



Refresh

Common qualitative research protocol

Milestone No. 1



REFRESH is funded by the Horizon 2020 Framework Programme of the European Union under Grant Agreement no. 641933. The contents of this document are the sole responsibility of REFRESH and can in no way be taken to reflect the views of the European Union

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Manuscript completed in September, 2016

Document title	Common qualitative research protocol
Work Package	WP1
Document Type	Milestone
Date	23-11-2016
Document Status	Milestone No. 1

Acknowledgments & Disclaimer

This project has received funding from the *European Union's Horizon 2020 research and innovation programme* under grant agreement No 641933.

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1 Introduction

1.1 Description of Milestone

This report is part of the EU research project REFRESH, which aims to contribute to the goal of reducing food waste across Europe. The current report is output of the work package that focuses on consumer behaviours related to food waste. It aims to consolidate existing and new consumer understandings at the in- home and out-of-home level into a research framework and methodology that allows comparison across countries.

This milestone contains the common qualitative research protocol used in REFRESH research. The protocol as presented here is developed in such a way that the research can be applied in other countries as part of the Community of Experts initiative of WP2. It describes the recruitment of the participants of the focus group discussions as well as the used materials. The procedures and materials are described in detail, to enable replication of the study and to make sure that the insights derived from future studies are comparable with the current results.

This common qualitative research protocol is suited to investigate consumer perspective on food waste if little national information is available. However, the results of the focus group are not generalizable to a whole population, since no representative sample takes parts in qualitative research. Rather, the findings should support further quantitative research to gain full understanding of consumer food waste, for instance by means of a survey.

It is important to note that those who will apply this protocol need to be familiar with the basics of qualitative consumer research. We strongly recommend that the basic qualitative research skills are developed prior to conducting this study, e.g. through in-depth training on setting up, moderating, analysing and writing up focus groups.

This protocol consists of several texts:

- a promotion text to recruit participants
- recruitment letter describing relevant information to inform participants,
- a description of the characteristics of the sample
- a home assignment which participants should conduct a few days before the focus groups discussion
- a consent form
- a detailed topic guide of the focus groups discussion
- a supplementary assignment book
- a questionnaire to check demographic characteristics of the participants
- a supplementary with drawings

The protocol may be used for examining consumer food waste and other (research) purposes if the following reference is used:

Van Geffen, L.E.J., Sijtsema, S.J., van Haaster-de Winter, M.A., van Herpen, E. 2016. Common qualitative protocol. Milestone 1. EU Horizon 2020 REFRESH. Wageningen, The Netherlands: Wageningen University and Research, 37p.

We strongly advise reading the REFRESH theoretical framework on consumer food waste which can be found on www.eu-refresh.org/results. Also, we

recommend translating this protocol and conducting the research in your national language.

1.2 Ethical / privacy procedures

Please be aware that personal information of the participants will be gathered during the research. Therefore, ethical procedures according to national and/or institutional regulation must be followed. This usually includes gaining ethical clearance from an ethical committee, providing the participants with a consent form prior to the study and removing any linkages between the data and the identity of the participants. The research that has been conducted with the use of these protocols in REFRESH has gained ethical clearance of the social sciences ethical committee of Wageningen University. We advise to make use of the ICC / ESOMAR guidelines which can be found on:

https://www.esomar.org/uploads/public/knowledge-and-standards/codes-and-guidelines/ICCESOMAR_Code_English_.pdf

2 The protocol

2.1 Promotion text

To recruit consumers for the study, a promotional text can be sent to potential participants. The following text is written to be sent by email to consumers who have shown interest in participating in consumer research. The text should be adjusted if other communication channels will be used or if the potential participants have not expressed interest in consumer research before. See box 1 for an example, the information in *[cursive brackets]* should be filled in by you.

Box 1: Promotional text

Are you responsible for managing the food supply and meal preparation in your household? Participate in this interactive discussion!

We want to hear your opinion on food and drink products that enter the household to be consumed by you or one of your household members but end up unconsumed and disposed.

The interactive workshop will be held *[days]*, *[times]* at *[location]* and will take approximately 2,5 hours.

You will be asked to complete a short assignment a few days before the group discussion and will receive a gift of *[xxx]* after completing the study.

The group discussion is commissioned by an EU-funded research project on the food chain.

If you want to participate or have any questions, please contact me.

[Name]

[Phone number]

[Email address]

2.2 Sample focus groups

To investigate consumer opinions on food waste in focus groups, it is important to think carefully about the selection of participants. There should not be too few or too many participants in one group. Also, they should be able to actively participate and be comfortable with speaking about food waste. However, they should as well differ enough and be with enough in order to investigate a large variety of opinions. Therefore we have the following sample selection recommendations.

Aim for at least six focus groups in total, each consisting of six to eight participants. Invite eight to ten participants per focus group in case of no-shows. Make sure that each participant is responsible for at least half of the shopping trips and meal preparation in the households, since otherwise they might not have enough insight into their household routines.

In focus group research, the income levels and age of the participants are found to influence how comfortable participants are with talking to each other in a group discussion. Therefore, we advise to have three focus group in which all participants have an average or above average income and three focus groups in which all participants have an average or below average income. Also, we recommend having three focus groups in which all participants are between the 20 and 46 years old and three in with the participants are between the 47 and 70 years old.

Additionally, the household dynamics are likely to differ if the household management is run by a male or female and if it is a single, couple or family home. Therefore, we recommend to have in each focus group at least three participants of each gender (e.g. three males and four females), three participants with children living at home and three participants who are sharing the household with a partner (e.g. two with a partner and children, one with a partner and no children, one with no partner and children and two with no partner and no children). For a summary of the sample criteria see Table 1.

FG	Income	Gender	Household	Age
1	Medium + Above	M + F	Single or Partner With kids / No kids	20-45
2	Medium + Above	M + F	Single or Partner With kids / No kids	20-45
3	Medium + Below	M + F	Single or Partner With kids / No kids	20-45
4	Medium + Above	M + F	Single or Partner With kids / No kids	46-70
5	Medium + Above	M + F	Single or Partner With kids / No kids	46-70
6	Medium + Below	M + F	Single or Partner With kids / No kids	46-70

Table 1. Sample characteristics per focus group.

2.3 Recruitment letter

When consumers are interested in the study, they should be informed about the topic and procedure of the study. Additionally, they should be asked several questions to make sure that the selection criteria can be met. See box 2 and 3 for an example, the information in *[cursive brackets]* should be filled in by you.

Box 2: Recruitment letter part a: information about the study

Dear *[name potential participant]*,

Are you responsible for managing the food supply and meal preparation in your household and would you like to participate in a group conversation about food and drink products that enter your household but end up unconsumed and disposed? Then you can participate in this research!

If you are interested, please fill in the questionnaire *[below/on this link]* by *[day, month]*. For this research we need to select a diverse group of individuals. Therefore, only if your profile suits our study you can participate. However, we will contact you in any case.

The conversations will take place on *[dates]* *[time indications]* at *[location]* and will take approximately 2,5 hours. Please let us know if you have a preference for one of the options. After completing the study, you will receive a gift of *[xxx]*.

A few days prior to the group conversation you will be asked to complete a short task.

The research is part of a research commissioned by an EU-funded research project on the food chain.

Please contact me, if you have any questions.

Thank you very much!

Kind regards,

[Name]

[Phone number]

[Email address]

Box 3: Recruitment letter part b: questions

Please underline or fill in the answer which applies to you:

Your name:

Gender: M/F

E-mail address:

Phone number:

City and postal code where you live:

What is the composition of your household, including yourself?

(Example: male born in 1976, female born in 2006 and male born in 2010)

Male/Female: born ... | Male/Female: born ... | Male/Female: born ... |

Male/Female: born... | Male/Female: born... | Male/Female: born...

In my household, I shop for groceries:

6-7 days a week / 3-5 days a week / 1-2 days a week / someone else does the grocery shopping.

In my household, I prepare the main meal:

6-7 days a week / 3-5 days a week / 1-2 days a week / someone else prepares the main meal.

My household income is net [*country average monthly household range*] per month or higher / lower than net [*country average monthly income range*] per month.

I or one of my household members, work in agriculture, food production or an organisation that focusses on food waste: yes / no.

If applicable, mention organisation and function of the job: _____.

2.4 Home assignment

Prior to the focus group discussion, the participants should carry out a home assignment (see box 4). In this home assignment, they are asked to take three photographs of food or drink products or leftovers they dispose and to send them to the moderator. The purpose of this assignment is to make the participants aware of their own food waste levels *prior* to the discussion. This way, the time required to make the participants aware of the fact that they themselves dispose food sometimes, is limited. See box 4 for an example, the information in *[cursive brackets]* should be filled in by you.

Box 4: Home assignment

Home assignment

Thank you for participating in this research about food in the household!

We all are familiar with these situations in which you have bought or prepared food with the intention to eat it all, but you end up with food that needs to be disposed. During this study we want to investigate which kind of food products are left unconsumed and in what kind of situations this occurs. Therefore, I want to ask you to take three photographs, prior to the focus group. We will use these images during the focus group, so please don't forget to shoot them. You can send your photo's to: *[email address]*. Please do so before *[date]*.

Please take three photographs of food or drink products or leftovers you need to dispose (not the packaging but the food itself).

Thank you for your participation and see you on *[date + time]* at *[location]*!

Kind regards,

[Name]

2.5 Consent form

The study will collect demographic information on the participants in order to link them to specific opinions. The information needs to be stored anonymously. Nonetheless, the participants should give their written consent prior to the discussion that they are aware of this procedure. This can be done by providing the participants with a consent form. See box 5 for an example, the information in *[cursive brackets]* should be filled in by you.

Box 5: Consent form

Consent form for consumer research:

I am aware that this research investigates food that is bought with the intention to be consumed, but ends up unconsumed in in-home or out-of-home situations (e.g. restaurant) and that I will participate in a group discussion (6-8 participants) to answer questions on situations that lead to unused food products.

I am aware that the discussion will be recorded and will be transcribed afterwards, that the recording will be deleted after transcribing and that the transcription will be stored without any references to my identity. Further, I am aware that the data will be kept on the server of the *[name of the organisation]*.

I am aware that to guarantee anonymity of the other group participants, I need to handle the remarks of other participants confidentially and will not discuss their remarks outside the group discussion. Also, I am aware that for this reason no complete confidentiality can be guaranteed.

I am aware that I may withdraw from the study at any moment without consequences of any kind, that the discussion takes about 150 minutes and that I will receive a voucher of *[amount]* as compensation after completing the study.

I can find more information about the study on: www.eu-refresh.org

For questions regarding this study, feel free to ask the research leader in the room, or to contact *[name]*, *[e-mail address]*.

Thank you for your participation!

Date:

Name participant:

Signature:

2.6 Detailed topic guide

The focus group discussion is semi structured. This means that there are several topics and questions that need to be asked during each focus group in the same order, but that there is flexibility as well to ask additional questions about a relevant topic raised by the participants. The focus group guide is divided into ten subparts, see box 6. An indication of how many minutes should be spent per subpart is given. Further, an example text, questions and tips for the moderator are provided. Additionally, we have some general rules / tips:

- In most subparts an example text is provided to illustrate what needs to be said. However, we recommend to reformulate the text into your own words and to memorise it as this will improve the quality of the session. Be careful to not reformulate the definition of food waste.
- The questions that should be asked are listed, together with suggested follow up questions. The questions can be rephrased into the moderators own wording and additional questions may be asked.
- Make sure to let the group speak and react to each other, and avoid making the session into multiple individual interviews. If the group is rather silent, you can use one of the following questions: Does someone have (do you have) a different opinion?; Who (does not) recognizes these situations/feelings/...?; What do you think?; Does this also apply to your household/life/...?.
- The moderator should try to say as little as possible and let the group fill in the silences. Let your eyes do the talking; just look someone in the eye if you want that person to speak. Try not to summarize (too much) (creates the risk of not mentioning everyone's opinion, and by accident shutting someone out of the discussion. Also, it can unintentionally be steering).
- Create an atmosphere in which wasting and preventing food waste are both 'neutral' behaviours and that there is no right or wrong behaviour, opinion or feeling.

The first subpart is the introduction. It is important to create a good group atmosphere at the beginning of the session, in order for the participants to feel comfortable with speaking about food waste. The introduction is an essential part as it determines how willing participants will be with sharing their experiences and thoughts with the group. Therefore, we have written an extended example text.

The second subpart covers their homework. Aim for creating an understanding that all consumers waste food from time to time. Mention that some persons discard a bit more and others a bit less and that this is both okay.

Subpart three is about why the participants discard food, by making use of two cartoons (see appendix 1). Participants should be asked to first write their answers in the supplementary assignment book (assignment 1) before discussing their answers plenary. This method is used to increase the variety of answers and opinions.

In the fourth subpart, motivation regarding food waste prevention in terms of awareness and concerns will be investigated. The participants should answer the

questions in their supplementary assignment book (assignment 2) before discussing the answers as a group.

In the fifth subpart participants will be asked about their own and their household motivation to prevent food waste. Additionally, participants will be asked to list potential barriers they encounter if they would follow up on that aim and what would help them to succeed in reducing waste levels.

The sixth subpart is about out-of-home food waste, in particular plate waste in restaurants and canteens. The motivation and barriers surrounding out-of-home consumer food waste will be investigated here.

The seventh subpart is to gain insight into the social norm surrounding food waste. The social norm refers to how the participants think persons in their network think and act upon food waste prevention.

Subpart eight presents different situation in which food waste can occur. Participants rank the different situation based on how acceptable they find it to waste food in that particular situation. After an individual ranking (assignment three), the group discussion will cover their motivation / reasoning behind their ranking.

In subpart nine the participants rank how acceptable they find it to waste certain product types. After an individual ranking (assignment four), the group discussion will cover their motivation / reasoning behind their ranking.

Subpart ten is the conclusion, in which the participants can be thanked for their participation. Additionally, the incentive should be given after the participants have signed a form confirming they have received the incentive.

Introduction [10 min]

- Offer coffee or tea
- Sign consent form
- Fill in short questionnaire
- Turn tape on

Example text:

"Thank you for joining us today! My name is [name]. We are here to talk about food in your household. I would like to know about your shopping and cooking routines, your household dynamics and in particular about foods you buy or cook with the intention to consume, but which remain unconsumed.

Before we start, I would like to set some ground rules, just to make it comfortable for everyone. First of all, I'm hoping for a discussion, which means you do not have to agree with each other nor is there a right or wrong answer. Rather, I would like to hear all your opinions. Please allow everyone to finish his or her sentence and do not start a side conversation. I am interested in all you have to say, however, it could be that I interrupt you, just to make sure we cover all the topics in the available amount of time. The discussion will be approximately 130-140 minutes. Alright, I would like to start with an introduction round to get to know each other. Please tell me something about yourself, your household composition and your favourite dish. I will start: my name is [name], [household composition] and my favourite dish is [name dish] because [reason]."

Tips for the moderator:

- The goal is to inform the participants on the topic of the discussion and to create a good group atmosphere.

Photographs [15 min]

Example text:

"Prior to this focus group I asked you to shoot some photographs of food you throw away. Here is the result [show all the photographs]."

Questions:

1. Who would like to describe what is on the photograph you shot and tell a bit about how the food ended up to be unconsumed?
 - a. Could you describe the situation?
 - i. When was it?
 - ii. How did it end up uneaten?
 - iii. Did you already expect in advance that the food might end up unconsumed?
 - b. Could you tell something about your experiences or feelings at that moment?

Example text:

'I did the assignment myself as well and realized that I disposed more food than I expected, actually quite a lot'.

2. How was that for you?
3. How do you think about disposing food? / How do you experience this?

"I would say that we all dispose food, some a bit more and some a bit less. Disposed food is the topic of the next two hours, in which we will talk about food and drink products that are intended to be eaten by you, your household or other

persons you eat with, but end up unconsumed and as a result will be thrown away. During our discussion we consider bones and peels or pits as uneatable and are thus not the topic of our discussion today.”

Tips for the moderator:

- Goals are to raise awareness that we all waste food and in the second part to create understanding of the definition used during this discussion.
- Do not focus too much on the ones saying not to waste food, since some participants might realise during the session that they also waste food, but will not admit it here. Elaborate on the ones admitting to waste food to show that it is normal to waste.

Cartoon [15 min]

Example text:

Here you see a man and a woman both disposing some food at home. He is disposing some left-overs and she is disposing moulded fruit [show cartoons, page 25 - 26]. There are several questions about these cartoons in the booklet in front of you. Please make assignment one individually and in key words. Afterwards we will discuss your answers in the group.

Questions:

1. Could you think of some reasons why this man has left-overs?
 - a. Can you think of possible factors or issues that may have influenced this?
 - b. What kind of situations can have influenced it?
2. You mentioned several reasons. Could there be different/other/additional reasons that have led to the moulded fruit?
 - a. What factors or issues might have influenced this?
 - b. What kind of situations can have influenced it? / Could you tell some more about it?
3. How would this man and woman experience this, do you think?
 - a. Why do they think... / What do you mean with...? / Can you explain a bit more about...?
 - b. How do you think that they feel?
4. Is there a difference between throwing away prepared food, like left-overs or unprepared food, like moulded fruits, for you?
 - a. Why/why not? / Could you explain this? / What makes the difference?

Tips for the moderator:

- Answers should contain multiple behaviours or situational factors increasing the likelihood to waste.
- Answers should explain their concern / awareness and feelings towards food waste and why they are or are not concerned about food waste.

Perfect non-waster in home – 3rd person [20 min]

Example text:

Imagine that the persons from the cartoon try not to waste for one month. There are three questions about this imaginary situation in the booklet in front of you. Please do assignment two individually and in key words. Afterwards we will discuss your answers in the group.

Questions:

1. Why would they do this?

- a. What can be their motivation? Please explain.
 - b. Why might that be important for them? Could you tell some more about it?
 - c. Can you think of other values that might be important for them? Why is that?
2. What will make it difficult for them? / Which difficulties will they encounter do you think?
 - a. Please tell me more about ... / what kind of situations can make it difficult?
 - b. Can they do something to overcome...?
 - i. Is that feasible?
 - c. Can you think of other difficulties?
 3. What might help them to reach one month without waste? Please elaborate on this, try to mention as much as possible, even if you are not sure if it really might help them.
 4. Is there knowledge which could be helpful? Could you tell some more about it?
 5. Are there (other) skills they would need to succeed? How will it help them? / When will it help them most?
 6. Is there something that could be changed in their surrounding what might help them? How will it help them? / When will it help them most?
 7. Which tips or suggestions would you give them?
 8. [If not mentioned spontaneously] who should give them the information?

Tips for the moderator:

- Answers should explain their awareness towards food waste.
- Answers should contain multiple barriers in the range of abilities and opportunities to engage in food waste prevention and why they are perceived as barriers.

Perfect non-waster in home – 1st person [15 -20 min]

Questions:

1. How would you feel about this challenge?
 - a. How come? / Please tell more / What makes you feel that way? / What do you mean with...?
2. Would you accept the challenge?
 - a. Could you explain that? / Please tell more...
3. How would your household react if you accepted the challenge?
 - a. How come? / Please tell more / What makes you think that? / What makes them feel that way / What do you mean with...?
 - b. How would their opinion affect your decision? How come? / Please tell more / In what way...
4. Do you think it would be possible for you or your household to avoid food waste completely for one month?
 - a. What could make it difficult?
 - b. Can you think of situations, traditions or routines which could conflict with the aim to not waste?
 - i. Why would that make it difficult not to waste?
 - ii. If you are in such a situation, based on that what would you decide to waste or not?
 - iii. How do you feel about those situations, traditions or routines? / How important are they for you or your household / why?

- c. Are there other factors which could make it difficult?
 - i. How do you feel about those factors?
 - d. What would you need to succeed in not wasting food for one month?
 - e. Let's try to make a top three of most difficult situations to avoid waste and what you would need to overcome those [moderator: make use of a white board].
5. When is it acceptable to have food waste?
- a. Could you tell some more about it / Why is that?
 - b. Please describe the situation. When does this situation occur? / How often does it happen? Who are involved in those situations?
 - c. How do you feel in these kinds of situations?
 - d. If you find yourself in such a situation, what can make you decide to focus or not focus on preventing food waste?
 - e. If applicable/possible, could you share your family routines and traditions regarding this with us?
 - f. Do you have any idea where this [family routines and tradition] originate from? Please describe the situation.

Tips for the moderator:

- Answers should contain their motivation to engage (or not) in waste prevention and on what reasoning their motivation is based.
- Answers contain their perceived social norm in home and its effect on their motivation.
- Answers should contain barriers which they encounter in day-to-day life and how they perceive those barriers (unavoidable/frustrating/etc.) and why.
- Answers should contain their motivation to engage (or not) in waste prevention and on which reasoning their motivation is based.

Perfect non-waster out-of-home [15-20 min]

Example text:

We talked about food in the household. Now I would like to talk about food waste in restaurants and canteens. For this, please imagine that you try to not waste food (plate-waste) for one month when eating out in a restaurant or canteen.

Questions:

1. Would you accept such a challenge?
 - a. Why would or wouldn't you?
 - b. Why is or isn't this an issue for you?
 - c. Can you think of reasons why others might accept the challenge to not waste for one month?
 - i. What can be their motivation?
 - ii. Why might that be important for them?
 - iii. Can you think of other things that might be important for them? / Why is that?
2. Are there specific rules, routines or traditions in your family or culture which could conflict with the aim to not waste in restaurants or canteens?
 - d. Please describe the situation ... / How will it influence wasting?
 - e. If you find yourself in such a situation, what would make you decide to focus or not focus on waste prevention?
3. Does it make a difference to you if it regards a restaurant or canteen setting?
 - a. Please explain...
4. If you accept the aim to not waste for one month in these out of home settings. Which difficulties would you encounter, do you think?

- a. Can you or others do something to overcome...?
 - i. Is that feasible? Why? / Why not?
 - b. Can you think of other difficulties?
 - c. How do you feel about those difficulties?
 - d. What can you do to prevent food waste in those situations?
 - e. Which things in your surrounding could be changed to help you? / Which changes would help you?
5. How will your family or friends react if you tell them in the restaurant or canteen that you do not want to waste food? Please explain, elaborate on it, think of possible reaction of your family or best friend.

Tips for the moderator:

- Answers should contain their motivation to engage (or not) in waste prevention out-of-home and on what reasoning their motivation is based.
- Answers should contain barriers which they encounter and how they perceive those barriers (unavoidable/frustrating/etc.) and why.
- Answer should contain the social norm eating out-of-home and how it effects their motivation.

Social norm– 1st person [10 min]

Questions:

1. Do you think other people are concerned or trying to avoid food waste?
 - a. Who / When / Why/ Since when / What makes them (not) worry?
2. Who is according to your opinion someone who will not waste food? Could you describe him/her?
3. What kind of characteristics do these persons have?
 - a. Can you describe them? Who / When / Why/ Since when / What makes them (not) worry?
4. Who is according to your opinion someone who will waste food?
 - a. Can you describe them? Who / When / Why/ Since when / What will make them (not) worry?
5. Do you sometimes feel pressure to pay more attention to food waste prevention?
 - a. If so, when? / By who or what?

Tips for the moderator:

- Insight in the social norm surrounding food wasting. What are the thought and behaviours of others regarding food waste according to the participants?

Ranking situations [15 min]

Example text:

We have selected some situations which can cause waste. [Show page 27 – 31 and introduce the drawings]. Imagine that you need to dispose food in each of these situations. Would you find it more or less acceptable in some of these situations to waste than in others? Please rank them, with 1 equalling the least acceptable and 5 the most acceptable to throw out food.

Questions:

1. Why did you choose this order?
 - a. Please explain / What do you mean / Please elaborate on...

- b. Why is that of important to you?
2. If we make a group ranking, how will that look like?
3. Can you think of other situations in which it is more or less acceptable to throw away food?
 - a. Please explain / What do you mean / Please elaborate on...

Tips for the moderator:

- Answers should contain the reasoning behind their ranking. Answers should contain nuances in their motivation, conflicting priorities or insights into what is most important to them and why.

Ranking products [10 min]

Example text:

We additionally selected some products which can end up unused [show them page 32 t/m 37 and introduce the product groups]. Imagine you need to dispose food of each category, would you find it more or less acceptable to dispose one food category compared to others? Please rank the categories with 1 equalling the least acceptable and 5 the most acceptable to throw out.

Questions:

1. Why did you choose this order?
 - a. Please explain / What do you mean / Please elaborate on...
 - b. Why is that of importance to you?
2. Why is it more or less acceptable to waste some of these products?
 - a. Please explain / What do you mean / Please elaborate on...
3. If we make a group ranking, how will that look like?
4. Can you think of other products categories you find more or less acceptable to waste?

Tips for the moderator:

- Answers should contain the reasoning behind their ranking. Answers should contain nuances in their motivation, conflicting priorities or insights into what is most important to them and why.

Conclusion [5 min]

Questions:

1. Can you describe in three words how you think about food waste [if there is some time left]?

Example text:

Thank you for attending! We are at the end of the discussion. I hope you had a nice *[morning/afternoon]*, I know I did. [Hand out incentive and let them sign the form for receiving incentive].

2.7 Focus group assignment book

Assignment 1

1. Please list the possible reasons why he throws away these **left-overs** (figure 1).

2. Please list the possible reasons why the fruit and vegetables became uneatable (figure 2).

3. What do these persons think or feel?

Left-overs

1



Moulded fruit and vegetables

2



Assignment 2

Imagine that these persons, who are not related, try **not** to waste for one month in their households.

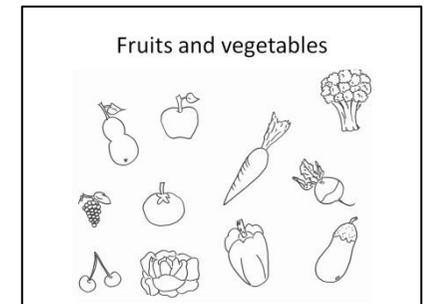
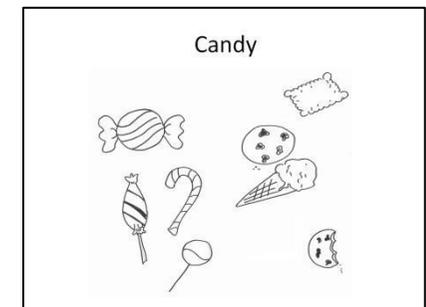
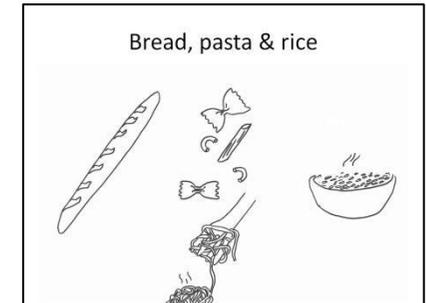
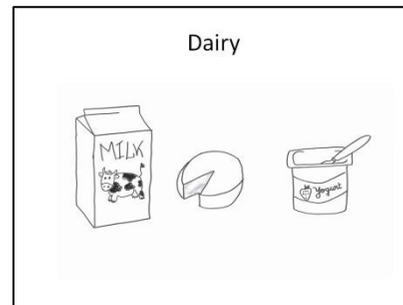
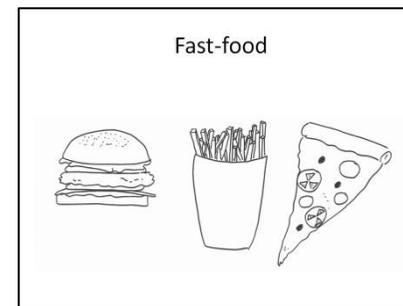
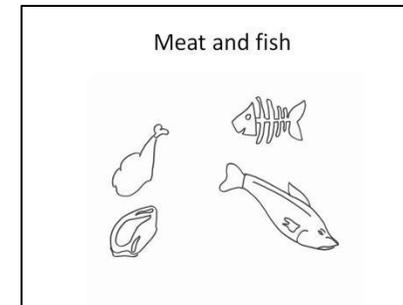
1. Why would they do this?
2. What kind of difficulties do you think they will encounter?
3. Which skills do they need to succeed?
4. Which tips or suggestions would you give them?



Assignment 4.

Below you will see several groups of product types. Imagine you need to dispose food of each category, would you find it more or less acceptable to dispose some food products compared to others? Please rank them with 1 equalling the least acceptable and 5 the most acceptable to throw out.

Why did you rank it like this?



2.8 Demographic questionnaire

To check if the participants have the right characteristics we advise to let them fill in a demographic questionnaire. For an example see box 7. Do not forget to link the data in such a way that the identity of the participants cannot be revealed. Thus, remove the names and surnames of the participants when storing the data.

Box 6: Demographic questionnaire.

Questionnaire for research:

Focus group discussion on in-home and out-of-home unused food products.

Date: DD-MM-YYYY

Name participant: _____

Gender: M/F

Age: ____

City and postal code where you live: _____

1. What is the composition of your household, including yourself?

(Example: male born in 1976, female born in 2006 and male born in 2010)

Male/Female: born ... | Male/Female: born ... | Male/Female: born ... |
Male/Female: born... | Male/Female: born... | Male/Female: born...

2. In my household, I shop for groceries:

6-7 days a week / 3-5 days a week / 1-2 days a week / someone else does the grocery shopping.

3. In my household, I prepare the main meal:

6-7 days a week / 3-5 days a week / 1-2 days a week / someone else prepares the main meal.

4. My household income is net [*country average monthly household range*] per month or higher / lower than net [*country average monthly income range*] per month.

5. I or one of my household members, work in agriculture, food production or an organisation that focusses on food waste: yes / no. If applicable, write down the organisation and function of the job: _____.

Thank you for your participation!







Monday 4

7. am
8. Meeting at work
- 9.
10. First Presentation project 5
- 11.
12. Lunch with Marc
- pm
1. Food Shop
- 2.
- 3.
- 4.
5. Appointment Marta's teachers
- 6.
7. ~~Diner at home~~
8. Fast-food Cinema
- 9.

Tuesday 5

7. am
8. Make powerpoint
- 9.
10. Return project 5
11. Canteen with Paula and James
12. ~~Lunch at home~~
- pm
1. Print documents for focus group
2. Focus group
3. Final presentation Project 5
- 4.
5. Aperitif with associates
- 6.
7. Swimming pool

Wednesday 6

7. am
8. Brain storming for project 6
- 9.
10. Coffee break
11. Make report of Brain storming
12. Lunch with kids at home Cafeteria
- pm
1. organize focus group
2. Meet Roger at cafe
3. ~~Diner at home~~
4. Restaurant with Dad
- 5.

Thursday 7

7. am
8. Prepare meeting
- 9.
10. Appointment with director
- 11.
12. Restaurant with director
- pm
1. Prepare the project 6
- 2.
3. Summary of project 6
- 4.
5. ~~Diner at home~~
6. Preview at the gallery + Aperitif
- 7.
- 8.
- 9.

Friday 8

7. am
8. Project 6
9. Presentation of project 6 to associates
- 10.
- 11.
12. Lunch with associates
- pm
1. Go home Change clothes
2. Run with Daniela
3. Food shop
4. Meet Louis at the Restaurant
- 5.
- 6.
- 7.
- 8.
- 9.

Saturday 9

7. am
- 8.
- 9.
- 10.
- 11.
12. School Kermesse
- pm
1. Eat at the school
2. Prepare lottery school
3. Present lottery
- 4.
5. Clean School
6. Family diner
- 7.
- 8.
- 9.





