



# HOW TO CONDUCT A COMMUNITY-BASED PARTICIPATORY SURVEY ON TOBACCO AND NICOTINE PRODUCT USE



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## What's this Toolkit about?

**T**his toolkit is useful for groups who have questions about tobacco smoking or the use of other tobacco or nicotine products among people in their community.

A survey can help answers questions like

- How many people smoke or vape?
- What products do people use?
- The pattern and level of smoking and/or vaping
- What triggers people to smoke?
- What stop smoking support have people tried?

Specifically, this toolkit lays out how to do a community-based participatory survey.

### What is community-based participatory research?

A community-based participatory approach to conducting a survey usually means that the community, or community representatives, are involved in all stages of the study.

Usually, a community and a researcher or research group form a partnership and do the survey together.



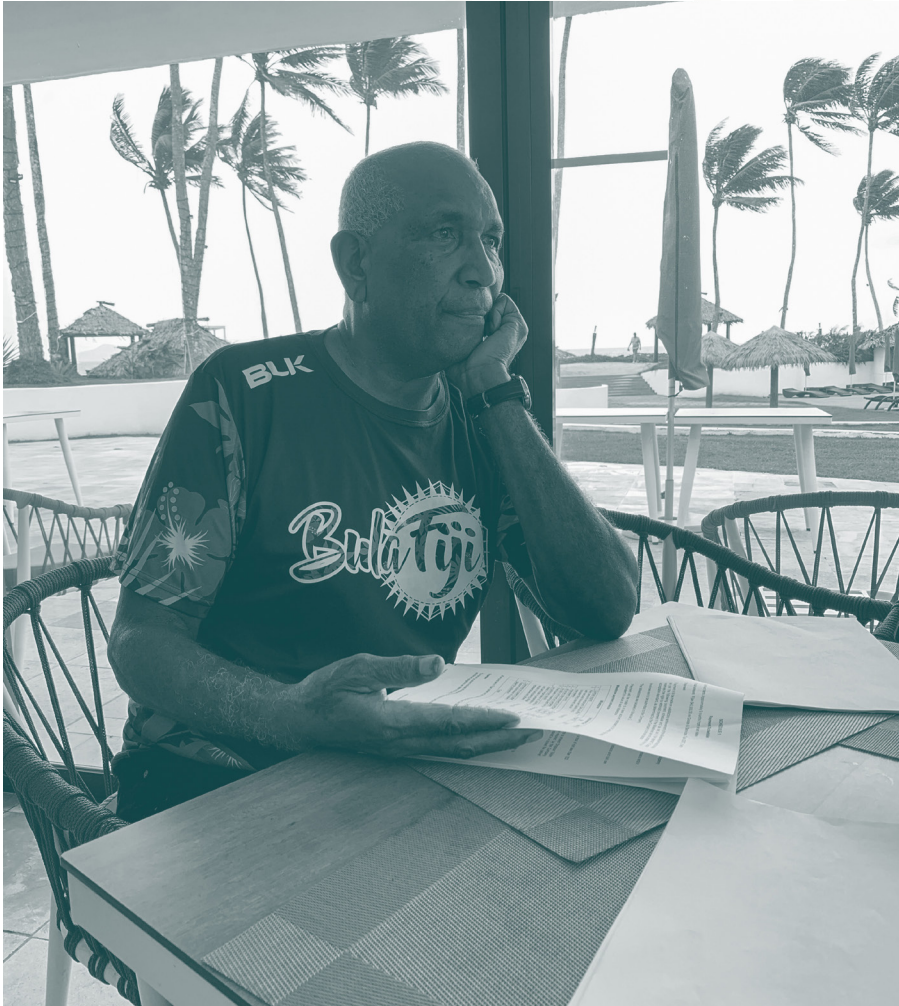
## What are the benefits of community-based participatory research?

**T**he community has on-the-ground knowledge. The people know the language and customs that need to be observed and can pinpoint leaders whose support may be needed to gain the trust of potential participants.

The community has lived experience of smoking and alternative products that the survey intends to learn more about. The people will have thoughts about why people smoke, why people might want to stop smoking, what makes it hard to stop smoking and they know what stop smoking methods, if any, are available to their community.



Involving the community can enhance the quality of a study.



## Who is this Toolkit for?

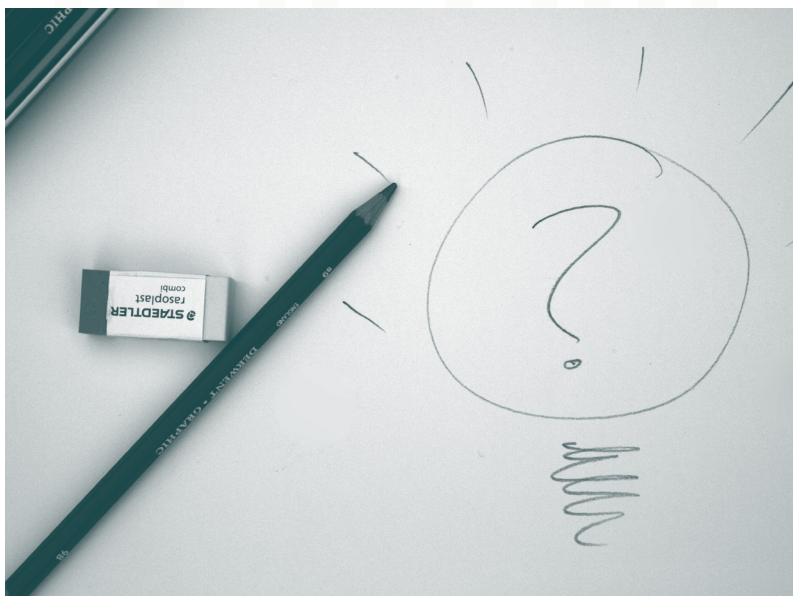
**T**his toolkit is useful for groups who want to find out how many people in their community smoke tobacco or use other tobacco or nicotine products. A survey can also identify the ways in which community members are using the products, and their interest in stopping smoking and access to cessation support.

Communities and groups who might find this toolkit useful may include

- Vaping advocacy groups
- Indigenous communities
- An indigenous researcher interested in helping their own or nearby tribes
- Marginalised groups
- Community health workers
- Allies of any of these groups
- Students or scholars

It is recommended that individuals, groups, or communities who want to conduct a survey engage an experienced researcher to help them if possible. But even if a researcher is involved, it is useful for community groups to know what needs to be done and how to do it.

This is especially so when the researcher is from a different culture, has had a very different life experience, or does not speak the language of the intended survey participants. Researchers wanting to work in a participatory way with communities may also find this toolkit helpful.



## What is the purpose of a survey?

It is important to know what the big-picture goal is for the community. What is their concern?

If they are concerned about people dying from smoking-related diseases, then one way to achieve that is to reduce the number of people who smoke, and how much people smoke. The most common way to achieve that goal is to help people who smoke to stop smoking or switch to a less harmful alternative.

Many questions then arise

- Do people in the community want to stop smoking?
- Is there existing support or are there products available for helping people to stop smoking? Are people in the community using those? Do those stop smoking methods work? If not, why not? What needs to change? What more could be done to speed up the quit rate?
- Are there barriers that make it hard for people to stop smoking? What are they? What could be done to reduce the barriers or help people overcome them?

Having a clear vision of the goal, and what step the community is at in terms of achieving that goal helps to inform what the next step might be. What is needed to help the community take the next step towards their goal?

One survey won't be able to answer all the

questions. In countries that have reduced how many people smoke, it has taken decades of studies and trials of different approaches. This is where a researcher can help. They can look at the scientific evidence to help identify what has worked in different settings and for different communities.

### Defining the research question or aim of the survey

The research question will become part of the aim of your survey. For example, the aim might be to find out how many people in the community smoke tobacco, chew tobacco products or vape?

The researcher can help narrow down the focus by having a look at published information to see what is already known. Good research questions are clear, simple, interesting and answerable.

Some useful questions to discuss include

- What do you want to know and why?
- Who or which groups do you want to learn about?
- Where are they or what geographical area will be focused on?
- When is the survey going to be conducted? Or what period of the person's experience are you interested in?



## What theory should you use?

**R**esearch questions commonly seek to prove or disprove a theory. A theory is a set of ideas that explain why something is the way it is, or how to change behaviour.

There are many competing theories that claim to explain why people smoke and how to get people to stop smoking.

The existence of a theory doesn't mean it is correct. Much research aims to test theories.

**For the purposes of this Toolkit, we will use the theory of tobacco harm reduction.**

Smoking over a long period of time can lead to the development of smoking-related diseases and premature death. There are however, non-combustible alternatives. That is, tobacco and nicotine products that do not require the inhalation of smoke. Tobacco harm reduction is a strategy aimed at lowering the health risks of smoking by providing alternative nicotine

products that are safer than cigarettes. This reduces negative health impacts while people continue to use nicotine. The principles of harm reduction include

- Respect for a person's autonomy. People are different, as are their life circumstances, where they live and their ability to stop smoking. They know best why they smoke and how easy or hard it would be for them to stop smoking. For example, they may live in a community that has never been told that smoking is harmful. They may have no local support to stop smoking. They might not be able to afford to buy products that could help them stop smoking.
- Harm reduction seeks to understand what steps towards lowering the risk of harm are possible for each person.



## Writing the survey plan

The plan should contain

- The title of the study
- The aim of the study; for example, “the aim of this study is to find out what support people who smoke need to help them stop smoking”
- The names of the steering group who will get the study done, their organisation and role, address, email and phone number
- The start date of the project and expected end date
- Target end dates for each part of the project

It’s good to think about what will be produced at the end to share the results with the community members, health workers and doctors, government organisations who could help, and maybe politicians.

Some questions that the steering group might consider are

- How will the results be shared with the community?

- Will you need a results report?
- Does the steering group want to write a scientific paper?

Also consider, who will do what. Common tasks include

- Talking to local leaders to get approval for the survey to be conducted in their community
- Reading the scientific evidence
- Writing the survey questions
- Applying for funding
- Writing a Participant Information Sheet and Consent Form
- Writing the application to submit to a Research Ethics Committee for approval to conduct the survey
- Pilot testing the survey
- Recruiting the interviewers
- Training the interviewers
- Recruiting survey participants
- Co-ordinating the data collection
- Checking all questions have been

answered

- Creating an Excel file for the data
- Entering the survey responses into Excel or Word
- Analysing the data
- Co-ordinating a meeting to discuss the preliminary results
- Writing the results
- Evaluating what the results mean
- Co-ordinating production of the results report or paper
- Co-ordinating and presenting the results to the community and others

Tasks need to be assigned so it is clear who will take a driving role. A trained researcher can do a lot of these tasks on their own, but a community-based participatory study means the community steering group should be involved. A valuable part of this approach is giving community-based people experience doing research. This helps to build their skill and knowledge.





## How are you going to cover the cost of doing a survey?

If there is funding, you will need to write a budget. The researcher will most likely need to be paid for their time and contribution. But so too should unpaid community steering group members and interviewers be reimbursed for their time. Some other costs include

- Printing surveys, Participant Information Sheets and Consent Forms
- Travel to talk with community leaders and to conduct interviews with participants
- Vouchers to cover costs the participants might have to pay, such as, travel and parking
- Meeting costs
- Printing the results
- Postage and courier costs

## Who should be included in your survey?

**W**ho should be included in your study and how many participants you want will depend on the aim of the survey. It will also depend on the type of survey you need to do. Most surveys are quantitative, that is, they help you count how many people are doing what. But if you only survey a small number of people, then you may not be able to calculate differences and thus your survey may be described as exploratory or descriptive.

If you want to find out if there are differences between different groups, you will need enough people to do statistical analysis. Your budget may restrict how many people you can survey.

To answer your research question, will you need men and women? What should be the youngest and oldest age of participants?

For surveys on smoking among adults, it is common to set the lowest age at the same level as the minimum legal age to buy cigarettes. Surveys with people younger than that may require parent approval for the minor to take part in the survey. This is discussed more below in the section on ethics approval.

Establish the criteria for inclusion in the survey and who will be excluded. The exclusion criteria will be the characteristics of people who do not meet the inclusion criteria. For example, people who cannot give consent for themselves.



## Designing the questions

Designing a questionnaire isn't as easy as it might seem.

Ethically you should only ask for information you need to answer your research question. If you are not going to report on something, don't ask about it. This avoids wasting participant time.

A good starting point is to look at published surveys that sought to answer a similar question to yours. Some survey questions used by other studies have been thoroughly tested and are commonly used. However, when working with a group from a different culture or who speak a different language, you may need to adapt your questions.

Group questions into categories, such as

- Participant characteristics (demographics), such as age or age group, gender (male, female, other); marital status, educational level; occupation, whether they live in a city, smaller town or in a rural area

- Smoking behaviour, such as, do you smoke cigarettes? How many cigarettes per day do you smoke? Have you tried to stop smoking? What methods to stop smoking have you used? Do you want to stop smoking? Why do you want to stop smoking?
- Alternative product use, such as what alternative tobacco or nicotine products have you tried? What tobacco or nicotine products do you use?

For each question, create a list of answer options that can be ticked.

### Principles for good survey question design

Use words that are easy for a person with a low level of education to understand. Keep it simple!

Use clear specific questions.

For example, you might ask "Do you smoke?" but participants might smoke cigarettes, cigars or something else. If you want to know about cigarettes ask "Do you smoke cigarettes?"

If you want to know how often someone smokes, ask "How often do you smoke?" Answer options should include "at least once a day", "at least once a week", "at least once a month" and "less than once a month". Asking if people smoke "regularly" is vague. Regularly could mean once a week to one person but once a month to another.

Make sure questions are asked in a logical order.

For example, you wouldn't ask "how many cigarettes a day do you smoke" before asking if people smoke.

Make sure the survey is not too long.

If it is too long, participants might get bored or tired and they will either stop or tick any answers.

It is important to avoid leading participants to answer a certain way.

Leading questions are designed to get people to give answers that show something the researchers want it to show, rather than finding out what is happening or what people actually think.

For example, surveys designed by researchers who want to lobby government to prohibit smoking or vaping, will often bias the survey by asking participants questions that give them only a "yes" or "no" option, or an "agree" or "disagree" option. Some participants may not have an opinion and the truest answer option for them might be "don't know". Some participants may have mixed feelings and the truest answer option for them might be "it depends".

If you include an "Other" tick box, provide some space for participants to write the answer. Add an instruction to "please specify". Doing this will provide you with more insight, but it will also create more work. If you use this, you will need to consider how you will analyse and report on such answers.

At the end of the survey, ask participants "Is there anything else you want to say?" This could generate more data to analyse.



## Test your survey questions

Test your draft survey questions with friends, the research co-ordinating group, family members, or other people who are like the participants you want to survey.

Testing or pilot testing your survey questions helps

- Identify if the wording of questions can be easily understood by participants
- Check that the participants translate the question in the way you intended it to be read

- There are no duplicate questions or questions that ask the same thing

Ask people to tell you if they found any words or questions confusing, silly, or if they didn't understand any words or questions.

You may need to redraft your survey and retest it several times before the survey is ready to be used.

Most Research Ethics Committees will want to see the survey questions in their final state.

## Getting approval to do a survey

Some countries have a law against doing research without government approval. Find out if you need approval from a government, or government approved Research Ethics Committee before you advertise for participants or organise to interview anyone.

Research Ethics Committees are set up to protect people, especially children and vulnerable people, from being exploited.

Unfortunately, in the past a lot of unethical research has been conducted and the results have harmed the group that took part in the research. For example, some research results talk about the group in a very judgemental way, which can perpetuate false beliefs or negative stereotypes.

Inexperienced researchers, researchers who have negative beliefs, such as believing that people who smoke are bad people, and researchers with racist beliefs about other ethnic groups have caused a lot of damage, and rightfully some groups no longer trust researchers.

Groups at risk of being harmed by negative research practices or false portrayals of them are referred to as 'vulnerable'. Some examples of vulnerable groups are

- Children – in many countries you are not

allowed to interview children or young people under a certain age without parental consent. The Research Ethics Committee will be very careful to check if the children or young people will face any risk of harm or exploitation.

- People who cannot give consent, such as people living with a brain injury or learning disability or people with a mental health condition. Some medications make it difficult for people to understand what is being asked of them. People who are intoxicated cannot be expected to give consent to take part in a survey. It's the job of Research Ethics Committees to protect people who cannot give consent.
- Indigenous Peoples, and remote tribal groups, have been poorly treated and misrepresented by foreign researchers in the past in many parts of the world. Research Ethics Committees will likely want to see that the survey team have consulted with Indigenous or tribal representatives and have approval from the group's leaders to do the study.
- People who are in crisis, experiencing violence or other traumas, may also be considered vulnerable.



### Read Research Ethics Committee guidelines for conducting research with humans

What you will need to submit to an ethics committee, whether there is an application form and what needs to be in a Participant Information Sheet and a Consent Form will vary from country to country.

Many Research Ethics Committees will want to know a lot about your study, including why you are doing the study, what you are going to ask participants to do, how much of the participant's time you are going to need, and if you are going to ask any questions that might make the participant feel uncomfortable or hurt.



## What method will you use for collecting data?

**Y**ou can either have participants read and answer the survey themselves (self-complete) or have an interviewer read the questions out and fill it in for participants (interview administered).

If participants are expected to self-complete, you could provide the survey online, leave surveys somewhere for people to find them, or send or hand them out to people.

Participants who can complete the survey in their own time may have more time to think about their answers. They also might answer more honestly. If surveys are sent out to participants, however, there could be delays in getting them back.

If you are going to have interviewer's administer the survey, they could do this over the phone or Internet, or face-to-face.

Having interviewers administer the survey

will cost more and could take more time, but the quality of the answers will be better. For example, if a participant doesn't understand a question, the interviewer can explain it. This method also enables people who can't read and write to be included. If interviewers visit a village together, they can complete a lot of interviews in one day. If using interviewers you will need to provide them with training.

To ensure a smooth data collection process, think through logistical arrangements. This could include

- Organizing any travel for the fieldwork team
- Overnight accommodation
- Security provisions if the conversations are taking place in less safe areas
- Refreshments or meals for the interviewers
- Refreshments for the participants



## Training interviewers

If you are going to have interviewers administer the survey, you can provide training once the ethics committee has approved your survey.

### What the training needs to cover

Training needs to give interviewers enough information so that they understand

- The aim of the survey
- The format of the survey
- The intended meaning of the questions

It is important that interviewers administer the survey in the same way with all participants and that they answer participant questions in the same way.

### Training will also need to cover

- How to be friendly and non-judgemental so that participants feel comfortable to answer the questions truthfully.
- How to avoid expressing their own opinions or affirming or disagreeing with participants' answers. A common bias, called social desirability bias, can happen when participants want to give the socially correct answer, perhaps to look good or to be approved of. Participants look for clues from the interviewer as to what they think the interviewer wants to hear (or what they think they don't want to hear).
- How to keep the interview on track when a participant starts talking about other things

or gives long answers that are beyond what is required to complete the survey.

It can be useful to give interviewers a notebook for them to write notes in after the interview. It could be useful to know if any of the questions were not easily understood or if there were any difficulties experienced during the interview. Some comments might help inform your analysis. These are called 'field notes' and can be helpful in designing other surveys by highlighting what problems or obstacles were encountered 'in the field' that could be avoided next time. They also can help inform the discussion section in reports and articles that are generated from the research.



### Training interviewers continued

A suggested training programme for interviewers could include the following topics

- Terms of confidentiality
- The inclusion and exclusion criteria
- How to invite people to do the survey
- Giving and explaining the Participant Information Sheet
- Giving participants the Consent Form and making sure they understand it
- Asking for their consent and signature
- Purpose of the interview
- Format of the interview
- The survey questions
- Length of time an interview should take
- Interviewing technique
- Dealing with sensitive and stressful situations

- Avoiding leading questions
- Recording contact with interviewees; keeping a journal
- Keeping completed surveys and Consent Forms safe
- Who to give the completed surveys and Consent Forms to

### Role-play interviewing

Training should give interviewers the chance to role play administering the survey on each other.

This gives you another chance to test that the structure of the interview and the questions asked are appropriate for gaining the information required, and will not make the participants uncomfortable.



## Finding participants (recruitment)

A recruitment guide can be useful for making sure you get enough women or men, and people of different age groups or ethnicity. The recruitment guide should say how many people you'd like to survey. For example, how many women aged 18–24 years.

Common recruitment methods are to place advertisements in media (including social media).

A 'snowball' technique is also common, whereby those recruited into a survey are asked to tell others they know who may be interested.

Another way to find participants is to go to events where people you want to survey will be. For example, you might go to a tribe's village if you have permission, or a cultural festival.



## Preparing for data collection

**B**efore you begin your survey, it is your responsibility to ensure you have obtained a proper approval or waiver by an ethics committee or Institutional Review Board.

If applicable, you have obtained consent from indigenous representatives.

When interviewing Indigenous People, it is often important to gain consent not only from government agencies but from representatives of the indigenous populations themselves. This often takes the form of written submissions by representative groups.

Participants are informed about what information you want to collect and how it will be used so they can decide if they want to participate or not.

### Protecting participants' personal information

It is crucial to keep all the information you get from survey participants safe and secure. Only the research team should be able to see the 'raw' information. If information is stored on a computer, the computer must be password-protected. All paper files must be stored in a locked filing cabinet in a locked room.

Survey participants' names, home addresses,

telephone numbers, email addresses, workplace or GPS coordinates must be stored separately away from their answers to a survey. There should be no information that could identify a person kept with their answers. Their signed Consent Form should also be securely stored separate from their completed survey form (questionnaire).

One way to protect participants' identities is to use a code name or number for each participant. This code, called a participant ID (identifier) can be written on their Consent Form and stored with their name and contact details.

No individual should be identifiable at any stage in the publication or presentation of the findings.

If participants all come from a small community or town, sometimes information like age and occupation could give away a participant's identity. For example, a participant is identified as an 80-year-old female leader and there is only one person who matches that description in the area where the survey was conducted. In these circumstances, it would not be appropriate to make the raw data available to others.

In the case of small tribal or Indigenous



groups, it may be necessary to not mention the name and location of their village when reporting on the survey.

The lead researcher and the organisation conducting the survey are responsible for storing and protecting survey data. The Research Ethics Committee may require the data to be stored for a period of 6–10 years. This is necessary in case someone questions the accuracy of the results. For example, sometimes a researcher publishes study results in a scientific journal, and they have later been found out to have made it up or misrepresented what they found.

When it comes time to destroy survey data, this must be done thoroughly and completely. Paper-based surveys might need to be shredded or burned. Files on computers and the back-ups and copies must be deleted.

### **Making data available to other researchers**

Individual survey participants retain ownership of their information and answers.

If you are willing to make your raw data available for other researchers to see or use,

participants must be informed of this in the Participant Information Sheet. For example, if the raw data are going to be made available online following publication of the survey results.

### **Obtaining participant consent to survey them**

When you ask people to provide information about themselves, they may feel obligated to answer, even if they do not wish to. To avoid having participants feel like they have no choice, you must inform them about what you are doing and ask if they would like to participate.

Document their consent by having them sign a consent form if in-person. If conducting phone interviews you could have participants email their signed consent form. If conducting your survey online, there needs to be a consent question participants will need to tick before gaining entry to the survey.

Throughout the time they are doing the survey, they have the right to not answer any question they don't want to and they have the



## Data collection

right to withdraw at any time up until you have started data analysis.

### Culturally appropriate data collection

Data collection should be done using approaches that are sensitive to the age, gender and culture of the participants.

Surveys should be designed to respect cultural beliefs and customs. You may need to produce the survey in the language of the participants. You may need to use words that are not offensive to them. If you do translate questions from English, you will need to test that the meaning of the words in the original question do not take on a different meaning. For example, in some languages, the translation of “smokefree” becomes “free to smoke”.

When conducting surveys with women, it is important that you respect traditions about what questions are appropriate to ask and by whom. For example, some cultures might require that women are interviewed by a female. Some cultures require that elders are not interviewed by young people.

If women or minors are recruited and have to

attend a specific venue to complete the survey, you must ensure they will be safe from harm.

If you are reading out the questions, it may be necessary to make sure no other participants or onlookers can hear the participants’ answers.

### Conducting the survey

Ensure participants understand the information in the Participant Information Sheet and Consent Form. If interviewers are administering the survey, they should read the Consent Form aloud to the participant and tick if the participant agrees with each point.

Always give participants a chance to ask any questions they might have about the study.

If a potential participant is still willing to do the survey, ask them to sign the Consent Form.

Once a person has given their consent, you can move on to asking them the survey questions.

### Reimbursement of participant expenses

Will participants need to be reimbursed for any costs they may have incurred or for inconvenience, for example, travel costs, parking or



sample form

missing work time?

If participants are inconvenienced, it is common for researchers to offer participants some form of reimbursement, such as a phone top up voucher, a petrol voucher, or entry into a draw for a more valuable voucher for participating in a survey.

For accounting purposes, and to discourage fraud, if you give anything that has a monetary

value such as cash or vouchers, it is good practice to ask participants to sign for it.

Depending on how long it takes to complete the questions, you might need to offer food and a drink.

If you choose to provide some compensation, consult with the local community on what would be most useful and appropriate to give.



## Preparing data for analysis

Now you've got your answers, what do you do with them? The first step is to check each survey has been completed. It is common to have some unanswered questions, but if the participant withdrew halfway through or didn't want to answer many questions, then the information you wanted might not be there.

Look for any unusual or strange answers. For example, the participant may have ticked that they are male, but they have answered questions that were only to be asked of female participants. A participant may have responded that they don't smoke, but later in the survey have answered questions or commented that they do smoke.

Does it look like the participant answered randomly, as if they were just trying to complete it without reading the questions? This can happen, for example, when participants have been promised a cash reimbursement for completing a survey.

### Data entry

The researcher will need to prepare an Excel spreadsheet or Google Sheet to enter participants' answers into and a coding sheet.

- Set up columns for the answers.
- Use one row for each participant.

Make up a number for each tick box, for example you might assign number 1 for 'male' and 2 for 'female'.

Once the file is ready, the answers can be entered.

These will need to be checked for human error. The most thorough way to check that data have been entered correctly is to create two files and have two different people enter all the data. Then the researcher can compare the entries, look for any differences, and fix mistakes. A less time-consuming way to check for entry errors is to have someone check each 10th or 5th entry against the completed questionnaire.

Text answers can be extracted into a Word document for analysis.

Smoke?	Cigs per day	Being offered a cigarette	Other people smoking around me	Drinking kava	Drinking alcohol	Feeling sad, upset, etc.	Feeling happy	Feeling stressed, anxious etc.	Bored / nothing to do	Feeling tired	Don't know	Other reasons
1	1			1				1		1		
1	1			1	1							
2	1							1	1			
2	1			1								
2	1							1		1		
1	1			1	1			1		1		
1	1			1				1				
2	1			1				1				
2	1			1								
1	1			1								
1	1			1								
1	1			1								
1	1			1								
1	1			1								
1	1			1								

Smoke?	Cigs per day	Triggers to Smoke
Yes - Occasionally	1	1.5 times a day
Yes - Regularly, but not daily	2	6-10 times a day
Yes - I usually smoke every day	3	11-20 times a day
No -(Go to Q.13)	4	20 or more times a day
		1 to 10 cpd
		Being offered a cigarette
		Other people smoking around me
		Drinking kava
		Drinking alcohol
		Feeling sad, upset, angry, down
		Feeling happy
		Feeling stressed, anxious, or worried about something
		Bored / nothing to do
		Feeling tired
		Don't know
		Other reasons
		1
		2
		99
		MISSING INFO

Sample data and coding sheet



## Analysing the results

### Working out the 'response rate'

The response rate is the percentage of people who took part in the survey out of the number of people invited. To calculate this, you will need to know

- How many people were invited to take part in the survey?
- How many people who were invited declined?
- How many people were interviewed or handed in a survey form / questionnaire?

You will also need to report how many questionnaires were not usable due to incompleteness or errors and what is the number of final usable participant questionnaires?

### Calculating results

Your results will show the number of people who answered each question in a particular

way. To calculate this, you will need to count (run frequencies) for each column of data. For example, how many men and women took part? How many answered 'yes' or 'no'?

### Interpretation

Once you have frequencies, you can begin to build tables of results and write statements about what the tables show.

For participatory research, the researcher will need to produce some preliminary results and prepare a presentation to share with the study co-ordinating committee. Other stakeholders, such as community health workers, interviewers and consumers might be useful to include also to see if the results align with their expectations. They might have an explanation for why a result doesn't match with the life experience of the participants' culture, perhaps because a question was misunderstood.



## Sharing your results with the community

### Sharing the results with participants

If you are prepared to share the results with participants, you will need to say this in the Participant Information Sheet. You may choose to offer a summary of the results. During the process of asking if participants consent, you will need to ask them if they want to receive a summary of the results. If they do, you will need to collect their email or postal address. This information will have to be separated from the Consent Form and stored in a different file.

### Sharing the results with stakeholders

Participatory action includes sharing the results with the community you were collaborating with. For example, this could be through the tribal elders or community leaders, community health groups and local nurses and doctors.

Other stakeholders could include public health officials, local authorities and others that the researchers met while they were conducting their research.

### Sharing the results with the public

The media and popular magazine articles are ways for survey results to be shared with the public.

Speaking engagements are another way researchers can more widely share the results.

### Sharing the results with the scientific community

The scientific community share research results at conferences, seminars, online and in scientific journals. If you write a paper and submit it to a scientific journal, they will have independent scientists review it and give feedback. The journal will then either reject your paper or invite you to revise it.



## About the author

# Professor Marewa Glover

Professor Marewa Glover has worked on reducing smoking-related harm for 31 years and has over 100 scientific papers. In 2019, she was a Finalist in the New Zealander of the Year Supreme Award recognising her contribution to reducing smoking in NZ. In 2018, Dr Glover was appointed Tobacco Section Editor for the Harm Reduction Journal. In that year she also established the Centre of Research Excellence: Indigenous Sovereignty & Smoking an international program of research aimed at reducing smoking-related harms among Indigenous Peoples globally.



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[Tobacco, suki, kava, and alcohol use patterns among iTaukei adults in eight Fijian villages: A community-based participatory research survey](#) by Marewa Glover, Setariki Alusio and Ana-Maria Naimasi. (Under review.)

[Tobacco use among Kola Sámi, the indigenous people of the Murmansk region, Russia: A cross-sectional study](#) by Alexander Merkin, Sofya Akinfieva, Artem Nikolaev, Elena Rocheva, Alexander Komarov, Igor Nikiforov and Marewa Glover. (2022). *International Journal of Circumpolar Health*, 81(1). <https://doi.org/10.1080/22423982.2022.2124630>

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