

Annex 4B

UNICEF L3/L2 Horn of Africa Drought Evaluation – Stakeholders’ Journey FGD Guide

Before you start: Please read this Confidentiality and Consent Script (*in Italics below*) to the Informant:

The script is for use with members of the affected populations who are expected to have been engaged in some of the activities implemented as part of the UNICEF-funded Drought response evaluation.

Once the Focus Group is assembled, please carry make sure to clarify the following:

- Who you are
- Where you are from
- What you are speaking to them about

You will also need to:

- Check each FGD participant is over 18
- Ensure that the location for the FGD is appropriate, especially if talking through sensitive subjects. If conducting the focus group discussion face to face it should be somewhere comfortable for the participant without fear of eavesdropping.

*“Before we start the Focus Group discussion, I just wanted to check you are over 18? **If any participant is under 18, gently ask them to withdraw***

- **Background of the project**

*“You were selected as someone that has not only engaged in some of the emergency response activities (and/or received some of the support services) funded by UNICEF but that also is in contact with other individuals who receive UNICEF assistance. Your answers are important to help us understand your experience in learning about, accessing and benefiting from (if applicable) from the services implemented as part of the UNICEF humanitarian response to the drought affecting your region. **You will not receive any compensation for your participation in this conversation.**”*

- **Highlight how you will be taking the data down and what it will be used for**
- **Emphasize confidentiality**

We will be taking notes and so that we can go back later to remember everything that was discussed. **All answers will be kept confidential** and we will not share them with anyone, including UNICEF or the local authorities. **We will never identify you in any report.** We do not anticipate any risks associated with participating in this discussion.

- **Highlight voluntary participation, right to decline participation, right to refuse a question and right to stop the interview**
- **If they are receiving support from the client/ org emphasise that this will not impact their support**

Your participation in this discussion is voluntary and you are free not to take part. If you don't want to take part in this Focus Group discussion, or decline to answer a question, or stop the discussion, you can freely do so and nothing bad will happen. If you receive support from UNICEF, this will continue. At any point you may choose not to respond to a question and if you wish to end the discussion at any time, you may freely do so.

The interview will take 1 and ½ hour of your time.

Please keep focus group discussions (FGD) confidential from anyone outside the group.


If you have any concern about this evaluation or would like to reach out to discuss any of the topics covered during this focus group discussion, please reach out to the Evaluation Team Leader (Michele Tarsilla) at mtarsilla@unicef.org or call the following number (to be established in each one of the field mission countries)

- **Check understanding and consent**

Do you have any questions for me at this point? By agreeing to participate in the interview you indicate that you understand the information I have just said. **Are you happy to respond to my questions?**

[Note for researchers: Throughout the focus group discussion, you need to pay attention to whether the participants sound uncomfortable and ask them if they want to continue the Focus group discussion. If they aren't comfortable anymore, you need to finish the interview even if you haven't covered all the questions]




Q#	Topic	Question	Response
A	Pre-discussion item	This discussion will cover several aspects/phases of your journey/experience, namely	

		 <p>: We want to hear your honest opinions. There are no right or wrong answers, so please feel free to say what you think. This information will be used to improve responses in the future. We also know that we are asking you to remember things over the past 12-18 months, which can be difficult. It is ok if you are unsure of the exact timing of something, you can still tell us what you think based on what you do remember.</p>	
B	Pre-Discussion	Facilitator to provide opportunity for participants to ask questions	
	<i>EQs as per the Evaluation Matrix</i>		



Stage	Useful questions
<p>Awareness, initial engagement. This stage explores how rights-holders first become aware about the aid, of its delivery mechanisms, and about the organizations behind it (their vision, stance, roles) Ideally, this stage should also include mechanisms allowing clients have a say in shaping the assistance, ensuring that the aid is tailored to their specific needs and circumstances.</p>	<ul style="list-style-type: none"> • What could tell us about the way you discovered that there were humanitarian assistance activities available to you and your family and how clear was the information you received then? • Any challenges for you or other to understand what was being offered (e.g., language, access, information channel availability)? • Which participation options were proposed (for decision-making and implementation)? How did they happen?
<p>Access This stage focuses on how the rights-holders access aid - for the first time. It's particularly significant for one-off aid provisions or when the initial access involves unique</p>	<ul style="list-style-type: none"> • Is the aid reaching those who need it the most? • How easy is it to access the assistance (considering distance, transportation, physical accessibility, infrastructure)? • What could you tell us about the timeliness of the response? (did it arrive too late?) • Any specific role for the community to make decision on what was being offered?



	<p>processes, such as registration - not repeated in subsequent interactions</p>
 <p>Use Here, the emphasis is on how rights-holders utilize the provided aid and their perception of its value. When used, is aid helpful, relevant, and adequate for their needs? Did it contribute to strengthen their resilience?</p>	<ul style="list-style-type: none"> • What could you tell us about the way the assistance was useful and valuable to you and rest of your community/group/family? • Probe: To what extent have the communities demonstrated an increased capacity to: <ul style="list-style-type: none"> -Cope with external shocks? -Adapt their behaviors and practices vis-à-vis repeated shocks? -Modify their revenues so as to satisfy their needs? -Use lessons learned while overcoming challenges in the past so as to be better prepared for the future?? -Use of early warning system to prevent future risks? • How have the needs of the drought-affected populations evolved over the course of the response? • What are some possible improvements of the response?
 <p>Repeated access / Phase out Many humanitarian services require rights-holders to engage multiple times, be it monthly distributions or regular clinic check-ups. This stage examines the experience of clients as they repeatedly access these services, highlighting the nuances of retention and continued engagement. It might also check if exit strategies are set and suited to clients.</p>	<ul style="list-style-type: none"> • Is the service consistently available over time? • Did service quality improve (e.g., due to feedback), and if so, how?
 <p>Outreach Some humanitarian efforts aim to broaden their impact. Satisfied or keen clients often play a role in this by actively promoting the service within their communities, whether it's through increasing self-help group memberships or acting as local champions.</p>	<ul style="list-style-type: none"> • Is the intervention leading to further community engagement for behaviour and social change? (e.g. engagement platforms) • Are clients encouraged or supported to become advocates or activists on the activity? (e.g., youth engagement)








<p>Feedback and Improvement: Analogous to the "customer care" phase in commercial contexts, this stage is dedicated to understanding the feedback mechanisms in place. It's about ensuring that beneficiaries have avenues to share their experiences, voice concerns, and suggest improvements.</p>	<ul style="list-style-type: none">• What feedback options are available, on which topics, and through which channels?• Is feedback addressed, and if so, how and with what outcomes?• Are there specific mechanisms to report and address issues like gender-based violence or misconduct (including PSEA)?• What barriers exist to accessing and using feedback channels?• For specifics of feedback systems, refer to AAP Handbook, chapter 9
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Questions to stir the conversation.

The client journey will be explored organically, following the conversation flow. This is some guidance on how to do so.

	<p>Starting Broadly: Open Questions Starting broad allows us to see what people remember without prompting, ensuring our questions are less leading. However, ensure the question provides a clear focus and context.</p>	<ul style="list-style-type: none">• What do you recall about the assistance received?• Can you describe the assistance you received, specifically from [Unicef / partners / on X]?
	<p>Add focus and detail. Pinpointing interesting details provide a clearer picture. This might also include quantifying some aspects of the experience</p>	<ul style="list-style-type: none">• Can you elaborate on how XX (e.g., a distribution) took place?• You mentioned the distribution queue. Was it managed efficiently?• On a scale from 1 to 10, how would you rate the efficiency of the distribution process?
	<p>Prompting, providing input. If clients don't mention certain expected events, it may be necessary to prompt them. Respondents might not recall the entire experience.</p>	<ul style="list-style-type: none">• Do you recall receiving X?• Did event X happen?
	<p>Navigating the journey People might focus mostly on delivery and use, overlooking earlier or later stages. Make sure that all the journey is covered.</p>	<ul style="list-style-type: none">• What happened before?• What happened after?

	<p>Reflection and emotions Understanding the feelings and emotions of the customer throughout their journey is key. It provides depth to the narrative, capturing not just the events but also how they impacted the individuals.</p>	<ul style="list-style-type: none"> • How did you feel about...? • What aspect did you appreciate the most? • Were there parts you found challenging? • What were your expectations about the assistance? • What are your expectations/fears for the future? (in relation to the assistance)
	<p>Clarify Overlaps and Duplications In contexts where multiple actors provide assistance, we must be attentive to potential overlaps, hard to untangle respondents might not know exactly who delivered what assistance (which is an accountability issue). Concurrent programmes might also offer opportunities for comparison.</p>	<ul style="list-style-type: none"> • Are you suggesting that similar assistance was also provided by others? • Are you talking about the to assistance from UNICEF or from another actor? • Do you know who provided what assistance? • In terms of communication, was this process better, worse, or about the same as others you are experiencing?
	<p>Contextual understanding Some aspects of the journey might challenge existing norms or habits and impact respondents (positively or negatively). Some aspects might affect the local environment, od risk landscape.</p>	<ul style="list-style-type: none"> • To clarify, is such a practice frowned upon here? • Did this process allow you to break from your usual role? • Did X influence local natural resources? • So this was a barrier... can you explain me why? • Is the response posing any risk / opportunity you want to flag?
	<p>Sensitive probing Be cautious when you unveil discrepancies between expectations and actual outcomes. Question enough to get a reasonable understanding. But be aware that over-probing could make respondents uncomfortable, especially if they might have to admit to lapses assistance delivery.</p>	<ul style="list-style-type: none"> • So, you didn't receive ...? • Did everyone in need received...?
	<p>Suggestions, ideas. Respondents might have ideas about better options for assistance. They might have experienced them with other programmes / organizations. Or they might have local structures, capacities, processes that could be tapped in. Always prompt for alternatives.</p>	<ul style="list-style-type: none"> • Do you have suggestions for improving...? • If you could change something, what would it be?