

Cash and Voucher Assistance and Child Protection for Adolescents: A Monitoring and Evaluation Toolkit



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION



TOOL 2.2

Story-Based Focus Group Discussion (FGD) with Older Adolescents (15-17) and Caregivers to Identify Benefits and Child Protection and Safeguarding Risks Before Starting Cash and Voucher Assistance



Sweden
Sverige

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Adapted from Alliance for Child Protection in Humanitarian Action [“How cash and voucher assistance can protect children: Focus group discussion/interview tool to identify child protection benefits and risks before starting cash and voucher assistance”](#) which has been adapted from WRC's [Optimizing CVA for Protection from GBV Toolkit](#).

Cover photo: Miguel Angel Arreategui Rodrigue, Save The Children

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Introduction

This focus group discussion (FGD) guide is developed for use by child protection, cash and other sector actors prior to delivering cash and voucher assistance so that they may identify child associated protection benefits and risks - and where there are perceived associated risks, identify mitigation measures. Cash, child protection and other sector actors need to work closely together to accurately assess, address, and monitor benefits and protection concerns.

What is the purpose of this focus group discussion guide?

The FGD guide is for use prior to delivering CVA, during the needs assessment stage. It enables you to consult with older adolescents (15-19 years) and adult caregivers of children and adolescents. It enables you to:

- a. **Identify benefits:** Identify the possible positive protection, education and well-being outcomes for adolescents resulting from the implementation of CVA.
- b. **Identify safeguarding risks:** Identify how CVA may pose safeguarding risks to adolescents. The field of safeguarding in cash and voucher assistance is relatively new and underdeveloped.¹ Child safeguarding risks when using cash and voucher assistance are not necessarily increased or distinct from the safeguarding risks faced when implementing other programme interventions.² However, as with all humanitarian interventions, it is vital that all actors identify the possibility of humanitarian staff, operations, or programmes causing harm; mitigate against this; and rapidly respond when it does occur.
- c. **Perceived child protection risks** associated with the introduction of CVA. CVA may push families and adolescents to choose certain negative coping strategies. CVA should consider the challenges and risks adolescents face, and whether gender / age / status / other personal characteristics may increase those risks.
- d. **Identify possible risk mitigation strategies** to ensure the safe receipt and use of CVA. The information gathered can inform the understanding of child protection, cash and other sector actors; and monitoring, evaluation, accountability and learning teams so they better design programmes that mitigate against child protection and safeguarding risks and maximise benefits.

The focus group discussion stories and questions can be adapted for use during implementation and monitoring phases – that is after CVA has started – due to either (1) A change in context that might alter the risks, or, (2) To gain a deeper understanding of new patterns of risks that are being reported. Using the tool after CVA has started would help you to identify:

- Positive outcomes that have already been achieved in the lives of children;
- Potential safeguarding risks that may occur;
- Negative coping strategies families have employed; and
- Recognise the mitigation strategies communities have already been using.

Use this tool alongside Tool 2.3. Adolescents' Protection and Safeguarding Risks Analysis Tool, which outlines the range of (child protection) and safeguarding risks that may be present throughout all stages of the programming cycle when using CVA, as well as actions that may be used to mitigate against those risks. The tool presented here enables you to identify the specific risks present in your location. Cross referencing the risks identified through analysis of the question responses with the mitigation strategies set out in the above-mentioned documents should enable you to avoid unintentional harm to children.

1. See Section 3. 'Situation and response analysis' in Judith Amar, Hannah Hames, and Nik Clifton, (2019) Child safeguarding for cash and voucher assistance guidance, Save the Children, <https://resourcecentre.savethechildren.net/library/child-safeguarding-cash-and-voucher-assistance-guidance>.

2. See Section 3. 'Situation and response analysis' in Judith Amar, Hannah Hames, and Nik Clifton, (2019) Child safeguarding for cash and voucher assistance guidance, Save the Children, <https://resourcecentre.savethechildren.net/library/child-safeguarding-cash-and-voucher-assistance-guidance>.



Why use stories?

This tool uses stories and qualitative questions to facilitate focus group discussions about (child protection) benefits and risks. Using story may help:

- Respondents to share their fears and the reality of risks in their daily lives without having to share private or personal experiences;
- Respondents to better connect to a topic and / or question;
- Humanitarian actors to gain the perspectives of the adolescents and their parents / caregivers who will be receiving cash and voucher assistance without having to ask probing questions that may cause distress;
- Contextualize the tool.

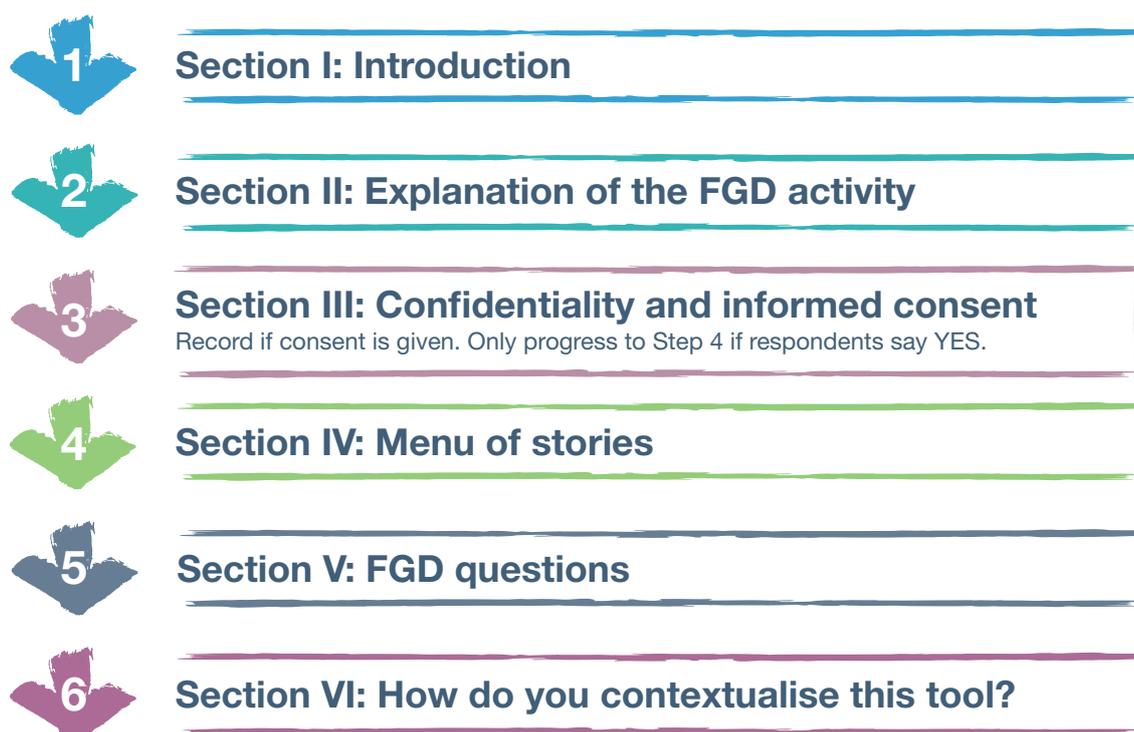
A menu of different stories is presented, and facilitators should choose the story most suited to the context and the respondents. It is possible to develop and use a new, context specific story. Any story used during a group discussion should not be based entirely on one case from the location. It should be a generalised, anonymous example of what can realistically and potentially happen to a child and their family. Individual case history must not be disclosed in an identifiable way.

Who is this focus group discussion tool for?

This tool is for use by cash, child protection, education and other sector actors who are responsible for designing and implementing programmes with and for adolescents and are considering the use of CVA for adolescent well-being outcomes.

How do you use the focus group discussion?

Steps for facilitating a discussion



Focus group discussion script

The following sections outline the script that the FDG facilitator can use to guide the conversation. Instructions to the facilitator are written in ***black italics***. These should not be read out loud. Text that is ***purple***, bold and in italics, and in square brackets, needs to be adapted to the context.

Section



Introduction

[BACK TO STEPS](#)

Read out the following text to introduce the subject of the FGD.

Introduction

- “Hello. I am [***insert name***] and I will be facilitating this [***focus group discussion***] with you today. My colleague [***insert name***] will be taking notes. We represent [***insert name of your agency***]. [***insert name of your agency***] is a humanitarian organisation working in [***insert location***] to provide services to communities affected by crisis.”

Reason for group discussion:

- “Today we are here to understand how we can improve our programmes using cash and voucher assistance [***use local terms or briefly explain what CVA is***]. More specifically, we would like you to help us to understand how cash and voucher assistance can be provided in a safe manner to young people.”
- “I would like to ask you some questions about how cash and voucher assistance could benefit young people and their families, and also what risks there may be.”

Intended outcomes of interview:

- “Your answers will not affect or change the level or frequency of cash and voucher assistance you or anyone else gets in the future. We will only use this information to make sure that the ***WAY*** we give cash and voucher assistance is as safe as possible.”

Rights of respondent:

- “If you do not understand a question, please ask me to explain it. You can skip any and / or all questions or choose to end the discussion at any time.”

Best interests and mandatory reporting (mandatory reporting only if required by law):

- “If you tell me that you know a child has been harmed, I would have to tell [***relevant service provider and / or protection authority***] so we could get help for the child, so we can prevent that action happening again, and so we can hold the potential wrongdoer to account.”

Referral:

- “We are able to help you or a child access support if you raise with us an incident of harm. Ideally we would prefer you come to tell us privately so that the confidentiality of the incident is maintained.”

Option for clarification:

- “Do you have any questions for me or concerns you want

Section



Explanation of the FGD activity

[BACK TO STEPS](#)

Present the following explanation to the participants:

- This discussion should take about 1 to 1.5 hours including a short break.
- I will read a fictional story of something that may happen to a young person in a community like yours. Then I will ask you questions about what could happen and I would like you to discuss this.
- The characters in the story are not real. They are not members of your community. They are examples for discussion. You may know of or have experienced similar situations yourself, as the stories are meant to be realistic.
- You can choose to answer from personal experience, if you like, but you can also tell us about what you see or experience in the community.
- You do not have to answer any question you do not want to.
- You do not have to talk when you do not want to.
- If you feel uncomfortable at any time, please feel free to take a break or step out of the conversation. You can come to me or any other Plan staff member after the discussion if you would like to talk to get support.
- All of you are equally important in this discussion and all your views are equally valued.
- We would like to encourage everyone to share their views if they feel comfortable to do so. This means we would like to ask you all to listen to each other and be respectful when someone is talking. If you disagree with someone's answers or thoughts, please do so in a way that is kind and respectful.

Section



Confidentiality and informed consent

[BACK TO STEPS](#)

Explain confidentiality

- What you will tell today, me will not be shared with anyone in your family or community. Only Plan International staff will have access to this information, but nobody will know that it is you who said it. The data that you provide will be used by us to understand the results of the programme.
- We would like to ask you to not share information about what other people in this group has said.

- Do all of you agree to keep the information shared by others confidential?

Record agreement to the discussion being kept confidential.

• Yes	
• No	

Explain consent

- It is completely your choice to take part in this interview. It is okay if you do not want to participate.
- Your participation and your comments are confidential. That means that I may share details of what you have told me so that we can improve our work, but I will not tell anyone who told me these things. As I am interviewing many people, no one should be able to work out who told me these facts.
- It is important that you feel safe and free to talk.
- You are free to leave now if you do not wish to take part in this interview / discussion.
- Please can you paraphrase and repeat the details above to confirm you have heard and understood the reason for the interview and your rights to confidentiality.

- Are you ok to take part in this discussion / interview?

Record consent to participation:

• Yes	
• No	

If no... note why consent was not secured if respondents voluntarily share their reasons for withholding consent:

- Then say... **“Thank you for your time. Good bye.”**

Explain note taking / recording

If yes...

- We will take notes, but we will not write down names. Is this ok with you?

Record consent for note taking / recording:

	<i>To keeping a written record</i>	<i>To record</i>
Yes		
No		

Section



Menu of stories

[BACK TO STEPS](#)

Read the selected story or stories for the FGD.

Direct Targeting

Story 1: Child headed household

V. is a 17-year-old girl and as the oldest of six siblings is heading the family (she has two brothers and three sisters). Together they left [*insert name of country or place from where people are coming*] several months ago and travelled to [*insert name of place where you are now / or a community that is hosting many displaced people*]. **V.** found has found work helping a wealthy family cleaning and cooking and looking after their children. However, this still does not earn the family enough money to meet the whole family's needs. As a result, **V.** and her siblings have to rely on handouts (such as food, clothes, hygiene materials, fuel, etc.) from other families. Over time, **V.** and her siblings are getting less and less support from their neighbours and other community members. Everyone is struggling to have enough food and to make a stable life for themselves.

V. has been selected to be a cash / voucher recipient.

Story 2: Adolescent mother with disabilities

D. is a 16 years old adolescent girl. **D.** has a hearing impairment / is deaf. **D.**, her husband, and their two-year-old son fled [*insert name of country or place from where people are coming*] and came to [*insert name of place where you are now / or a community that is hosting many displaced people*] 6 months ago. Back home she used to work with her husband on their farm. They no longer have land to farm. **D.** can't find any work because people don't want to take on people with disabilities. She is seen as bad luck in the community. Her husband sells goods in the market. **D.** works around the house cleaning, cooking, and doing laundry. When she goes to fetch water, she feels nervous that strangers might approach her to harass her.

D. has been selected to be a cash / voucher recipient.

Story 3: Unaccompanied boy with his sister

N. is 17 a year old boy who travelled from [*insert name of country or place from where people are coming*] to [*insert Y*] with his younger sister **D.**, age 15. They were separated from their mother along the way to [*insert name of place where you are now / or a community that is hosting many displaced people*]. Each day, they beg for money in the market or do manual labour to afford a bit of food. At night, they stay with host or other [*insert asylum seeking, refugee or displaced*] families who take them in. Sometimes they are all alone and feel afraid because they are so exposed. One of their neighbours told them he knows a safe route to get to [*insert name of another location on the migration route*], where they believe their mother is now, but it will take more money than they have left.

N. has been selected to be a cash / voucher recipient since he is the head of household.

Story 4: Adolescent engaged in sexual exploitation

L. is a 17-year-old girl from [*insert name of country or place from where people are coming*]. She left [*insert name of country or place from where people are coming*] last year right after her husband died. She now lives in [*insert name of place where you are now / or a community that is hosting many displaced people*]. She has two children, ages 4 and 6. She wants her older child to stay in school and needs to afford medicine for her youngest child's health problems. **L.** sells vegetables in the market, but she doesn't earn enough to pay for food and medicine, so she has begun exchanging sex for money that enables her to access necessities. She does this a couple of times a week at night time when her children are sleeping.

L. has been selected to be a cash / voucher recipient.

Story 5: Boy who identifies himself as gay

S. is a 16 year old boy. He came alone from [*insert name of country or place from where people are coming*] to a camp in [*insert name of place where you are now / or a community that is hosting many displaced people*] 1 year ago. He has not had any contact with his family since his parents kicked him out of their home when they found out his sexual orientation (i.e. he is attracted to other men). He is constantly threatened with being beaten up or killed by other young men because they know or suspect he is gay. He lives in fear, and avoids leaving his shelter. Nobody will hire him because they suspect he is gay and do not want to draw attention to themselves, so he has no way of earning money. He is struggling to pay for his basic needs and wants to move to the city. He hopes to have a better life.

S. has been selected to be a cash / voucher recipient.

Direct or Indirect Targeting

Story 6: Adolescent girl caregiver of older person

R., is a 14 year old girl who lives with her grandmother. Her parents passed away in the crisis [*insert name of the crisis*]. Her other brothers and sisters are all older and had left home to marry or work before the crisis. **R.** does not know where they are now. Her grandmother is not well, and **R.** takes care of her grandmother full time as well as doing all the cooking and cleaning in the shelter they have been given.

Plan has decided to support **R.** through CVA and needs to decide whether **R.** or **R.**'s family will be cash / voucher recipients.

Story 7: Adolescent girl pulled out of school

J. is a 14 year old girl. She and her family are from [*insert name of country or place from where people are coming*] and came to [*insert name of place where you are now / or a community that is hosting many displaced people*] 6 months ago. In [*insert name of country or place from where people are coming*] **J.** used to go to school. **J.**'s parents are working hard selling vegetables in the market. She hopes that soon she can return to school. While her parents are out, **J.** takes care of her younger siblings, and cooks and cleans for her family. Both her mother and father praise her for contributing and often tell her she will make her future husband happy. Sometimes a neighbour takes care of **J.**'s siblings and she can go to earn some money by doing house work for a wealthy family in town.

Plan has decided to support **J.** through CVA and needs to decide whether **J.** or **J.**'s family will be cash / voucher recipients.

Story 8: Adolescent girl, married

A. is a 16 year old girl. She and her husband's family are from [*insert name of country or place from where people are coming*] and came to [*insert name of place where you are now / or a community that is hosting many displaced people*] 6 months ago. Since they moved to [*insert Y*], **A.**'s husband, his father, and his brother haven't been able to find work. Every evening they come home frustrated. **A.** is pregnant with her first child and helps her mother- and sister-in-law clean, cook and look after her husband's younger siblings. Her father-in-law is quite controlling and is always telling **A.** she must protect her reputation and be careful around strangers – she means the host community, but also other groups [*insert refugees or displaced people*]. Mostly, **A.** stays at home but sometimes goes out to fetch water.

Plan has decided to support **A.** through CVA and needs to decide whether **A.** or **A.**'s family will be cash / voucher recipients.

Story 9: Child marriage

Z. is a 16-year old girl and the only daughter in a family of five children. **Z.**, her mother and her father, have been struggling to make ends meet since the [*name the crisis*] three months ago. All their crops were ruined and there isn't much work. The boys are all small (5, 6, 8, and 11). It costs a lot of money paying for them to go to school. **Z.** is a good cook. It seems like the best option to help the family would be to start to look for a husband for her.

Plan has decided to support **Z.** through CVA and needs to decide whether **Z.** or **Z.**'s family will be cash / voucher recipients.

Story 10: Adolescent boy in child labour

M. is a 16 years old boy. Earlier this year, **M.** was in school and worked on his family's farm after school, on the weekends, and during holidays. Since the [*name the crisis*] **M.** can no longer go to school because his family lost their livelihood and they have no source of income. **M.** goes with his father every day to look for work. Sometimes **M.** works with his father doing construction, and other days they unload boxes when the local trader receives a shipment. Sometimes there is no work at all and they feel frustrated that they have been harassed at the checkpoints without even being able to provide for their basic needs.

Plan has decided to support **M.** through CVA and needs to decide whether **M.** or **M.**'s family will be cash / voucher recipients.

Story 11: Adolescent associated with armed group

S. 15 got involved in the fighting when the [*insert name of armed group*] came to his town. He left when he was 13 and spent 2 years away from the town. He recently got injured and can no longer fight. He has come back to [*insert name of a town*] to be with his family. **S.** could not access any programs to receive support to reintegrate - for example vocational training. In addition, his father has a chronic illness. His health has recently become worse and he is unable to work. **S.**'s mother is worried that **S.** will rejoin the [*insert name of armed group*].

Plan has decided to support **S.** through CVA and needs to decide whether **S.** or **S.**'s family will be cash / voucher recipients.

Story 12: Adolescent in foster care

N. is 14 years old. Her father went away to fight soon after the conflict started 2 years ago. A few months ago her mother died. Her older sister went to live with her grandmother, so that she could take care of her. Her two brothers also went to fight. As the youngest she moved in with her aunt, who lives in the same village. Since moving in with her aunt she has not been allowed to go to school. Her aunt tells her she has to help take care of her cousins, cook, and clean, to make up for the cost of her care.

Plan has decided to support **N.** through CVA and needs to decide whether **N.** or **N.**'s family will be cash / voucher recipients

Indirect Targeting

Story 13: School fees to pay

G. and **S.** have 3 children, who are 10, 12, and 13 years old. **G.** and **S.** have not found stable work since the crisis [*name the crisis*]. They want all their children to keep going to school, as they did before the crisis. Sadly, there is no free secondary schooling for their oldest daughter. Their financial situation is not looking good. They have heard that in [*insert name of another town / city nearby with more services*] there is the possibility of free education for 13-year-old girls. **G.** has a second cousin in [*insert name of the other location*] so **G.** and **S.** decide to send their oldest daughter, **T.** there as soon as they hear of someone going in that direction.

Plan has selected **G.** and **S.**'s family to be a cash / voucher recipient.

Story 14: Neglect based on disability

K. is a 12-year-old boy living with cerebral palsy [can be changed to another disability which is commonly understood in the context]. Back home in [*insert name of country or place from where people are coming*] **K.**'s house was at the back of the shop owned by his parents. **K.** stayed at home all day, but he was never alone, his mother was able to watch over him, talk to him, read to him, feed him, and also serve customers in the shop. Now the family is living in [*insert name of place where you are now / or a community that is hosting many displaced people*]. **K.**'s mother and father are both out all day working. His father is helping do reconstruction work as part of a cash-for-work programme. **K.**'s mother is selling snacks in the market. **K.** stays locked up in the shelter they have been assigned all day whilst his brother and sisters are at school.

Plan has selected **K.**'s family to be cash / voucher recipients.

Story 13: School fees to pay

O. is a 10-year-old girl. Back home in [*insert name of country or place from where people are coming*] **O.** did not go to school as her family didn't have enough money to pay for all three children to go to school. Her father prioritized her brothers' schooling. Since the family fled [*insert name of country or place from where people are coming*] and arrived in [*insert name of place where you are now / or a community that is hosting many displaced people*] **O.** has found out that other girls like her, who left school when they were young, are being given a chance to learn to read and write here in [*insert name of place where you are now / or a community that is hosting many displaced people*]. **O.** asks her father if he would reconsider and allow her to go to school. Her father says no, he needs her to take care of the house whilst her mother goes out to work. And anyway, **O.** will get married, have children of her own, and will not need to be able to read and write.

Plan has selected **O.**'s family to be cash / voucher recipients.

Story 13: School fees to pay

L. is a 14-year-old girl. During the crisis she fled [*insert name of country or place from where people are coming*] with her family. Sadly, her mother was injured and, unable to find medical treatment whilst they were en-route, she passed away. Since her mother passed away **L.** has not spoken a word. She was with her mother when her mother got hurt, so she saw the injury happen, and watched her mother struggle and get weaker and weaker. Her father and sisters are trying to take care of her, but they are unable to get **L.** to communicate or participate in everyday life again. In addition, **L.**'s father can't find any work in [*insert name of country or place the family has fled to*] and is therefore struggling to pay for the family's basic needs.

Plan has selected **L.**'s family to be cash / voucher recipients.

Section



FGD questions

[BACK TO STEPS](#)

Select a maximum of 8 questions from this list for the FGD.

Discussion questions

1. Do you agree that this person should be supported through cash and voucher assistance? – MANDATORY

- a. If yes, why do you think this person should be supported through cash and / or voucher assistance?
- b. How do you think assistance should be delivered?
 - i. Directly to the child / adolescent?
 - ii. Through a caregiver?
 - iii. Through a mentor or guardian appointed by the agency?
- c. How would you select such a mentor or guardian?
- d. If no, why don't you think this person should be supported through cash and / or voucher assistance?

2. How would the cash and voucher assistance be used?

- a. How would **X** use the cash and voucher assistance if **X** received it from [name of the agency]?
Prompts: What would X buy?
- b.
- c. Would **X** be able to use some of the cash and voucher assistance as they wished? If not, why not?
- d. How would **X's family** use the cash and voucher assistance?
Prompts: What would they buy? Would they buy things for X? What things does X need that they could buy with the cash and voucher assistance? What things would X need that they would not buy?
- e. Are **X's** needs different from what other family members would want to use the cash and voucher assistance for?
- f. Who would make decisions about how the cash and voucher assistance was spent in **X's family**?

3. What factors could prevent the cash and voucher assistance from being spent on meeting X's needs?

- a. What factors could prevent the cash and voucher assistance from being spent on meeting **X's** needs if the transfer was made to **X**?
- b. What factors could prevent the cash and voucher assistance from being spent on meeting **X's** needs if the transfer was made to a member of **X's family**?
- c. What factors could prevent the cash and voucher assistance from being spent on meeting **x's** needs if the transfer was made to a mentor or guardian chosen by the agency distributing CVA?

4. If [name of the agency] would provide cash and voucher assistance, would it be best / preferable / safer to give the transfer in **X's name, or in the name of another person in the household?**

- a. If it were ok to give the cash and voucher assistance to **X**, why would it be ok?
Prompts: Is it safe because of X's gender? Because of X's age? Because of the context?
- b. If in someone else's name, whom should it be given to?
- c. If in someone else's name, why would this be safer / better?
Prompts: Is it safe because of X's gender? Because of X's age? Because of the relationships between the adolescent and other household members?

5. If [name of the agency] would provide cash and voucher assistance, would X or X's family be able to receive it directly? Why (not)?

a) **What characteristics of X or X's family could prevent them from receiving the cash and voucher assistance?**

Prompts: Would they be prevented from accessing the cash and voucher assistance due to e.g. lack of identification; limited access to and knowledge of technology; time spent working; challenges in mobility; distribution point is not safe / accessible because of their gender / age / status / other personal characteristics; etc.

6. What are the GOOD THINGS that could happen to X or X's family if [name of the agency] would provide cash and voucher assistance?

- What GOOD THINGS would happen to X or X's family INSIDE their house?**
- What GOOD THINGS would happen to X or X's family OUTSIDE their house?**
- Would there be more benefits if X or X's family received cash and voucher assistance? If yes, why?**

7. How would receiving cash and voucher assistance change X and their other family members' behaviour and / or decisions?

- Would receiving cash and voucher assistance change behaviour and / or decisions about spending on children's health / education / food consumption / engagement in livelihoods activities?**
- Would these choices vary for different children in the home?**
- Would this be different if the person in the story were younger / older, girl / boy / other, be living with a disability? (select relevant aspects of diversity)**

8. What are the BAD THINGS that could happen to X or X's family if [name of the agency] would provide cash and voucher assistance?

- Could the cash and voucher assistance cause conflict / tension / problems between X and other people in the household if X received cash and voucher assistance directly? If yes, with whom, and why?**
Prompts: Would specific people try to harm him / her? Are there people in the home who make them unsafe (e.g. spouse, parents, etc.)? Would there be violence?
- Could the cash and voucher assistance cause conflict / tension / problems INSIDE the house if X's family received cash and voucher assistance? If yes, between whom, and why?**
- Would there be more conflict / tension / problems INSIDE the house if X or X's family received cash and voucher assistance? If yes, why?**
- Would there be any conflict or tension between X and other people in the community if X becomes a CVA recipient? If yes, with whom, and why?**
Prompts: Who in their community could make them feel unsafe (e.g. neighbours, landlords, fellow refugees / IDPs, host community members, public officials, teachers, etc.)? What would happen if other people found out X was a beneficiary? Would any harm come to them if other people found out?
- Would there be any conflict or tension between X's family and other people in the community if X's family become CVA recipients? If yes, with whom, and why?**
Prompts: Who in their community could make them feel unsafe (e.g. neighbours, landlords, fellow refugees / IDPs, host community members, public officials, teachers, etc.)? What would happen if other people found out X's family was a beneficiary? Would any harm come to them if other people found out?
- Would there be more conflict / tension / problems IN THE COMMUNITY if X or X's family received cash and voucher assistance? If yes, why?**

9. What would help **X** feel safe **AT HOME** after receiving CVA from **[name of the agency]**? – **MANDATORY (MIT)**

- a. **What strategies could **X** use to feel safer inside their house for their personal safety if they receive cash and voucher assistance from **[name of the agency]**?**
- b. **What strategies / approaches could **X** use to alleviate conflict / tension between them and other people in the household if **X's family** received cash and voucher assistance?**
Prompts: Deciding as a household how the cash and voucher assistance should be spent? Spending the cash and voucher assistance to meet the needs of all household members? Participating in peer networks? Accessing protection services?
- c. **How can **[name of the agency]** help to make sure **X** feels safe at home after receiving CVA?**
*Prompts: Involving **X** and / or **X's family** in all decisions related to provision of cash and voucher assistance? Asking households who should be targeted as the recipients? Ensuring confidentiality of cash and voucher recipients? Counselling households on decision-making? Conducting trainings on child protection prevention and response? Monitoring recipient's safety?*

10. What would help **X** feel safe **OUTSIDE THE HOME** after receiving CVA from **[name of the agency]**? – **MANDATORY**

- a. **What strategies / approaches could **X** or **X's family** use to feel safer outside their house after receiving cash and voucher assistance from **[name of the agency]**?**
Prompts: Not sharing beneficiary status? Not sharing the amount of the transfer? Collecting and using the cash and voucher assistance at specific times of day / on specific days?
- a. **What could **[name of the agency]** do to help eliminate the tensions and reduce the risks for **X** or **X's family** in the community?**
Prompts: Conducting community sensitisation on the purpose of CVA? Conducting learning sessions on child protection prevention and response? Involving communities members in the design of the provision of cash and voucher assistance? Ensuring confidentiality of cash and voucher assistance recipients? Monitoring recipient's safety?

11. When the CVA assistance ends, what would happen to **X** and / or **X's family**?

- a. **How would they cope in the short term? How would they cope in the long term?**
- b. **Having received the cash and voucher assistance for a while, would **X** or **X's family** still be able to protect themselves after **[name of the agency]** leaves and the CVA is finished?**
- c. **How can humanitarian actors ensure that **X** and / or **X's family** would be safe after the cash and voucher assistance ends?**

12. On a scale of 1-3, where 1 is the safest and 3 is the least safe, rank how these different forms of cash and voucher assistance may impact on **X** or **X's family**. – **MANDATORY** **[Add transfer mechanisms as relevant in your context. Use language that would be familiar and understandable to the discussion participants.]**

- a. **[Facilitator insert based on CVA feasibility assessment: **Transfer mechanism A**]**
- b. **[Facilitator insert based on CVA feasibility assessment: **Transfer mechanism B**]**
- c. **[Facilitator insert based on CVA feasibility assessment: **Transfer mechanism C**]**
- d. **Why have you ranked these options in this order?**
*Prompts: Would **[X or X's family]** feel safe leaving their home to collect and use the cash and voucher assistance? Leaving their neighbourhood? Going to the market? Walking down the street? Using public transportation?*

13. Are there individuals / groups within this community who would experience more risk of harm than others if they received cash and voucher assistance?

Adolescent prompts: For example, boys, girls, or those of diverse sexual orientation gender identity, expression or sex characteristics? Children who are unaccompanied? Children who are out of school? Married children? Children who are parents? Children who are caregivers of adults with disabilities or older adults? Children who are living with a disability or a chronic illness? Children living and working on the street? Children who belong to a specific cultural, ethnic, religious, or linguistic group or minority? Children who are refugee, stateless, displaced, or migrant?

14. If X was a [enter gender, other characteristics], would they need additional support to receive / utilise / benefit from the CVA?

15. What supports or services would have to accompany cash and voucher assistance to ensure that X stays safe and that their wellbeing improves? - MANDATORY

- What does it mean to be “well” [use local term] for a young person?
- Apart from CVA, what else would X need to be well?
- Apart from CVA, what else would X's family need to ensure they are well?

Section



How do you contextualise this tool?

[BACK TO STEPS](#)

The FGD tool is presented in sections so that it can be easily edited and adapted to the local context. The staff using this tool should coordinate with all child protection, education and cash actors and monitoring, evaluation, accountability, and learning (MEAL) colleagues when adapting the tool.

The diagram below illustrates the key steps.



Select from the menu of stories and questions, using a maximum of 3 stories and 8-12 FGD questions

- Choose a maximum of three stories that are most relevant and appropriate to the context. They can be adapted to make it sound like a real family in your location.
- Choose the stories that are most appropriate for the subpopulations being consulted in the FGD (e.g. if facilitating a FGD with children headed household, use story 1). Do not use multiple stories within a single FGD.
- Stories in the menu of stories are divided in three categories: 1) Direct CVA 2) Direct or indirect CVA 3) Indirect CVA. The first category describes a situation where it is clear that CVA will be provided to adolescents. The second category describes a situation where it is clear that CVA will be provided to adolescents' parents / caregivers. The third category describes a situation where CVA could be provided either to adolescents or their parents / caregivers. In cases where you wish to discuss risks and benefits of direct vs indirect CVA to inform your program design, please choose stories from the menu of direct / indirect CVA stories.
- Compare the list of questions below with other tools being used by staff and partners in your location. The questions chosen should fill gaps in relation to the data being collected by other tools being used in your location. This will avoid duplication and assessment fatigue among affected communities. The questions should be relevant to context and fit with the story selected.

Contextualising the script, section by section

Section I: Introduction

Text in **purple bold** must be adjusted with the names of the agencies you are representing.

Section II: Clarifying concepts

If the script uses any concepts such as “violence, abuse’ family separation, child marriage” etc, discuss how this is defined in the local context and ensure the right terminology and definition is given prior to the discussion. Explaining the definition of terms used is critical for the discussion and thus for the consent process. In consultation with national staff, data collectors, and representatives of the populations you will be working with, agree on how key terms and definitions are translated in the local language(s) that the FGD will be held in.

Section III: Obtain informed consent

None of the elements for obtaining informed consent can be cut irrespective of the context. All eight elements of the suggested script should be retained in all settings. However, ways to modify for the context are:

- Use locally relevant words to describe the consent process and concept of confidentiality.
- Explain the reasons for the FGD in a way that is relevant and clear for the audience.
- Include any organisational-, local-, and / or national-level mandatory reporting requirements when child protection concerns are disclosed.

Section IV: Stories

A range of stories is given to represent a range of child protection concerns. Prior to starting the discussion, select which story you will use as a basis for your focus group discussion. The selection should be made based on the context and the characteristics of the discussion participants. The stories presented here can and should be adapted to be more locally relevant.

To adjust the stories presented in this tool to the context you should:

- Select the set of stories that are most suited to your context, the characteristics of the group you are working with and the ways CVA is likely to be transferred (direct vs indirect).
- Insert a locally relevant common child's name where there is a letter in **bold purple text**.
- Edit the script where there is [**purple text in square brackets**]. You may need to insert, for example, the name of a town, an organisation, or of an armed group.
- Rather than naming an organisation during the case studies, consider using a generic term (such as “NGO”, “service provider”, “organisation”, “group”, etc.), to make respondents feel more comfortable about sharing their thoughts and prevent them from worrying about their being an impact on eligibility for assistance.

- You can insert a sentence with additional details of the crisis – for example naming the actors in conflict; the disease in a health epidemic; or the type of natural disaster (e.g. earthquake, flood, cyclone, drought, etc.) that has disrupted people’s lives.
- Integrate locally relevant aspects of diversity into the stories. For example, identify individuals as stateless; belonging to specific indigenous, minority, or marginalised groups; coming from a specific country; etc. The characteristics should reflect the findings of your child protection assessments and any information you have about who is most at-risk.

Section IV: Menu of questions

- Presented here is a menu of 15 questions.
- You should not use all the questions set out each time you run a group discussion.
 - Select approximately 10 questions to use based on gaps in existing assessment methodology and tools and the time you feel it would take to cover those questions in your setting. This will vary depending on socio-cultural norms of the individual or group of respondents.
 - During the emergency phase and / or in a rapid-onset emergency, you may wish to prioritise questions for an initial discussion and conduct follow-up consultations with a comprehensive list of questions later on, if feasible. In this case the most important questions to cover are: 1, 2, 3, 4, 7, 8 and 9.
 - Some of the questions in the menu of questions are indicated as mandatory and should be used each time you run a group discussion. Other questions are considered optional and should be asked if there is additional time available.
- Some of the questions help to identify possible child protection benefits. Some relate to child safeguarding. Some questions will identify family and community level-negative coping strategies that may be reinforced by CVA. Other questions may generate ideas for mitigating risks.
- The questions should be adapted to context by translating and simplifying language; using locally relevant terms; and selecting questions that align with programme design in the location.
- Depending on the cultural norms of the group of respondents, you may change the order of questions so that the most sensitive questions come at the most appropriate time in the discussion – either earlier or later. Seek advice from representatives of the group to understand which approach is most appropriate. Never close the discussion immediately after a difficult, emotional, or sensitive topic has been raised. If the more sensitive questions are towards the end of the discussion, have a lighter question or facilitate a positive activity before closing the session.
- Text in **purple** should be adjusted to be suitable to the context; based on the story selected; or to fit with the name of places, organisations, vulnerable sub-groups of the population in your setting, displacement setting and trajectories.



