Annex XVI: Detailed design Focus Group Discussion (FGD)

This Annex presents the design used for the Focus Group Discussions as an in-depth evaluation of the projects CATALIST-2 (24720), Consolidation of Marshlands (25059) and Access to Food for Young Children (25457).

Approach Focus Group Discussions

Impact Evaluation of the Dutch Food Security Programme in Rwanda Food Security - including a case study of the CATALIST-2 programme

22 February 2016

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1. Introduction

PwC Netherlands and the Amsterdam Institute for International Development (AIID) are carrying out an impact evaluation of the Dutch food security programme in Rwanda, which is implemented by the Embassy of the Kingdom of the Netherlands (EKN) in Kigali.

Food security is a priority in the Dutch development cooperation policy and was implemented as such in 2011. In the Multi Annual Strategic Plan of EKN the objective of the food security programme was described as follows: "more food and nutrition security in Rwanda".

To reach this objective, several intermediary outcomes were identified as relevant: post-harvest losses should be reduced, so that more food and food of better quality reaches the consumer ("more efficient markets"). Also, people who grow little or no food need income to buy it and vulnerable groups need enough nutrition ("better access to healthy food"). This is particularly challenging for the "growing number of landless Rwandans that cannot be fully absorbed by growth in the private sector".

It is expected that an improved enabling environment will lead to more and better organized agri-business, especially agro-processing, (commercial) storage and food-related trade. This will increase the likelihood that harvest reaches the consumer. Also, rural people with little or no access to land and unable to grow their own food will have more chance to find a job, gain an income and become food secure. Cooperatives of small farmers are part of the definition of agri-business.

The food security programme of EKN Kigali is presented by the intervention logic (please refer to the Analysis Plan). The intervention logic consists of 2 parts:

1. Strengthening the agri-business sector
- Improved infrastructure in all segments of the food supply chain
- Strengthened capacity of all public and private actors involved in the food supply chain
2. Reducing chronic malnutrition in very young children

The Dutch food security programme for Rwanda consists of 15 separate projects. The programme aims to achieve 3 major outputs:

- Improved infrastructure (roads, electricity, land) to produce, process, distribute and prepare food
- Strengthened capacity of government agencies, private sector, and discussion fora.
- Increased access to healthy food for very young children.

Preparation field visit and Focus group Discussion

The project is currently in the end line phase of the evaluation. During this stage PwC Netherlands and AIID will travel to Rwanda to assess the development and results of the 15 projects. PwC Netherlands' field visit will take place between 2 -10 March 2016. PwC Netherlands will interview all the project implementers of the 15 projects (refer to Annex 1 for an overview of the projects). In addition we will have focus group discussions (FGDs) for the three projects listed in table 1.

In total 8 Focus Group Discussions will take place. PwC Netherlands will lead the FGDs for the 2 projects:

- **25059 -** Consolidation of Marshland Development
- **25457 -** Access to Food for Young Children.

We would like PwC Rwanda to lead the 6 FGDs of the project:

- **24720 –** CATALIST-2.

However we would also need the assistance of PwC Rwanda to help us with facilitating and translation during the 2 projects. The first FGDs for CATALIST-2 (preferably in Muhanga) will be conducted together by PwC Rwanda and PwC Netherlands to assist and give feedback where needed. The additional 5 FGDs for CATALIST-2 will then be carried out by PwC Rwanda.

Project number	Implementing organization	Project Title	Number of Focus Group Discussion	Location	Date	Assistance PwC Rwanda
25059	Deutsche Welthungerhilfe e.V	Consolidation of Marshland Development	**1**	**Muhanga** district	9 March	1 colleague needed to assist with facilitation / translation / reporting
25457	UNICEF Rwanda	Access to Food for Young Children	**1**	**Muhanga** district	8 March	1 (female) colleague needed to help with facilitation / translation / reporting
24720	CATALIST-2 IFDC Rwanda	Food Security: agribusiness cluster development, market integration and agricultural intensification	**6** (3 per village)	**1. Muhanga** district (Cyeza sector, **Binunga** village) **2. Nyanza** district (Busoro sector, **Masangano** village)	7 March 8 March	2 colleagues needed to facilitate the discussion & take notes for the report 2 colleagues needed to facilitate the discussion & take notes for the report

Table 1: Schedule Focus Group Discussions

Target group FGD

Project number	Implementing organization	Project Title	Target Group	Number of Participants
25059	Deutsche Welthungerhilfe e.V	Consolidation of Marshland Development	• **Cooperative members** (farmers) • **Users of the erosion protected hillside and bench terrace**	5 cooperative members 5 users
25457	UNICEF Rwanda	Access to Food for Young Children	**Mothers with children under 2 years**: • whose children under 2 years are chronically malnourished • attend at least 4 ANC visits during their most recent pregnancy	8 – 12 mothers
24720	IFDC Rwanda, Ibakwe and Caritas	CATALIST-2 Food Security: agribusiness cluster development, market integration and agricultural intensification	**Per village:** • **FGD 1:** male project participants only • **FGD 2:** female project participants only • **FGD 3:** non-participants, who either own no land of their own, or do own land (less than 2 hectares) on which they grow cassava	8-12 participants per FGD

Table 2: Target group Focus Group Discussions

2 General approach FGDs

The goal of these FGDs is to have a better understanding of the information that is presented in the reports and also to test whether these findings resonate with the target group of the selected projects. General issues to be addressed during the discussions are:

- assessment of the theory of change (*did the project contribute to improved food security?)*;
- mapping of the observed results of the intervention on the direct target group (*what was the impact of the project on the target group? Has their situation changed / improved?)* ;
- mapping of the effect of the intervention on the indirect target group (*who else has been effected by the project (family members/ neighbours etc.) and in what way? And what was the impact of the project on the indirect beneficiaries?)*;
- identification of external factors (*what other factors influenced* the project and in what way (lower food prices / weather etc.)?)

2.1 Programme Focus Group Discussion

Before the start of the FGD the PwC staff will walk around the project location to have a better idea of the project, the village and impact on the local people. In addition this walk around helps to have an objective view on the impact of the project and to be not only dependent on the information that the project implementers will provide.

For the 3 projects there will be a formal moment to interview staff members of the project to learn from them about the impact of the project on the target group and the village. The third stage will be to have a guided tour by the staff of the project implementers to give them the opportunity to show us around. In the case of the CATALIST-2 project we aim to have a brief interview and guided tour (max 1,5 hours) prior to the FGDs in both villages, because of the tight time frame. The fourth stage will be the actual Focus Group Discussion.

2.1.1 Schedule Focus Group Discussions

Date	Location	Project	Time	Programme	Team
7 March 2016	**Muhanga** (Cyeza sector, **Binunga** village)	**24720 CATALIST-2** *Partners:* IFDC Rwanda, Ibakwe and Caritas	8.00 – 8.30	**Walk around**	PwC NL + PwC Rwanda
			8.30 – 9.00	**Meet with staff project + make arrangements location FGD** (chairs / flip overs etc.)	PwC NL (P&B) + PwC Rwanda
			9.00 – 9.30	**Interview with staff project**	PwC NL + PwC Rwanda
			9.30 – 10.00	**Guided tour by staff project**	PwC NL + PwC Rwanda
			10.00 – 12.00	**FGD 1:** male project participants only	PwC NL + PwC Rwanda
			12.30 – 14.30	**FGD 2:** female project participants only	PwC Rwanda
			15.00 – 17.00	**FGD 3:** non-participants	PwC Rwanda
	Muhanga	**24371 & 25542 Infrastruc-ture** field visit *Partners:* LODA	12.15-12.45u	**Drive to LODA location**	PwC NL (Pauline & Bas)
			12.45 – 13.00	**Walk around**	
			13.00 – 13.30	**Meet with staff project**	
			13.30 – 14.30	**Interview with local staff/ or local authorities**	
			14.30 – 16.30	**Drive through project site**	

8 March 2016 (*NOTE: it is interna-tional women's day)*	**Muhanga**	**25457 Access to Food for Young Children** *Partners:* UNICEF Rwanda	8.30 – 9.00	**Walk around**	PwC NL (Pauline Mbundu) + PwC Rwanda (Carol Birungi)
			9.00 – 10.00	**Interview with staff project**	
			10.00 – 11.30	**Guided tour by staff project**	
			11.30 – 12.00	**Make arrangements location FGD** (chairs / flip overs etc.)	
			13.00 – 16.00	**FGD:** Mothers with children under 2 years: • whose children under 2 years are chronically malnourished • attend at least 4 Ante-Natal Clinic (ANC) visits during their most recent pregnancy	
	Nyanza (Busoro sector, **Masangano** village)	**24720 CATALIST-2** *Partners:* IFDC Rwanda, Ibakwe and Caritas	8.00 – 8.30	**Walk around**	PwC Rwanda
			8.30 – 9.00	**Meet with staff project + make arrangements location FGD (chairs / flip overs etc.)**	
			9.00 – 9.30	**Interview with staff project**	
			9.30 – 10.00	**Guided tour by staff project**	
			10.00 – 12.00	**FGD 1:** male project participants only	
			12.30 – 14.30	**FGD 2:** female project participants only	
			15.00 – 17.00	**FGD 3:** non-participants	
9 March	**Muhanga**	**25059 Consolidation of Marshland Development** *Partners:* Deutsche Welthungerhilfe e.V	8.00 – 8.30	**Walk around**	PwC NL (Pauline Mbundu) + PwC Rwanda (Carol Birungi)
			8.30 – 9.30	**Interview with staff project**	
			9.30 – 10.30	**Interview with government official**	
			10.30 – 12.30	**Guided tour by staff project**	
			13.00 – 16.00	**FGD:** • Cooperative members (farmers) • Users of the erosion protected hillside and bench terrace	

2.2 Roles & script FGD

For the FGD we will use the semi-structured interview structure. It is supposed to be an open conversation with open and partly closed questions. PwC will facilitate the interviews and be responsible to get sufficient input from the participants, keep the conversation going and take notes.

One facilitator serves as the "lead" and guides the overall focus group process and discussions. This facilitator will also respond to any participants' needs related to comfort (including need for breaks, refreshments etc.). The other facilitator has the responsibility for recording the group discussion by audio tape, translate when necessary and he/she takes notes in English/French. A summary of the FGD needs to be made for which an instruction is included in the appendix (or a separate part).

As a facilitator, it is important that you encourage feedback and discussion of key points raised by all members of the group. In doing that, always try to ***remain neutral*** to the discussion, so concentrate on the group, rather than the content of the discussion. A good facilitator has the following skills:

1. Set the tone: participants should have fun and feel good about the session;
2. Display leadership: provide a focus for and direction to the group discussion. Maintain order of the group discussion;
3. Make sure everybody's opinion is heard. Allow new ideas to be submitted even if they seem awkward in the beginning;
4. Provide guidance to participants who dominate the group. There are always participants who like to speak a lot. Make sure everybody has a say and involve quieter group members;
5. Address any concerns or issues participants raise that may affect the quality and flow of the group discussion;
6. Try to get full answers. Ask the reason why people say things;
7. Discourage participants from talking at the same time, or dominating the discussion;
8. Ensure that all contributions to the discussion are treated equally and that nobody is criticized for his/her input. There are no right or wrong opinions;
9. Deal with "problem participants" whose behaviour may have a detrimental impact on the overall group process;
10. Keep track of the time and try not to exceed time limits. The facilitator who takes notes and makes sure the conversation is recorded, can make sure time is kept.

2.2.1 Facilitator tasks

A. Get all materials in place (20 min by one person, prior to start FGD meeting)
B. Registration (15 min)
C. Introduction facilitators (10 min)
D. Introduction participants (15 min)
E. Focus Group Discussion (70 min)
F. Wrap-up and thank you to participants, hand out token gifts (10 min)
G. Translating, summary & report writing

A. CHECKLIST MATERIAL [20 MIN PRIOR TO START]

Before the start of the FGD all materials should be in place. Check the location and setting of chairs etc. If needed make arrangements. For the discussion it is best to sit in a circle with all participants. Remember to bring the following materials with you for each FGD:

1. Participation list
2. Posters [3-4x]
3. Scotch tape
4. Stickers [12x green (women) and 12x blue (men)]
5. Markers [4x]
6. Snacks (for all participants)
7. Tape recorder [2x]
8. Batteries
9. Note pads and pens for facilitators / laptop
10. Flip-over paper
11. Clock/mobile phone
12. Incentives.

B. REGISTRATION [15 MIN]

As participants come in:

- Welcome them,
- Register their names on the FGD Registration Form,
- Share the refreshments / snacks with the participants
- Ask them to take place.

C. INTRODUCTION FACILITATORS [10 MIN]

Each FGD starts with an introduction. It is important that you:

- Make participants feel comfortable
- Briefly introduce yourselves and your role in the FGD
- Explain the aim of the Focus Group Discussion (tell what the evaluation is about, the broader context of the project, the role of the target group and that we want to know what their

experience has been with the project) => **be careful** not to 'give away' the results of the project, those should be told by the beneficiaries themselves
- Ensure anonymity

You can read out the following to the respondents:

The discussions we will have together today are about different topics related to food security and the influence this project has had in it. Some of you will see a direct link with access to food, some of you will not. I want to make sure you all know that during the discussion today there are no good or bad answers or opinions. I want to get an idea of what you think about the project, whether you have been involved and how, and the reasons why or why not it has changed your access to food. Every one of you will get a chance to talk. All information you give us today will be treated confidentially and we will not use your names in any report.

The reason why we are interested in your opinion is because we want to know more about what currently works well and what does not work well to improve access to food. That is the only way to improve things.

[FACILITATOR 2 HANDS OUT THE STICKERS, GREEN FOR WOMEN, BLUE FOR MEN]

As you can see we have some posters on which we would like you to put the stickers we have given you. Each poster asks a different question. For those that cannot read, look at the picture on the poster. If you do not understand the poster, please ask one of the facilitators. We will explain the posters one by one. After explaining one poster, you can put the sticker, after which we will discuss the topic of the poster in more detail.

Flip-over

During the FGD we will use flip-over paper to write down the topics / results that are mentioned by the participants. In that way they can see what has be summarized and we can be sure that something that has been written on the flip-over is agreed upon by the group.

The facilitator will write on the flip-over and the colleague who takes note, will write it on the notes / laptop.

D. INTRODUCTION PARTICIPANTS [15 MIN]

Give participants the opportunity to briefly introduce themselves be telling:

- Their name and occupation
- Since when they are involved in the project

Make sure that you keep this part short, but have enough time to give everybody the chance to hear who is participating in the discussion.

E. FOCUS GROUP DISCUSSION (70 MIN)

Start with general questions using the topic list below.

General topic list for direct beneficiaries' FGD

- Background in relation to the project:
  - Name and occupation
  - type and size of farm/business / number of children / number of infrastructure
  - household size and composition
  - main sources of income
  - How are food resources allocated among the household members?
- Knowledge of the project and its intervention logic (in understandable terms, about activities and goals of the project)
- Experience with the project:
  - What has the interviewee seen of the project?
  - Has he or she participated actively?
  - What did that participation consist of?
  - What were the effects of participation?
    - Intermediary effects, i.e. learnings from participation, new insights
    - Effects on business/income/food security
  - Which effects were there apart from participation?
    - Intermediary effects, i.e. learnings from participation, new insights
    - Effects on business/income/food security
  - How did the project affect the livelihoods of direct beneficiaries?
- What are strengths of the project? What went well? Why?
- What are weaknesses of the project? What did not go so well? Why?
- On balance, does the interviewee consider the project to be successful?
- If similar projects are implemented in the future, what could be improved to make them more effective?
- Identification of external factors:
  - What other factors influenced the project and in what way (lower food prices / weather etc.)?
  - What will happen if the project stops?

CATALIST-2 / Consolidation of Marshlands FGD

For projects involved in **agriculture** such as **CATALIST-2** and **Consolidaton of Marshlands**, we propose to add the following questions for *direct beneficiaries*:

- What crops do you grow?
- How do farmers decide on what crops to grow? Do they use cost-benefit calculation based on expectations? How are these expectations formed (weather, current crop prices, et cetera)?
- Which household members participate in the decisions on which crops to grow and in the decisions on how to spend the income earned?
- How are food resources allocated among the household members?

- Why farmers have applied or have not applied the ISFM farming practices? (*Catalist)*
- How were farmers in the cooperatives and Water Users's prepared to consolidate the marshlands after the end of the ESIRU project in order to take over the important task of infrastructure maintenance? (*Consolidation of Marshlands)*
- What tools and training did you receive in order to take over the maintenance of the project? (*Consolidation of Marshlands)*
- Why they have or have not used the services (access to inputs, business planning, credit, forward contracting) put in place by the project?
- How did the project affect the livelihoods of direct beneficiaries? Did it change your diet and access to food?
- Did the project focus on the relevant factors for improving food security?
- Are the changes to agricultural production sustainable?
- What are the impacts of agricultural intensification on the households in the past five years? What are the positive impacts (e.g. lower food prices, more work opportunities, et cetera)? And what are the negative impacts (e.g. increased land rent, et cetera)?

Indirect beneficiaries' FGD

- What crops do you grow?
- How do farmers decide on what crops to grow? Do they use cost-benefit calculation based on expectations? How are these expectations formed (weather, current crop prices, et cetera)?
- Which household members participate in the decisions on income earning activities and in the decisions on how to spend the income earned?
- How are food resources allocated among the household members?
- Who else has been effected by the project (family members/ neighbours etc.)? And in what way?
- How did the food security situation of households change in the past five years? What are the driving factors behind these changes?
- What was the impact of the project on the indirect beneficiaries?)
- Identification of external factors:
    - What other factors influenced the project and in what way (lower food prices / weather etc.)?

It is important to note that the above mentioned questions give guidance but should not be used in a rigid way. The facilitator should be flexible and provide enough time to the participants to answer questions and address topics that are relevant but may not be part of our questions. The discussion should be open and each participants should be given time to reflect and add their opinion to the conversation.

The above questions can also be used for the interviews with staff members in order to make a comparison between the responses of the staff and beneficiaries. Besides the above topics and questions staff members will be asked questions regarding:

- the implementation of the project,
- the way the target group was involved

- impact of the project
- things that went well and difficulties encountered during the project
- other donor activities.

Before the interviews, we will provide a list of specific questions to ask to the project implementers and their staff. In paragraph 3.3. we will present the posters that will be used during the FGD to make the conversation more lively.

F. WRAP-UP (10 MIN)

When it is time to finish the discussion, the facilitator who takes notes informs the facilitator responsible for the discussion.

- Ask: *Is there anything we have not discussed that seems relevant?*
- Ask: *Would anyone like to make any final comments?*
- Thank all participants for their participation and hand out the token gifts.

G. AFTER THE DISCUSSION

- If possible, please make a picture of the posters.
- After each focus group session the facilitators review and **complete the notes** taken during the FGD.
- Together they list the key statements, ideas, and attitudes expressed for each topic of discussion.
- The facilitators prepare a summary of the FGD (in English or French), including the records of the posters. This summary will be made according to a fixed format, which will be trained before the FGDs take place.

In chapter 4 we will present a format for the report structure.

2.3 Posters CATALIST-2 / Consolidation of Marshlands

2.3.1 Topic Focus – Use of and access to crops [10 minutes]

Poster One

*We want to know whether you use agro-inputs. If you do **not** use agro-input, put one sticker in the column on the right [POINT OUT COLUMN]. If you do use agro-input, please put a sticker behind **all** the types of agro-input you currently use in the left column, so fertilizer, improved seeds, and other agro-input [POINT OUT COLUMN]. The second part of the poster we will complete together when we are discussing this topic.*

Poster 1: Use and access to agro-input

I USE AGRO-INPUTS	I DO **NOT** USE AGRO-INPUTS
Fertilizer:	
Improved seeds:	
Pesticides:	
Other:	
Main reasons:	Main reasons for not using:

QUESTIONS:

- *Do you use agro-input? [STICKERS]*
- *What are the reasons for using agro-input? [LIST THE REASONS ON THE POSTER]*
- *What are the reasons for not using agro-input? [LIST THE REASONS ON THE POSTER]*
- *Has your agro-input use changed over the past 5 years? How? Why?*
- *How do you make sure you have timely access to agro-input, in time for the planting season of your crop(s)?*

SUMMARIZE THE MAIN OUTCOMES ON TOPIC ONE USING THE POSTER.

2.3.2 Topic Focus – Subsistence or cash crop farming [10 minutes]

Poster Two

We want to know whether you produce mainly for own consumption or mainly for profit. You get 5 stickers and you can divide these stickers over the left (land used for own consumption) and the right (land used for profit). After that you will get stickers to show whether the two ways of farming have increased or decreased over the past few years. The last part of the poster we will complete together when we are discussing this topic.

Poster 2: Subsistence (own consumption) or cash crop (profit) farming

PART OF LAND USED FOR SUBSISTENCE FARMING	PART OF LAND USED FOR CASH CROPS
Over the past few years I increased: Year 1 Year 2 Year 3 Year 4 Year 5	
Main reasons increase or decrease subsistence farming:	Main reasons increase or decrease cash crop farming:

- *What type of farmer are you? Do you produce for own consumption or for profit? Has this changed over the past 5 years? Why? Why not?*

2.3.3 Topic Focus – Farmer Organization Membership [10 minutes]

Poster Three

*We want to know whether you are a member of a farmer organization. If you are a member of a farmer organization, put one sticker in the first column [POINT OUT COLUMN]. If you are **not** a member of a farmer organization, please put a sticker in the column on the left column [POINT OUT COLUMN]. The second part of the poster we will complete together when we are discussing this topic.*

Poster 3: Farmer Organization Membership

I AM A MEMBER	I AM **NOT** A MEMBER
Main reasons:	Main reasons:

QUESTIONS:

- *Who is a member of a farmer organization? [STICKERS]*
- *What are the reasons for becoming a member of a farmer organization? [LIST THE REASONS ON THE POSTER]*
- *What are the reasons for not becoming a member of a farmer organization? [LIST THE REASONS ON THE POSTER]*
- *Do you buy agro-input through a farmer organization? Why, why not?*
- *Is it cheaper to buy agro-input from a farmer organization?*

SUMMARIZE THE MAIN OUTCOMES ON TOPIC TWO USING THE POSTER

2.3.4 Topic Focus – Erosion [10 minutes] (Consolidation of Marshlands)

Poster Four

*We want to know whether your land suffers from erosion. If you have problems of erosion, put one sticker in the first column [POINT OUT COLUMN]. If you do **not** have problems with erosion, please put a sticker in the column on the left column [POINT OUT COLUMN]. The second part of the poster we will complete together when we are discussing this topic.*

Poster 4: Erosion

I HAVE PROBLEMS WITH EROSION	I DO **NOT** HAVE PROBLEMS WITH EROSION
Main reasons:	Main reasons:
TOOLS I RECEIVED TO COPE WITH EROSION	MY OWN INITIATIVE TO COPE WITH EROSION

QUESTIONS:

- *Has your land ever suffered from erosion? [STICKERS]*
- *Did you participate in the erosion protection project and if yes, why? [LIST THE REASONS ON THE POSTER]*
- *Has the project helped to protect your land / hillside from erosion? Why, why not? [LIST THE REASONS ON THE POSTER]*
- *What tools did you receive to ?*
- *Is it cheaper to buy agro-input from a farmer organization?*

SUMMARIZE THE MAIN OUTCOMES ON TOPIC TWO USING THE POSTER

2.4 Posters Access to food for young children

2.4.1 Topic Focus – Signs of Malnutrition

Poster One

We want to know whether how many children you have under 2 years old and if they experience malnutrition. You get 5 stickers and you can divide these stickers over the left (chronical malnutrition every day / week) and no signs of malnutrition (three meals a day). After that you will get stickers to show whether the nutrition has increased or decreased over the past few years. The last part of the poster we will complete together when we are discussing this topic.

Poster 1: Signs of malnutrition

I AND MY CHILD(REN) EXPERIENCE MALNUTRITION	I AND MY CHILD(EN) DO **NOT** EXPERIENCE MALNUTRION
Number of children:	Number of children:
Number of children < 2:	Number of children < 2:
What do you children eat on a weekly bases?	What do you children eat on a weekly bases?
Daily diet children <2:	Daily diet children <2:
Main reasons malnutrition children <2:	Main reasons for not experiencing malnutrition children <2:

QUESTIONS:

- *How many children do you have? How many of them are under 2 years old?*
- *What do you and your family eat on a weekly basis? [LIST THE FOOD INTAKE ON THE POSTER]*
- *How many meals does your family eat a day? What do your children under 2 years old eat?*
- *Do you grow your own food? Is your nutrition related to seasonal availability of food?*
- Do you or your children experience malnutrition*? And if so why? [LIST THE REASONS ON THE POSTER]*
- If you or your children do not experience malnutrition*? Why not? [LIST THE REASONS ON THE POSTER]*

SUMMARIZE THE MAIN OUTCOMES ON TOPIC ONE USING THE POSTER.

2.4.2 Topic Focus – Use of and access to Ante-Natal Clinic [10 minutes]

Poster Two

*We want to know whether you use the Ante-Natal Clinics (ANC). If you do **not** use ANC, put one sticker in the column on the right [POINT OUT COLUMN]. If you do use ANC, please put a sticker behind the left column [POINT OUT COLUMN]. The second part of the poster we will complete together when we are discussing this topic.*

Poster 2: Use and access to Ante-Natal Clinic (ANC)

I VISIT ANC	I DO **NOT** VISIT ANC
During pregnancy:	
6 months after pregnancy:	
For check-up child under 2 years:	
More than 4 times:	
Other:	
Main reasons:	Main reasons for not visiting:

QUESTIONS:

- *Have you visit an ANC in the past 2 years? And if so, how often? [STICKERS]*
- *What are the reasons for visiting ANC? [LIST THE REASONS ON THE POSTER]*
- *What are the reasons for not visiting ANC? [LIST THE REASONS ON THE POSTER]*
- *Have you received tools to cope with stunting / malnutrition of your child(ren)? How?*
- *What kind of information did you receive?*
- Did that information help you?
- *Are there costs involved in a visit?*

SUMMARIZE THE MAIN OUTCOMES ON TOPIC ONE USING THE POSTER.

2.4.3 Topic Focus – Participation Unicef activities[10 minutes]

Poster Three

We want to know whether you participated in the Unicef activities. You get 5 stickers and you can divide these stickers over the left (participated) and the right (did not participate). After that you will get stickers to show whether the nutrition has increased or decreased over the past few years. The last part of the poster we will complete together when we are discussing this topic.

Poster 3: Participation Unicef activities

I AND MY CHILD(REN) PARTICIPATED IN ACTIVITIES FROM UNICEF:	I AND MY CHILD(REN) DID **NOT** PARTICIPATE IN ACTIVITIES FROM UNICEF:
Name of activities: Frequency:	Main reason not to participate:
Over the past few years my access to food has increased: Year 1 → Year 2 → Year 3	
Increase: Yes / No Decrease: Yes / No Stable:	Increase: Yes / No Decrease: Yes / No Stable:
Main reasons increase or decrease access to food:	Main reasons increase or decrease access to food:

- *What kind of activities does Unicef offer you?*
- *Why did you and or you children participate in the activities?*
- *Why did you not participate in the activities?*
- *Did your experience improved access or decrease in access to food in the past 3 years? Why?*
- *Did your knowledge about food / malnutrition increased since your participation? Why did it or Why not?*

SUMMARIZE THE MAIN OUTCOMES ON TOPIC ONE USING THE POSTER.

Reporting

For the reporting of the Focus Group Discussion we want you to receive one report in which you refer to all the Focus Group Discussions. For each Focus Group Discussion we would like you to use the following structure :

1. *Name of the FGD*

1.1 Introduction:

- for which project you conducted the FGD
- where and when did you contact the FGD

1.2 Organization details

- based on the interview with the project staff

1.3 FGD Participants information

1.4 Results FGD:

- *Knowlegde of the project and its intervention logic*
- *Experience with the project*
- *Participation in project*
- *Impact on the livelihood*

1.5 Details posters FGD:

Poster 1 – Use of Agro Inputs

I use agro inputs √	I do not use agro inputs ×
Fertilizer: 4 4 4 4 4 (5) 4 4 4 4 (4)	
Improved Seeds: 4 4 4 4 (4) 4 4 4 4 4 4 (6)	
Others: 4 4 4 4 (4) 4 4 4 4 4 4 (6)	
Main Reasons	
• Improved yield • Higher harvest • Increase in acres cultivated • Improved planting method	

1.6 Effectiveness project:

a. To what extent is the anticipated pathway followed / have results been achieved?

b. To what extent can changes be contributed to the project pathway, alternative pathways, or other factors?

c. Up to what level (institutional outcome; hh outcome / proxy impact (food production, income, food prices, buffers), impact (food consumption, nutritional status) has the food security of targeted households improved?

d. What is the evidence that food insecure people have been reached, directly or indirectly? How have women (female headed households, women in the households) benefited?

1.7 Sustainability of the programme

Sustainability of the programme (institutional; environmental: especially climate change proof; political, financial; socio-economic)

1.8 Unplanned, positive of negative, effects of the programme.