

The Social Accountability Framework for Health
Workforce Training
(Version 2, June 2014)

**Full list Focus Group / Interview Questions
from the Social Accountability Framework
for Health Workforce Training**

Training for Health Equity Network

Address: THEnet
54 Rue du Fosty
B-1470 Baisy-Thy
Belgium

Website: www.thenetcommunity.org
Community of Practice: www.thenetcommunity.org/cop

Introduction

Measuring Social Accountability at your school entails questioning academic and professional staff members of the school, students at different levels of the course, and community members and/or health sector representative/ preceptors. Some of the questions have been created specifically for one of the member groups, these are identified with the member group name in bracket at the end of the question. Not all key components have focus group or interview questions.

Purposefully select members of these groups to illustrate a range of views, (i.e. students at different levels of the same course have had different experiences), and who are able to be critically reflective and who hold corporate knowledge of the school.

The focus group and interview questions were defined using the SA framework, for example, 'what is your understanding of the values of the School' relates to key component 'What do we believe in?'

NOTE: Choose the specific questions you wish to ask based on the knowledge you wish to know. There is no need to ask all questions, and there is no need to ask a question from each section.

1. Full list of Questions

Section 1: What needs are we addressing?

Who do we serve?

- What communities and regions do you believe the school serves?
- Are there communities and regions that the school does not serve as well as it could?

What are the needs of our health system?

- What do you believe are the health system needs in the communities and/or region the school serves
- What do you believe are the health workforce needs in the communities and/or regions the school serve?
- How do you or others from your school support health system strengthening and workforce planning? (Educators)

Section 2: How do we work?

What do we believe in?

- What is your understanding of the values of the school? (What does the school believe in?)
- The school's values are: [name the values], can you describe how these values are shown in the day to day workings of the school?

How do we work with others?

- Tell me about how (name of specific project or program mentioned by participants) was developed? Who initiated the project/program?
- If you had a project idea how could you get it implemented? (for community/learners/educators/health sector stakeholders)
- Can you provide examples of reciprocal benefits between our school and community? (or How do some of these programs benefit both the school and the community?)

How do we make decisions?

- Describe who is involved in decision making at the school. For example:
 - How are community members involved in decision making at the school?
 - How are health sector stakeholders involved in decision making at the school?
 - How are learners involved in decision making at the school?
- In what ways do you feel that you can contribute to the decision making processes of the school – in relation to the education, research, and community partnerships programs?

Section 3: What do we do?

Who are the educators and how are they trained?

- What types of professional development have you undertaken? (Educators)
- What additional professional development suggestions do you have? (Educators)

Who do we teach?

- How did you come to study at the school? (Learners)
- Tell me about learners from your community who have studied at the school? (Community)
- What support is available for learners from non-traditional academic backgrounds within the school? (Educators and leaders)

How do our learners learn?

- How well prepared are learners from the school in terms of working with communities? (Community)

Where do our learners learn?

- How do the community placements during the course reflect the priority health needs, and workforce and social needs of a community? (Community)
- How do the learners work with you while on placement? (Educators in community / Health sector)
- How do you provide health services or community development projects on placements? (Learners)

- How do you work with the community/health service while on placement? (Learners)

Does our research program relate to the mission and values of the school ?

- If you had an idea for a research project in the community how could you work with the school to develop this project? (Community/Health sector)
- How have you worked with the school on research or evaluation projects? (Community/Health sector)

What contribution do we make to the delivery of health care?

- How do you give feedback on services provided by learners and teachers? (Community/health sector)
- How has the school responded to this feedback? Can you provide examples? (Community/health sector)
- Tell me about what's happened in this community since you've had learners from (name of school) (Community/ Health sector)?

Section 4: What difference do we make?

What difference have we made to the health of the communities and regions that we serve?

- How satisfied are you with the activities of the school in the region?
- What could the school do better to improve health outcomes?

What difference have we made to the health system in our region?

- Are you able to give examples of changes in the health system in this region due to the activities of the school?

2. Further information

It is recommended that the focus group facilitator/interviewer ideally be external to the School to avoid response bias, and to follow best practice qualitative research protocols.

The language and context of focus groups and interviews is also important. If you are translating the focus group questions from English to a second language, it will be useful to have 'definitions' or 'language equivalents' available for participants struggling to understand certain terms.

Some Schools may find they will need to simplify some focus group questions. If you make a change to the suggested focus group questions, then it is recommended you closely follow the SA Framework to develop the question so as not to distort your data. Please also feedback your questions and processes to THENet to contribute to our learning at infocop@thenetcommunity.org