

# NRC-REACH Youth Assessment: Syrian refugee camps in Jordan

## Focus group discussion question route

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### Sample group 1: Youth participating in programmes

#### Introduction

- A. Facilitator's welcome, introduction and instructions to participant [5 minutes]
- Facilitator completes an ODK form for each participant, recording the FGD code, location, number of participants, and start and end times of the discussion. Facilitator assists each participant in filling out their portion of the ODK form – age; sex; camp of residence; number of years lived in Jordan; current participant in youth programme(s) (If yes, "ok"); programme(s) currently enrolled in.
  - Welcome and thank you for volunteering to take part in this discussion. You have been asked to participate as your point of view is important. I appreciate your time.
  - In this discussion on youth programming, we want you to talk about your personal experiences and perceptions of the following types of programmes: informal education, sports/recreation activities, youth volunteering, and formal education (e.g. Tawjihi or Higher Education)
  - Please note that your participation in this discussion, and any answers or inputs you provide, do not in any way influence access to or the receipt of humanitarian assistance and programmes.
  - Anonymity: I would like to assure you that the discussion will be anonymous. We would appreciate it if you would refrain from discussing the comments of other group members outside of this session. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.
  - The discussion will take no more than 1.5 hours. We will have a quick break in between.
- B. Ground rules [2 minutes]
- The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
  - There are no right or wrong answers.
  - You do not have to speak in any particular order.
  - When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you.
  - You do not have to agree with the views of other people in the group.
  - Does anyone have any questions? (*answers*)
  - With this in mind, may I tape the discussion to facilitate its recollection? (*if yes, switch on the recorder*)
  - OK, let's begin.

# Question Route

## Stage 1: Youth Wellbeing and the impact of youth targeted programmes (25 minutes)

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As participants in programmes targeted at youth, we are interested in understanding your day-to-day life and how you define your personal wellbeing: how you spend your free time, and what factors are most important for ensuring the wellbeing of yourselves and youth of your age.

1. Engagement question:
  - a. How do you define your personal wellbeing, and what factors affect your level of wellbeing? **(Facilitator writes down these factors on the flipchart)**
    - i. Probes:
      1. For example, access to education?
      2. Access to recreational activities (e.g. sports, music, art)?
      3. Spending time family or friends?
      4. Ensuring basic needs are met (food, shelter, etc.)?
      5. What activities or events in your daily life *positively* affect your wellbeing?
      6. What activities or events in your daily life *negatively* affect your wellbeing?
    - b. Which of these factors are *most important* to you for ensuring your personal well-being? **(Facilitator asks each participant to put a dot next to the 3 most important factors and adds up the dots. Highlight the 5 most important factors identified by the group.)**
2. Thinking about these factors, in what ways have youth programmes that you have participated in impacted your wellbeing, either positively or negatively?
  - a. **Note to facilitator:** It is important to make sure at this point in the discussion that the participants are clear on what the available youth programmes are. List these programmes on the flipchart for clarification, if needed.
  - b. Probes
    - i. Do these programmes help you learn a new skill?
    - ii. Advance in your education?
    - iii. Make new friends?
    - iv. Engage with adult mentors?
    - v. Do the programmes provided meet your personal needs and interests? Why or why not?
    - vi. Do the programmes offered meet the needs of males and females differently? If so, how are they different?
    - vii. What about meeting the needs of different age groups?

## **Stage 2: Barriers and facilitators of engagement in youth targeted programmes (40 minutes)**

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3. Based on your experiences as young men and women and those of your peers, what factors facilitate or inhibit participation in youth programmes? **(Facilitator creates two columns on the flip chart: facilitators and barriers and notes down these factors under the relevant column during the discussion.)**
  - a. Probes
    - i. Access challenges (e.g. physical location of programme site)?
    - ii. Financial challenges?
    - iii. Finding programmes relevant to your needs and interests?
    - iv. Cultural reasons?
    - v. Are these factors the same for both male and female youth? If not, which factors apply more to males, and which apply more to females?
    - vi. Different factors between age groups?
  - b. **Note to facilitator:** We expect youth participants may not be comfortable if asked about more sensitive barriers to accessing youth programmes directly. However, please use the above probes to better understand if any of the following are factors:
    - i. Access to child care support or services
    - ii. Psychosocial support
    - iii. Financial obligations
    - iv. Special needs for people with disabilities
    - v. [Perceptions of access according to gender] Gender-based variables such as (for women) verbal or physical harassment, early marriage, household responsibilities inhibiting their ability to leave the home; (for men) responsibility to provide through employment, do men think that it is easier for them to access programmes compared to women?
4. Of the facilitators and barriers we have discussed, which are the most significant? **(Facilitator asks each participant to put a dot next to the 3 most significant facilitators affecting their participation and adds up the dots. Repeat process for the list of barriers. Then on a new sheet, write down both the 3 most significant facilitators and barriers.)**
5. How can NGOs, UN agencies, or other organisations in the camp help address these factors and better facilitate your participation in youth programmes?
6. We have talked about youth programming, its impact on your wellbeing, and factors affecting your participation. In what ways do your parents and community leaders affect your participation in and contribution to these programmes?
  - a. Probes
    - i. Do your parents and/or community leaders act as facilitators to programme participation? If yes, in what ways?
    - ii. Are there any other members of the community that have a particular impact on programme participation (for example, religious leaders)? If yes, who? And in what way?

- iii. Do your parents and/or community leaders present barriers to programme participation? If yes, in what ways?
- iv. What could parents and community leaders do to better facilitate youth programme participation?

### **Stage 3: Improvements to youth programming (25 minutes)**

7. In your opinion, what improvements could be made, or would you like to see made, to youth targeted programmes?
  - a. Probes
    - i. How could current programmes be changed to better meet your needs and interests?
    - ii. Are there any programmes that you feel are missing from the services currently provided by camp actors?
    - iii. Are there any activities relating to livelihoods or skills training that you would be interested in?
    - iv. How could current programmes be improved to help you access livelihood/income-generating opportunities?

#### **Closing Question:**

Finally, are there any other issues or suggestion that you would like to mention that you feel we have missed? What are they?

## **Conclusion**

- Thank you for participating. This has been a very successful discussion. We hope you found it interesting.
- Your opinions will be a valuable asset to the study.
- I would like to remind you that any comments featuring in this report will be anonymous.
- Before you leave, please ensure you have completed the personal details questionnaire.