

Toolkit for monitoring and evaluating child protection when using cash and voucher assistance



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION



Tool 1

Focus group discussion/key informant interview tool to identify child protection benefits and risks before starting cash and voucher assistance

Quick Guide

QUICK GUIDE TO TOOL 1:

A focus group discussion/key informant interview tool to identify child protection benefits and risks before starting cash and voucher assistance.

This is a quick guide to the tool, “Focus group discussion / key informant interview tool to identify child protection benefits and risks before starting cash and voucher assistance.” It is part of the “Toolkit for monitoring and evaluating child protection when using cash and voucher assistance” (CP and CVA M&E Toolkit).

If appropriately designed, cash and voucher assistance (CVA) should not pose a risk to children and their families. It may even help to address child protection concerns and improve child well-being. Actors introducing CVA may miss opportunities to maximise the impact of CVA or may cause unintended harm if they do not assess, address, and monitor:

- Direct and indirect impact on child protection concerns – including, for example, child labour, children who are unaccompanied or separated, or children at risk of or experiencing harm;
- Inequality and discrimination – intentionally or unintentionally excluding certain groups of children, including due to gender inequality, and
- Child protection benefits associated with the introduction of CVA.

What does this quick guide tool contain?

This quick guide to the focus group discussion tool contains the following:

- Summary table of the focus group discussion/interview tool
- Other tools for monitoring and evaluating child protection (CP) when using cash and voucher assistance (CVA).
- Conditions for using the tools in the toolkit
- Steps to adapt this discussion tool for your context
- Timeline for using Tool 1 and the other tools in the CP and CVA M&E Toolkit
- Steps for facilitating a discussion or interview
- Menu of stories
- Sample of focus group discussion (FGD) or interview questions
- How to use the questions
- How to analyse the data, share findings, and adapt your programme design

This is a summary version of the tool. For full details on the tool’s importance and purpose, conditions for its use, how to adapt it to context, a full menu of stories, and a longer list of sample questions, see the complete tool at: <https://resourcecentre.savethechildren.net/toolkit-monitoring-and-evaluating-cpcva>.

Summary table of the focus group discussion/interview tool

This focus group discussion/interview tool is for use by child protection (CP), cash, and other sector actors before they start delivering cash and voucher assistance so that they may identify child protection benefits and risks. This information should be used to inform adjustments to the way CVA is being delivered.

Summary of “Focus group discussion/key informant interview tool to identify child protection benefits and risks before starting cash and voucher assistance.”	
What does the tool do?	<ul style="list-style-type: none"> Identifies potential child protection benefits, risks, and mitigation strategies. Helps you design your programme.
What format is the tool?	<ul style="list-style-type: none"> Focus group discussion guide. Can be adapted and used as a key informant interview guide. Sample questions that should be adapted to context based on the M&E tools you are using.
Who should use the tool?	<ul style="list-style-type: none"> A programme manager, programme officer, or technical advisor should manage the data collection process. For use by M&E, cash, child protection or other sector staff. Must have CP staff technical support.
Who are the target respondents?	<ul style="list-style-type: none"> For use with a sample of adults who represent the affected population you will be targeting with your CVA.
How do you use the tool?	<ul style="list-style-type: none"> The tool is modular. You should select and adapt the story and questions presented in the tool to your context. You will need time for adaptation, translation, and testing of the tool. Allow 1 – 2 months for this localisation process before you plan to carry out the FGD/KIIs.
When do you use this tool?	<ul style="list-style-type: none"> Once; before starting cash and voucher assistance.

Other tools in the Toolkit for monitoring and evaluating child protection (CP) when using cash and voucher assistance (CVA)

Both Tools 2 and 3 are survey tools for use after CVA has already started.



Tool 2: A survey tool for all humanitarian actors implementing cash and voucher assistance. It is for use by child protection (CP), cash, and other sector actors after CVA has already started. Tool 2 is for use by all sector actors, whether CVA is intended to achieve CP outcomes or not.



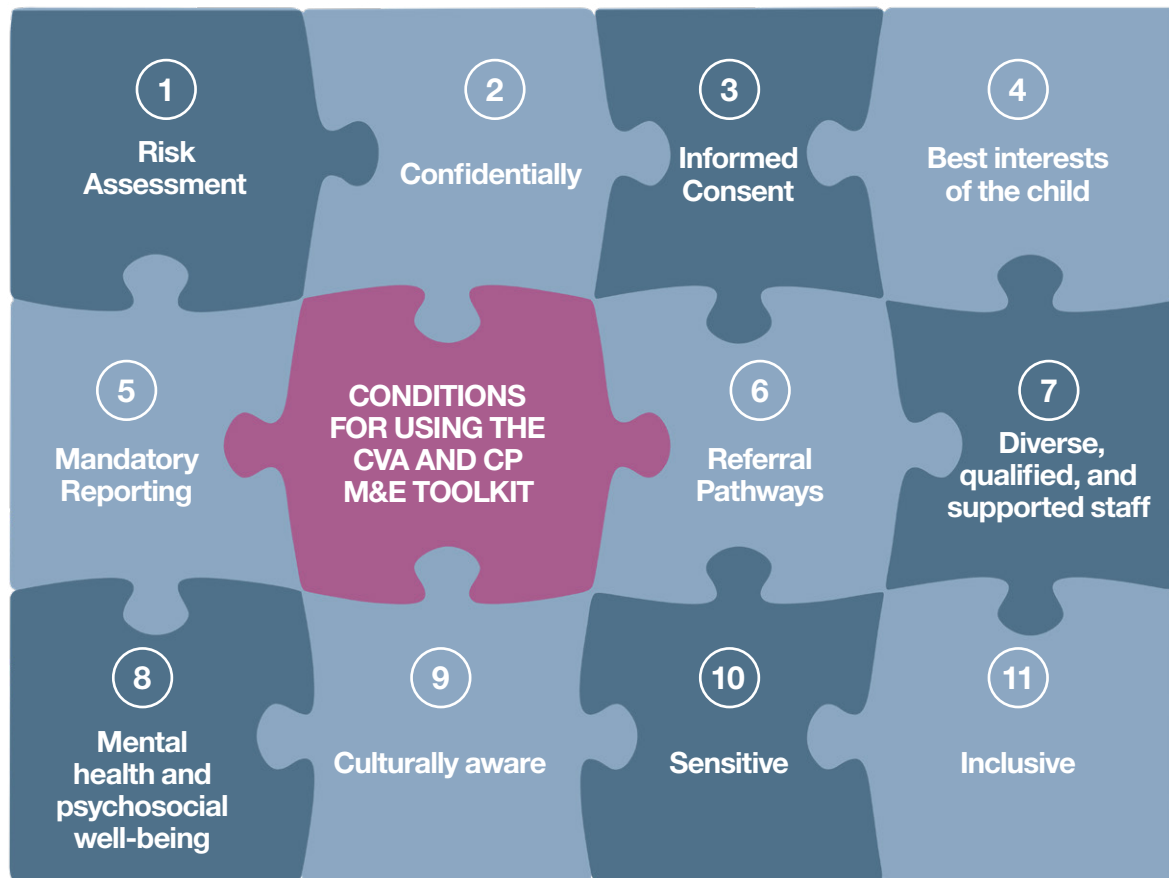
Tool 3: A survey tool for child protection (CP) caseworkers. Tool 3 is for use by child protection actors or caseworkers when CVA is being used as part of a CP case management response.

These two tools and the rest of the toolkit are available at:

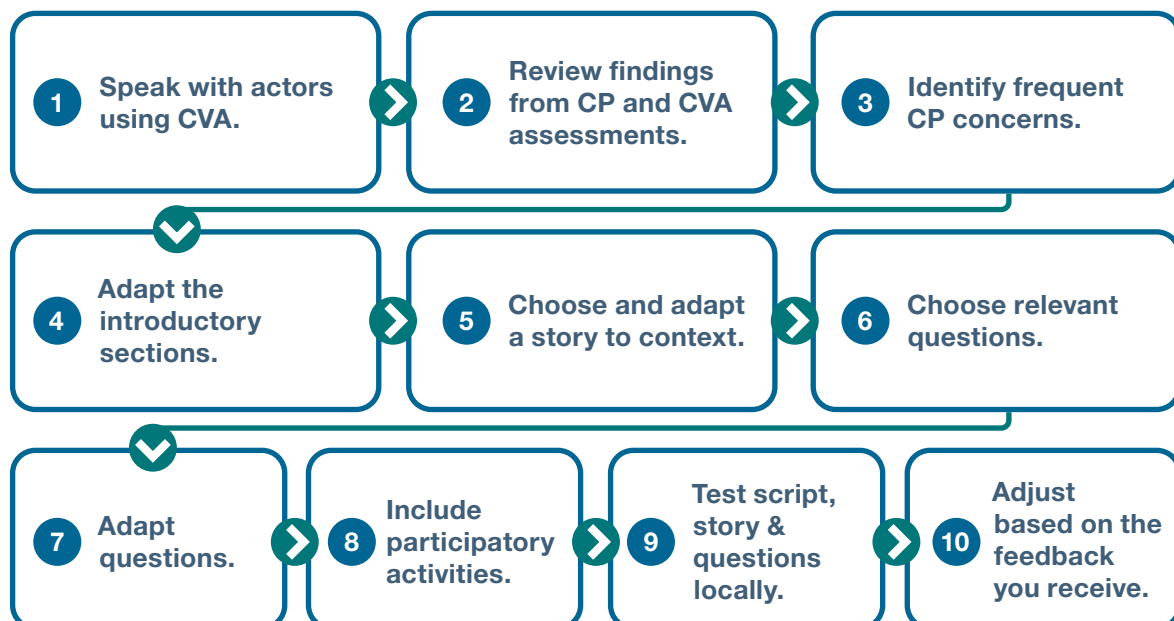
<https://resourcecentre.savethechildren.net/toolkit-monitoring-and-evaluating-cpcva>.

What are the conditions for using the tools in the toolkit?

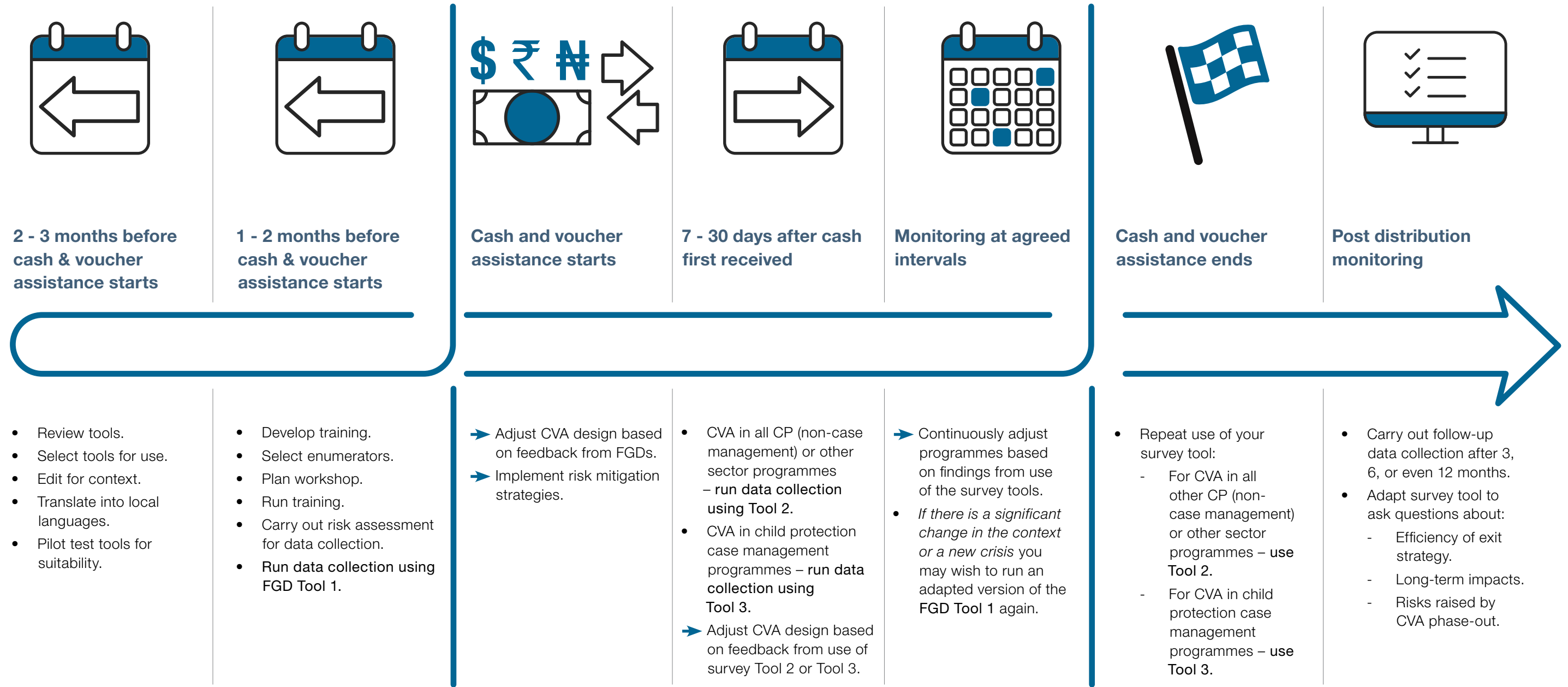
The following eleven conditions must be guaranteed when carrying out research on how CVA can impact on child protection risks and outcomes.



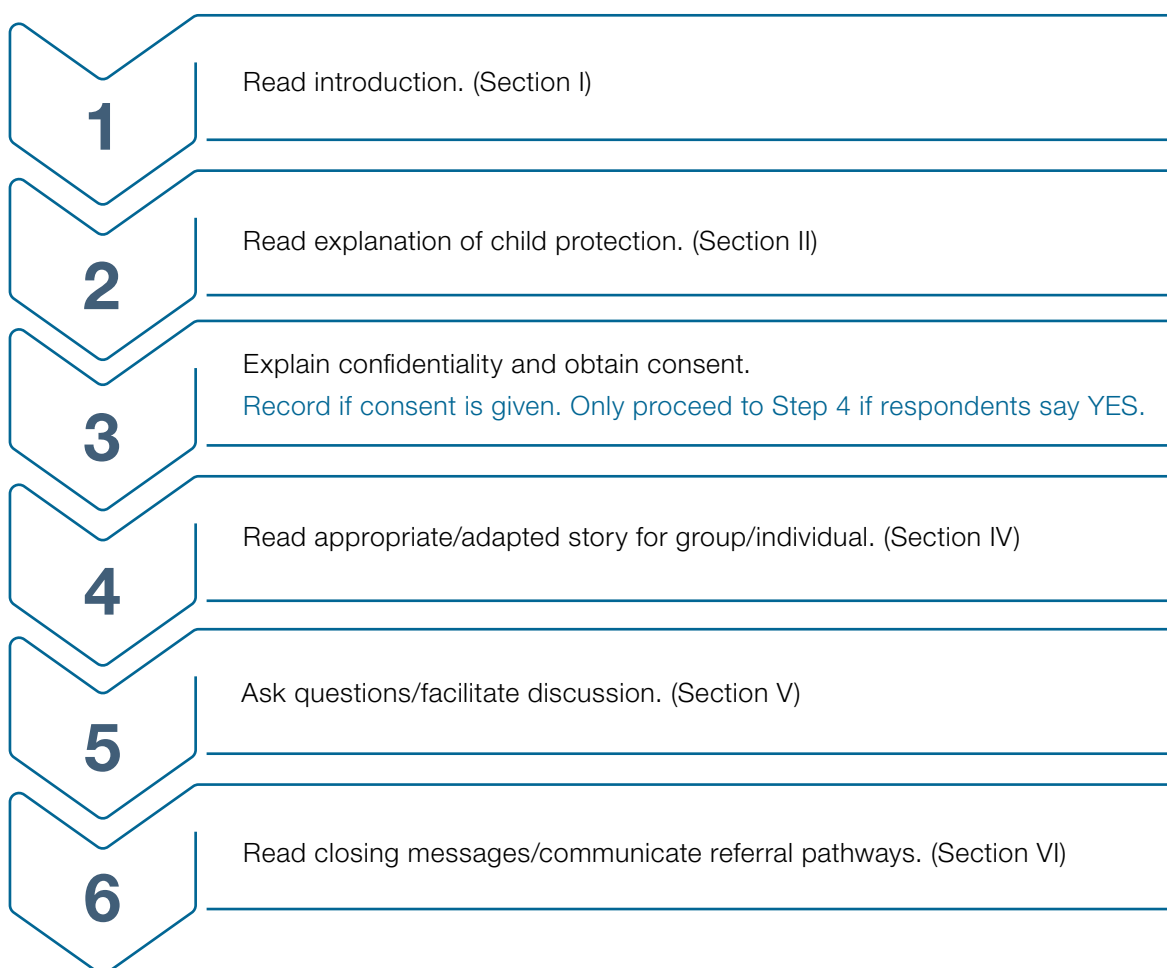
Steps to adapt this discussion tool to your context



Timeline for using Tool 1 and the other tools in the CP and CVA M&E Toolkit



Steps for facilitating a discussion or interview



A suggested script for Sections I – III is given in the full-length tool.

Menu of stories

When using the tool in country you must either:

- 1) Select from one of the twenty stories included in the tool, adapting it to context, or
- 2) Create a story that is based on the forms of child protection issues that are arising in your location. Note that this must be a generic story, not about an individual child or family. You must not risk exposing the details of a real child protection incident or case.

Story summary table.	
Story 1: Child-headed household.	Story 11: Girl who is intersex.
Story 2: Child mother with disabilities.	Story 12: School fees to pay.
Story 3: Girl caregiver of an older person.	Story 13: "Borrowing" children.
Story 4: Adolescent girl pulled out of school.	Story 14: Boy who is unaccompanied.
Story 5: Adolescent girl, married.	Story 15: Child neglect based on disability.
Story 6: Unaccompanied boy with his sister.	Story 16: Child neglect based on gender.
Story 7: Child marriage.	Story 17: Child distress.
Story 8: Adolescent boy.	Story 18: Child associated with an armed group.
Story 9: Individual engaged in sexual exploitation.	Story 19: Child in foster care.
Story 10: Boy who identifies himself as gay.	Story 20: Domestic violence.

Priority focus group discussion (FGD) or interview questions

The full tool contains a menu of 33 questions. The seven priority questions to use when running an FGD are listed below. Depending on the time available for running the research, the questions may be asked with or without the optional prompts.

1. Do you agree that this child and the people they live with should receive cash and voucher assistance?

Optional prompts:

- a. *If yes, why do you think they should receive cash and/or voucher assistance?*
- b. *If no, why don't you think they should receive cash and/or voucher assistance?*

2. What bad things could happen to X **INSIDE** their house if they receive cash and voucher assistance from a financial service provider? (CSG, NEG)

Optional prompts:

- a. *Could the cash and voucher assistance cause conflict/tension between X and other people in the household if they receive cash and voucher assistance directly from a financial service provider?*
- b. *If yes, with whom, and why?*
- c. *Would specific people try to harm him/her?*

Possible answers: Are there people in the home who make them unsafe (e.g. spouse, parents, etc.)? Would there be physical violence, sexual violence, verbal violence, psychological violence, and economic violence?

3. What bad things could happen to X **OUTSIDE** of their house if they or their family receive cash and voucher assistance from a financial service provider? (CSG, NEG)

Optional prompts:

- a. *Would there be any conflict or tension between X and other people in the community if X becomes a beneficiary? Or if X's family members become beneficiaries because of X's situation?*
- b. *If yes, with whom, and why? Who in their community could make them feel unsafe?*

Possible answers: Neighbours, landlords, fellow refugees/IDPs, host community members, public officials, teachers, etc.?

- c. *What would happen if other people found out X was a beneficiary?*

Possible answers: There would be physical violence; sexual violence; verbal violence; psychological violence; and/or economic violence.

4. Would receiving cash and voucher assistance help X protect themselves from the risks they face inside or outside the house? (BEN)

Optional prompts:

- a. *If yes, how?*
- b. *If not, why?*

Reference the risks participants referenced in response to questions 2 and 3, above.

5. If and when cash and voucher assistance comes to an end, how would X and their family cope? (CSG, NEG, MIT)

Optional prompts:

- a. *How would they cope in the short term? How would they cope in the long term?*
- b. *If they would not cope well, why not?*
- c. *What can the financial service provider do to help make sure that X stays safe after the cash and voucher assistance ends?*

6. Are there individuals/groups within this community who will be most at risk of harm if they receive cash and voucher assistance? This can be the kind of child mentioned in the story or any other group or category of children. (CSG, MIT)

Possible answers: 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 being sexually exploited?

7. What support or services need to accompany cash and voucher assistance to ensure that children stay safe and their well-being improves? (CSG, BEN, MIT)

Possible answers: Case management support. Accompanying to market. Child-friendly reporting mechanisms. Coaching and guidance on prioritisation of spending.

How to use the questions

Questions to be read out loud are written in bold and shaded blue.

Optional prompts are given under each question. You may want to use the prompts if either:

- You want to clarify the answers to any questions.
- Participants are shy in answering the question posed.

Possible answers are sometimes given in the box after the optional prompts. These are given so you can understand the intent of the question. The possible answers should not be seen as limiting the possible responses to questions. Other answers are possible and are equally valid. Having these possible answers listed may help you:

- When adapting the questions to your context; and,
- When using the questions with respondents.

Some of the questions help to identify possible child protection benefits (**BEN**). Some relate to Protection from Sexual Exploitation and Abuse (**PSEA**) or child safeguarding (**CSG**). Some questions will identify family and community level-negative coping strategies that may be reinforced by **CVA (NEG)**. Other questions may generate ideas for mitigating risks (MIT). The abbreviations **BEN, PSEA/CSG, NEG, or MIT** are given after each question to indicate what category of question it falls into. This categorisation may help you select the question responses that are relevant to the themes of your analysis. These abbreviations are not to be read out to respondents.

How to analyse the data, share findings, and adapt your programme design

- Where possible, start to analyse the data whilst data collection is still happening. This enables you to feedback findings to enumerators as they collect data. It also enables you to identify and respond urgently to any protection issues that are arising.

Safeguarding concerns and life-threatening injuries or medical conditions observed or presented during the data collection process should be addressed as soon as possible.

- Actions taken should be based on the individual child's needs.
- In the case of safeguarding incidents:
 - Measures should be taken to prevent further safeguarding concerns or incidents from arising, and,
 - Reporting must take place in line with internal agency protocols and national legal frameworks.

Safeguarding concerns and life-threatening injuries or conditions should NOT wait for the data analysis stage to be acted upon.

Steps for analysis of your focus group discussion/interview data

- 1 Collate all of your secondary and primary data.** Make all data anonymous before starting the analysis process.
- 2 Review transcripts of the FGDs/interviews answer-by-answer.** Where possible, disaggregation of the data presented along the lines of gender, age, disability, geography, and other vulnerability factors as relevant in the setting.
- 3 Cluster the themes and ideas under the main topics of this research.** Use the categorisation of questions in the tool (**BEN**, **PSEA/CSG**, **NEG**, or **MIT**) as themes for your analysis.
- 4 Analyse the data.** Use critical thinking and analysis of data presented in the transcripts to explain “why” behind each of the themes and ideas.
- 5 Host a workshop.** Guided discussions should encourage the group to draw conclusions from the data. Involve individuals from across organisations and sectors.
- 6 Prepare a report of findings.**
- 7 Share the report.** Findings from analysis should be shared with all those implementing CVA and child protection programmes, in-line with in-country data-protection protocols.
- 8 Adapt the programme design.** Ensure personnel responsible for programme design and implementation receive and understand the report. Agree on actions to be taken to address the issues identified in the report. Act immediately to adapt any risks identified – as they are identified.