

9<sup>th</sup> Meeting of the Praia Group's  
Task Team on Non-  
Discrimination and Equality

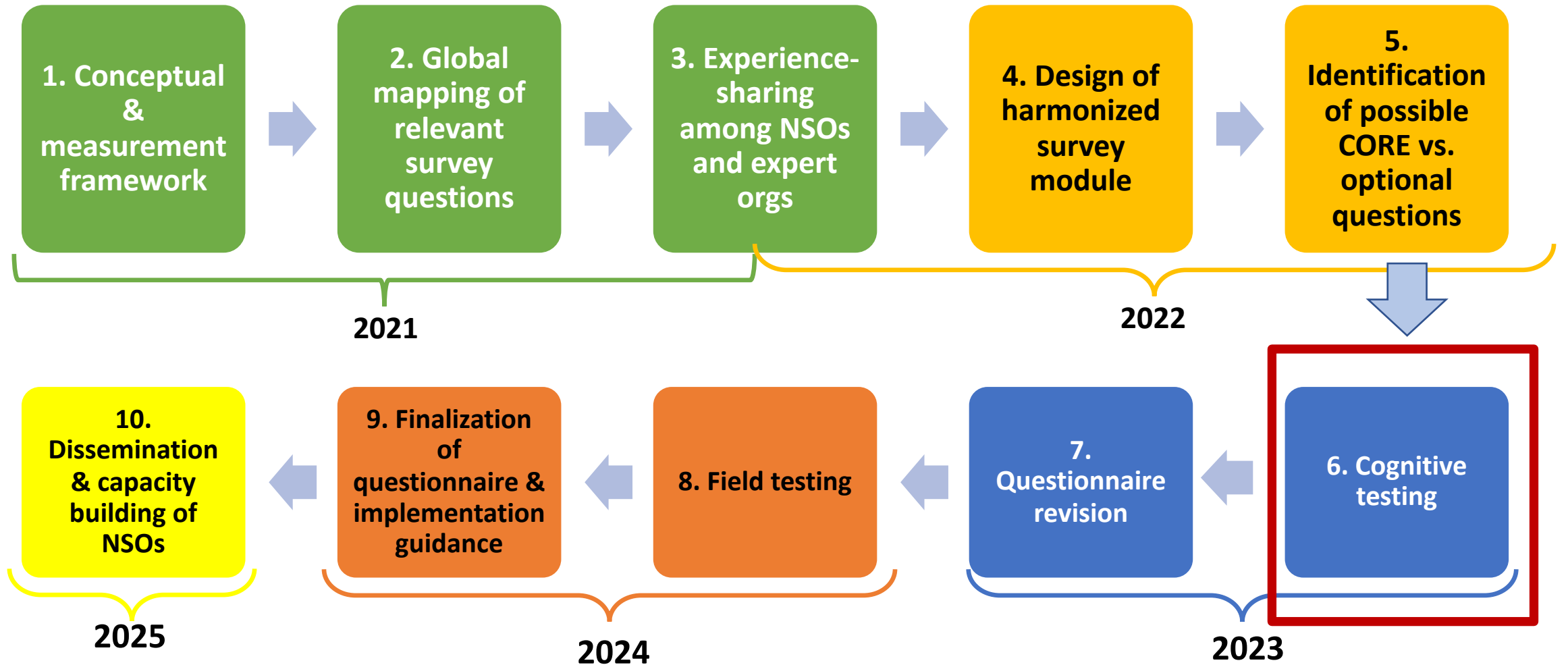
**Cognitive testing of the  
draft questionnaire  
across different context**  
*Invitation to NSOs*

**Tuesday, 4 April 2023, 9.00-10:30 EST**

*\*Simultaneous interpretation in English, French &  
Spanish*



# Survey development process by the Task Team on Non-Discrimination & Equality



# Today's Agenda

1. Update since we last met

2. Latest version of the questionnaire

3. Two options for cognitive testing

4. INEI Peru's plans for cognitive testing

5. Next steps

# Classification of Statistical Activities 2.0



## Domain 4 – Governance statistics

- 401 Non-discrimination and equality
- 402 Participation
- 403 Openness
- 404 Access to and quality of justice
- 405 Responsiveness
- 406 Absence of corruption
- 407 Trust
- 408 Safety and security
  - 40801 Crime and criminal justice
  - 40899 Safety and security statistics, n.e.c.
- 499 Governance statistics, n.e.c.

(f) Endorsed the revised Classification of Statistical Activities as an international standard classification; recommended its inclusion in the International Family of Classifications; and particularly welcomed the explicit inclusion of the topic of governance statistics and human rights in the classification;

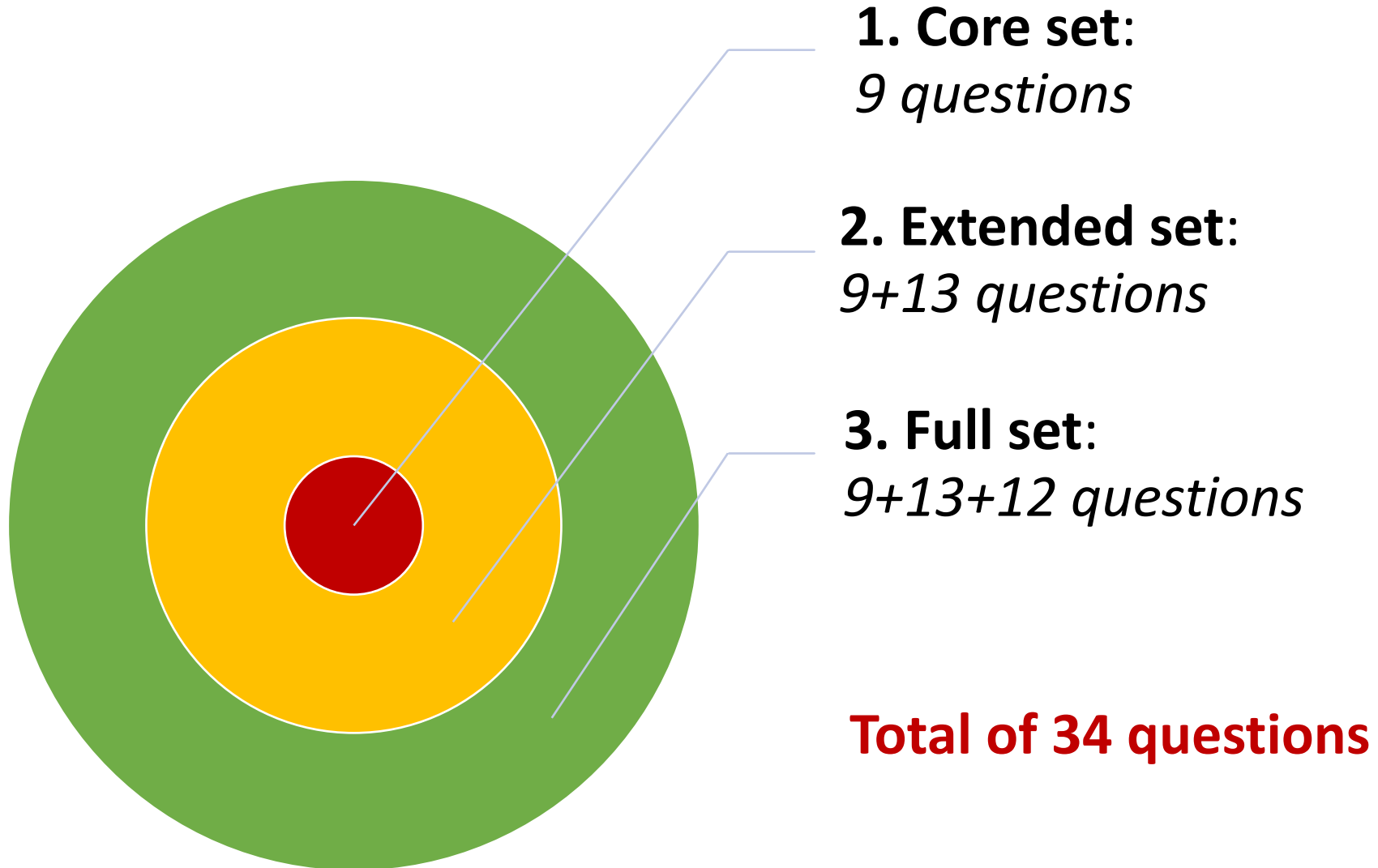
Latest version  
of the  
questionnaire  
(1)

<b>A. Perceived Prevalence of Discrimination</b> .....	10
A.1. Perceived Seriousness of Discrimination as a Problem in the Society .....	10
A.2. Perceived Prevalence of Discrimination Against Relevant Groups at Risk.....	12
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A.4.2. Public Approval of National Efforts to Fight Discrimination and To Promote Equality.....	20
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B.1.3. Domain Where Discrimination or Harassment Occurred.....	31
B.1.4. Relationship to the Person Who Committed the Act of Discrimination or Harassment.....	33
B.2. Effects of Discrimination or Harassment on the Person Who Experienced Discrimination .....	35

# Latest version of the questionnaire (2)

B.2.1	Psychological and Physiological Effects of Discrimination or Harassment .....	35
B.2.2	Behavioral Effects of Discrimination or Harassment.....	36
B.3.	Public Reporting of Discrimination or Harassment.....	38
B.3.1.	Whether the Discrimination or Harassment Was Reported.....	38
B.3.2.	To Whom the Discrimination or Harassment Was Reported.....	39
B.3.3.	Satisfaction with the Way the Report/Complaint was Handled By Each Organization the Discrimination or Harassment Was Reported To .....	41
B.3.4.	Reasons for Non-Reporting of Discrimination or Harassment.....	43
C.	Hate Crimes and Hate Speech.....	45
C.1.	Personal Experience of Hate Crime or Hate Speech.....	45
C.1.1.	Personal Experience of Hate Crime or Hate Speech in the Past 5 Years or 12 Months.....	45
C.1.2.	Form of Hate Crime or Hate Speech Most Recently Experienced.....	52
C.2.	Public Reporting of Hate Crimes .....	54
C.2.1.	Whether the Hate Crime Was Reported .....	54
C.2.2.	To Whom the Hate Crime Was Reported.....	55
C.2.3.	Satisfaction with the Way the Report/Complaint Was Handled .....	57
C.2.4.	Reasons for Non-reporting Hate Crimes or Hate Speech.....	59
D.	Attitudes Towards Minority Groups.....	61
D.1.	Degree of 'Closeness to' or 'Acceptability' Towards Different Social or Ethnic/Racial Groups .....	61
D.2.	Attitudes on Gender Equality.....	65
E.	Self-Identification .....	67

# Core questions vs. optional questions





We want to identify cognitive problems related to...

- Understanding the intent of the question and the meaning of terms (*across different socio-cultural contexts, languages, etc.*)
- Remembering relevant information
- Lacking motivation to invest the necessary efforts to respond accurately
- Choosing an appropriate response category
- Hesitating or refusing to respond to some (sensitive) questions

*See cognitive testing aims & categories of probe questions in Willis (2015).*



# Respondent perspective & response burden

**A high response burden (time consuming / difficult questions) decreases the quality of data.**

→ Leads to “satisficing” i.e. making mental shortcuts when answering

**Our objective: Decrease the response burden.**



# Two methods for cognitive interviewing

## 1. Standardized protocol-based cognitive testing or “verbal probing”

*Little improvisation by interviewer (ready-made protocol with scripted probes for each question)*

*Less suited for discovering unforeseen errors*

*Results are comparable (same probes asked in all countries & harmonized behavior coding)*

## 2. Semi-structured cognitive interviewing or “think-aloud interviews”

*More improvisation by interviewer (general probes: “tell me what you’re thinking”, “please tell me more”)*

*Helpful to discover unforeseen errors*

*Results are not comparable (and open text can be more difficult to analyze)*

# Option 1: Protocol-based “verbal probing”

- The interviewer “probes” the respondent with (already scripted) questions about their thought processes while answering the survey questions (Willson & Miller, 2014)
- Interviewer is active as s/he “probes” the respondent for the basis of their responses

Interviewer asks the question

Respondent answers

Interviewer asks specific “probe” questions

(Willis, 1999)

### Part 1: Questionnaire administration (ask respondent)

**Question measurement goal:** DS9-10. The aim of this variable is to measure the prevalence of discrimination or harassment against relevant groups at risk, specifically the personal experience of discrimination or harassment in the past 5 years, and subsequently in the last 12 months.  
DS11. The aim of this variable is to measure the approximate total number of incidents of discrimination or harassment in the last 12 months.

**Question item and response categories:** (Interviewers: encircle the corresponding answer of the respondent)

DS 9. Since [YEAR OF INTERVIEW MINUS 5] do you feel that you personally experienced any form of discrimination or harassment based on your ... [READ GROUND OF DISCRIMINATION]? (Interviewer: If necessary, clarify again that the questions ask about experiences in [COUNTRY] only.)

DS 10. How about since [MONTH OF INTERVIEW] [YEAR OF INTERVIEW MINUS 1]? (Interviewer: If needed, clarify the ground(s) mentioned by the respondent under the preceding question to facilitate recall and answer, such as sex, age, etc.) (If necessary, clarify again that the questions ask about experiences in [COUNTRY] only.)

DS 11. During the past 12 months, how many times, overall, have you personally experienced discrimination or harassment based on these grounds? (Interviewer: If needed, clarify the ground again, such as sex, age, etc.) (If necessary, clarify again that the questions ask about experiences in [COUNTRY] only.)

### Part 2: Interviewer coding (to be coded by the interviewer/observer)

#### Respondent Behavior (to be coded by the interviewer):

Did the respondent ask the interviewer to repeat all or part of the question?	Yes (1)	No (2)
Did the respondent ask for clarification of some aspects of the question?	Yes (1)	No (2)
Did the respondent have any difficulty providing an answer using the response options provided?	Yes (1)	No (2)

#### Interviewer Administration (to be coded by the interviewer):

Did you encounter any problems in the administration of the question, e.g. problems with notes or instructions for the interviewer, or problems with the sequencing/placement of question items

Yes (1)      No (2)

IF YES: Specify \_\_\_\_\_  
\_\_\_\_\_

[Link to protocol](#)

## Option 2: Semi-structured cognitive interviewing, or “think-aloud interviews”

- Interviewers instruct the respondents to “think aloud” as they answer the survey questions – “Tell me what are your thinking”
- Respondents “verbalize their thought processes as they went about answering a survey question” (Willson & Miller, 2014)
- Interviewers should be as neutral and uninvolved as possible

Interviewer reads the question

Respondent “thinks aloud” as s/he answers

Interviewer takes notes, asks “tell me what you're thinking”

(Willis, 1999)

## Option 2: Semi-structured cognitive interviewing, or “think-aloud interviews”

**Interviewer (reading target question):** In the past 12 months, have you been treated unfairly when out in public because you are [self-reported race: e.g., White, Black, Vietnamese, Asian . . . ]?

**Participant (45-year old, male, Caucasian):** Let’s see—the past 12 months? Well, no, not really, because—you know—I’m White, and I don’t tend to be treated badly because of my race—it’s not like I’m Black or Hispanic or have to worry about being thought of as a terrorist when I’m really a Sikh but they think I’m Muslim or something. There was one time I was on the bus and . . . I was getting on. . . and bumped into a Black guy who had a broken arm or . . . was injured or something because he said “watch out,” and then something I couldn’t really hear because it was noisy, but it may have been an ugly type of insult. I don’t know if my race had anything to do with it . . . um, if he did call me a racial thing, I guess that could count as being treated unfairly. But, you know, that would be a stretch, and maybe he was just mad that I hit his arm. So it’s not like I got attacked or something ‘cause of my race. I guess I’ll say no to that one. It just doesn’t really fit my . . . experience or my life history, or whatever.

(Willis, 2015)

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# Sequence of activities (for option 1 or 2)

Protocol (option 1) and interviewer guidelines (option 2) already developed

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graph TD; A[Protocol (option 1) and interviewer guidelines (option 2) already developed] --> B[Recruitment of interviewers & respondents]; B --> C[Conduct of interviews in laboratory setting]; C --> D[NSOs write up their report]; D --> E[Participating NSOs meet up (with Task Team Co-Chairs) to discuss questionnaire revisions];
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Recruitment of interviewers & respondents

Conduct of interviews in laboratory setting

NSOs write up their report

Participating NSOs meet up (with Task Team Co-Chairs) to discuss questionnaire revisions

# Example of a Recruiting Matrix

Sex	Education	Age	Majority-minority status	Experienced discrimination	Did not experience discrimination
Male	non-college educated	18-34	majority	1	1
			minority	1	1
		35-59	majority	1	1
			minority	1	1
		60 and older	majority	1	1
			minority	1	1
	college educated	18-34	majority	1	1
			minority	1	1
		35=59	majority	1	1
			minority	1	1
		60 and older	majority	1	1
			minority	1	1
SUBTOTAL				12	12
Sex	Education	Age	Majority-minority status	Experienced discrimination	Did not experience discrimination
Female	non-college educated	18-34	majority	1	1
			minority	1	1
		35-59	majority	1	1
			minority	1	1
		60 and older	majority	1	1
			minority	1	1
	college educated	18-34	majority	1	1
			minority	1	1
		35=59	majority	1	1
			minority	1	1
		60 and older	majority	1	1
			minority	1	1
SUBTOTAL				12	12



# Two methods for cognitive interviewing: **Resources required**

## 1. Standardized protocol-based cognitive testing or **“verbal probing”**

**N = higher** (25-40)

### **More training**

(how to administer all scripted probes + how to formulate spontaneous probes)

**Costs may be higher:** May need to hire interviewers & offer a stipend to 25-40 respondents

## 2. Semi-structured cognitive interviewing or **“think-aloud interviews”**

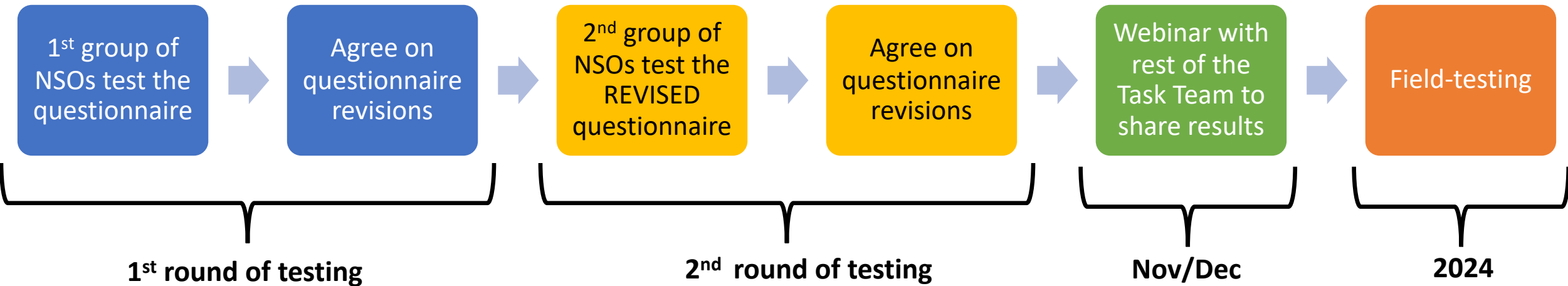
**N = smaller** (5-10)

### **Less training**

(how to manage think-aloud interviews efficiently)

**Costs may be lower:** In-house expertise may be available & stipend to only 5-10 respondents

# Cognitive testing works best as an *iterative process*





# Support available

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- Detailed protocol for Option 1 & general guidelines for Option 2
- All material available in English, French, Spanish & Portuguese
- Virtual training sessions for interested NSOs:
  - Training on protocol-based verbal probing (Option 1)
  - Training on think-aloud interviews (Option 2)
- Peer support from other participating NSOs ('French Group', 'Spanish Group', 'Portuguese Group')
- Technical support at all time from the core team

**9TH MEETING OF THE PRAIA GROUP'S TASK TEAM ON NON-DISCRIMINATION AND  
EQUALITY**

**INEI PERU:  
PLANS FOR THE CONDUCT OF COGNITIVE TESTS ON THE  
DISCRIMINATION QUESTIONNAIRE**

Cirila Gutiérrez Espino

Tuesday, April 4 2023.

# AGENDA

1. FEATURES OF THE COGNITIVE TEST
2. OBJECTIVES
3. STEPS TO IDENTIFY POSSIBLE MEASUREMENT PROBLEMS
4. CHARACTERISTICS OF THE SAMPLE
5. SELECTION OF THE SAMPLE
6. GEOGRAPHICAL COVERAGE
7. SELECTED QUESTIONS FOR THE COGNITIVE TEST
8. STAGES OF QUESTIONNAIRE TESTING

## 1. FEATURES OF THE COGNITIVE TEST

- **Qualitative research technique**  
Applied during the design phase of a questionnaire  
To identify possible measurement problems
- **Based on semi-structured interviews**  
With a limited number of participants  
Selected based on specific socio-demographic profiles
- **Focused on the question-answer process**  
How does the respondent understand the question  
What is the respondent's mental process for arriving at an answer

## 2 . OBJECTIVES

- **Evaluate whether the questionnaire meets the objectives of the survey**
  - Possible specification problems
- **Identify possible measurement problems**
  - Comprehension, recall, judgement, response process and contextual effects (social desirability, fatigue, sensitivity)
- **Identify questions that need to be revised**
  - Based on the results of cognitive testing / on the suggestions of participants
- **Contributes to assessing the validity of the survey**

### 3. STEPS TO IDENTIFY POSSIBLE MEASUREMENT PROBLEMS

**1. UNDERSTANDING:** Meaning and intention of the question. Do the interviewees understand the questions clearly or not?

**2. RECALL:** Remembering key survey information. Is it easy or difficult for participants to remember the required information?

**3. JUDGEMENT:** Interviewee's strategies for formulating their response. How do the interviewees decide on their answer?

**4. RESPONSE:** Formulation and editing of the response (based on the available response categories, context, fatigue, desirability). Do the response categories correspond to the answers given by interviewees?



## 4. CHARACTERISTICS OF THE SAMPLE

### **Sample size:**

42 persons over 18 years old:

- 21 with experience of discrimination
- 21 without experience of discrimination

### **Representativeness:**

- Sex: 50% women and 50% men
- Vulnerable groups: disabled persons, diverse gender identities
- Ethnic groups: Quechua, Aimara, Afro-descendants and ethnic groups from the Amazon
- Life cycle: Young people from 18 to 34 years old, adults from 35 to 59 years old, and older adults from 60 years+
- Education: different levels of education achieved

## 5. SELECTION OF THE SAMPLE

### Selection of 42 respondents:

#### 1. **Group with experience of discrimination** (21 persons):

- Selection from administrative records of the Ombudsman's Office and the Ministry of Culture
- Complementary selection from database of the National Household Survey (ENAHU) – Discrimination Module

#### 2. **Group without experience of discrimination** (21 people):

- Probabilistic selection obtained from the National Household Survey (ENAHU), among respondents who declared that they had not suffered discrimination

## 6. GEOGRAPHICAL COVERAGE

**Coast:** Departments of Piura, Tacna and Metropolitan Lima.

**Highlands:** Departments of Junín, Puno.

**Jungle:** Department of San Martín.

### **Staff:**

- 6 interviewers with experience in surveys and cognitive tests
- 6 observers made up of professionals from the PRAIA Group of INEI

### **Interview location:**

INEI offices: Headquarters and decentralized offices

# 7. QUESTIONS SELECTED FOR THE COGNITIVE TEST (1)

N°	Questions	Testing goals
DS1	<p><b>Do you think that discrimination is a very serious problem, somewhat serious problem, not too serious problem or not a problem at all in [COUNTRY] nowadays?</b></p> <p>Very serious problem / Somewhat serious problem / Not too serious problem / Not a problem at all / (Don't know) / (Prefer not to say)</p>	<ul style="list-style-type: none"> <li>• How do respondents understand “discrimination”?</li> <li>• Is it understood differently from other crimes / other problems in society?</li> <li>• What parameters do respondents use to define discrimination as a ‘serious’ problem in society?</li> </ul>
DS6	<p><b>Do you know whether there is a law in [COUNTRY] prohibiting discrimination based on [grounds stated in the national law]?</b></p> <p>Yes, there is a law / No, there is no such law / (Don't know) / (Prefer not to say)</p>	<ul style="list-style-type: none"> <li>• Is the respondent aware of specific anti-discrimination laws or regulations?</li> </ul>
DS9 – DS10	<p><b>During the past 5 years (from...to...), do you feel that you personally experienced any form of discrimination or harassment based on your... (Show card 2)</b></p> <p>Yes / No / (Don't know) / (Prefer not to say)</p> <p><b>During the last 12 months (from...to...), do you feel that you personally experienced any form of discrimination or harassment based on your... (Show card 3).</b></p> <p>Yes / No (Don't know) / (Prefer not to say)</p>	<ul style="list-style-type: none"> <li>• Are the respondents able to accurately remember their experiences of discrimination for each time reference – 5 years vs. 12 months ago?</li> <li>• Do respondents understand the various grounds for discrimination listed here?</li> <li>• Is this question sensitive or embarrassing to answer?</li> </ul>
DS11	<p><b>During the past 12 months (from...to...), how many times, overall, have you personally experienced discrimination or harassment based on these grounds (Show card 4)?</b></p> <p>Once / Twice / 3-5 times / 6 or more times / All the time / (Don't know) / (Prefer not to say)</p>	<ul style="list-style-type: none"> <li>• How did the respondent count the number of incidents over the past 12 months?</li> </ul>

## 7. SELECTED QUESTIONS FOR THE COGNITIVE TEST (2)

N°	Questions	Testing goals
DS12	<p><b>Now, please think about the most recent incident of discrimination or harassment you experienced in the past 12 months. What do you think was the reason you were discriminated against or harassed? Was it because of your [name grounds selected in DS 10]?</b> (Show card 5)</p>	<ul style="list-style-type: none"> <li>• Is the respondent able to accurately identify which is their most recent experience of discrimination or harassment within the past 12 months?</li> </ul>
DS13	<p><b>Now we have some questions about the most recent incident of discrimination or harassment you experienced in the past 12 months. In what situation did you experience this discrimination or harassment?</b> (Show card 6)</p> <p>At work / When applying for a job / In a shop, bank, café, restaurant, bar, night club or hotel / On public transportation, on the street or in other public places / In your household / When using health or medical care services / When in contact with administrative offices or public services / etc.</p>	<ul style="list-style-type: none"> <li>• Is the respondent able to accurately identify the domain/setting of their most recent experience?</li> <li>• Do respondents tend to identify the person (and/or their relationship with this person) who committed the act of discrimination or harassment against them, instead of identifying the domain?</li> <li>• Do some of the domains listed here overlap?</li> <li>• Are there other domains not covered in this list?</li> </ul>
DS17	<p><b>Still thinking about the most recent incident of discrimination or harassment that you experienced in the past 12 months, did you report or make a complaint about this incident?</b></p> <p>Yes, I reported it / No, I did not report it / (Don't know) / (Prefer not to say)</p>	<ul style="list-style-type: none"> <li>• What kind of reporting was done – formal or informal? To which institution/person? In writing or verbally?</li> </ul>
DS20	<p><b>Why did you not report this incident?</b> (Show card 9)</p> <p>I was afraid of not being treated properly by the police / I was afraid of retaliation from perpetrators / I was concerned about negative consequences for myself (such as getting into trouble, losing my job, not receiving a 'good service' next time, not being able to find a new job, reputational damage, etc.) / I didn't know it was a crime / I didn't know how to make a complaint / where to report the incident / etc.</p>	<ul style="list-style-type: none"> <li>• Do some of these reasons overlap?</li> <li>• Are there other reasons not covered in this list?</li> </ul>

## 7. SELECTED QUESTIONS FOR THE COGNITIVE TEST (3)

N°	Questions	Testing goals
DS21	<p><b>In the past 12 months, did you experience ANY of the following incidents in [COUNTRY]?</b> (show card 11) Yes / No</p> <ul style="list-style-type: none"> <li>Someone made offensive or threatening comments</li> <li>Someone personally threatened you with violence</li> <li>Someone deliberately damaged or vandalized your home</li> <li>Someone physically attacked you</li> <li>Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Can the respondent differentiate between a “hate crime” and other crimes against a person?</li> <li>• Are there other types of incidents that could be considered “hate crimes”?</li> </ul>
DS22	<p><b>Hate crimes are crimes – such as offensive or threatening comments, damage to property or physical assault – in which the victim is specifically targeted because their actual or perceived characteristics, beliefs, or values, such as...</b></p> <p><b>FOR EACH YES IN DS 21: Do you believe that this (these) incident(s) committed against you could be considered hate crime(s)?</b> Yes / No</p>	
DS29	<p><b>On a scale from 1 to 10, with 1 meaning “not comfortable at all” and 10 meaning “totally comfortable”, how do you feel about having as your neighbour someone from the following groups?</b></p> <ul style="list-style-type: none"> <li>A person of a different ethnic or immigrant background than you</li> <li>A person living with HIV/AIDS</li> <li>A person who is gay, lesbian, transgender or bisexual</li> <li>A person who has a different religion than yours</li> <li>A person who speaks a different language than yours</li> <li>A person with a disability</li> <li>[country-specific group at risk]</li> </ul>	<ul style="list-style-type: none"> <li>• How does the respondent understand what is meant by “feeling comfortable about having the following groups as my neighbor”?</li> <li>• Is the “level of comfort to be neighbour with someone from the following groups” a good proxy measure of the degree of ‘acceptability of’ or ‘closeness to’ different social or ethnic/racial groups?</li> </ul>



## 8. STAGES OF QUESTIONNAIRE TESTING

### STAGE 1

- Content determination
- Conceptualization and development of instruments  
**Completed in March 2023**

### STAGE 2

- Internal review, expert assessment and staff training  
**March-April-May 2023**

### STAGE 3

- Implementation of cognitive test  
**June-July 2023**

### STAGE 4

- Review of questions and recommendations by INEI Peru  
**August-September 2023**

### STAGE 5

- Field testing  
**End 2023 / early 2024**





# Next steps

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Please write to us as soon as possible ([group.praia@gmail.com](mailto:group.praia@gmail.com)):

1. ***What method*** do you want to apply (protocol-based or think-aloud interviews)?
2. Do you have ***previous experience*** in applying this method?
3. ***When*** would your NSO be able to conduct the test?

**We will soon send out invitations for the training sessions.**