
Mobile Site Management, Kabul 2018:

Community Assessment – Focus Group Discussions

1. Objectives of the Assessment

This assessment tool is designed to collect information, perspectives, and ideas from residents of the selected informal settlements in order to familiarise field staff with the site and to start building close relationship with the community and understanding of their needs. This document provides guidance on how to carry out the FGDs, as well as the session plan (which should be adapted to suit the context) and a template for writing up a report on the FGD.

2. Method

- The assessment tool is a community assessment based on a Focus Group Discussion (FGD) approach, which uses community-led mapping techniques to identify the current situation in the selected settlement. These techniques are set-out in the session plan.
- The FGD should remain focused on the situation of the site as a whole, and therefore needs to be facilitated in a way that prevents the discussion from getting ‘stuck’ on individual household-level issues and needs, even if they can and will be mentioned as examples.

3. Participant selection

i. Type of participants to be included:

There should be separate FGDs for male and female groups, and they should include a range of demographic groups – i.e. different ages and people with specific needs (e.g. pregnant/lactating women, people with disabilities). Key informants already consulted by the CM team can help to identify and gather people for this discussion.

ii. Number of FGDs:

There should be at least one female FGD per site (maybe more if the site is large), and as many male FGDs as can be managed with staff available.

iii. Size of groups:

There should be no more than 8 individuals per session, in order to keep discussion focused and participation of all attendees active.

4. Logistics

- **Location:** Key Informants should be able to advise on a safe and convenient space for the meetings – which may differ between different demographic groups. Try not to hold the FGD in the house of the site ‘leader’ or representative. It’s important to find a neutral and safe space.
- **Timing:** The session will last between 90 minutes and 2 hours, depending on the depth of discussion. Ensure adequate breaks, with at least one longer break between Steps 2 and 3.
- **Refreshments:** Provide refreshments or cash reimbursement for lunch, depending on what is appropriate for the context.
- **Materials:**

- Flipchart paper
- Markers and highlighters of different colours
- Sticky notes
- **Note taking:** Should be done using the FGD Report template, provided below – either in hardcopy which is later typed into softcopy or, if appropriate, directly into softcopy during the FGD. If the latter option is chosen, it is important to explain to the participants what you are doing.

5. Referrals

The FGD should remain focused on general issues affecting the whole community, however, it is highly likely that individual issues requiring referral will arise. Ensure that service mapping information is taken to the FGDs and share these with participants. For any issues requiring referral, take the relevant details and proceed with referrals as normal. Ensure relevant documentation and tracking.

The FGD Session Plan

1. INTRODUCTION [10 minutes]

- Introduce yourselves and NRC
- Explain to the group that in this meeting, we want to find out more about their site and how they are managing their situation at the moment. This will help us to understand how to support their community/area. Explain to them the objectives of the Camp Management project.
- Explain that participation in the discussion is entirely voluntary, and although there is no direct benefit to participating, NRC hopes it will enable us to start helping to improve things for the overall community.
- Explain that the discussion should focus on the general situation of people living in this settlement; any specific urgent issues or needs affecting individual households can be discussed after the meeting to see if there is anything that NRC can do to help.
- Explain that if any participant feels uncomfortable answering any questions at any time, then he/she does not need to say anything. Everything said in this meeting will be anonymous and confidential.
- Explain how long the meeting will last (and when there will be a break), and thank the participants very much for their time.
- Ask each participant to introduce him/herself

2. Mapping the site [60 minutes]

Step 1: Provide a big sheet of paper and some markers. Ask the group to use a black marker pen to draw their settlement – starting with the ‘centre’ and moving out to the ‘boundaries’, and marking key features such as:

- Roads and streets
- Walls
- Key buildings or infrastructure
- Trees, rivers, etc.

Step 2: Use a yellow highlighter to mark the residential parts of the site. And then discuss:

- How much time do women/men spend inside their shelters?

- What things do women/men do inside their shelters? What do they do outside the shelters, elsewhere in the settlement?
- How do women/men feel about their shelters? Are they satisfied with them?
- Do women/men visit each other in their shelters?

Step 3: Use a **blue** pen to mark places of work, schools, and health services – these will likely be outside of the settlement, so use arrows to point in the direction of where these things are. Then discuss:

- What places of work have been marked?
- Are work places only for men? Are there any places where women from this settlement work?
- Are mothers / fathers able to go to the schools attended by their children? If not, why not?
- Are **children** able to go to the schools safely? If not, why not? Is there any difference between boys and girls?
- Is everyone able to access health services? If not everyone, who cannot access them and why?

Step 4: Mark other important places on the site map (or arrows pointing outside the site map), such as significant houses (e.g. Malik) or offices; public spaces or markets/shops; water pumps/wells; pharmacy; NGO centres; etc..

- Which places have been marked on the map?
- Are women able to visit these places? If only some women, which women (e.g. only older? Only wife of maliks? Etc.) and why? Why can some women in particular **not** access them (e.g. not socially acceptable, dangerous, etc.)?
- Which key services are not accessible to people in this site?

Step 5: Mark mosques on the map. Then discuss:

- What is the role/influence of mosque(s) and imams in your community?
- What influence do mosques and imams have on the lives of women and girls / men and boys in your neighbourhood?

Step 6: Mark with a star (*) places where women and girls/ men and boys meet or socialize in the site

- Which places are they meeting in?
- What kinds of things do women and girls / men and boys do in these places?
- Can everyone go to these places? (e.g. people with disabilities, older people)?
- Which days and times of day do women/men tend to meet, and why?

Step 7:

- Use a **green** pen to indicate where women/men and children feel safe **during the day**. Why do you feel safe in these places? What are you safe from?
- Is it different at night? Are any of these places not safe at night?
- Mark in **red** places you/your children feel unsafe **in the day**. Why you don't feel safe? What would make these places safer? Use **red arrows off the map** to indicate where they feel unsafe outside of the site.
- Make a note of what the safety concerns are, e.g. Bad lighting, unfriendly neighbour, check points, dangerous road
- Is it different at **night**? Why don't you feel safe in those places? What would make these places safer?

3. Discussion on information provision and Participation [30 minutes]

1. Information

Which of the following services would people most like to have more **information** about? [select all that apply] [NOTE: this is not asking which service they most need, but which services they most need information ABOUT. NOTE THAT THESE SERVICES MAY NOT BE AVAILABLE FOR THE AREA – be clear with respondent about this]

- Healthcare
 - Courts/access to justice
 - Civil documentation (e.g. marriage, birth, ID)
 - Utilities (water, electricity, waste collection)
 - Schools
 - Land allocation
 - Job opportunities
 - NGO assistance [specify]
 - Other [specify]
- What do you think would be the easiest way for you to get information about the services available (open question)?
 - What do you think would be the easiest way for you to express your needs and ideas regarding the services?
 - Do you think the following tools would be of use to you / Would you use them : [edit this list according to the mechanisms you are considering in your context]
 - In person/door-to-door
 - Phone calls
 - Mobile app (Whatsapp; Viber; Other)
 - Facebook
 - SMS
 - TV (Specify which channel)
 - Radio (Specify which channel)
 - Mosque loudspeakers
 - Flyers/leaflets
 - Visiting a Centre/office run by an NGO
 - Visiting a Centre/office run by authorities
 - Other [Specify]

2. Community Centre

Would it be useful if there was a Community Centre that you could visit to **get information** and **give feedback** about services (both public/government services and NGOs)?

If Yes, would everyone be willing and able to travel outside of the settlement to visit the centre? If some people couldn't leave the settlement, who are they and why couldn't they?

What else do you think could be provided at this centre? E.g.

- Vocational and skills training (if so, specify what kind, e.g. Computer/IT skills; Tailoring/embroidery; Mobile phone maintenance; Hairdressing / beauty; Business skills; Literacy; Other [specify])
- Awareness sessions (e.g. on human rights, health, childcare, etc.)
- Social and recreational activities

- Psychosocial support/counselling
- Legal assistance and procedures for accessing civil documentation
- Childcare
- Healthcare
- Other [specify]

3. **Participation** [Note: introduce this section with a briefing on the importance of community participation]

- Present the general concept of a Settlement Committee: explain that NRC is proposing to help the community to select representatives who will:
 - Be focal points for receiving and sharing information in the community (about services, events, issues, etc.)
 - Help to represent the interests and needs of the community to service providers, organisations, authorities
 - Identifying vulnerable households who may need referring for special support
 - Support in finding solutions to problems and implementing community based solutions
- Ask what they think about it, is it a good idea, would they feel comfortable trusting someone outside of their family to represent their interests?
 - Ask how this committee should fit in with existing Shura or other community structure? E.g. should it only be responsible for certain issues? NOTE: emphasise the importance of **representative community structures** – i.e. representing different age groups, genders, etc.
 - Ask about the specifics of the position: how many committee members should there be, what skills/personality should they have?
 - Ask how they suggest we select this/these person(s)? (E.g. Election? meetings?)
 - Ask if they themselves would be ready to participate in such a committee (being a representative or supporting them) or do they know anyone that they think would be good?

4. CLOSING [10 minutes]

- Summarise the results of the discussion by listing:
 - Available services in the community
 - Missing or inadequate services
 - Main safety risks/issues
 - Main ways they would like to obtain information, and opinions about community centre
 - Their views about participation / settlement committees
- Ask the group if there is anything that we missed during the discussion
- Thank them for their time. If needed, follow-up on individual issues needing referral.

FGD Report Template

BASIC INFO	
Date	
Location	
Facilitators' names	
Demographic group [note how many people from each group]	Adult Men Adult Women Youth Men Youth Women Elderly Men Elderly Women People with disabilities Host community women Host community men
Type of specific needs of participants [note how many of each group]	Person with disability: Pregnant women: Lactating women: Other (specify):

Mapping the site	
[Note any key issues or information obtained during the discussion, and photograph all the flipcharts produced]	
Identifying risks and hazards	
Description of safe places	

Description of unsafe places/times, with explanation (why unsafe?)	
How can safety/security be improved?	
Information and Participation	
Easiest way to receive or obtain information	
Feedback on specific mechanisms/methods of obtaining information (Facebook, websites, info centre, etc.)	
Information most needed	
Interest in Community Centre	<p>(1) Ability to travel to community centre</p> <p>(2) Services/info needed from community centre</p>
Interest in the concept of a settlement committee	
Details on committees: <ul style="list-style-type: none"> • How should they fit with Shuras etc. • How many they should be • Who they should be 	
How should committee be selected?	

CLOSING

[Make a note of any final issues or comments raised]

REFERRALS

# of individual referrals taken during/after the session	[Details of referred cases to be recorded separately]
Types of issues referred	<input type="checkbox"/> Legal – civil documentation <input type="checkbox"/> Legal – HLP <input type="checkbox"/> SGBV <input type="checkbox"/> Child Protection <input type="checkbox"/> Support for elderly <input type="checkbox"/> Support for person with disability <input type="checkbox"/> Health <input type="checkbox"/> Cash assistance <input type="checkbox"/> Shelter <input type="checkbox"/> Education <input type="checkbox"/> Others: _____ _____ _____ _____