

FOREWORD

Dear Focus Group Discussion facilitator and note taker

You have been selected to participate as a facilitator and/or note taker in the profiling exercise of refugee situations in Delhi.

The success of this exercise depends on the quality of your work and your dedication in the field.

This Manual is your guide and contains the following: a **general introduction** to the profiling exercise; an explanation of the **methodology** for the focus group discussions (FGDs); and your **roles and responsibilities** in the field.

Kindly, follow the instructions given in this Manual and by your coordinator during the training and in the field.

Good luck!

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I. INTRODUCTION TO THE PROFILING EXERCISE

The urban profiling of refugee situations aims at providing a comparative analysis of refugees vis-à-vis other populations residing in the same locations (e.g. local Indians and economic migrants). This is because urban refugees most often face similar problems as other urban poor, and a comparison can provide better insights to the particular vulnerabilities and capacities of refugees.

The household survey has covered the following three refugee groups in Delhi: the Chin from Myanmar, the Muslim Afghans as well as the Somalis.

Specifically, the aim of the profiling is to obtain information on household characteristics; employment situation; education; and local integration.

The methodology for the urban refugee profiling in Delhi is made up of a sample based household survey, as well as focus group discussions and individual interviews.

The profiling exercises will be finalized with a profiling report which will include recommendations to the agencies working with refugees on operational and policy aspects.

II. METHODOLOGY FOR FOCUS GROUP DISCUSSIONS

Definition of FGDs:

Focus Group Discussions (FGDs) are defined as semi structured group discussions, which produce information about the community.

FGDs provide information on a group/community level. Perspectives of individuals or households are not part of the focus. The strength of an FGD is the forum it creates for discussion between participants, thus giving rise to new ideas and explanations, which would not have come up during an individual or a household interview.

Specific objectives of the FGDs:

The focus groups discussions will take place after the survey is done. FGDs have the following two purposes:

- **To address issues that came up from the household survey.**
- **To provide in depth information on community perceptions** and practices relating to some of the primary profiling objectives; such as livelihoods, education, local integration and future plans.

[For more details see the FGD question guide]

Types and number of FGDs:

- Different groups will be formed for men and women, for different age groups (specifically, youth and adults), and for different populations (specifically, Burmese, Afghans and Somalis). The minimum number of FGDs per target population will be two (one male group, one female).

Selection of participants:

Selecting FGD participants will be done via a combination of various channels, such as:

- Via lists of households, who were interviewed during the survey, and who expressed willingness to participate in FGDs later on
- Via UNHCR's implementing partners; this could be by addressing the youth clubs, project participants, such as women's protection group, and assistance recipients in general
- Via refugee community groups, such as religious networks, refugee community schools, etc.

Location of FGDs:

The FGDs will need to be arranged in locations, which are **close to the each targeted refugee community**, which are perceived as **safe spaces** and which provide the **space for interaction**. Some location could be:

- A room in the buildings of UNHCR's implementing partners; such buildings/community centres are located in all main refugee communities. (NB: this could potentially prohibit refugees, who are not receiving assistance or who are not familiar with the implementing partner, to approach).
- Local community spaces.

III. OPERATIONAL STEPS FOR ORGANIZING & CONDUCTING FGDs

Below you will find a step by step outline of what is needed in the field, when setting up and facilitating the focus group discussion, as well as the follow up needed subsequently:

BEFORE THE FGD:

1. **Plan the logistical arrangements** of each FGD:
 - Identify and book if needed location for the FGD;
 - Invite the participants of the FGD, by providing date, time and location as well as explanation of what they are invited to participate in;

- Ensure that some refreshments and snacks are purchased and available at the location;
 - Ensure any material needed, such as printed materials, facilitation material- flipcharts, color markers etc.
2. Ensure that any relevant local authorities (such as community leaders) are informed of the FGD.

DURING THE FGD:

1. Upon arrival to the location, you need to **organize the final composition of the FGD**; no more than 10 (max 15) persons should be attending. Most important is that the size of the group allows for active participation by all.
2. The facilitator steers the discussion while the note taker takes notes and documents what is said (for details on how see chapter V).

AFTER THE FGD:

1. **Debrief** with your team, after each completed FGD:
 - Check if the understanding of what was said is shared between facilitator and note taker;
 - Review the effectiveness of the questions and propose, if needed, alterations to the Coordinator;
 - Discuss and note if unexpected topics or situations came up and report this to the Coordinator.
2. The **note taker and the facilitator edit** the notes and ensure they consist of full understandable sentences, so that someone, who was not present at the discussion, would still understand what was said.
3. The note taker and the facilitator **translate the notes and insert them in an electronic form**.
4. Subsequently, the note taker and facilitator organize the notes from each FGD into a **Reporting Form**.
5. The two electronic files: (i) the electronic version of the notes, and (ii) the reporting form, is **shared** with the coordinator.

IV. ETHICAL CONSIDERATIONS

Sensitive data:

Sensitive topics may often arise during FGDs, which otherwise would not be openly talked about. The fact that focus group participants share such information places a great responsibility on the facilitator. The responsibility of protecting the informants is much more important than getting information.

- ✓ *Therefore: If a topic is judged to be too sensitive and could create problems with the community upon sharing it openly, it should be avoided; even if this means fewer data.*

Confidentiality:

The FGD participants are always offered anonymity and confidentiality.

- ✓ *Therefore the facilitator and note takers should not share any parts of the group discussion with others afterwards.*

V. TIPS FOR THE FACILITATOR

Below you find some tips for the facilitator:

- ✓ **Be neutral:** do not show your own opinions and do not correct the informants, as there are no right or wrong answers. Even if someone says something which you know is wrong, leave it up to the group to correct, if they want.
- ✓ **Be patient:** do not finish people's sentences and do not interrupt. Leave as much silence and pause as is needed for the group to think.
- ✓ **Do not guess:** ask for clarifications whenever needed, do not guess what was said if you are not sure.
- ✓ **Clarify terminology:** make sure that all participants have a common understanding of any words or phrases used.
- ✓ **Ask further/explore:** when necessary, ask participants to elaborate and encourage views by more people (e.g. could you better explain in more detail? Can you give us an example? Anyone sees things differently? Does anyone have a different experience to share?)
- ✓ **Ensure participation:** try to include all participants in the discussion, e.g. direct questions to individuals, who are not talking, and stir away from others, who are too talkative, by involving the whole group again.

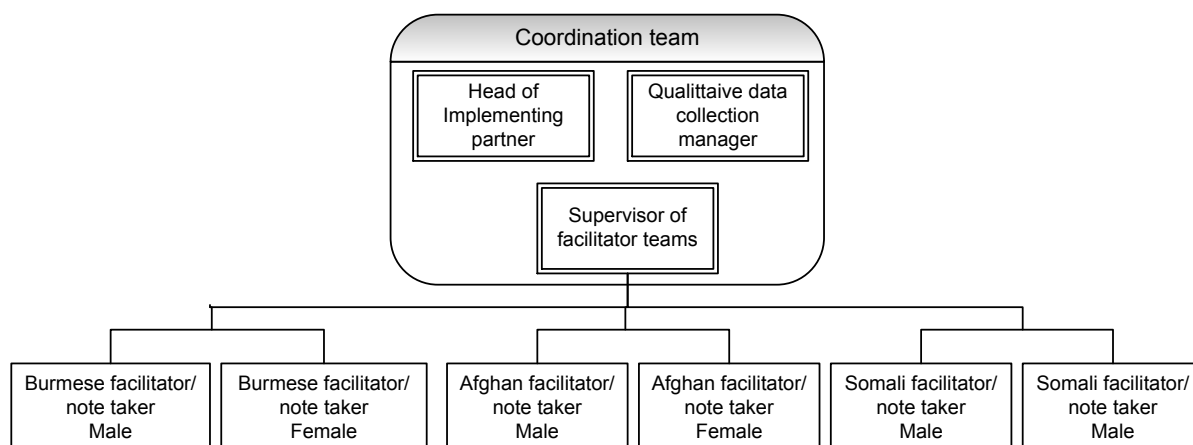
- ✓ **Do no harm:** keep in mind ethical consideration when bringing up sensitive topics. If a discussion is judged to be hurtful for some or will create problems after the FGD is finished, avoid the issue.
- ✓ **Be flexible:** follow the discussion and adjust the questions; do not feel restricted by the question guide. You are, however, responsible for keeping the time and ensuring that the discussion does not derail but that the most important topics are covered.
- ✓ **Coordinate yourself with the note taker:** make sure the pace of the discussion is aligned with the note taker; the discussion is not worth much if not documented properly.
- ✓ **Take few notes:** in order to organize your thoughts while listening, take some notes to remind yourself of issues to get back to, to organize the sequence of topics and in general to guide the discussion.

VI. TIPS FOR THE NOTE TAKER

The note taker of the FGDs captures and documents all the data. The quality of the notes determines the quality of the collected data. Some tips for note taking:

- ✓ Always note who is participating in the FGD by filling out the **composition overview**. Note if some persons never contributed or if some dominated the discussion.
- ✓ You can note the general features of a discussion summarizing the views shared in the community. Do write **full sentences** and not just key words, as they will be difficult to contextualize and interpret later on.
- ✓ You can document individual **quotes**, always adding some comments on the source.
- ✓ If more lines of discussion are going on, try to follow one, so as not to have incomplete notes on many discussion lines.
- ✓ **Do intervene** and coordinate with the facilitator, if the pace is too fast, if too many discussions have come up, or if something is unclear.
- ✓ **Elaborate on the notes as fast as possible** after the end of the FGD, to make sure that all is captured, before the details are forgotten. This will ensure that the notes are clear and can be understood by someone who was not present.
- ✓ Take **notes in the language spoken** during the FGD, to make sure you capture what is said in the most direct and accurate way. Translation should take place later on.
- ✓ **Check the data:** check the notes with the facilitator to see if your understanding of what was said in the FGD is similar to the facilitator's. Edit the data together with the facilitator to make sure that you benefit for the memories of both of you.

VII. ORGANIZATIONAL FRAMEWORK



A team of minimum two persons is needed per FGD:

- **An FGD facilitator**, who is responsible for introducing the FGD to all participants, guiding the discussions, facilitating participation, ensuring that the most important topics are covered considering the time available, and finally closing the discussion.
- **A note taker**, who is responsible for taking notes on the discussion. Later, the note taker will be responsible for elaborating on the notes and turning them into an electronic version together with the facilitator.

The FGD facilitator and the note taker can share the responsibilities for composing the focus group; identifying a location; and finally for ensuring that the necessary materials are available (e.g. flip charts, markers etc.).

The FGD facilitator and note taker report to the Coordination team overseeing the data collection; the specific coordination team member allocated to each facilitation team will be decided during the training.

VIII. LOGISTICS

Each facilitation team will be responsible for their transport and food during the day.

The Table below indicates the items that each team will need to bring to the field [to be finalized during the training]:

Title	Quantity	Observations
Batch of information leaflets	20	
Notebooks	2	One for each facilitator/note taker
Manuals for FGDs	2	One for each facilitator/note taker
Question guides	2	One for each facilitator/note taker
Carton papers for drawing	50	For participants to draw
Packages with colored markers for drawing	3 packs	For the subgroups in the FGD who will be drawing
Refreshments and snacks		For the amount of participants

Etc.		

A. ANNEXES

- **'Storyboard' technique'' methodology**
- **Interpretation guidance** [relevant for those who will be interpreting during individual interviews and during the whisper-translation of the FGDs]
- **FGD Question Guide**
- **FGD Summary Report Form**

'STORYBOARD' TECHNIQUE'

Following are some instructions and guidelines for using the “story board” technique in a focus group discussion. The aim of this technique is to use drawings as a way for participants to identify problems, analyze them and finally suggest some solutions.

You need to ensure you have the needed materials with you: carton papers in A3 or A4 size; colored thin markers and stickers to put drawings on the wall. Then follow the below steps:

1. **Explain to the participants the aim of the activity:** *“We want to understand your daily lives better and therefore we would like to ask you to make some drawings in groups and then present them to each other and to us”*
2. *“We will split you up in small groups and ask you to draw a situation that shows a problem which your community phases”;*
3. *“It is not important at all to make a nice drawing; this is **not** a drawing competition! It is the story you tell with your drawing that is important and not the drawing in itself!” [The facilitator makes a quick drawings as well on the flip chart, maybe just of a person, to show that neither s/he is perfect at drawing; the aim is to make participants comfortable]*
4. *“We will now divide the group into smaller groups of 4 – 5 persons. In those groups you will work together on the drawing and the stories”.*
5. *“We ask you to make 5 drawing in total with following titles”:*
 - **Illustrate a problem in your community, related to one of the two topics:**
 - i. A problem in relation to ensuring the daily getting by of the household or
 - ii. A problem in relation to your daily life in the neighborhood and the relations to the neighbors.

The story you share may be an own story, a friend's, a family members, or someone you know. You should tell us whose the story is, we are only here to discuss the actually story.

- **What is the effect/consequence of this problem you chose?**
- **What was done in the community to address this problem?**
- **What would you do to address this issue, if you were in the shoes of the authorities or a humanitarian organization?**
- **What do you think your own community can do to resolve this problem?**

6. **Write the 5 titles clearly on 5 different papers and hang on the wall**, so they are visible to the participants throughout the focus group. Explains the titles if anyone is in doubt what is meant.
7. Once you have divided the groups into subgroups and handed out the material, let people talk and draw; **keep in the background and only intervene if participants have questions** or are unsure of what they should do. Give the groups one hour to make the 5 drawing.
8. Remind people of the time throughout, without stressing them. If you judge that more time is needed, extend, though making sure that everyone is able to stay longer.
9. Once an hour has passed, ask the groups to set up the 5 drawings on the walls.
10. **Each group then chooses two persons to present the drawings**. You ask them to *“tell us about the situations you have chosen to draw in these 5 papers and then tell us about the discussions that took place in the group when making these drawings”*.
11. Once each presentation is done, let the other groups comment and ask questions. Thank the groups sincerely after each presentation on sharing their stories with the group.
12. The note taker writes down everything that is being explained by the presenters as well as all the comments shared by the rest of the participators. If something is unclear, do ask the facilitator to clarify what was said, to avoid any mistakes in eth note taking.
13. Once the second hour has passed, and everyone has presented their drawing; the session can be concluded. **You thank everyone for their participation**, the stories shared, the drawing and all the valuable information that participants have provided.
14. **Ask for permission to take the drawing with you** and ask if it is ok with the participants if some of the drawings are used in a report later on. Explain that the drawing will be presented anonymously, unless the participants wish to add their names behind the pictures.
15. Pack the drawings carefully in folders and return to coordinator together with the transcribed notes from the whole session.
16. A debrief will be held with the facilitator, the note taker and the coordinator after each session to share impressions and discuss findings.

SOME GUIDELINES FOR INTERPRETATION DURING INTERVIEWS

In order to protect the people we interview (the “informants”) they will be granted full anonymity, unless they express a wish not to be anonymous. This also means that everything an informant says during an interview is to be regarded as confidential, and it is important that you, as interpreter, also fully respect that.

Semi-structured interviews:

The kinds of interviews we will conduct are semi-structured or very loosely structured. This means that some themes are prepared, which the interviewer will touch upon during the interview. The interviewer will, however, not follow an interview guide strictly as it is important to be open to what the informant finds interesting to talk about.

Therefore:

- It is important that you, as far as possible, try to translate everything the informant says during an interview, also when it is not direct answers to a questions. Associations etc., which are not direct answers to questions, are usually very interesting, because they bring up important themes that the interviewer had not thought about before.
- It is important that you try to translate directly, keeping your own interpretations and opinions out of the translation. Of course your interpretations and opinions are very interesting to the interviewer, but they should be kept out of the interview context. If not, it can be very difficult for the interviewer to distinguish between your opinion and the opinion of the informant.

Furthermore:

- If the informant talks for a long time without interruption it is okay to interrupt him/her in order to translate.
- Please translate everything the interviewer says, also when the interviewer does not formulate questions, but just comment on what the informant says.
- Do not ask the informant questions yourself without consulting with the interviewer before. If you ask questions yourself, it can be difficult for the interviewer to know which question the informant is commenting on.
- Sometimes you might feel that the informant does not answer the question which the interviewer has given her/him. Still, you should just translate what the informant says. Do not repeat the question yourself or try to explain it. If the interviewer finds it necessary, s/he will ask you to repeat or explain the question.