

# Ar-Raqqa ABA, Needs Assessment

## FGD Question Route

February 2019

Metadata

Facilitator:		Date	
Scribe:		Time start: Time end:	-

### Facilitator and scribe instructions (see Powerpoint training presentation for more details)

The facilitator should lead the discussion, engaging the participants and probing where necessary. This facilitator should ask the main questions **in bold** and use the probing questions below them to guide the conversation and attain more detailed information.

This facilitator should also **actively record on the map locations of facilities and services that participants identify**. When drawing on the maps, please draw all boundaries clearly to ensure other REACH staff can easily understand the information. Circle or mark facilities or infrastructure points and clearly write concise labels that describe them. Please use a separate copy of the map for each sector discussed (neighbourhood orientation, health, education, etc).

The scribe should take detailed notes of the conversation, writing down as much as information as possible. The scribe should make note of each question number throughout the conversation. The scribe should also assign each participant with a number at the start of the discussion and write this number depending on who makes each point (write "all" if all participants agree on a certain point). Please also take notes of disagreements and non-verbal clues – if a participant seems very confident about something, or unsure about something, make sure this is recorded. Last, politely ask participants to repeat/clarify anything that is missed/unclear.

### Introduction (5 minutes)

- Hello and thank you for volunteering to take part in this assessment. You have been asked to participate in this focus group discussion in order to gain your point of view and knowledge about the situation in this neighbourhood of ar-Raqqa city. We appreciate your time.
- We are conducting these discussions to find out more about humanitarian conditions and services in this neighbourhood, to assist humanitarian actors with planning and response. **Please note that REACH does not provide any humanitarian assistance or services. This assessment does not directly link to any assistance programme and your answers will not directly affect the likelihood of you or your community receiving any form of assistance from other organizations.**
- I would like to assure you that the discussion will be anonymous. If there are any questions that you do not wish to answer or participate in, you do not have to do so; however please try to be as involved as possible.

### Ground rules (2 minutes)

We would like you to all be comfortable in expressing your view of the situation and therefore we have some general guidelines of how we should approach the discussion:

1. Only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
2. You do not have to speak in any particular order.
3. When you have something to say, please do so. There are many people in the group and it is important to obtain the views of everyone.
4. You do not have to agree with the views of other people in the group, and you may say this.

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### Orientation and neighbourhood characteristics (10 minutes)

- **Facilitator instructions:** To begin the discussion, show the neighbourhood-level map to participants. Orient them to where major landmarks are on the map, including main roads, traffic circles, and mosques. If you are physically in the neighbourhood, show participants your current location on the map.

#### 1. Identify the residential areas of the neighbourhood on the map and highlight which areas are currently occupied.

Probes	Facilitator instructions / Training
Which areas are still unoccupied? Why are these areas not occupied?	Please indicate these unoccupied areas on the neighbourhood-level map. Draw boundaries around the unoccupied sections of the residential area in <u>red pen</u> .
Indicate any areas in the neighbourhood which are currently inaccessible / not commonly accessed, and explain barriers to access. Focus on identifying in particular, areas perceived to be contaminated, areas with severe road blockages, and encourage participants to explain any other specific access challenges.	Draw boundaries around areas identified in <u>black pen</u> and clearly annotate each area with the barriers to access. Also make sure to clarify what level of access there is in the neighbourhood, e.g. whether inaccessible by foot, small vehicles, large vehicles.

#### 2. Identify any areas of the neighbourhood where buildings are serving as informal or collective shelters, and give details on each.

- **Facilitator instructions:** Define the meaning of informal and collective shelters for participants: These are buildings or structures that are not formal shelters but where displaced persons or households are residing because of ease of access or low cost. These structures are sometimes unsafe. These can include tents, schools, unfinished buildings, warehouses, or abandoned buildings.

Probes	Facilitator instructions / Training
Where are the buildings that serve as informal or collective shelters located in this neighbourhood?	Please indicate these buildings on the neighbourhood-level map. Draw an X in <u>red pen</u> where each building is located.
What was the previous purpose of the building?	This may be school, warehouse, unfinished building, etc
How many people are living in each location identified?	Please make sure participants clarify whether they are estimating the number of households or the number of individuals.
For what reasons are they seeking shelter here (e.g. waiting to repair house in this neighbourhood, waiting to return to other neighbourhood, home destroyed etc.)?	

### Health (20 minutes)

#### 3. Where do people living in the neighbourhood go to access health services (including both within and outside the neighbourhood)?

Probes	Facilitator instructions / Training
Where are the health facilities in this neighbourhood that residents use (including hospitals, private clinics, pharmacies, and other primary health care facilities)?	Please mark the facilities that participants identify on the neighbourhood-level map and note the type of facility.

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For the facilities marked on the map which are not identified, why are people not using these health facilities?	<i>Please ask this about health facilities on the map that participants did not mention as used facilities. Try to find out what reasons people are not using them. E.g. are there facilities in other neighbourhoods that people use? Are the roads to the facilities in this neighbourhood dangerous?</i>
Identify any areas of the neighbourhood where access to healthcare is particularly challenging and explain why.	<i>Please indicate these areas on the neighbourhood-level map. Ask why these areas have greater difficulty than others.</i>
Are there health facilities in other neighbourhoods / outside of the city which people are going to access health services? What is the location of this facility? What kind of facility is it and why do you have to travel for it? Are there any challenges to accessing these locations / are certain groups prevented from accessing them?	<i>Please try to find out what kind of facilities these are if possible e.g. hospitals, primary health care facilities, private clinics, or clinics ran by NGOs.</i>

### 4. Are the health services provided by facilities within the neighbourhood sufficient to meet residents' needs?

Probes	Facilitator instructions / Training
What are the main issues or problems with the health facilities in this neighbourhood?	<i>Ask about the negative aspects of health facilities and services in the neighbourhood (e.g. there are too few doctors, there is not enough medicine, the facilities are crowded etc). Allow the participants to first identify the problems themselves before suggesting what they could be.</i>
What are the main barriers to accessing healthcare?	<i>Ask about what is preventing people from accessing the healthcare they need. (e.g. distance to facilities, quality of healthcare is low, cost of healthcare is too high). If respondents mention cost of healthcare, ask them to elaborate on why and what kind of facilities this relates to.</i>
Identify any groups of people who have particular difficulty getting the treatment they need and explain why.	<i>Ask if particular categories of people have greater difficulty than others in receiving specialized healthcare for their needs, such as the elderly, the disabled, or pregnant women.</i>
What steps do you believe need to be taken to improve healthcare in this neighbourhood?	<i>Ask the participants for their own thoughts on how healthcare could be improved.</i>

### Protection (10 minutes)

### 5. Are you able to move freely around in the neighbourhood without feeling unsafe? What about within the city?

Probes	Facilitator instructions / Training
What are the specific reasons for restricted movement in your neighbourhood?	<i>Ask about any feelings of being unsafe or risk involved in moving around in their neighbourhood, or other neighbourhoods. This could be issues such as discrimination, harassment in the street, criminal and violent activities, and so on. Please have participants indicate where on a map these areas are.</i>

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	<b>FOR FEMALE FGDs ONLY:</b> Please very carefully ask whether there are any specific areas <u>or situations</u> where participants would feel particularly at risk as women. These may include certain geographic areas in the neighbourhood such as public spaces, work place, and if the group seems comfortable talking about it, if this also includes inside their homes. Then ask for what reasons they feel at risk as women.
What are the main consequences in your daily life this lack of freedom of movement implies?	

### Nutrition (5 minutes)

**6. FEMALE FGD ONLY:** Do you know of any families in this neighbourhood that have identified any problems in feeding children aged up to 2 years old since returning to the city?

Probes	Facilitator instructions / Training
What have been the main problems? Why are these problems faced?	Ask about breastfed vs. non-breastfed children. Examples of problems could include mothers complaining about not having enough breast milk, lack of appetite of children, hygiene conditions etc.). Allow participants to first identify the problems before suggesting answers.

**7. Where do people living in this neighbourhood go to access nutrition assistance?**

Probes	Facilitator instructions / Training
Where are the facilities in this neighbourhood that residents use (including hospitals, private clinics, and general clinics)?	Please mark the facilities that participants identify on the neighbourhood-level map and note the type of facility.
For the facilities identified, what type of assistance is provided? By who? And how often?	Examples include high energy biscuits, Micronutrient powder, Micronutrient tablets

### Education (15 minutes)

**8. Where do people living in the neighbourhood go to access education services such as primary and secondary education (including both within and outside the neighbourhood)?**

Probes	Facilitator instructions / Training
Which education facilities in this neighbourhood are children currently attending (including formal and informal schools or education)?	Please mark the facilities that participants identify on the neighbourhood-level map and note the type of facility.
For the facilities marked on the map which are not identified, why are children not attending these education facilities?	Please ask this about education facilities on the map that participants did not mention as used facilities. Try to find out what reasons people are not using them (e.g. are there schools in other neighbourhoods that people use? Are the roads to the education facilities in this neighbourhood dangerous?)

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Identify particular groups of children that have greater difficulty accessing education and explain why.	<i>Groups that have greater difficulty may include children living in areas without easy access to facilities or children with a certain level of income, IDP children, or from certain ethnic groups, for example.</i>
Are there education facilities in other neighbourhoods / outside of the city which people are going to access education services? Where are these locations and what kind of facilities are they? Are there any challenges to accessing these locations / are certain groups prevented from accessing them?	

### 9. Are the education services within the neighbourhood sufficient to meet people's needs?

Probes	Facilitator instructions / Training
Are services available for all levels of education?	<i>Are there particular age groups of children who do not have education facilities in the neighbourhood?</i>
What are the main issues or problems with the education facilities that serve this neighbourhood?	<i>These problems might include destroyed buildings, overcrowding, or a lack of teachers. Allow the participants to first identify the problems themselves before suggesting what the problems could be.</i>
What steps do you believe need to be taken to improve access to education in this neighbourhood?	<i>Ask the participants for their own thoughts on how access to education could be improved.</i>

### Markets (Food and NFIs) (15 minutes)

### 10. Where do people living in the neighbourhood go to purchase core food and core non-food items (including both within and outside the neighbourhood)?

- **Facilitator instructions:** Please first define core food and core non-food items for participants. Core food items include bread, rice, flour, lentils, cooking oil, sugar, meat, chicken, tomatoes, cucumbers and onions. Core non-food items include mattresses/sleeping mats, cooking utensils, cooking fuel, water containers, torches, solar lamps, clothing, shoes, batteries, heating fuel, winter blankets, diapers, sanitary pads, and soap.
- Please note that questions on bakeries follow this section, and you will therefore not need to focus extensively on bread when asking about core food items.

Probes	Facilitator instructions / Training
Where are the markets, small stores, or vendors that sell core food and non-food items in the neighbourhood located?	<i>Please mark the locations of vendors that participants identify on the neighbourhood-level map.</i>
Identify any groups of people who find it particularly hard to access core <b>food</b> items and explain why.	<i>This question is only focused on core <b>food</b> items. Find out more about categories of vulnerable individuals who may not be able to access core food item (e.g. pregnant or new mothers, the disabled, the elderly).</i>

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Are residents regularly purchasing any items from vendors or markets outside of this neighbourhood? If so, where? What items are they seeking?	<i>Please ask participants to be specific as they describe the items that people seek (e.g. if a participant says “vegetables,” ask which types). Note that the question is about items that are purchased regularly outside the neighbourhood, not once or twice.</i>
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### 11. Are the core food and non-food items available within the neighbourhood sufficient to meet people’s needs?

Probes	Facilitator instructions / Training
What are the main barriers that prevent residents from purchasing these core food and non-food items? Are there any items in particular that people living in this neighbourhood face difficulties in accessing? If so, what?	<i>Ask about the challenges that people face in buying core food and non-food items (e.g. the prices are too high, there is limited supply, the quality is poor, etc). Allow the participants to first identify the barriers themselves before suggesting what they could be.</i>
Identify any areas of the neighbourhood where finding food and non-food items is particularly challenging and explain why.	<i>Please indicate these areas on the neighbourhood-level map. Draw boundaries around them in red pen and label “poor markets.” Ask why these areas have greater difficulty than others.</i>

### Bakeries (10 minutes)

### 12. Which bakeries do people living here purchase bread from (including both within and outside the neighbourhood)?

Probes	Facilitator instructions / Training
Where are the bakeries that people use located?	<i>Please indicate the bakeries’ locations on the neighbourhood-level map. If people are purchasing bread from outside the neighbourhood, please indicate which other neighbourhoods.</i>
For the facilities marked on the map which are not identified, why are people not purchasing bread from these bakeries?	<i>Please ask this about bakeries on the map that participants did not mention. Try to find out what reasons people are not using them (e.g. Are their prices too high? Are the roads to these bakeries dangerous?). Allow the participants to first identify the reasons themselves before suggesting what they could be.</i>
Are people accessing bread from other sources aside from bakeries? If so, where?	<i>If people are accessing bread from other places aside from bakeries, please indicate these locations on the neighbourhood-level map and note the type of place, if possible. Include the label “bread source” for each of these locations.</i>

### 13. Is the bread available within the neighbourhood sufficient to meet people’s needs?

Probes	Facilitator instructions / Training
What are the main barriers that prevent residents from having enough bread?	<i>Ask about the challenges that people face in having sufficient bread (e.g. the prices are too high, there is limited supply, the</i>



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	<i>quality is poor, etc). Allow the participants to first identify the reasons themselves before suggesting what they could be.</i>
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### Livelihoods (15 minutes)

#### 14. What are the primary challenges faced by people when maintaining their livelihoods in this neighbourhood?

Probes	Facilitator instructions / Training
What percentage of households in this neighbourhood do you estimate have regular jobs as sources of income?	<i>Regular jobs as income sources may, for example, be any form of employment by any household member, including children, pension, business, day labour, etc.</i>
Approximately what percentage of households in this neighbourhood rely on additional sources of income to cover their basic needs?	<i>Additional sources of income may be remittances from abroad, accumulating debt, seeking assistance from the local community or religious institutions, or assistance from humanitarian organisations.</i>
Are the various income sources for households in this neighbourhood sufficient to cover their basic needs such as rent, utilities, food, clothing, and healthcare? If not, how do households deal with not having enough income to cover these basic needs?	<i>Please ask if households are employing coping strategies to deal with their inability to cover basic needs. E.g. Skipping meals, reducing meal sizes, selling assets, having children under 18 working etc.</i>

#### 15. In what ways have people's ability to cover basic needs in this neighbourhood changed over the last six months?

Probes	Facilitator instructions / Training
Has access to an income (or humanitarian assistance) improved or gotten worse?	<i>Ask if it was more or less difficult to cover basic needs through income sources or additional sources 6 months ago, and how this may have changed up till today.</i>

#### 16. Have there been any food or cash distributions in this neighbourhood during the past 30 days?

Probes	Facilitator instructions / Training
If yes, what kinds of distributions (food, cash or NFIs) took place and how many households were beneficiaries of these distributions?	<i>If participants have benefited from distributions in adjacent neighbourhoods, please include this as well as part of the discussion.</i>
Which organisation(s) was/were responsible for the distribution(s)? How effective were the food/cash distribution in helping households meet their basic needs?	<i>Ask about to what extent the distribution was sufficient to cover basic needs for households, as well as for how long the food/cash received lasted for households.</i>

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To what extent are households in this neighbourhood dependent on receiving regular food or cash distributions?	<i>Dependent means whether people are relying on regular humanitarian distributions to cover their basic daily needs.</i>

### WASH (20 minutes)

**17. How do people living in the neighbourhood currently access water for household consumption (including from sources both within and outside of the neighbourhood)?**

Probes	Facilitator instructions / Training
Where are the water infrastructure points and facilities that provide water to people in this neighbourhood?	<i>Water infrastructure facilities include water towers and pumping stations. Please indicate these points on the map and note the type of facility.</i>
Please provide details about each water infrastructure point or facility you have identified.	<i>Get specific information on each point. Find out who operates the facility, how is the quality of the water, does it produce enough water for residents, is it suitable for drinking, etc.</i>
For the facilities marked on the map which are not identified, why are these infrastructure points not providing water?	<i>Please ask this about water infrastructure points and facilities on the map that participants did not mention as water sources. Try to find out what reasons these points are not providing water.</i>
Are there water facilities/infrastructure points in other neighbourhoods / outside of the city which people are going to access water? Where are these locations? What kind of water facility/infrastructure is this? Are there any challenges to accessing these locations / are certain groups prevented from accessing them?	<i>Ask for specific information on which type of infrastructure point or facility people are accessing outside of the neighbourhood. (e.g. Is it a water tank, or pumping station?)</i>

**18. Is the water from the network within the neighbourhood sufficient to meet people's needs?**

Probes	Facilitator instructions / Training
What are the main issues or problems with the water network serving this neighbourhood?	<i>Ask about the challenges that people face in accessing water (e.g. the price of trucked water is high, the quality is poor, etc). Allow the participants to first identify the barriers themselves before suggesting what they could be. Please ask for as many details as possible.</i>
Identify any areas of the neighbourhood that have more limited water than other areas and explain why.	<i>Please indicate these areas on the neighbourhood-level map. Draw boundaries around them in <u>red pen</u> and label them as</i>



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	<i>"limited water." Ask why these areas have greater difficulty than others.</i>
Identify any groups of people who find it particularly hard to get water and explain why.	<i>Ask if particular categories of people have greater difficulty than others, such as the elderly, the disabled, or pregnant women.</i>
What steps do you believe need to be taken to improve the availability of water in this neighbourhood?	<i>Ask the participants for their own thoughts on what changes are needed to improve access to water.</i>

### 19. What is the quality of water in this neighbourhood?

Probes	Facilitator instructions / Training
Does the water smell? Is it discoloured?	Please indicate what water source these potential problems regard, e.g. water from water trucking, water from the main network
Do you know whether the water is being chlorinated before consumption or transport? By whom?	Ask for specific information regarding the treatment of water before consumption.
Are people experiencing any health issues following consumption of water in this neighbourhood?	<i>Ask for specific information regarding any type of health issues that they think are emerging from consuming contaminated water. Such as diarrhea outbreaks, e. coli, skin diseases.</i>

### 20. How do people dispose of their garbage in the neighbourhood?

Probes	Facilitator instructions / Training
Is there garbage collection? If so, who is collecting the garbage and how often are they doing so?	
How else are residents disposing of garbage?	<i>Find out other ways people in the neighbourhood are getting rid of garbage. This might include burning garbage, throwing it in the street, or organizing their own collection process. Allow the participants to first identify the barriers themselves before suggesting what they could be.</i>

### 21. Are these methods of garbage disposal effective, and why / why not?

Probes	Facilitator instructions / Training
Have there been serious sanitation issues in the past two weeks, such as waste in the streets or rats? If so, why?	<i>If possible, find out the areas of the neighbourhood where there are serious sanitation issues, and indicate them on the neighbourhood-level map.</i>
What steps do you believe need to be taken to improve garbage disposal in the neighbourhood?	<i>Ask the participants for their own thoughts on what changes are needed to improve garbage disposal.</i>

## Electricity (15 minutes)

### 22. How are people accessing electricity in the neighbourhood (including from sources both within and outside the neighbourhood)?

Probes	Facilitator instructions / Training
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Where are the <u>primary</u> electrical infrastructure points or facilities (such as community generators or transformers) that provide electricity to people in the neighbourhood?	<i>Please indicate these locations on the neighbourhood-level map.</i>
Are there any groups of people who find it particularly hard to access electricity? If so, why?	<i>Ask if particular categories of people have greater difficulty than others in having access to electricity, such as the elderly, the disabled, or pregnant women.</i>
Are people using other methods to power their homes (such as private generators)?	

### 23. Is there sufficient electricity to meet people's needs?

<b>Probes</b>	<b>Facilitator instructions / Training</b>
What are the main issues or problems with the electrical network in this neighbourhood?	<i>Ask about the issues with the electrical network (e.g. only operating for limited number of hours, power surges etc). Allow the participants to first identify the problems themselves before suggesting what they could be.</i>
Are there areas of the neighbourhood that have more limited electricity than other areas? If so, where, and why?	<i>Please indicate these areas on the neighbourhood-level map. Draw boundaries around these areas in red pen and label as "limited electricity." Ask why these areas have greater difficulty than others.</i>
What steps do you believe need to be taken to improve access to electricity in this neighbourhood?	<i>Ask the participants for their own thoughts on what changes are needed to improve access to electricity.</i>