Mesure qualitative

Dre. Deinera Exner-Cortens

4 novembre 2025

Webinaire d’aujourd’hui

- Mettre en évidence le rôle de la méthodologie qualitative dans l’évaluation des programmes et les méthodes courantes
- Donner un bref aperçu des approches de méthodes mixtes
- Période de questions et réponses (Q & R)

Qualitative Methods Review

Prepared by: Kalee De France & Adam Saifer
Supervised By: Wendy Craig

COMMUNITY OF PRACTICE :
ADDRESSING YOUTH DATING VIOLENCE

Arts-Based Methodologies: A Summary

Prepared by: Cristina Fernandez Conde
Supervised by: Dr. Deinera Exner-Cortens
July 2021

« Toute recherche qualitative vise à comprendre des données complexes qui ne peuvent être abordées qu’en contexte. »

(Morse & Richards, 2002, p. 43)

Méthodologie

« Un système de façons de faire, d'enseigner ou d'étudier quelque chose »

Méthode

« Une façon particulière de faire quelque chose »

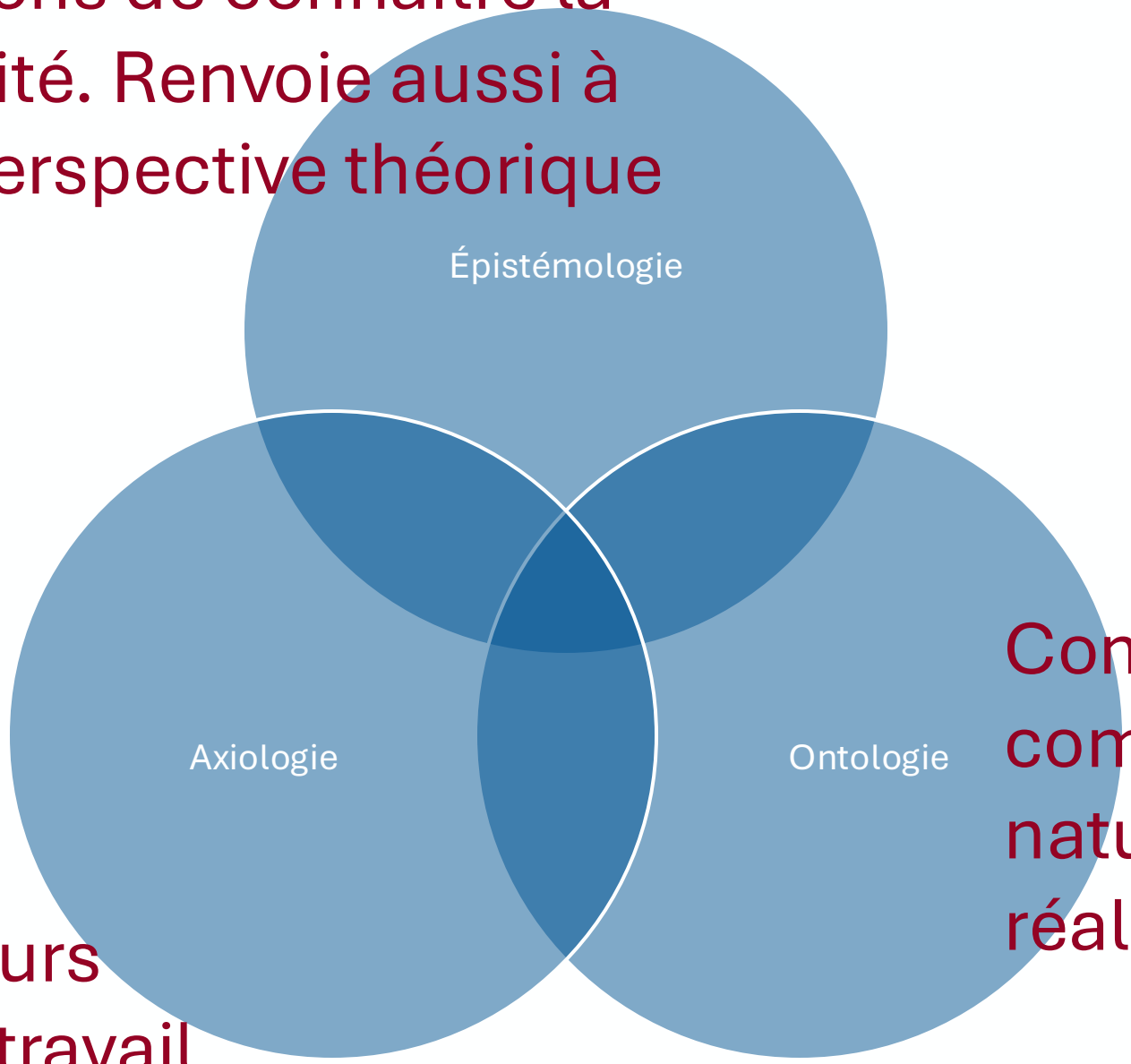
Source: Cambridge Dictionary

Méthodologie qualitative

- Méthodologie de recherche scientifique qui met l'accent sur la **profondeur** et la **richesse** du contexte et des voix dans la compréhension des phénomènes sociaux.
  - Quoi
  - Pourquoi
  - Qui
  - Où
  - Comment

Lim, 2025, p. 200

Façons de connaître la réalité. Renvoie aussi à la perspective théorique



Ce qui est valorisé et quelles valeurs orientent le travail

Comment je comprends la nature de la réalité

Wilson, 2008

1.0 ONTOLOGY: What exists in the human world that we can acquire knowledge about?

Realism: one reality exists ← → Relativism: multiple realities exist

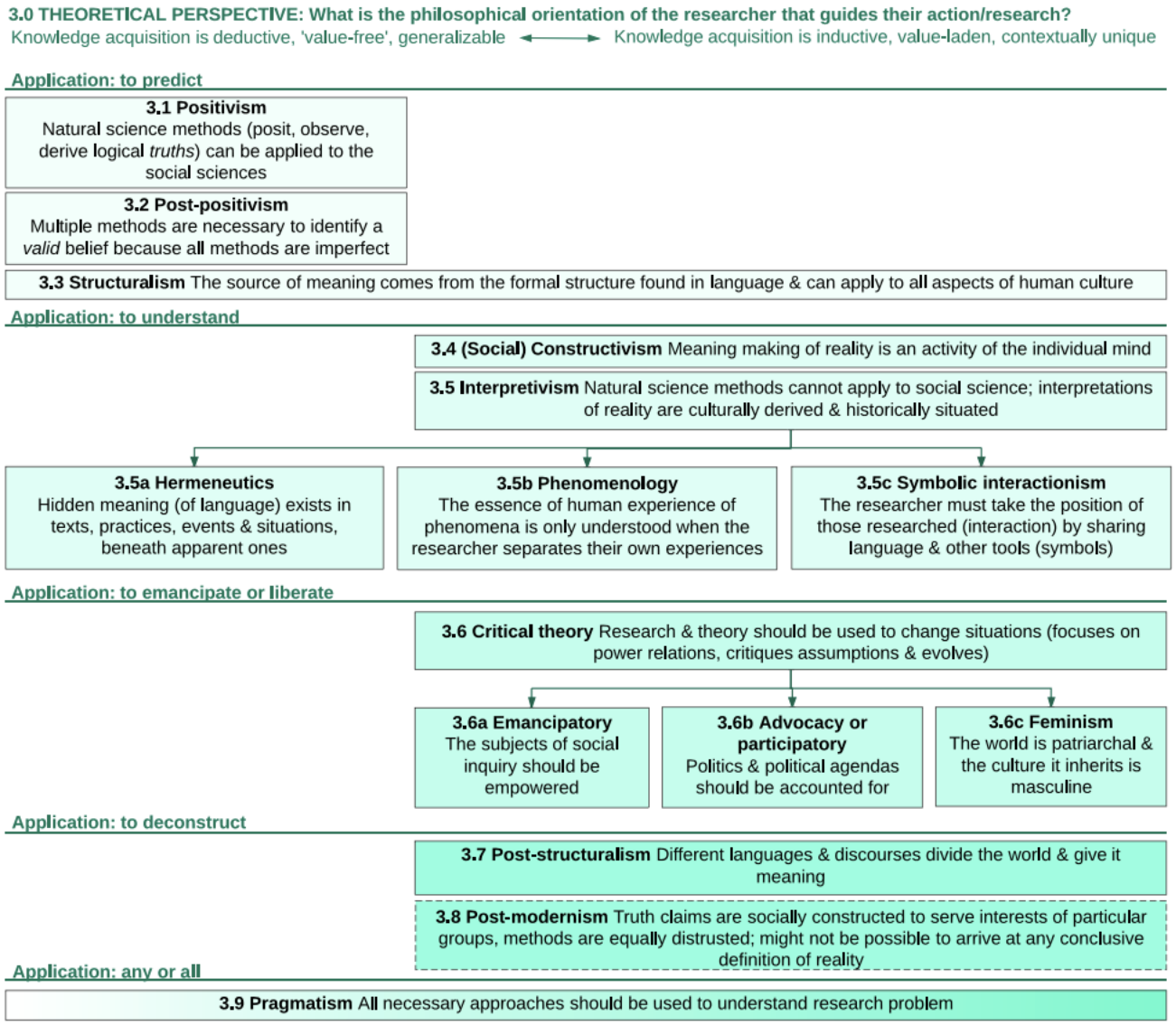
1.1 Naïve realism	1.2 Structural realism	1.3 Critical realism	1.4 Bounded relativism	1.5 Relativism
Reality can be understood using *appropriate* methods	Reality is *described* by scientific theory, but its underlying nature remains uncertain	Reality captured by broad *critical* examination	Mental constructions of reality are equal in space & time within boundaries (e.g., cultural, moral, cognitive)	Realities exist as multiple, intangible mental constructions; no reality beyond subjects

Source: Moon & Blackman, 2014

2.0 EPISTEMOLOGY: How do we create knowledge?

2.1 Objectivism	2.2 Constructionism*	2.3 Subjectivism
Meaning exists within an object: an objective reality exists in an object independent of the subject	Meaning created from interplay between the subject & object: subject *constructs* reality of object	Meaning exists within the subject: subject imposes meaning on an object

Source : Moon & Blackman, 2014



Source : Moon & Blackman, 2014

Axiologie

Concerne la nature, la source et les types de valeurs que nous attribuons aux connaissances produites par la recherche.

- Valeur intrinsèque – quelque chose est bon en soi, indépendamment des facteurs ou des résultats externes.
- Valeur extrinsèque (instrumentale) – quelque chose est bon parce qu'il est utile ou qu'il mène à d'autres bonnes choses.
- Valeurs relationnelles – quelque chose est bon s'il favorise la résilience, l'unité et l'harmonie dans les relations.

Ontologie	Relativisme
Épistémologie	Construction sociale
Orientation philosophique	Pragmatisme, théorie critique
Axiologie	L’objectif de la recherche est de créer un changement social. La représentation est essentielle. La recherche doit représenter les communautés qu’elle sert.

Positionnalité

- L’objectif est de s’engager dans la **réflexivité**, et non de dresser une liste d’identités.
  - Comment l’identité, les expériences et la formation du chercheur s’entrecroisent-elles avec le processus de recherche et quelles sont leurs implications pour l’équité, l’inclusion et la justice?
- La réflexivité est un processus qui doit avoir lieu tout au long d’un projet, et non seulement à la fin.

Lencucha, 2025; Sibbald et al., 2025; Zembylas, 2025

Positionnalité

Box 1

Steps to inform reflexive statements of principle-informed process

1. Identify the principles that inform the research process (eg, inclusion, participation, shared decision-making).
2. Describe how the researcher or team defines or conceptualises these principles (ie, what do these principles represent). How does the team envision these principles in practice?
3. Describe the steps taken to apply these principles (ie, what was done to apply these principles).
4. Describe what was learnt about the application of these principles (eg, what went as envisioned, what was difficult to apply and why, how might the researcher or team apply this learning in the future).

- Note: These steps can integrate existing guidelines and frameworks that provide more detailed guidance pertaining to who is included, how knowledge is identified, represented, built and applied, how are team members included in decision-making, etc.

Source: Lecuncha, 2025

Méthodologies et méthodes qualitatives

Données qualitatives = données non numériques

Méthodologie	Méthodes : collecte de données	Méthodes : analyse
• Phénoménologie • Ethnographie • Théorie ancrée • Recherche narrative • Description qualitative • Recherche-action participative • Analyse thématique • Méthodologie basée sur les arts		

Méthodologie

Qu'est-ce que j'espère mieux comprendre?

- Des expériences détaillées basées sur les perceptions individuelles? Phénoménologie
- Une description riche des valeurs et des expériences, à partir d'une perspective ancrée? Ethnographie
- Une théorie pour comprendre les processus et le changement? Théorie ancrée
- Les expériences des personnes à travers des récits? Recherche narrative, méthodologie basée sur les arts
- Des idées générales pour les décideurs politiques? Description qualitative
- Une recherche menée par la communauté? Recherche-action participative
- La compréhension d'un sens partagé d'un phénomène? Analyse thématique
- La compréhension d'expériences vécues à travers l'expression artistique? Méthodologie basée sur les arts

Sources : Richards & Morse, 2013; Sandelowski, 2000

Phénoménologie

J Child Fam Stud (2013) 22:96–106
DOI 10.1007/s10826-012-9583-3

ORIGINAL PAPER

Depression in Inner City African American Youth: A Phenomenological Study

Mirian E. Ofonedu · William H. Percy · April Harris-Britt · Harolyn M. E. Belcher

Published online: 20 April 2012
© Springer Science+Business Media, LLC 2012

Abstract Depression can at times be under-identified, and misdiagnosed, especially in youth from under-represented ethnic and racial groups who live in urban environments. This study employed a qualitative phenomenological methodology to examine the subjective experience of depression among clinically diagnosed inner city African American adolescents, aged 13–17 years. Five super-ordinate themes emerged from the study analysis including, (a) the depth of depression, (b) life events and experiences as "root base", (c) the emotional sense of self, (d) the survival self, and (e) the healing self. Findings also demonstrated the essence of the lived experience of being depressed as including both externalizing and internalizing strategies for coping. The adolescents described depression as a part of life and did not describe suicide as a solution, suggesting the need to consider that these constructs may lead to a more informed understanding and identification of depression among African American youths. Methodological limitations and recommendations for future research are addressed.

olds met diagnostic criteria
the past year. It is believed
of anxiety, mood disorde
substance abuse begin bef
2005). According to Brelar
of the adolescent experien
stems from data on Whi
presented the idea that the
portionately impacts Afric
their White counterparts, a
American and *Black* was us
paper to reflect and respec
ticipants) young people are
care and research. Two
(2006), based on their inte
cluded that a lack of cultu
vider bias in the delivery o
more unmet mental health
also suggested that Africa

Ethnographie

Incorporating the indigenous evaluation framework for culturally responsive community engagement

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Funding information
National Institute of General Medical Sciences, Grant/Award Number: U54GM115371

Abstract

Native American families, schools, and communities foster resilience among their youth who experience significant mental health disparities. To increase equity in mental health services for Native American students, it is essential that researchers employ culturally responsive community engagement when developing programs in schools. Guided by the Indigenous Evaluation Framework and Tribal Critical Race Theory, the aim of the current study was to examine our process of community engagement in the development of a culturally responsive school-based mental health program for students attending public school on the land of the Confederated Salish and Kootenai Tribes. University-affiliated members of the research team who were engaged in the community-based participatory action research analyzed the process through individual reflexivity and collaborative discussions. Findings include themes of Centrality of Context and Relationships, Immersion into Community, Authentic Partnership, Storytelling and Metaphors, Community Liaison as Teacher, Cultural Broker, and Confidant, and Honoring Tribal Sovereignty. Implications for researchers and practitioners emphasize the importance of using decolonizing practices and community engagement in developing and implementing culturally

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http://jfi.sagepub.com
hosted at
http://online.sagepub.com

Men Do Matter

Ethnographic Insights on the Socially Supportive Role of the African American Uncle in the Lives of Inner-City African American Male Youth

Joseph B. Richardson Jr.
University of Maryland at College Park

This article examines the role of the African American uncle as a vital yet overlooked form of social support and social capital in the lives of adolescent African American male sons living in single-female-headed households. Research rarely examines the affective roles and functions of men in Black families; moreover, poor urban Black male youth are typically portrayed as a monolithic and homogeneous group who lack positive relationships with their biological fathers. The absence of these relationships has been correlated to numerous social problems for Black male youth—specifically, delinquency and violent behavior. Although much of the work on African American fatherhood has focused on the role of the biological f ather (and, to some extent, the stepfather), minimal attention has been given to men within extended familial networks and their impact on successful adolescent development among young African American males.

Théorie ancrée

Developmental Psychology
2011, Vol. 47, No. 1, 259–269

© 2010 American Psychological Association
0012-1649/10/$12.00 DOI: 10.1037/a0020729

How Youth Get Engaged: Grounded-Theory Research on Motivational Development in Organized Youth Programs

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University of Massachusetts, Boston

Reed Larson
University of Illinois at Urbana–Champaign

For youth to benefit from many of the developmental opportunities provided by organized programs, they need to not only attend but become psychologically engaged in program activities. This research was aimed at formulating empirically based grounded theory on the processes through which this engagement develops. Longitudinal interviews were conducted with 100 ethnically diverse youth (ages 14–21) in 10 urban and rural arts and leadership programs. Qualitative analysis focused on narrative accounts from the 44 youth who reported experiencing a positive turning point in their motivation or engagement. For 38 of these youth, this change process involved forming a personal connection. Similar to processes suggested by self-determination theory (Ryan & Deci, 2000), forming a personal connection involved youth's progressive integration of personal goals with the goals of program activities. Youth reported developing a connection to 3 personal goals that linked the self with the activity: learning for the future, developing competence, and pursuing a purpose. The role of purpose for many youth suggests that motivational change can be driven by goals that transcend self-needs. These findings suggest that youth need not enter programs intrinsically engaged—motivation can be fostered—and that programs should be creative in helping youth explore ways to form authentic connections to program activities.

Keywords: organized youth programs, psychological engagement, motivation

Recherche narrative

Unique Outcomes in the Narratives of Young Adults Who Experienced Dating Violence as Adolescents

Journal of the American Psychiatric Nurses Association
2016, Vol. 22(2) 112–121
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sagepub.com/journalsPermissions.nav
DOI: 10.1177/1078390315621062
jap.sagepub.com
SAGE

Claire Burke Draucker[1], Carolyn Smith[2], Jill Mazurczyk[3], Destini Thomas[4], Patricia Ramirez[5], Kim McNealy[6], Jade Thomas[7], and Donna S. Martsolf[8]

Abstract

BACKGROUND: Narrative therapy, an approach based on the reauthoring of life narratives, may be a useful psychotherapeutic strategy for youth who have experienced dating violence. **OBJECTIVE:** A cornerstone of narrative therapy is the concept of unique outcomes, which are moments that stand in contrast to a client's otherwise problem-saturated narratives. The purpose of this study was to identify and categorize unique outcomes embedded in narratives about adolescent dating violence. **DESIGN:** Text units representing unique outcomes were extracted from transcripts of interviews with 88 young adults who had experienced dating violence and were categorized using standard content analytic techniques. **RESULTS:** Six categories of unique outcome stories were identified: facing-facts stories, standing-up-for-myself stories, cutting-it-off stories, cutting-'em-loose stories, getting-back-on-track stories, and changing-it-up stories. **CONCLUSION:** This typology of unique outcomes can inform clinicians who work with clients who have a history of adolescent dating violence.

Description qualitative

J Primary Prevent
DOI 10.1007/s10935-016-0457-0

ORIGINAL PAPER

Two Years of Relationship-Focused Mentoring for First Nations, Métis, and Inuit Adolescents: Promoting Positive Mental Health

Claire V Crooks[2,3] · Deinera Exner-Cortens[2,4] · Sarah Burm[1] · Alicia Lapointe[1] · Debbie Chiodo[2]

© Springer Science+Business Media New York 2016

Abstract First Nations, Métis, and Inuit (FNMI) youth are disproportionately affected by a range of negative health outcomes including poor emotional and psychosocial well-being. At the same time, there is increasing awareness of culturally-specific protective factors for these youth, such as cultural connectedness and identity. This article reports the findings of a mixed-methods, exploratory longitudinal study on the effects of a culturally-relevant school-based mentoring program for FNMI youth that focuses on promoting mental well-being and the development of cultural identity. Participants included a cohort of FNMI adolescents whom we tracked across the transition from elementary to secondary school. We utilized data from annual surveys ($n = 105$) and a subset of youth whom we interviewed ($n = 28$). Quantitative analyses compared youth who participated in 1 or 2 years of mentoring programs with those who did not participate. At Wave 3, the 2-year mentoring group demonstrated better mental health and improved cultural identity, accounting for Wave 1 functioning. These results were maintained when sex and school climate were accounted for in the models. Sex did not emerge as a significant moderator; however, post hoc analyses with simple slopes indicated that the mentoring program benefited girls more than boys for both outcomes. Interview data were coded and themed through a multi-phase process, and revealed that the mentoring program helped participants develop their intrapersonal and interpersonal

Recherche-action participative

Youth Participatory Action Research and School Improvement: The Missing Voices of Black Youth in Montreal

Anne-Marie Livingstone
Johns Hopkins University

Jacqueline Celemencki
McGill University

Melissa Calixte
Université du Québec à Montréal

Canadian Journal of Education / Revue canadienne de l'éducation 37:1 (2014)
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www.cje-rce.ca

Analyse thématique

Sex Roles
https://doi.org/10.1007/s11199-024-01478-x

ORIGINAL ARTICLE

Identifying Pathways to the Incel Community and Where to Intervene: A Qualitative Study with Former Incels

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"To Be a Guy Is to Be Human": Outcomes of the WiseGuyz Program Through Photo-Based Evaluation

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Kathleen C. Sitter, PhD[1]
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Gender-transformative approaches (i.e., approaches that support male-identified individuals to critique and resist stereotypical male gender role norms that negatively affect health and well-being) are increasingly recognized as a key health promotion strategy. However, there is limited evidence to date on gender-transformative interventions for male-identified adolescents. In addition, given the dynamic and socially constructed nature of gender, methods beyond quantitative data collection are needed to gain a holistic understanding of promising gender-transformative health promotion approaches. One newer method to WiseGuyz. Youth then participated in an individual visual storytelling interview and a group-based photovoice process. Key themes in relation to masculinities that emerged from these data were around changes to (1) social norms and (2) emotionality following program participation, and the need for a safe program space to support these changes. This study adds to literature demonstrating the promise of gender-transformative approaches with adolescents, with implications for future health promotion research and practice with male-identified youth.

Méthodologie basée sur les arts

Données qualitatives = données non numériques

Méthodologie	Méthodes : collecte de données	
• Phénoménologie • Ethnographie • Théorie ancrée • Recherche narrative • Description qualitative • Recherche-action participative • Analyse thématique • Méthodologie basée sur les arts	• Entretiens individuels (structurés, semi-structurés, non structurés) • Entretiens dyadiques • Groupes de discussion • Récits oraux • Récits visuels • Photovoix • Autres formes d'art (p. ex. poèmes) • Notes de terrain • Analyse de documents • Complétion d'histoires • Questions ouvertes dans des sondages • Récits de vie	

Données qualitatives = données non numériques

Méthodologie	Méthodes : collecte de données	**Méthodes : analyse**
• Phénoménologie • Ethnographie • Théorie ancrée • Recherche narrative • Description qualitative • Recherche-action participative • Analyse thématique • Méthodologies basées sur les arts	• Entretiens individuels (structurés, semi-structurés, non structurés) • Entretiens dyadiques • Groupes de discussion • Récits oraux • Récits visuels • Photovoix • Autres formes d'art (p. ex. poèmes) • Notes de terrain • Analyse de documents • Complétion d'histoires • Questions ouvertes dans des sondages • Récits de vie	• Analyse thématique (réflexive, basée sur un livre de codes, fiabilité du codage) • Analyse de contenu qualitative • Guide d'écoute • Analyse du discours • Enquête narrative • Analyse phénoménologique interprétative (API)

Recherche qualitative et évaluation de programmes

Approches courantes en évaluation

- Méthodologie
  - Description qualitative
  - Analyse thématique
- Méthodes de collecte de données
  - Entretiens
  - Groupes de discussion
- Méthodes d’analyse des données
  - Analyse de contenu qualitative
  - Analyse thématique basée sur un livre de codes

Expériences des participants
Facilitateurs du programme
Obstacles au programme

Bref aperçu : description qualitative

- L'objectif est de produire des « descriptions directes » des phénomènes → qui, quoi et où des événements
  - Forme d'investigation naturaliste
- Le résultat attendu est un résumé descriptif de l'événement, présenté de manière à mieux représenter les données et à être le plus pertinent possible pour les utilisateurs finaux
- Les données sont généralement analysées à l'aide de l'analyse de contenu qualitative

Sandelowski, 2000

Lectures essentielles : méthodologie

Research in Nursing & Health, 2000, 23, 334–340

Focus on Research Methods

Whatever Happened to Qualitative Description?

Margarete Sandelowski*

University of North Carolina at Chapel Hill, #7640, Carrington Hall, School of Nursing, Chapel Hill, NC 27599

Received 10 September 1999; accepted 14 January 2000

Research in Nursing & Health, 2010, 33, 77–84

What's in a Name? Qualitative Description Revisited

Margarete Sandelowski*

University of North Carolina at Chapel Hill School of Nursing, 7460 Carrington Hall, Chapel Hill, NC 27599

Accepted 2 November 2009

Lectures essentielles : méthodologie

Three Approaches to Qualitative Content Analysis

Hsiu-Fang Hsieh
Sarah E. Shannon

Bref aperçu : analyse thématique (AT)

- L'objectif varie selon la méthode d'analyse prévue, mais en général, il s'agit de donner du sens et de raconter des histoires à partir des données.
  - Il s'agit d'interprétation, non pas de trouver une « vérité » unique
    - La subjectivité du chercheur est une ressource pour l'analyse
- Avec l'AT basée sur un livre de codes, le but est de créer des résumés thématiques (résumés de l'éventail de significations présentes dans les données liées à un sujet particulier).
- Avec l'AT réflexive (moins courante en évaluation), le but est de créer des thèmes, c'est-à-dire des récits sur des schémas particuliers de sens partagé à travers l'ensemble des données.

Braun & Clarke, 2019a

Lectures essentielles

www.QualResearchPsych.com *Qualitative Research in Psychology* 2006; **3:** 77–101

Using thematic analysis in psychology

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Qualitative Psychology

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Conceptual and Design Thinking for Thematic Analysis

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Lectures essentielles

QUALITATIVE RESEARCH IN PSYCHOLOGY
2021, VOL. 18, NO. 3, 328–352
https://doi.org/10.1080/14780887.2020.1769238

Routledge
Taylor & Francis Group

Check for updates

One size fits all? What counts as quality practice in (reflexive) thematic analysis?

Virginia Braun [a] and Victoria Clarke [b]

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Reflecting on reflexive thematic analysis

Virginia Braun & Victoria Clarke

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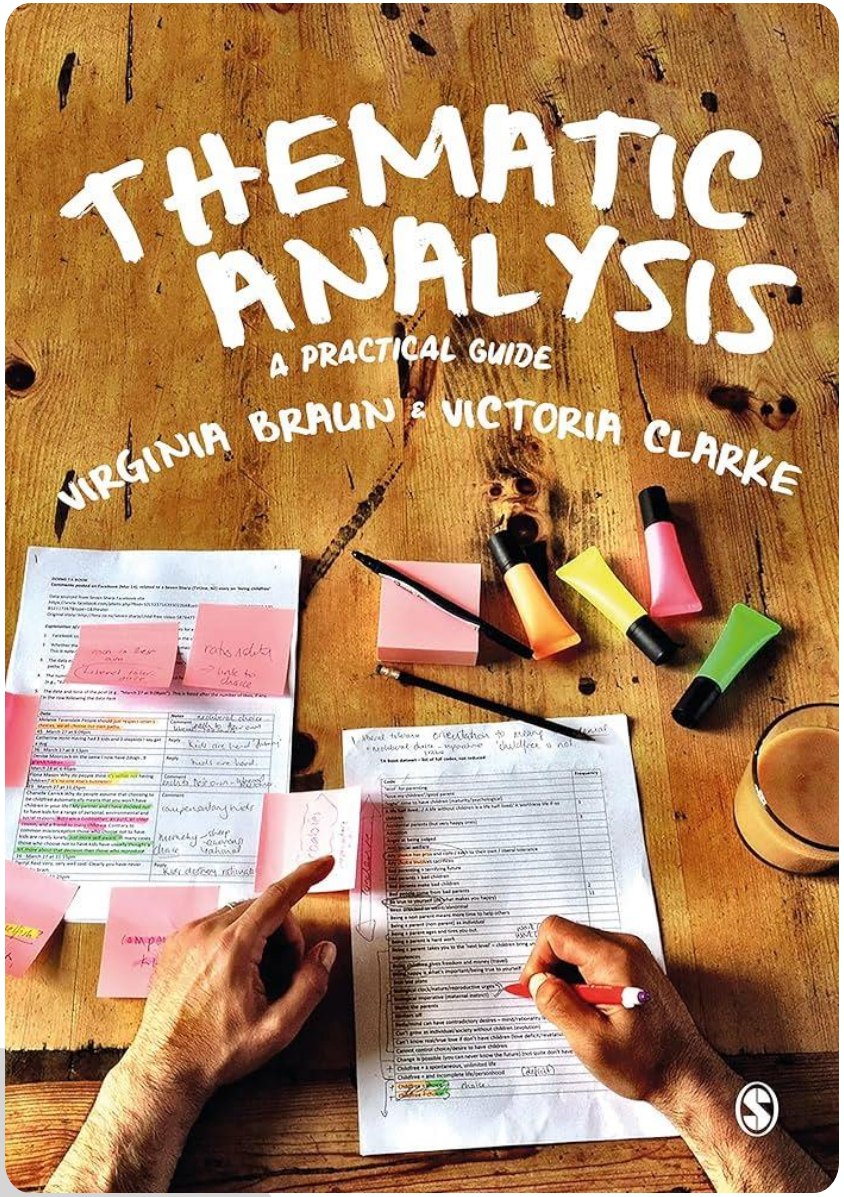
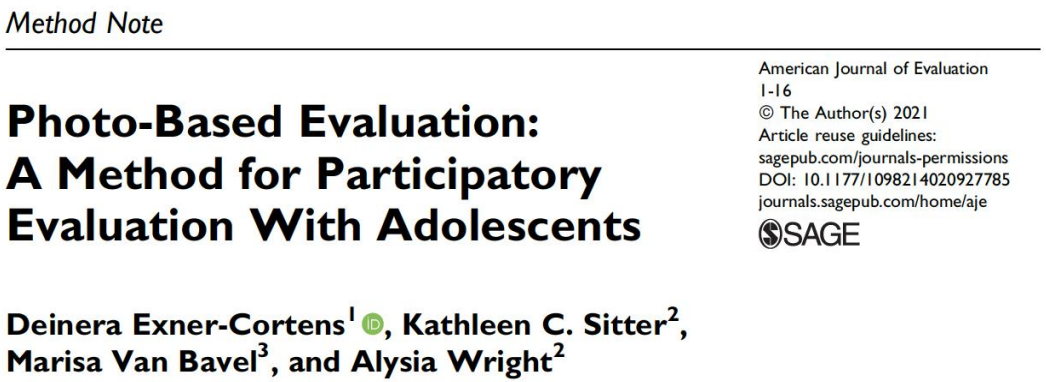


https://www.thematicanalysis.net/

Évaluation de programme basée sur les arts



Method Note

Photo-Based Evaluation: A Method for Participatory Evaluation With Adolescents

American Journal of Evaluation
1-16
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DOI: 10.1177/1098214020927785
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SAGE

Deinera Exner-Cortens[1], Kathleen C. Sitter[2], Marisa Van Bavel[3], and Alysia Wright[2]

- Utiliser l'art ou d'autres médias pour identifier les changements vécus dans le programme
  - Partager ces changements avec les décideurs et d'autres groupes clés
  - Les jeunes deviennent des partenaires dans l'évaluation

Qu’est-ce que ça fait d’être un gars dans ton monde…

- Avant WiseGuyz ?
- Depuis WiseGuyz?

Exemples d'œuvres de jeunes artistes

Avant WiseGuyz

Parfois, c'est un peu rugueux sur les bords, mais si tu creuses un peu, tu peux trouver une surface plus lisse. Enfin, genre, parfois la vie est plutôt dure, parfois on ressent que, avant WiseGuyz, j'étais dans des endroits où c'était rugueux par moments. C'était un peu cahoteux, tu vois, parfois c'était bien et puis après c'était mauvais. Puis, genre, tu parles aux gens chez WiseGuyz.
— CO2

Après WiseGuyz

En gros, au final, tu passes à travers des broussailles denses mais ensuite tu finis par arriver dans un espace dégagé et tu te sens un peu libre. Les gens autour de toi gardent souvent tout à l'intérieur. Quand tu arrives à l'extérieur, tu peux en quelque sorte t'exprimer.
— CO2

Autres questions courantes : recrutement

- L'objectif dépend de la méthodologie spécifique
- Pour la recherche évaluative, on cherche souvent à maximiser la variabilité dans l'échantillon
  - Échantillonnage intentionnel
- L'objectif n'est pas la généralisabilité, mais ce n'est pas non plus une limite!

Purposeful sampling for qualitative data collection and analysis in mixed method implementation research

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PMCID: PMC4012002 NIHMSID: NIHMS538401 PMID: 24193818

Autres questions courantes : combien de participants

- Il n’existe pas de règle stricte – cela dépend des questions de recherche et de la méthodologie
- On dit souvent « jusqu’à atteindre la saturation », mais il est difficile de le déterminer à l’avance (et ce n’est généralement pas bien défini)
- Un autre concept à utiliser est celui de la « puissance informationnelle »

Braun & Clarke, 2019b; Malterud et al., 2015

Puissance informationnelle

- Dépend de…
  - L'objectif de l'étude → étroit ou large?
  - La spécificité de l'échantillon → dense ou clairsemé?
  - L'utilisation d'une théorie établie → appliquée ou non?
  - La qualité du dialogue → forte ou faible?
  - La stratégie d'analyse → cas ou inter-cas?

Malterud et al., 2015

Autres questions courantes : évaluation de la qualité

- Critères de Lincoln & Guba (1985) (pour un résumé, voir : http://www.qualres.org/HomeLinc-3684.html)
  - Crédibilité
  - Transférabilité
  - Fiabilité
  - Confirmabilité

- COREQ
  - Cette liste de vérification porte davantage sur ce qu'il faut inclure dans un rapport de haute qualité que sur la qualité du travail lui-même
  - https://www.equator-network.org/reporting-guidelines/coreq/

- Big Q Qualitative Reporting Guidelines (BQQRG)
  - Braun & Clarke 2025 (https://doi.org/10.1080/14780887.2024.2382244)

Approches de méthodes mixtes

- Utilisation à la fois de données quantitatives (QUAN) et qualitatives (QUAL) dans la même étude, afin de mieux comprendre un événement ou un phénomène
- **Plan de triangulation** : recueillir des données différentes mais complémentaires sur le même sujet.
- **QUAN + QUAL**
- **Plan intégré** : un ensemble de données est la source principale, l'autre fournit des données secondaires de soutien, basées principalement sur la source de données principale.
- **QUAN + qual** *OU* **quan + QUAL**
- **Plan explicatif** : plan en deux phases. Les données qualitatives aident à expliquer les données quantitatives initiales.
- **QUAN -> qual** *OU* **quan -> QUAL** *OU* **QUAN -> QUAL**
- **Plan exploratoire** : plan en deux phases. Les résultats de la première méthode (qual) servent à informer la deuxième méthode (quan).
- **QUAL -> quan** *OU* **qual -> QUAN** *OU* **QUAL -> QUAN**

Source : Creswell & Clark (2007)

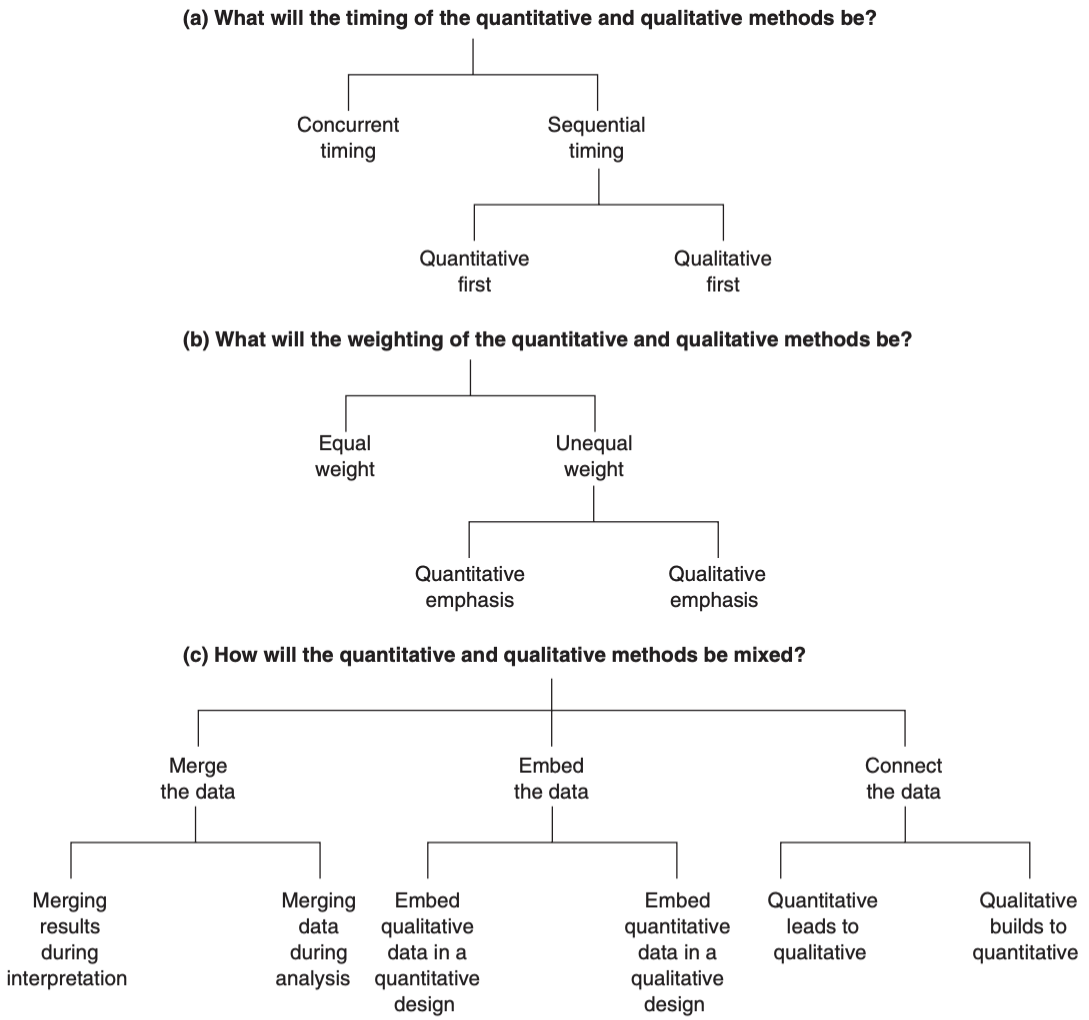

Figure 4.5 Decision Tree for Mixed Methods Design Criteria for Timing, Weighting, and Mixing

SOURCE: Based on Creswell, Plano Clark, et al. (2003); Hanson et al. (2005); and Plano Clark (2005).

Source : Creswell & Clark (2007), Chapter 4 (p. 80)

Exemple : Triangulation

- QUAN + QUAL

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ORIGINAL PAPER

Two Years of Relationship-Focused Mentoring for First Nations, Métis, and Inuit Adolescents: Promoting Positive Mental Health

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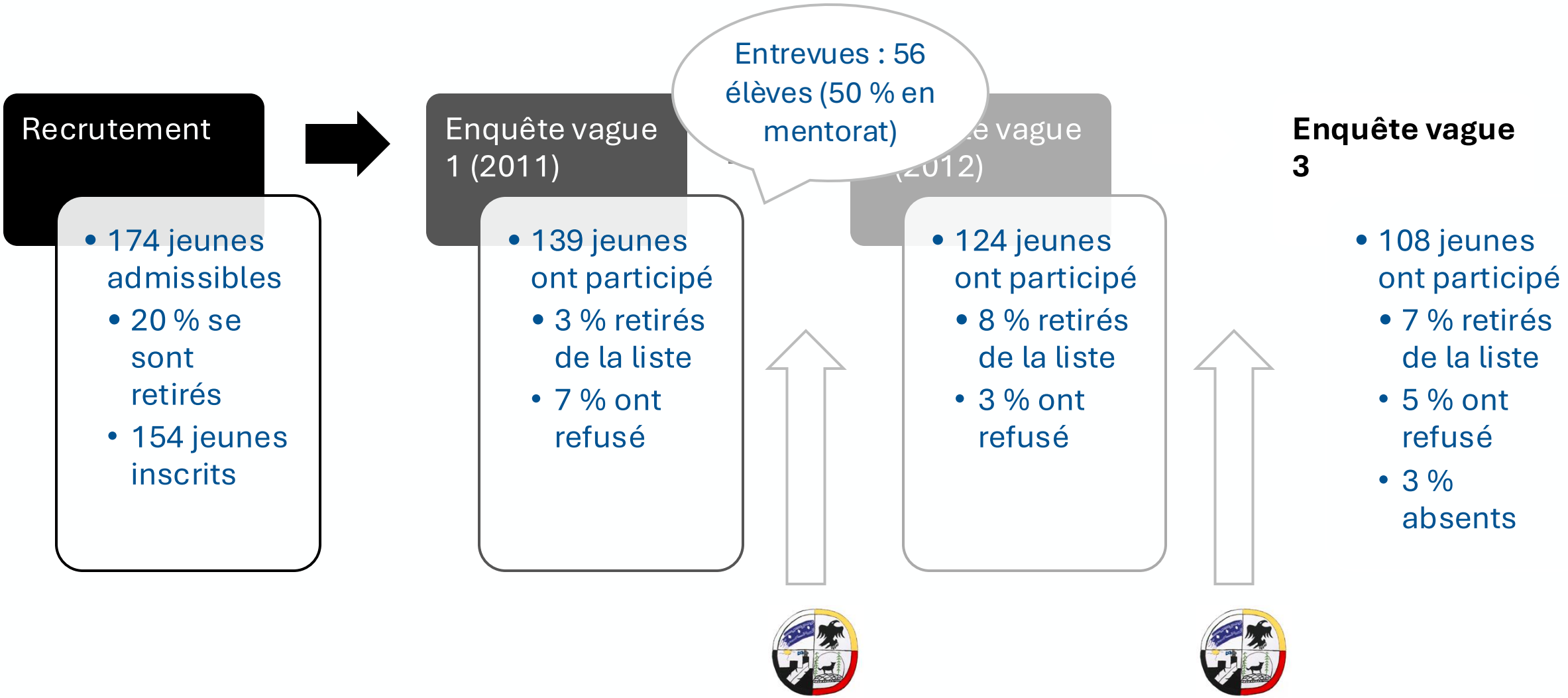
Recrutement
• 174 jeunes admissibles
• 20 % se sont retirés
• 154 jeunes inscrits
Enquête vague 1 (2011)
• 139 jeunes ont participé
• 3 % retirés de la liste
• 7 % ont refusé
Entrevues : 56 élèves (50 % en mentorat)
(2012)
• 124 jeunes ont participé
• 8 % retirés de la liste
• 3 % ont refusé
Enquête vague 3
• 108 jeunes ont participé
• 7 % retirés de la liste
• 5 % ont refusé
• 3 % absents

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