



| Facilitators' Details   |           |                |            |
|-------------------------|-----------|----------------|------------|
| 0.1: Facilitation Group | 0.2: Name | 0.3: Telephone | 0.4: Email |
|                         |           |                |            |
|                         |           |                |            |

## SECTION 0. WELCOME, INTRODUCTION AND EXPLANATION

- Welcome and thank participants for their time.
- Provide a brief introduction and explain the overview of FGD including, among others:
  - Who will conduct FGD:** E.g., "This assessment is being carried out by a range of organizations working in this area including [*Names of CoBRA assessment team partners*]. The facilitators are looking for general information that is relevant to the whole community, unrelated to any particular group, programme or service."
  - Why should FGD be conducted:** E.g. "All the organizations in this assessment want to assist communities to realize your hopes and visions for the future. Everyone recognizes that much more needs to be done to support communities such as this one to improve living standards and withstand shocks such as drought. At the same time, some of what is being or has been done to support communities is more effective than other things."
  - What is the role of the community in FGD:** E.g. "You have been asked to come and talk with us today as part of a wider assessment going on in [*assessment target area*] to understand the issues that affect your community and how you all cope with shocks and crises."
  - How FGD will help:** E.g. "In order to help people better, it is essential to know what communities think is important. This also helps us to understand which communities are doing better and coping better, when shocks such as drought hits them. It is also important to know which communities are doing worse and why."



## SECTION 1: FGD COMMUNITY AND PARTICIPANTS INFORMATION

**Question 1.1-1.7:** Obtain basic information on the community and FGD participants.

| FGD Community Info          |  |
|-----------------------------|--|
| 1.1: Community/Village Name |  |
| 1.2: Sub-location Name      |  |
| 1.3: Date of FGD            |  |

| FGD Participants Info  |   |               |              |
|--|---|---------------|--------------|
| 1.4: # of participants   |   |               |              |
| 1.5: Gender  | 1.5a: # men                             | 1.5b: # women |              |
| 1.6: Approximate age range   |   |               |              |
| 1.7: Major livelihood activities<br>(Check <u>ALL</u> the applicable ones) | Pastoral                                |               | Crop farming |
|  | Agro-pastoral                           |               | Fishery      |
|  | Urban (business/trade/employment based) |               |              |
|  | Others [ <i>Specify</i> ]               |               |              |

## SECTION 2: SHOCKS AND CRISES

**Question 2.1:** Ask the focus group what is the main shock or crisis affecting the community as a whole or large proportions of households (HHs) in the community (i.e. not problems that affect individual HHs e.g. death of a spouse). Please note multiple shocks/crises if the participants feel the community is equally negatively affected by more than one.

| Shocks and Crises  |                           |  |                |
|--|---------------------------|--|----------------|
| 2.1: Type(s) of main shock/crisis facing the community<br>(Check <u>ALL</u> the applicable ones) | Drought                   |  | Flood          |
|  | Storm                     |  | Human diseases |
|  | Others [ <i>Specify</i> ] |  |                |

**Question 2.2:** Ask the focus group to assess the status of the current period (last 12 months) in terms of the occurrence of the main shock/crisis.

| Assessment of Current Period                                     |      |        |     |
|--|------|--------|-----|
| 2.2: Status of current period<br>(Check the most applicable one) | Good | Normal | Bad |



## SECTION 3: STATEMENTS TO DEFINE THE COMMUNITY'S RESILIENCE

Firstly, describe “resilience” to the focus group using the definitions agreed on in the CoBRA Assessment Field Team Training Session C7.

*Rewrite the definition here if helpful.*

**Question. 3.1:** Ask the group what their community would look like if everyone had achieved the described “resilience” status. Please note that this question aims to bring out the realistic and positive building blocks/ drivers to achieve context-specific “resilience” status in the community, not negative problems or unrealistic wish lists. As participants make each statement, facilitators:

- Pick up the graphic card corresponding to the statement among **SD10: Graphics for FGD Section 3 Scoring and place it** on the ground (or table) in front of the group.
- At the same time, check the box next to the statement made by the participant under columns 3.1 in the table in the following page. Reference may be made to **SD11: Indicative list of Resilience Statements**.
- If no relevant graphic card exists, the facilitators should:
  - a. Draw an appropriate graphic on one (front) side of a blank card.
  - b. Write down the statement on the other (back) side of the card and place it on the ground.
  - c. Note the statement in the “Others” section in the table in the following page.
- Once the group is repeating statements or no longer feels they have any more statements to add, facilitators complete the question and proceed to the next question.

**Question 3.2:** Ask the group to consider which of all the statements made by the participants are the most important. In other words, if only three (3) of the statements could be achieved, which would they choose?

To gather the answers, facilitators provide participants with six beans each, and request every participant to place beans on the graphic cards on the ground (or table) in the following manner:

- Put three (3) beans on top of the graphic card which he/she perceives as the most important.
- Put two (2) beans on top of the graphic card which he/she perceives as the second most important.
- Put one (1) bean on top of the graphic card which he/she perceives as the third most important.

Before the participants start placing the beans, facilitators may remind the group which statements are represented by which graphic cards (by referring to the back side of the cards). This process also helps reconfirm that these statements have been appropriately checked/noted by the recording facilitator in the table. In order to maintain neutrality in prioritization, it is highly recommended that bean scoring be carried out by one FGD participant after another, as far as time permits. For example, facilitators may call one FGD member at a time and to place all beans, and hide beans under respective graphic cards before calling the next member.

Once all beans have been placed by the participants, facilitators count the number of beans on each card and note the scores for respective statements under columns 3.2 in the table on the next page.

**Question 3.3:** State the two (2) highest scored statements and write them down in Table 3.3a. Then ask participants to briefly explain why the two priority statements are the most important for their resilience with specific examples, and note them in Table 3.3b.



| 3.1: Statements<br>(Check ALL the applicable ones) | Resilience (Short) Statements   | 3.2: Bean Scores |
|--|---|------------------|
|  | 01. Cash transfers  |                  |
|  | 02. Community skills / organization   |                  |
|  | 03. Diversified incomes / Entrepreneurship                                    |                  |
|  | 04. Early warning / disaster preparedness                                     |                  |
|  | 05. Education – Basic (Mandatory education)                                   |                  |
|  | 06. Education – Higher (e.g. University, Collage, Technical, Tertiary, Adult) |                  |
|  | 07. Electricity   |                  |
|  | 08. Environment / forest / tree / natural resources                           |                  |
|  | 09. Farm practices / inputs   |                  |
|  | 10. Fishing practices / inputs  |                  |
|  | 11. Food for humans   |                  |
|  | 12. Governance / No corruption  |                  |
|  | 13. Healthcare for animals  |                  |
|  | 14. Healthcare for humans   |                  |
|  | 15. Housing / shelter   |                  |
|  | 16. Irrigation  |                  |
|  | 17. Jobs / employment / wage labour   |                  |
|  | 18. Land ownership  |                  |
|  | 19. Livestock herds   |                  |
|  | 20. Loan / saving / credit  |                  |
|  | 21. Markets   |                  |
|  | 22. Peace / security  |                  |
|  | 23. Relief  |                  |
|  | 24. Roads   |                  |
|  | 25. Sanitation / latrines   |                  |
|  | 26. Telecommunication   |                  |
|  | 27. Transport / vehicles  |                  |
|  | 28. Water for humans  |                  |
|  | 29. Water for livestock   |                  |
|  | 30. Women / gender empowerment  |                  |
|  | Others<br>[Specify ]  |                  |
|  | Others<br>[Specify ]  |                  |
|  | Others<br>[Specify ]  |                  |
|  | Others<br>[Specify ]  |                  |
|  | Others<br>[Specify ]  |                  |



| Contributions of Statements on Resilience |                           |   |
|---|---------------------------|---|
| Rank                                      | 3.3a: Priority statements | 3.3b: Explanations of why the statement is considered important |
| 1   |                           |   |
| 2   |                           |   |

## SECTION 4: RESILIENT HOUSEHOLDS

**Question 4.1:** Ask the group to think of the HHs in their community that have attained most/many (if not all) of the statements made in Section 3 not only in normal period but also in a crisis period, and ask them to describe socio-economic or other characteristics and features commonly observed among those HHs.

| 4.1: Characteristics of resilient HHs (Check <u>ALL</u> the applicable ones) |   |
|--|---|
| <input type="checkbox"/>   | Be entrepreneurial and engage in own income-generating activity (e.g., small business, trade, etc.) |
| <input type="checkbox"/>   | Have a member who has employment / wage labour  |
| <input type="checkbox"/>   | Practice irrigated farming  |
| <input type="checkbox"/>   | Own livestock or have large herd size   |
| <input type="checkbox"/>   | Have good quality housing/shelter   |
| <input type="checkbox"/>   | Own / have secure access to (large) land  |
| <input type="checkbox"/>   | Have transportation assets (e.g. bicycle, motorcycle, vehicle, etc.)                                |
| <input type="checkbox"/>   | Be food secure  |
| <input type="checkbox"/>   | Others<br>[Specify] ]   |
| <input type="checkbox"/>   | Others<br>[Specify] ]   |
| <input type="checkbox"/>   | Others<br>[Specify] ]   |

**Question 4.2:** Ask the group whether, in general, the proportion of resilient HHs in their community has increased, declined or stayed the same in the last 5-10 years. Ask for reasons.

| State of Change in Resilient HHs                                     |                          |           |                          |           |                          |           |
|--|--------------------------|-----------|--------------------------|-----------|--------------------------|-----------|
| 4.2a: Proportion of resilient HHs<br>(Check the most applicable one) | <input type="checkbox"/> | Increased | <input type="checkbox"/> | Decreased | <input type="checkbox"/> | No change |
| 4.2b: Reasons for increase/decrease/<br>no change                    |                          |           |                          |           |                          |           |



## SECTION 5: INTERVENTIONS TO BUILD RESILIENCE

**Question 5.1:** Ask the group to list any interventions/services/changes/actions that took place and have made the most difference in increasing resilience in this community in the last five years. This list may not be limited to developmental/humanitarian support provided by the government or NGOs but could also include the communities' own efforts or those provided by the private sector (e.g. improved mobile phone coverage).

| 5.1: Long list of resilience building interventions (Check <b>ALL</b> the applicable ones)        |   |
|---|---|
| a. Business (skill development, improved business environment, etc.)                              |   |
| b. Credit/loan/saving: access to formal or informal services (village savings, micro-banks, etc.) |   |
| c. Education: Hardware (construction/refurbishment of school facilities, etc.)                    |   |
| d. Education: Software (staffing/quality improvement, scholarships, bursaries provision, etc.)    |   |
| e. Empowerment (improved community organization/self-help group, gender equality, etc.)           |   |
| f. Environment (natural resources management, land rehabilitation, reforestation, etc.)           |   |
| g. Farming: labour & non-labour inputs/technology/techniques and subsidy                          |   |
| h. Farming: irrigation  |   |
| i. Farming: improved market access  |   |
| j. Fishing (improved market, fishing inputs, etc.)  |   |
| k. Food and/or other relief item distribution   |   |
| l. Governance/Peace (less/no corruption, decision-making/conflict resolution structure, etc.)     |   |
| m. Health: hardware (construction/refurbishment of health facilities, etc.)                       |   |
| n. Health: software (improvements in health services and staffing)                                |   |
| o. Housing (e.g. support in building safe and strong shelter)                                     |   |
| p. Job/Employment/Labour (e.g. increased formal/informal job opportunities)                       |   |
| q. Livestock: qualitative (production improvement through fodder, animal health, etc.)            |   |
| r. Livestock: quantitative (increase herd size, restocking of livestock, etc.)                    |   |
| s. Livestock: improved market access  |   |
| t. Road (construction, improvement, etc.)   |   |
| u. Social Assistance/Productive safety net (social cash transfer, cash for work, etc.)            |   |
| v. Telecommunication (e.g. mobile phone coverage extension)                                       |   |
| w. WASH: improved water quality and quantity (boreholes, taps, piping, tanks, dams, etc.)         |   |
| x. WASH: improved access to basic sanitation  |   |
| Others<br>[Specify]   | ] |
| Others<br>[Specify]   | ] |
| Others<br>[Specify]   | ] |
| Others<br>[Specify]   | ] |
| Others<br>[Specify]   | ] |



**Question 5.2:** First, ask the group to jointly identify the three (3) most important PAST OR ONGOING interventions/services/changes/actions among those mentioned under Question 5.1, which *have contributed* to build their community resilience (as it has been defined and understood by this community). For each of the selected interventions, explain why: i.e. how and why it has most effectively built resilience.

| Past/Ongoing Resilience Building Interventions |                              |   |
|--|------------------------------|---|
| Rank   | 5.2a: Priority interventions | 5.2b: Explanations of why the intervention was important/<br>how it helped build resilience |
| 1  |                              |   |
| 2  |                              |   |
| 3  |                              |   |

**Question 5.3:** Second, ask the group to jointly identify the three (3) most important ADDITIONAL OR NEW interventions/services/changes/actions, which will contribute to building their community’s resilience in the future. The answers may/may not be among those mentioned under Question 5.1. For each of the selected interventions, explain why: i.e. how and why it is expected to most effectively build resilience.

| Additional/New Resilience Building Interventions |                              |   |
|--|------------------------------|---|
| Rank   | 5.3a: Priority interventions | 5.3b: Explanations of why the intervention is important/<br>how it will help build resilience |
| 1  |                              |   |
| 2  |                              |   |
| 3  |                              |   |



## SECTION 6: COMMENTS/INPUTS

**Section 6:** As facilitators wrap up the discussion, ask the group if they have any inputs relevant to the topic and/or comments related to the overall FGD.

### 6: Comments/inputs from participants





**Please use the below blank space below freely for any relevant section**

A large, empty rectangular area defined by a dotted teal border, intended for providing additional information or answers.