (FGD)**

- Consider scheduling FGDs with similar age groups if the ethnic group does not encourage contradicting elderly participants.
- Are there any inter-participant hierarchical relationships that could influence decisions?
- Have you understood the group dynamics when dominant and minority ethnic or religious groups are present?
- Have you considered a separate FGD with all involved translators to aid data analysis?
- Record the food preferences of different ethnic groups when arranging refreshments for FGDs.
- Consider whether the concept of a weekend or public holiday differs across countries or ethnic groups when scheduling.

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## 1b. Translator Training Itinerary Template

A structured training itinerary template is provided for researchers to plan and deliver translator training sessions covering qualitative research principles, semi-structured interviewing, focus group discussion techniques, transcription methods, good clinical practice, use of virtual platforms, reflexivity, and confidentiality requirements.

### One day Training workshop on Qualitative Research:

**Date:**

**Venue:**

Qualitative research is now recognized as an important research methodology to answer clinical research questions. It can be used to understand patient' and healthcare professionals' behaviours, explore the needs of stakeholders of healthcare services, and explain outcomes of clinical trials. It helps to answer the 'why', 'how' and 'what' of a phenomenon.

This workshop therefore aims to help researchers to understand what qualitative research is and guide them through the research process via lectures, role play and group exercise on various components of the research process under the guidance of the workshop facilitators.

At the end of the workshop, the participant will be able to:

- Understand the differences between qualitative and quantitative research.
- Identify the different qualitative designs,
- Acquire basic interviewing skills for in depth interviews and focus group discussion

### Introduction and semi-structured interviewing

| Time      | Session                                                                              | Speaker |
|-----------|--------------------------------------------------------------------------------------|---------|
| 0830-0900 | Registration                                                                         |         |
| 0900-1000 | Ice breaker<br><b>Lecture 1: Introduction to qualitative research</b>                |         |
| 1000-1030 | Exercise 1: Answering research question: Is qualitative research method appropriate? |         |
| 1030-1100 | TEA                                                                                  |         |
| 1100-1130 | <b>Lecture 2: Introduction to qualitative research design</b>                        |         |
| 1130-1200 | Exercise 2: Choosing a qualitative research design                                   |         |
| 1200-1230 | <b>Lecture 3: Preparing an interview guide</b>                                       |         |
| 1230-1300 | Exercise 3: Evaluating an interview guide                                            |         |

|            |                                                           |  |
|------------|-----------------------------------------------------------|--|
|            |                                                           |  |
| 1300-1400  | LUNCH                                                     |  |
| 1400-1430  | <b>Lecture 4: How to conduct an in-depth interview</b>    |  |
| 1430-1515  | Exercise 4: Role play and Individual in-depth interview   |  |
| 1515-15.45 | <b>Lecture 5: How to conduct a focus group discussion</b> |  |
| 1545-1630  | Exercise 5: Role play - focus group discussion            |  |
| 1630-1700  | Closing and Tea                                           |  |

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### 1c. Translator Training Attendance Certificate Template

A certificate template is provided to formally recognise the training completed by each translator, documenting the training received, documents translated, interviews transcribed, and confirmation of good research conduct and data confidentiality.

To Whom It May Concern:

This is to certify that ..... has worked as a translator with me w.e.f.,  
.....

To .....

We, ..... (*name of the research project*) at ..... University have trained .....in qualitative research, semi-structured interviews, focus group discussion, transcriptions of audio/video-recorded interviews using the Jeffersonian method (Jefferson 2004) and for Good Clinical practice. He/She is a fast learner and easily understood the nuances of the expected transcriptions.

He/She/They has/have translated the following documents in this research project:

- participant information sheet,
- consent form and
- semi-structured interview guide.

He/She/They has/have transcribed ... interviews in this research project titled “.....” which is registered under .....University, country.

During the above-mentioned period, his/her research conduct was good. He/She/They maintained the confidentiality of the data and showed excellent data management skills. His/Her/Their transcriptions were meticulous and completed well within the given time. I could easily depend on him/her for the given tasks.

Based on my observations, I strongly recommend .....for any future translation related work and wish him/her best of luck for future endeavours. If you need any further details of his/her work, please feel free to contact me.

Signature of the trainer/s

.....

## Step 2: Formulation of the Focus and Scope

### 2a. Top Ten Tips — Ethnicity, Language, and Stakeholder Identification

- Check the population, distribution, and official definition of the ethnicity of interest in local government databases.
- Based on your inclusion and exclusion criteria, check whether you have the required sample size from the ethnic group of interest.
- Identify the languages or dialects spoken by the ethnic groups, the availability of translators, and whether a script exists for the language.
- Research the characteristics and common beliefs of the selected ethnic groups, including food practices, religious observances, and cultural values.
- Make a decision about whether to include or exclude participants from inter-ethnic marriages, and document this in your protocol.
- Research historical relations between the ethnic groups of interest and any existing inter-ethnic tensions.
- Identify gender-related issues, stigmas, or privileges within the ethnic groups that may affect participation.
- Research healthcare beliefs and practices commonly held within the ethnic groups.
- Consider whether the community is collectivist or individualistic, or whether it is a patriarchal society, as these characteristics may influence the research.
- Research the main occupation and economic status of the ethnic groups, as these may affect recruitment, scheduling, and willingness to participate.

## 2b. Ethnicity and Language Groups — Related Links and Resources

A curated list of links and resources is provided covering international ethnic group and language databases, stakeholder involvement frameworks, and national funding body guidance from Australia, Canada, the United Kingdom, and the United States. All links were accessed on 15th August 2022.

Ethnicity and language groups related links

1. International conflict research: <https://icr.ethz.ch/data/>
2. Ethnic group's settlement patterns, ethnic power relations, terrain data: <https://growup.ethz.ch/atlas>
3. Politically relevant ethnic groups: <https://icr.ethz.ch/data/epr/core/>
4. Languages of the world: <https://www.ethnologue.com/>
5. Comprehensive reference information for the world's languages, especially the lesser-known languages: <https://glottolog.org/>
6. Centre for Ethnic Health Research: <https://ethnichealthresearch.org.uk/>

Indigenous researchers and people working with indigenous communities: <https://engage.explor.com/>

Stakeholder involvement in health research (adapted from Concannon 2019)

### Cochrane

- Resources: <http://canada.cochrane.org/resources>
- Knowledge Translation Planning: [http://www.cihr-irsc.gc.ca/e/documents/kt\\_lm\\_ktplan-en.pdf](http://www.cihr-irsc.gc.ca/e/documents/kt_lm_ktplan-en.pdf)
- Consumers United for Evidence-Based Healthcare: <http://consumersunited.org/>

### Guidelines International Network (G-I-N)

- PUBLIC Toolkit: Patient and Public Involvement in Guidelines: <https://g-i-n.net/new-digital-gin-public-toolkit-patient-and-public-involvement-in-guidelines/>

International Association for Public Participation (IAP2)

- Public Participation Spectrum: <https://www.iap2.org/page/pillars>

### Australia

National Health and Medical Research Council

- Statement on Consumer and Community Involvement in Health and Medical Research: <https://www.nhmrc.gov.au/guidelines-publications/s01>

### Canada

Canadian Institutes of Health Research

- Strategy for Patient-Oriented Research (SPOR): <http://www.cihr-irsc.gc.ca/e/41204.html>

- Patient Engagement Framework: <http://www.cihr-irsc.gc.ca/e/48413.html>

## **United Kingdom**

National Institute for Health Research

- INVOLVE Briefing Notes for Researchers: <http://www.invo.org.uk/resource-centre/>
  - Payment for Public Involvement in Health and Care Research: A guide for organisations on determining the most appropriate payment approach  
[https://www.nihr.ac.uk/documents/Payment-for-Public-Involvement-in-Health-and-Care-Research-A-guide-for-organisations-on-determining-the-most-appropriate-payment-approach/30838?utm\\_source=twitter-involvement&utm\\_medium=social&utm\\_campaign=5-nations-payment-guide-22](https://www.nihr.ac.uk/documents/Payment-for-Public-Involvement-in-Health-and-Care-Research-A-guide-for-organisations-on-determining-the-most-appropriate-payment-approach/30838?utm_source=twitter-involvement&utm_medium=social&utm_campaign=5-nations-payment-guide-22)

## **National Institute for Health and Care Excellence (NICE)**

- Public Involvement:  
<https://www.nice.org.uk/about/nice-communities/public-involvement>

## **UK standards for public involvement:**

<https://sites.google.com/nihr.ac.uk/pi-standards/home>

## **Medical Research Council**

- Public Engagement:  
<https://www.mrc.ac.uk/research/public-engagement/>

## **United States of America**

Patient-Centered Outcomes Research Institute (PCORI)

- Engagement in Research: <https://www.pcori.org/engagement>
- PCORI's Stakeholders:  
<https://www.pcori.org/engagement/what-we-mean-engagement/pcoris-stakeholders>
- PCORI Engagement Rubric:  
<https://www.pcori.org/sites/default/files/Engagement-Rubric.pdf>
- PCORI Engagement in Health Research Literature Explorer  
<https://www.pcori.org/literature/engagement-literature>

## **References:**

1. Concannon, T.W., Grant, S., Welch, V. et al. Practical Guidance for Involving Stakeholders in Health Research. J GEN INTERN MED 34, 458–463 (2019).  
<https://doi.org/10.1007/s11606-018-4738-6>

## 2c. MEDLINE Search Strategy (via PubMed)

A validated MEDLINE search strategy is provided to support researchers in identifying relevant literature on stakeholder engagement with multiethno-linguistic communities in health research. The strategy can be modified to suit the specific research context.

The following search strategy is based on previous systematic reviews (Ahmed 2010; Aguilar-Gaxiola 2014; Ahmed 2017; Frank 2020)

((("Patient Participation"[MeSH Terms] OR "patient input"[Title/Abstract] OR "patient collaboration"[Title/Abstract] OR "engaging patients"[Title/Abstract] OR "engages patients"[Title/Abstract] OR "engaged patients"[Title/Abstract] OR "patient partner"[Title/Abstract] OR "patient partnership"[Title/Abstract] OR "patient partners"[Title/Abstract] OR "patient participation"[Title/Abstract] OR "stakeholder participation"[Title/Abstract] OR "stakeholder collaboration"[Title/Abstract] OR "engages stakeholders"[Title/Abstract] OR "engage stakeholders"[Title/Abstract] OR "engaged stakeholders"[Title/Abstract] OR "engaging stakeholders"[Title/Abstract] OR "stakeholder partnership"[Title/Abstract] OR "stakeholder partners"[Title/Abstract] OR "consumer participation"[Title/Abstract] OR "community participation"[Title/Abstract] OR "public participation"[Title/Abstract] OR "patient engagement"[Title/Abstract] OR "stakeholder engagement"[Title/Abstract] OR "consumer engagement"[Title/Abstract] OR "community engagement"[Title/Abstract] OR "public engagement"[Title/Abstract] OR "patient involvement"[Title/Abstract] OR "stakeholder involvement"[Title/Abstract] OR "consumer involvement"[Title/Abstract] OR "community involvement"[Title/Abstract] OR "public involvement"[Title/Abstract] OR "public partners"[Title/Abstract] OR "public partnership"[Title/Abstract] OR "interest holder\*" [Title/Abstract]" OR lay participation"[Title/Abstract] OR "lay engagement"[Title/Abstract] OR "lay involvement"[Title/Abstract] OR "engaging community"[Title/Abstract] OR "engaged community"[Title/Abstract] OR "engaging communities"[Title/Abstract] OR "engages communities"[Title/Abstract] OR "engaged communities"[Title/Abstract] OR "community partner"[Title/Abstract] OR "community partnership"[Title/Abstract] OR "community partners"[Title/Abstract] OR "payer engagement"[Title/Abstract] OR "payer involvement"[Title/Abstract] OR "insurance participation"[Title/Abstract] OR "employer involvement"[Title/Abstract] OR "employer participation"[Title/Abstract] OR "employer engagement"[Title/Abstract] OR "pharmaceutical involvement"[Title/Abstract] OR "engaging caregivers"[Title/Abstract] OR "engaged caregivers"[Title/Abstract] OR "caregiver engagement"[Title/Abstract] OR "caregiver involvement"[Title/Abstract] OR "caregiver participation"[Title/Abstract] OR "caregiver partner"[Title/Abstract] OR "consumer collaboration"[Title/Abstract] OR "engaging consumers"[Title/Abstract] OR "engaged consumers"[Title/Abstract] OR "consumer partnership"[Title/Abstract] OR "provider engagement"[Title/Abstract] OR "provider participation"[Title/Abstract] OR "provider involvement"[Title/Abstract] OR "clinician engagement"[Title/Abstract] OR "clinician involvement"[Title/Abstract] OR "clinician participation"[Title/Abstract] OR "engaged research"[Title/Abstract] OR "engagement research"[Title/Abstract] OR "research

engagement"[Title/Abstract] OR "engagement framework"[Title/Abstract] OR "facilitating engagement"[Title/Abstract] OR "Patient and public involvement"[Title/Abstract] OR "partnered research"[Title/Abstract] OR "participatory research"[Title/Abstract] OR "participatory action research"[Title/Abstract] OR "community-academic partnership"[Title/Abstract] OR "community-engaged research"[Title/Abstract] OR "engagement method\*"[Title/Abstract] OR "Public Involvement Impact Assessment Framework"[Title/Abstract]) NOT "preference\*"[Title/Abstract])

**AND**

("comparative effectiveness research"[Title/Abstract] OR "CER"[Title/Abstract] OR "randomized control trial"[Title/Abstract] OR "randomized clinical trial"[Title/Abstract] OR "randomized controlled trial"[Title/Abstract] OR "RCT"[Title/Abstract] OR "clinical trial"[Title/Abstract] OR "clinical control trial"[Title/Abstract] OR "clinical controlled trial"[Title/Abstract] OR "observational study"[Title/Abstract] OR "comparative study"[Title/Abstract] OR "pragmatic trial"[Title/Abstract] OR "pragmatic clinical trial"[Title/Abstract] OR "meta-analysis"[Title/Abstract] OR "systematic review"[Title/Abstract] OR "comparative effectiveness trial"[Title/Abstract] OR "Clinical Trial"[Publication Type] OR "Comparative Study"[Publication Type] OR "Meta-Analysis"[Publication Type] OR "Observational Study"[Publication Type] OR "Pragmatic Clinical Trial"[Publication Type] OR "Randomized Controlled Trial"[Publication Type] OR "Editorial"[Publication Type] OR "Letter"[Publication Type] OR "Comment"[Publication Type] OR "conceptual model"[Title/Abstract] OR "practical model"[Title/Abstract] OR "conceptual framework"[Title/Abstract] OR "practical framework"[Title/Abstract] OR systematic[sb] OR "Evaluation Studies"[Publication Type])

**AND**

(ethnic[Title/Abstract] OR ethnicity[Title/Abstract] OR ethnicities[Title/Abstract] OR language[Title/Abstract] OR languages[Title/Abstract] OR linguistic[Title/Abstract])

## References:

1. Aguilar-Gaxiola S, Ahmed S, Franco Z, Kissack A, Gabriel D, Hurd T, Ziegahn L, Bates NJ, Calhoun K, Carter-Edwards L, Corbie-Smith G, Eder MM, Ferrans C, Hacker K, Rumala BB, Strelnick AH, Wallerstein N. Towards a unified taxonomy of health indicators: academic health centers and communities working together to improve population health. *Acad Med.* 2014 Apr;89(4):564-72. DOI: 10.1097/ACM.0000000000000198. Review. PubMed PMID: 24556775; PubMed Central PMCID: PMC4124598.
2. Ahmed S, Ware P, Gardner W, Witter J, Bingham CO 3rd, Kairy D, Bartlett SJ. Montreal Accord on patient-reported outcomes use series-paper 8: patient-reported outcomes in electronic health records can inform clinical and policy decisions. *J Clin Epidemiol.* 2017 Apr 20. pii: S0895-4356(17)30407-9. doi: 10.1016/j.jclinepi.2017.04.011. PubMed PMID: 28433675.
3. Ahmed SM, Palermo AG. Community engagement in research: frameworks for education and peer review. *Am J Public Health.* 2010 Aug;100(8):1380-7. DOI:

10.2105/AJPH.2009.178137. Epub 2010 Jun 17. PubMed PMID: 20558798; PubMed Central PMCID: PMC2901283.

4. Frank L, Morton SC, Guise JM, Jull J, Concannon TW, Tugwell P; Multi Stakeholder Engagement (MuSE) Consortium. Engaging Patients and Other Non-Researchers in Health Research: Defining Research Engagement. J Gen Intern Med. 2020 Jan;35(1):307-314. doi: 10.1007/s11606-019-05436-2. Epub 2019 Nov 11. PMID: 31713031; PMCID: PMC7048327.

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## 2d. MEDLINE Search Strategy (via PubMed) MELT Top 10 Tips – Who to engage, Why, Complexity of language, Ethnicity and Identification

| No. | Tips                                                                                                                                                   | Notes |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1.  | Check the population, distribution and definition of the ethnicity of interest in the local government database                                        |       |
| 2.  | Based on your inclusion/exclusion criteria, check if you have required sample size (Example: any dental practitioners from a particular ethnic group)  |       |
| 3.  | Languages or dialects spoken by the ethnic groups, availability of a translator to that language and if there is a script for that language            |       |
| 4.  | Characteristics and common beliefs of the selected ethnic groups (Example: food habits, halal issues)                                                  |       |
| 5.  | Issues related to Interethnic marriages and their lineage should be decided to include/ exclude                                                        |       |
| 6.  | Historic relations between the interested ethnic groups and tensions if any                                                                            |       |
| 7.  | Gender-related issues/ stigma/ privileges in those ethnic groups                                                                                       |       |
| 8.  | Health-care beliefs and practices commonly seen in those ethnic groups                                                                                 |       |
| 9.  | Characteristics of the ethnic groups that might influence the research (Example: collectivist society or individualistic society; patriarchal society) |       |
| 10. | Main occupation and economic status of the ethnic group                                                                                                |       |

## Step 3: Recruitment

### 3a. Recruitment Flyers — Examples

Three example recruitment flyers are provided below. Each illustrates how culturally relevant visual representation, accessible language, and multilingual contact details can be combined to support recruitment of multiethno-linguistic communities. Researchers are encouraged to adapt these templates for their own study context.

#### Example Flyer 1



**Would you help us to improve dental healthcare?**

**Researchers from Melaka-Manipal Medical College and University of Plymouth are looking for individuals who are willing to be interviewed**

**Who we need?**

- Residents of Melaka
- Adults from Malay, Chinese, Baba-Nyonya and Melaka Chetti ethnicity
- Who can talk in BM or Mandarin or Tamil or English language

**Date and times for participating are flexible. Meeting can be online or face-to-face, arranged in any public place of choice and would take around 30 minutes.**

**Recruitment period: 1st September 2020 to 31st August 2021**

**Contact for more information:**  
To talk in English: Dr.Sumanth - 062896662; extension 3823  
To talk in BM: Pn.Anisah - 062896662; extension 3023  
e-mail: [sumanth@manipal.edu.my](mailto:sumanth@manipal.edu.my)

*Flyer 1: Recruitment flyer featuring culturally representative illustrations of Malay, Chinese, Baba Nyonya, and Melaka Chetti communities, with multilingual contact details in English and Bahasa Malaysia.*

## Example Flyer 2

# Would you help us to improve dental healthcare?

Researchers from Melaka-Manipal Medical College and University of Plymouth are looking for individuals who are willing to be interviewed

## Who we need?

- Residents of Melaka
- Adults from Malay, Chinese, Baba-Nyonya and Melaka Chetti ethnicity
- Who can talk in BM or Mandarin or Tamil or English language

**Contact for more information:**

Dr.Sumanth (to talk in English): 062896662; extension 3823  
Pn.Anisah (to talk in BM): 062896662; extension 3023  
e-mail: [sumanth@manipal.edu.my](mailto:sumanth@manipal.edu.my)

**Date and times for participating are flexible. Meeting can be online or face-to-face, arranged in any public place of choice and would take around 30 minutes.**  
**Recruitment period: 1st September 2020 to 31st August 2021**



*Flyer 2: Structured three-column recruitment flyer presenting who is needed, how participants can help, and contact information, designed for community notice boards and online distribution.*

## Example Flyer 3

# Which aspect of oral health care should we research?

Researchers from Melaka-Manipal Medical College, Malaysia and University of Plymouth, UK seek participants for this project



| WHO WE NEED?                                                                                                                                                                                                                                                                           | HOW YOU CAN HELP US?                                                                                                                                                                                                                                                                             | WHOM SHOULD I CONTACT?                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Residents of Melaka</b><br/>MALAYSIAN CITIZENS<br/>Anywhere from Melaka state</p> <p><b>Can speak in</b><br/>BM OR MANADARIN OR<br/>TAMIL OR ENGLISH</p> <p><b>Belong to one of the following ethnic groups</b><br/>MALAY OR CHINESE<br/>OR BABA-NYONYA OR<br/>MELAKA CHETTI</p> | <p><b>Help us by giving your suggestions and sharing your experiences</b></p> <p><b>Express your views and suggestions to improvise the oral health research. Your opinions are most valuable to us.</b></p> <p><b>You need to attend the interview once and will take around 30 minutes</b></p> | <p><b>Contact one of the following:</b><br/>DR.SUMANTH: 062896662 EXT: 3823<br/>PN.ANISAH: 062896662 EXT: 3023</p> <p>TIME: 8 AM to 5 PM from Monday to Thursday<br/>8 AM to 4.30 PM on Friday</p> <p>Date and times for participating are flexible.</p> <p>Meeting will be arranged in any public place of choice and would take around 30 minutes.</p> <p>Recruitment period: 1st September 2020 to 31st August 2021</p> |

Flyer 3: Alternative recruitment flyer using a clean graphic design with multilingual contact details, suitable for digital distribution via social media and community messaging platforms.

### 3b. Table for Recruitment Details

A recruitment tracking table is provided for researchers to document target groups, inclusion and exclusion criteria, participant demographics, and reflective notes during and after recruitment.

Table for recruitment details (\*to be completed in the planning stage and \*\* to be completed after the completion of recruitment)

| No. | Target groups*                                | Inclusion criteria*                                                                                                                                                                                 | Exclusion criteria*                                               | Demographics of included participants** | Notes/ Reflections**                                                                                                                                                                                       |
|-----|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Example: Baba Nyonya ethnic group in Malaysia | <ul style="list-style-type: none"> <li>Resident of Malaysia</li> <li>Adults (18 years and above)</li> <li>Fluent in any one of the local languages</li> <li>Able to read/listen and talk</li> </ul> | <ul style="list-style-type: none"> <li>Mixed ethnicity</li> </ul> | Participant 1 – 65 Y F, fruit seller    | <p>She was concerned with recording of the interview. However, when I assured it as only a audio recording, she was willing to participate.</p> <p>Could easily contact her through the Facebook group</p> |
| 2.  |                                               |                                                                                                                                                                                                     |                                                                   |                                         |                                                                                                                                                                                                            |

### 3c. Participant Information Sheet — Interview

A template participant information sheet is provided for individual interviews, covering the purpose of the study, what participation involves, voluntary participation and withdrawal rights, risks and benefits, confidentiality arrangements, compensation, ethics approval, and multilingual contact details.

#### PARTICIPANT INFORMATION SHEET - INTERVIEW

##### Title of project:

.....  
(simplified version)

##### Invitation

You are being invited to participate in a project by .....University. Before you decide to do so, please take some time to read this form. It tells you all about the project and what will happen if you take part. Please ask us if anything is not clear or if you would like more information.

##### What is this research about?

Many studies are underway in the field of ..... We are conducting this study to ..... As per our knowledge, such a method to include general public in ..... have not happened in ..... (country), till date.

##### What is the purpose of the study?

We are conducting this study to understand the issues..... This research project is related to the MPhil/PhD work of ..... (name of the principal investigator) at the ..... University, **country**.

##### What will happen during the study?

Participation will involve a **single/ multiple** confidential **interview/s**, conducted by any of our team members in one of the languages (language 1, language 2 or language 3). Face-to-face interview would last approximately ... to ... minutes and take place at a time that suits you at the place of convenience for you and the interviewing team. Interviews will cover a range of topics related to....., ....., ..... and ..... As this will be an in-depth discussion of your opinions, there is a slight chance you might find it upsetting in some way, although I hope you will find it enjoyable and interesting. The interview would, with your consent, be **audio/ video** recorded, and will be transcribed by a third person appointed specifically for this purpose. This person will be required to maintain the confidentiality regarding the personal information and the content of the interview.

If you opt for virtual interviewing, you have the option to choose virtual interviewing platform of your choice (Skype, Zoom or WebEx). **You also can choose if you want the video camera to be**

**on or off.** The interview will be audio recorded using the chosen platform and /or a high-quality audio recorder.

**Do I have to take part?**

No, it is up to you to decide if you would like to participate and it is entirely voluntary.

**Can I withdraw from the survey?**

Yes, you can withdraw at any time. Participation in this research is entirely voluntary, and you can withdraw from the research, without giving reasons, prior to, and during, the interview and without your medical or legal rights being affected. You can refuse to answer any questions during the interview. Once the interview is completed, you can only withdraw until one month from the date of the interview.

During the virtual interview, if you are not comfortable with the video camera on, you can choose to switch off the camera anytime during the interview or leave the online meeting anytime during the meeting without any consequences.

**What are the risks involved in the study?**

There are no known risks to the participants of this study/ There are a couple of risks to the participants of this study which are listed here:

1. ....
2. ....
3. ....

However, if you feel uncomfortable at any stage, you will be able to leave the study.

**What are the benefits of this study?**

By the end of this study, we would have explored the..... Based on the results of this study, we may be able to ..... which would help in any future..... projects.

**What about confidentiality?**

All information will be kept confidential by the researchers and will not be made publicly available unless disclosure is required by law. I will delete confidential information (name, identification number, address, telephone number) one month after the interview date. However, I will retain **audio/ video** recordings, the transcribed data and consent forms at ..... University for a maximum period of **ten** years and after that, the electronic data (**audio/ video** recordings and soft copies of transcribed data) will be deleted and hard copies will be shredded. I will anonymise your name in this study and will share the **audio/ video** recordings with the supervisory team at ..... University, **country**. All data will be stored in password protected Microsoft OneDrive for Business. However, if you reveal anything that raises a safeguarding concern, the researcher will need to raise this with the Chairperson, Research and Ethics committee, ..... University or ..... helpline (**xxxxxxxxxx** or **xxxxxxxxxx**) to seek their help.

The interview material will be used in future publications and research. However, no names will be used anywhere in the publications or thesis copies.

Thank you very much for your time and help in considering taking part.

**Compensation**

You will be voluntarily taking part in this study and no payments are available for taking part in this study/ You will be paid an amount of ..... USD for taking part in all the required phases of this study.

**Has this study received ethical approval?**

Yes, this study has received approval from the Research and Ethics Committee, ..... University on ..... (Date).

**Do you have any questions?**

If you want to participate in this study during some other date/time, please contact us by phoning one of us, or I will contact you again in about a week to see if you are interested. If you have any queries, or wish to know more, you can call one of us:

To speak in language 1: Ms...../ Mr. .... (xxxxxxx)

To speak in language 2: Ms...../ Mr. .... (xxxxxxx)

To speak in language 3: Ms...../ Mr. .... (xxxxxxx)

To speak in English: ..... (name of the principal investigator)  
(xxxxxxxxxx)

If you want to meet or email me, please contact me at:

Address:

.....  
.....

Email: .....

**Do you think that your query has not been resolved or you have any concerns or complaints?**

If you have any concerns or complaints regarding the conduct of the study, please contact the following:

Chairperson, Research and Ethics committee, ..... University

Email:.....

Phone: xxxxxxxxx

### 3d. Consent Form — Interview Participation

A consent form template is provided covering consent to participate, audio or video recording, sharing of recordings with the research team, use of anonymised quotations in publications, and transcription by an appointed person or software. This consent form is addressed to community participants entering the research (interviews or focus group discussions). It is distinct from the consent form in Step 7 (7b), which is addressed to translators and members of the research team taking part in feedback focus group discussions about the research process itself.

#### CONSENT TO PARTICIPATE IN RESEARCH

**Title of project:** ..... (simplified)

**Researcher:** ..... (name of the principal investigator)

I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions about the project and have them answered. I know that my participation in this project is entirely voluntary.

Initials\*:

I understand that I can refuse to answer any question during the interview or withdraw from the interview at any point, without giving any reason and without my rights being affected. I also understand that I may withdraw any or all the information I provide at any time up to [One month from interview date] without giving a reason.

Initials\*:

I agree for the interview to be audio/ video recorded.

Initials\*:

I agree for the audio/video recording to be shared with the translators appointed for this study and the research team at the ..... University, country.

Initials\*:

I confirm that the results of this research and the quotations from the interview can be used in the final research report, other publications and presentations. I understand that these will be used anonymously.

Initials\*:

I agree that a person appointed/ software specifically for this purpose can transcribe my interview.

Initials\*:

I agree to take part in the study.

Signature\*:

Name of the participant: .....

Date: .....

Name of the interviewer:

Date:

Signature of the interviewer:

Approved by Research Ethics committee, ..... University on  
..... (date)

\*Digital signature or initials can be acceptable in case of virtual interviews (depending on the recommendations from the local research and ethics committee.

### 3e. Consent and Copyright Form — Photographs

A consent and copyright form is provided for research projects using photographic methods, covering consent for distribution, publication, and use of photographs in research outputs, with provision for withdrawal of consent prior to publication.

#### CONSENT AND COPYRIGHT FROM – future use of recorded material

It is intended that a group photograph or the photographs taken during the programme including participants will be distributed to programme participants, research supervisors within and outside ..... (*country*) and be available for use to promote and advertise training programmes run by..... University.

Consent includes use of independent service providers for any part of the research group activities, including hosting of the material on social media platforms. I note that access to the photography cannot be restricted once it has been published. This form will be held confidentially in line with personal data protection act (.....), *country* and stored indefinitely at the offices of the ..... University. A copy of this form will be mailed to you for your records. The recorded photo will be emailed to programme participants and if permission given posted on social media to promote and advertise activities of ..... University.

For the purpose of personal data protection act, *country*, both the Principal Investigator and ..... University are data controllers.

I consent to both for (a) storing and using copies of the photographs for the purposes described above; (b) storing my contact details in their databases in case they need to contact me; (c) research publications; or (d) transferring the photographs outside *country* for the purposes described above.

I understand that I can withdraw my consent at any time by contacting the Principal Investigator or the ..... University, in which case they will cease to use the photographs, but I accept that those copies of the photographs which have already been used or provided to third parties cannot be withdrawn from circulation. I release and discharge the Principal Investigator and ..... University (and, where applicable, their respective licensees) from any and

all claims and demands arising out of or in connection with the use of the photographs, including, without limitation, any and all claims for invasion of privacy, right of publicity and defamation. I have read this consent form carefully and fully understand its meanings and implications.

To able the full use of my contribution, I assign my copyright of my contribution to ..... University for these uses:

| Consent for                                                                                                        | Initials of the participant |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1. I agree to the use of photographs in which I appear to be distributed to other course participants.             |                             |
| 2. I understand that these photographs will appear on Social media platforms and ..... University website.         |                             |
| 3. I understand that these photographs will be used in research publications/ project reports/ statutory documents |                             |
| 4. I understand that these photographs can be shared outside <i>country</i> for research/promotion purposes.       |                             |

\_\_\_\_\_  
Name of participant [block letters]

\_\_\_\_\_  
Date

Signature

### **3f. Research Translator Non-Disclosure Agreement**

A non-disclosure agreement template is provided for research translators, covering confidentiality obligations, prohibition on disclosure, duty to report incidents, consequences of breach, and compensation arrangements including eligibility for authorship subject to ICMJE criteria.

#### **Research Translator Non-Disclosure Agreement**

##### **Introduction**

The following confidentiality agreement applies to your role as a translator for the research project titled “.....”.

..... University takes the strict confidentiality of personal information very seriously. All parties undertaking research with college students or faculty members must adhere to the terms set out in the University Confidentiality Policy in accordance with the ..... act/ law.

##### **Confidentiality**

You will not at any time during your tenure as a translator or afterwards, disclose to any person any information as to the business, dealings, practice, accounts, finances, trading, software, know-how, affairs of the project of any research participants or prospective participants connected with the research project. All information held about the research project or in connection with the research project is to be regarded as confidential. All notes, memoranda,

records and other documents of the research project and in your possession are and shall remain the property of the ..... University and shall be handed over by you through ..... (*name of the principal investigator*) from time to time on demand and, in any event, upon termination of your tenure. Given the highly confidential nature of the work you will undertake, you should understand the conversations and the related audio recordings should be confidential.

### **Duty to Report Incidents**

All reportable incidents must be appropriately communicated to the ..... University via ..... (*name of the principal investigator*), representing the ..... faculty/ University, or appropriate nominated other.

### **Breach of Clause**

You should understand that any breach of this clause would constitute a very serious offence for which your tenure as a research translator may be terminated. Should you breach this clause after your tenure has ended, the organisation may take legal action against you.

### **Compensation**

No payments are available for taking part in this study/ A payment of ..... USD will be made after the satisfactory completion of the agreed task. Nothing in this document restricts or curtails your rights. I will arrange the incentives for translators which includes travel allowance, car parking fee and refreshments. Authorship will be given to all translators in the resulting publications, if deemed to have participated in at least three interviews and have satisfied the ICMJE criteria (<http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>).

I, \_\_\_\_\_ research translator, agree to maintain full confidentiality in regards to any and all audiotapes and documentations received from .....

(name of the principal investigator), related to his research project titled “.....”. Furthermore, I agree:

1. to hold in strictest confidence the identification of any individual that may be inadvertently revealed during the transcription of audio-recorded interviews, or in any associated documents.
2. to not make copies of any audio recordings or computerized titles of the transcribed interviews texts, unless specifically requested to do so by the researcher, ..... (name of the principal investigator).
3. to store all study-related audio recordings and materials in a safe, secure location as long as they are in my possession.
4. to return all audio recordings and study-related materials to ..... (name of the principal investigator), in complete and on mutually agreed time.
5. to delete all electronic files containing study-related documents from my computer hard drive, electronic devices and cloud storage.

I am aware that I can be held legally responsible for any breach of this confidentiality agreement, and for any harm incurred by individuals if I disclose identifiable information contained in the audio recordings and/or files to which I will have access.

**Name of the translator (to be printed):**

.....

*I hereby confirm that I understand the terms set out above and agree to abide by the confidentiality clause as defined in this document.*

**Signature:** .....

**Date:** .....

**Name of witness:** .....

**Signature:** .....

**Date:**.....

Approved by Research Ethics committee, ..... University on .....  
(date)

Multiethnolinguistic Toolkit

## Step 4: Managing Translation and Transcription

### 4a. Top Twenty Tips — Translation and Transcription

#### Translation Issues

- Consider forward-backward translations of all participant-facing documents.
- Where no equivalent word exists in the local language, consider using the English word rather than a seldom-used local language equivalent.
- Discuss unfamiliar dialects during regular team meetings and document all decisions in meeting minutes.
- Verify each translation with a second translator to balance technical accuracy with overall interpretation.
- Ensure translators maintain the originality of idioms and proverbs used by participants during interviews.
- If a translator's mother tongue differs from the translated language, arrange a second check by a native speaker.
- Anticipate a mixture of languages in multiethno-linguistic populations and plan for collective translation meetings.
- If equivalent words are not available in the target language, use phrases or short sentences to convey the meaning.
- If equivalent words exist but are uncommonly used, use more familiar words with similar meaning and make a note.
- Consider preparing a lexicon of commonly spoken phrases and terminologies to support coding reliability.
- Prepare translations of slang and colloquial terminologies for use as memos during data analysis.
- If the source language is written right-to-left, ensure the translation maintains the original meaning and an acceptable sentence structure.
- Ensure translators prioritise the original meaning over verbatim accuracy where word-for-word translation produces a meaningless sentence.

#### Transcription Issues

- Include the cost of automated transcription in the funding requirements.
- If the source language is written right-to-left, most automated transcription software may not maintain the correct sentence structure.
- Be prepared for manual cleaning of automated transcriptions.
- Decide on the transcription style based on the type of data analysis planned.

- Where transcriptions are completed by two translators independently, plan a moderated discussion to finalise the transcript.
- Assign pseudonyms that are culturally acceptable to participants and explain this during member checking.
- If the FGD is audio-recorded only, plan how to identify and tag individual participants in the transcript.

Multiethnolinguistic Toolkit

#### 4b. Minutes of the Meeting Template

A structured meeting minutes template is provided to support regular communication between the research team and translators, covering interview progress, difficulties encountered, translation concerns, facilitating factors, and suggested improvements for subsequent interviews.

##### Template to record the minutes/summary of the meeting with translators

Date:

Time:

Summary of the meeting:

| Agenda                                                                                            | Translator opinions/experiences | Comments/Action plan |
|---------------------------------------------------------------------------------------------------|---------------------------------|----------------------|
| Overall, how did the interview go?                                                                |                                 |                      |
| Did you face any difficulties in interviewing?                                                    |                                 |                      |
| Any technical difficulties such as internet issues or recording issues                            |                                 |                      |
| Any translation concerns (difficulty in understanding any words or colloquial terms)              |                                 |                      |
| What were the facilitating factors?                                                               |                                 |                      |
| What was interesting in this interview?                                                           |                                 |                      |
| Did you face any challenges in transcribing the interview in the English language? If so explain. |                                 |                      |
| Anything you want to change in the next interview?                                                |                                 |                      |

## Step 5: Conducting Interviews

### 5a. Semi-Structured Interview Guide Template

A semi-structured interview guide template is provided covering four procedural steps: informed consent, introduction, the interview itself with warm-up questions, main questions and probing questions, and a closing section. A translator notes section is included at the end of the guide covering facilitating factors, hindering factors, translation issues, ethnic beliefs and values, language issues, and any other observations.

#### Semi-structure Interview guide<sup>1</sup>

##### Overview of procedures

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <input type="checkbox"/>            | <b>STEP 1. Informed consent (on a separate form)</b><br>In this part we ask the participant if they would like to be interviewed or not.                                                                                                                                                                                                                                                         |
| <input type="checkbox"/>            | <b>STEP 2. Introduction</b><br>If the participant agrees to be interviewed, we give more information about the interview in this part. We also fill out the information required on this page.                                                                                                                                                                                                   |
| <input type="checkbox"/>            | <b>STEP 3. The interview</b><br>In this part we introduce to the topic and ask the participant for their response. Remember: in a semi-structured interview, you do not have to follow the questions in the order on paper. You can be flexible, depending on how the participant prefers to give their responses. You can follow their choice of order, as long as you cover all the questions. |
| <input type="checkbox"/>            | <b>STEP 4. Closing</b><br>In this part we thank the participant for their contributions, and emphasize again the confidentiality of the information.                                                                                                                                                                                                                                             |

Participant name:

Participant name (pseudonym):

Date:

Location of interview:

|                          |       |
|--------------------------|-------|
| Time interview started:  | _____ |
| Time interview finished: | _____ |
| Interviewer:             | _____ |

## STEP 2. INTRODUCTION

### [READ OUT LOUD]

Thank you very much for being willing to be interviewed. As I said earlier, we would like to discuss the topic of ..... with you. Your opinions will be helpful to develop an action plan for.....

### Reminder of the participant information sheet content [READ OUT IF PARTICIPANT DOES NOT REMEMBER THE CONTENT]

We are conducting this study to understand the .....  
 ..... This study is related to the research work of ..... (*name of the principal investigator*) ..... University, **country**.

You are free to refuse answering any questions or withdraw from the study any time during or after the interview (within one month from the date of interview).

Your participation in this research is voluntary.

Your personal details and the interview data will be confidential, and name and age will be changed in the transcription, to make it anonymous.

This interview will roughly take around .... to ..... minutes. Kindly keep your hand-phone in silent mode and try not attend your phone for calling/ text message or any other purpose during the interview.

We would like to **audio/video**-record the conversation so we do not miss any important information. This is the recorder [**SHOW THE RECORDER**], which I will put here.

### [READ OUT SLOWLY AND CLEARLY]

Do you have any questions for us?

During the interview, we will be using some terminologies which we want explain it now.

- Terminology 1: .....

- Terminology 2: .....
- Terminology 3: .....
- Terminology 4: .....
- 

If you think that all these years nobody asked your opinions or your concerns were unheard, you can express it during the interview. Do you have any questions for us?

### STEP 3. INTERVIEW

Before we start, can I ask a few short questions first?

|                       |       |
|-----------------------|-------|
| Gender (as observed): | _____ |
| Age:                  | _____ |
| Ethnicity:            | _____ |
| Preferred language:   | _____ |

**Warming-up questions (Not recorded):** These are some examples. Interviewer can use similar questions.

1. ....
2. ....
3. ....
4. ....

|                             |                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question 1</b>           | <p><b><u>RECORDING STARTS</u></b></p> <p><b>Opening statement (Purpose of the interview)</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>According to you.....</b></p> <p><b>.....? What do you think?</b></p> <p><b>[INTERVIEWER IS FREE TO REWORD THIS SECTION BASED ON THE SITUATION]</b></p> <p><b>[FINISH UNTIL THE KEY INFORMANT CANNOT LIST ANY MORE PROBLEMS]</b></p> |
| <b>Some examples of the</b> | <p><b>[IF THE QUESTION IS NOT UNDERSTOOD, REWORD THE QUESTION]</b></p> <ul style="list-style-type: none"> <li>• .....</li> <li>.....</li> </ul>                                                                                                                                                                                                                                                              |

|                               |                                                                                             |
|-------------------------------|---------------------------------------------------------------------------------------------|
| reword<br>ed<br>questio<br>ns | <ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul> |
|-------------------------------|---------------------------------------------------------------------------------------------|

|                     |  |
|---------------------|--|
| Researcher<br>notes |  |
|---------------------|--|

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question<br>n 2 | <p><b>[READ OUT LOUD]</b></p> <p>Thank you, that is very interesting. I would like to ask some more information about ...</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Let's start with [NAME MOST IMPORTANT PROBLEMS THE PARTICIPANT JUST MENTIONED]</p> <p><b>[THEN, ASK FOR A SHORT DESCRIPTION OF EACH PROBLEM]</b></p> <p><b>[ASK PROBES AND FILL OUT IN TABLE]</b></p> |
| Probes          | - Can you explain me more about this?                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                        |                                                                                                                                                                                                                      |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <ul style="list-style-type: none"> <li>- Why do you think so?</li> <li>- Can you share any incident related to this or your personal experience related to this?</li> <li>- Would you give me an example?</li> </ul> |
| <b>[COPY “1. ISSUE/ PROBLEM” HERE]</b> |                                                                                                                                                                                                                      |
| DETAILS                                |                                                                                                                                                                                                                      |
| <b>[COPY “2. ISSUE/ PROBLEM” HERE]</b> |                                                                                                                                                                                                                      |
| DETAILS                                |                                                                                                                                                                                                                      |
| <b>COPY “3. ISSUE/ PROBLEM” HERE]</b>  |                                                                                                                                                                                                                      |
| DETAILS                                |                                                                                                                                                                                                                      |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question 3</b> | <p><b>[READ OUT LOUD]</b></p> <p>Thank you, that is very interesting. I would like to ask some more information about ...</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Let's start with <b>[NAME MOST IMPORTANT PROBLEMS THE PARTICIPANT JUST MENTIONED]</b></p> <p><b>[THEN, ASK FOR A SHORT DESCRIPTION OF EACH PROBLEM]</b></p> <p><b>[ASK PROBES AND FILL OUT IN TABLE]</b></p> |
| Probes            | <ul style="list-style-type: none"> <li>- Can you explain me more about this?</li> <li>- Why do you think so?</li> <li>- Can you share any incident related to this or your personal experience related to this?</li> </ul>                                                                                                                                                                                                                            |

|                                        |                                 |
|----------------------------------------|---------------------------------|
|                                        | - Would you give me an example? |
| <b>[COPY “1. ISSUE/ PROBLEM” HERE]</b> |                                 |
| DETAILS                                |                                 |
| <b>[COPY “2. ISSUE/ PROBLEM” HERE]</b> |                                 |
| DETAILS                                |                                 |
| <b>COPY “3. ISSUE/ PROBLEM” HERE]</b>  |                                 |
| DETAILS                                |                                 |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question 4</b> | <p><b>[APPLICABLE ONLY IF THE PARTICIPANT CANNOT UNDERSTAND THE QUESTION OR HAD DIFFICULTY IN UNDERSTANDING THE QUESTION (1 AND/OR 2). IF THE PARTICIPANT IS ABLE TO ANSWER QUESTION 1 AND 2, QUESTION 3 NEED NOT BE ASKED]</b></p> <p><b>WHAT IS THAT YOU DID NOT UNDERSTAND IN THIS QUESTION? IS IT ANY WORD OR A PHRASE OR THE ENTIRE QUESTION? OR DO YOU THINK YOU CAN UNDERSTAND THIS QUESTION BETTER IF I USE SIMPLER WORDS OR OTHER CHOICE OF LANGUAGE OR ANOTHER INTERVIEWER?</b></p> |
| Probes:           | <p>- Is there anything else?</p> <p>- Please describe it more</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                                           |
|-----------------------------------------------------------|
| <b>If any - Reason for not understanding the question</b> |
|                                                           |

#### STEP 4. CLOSING

##### [READ OUT LOUD]

Thank you very much for your help!

As I said before, we will not share your information with others. We will keep the recording and notes in a secure place. We will keep your name separately from the recording and the notes, and we will keep your name also in a secure place.

Do you want say anything more? Any questions before we finish?

Thank you very much again **[STOP THE RECORDING]**.

|                                                                                                                                            |                                                                                                        |    |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----|
| Do you want to have a summary of this interview? [circle any one option]                                                                   | Yes                                                                                                    | No |
| If yes, which language do you prefer to read the summary? [If the participant cannot read, please circle the option 'need verbal summary'] | 1. English<br>2. .... language<br>3. .... language<br><br>Need verbal summary in the<br>..... language |    |
| Do you want to know the summarized results of this project? [circle any one option]                                                        | Yes                                                                                                    | No |
| If yes, which language do you prefer to read the summary? [If the participant cannot read, please circle the option 'need verbal summary'] | 1. English<br>2. .... language<br>3. .... language<br><br>Need verbal summary in<br>..... language     |    |

**Translator Notes:**

| Sl. No. | Issues                                          | Translator experiences |
|---------|-------------------------------------------------|------------------------|
| 1.      | Facilitating factors during the interview       |                        |
| 2.      | Hindering factors during the interview          |                        |
| 3.      | Issues related to the translation               |                        |
| 4.      | Issues related to the ethnic beliefs and values |                        |
| 5.      | Issues related to the language                  |                        |
| 6.      | Any other issues                                |                        |

**References:**

1. Tol WA, Ebrecht B, Aiyo R, Murray SM, Nguyen AJ, Kohrt BA, et al. Maternal mental health priorities, help-seeking behaviors, and resources in post-conflict settings: a qualitative study in eastern Uganda. BMC Psychiatry. 2018 Feb 7;18(1):39. doi:10.1186/s12888-018-1626-x.

Approved by Research Ethics committee, ..... University on  
..... (date)

## 5b. Decision Tool — Mode of Interviewing

A structured decision tool is provided to help researchers choose between face-to-face, virtual, and hybrid interview formats across considerations including consent, budget, population access, timing, recording, bystander management, safety, gender and ethnicity concerns, and post-interview reflection.

### Decision tool for Face-to-Face, virtual or hybrid interviewing method:

| Face-to-Face Interview                                                                                                                                              | Virtual Interview                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Both verbal and signed consent form can be obtained</b>                                                                                                          | Only verbal consent is possible.                                                                                             |
| <b>Personal data: Need telephone number or e-mail address</b>                                                                                                       | Personal data: Need e-mail address and telephone number of participants                                                      |
| <b>Need budget to travel</b>                                                                                                                                        | Need a stable internet connection. Participants from rural or remote locations might have difficulty in virtual interviewing |
| <b>All economic levels of population can be accommodated</b>                                                                                                        | Low economic level population might not be able to participate                                                               |
| <b>Timing of the interview should be planned based on the location (Example: avoid coffee house during busy hours)</b>                                              | Timing of the interview might affect the internet bandwidth (Example: weekend or during a festival period)                   |
| <b>Need to plan your travel. Consider parking, traffic, commuting methods and weather conditions</b>                                                                | Need a backup plan if internet is affected such as mobile data or an extra dongle                                            |
| <b>Willing to travel to the place of interview (participant's house or a public place)</b>                                                                          | Ability to use any virtual platform as participants are comfortable with their choice                                        |
| <b>Audio/video recording needs an external device and a second back-up device, battery back-up, paper to note taking, tripods and research assistant (optional)</b> | Audio recording: inbuilt audio recording in the virtual platform gives backup                                                |

|                                                                                                             |                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             | Audio recording: Best to have a second recording device, preferably not a built in one                                    |
| <b>Accompanying person can influence the interview. Need to inform not to be accompanied with children.</b> | Bystanders can influence the participants or participants can take the help of internet to answer the interview questions |
| <b>Action plan in case of too much of background noise that can affect the quality of audio recording</b>   | Action plan in case of connectivity is lost or voice is not heard                                                         |
| <b>Video recording should be done considering the surrounding people and their privacy</b>                  | Video recording: built-in camera and a back-up camera is needed                                                           |
| <b>Video recording needs good lighting</b>                                                                  | Video recording needs better internet bandwidth                                                                           |
| <b>Researcher safety plan should be established</b>                                                         | Minimal safety concerns                                                                                                   |
| <b>Gender/ ethnicity concerns might affect the interview</b>                                                | Gender/ ethnicity concerns are minimal                                                                                    |
| <b>Plan refreshments to the participant, accompanying person and research assistant (if any)</b>            | NA                                                                                                                        |
| <b>It will be easy to write reflection points after returning from the interview venue</b>                  | Reflections points can be noted immediately after the interview                                                           |
| <b>Need to transcribe after completion of the interview</b>                                                 | Inbuilt transcription facility is possible in a few virtual platforms                                                     |

## Step 6: Analysing Data

### 6a. Tips for Data Analysis

|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1. Have you read the translator reflexivity notes prior to the data analysis?                                                                                                                                                                                                                                                                                                                                                                              |  |
| 2. The results of FGDs with translators can aid in data analysis of participant interviews. Have you considered this aspect?                                                                                                                                                                                                                                                                                                                               |  |
| 3. Will you be linking the ‘memos’ with the related codes? This might help a non-native reader to understand the code in a better way.                                                                                                                                                                                                                                                                                                                     |  |
| 4. Have you considered the local slangs or colloquial expressions and the meaning of such slangs or expressions during the data analysis? (Example: In Bahasa Malaysian language, adding ‘lah’ after certain words such as ‘good lah’ can mean acceptable or adding ‘giler’ as in ‘best giler’ can mean exceptionally good)                                                                                                                                |  |
| 5. Will you be maintaining the original local slangs and colloquial expressions in the quotes while writing the analysis?                                                                                                                                                                                                                                                                                                                                  |  |
| 6. Are you considering the tone of the words/ statements from the original audio/video recordings prior to coding? The tone might influence the meaning of words. (Example: ‘Boss, can you take my order’ at a cafeteria OR ‘Okay boss, as you wish’: In these two sentences, the word boss has been used in two different meanings. The first one is used because of not knowing the name and the second one is used to mock the person who is demanding. |  |
| 7. If the source language is spoken/written right-to-left, the translations might have complicated structure or translators might have maintained the original direction. Have considered such issues during the data analysis?                                                                                                                                                                                                                            |  |

## Step 7: Translator and Investigator Feedback

### 7a. Participant Information Sheet — Focus Group Discussion (FGD)

A participant information sheet template is provided for the translator FGD, covering the purpose of the discussion, what will happen during the FGD, voluntary participation, confidentiality, compensation including authorship eligibility, ethics approval, and multilingual contact details.

#### Participant Information Sheet - Focus Group Discussion (FGD)

**Title of project:** ..... (simplified)

##### Invitation

This study is related to the research work of ..... at the ..... University, **country**. You are being invited to participate in an FGD as part of this project titled ..... Before you decide to do so, please take some time to read this form. It tells you all about the FGD and what will happen if you take part. Please ask us if anything is not clear or if you would like more information.

##### What is this FGD about?

A focus group discussion involves gathering people from similar backgrounds or experiences (here you all are translators who conducted interviews in this project) together to discuss a specific topic of interest. During this discussion, questions are asked about your perceptions, attitudes, beliefs, opinions or ideas related to those interviews you have conducted.

##### What is the purpose of the FGD?

We are conducting this FGD to understand the issues faced by you when you interviewed people for this project such as facilitating and hindering factors during the interview, issues related to the translation, ethnic belief and values and issues related to the language.

##### What will happen during the FGD?

I will invite all the participants to the FGDs. The date, venue, timing and purpose of the FGD will be circulated to all the invitees much in advance. I anticipate the problem with unanimous agreement for the date of the FGD. Because of this reason, I will plan **one/two** FGDs, **one face-to-face and other virtual discussion**. If there is no unanimous agreement for the date/ time, I will conduct two different face-to-face FGDs on different days/ timings.

During the FGD, I will introduce the purpose of the discussion to all the members and clarify if any questions they may have. I will then collect your demographic details in a form which will contain details such as **gender, ethnicity, language expertise, occupation, experience in years and any previous experience of translation and FGD (can be modified based on the needs)**. The data in form will be anonymous.

I, as a facilitator of the FGD, will ask open-ended questions to understand the issues in-depth and will make sure that all the participants actively contribute. This discussion might approximately take ..... minutes.

**Do I have to take part?**

No, it is up to you to decide if you would like to participate and it is entirely voluntary.

**Can I withdraw from the FGD?**

Yes, you can withdraw at any time. Participation in this activity is entirely voluntary, and you are able to withdraw from the FGD, without giving reasons, prior to, and during the FGD and without your legal rights being affected. You can refuse to answer any questions during the FGD. Once the FGD is completed, you can only withdraw until one month from the date of the FGD.

**What are the risks involved in the FGD?**

There are no known risks to the translators during or after participation in this FGD/ There are a few known risks to the participants during or after participation in this FGD which are as follows:

- 1.
- 2.
- 3.

However, if you feel uncomfortable at any stage, you will be able to leave the FGD.

**What are the benefits of this FGD?**

By the end of this FGD, we would have explored the issues related to the .....  
.....  
..... Based on these results, we may be able to  
..... which would help in future  
.....

**What about confidentiality?**

All information will be kept confidential by the researchers and will not be made publicly available unless disclosure is required by law. I will delete confidential information (name, identification number, address, telephone number) one month after the interview date. However, I will retain audio/video recordings, the transcribed data and consent forms at ..... University, country for a maximum period of ten years and after that, the electronic data (audio/video recordings and soft copies of transcribed data) will be deleted and hard copies will be shredded. I will anonymise your name in this study and will share the audio recordings with the research team at .....University, country. All data will be stored in password protected Microsoft OneDrive for Business. However, if you reveal anything that raises a safeguarding concern, the researcher will need to raise this with the Chairperson, Research and Ethics committee, ..... University or ..... helpline (xxxxxxxxxx or xxxxxxxx) to seek their help.

The interview material will be used in future publications and research. However, no names will be used anywhere in the publications or thesis copies.

Thank you very much for your time and help in considering taking part.

### **Compensation**

No payments are available for taking part in this FGD/ A payment of ..... USD will be made for the successful participation in this FGD. I will arrange the incentives for translators which includes travel allowance, car parking fee and refreshments. Authorship will be given to all translators in the resulting publications, if deemed to have participated in at least three interviews and have satisfied the ICMJE criteria: (<http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>).

### **Has this study received ethical approval?**

Yes, this study has received approval from the Research and Ethics Committee, ..... University on ..... (Date).

### **Do you have any questions?**

If you want to participate in this study during some other date/time, please contact us by phoning one of us, or I will contact you again in about a week to see if you are interested. If you have any queries, or wish to know more, you can call one of us:

To speak in language 1: Ms...../ Mr. .... (xxxxxxx)

To speak in language 2: Ms...../ Mr. .... (xxxxxxx)

To speak in language 3: Ms...../ Mr. .... (xxxxxxx)

To speak in English: ..... (name of the principal investigator) (xxxxxxxxxx)

If you want to meet or email me, please contact me at:

Address:

.....  
.....

Email: .....

### **Do you think that your query has not been resolved or you have any concerns or complaints?**

If you have any concerns or complaints regarding the conduct of the study, please contact the following:

Chairperson, Research and Ethics committee, ..... University

Email:.....

Phone: xxxxxxxxxxx

## 7b. Consent Form — Focus Group Discussion

A consent form template is provided for the translator FGD, covering voluntary participation, audio or video recording consent, sharing of recordings with the research team, and use of anonymised quotations in publications. Unlike the consent form in Step 3 (3d), which is addressed to community participants entering the research, this consent form is addressed to translators and members of the research team taking part in feedback discussions about the research process itself.

### CONSENT TO PARTICIPATE IN FOCUS GROUP DISCUSSION (FGD)

**Title of project:** ..... (simplified)

**Researcher:** ..... (*name of the principal investigator*)

I have been given and have understood an explanation of this FGD. I have had an opportunity to ask questions about the FGD and have them answered. I know that my participation in this FGD is entirely voluntary.

Initials\*:

I understand that I can refuse to answer any question during the FGD or withdraw from the FGD any point, without giving any reason and without my rights being affected. I also understand that I may withdraw any or all of the information I provide at any time up to [*One month from FGD date*] without giving a reason.

Initials:

I agree for the FGD to be **audio/video** recorded.

Initials\*:

I agree for the **audio/video** recording to be shared with the research team of ..... at ..... University, **country**.

Initials\*:

I confirm that the results of this research and the quotations from the FGD can be used in the final research report, other publications and presentations. I understand that these will be used anonymously.

Initials\*:

I agree to take part in the FGD.

Signature\*:

Name of the participant: .....

Date: .....

Approved by Research Ethics committee, ..... University on  
..... (date)

\*Digital signature or initials can be acceptable in case of virtual interviews (depending on the recommendations from the local research and ethics committee).

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### 7c. Demographic Details Form — FGD Participant

A demographic data collection form is provided capturing gender, ethnicity, occupation, work experience, languages spoken and written, number of interviews and translations completed, previous FGD experience, and preferred method of contact.

#### Demographic Details Of The Focus Group Discussion (FGD) Participant

Full name of the participant: .....

Gender (*as observed*): Male/ Female/ Others      Identification number: .....

Ethnicity: ~~xxxxx~~/ ~~yyyyyyy~~/ ~~zzzzzzz~~/ others (*circle the option*)

Occupation: .....

Work experience (*in years*): .....

Languages familiar to converse: .....

Languages familiar to read and write: .....

Postal address: .....

.....

Telephone: .....

E-mail: .....

Person to contact in emergency: .....

Contact number: .....

Number of interviews conducted (if applicable): .....

Number of translations conducted (if applicable): .....

If any previous experience of FGD, provide details of the same: .....

.....

Preferred method of contact: E-mail/ by phone/ postal mail/ any other .....

Approved by Research Ethics committee, ..... University on .....  
(date)

#### 7d. FGD Interview Guide

A structured FGD interview guide is provided covering six discussion questions addressing facilitating factors, hindering factors, translation issues, ethnic beliefs and values, language issues, and other observations including recruitment experiences and suggestions for improvement. Ground rules, probing questions, and a closing section are included.

#### **Interview guide for Focus group Discussion<sup>1</sup>**

##### Overview of procedures

|                                     |                                                                                                                                                                                                       |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> |                                                                                                                                                                                                       |
| <input type="checkbox"/>            | <b>STEP 1. Informed consent [on a separate form – to complete before the date of focus group discussion (FGD)]</b><br>I will ask the translators if they would like to participate in the FGD or not. |
| <input type="checkbox"/>            | <b>STEP 2. Introduction</b><br>I will give more information about the FGD in this part. I will also fill out the information required in Annexure 6.                                                  |
| <input type="checkbox"/>            | <b>STEP 3. FGD</b><br>I will introduce the topic and ask the translators for their response.                                                                                                          |
| <input type="checkbox"/>            | <b>STEP 4. Closing</b><br>In this part I will thank the translators for their contributions and emphasize again the confidentiality of the information.                                               |

---

Date:

Mode of FGD:

Location of FGD:

Time FGD started:

Time FGD finished:

Moderator:

## STEP 2. INTRODUCTION

### [READ OUT LOUD]

Thank you very much for consenting to participate in this Focus group Discussion. As I said earlier, I would like to discuss your experiences during the interviews and / or during the translations. Your opinions will be helpful to develop an action plan for future priority setting exercises involving stakeholders belonging to different ethnicities.

### Reminder of the participant information sheet content [READ OUT IF PARTICIPANTS DOES NOT REMEMBER THE CONTENT]

I am conducting this study among selected multi-ethnic groups of ..... to understand the issues that arise when we involve people from different cultures who speak different languages in a **priority-setting exercise**. This study is related to my MPhil/PhD work registered in University.....

You are free to refuse answering any questions or withdraw from the study at any time during or after the FGD (within one month from the date of the FGD).

Your participation in this research is voluntary.

Your personal details and the interview data will be confidential, and name and age will be changed in the transcription, to make it anonymous.

This FGD will roughly take around one hour to one and half hour. Kindly keep your hand-phone in silent mode and try not attend your phone for calling/ text message or any other purpose during the FGD. Please make sure you are seated in a silent environment (minimum background noise).

I would be audio-recording the discussions so that I do not miss any important information. This is the tape recorder [**SHOW THE RECORDER – applicable only for face-to-face FGD**], which I will put here.

**[READ OUT SLOWLY AND CLEARLY]**

Do you have any questions to ask?

I will read the following ground rules<sup>2</sup> before starting the discussion:

- The most important rule is that only one person speaks at a time. There may be a temptation to interrupt in when someone is talking but please wait until they have finished.
- There are no right or wrong answers
- You do not have to speak in any particular order
- When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you
- You do not have to agree with the views of other people in the group
- Does anyone have any questions?

**STEP 3. FGD**

**RECORDING STARTS**

**Warming-up questions: These are some examples. Facilitator can use similar questions.**

5. .... (Is this your first experience of FGD?)
6. ....

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question 1</b> | <p>Facilitating factors during the interview (Examples given)</p> <p><b>1. What were the helping factors or facilitating factors for carrying out such interviews?</b></p> <p><b>Other possible questions:</b><br/><b>Share your experience how the interview participants co-operated during the interviews?</b><br/><b>According to you what helped the participants to freely express their thoughts during the interview?</b><br/><b>Did you use any techniques that made the participants comfortable?</b><br/><b>Did the training to do interviews help you?</b></p> <p><b>[FINISH UNTIL THE KEY INFORMANT CANNOT LIST ANY MORE PROBLEMS]</b></p> |
| Probes            | <ul style="list-style-type: none"><li>- Can you explain me more about this?</li><li>- Why do you think so?</li><li>- Can you share any incident related to this or your personal experience related to this?</li><li>- Would you give me an example?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Check</b>      | If all the participants are sharing their experiences or not.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|  |                                                                                                                                      |
|--|--------------------------------------------------------------------------------------------------------------------------------------|
|  | Note the names of those participants who are hesitant or comparatively silent<br>Next question can be started from such participants |
|--|--------------------------------------------------------------------------------------------------------------------------------------|

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question 2</b> | <p><b>Hindering factors during the interview</b></p> <p><b>[READ OUT LOUD]</b><br/>Thank you, that is very interesting. I would like to ask some information about the Hindering factors.</p> <p><b>1. What were the deterring factors or hindering factors for carrying out such interviews?</b></p> <p>(Hinder the interview, your confidence in interviewing, ownership of interviews, issues related to f2f interviews and virtual interviews)</p> <p><b>2. To what extent did you ever feel that the participants were not freely expressing their thoughts during the interviews? Why?</b></p> |
| Probes            | <ul style="list-style-type: none"> <li>- Can you explain me more about this?</li> <li>- Why do you think so?</li> <li>- Can you share any incident related to this or your personal experience related to this?</li> <li>- Would you give me an example?</li> </ul>                                                                                                                                                                                                                                                                                                                                  |
| <b>Check</b>      | <p>If all the participants are sharing their experiences or not.<br/>Note the names of those participants who are hesitant or comparatively silent. Next question can be started from such participants</p>                                                                                                                                                                                                                                                                                                                                                                                          |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question 3</b> | <p><b>Issues related to the translation:</b></p> <p><b>1. What were difficulties for the participants to understand the questions asked by the interviewer? (Which interview question) Please share your experiences.</b></p> <p><b>2. Is it any word or a phrase or the entire question?</b></p> <p><b>3. Were there any idioms or proverbs used by the participants which had a colloquial context and you found it difficult to translate in English?</b></p> |
| Probes:           | <ul style="list-style-type: none"> <li>- Is there anything else?</li> <li>- Please describe it more</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
| <b>Check</b>      | <p>If all the participants are sharing their experiences or not.<br/>Note the names of those participants who are hesitant or comparatively silent. Next question can be started from such participants</p>                                                                                                                                                                                                                                                      |

|                   |                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question 4</b> | <b>Issues related to the ethnic beliefs and values:</b> <ol style="list-style-type: none"> <li>Based on your experience with the interviews or translations, did you come across any issues related to the ethnic beliefs or values? Can you give any example? Or share your experiences?</li> </ol> <p>(How they took part in the interviews or how they responded to questions)</p> |
| Probes:           | <ul style="list-style-type: none"> <li>Is there anything else?</li> <li>Please describe it more</li> </ul>                                                                                                                                                                                                                                                                            |
| <b>Check</b>      | <p>If all the participants are sharing their experiences or not.<br/> Note the names of those participants who are hesitant or comparatively silent. Next question can be started from such participants</p>                                                                                                                                                                          |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question 5</b> | <b>Issues related to the language:</b> <ol style="list-style-type: none"> <li>Do you think the participants can understand the research priority question better if we would have framed it in another way or interviewed by another interviewer?</li> <li>Are there any words or sentences you found difficult to translate in English or felt that if you translate it in English, it will lose the original meaning or impact? Can you give some examples?</li> <li>How the translators perceived the extent to which participants understood the question.</li> </ol> |
| Probes:           | <ul style="list-style-type: none"> <li>Is there anything else?</li> <li>Please describe it more</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Check</b>      | <p>If all the participants are sharing their experiences or not.<br/> Note the names of those participants who are hesitant or comparatively silent. Next question can be started from such participants</p>                                                                                                                                                                                                                                                                                                                                                              |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question 6</b> | <b>Other issues:</b> <ol style="list-style-type: none"> <li>If you have helped in the recruitment of participants, can you share your experience on how easy or difficulty it was?</li> <li>What questions did the potential participants ask you when you contacted them?</li> <li>Why do you think they have agreed to participate or disagree to participate?</li> <li>Do you want to share any interesting experience here?</li> <li>Given a chance, in what way you want to improve such interviews? Why</li> </ol> |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|         |                                                                                                                                          |
|---------|------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>do you suggest so?</p> <p><b>6. Do you have any issues to raise that they don't feel have been covered during the discussion?</b></p> |
| Probes: | <ul style="list-style-type: none"> <li>- Is there anything else?</li> <li>- Please describe it more</li> </ul>                           |

## STEP 4. CLOSING

### [READ OUT LOUD]

Thank you very much for your help!

As I said before, I will not share your personal details with others. I will keep the recording and notes in a secure place. I will keep your name separately from the recording and the notes, and I will keep your name also in a secure place.

Do you any questions before we finish?

I will share the transcript of this FGD with you all. Kindly go through the transcript and let me know if any corrections or changes to be made before the deadline.

Thank you very much again **[STOP THE RECORDING]**.

## REMINDER TO REIMBURSE TRAVEL CHARGES/ PARKING CHARGES.

### References:

2. Tol WA, Ebrecht B, Aiyo R, Murray SM, Nguyen AJ, Kohrt BA, et al. Maternal mental health priorities, help-seeking behaviors, and resources in post-conflict settings: a qualitative study in eastern Uganda. BMC Psychiatry. 2018 Feb 7;18(1):39. doi:10.1186/s12888-018-1626-x.
3. University of Aberdeen. [https://www.who.int/patientsafety/education/curriculum/Tutor\\_Focus\\_Group\\_guide.pdf?ua=1](https://www.who.int/patientsafety/education/curriculum/Tutor_Focus_Group_guide.pdf?ua=1) (Accessed on 5<sup>th</sup> August 2021)

Approved by Research Ethics committee, .....on **DATE**.

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*End of MELT Toolkit — All supporting files available via the OSF repository.*

*Future iterations of MELT will include guidance on sustainability of long-term community partnerships.*