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**Annex 6.5**

**Sample Key Informant Interview Guide**

Interviews with key informants can be used to collect additional information from stakeholders external to the educational institution. If external stakeholder support might be needed to define or implement best buys, it is recommended to involve these stakeholders in the assessment. The following types of individuals are considered to be key informants:

* Directors and local representatives of the Ministry of Health
* Directors and local representatives of the Ministry of Higher Education
* Presidents and representatives of the national professional associations and councils
* Health service managers, representing both *public* and *private* health services
* Providers of in-service training and continuous professional development programs.

**Adapting the Interview Guide**

When reviewing and adapting the sample key informant interview guide, it is recommended to focus the questions on key areas of concern for the academic program(s) to keep the interview as short as possible. This will simplify both its administration and analysis. The adapted interview guide should be pretested prior to its use with a larger group of participants.

The interview guide should be adapted to reflect the thematic areas, attributes, and factors being assessed; the program(s) under assessment; the core facilities, infrastructure, materials, equipment, and competencies required for the program(s); and the terminology used by the educational institution.

**Assessment areas**

Adapt the interview guide to the thematic areas, attributes, and factors that key stakeholders agreed to assess. If they decided to omit one or more of the nine thematic areas from the assessment, remove those areas from the guide. If they decided to add or remove attributes or factors under a thematic area, revise the questions under that area to reflect the factors for which there is agreement (see Annex 1 for list of thematic areas, attributes, and factors).

**Programs**

In the *Introduction* section of the interview guide, insert the name(s) of the academic program(s) being assessed and the scale-up goals for the program(s). The interviewer will read the introduction section to each participant at the beginning of the interview and ask them to sign an informed consent form.

**Program requirements**

Adapt the interview guide to the core facilities, infrastructure, materials, equipment, and competencies required for the program(s). Review the sample lists provided in the guide and revise them to reflect the actual resources needed. Align competencies with those expected from the program(s).

**Terminology**

Review the interview guide and replace any questionable terms with those typically used in your context. For example, the term “institution” could be replaced by the term college, school, or other appropriate term. The team also could replace the phrase “academic programs under review” or “academic program under assessment” with the actual name of the program or programs under assessment.

**Administering the Key Informant Interview**

When conducting an interview:

* Explain to the person being interviewed that this is an anonymous interview and ask them to read and sign the informed consent form.
* Conduct the interview in a team of two. One person will ask the questions, and the other will record the responses, both in writing and by audio recorder.
* After each question you will find specific instructions in BLOCK LETTERS. Do not read the instructions to the respondent. These instructions are meant to help you in completing the interview.
* Check the relevant box for each answer.
* When rating scales are used, read the complete scale and obtain an answer within the same scale.
* Ask additional probing questions if needed and where indicated.
* Write responses word for word on the dotted lines, so that they are clear and understandable to others.
* Do not summarize. Continue writing on the back of the page, if needed. If the response is very long, or it was difficult to write quickly enough, write REFER TO AUDIO RECORDING on the interview form.

**Sample Key Informant Interview**

|  |  |  |
| --- | --- | --- |
| School code  (if relevant) | Date  (dd/mm/yy) | Interview number |
|  |  |  |

**To be completed by the interviewer**

|  |
| --- |
| 1. **Introduction** |

This interview aims to identify the main barriers or challenges that are preventing the academic programs under assessment from achieving their scale-up goals. It will focus on thematic areas that are critical to health workforce education. That is: students; educators; facilities and infrastructure; materials and equipment; curriculum; clinical practice; quality assurance and accreditation; and partnership and exchange.

READ THE INFORMED CONSENT FORM TO THE RESPONDENT(S) AND ASK THEM TO SIGN IT.

* 1. What is your current position? (WRITE THE RESPONSE BELOW)

|  |
| --- |
|  |

* 1. What is your current place of work or institution? (WRITE THE RESPONSE BELOW)

|  |
| --- |
|  |

* 1. Are you a representative of ........................: (READ THE RESPONSES BELOW AND CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. The Ministry of Higher Education | |
|  | 1. The Ministry of Health | |
|  | 1. A health professional association | |
|  | 1. A regulatory body, such as a health professional council | |
|  | 1. A private health service, such as a private clinic | |
|  | 1. A public health service, such as a public hospital | |
|  | 1. A client or patient of a health service | |
|  | 1. A provider of in-service or continuous professional development training | |
|  | 1. Other (SPECIFY): |  |

|  |
| --- |
| 1. **Students** |

* 1. In your opinion, what attracts students to study in the academic program(s) under assessment? (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. Interest in the profession | |
|  | 1. Interest in helping people in need | |
|  | 1. Opportunities for professional development | |
|  | 1. Attractive compensation | |
|  | 1. Government influence | |
|  | 1. Family influence | |
|  | 1. They have no other choice | |
|  | 1. Other (SPECIFY): |  |

* 1. In relation to your previous response, what is the single most important factor that attracts students to the academic programs under assessment?

|  |
| --- |
|  |

* 1. In your opinion, does secondary education prepare enough students who are qualified for entry into the academic programs under assessment? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

2.3.1 Why? Explain your answer.

|  |
| --- |
|  |

* 1. In your opinion, how should students be selected for admission into the academic programs under assessment? (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. By a representative of the institution | |
|  | 1. By the Ministry of Higher Education | |
|  | 1. By the Ministry of Health | |
|  | 1. Through an exam | |
|  | 1. Through an application | |
|  | 1. Through an interview | |
|  | 1. Based on previous grades and academic performance | |
|  | 1. By recommendation | |
|  | 1. I don’t know | |
|  | 1. Other (SPECIFY): |  |

* 1. Do schools in the country have a policy for balanced recruitment of male and female students, for example, 50% female and 50% male? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

* 1. In your opinion, what are the main reasons why students leave or drop out of school before completing their studies? (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. Students are not interested in becoming health workers | |
|  | 1. Students cannot afford school costs, such as fees and materials | |
|  | 1. There is too much information to cover in a short time | |
|  | 1. The courses are too difficult | |
|  | 1. Schools are too far from students’ homes | |
|  | 1. Schools are too strict about regular attendance | |
|  | 1. Marriage | |
|  | 1. Pregnancy or giving birth | |
|  | 1. Poor quality of the institutions | |
|  | 1. I don’t know | |
|  | 1. Other (SPECIFY): |  |

* 1. What should be done to retain students in school? (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. Students must be selected from those who are interested in becoming health workers | |
|  | 1. A counseling service | |
|  | 1. A tutoring service for difficult courses | |
|  | 1. A financial assistance system | |
|  | 1. Peer support groups of students helping other students | |
|  | 1. Support for job search and/or placement | |
|  | 1. I don’t know | |
|  | 1. Other (SPECIFY): |  |

* 1. In your opinion, what should be done during preservice education to ensure that graduates from schools stay in the country and work, particularly at rural health facilities?

|  |
| --- |
|  |

* 1. In your opinion, are there problems related to gender-based harassment or violence at the schools in the country? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

* + 1. If yes, please describe them, and suggest what could be done to overcome them.

|  |
| --- |
|  |

|  |
| --- |
| 1. **Educators** |

* 1. What is your opinion of the QUANTITY of educators available for the academic programs under assessment? (CHECK ONE BOX FOR EACH ITEM)

| **Category of educators** | **Quantity of educators** | | | |
| --- | --- | --- | --- | --- |
| I don’t know  0 | Too few  1 | Sufficient  2 | Too many  3 |
| 1. Classroom teachers, such as professors, assistant professors, and lecturers at the school |  |  |  |  |
| 1. Clinical teachers, such as preceptors, clinical instructors, or supervisors at health facilities |  |  |  |  |

* 1. What is your opinion of the QUALITY of educators for the academic programs under assessment? Would you rate the educators as poor, adequate, or good? (CHECK ONE BOX FOR EACH ITEM)

| **Category of educators** | **Quality of Educators** | | | |
| --- | --- | --- | --- | --- |
| I don’t know  0 | Poor  1 | Adequate  2 | Good  3 |
| 1. Classroom teachers, such as professors, assistant professors, and lecturers at the school |  |  |  |  |
| 1. Clinical teachers, such as preceptors and clinical instructors or supervisors |  |  |  |  |

* 1. In your opinion, what steps should be taken to ensure the availability of sufficient numbers of quality educators for the programs under assessment? There is a need for…………….: (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. More educators | |
|  | 1. Specific training to become educators | |
|  | 1. Continuing education for existing educators | |
|  | 1. Attractive salaries and benefits | |
|  | 1. Career paths for educators | |
|  | 1. Opportunities for educators to conduct research | |
|  | 1. Other (SPECIFY): |  |

* 1. Do schools in the country have a policy or procedure that supports pregnant educators, or educators with young children? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

* 1. What opportunities are available in the country for health workers to keep their knowledge and skills up-to-date? (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. Access to the Internet | |
|  | 1. Access to journals, textbooks, and other scientific publications | |
|  | 1. Conferences and professional forums | |
|  | 1. Workshops | |
|  | 1. Training offered by professional associations | |
|  | 1. In-service training courses offered by nongovernmental organizations and development partners | |
|  | 1. Scholarships | |
|  | 1. I don’t know | |
|  | 1. Other (SPECIFY): |  |

* 1. In your opinion, is there a need to improve the continuing professional development of health workers in your country? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

* + 1. If yes, what steps could be taken to improve continuing professional development?

|  |
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|  |

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| --- |
| 1. **Facilities and Infrastructure** |

* 1. In general, do you think the infrastructure for the programs under assessment—such as classrooms, skills labs, libraries, and computer rooms—are sufficient in quantity and quality? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

4.1.1 Please explain your answer.

|  |
| --- |
|  |

* 1. How would you rate the QUALITY of the following infrastructure at schools? (CHECK ONE BOX CORRESPONDING TO EACH TYPE OF INFRASTRUCTURE)

| **School infrastructure** | **Condition/Quality** | | | |
| --- | --- | --- | --- | --- |
| I don’t know  0 | Not available  1 | Poor condition  2 | Good condition  3 |
| 1. Classrooms |  |  |  |  |
| 1. Libraries |  |  |  |  |
| 1. Laboratories |  |  |  |  |
| 1. Technical rooms/skills labs |  |  |  |  |
| 1. Computer rooms |  |  |  |  |
| 1. Internet |  |  |  |  |
| 1. Clinical practice or internship sites |  |  |  |  |
| 1. Accommodation or dormitories |  |  |  |  |
| 1. Cafeteria |  |  |  |  |
| 1. Water |  |  |  |  |
| 1. Electricity |  |  |  |  |
| 1. Transportation to health establishments or internship locations |  |  |  |  |

* 1. What infrastructure should be improved? (IF NEEDED, PROBE: read OUT the items THAT WERE RATED AS “POOR CONDITION” ABOVE, and ask the question: “in what way do these items need to be improved?”)

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| --- |
| 1. **Materials and Equipment** |

* 1. How would you rate the QUANTITY of the following materials and equipment for the programs under assessment? (CHECK ONE BOX FOR EACH MATERIAL)

| **Materials and equipment** | **Supply/Quantity** | | | |
| --- | --- | --- | --- | --- |
| Don’t know  0 | Not available  1 | Poor supply  2 | Good supply  3 |
| 1. Textbooks |  |  |  |  |
| 1. Journals |  |  |  |  |
| 1. Computers |  |  |  |  |
| 1. Anatomical models |  |  |  |  |
| 1. Basic clinical equipment |  |  |  |  |

* 1. In your opinion, is there a need to improve the availability and quality of materials and equipment? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

5.2.1 If yes, how can this be done? (IF NEEDED, PROBE: read the items THAT WERE rated as “not available” or “poor supply” above, and ask the question: “How can these items be improved?”)

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| --- |
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| --- |
| 1. **Curriculum** |

* 1. In your opinion, how well prepared, or competent, are recent graduates of schools……..: (CHECK ONE ANSWER FOR EACH PHRASE)

| **Area** | **Level of competence** | | | |
| --- | --- | --- | --- | --- |
| Don’t know  0 | Poorly prepared  1 | Prepared  2 | Well prepared  3 |
| 1. To address local population health needs |  |  |  |  |
| 1. To provide quality clinical services |  |  |  |  |
| 1. To work in rural or remote areas |  |  |  |  |

* 1. Do the schools in the country offer postgraduate education programs? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

6.2.1 If yes, what are the main goals of the postgraduate programs? (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. Producing new faculty | |
|  | 1. Producing specialist practitioners | |
|  | 1. Producing researchers | |
|  | 1. Providing incentives and career ladders for top performers | |
|  | 1. Enhancing the training of undergraduate students | |
|  | 1. Retaining graduates in the country to avoid migration | |
|  | 1. I don’t know | |
|  | 1. Other (SPECIFY): |  |

* 1. In your opinion, how frequently do schools use information technology, such as computers, projectors, videos, etc.? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Always |
|  | 1. Sometimes |
|  | 1. Never |
|  | 1. I don’t know |

* 1. In your opinion, is there a need to increase the availability and use of information technology in the education of health workers? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

6.4.1 If yes, how can the use of information and technology be improved in the education of health workers?

|  |
| --- |
|  |

* 1. Is research conducted at schools in your country? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

6.5.1 If yes, what are the main sources of funding and support for research? (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. Federal Ministry of Education | |
|  | 1. Federal Ministry of Health | |
|  | 1. Donors such as USAID | |
|  | 1. I don’t know | |
|  | 1. Other (SPECIFY): |  |

|  |
| --- |
| 1. **Clinical Practice** |

* 1. What is your opinion on the number or amount of instructors, students, and time allocated to clinical practice? (CHECK ONE BOX FOR EACH ITEM)

| **Internship/clinical practice** | **Quantity?** | | | |
| --- | --- | --- | --- | --- |
| I don’t know  0 | Not enough  1 | Enough  2 | Too many or too much  3 |
| 1. Number of internship or clinical practice sites |  |  |  |  |
| 1. Number of students assigned to each health facility |  |  |  |  |
| 1. Number of preceptors or clinical supervisors |  |  |  |  |
| 1. Time spent at internship sites |  |  |  |  |
| 1. Number of patients |  |  |  |  |
| 1. Variety of patients (including critically ill and diverse health conditions) |  |  |  |  |
| 1. Other (SPECIFY): |  |  |  |  |

|  |
| --- |
| 1. **Quality Assurance of Schools and Graduates** |

* 1. What measures are applied in your country to ensure the quality of graduates from schools? (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. Rigorous admissions criteria | |
|  | 1. Periodic assessment of students, both internal and external | |
|  | 1. A final external evaluation of each student | |
|  | 1. Graduates must obtain a standard certification | |
|  | 1. Graduates must pass an exam allowing them to practice their profession | |
|  | 1. No quality assurance system exists | |
|  | 1. I don’t know | |
|  | 1. Other (SPECIFY): |  |

* 1. Are schools in your country accredited by a competent external body? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

8.2.1 If yes, for how many years is a school accredited? (CHECK ONE ANSWER)

|  |  |  |
| --- | --- | --- |
|  | 1. Three years | |
|  | 1. Five years | |
|  | 1. More than five years | |
|  | 1. I don’t know | |
|  | 1. Other (SPECIFY): |  |

* 1. Has your organization ever been involved in ensuring the quality of health worker education in your country? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

8.3.1 If yes, how was your organization involved?

|  |
| --- |
|  |

* 1. Approximately what proportion of students pass the certification or licensing exams each year (e.g., certificate of competence to practice)? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Less than 25% |
|  | 1. 25% to 49% |
|  | 1. 50% to 74% |
|  | 1. 75% to 100% |
|  | 1. I don’t know |
|  | 1. My country does not have certifying exams |

* 1. In your opinion, is there a need to improve the system of quality assurance for education in your country? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

8.5.1 If yes, what key steps are needed to improve the system of quality assurance?

|  |
| --- |
|  |

|  |
| --- |
| 1. **Partnerships and Exchange** |

* 1. Do any health worker educational institutions in your country have partnerships with other schools within or outside of the country? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

9.1.1 If yes, what is the purpose of the partnership? (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. Sharing of faculty | |
|  | 1. Distance learning | |
|  | 1. Sharing of technology | |
|  | 1. Sharing of resources and materials | |
|  | 1. Research | |
|  | 1. Support for school management | |
|  | 1. Clinical internships or practice | |
|  | 1. I don’t know | |
|  | 1. Other (SPECIFY): |  |

* 1. Do any schools in your country offer exchanges of EDUCATORS to other schools, either within or outside the country? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

9.2.1 If yes, what types of exchanges to other schools are available for educators? (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. Teaching | |
|  | 1. Research | |
|  | 1. Service delivery | |
|  | 1. I don’t know | |
|  | 1. Other (SPECIFY): |  |

* 1. Do any schools in your country offer exchanges to other schools for STUDENTS? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

9.3.1 If yes, what types of exchanges to other schools are available for students? (CHECK ALL THAT APPLY)

|  |  |  |
| --- | --- | --- |
|  | 1. Academic exchange | |
|  | 1. Internships | |
|  | 1. Research | |
|  | 1. Sports | |
|  | 1. Employment opportunities | |
|  | 1. I don’t know | |
|  | 1. Other (SPECIFY): |  |

* 1. In your opinion, is there a need to improve partnerships and exchanges for schools, educators, and students in your country? (CHECK ONE ANSWER)

|  |  |
| --- | --- |
|  | 1. Yes |
|  | 1. No |
|  | 1. I don’t know |

9.4.1 If yes, what steps could be taken to improve partnerships and exchanges?

|  |
| --- |
|  |

* 1. We have reached the end of our interview. Do you have any additional suggestions for the education and training of health workers in the country?

|  |
| --- |
|  |

***Thank you!***