

Focus Group Discussion (FGD) Facilitation Guide

Phase 1: Tool & Template

Risk Communication &
Community Engagement
(RCCE)



Materials needed for client FGD activity:

- Flipchart or other large, blank paper
- Markers in different colors
- Sticky notes in different colors
(if possible)
- Tape / adhesive

Purpose: This activity aims to understand client needs and preferences, access to information, and experiences. Findings will be used to inform RCCE strategy, and to identify gaps that need to be addressed and areas of opportunities to leverage.

Contextualization: The discussion guide, including drawing activity in Exercise 1, can be adapted to be culturally and contextually relevant, as needed. Country programs are also encouraged to add an exercise at the end of the FGD to test their RCCE messages and get feedback on them.

Sample size of assessment: 5-8 people per focus group, dividing groups by age and gender, for example: groups of 1) young women, 2) young men, 3) adult women, 4) adult men. Note that people of different social/ethnic groups may not be comfortable speaking openly in front of others. Be conscious of the social dynamics in your context and arrange your groups accordingly - you may have to separate out, for example, young men or young women from each relevant social group in context.

For any questions or comments about this survey, you can contact RCCE.support@rescue.org.

Focus group number:

Number of participants:

Focus group population:

City/District:

Neighborhood Area:

Date of Activity:

Day:

Month:

Year: |_|_|_|_|

Start Time:

Moderator:

Notetaker:

Introduction (10 minutes)

Moderator [READ]: Good morning/afternoon. I am [NAME] from [ORGANIZATION NAME]. We are conducting discussions on risk communication and community engagement. You have been invited to take part in a discussion group to learn more about the way people in your community receive information about Ebola and available services and programs here in [VILLAGE / COMMUNITY].

The reason we are doing this assessment is for the IRC to understand better the situation and information needs of people living in or passing through this area. Please understand that this assessment is not a promise that we will bring assistance to you, but your experiences, opinions and ideas will help us determine if and how we can help to provide information here.

All the information that you share with us will be confidential. Neither your name or any identifying information about you will be shared with anyone or any organization without your prior written approval. We will only use your answers for our informational and planning purposes. Please ask us to clarify if you do not understand the questions. Please do not share any personal stories that you do not want shared beyond this group, as we cannot control what other people in this room will pass on. You are free to end or leave the discussion at any time, with no penalty to you in any way. You are also free to decline to answer any questions that you do not wish to answer. Thank you.

As someone who lives in this community, we know that you have many valuable experiences with the issues we will be discussing today, so we appreciate anything that you can share. Do you have any questions?

Great, let's get started!

1. Personal introductions

Go around and have everyone introduce themselves.

2. Complete consent process.

Moderator [READ]: You have all given your informed consent to participate, but I would like to remind you that none of your individual or identifying details will be shared. We request that you and other participants keep these discussions confidential and not share what is discussed today outside of this group. Additionally, when discussing your experiences during the discussion, please do not use any names or identifying details of others.

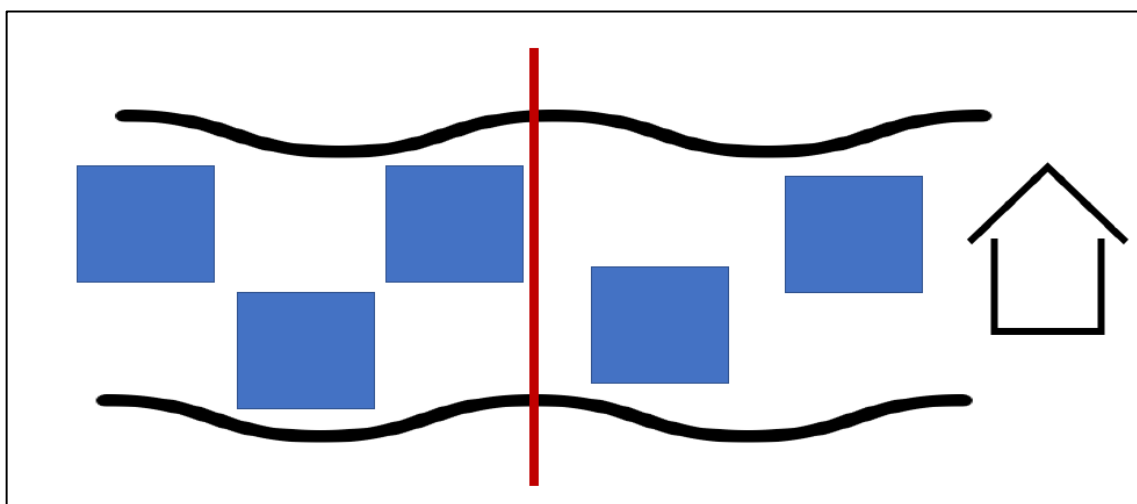
Exercise 1: Flow of Information

Objective:

To understand and visualize the experience of different groups of clients as they access information, including their information needs and their preferences for obtaining information and services, as well as how and why they trust information.

Preparation:

Tape a large piece of paper to the wall and draw a simple picture of a “river” using two parallel lines going horizontally across the paper. Then, draw one line down through the middle of the river, cutting it in half. At the end of the river, draw a large X or a picture of a house. View the example on below and the last page of this guide (completed). If needed, you can change the drawing to be culturally relevant and appropriate for the audience in your context, as long as the process has the same steps.



Example river diagram

Moderator [READ]: We want to better understand how people get information about things that are important, like health, or things they need, such as services or food or cash assistance. I would like you to think about where you and people in your community typically get information about health, services, and other assistance available to you.

Step 1: Information Needs

Moderator [READ]: This line represents a river that is flowing with information that you need to navigate your current reality. You live at the end of the river, here [point to X or the house that is at the end of the river].

[READ] What are your main concerns today? What information do you need to address those concerns? (For example: business or school closures; how to prevent the spread Ebola; how to treat Ebola; how to get basic needs assistance; employment or livelihoods information; services for women; services for children; etc.)

Write the information needs that they mention on sticky notes of one color (or if you only have sticky notes in one color, use a marker of the same color for all information needs). Once they list 5-8 different types of information, begin to place the sticky notes on the river.

Moderator [READ]: Now, we are going to put your information needs onto the river / line. For each type of information, tell me if it is easy for people to get information about it, or difficult. Let's start with information about how to prevent Ebola **[OR OTHER TYPE OF INFORMATION MENTIONED ABOVE]**. Is it easy to get information about how to prevent EBOLA **[OR OTHER TYPE OF INFORMATION MENTIONED ABOVE]**? [Mention the most common information needs expressed by the group, for example how to prevent EBOLA, access to employment, state of the border, return, etc.]

If yes [READ]: Okay, because it is easy to get information about **[X NEED]**, we will put this type of information at the end of the river.

If no [READ]: Okay, because it is difficult to get information about **[X NEED]**, we will place it toward the source of the river.

Place the sticky notes on the river. Put the types of information that are easier to access on the right side, at the end of the river. Put types of information that are more difficult to access on the left side of the river, before the barrier.

Step 2: Information Sources

Moderator [READ]: Now that we have the river of information that we need, let's think about where that information might come from. From whom / Where do you get about how to prevent EBOLA [OR OTHER TYPE OF INFORMATION MENTIONED ABOVE]?

Write each source of information on sticky notes of a different color. For each source of information that they list, ask:

[READ] When you hear about how to prevent Ebola [OR OTHER TYPE OF INFORMATION MENTIONED ABOVE] from that source, do you believe it? Why, or why not?

If yes [READ]: Okay, because you trust [X SOURCE OF INFORMATION], we will put this source above the river, at the top of the paper.

If no [READ]: Okay, because you do not trust [X SOURCE OF INFORMATION], we will put this source below the river, at the bottom of the paper.

Place the sticky notes on the river. If they trust the information from a source, place it above the river, toward the top of the paper. If they don't trust the information from a source, place it below / under the river, toward the bottom of the paper. Draw an arrow from the source of information to the information need in the river that it links to.

Repeat this step for each type of information need in the river. If information needs have the same source, you can draw a line from the source of information that is already on the diagram, instead of duplicating it. [For example, if they hear about how to prevent Ebola and business closures from the community leader, you could draw a line from the community leader sticky note to each relevant information need in the river.]

Step 3: Information Barriers and Recommendations

Moderator [READ]: Now that we have our flow of information from the source to the river, we want to understand who has difficulty accessing information and why. Think about the information needs that you put at the source of the river before the barrier because they are difficult to get. [Point out the information needs expressed by the group that they had you place at the source of the river / on the left side of the line.]

[READ] What groups of people in your community have a lot of difficulty accessing that information?

PROBE [READ]: Is there a difference for younger or older people? For women and girls or men and boys? For people in urban areas versus people in rural areas? Can people with disabilities access that information?

For each group mentioned [READ]: What factors make it hard for them to access the information?

Write the barriers on a different color sticky note and place them on or below the line, near the “dam”, or the line that is cutting the river in half. For each barrier, also include the specific groups who are most impacted by that barrier.

Moderator [READ]: Now that we have listed the barriers, we also want to know what is working well, or what could help those groups get the information and services that they need. What are your recommendations? What could help to improve access to information or services that are difficult for groups to access?

PROBE [READ]: For [X BARRIER], how might we overcome that barrier? What is the best way to reach [X GROUP] people? What are you missing that could help you get the information / services / assistance you need?

Take notes on the barriers, hard to reach groups, and recommendations for how to reach those groups as the participants discuss. Use probes and examples to ensure understanding and encourage participation but try your best to capture the ideas and words of the participants, rather than giving them your ideas or using your own words.

Moderator [READ]: Now we have finished our flow of information. [SUMMARIZE THE DIAGRAM, CONFIRMING THEIR RESPONSES TO EACH STEP] Is there anything else we should know about how to best reach people in your community to help them?

Exercise 2: Feedback on existing IEC and other materials

Objective:

To test and get feedback on existing or new IEC and other materials and messaging.

Preparation:

Be prepared to show the materials on a projector screen or print them out in advance of the session for the group to observe.

Show or direct participants to one of the information products you have developed.

FILL WITH LINKS TO RELEVANT MATERIALS DEVELOPED FOR YOUR CONTEXT

Prompting questions:

Is there anything that is not clear in this information?

Do you have unanswered questions about this topic?

Can you talk about how this information is relevant or not to your circumstances?

What about the circumstances of other people in your community?

How does reading this make you feel?

Who do you picture when you imagine the person or people who wrote this?

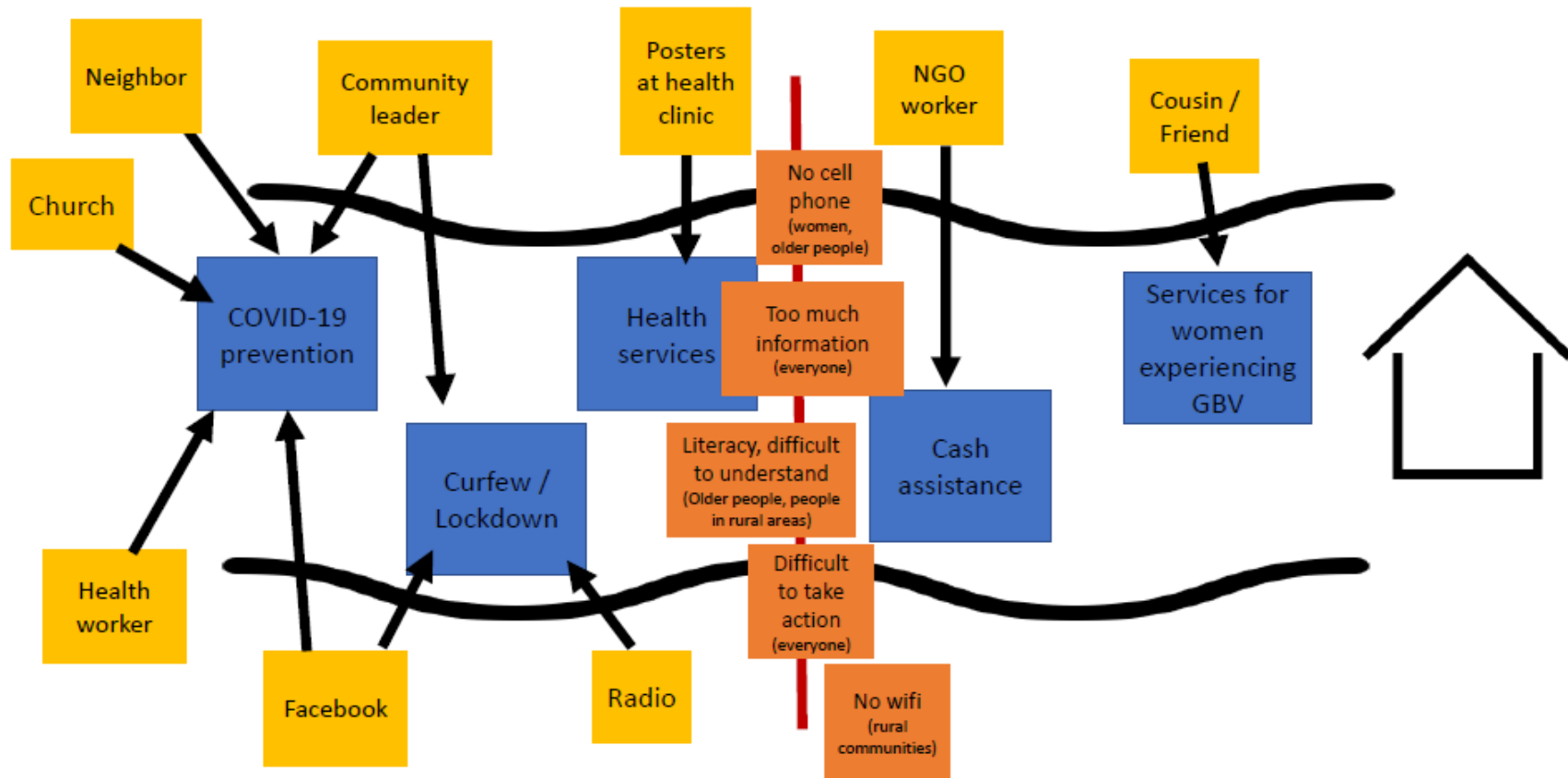
Do you think this information is reliable?

Would you share this information in your Facebook account?

Conclusion

Thank the participants for coming to the session.

Example of Completed River Diagram



FGD Notetaking Template

Focus group number:

Number of participants:

Focus group population:

City/District:

Neighborhood Area:

Date of Activity:

Day:

Month:

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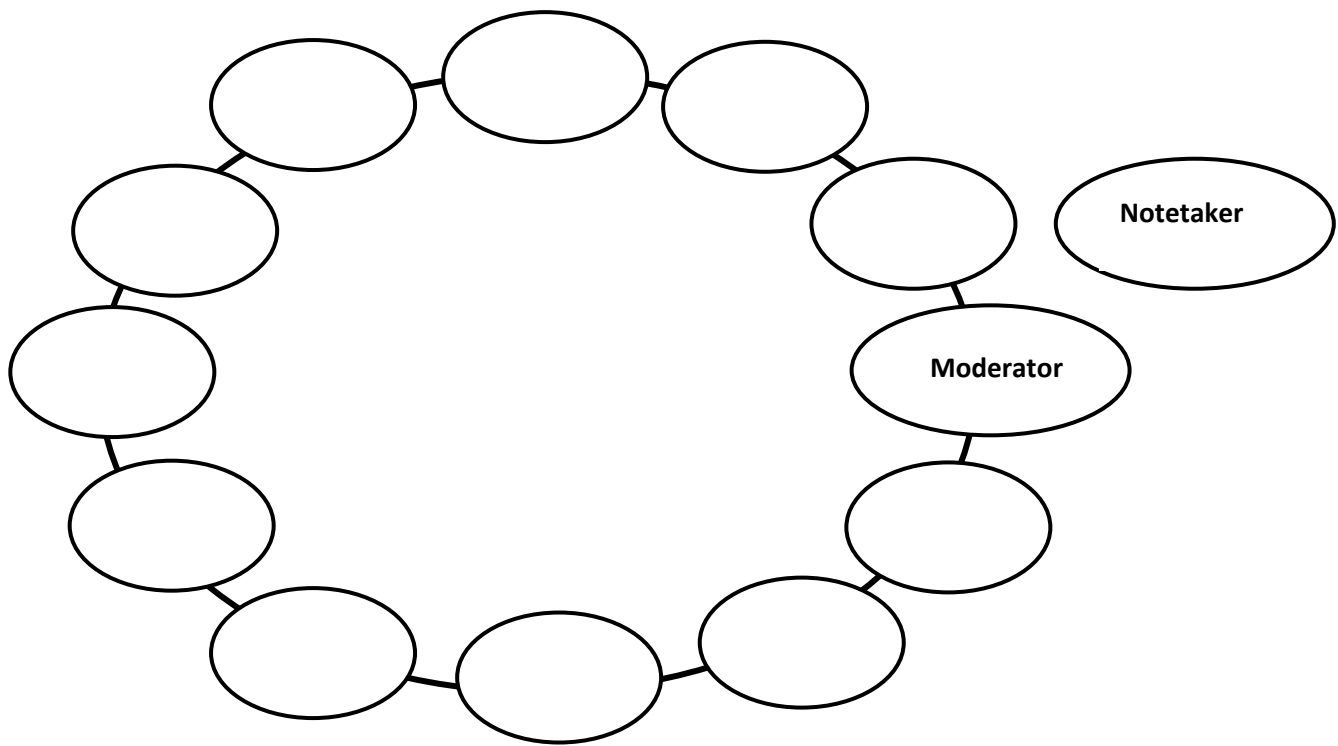
Start Time:

Moderator:

Notetaker:

Participant Information

#	Age	Gender	Agreed to participate	#	Age	Gender	Agreed to participate
1			<input type="checkbox"/> Yes <input type="checkbox"/> No	5			<input type="checkbox"/> Yes <input type="checkbox"/> No
2			<input type="checkbox"/> Yes <input type="checkbox"/> No	6			<input type="checkbox"/> Yes <input type="checkbox"/> No
3			<input type="checkbox"/> Yes <input type="checkbox"/> No	7			<input type="checkbox"/> Yes <input type="checkbox"/> No
4			<input type="checkbox"/> Yes <input type="checkbox"/> No	8			<input type="checkbox"/> Yes <input type="checkbox"/> No



Environment and Group Dynamic

1. Describe the dynamic of the focus group. Were participants comfortable, nervous, talkative, reticent, etc.?
2. Describe the conditions of the focus group discussion. Was the discussion held in a private space? Was the discussion interrupted? Etc.
3. What questions do you have remaining after the focus group?