

SHLC RTP3

FOCUS GROUP TOPIC GUIDE

June 2021

A. Participant Information Sheets and Consent

Objective:

To ensure all participants have read the PIS and signed a consent form on arrival, or otherwise given their consent.

B. Introductions

Objective: to introduce the researchers and introduce the participants to each other, and to introduce the purpose of the focus groups and how the meeting will run, including a reminder of how the contributions to the discussion will be used as data by the researchers.

C. Opening the discussion

Objective:

To open up the discussion, get everyone talking, and identify the main issues about the neighbourhood that are relevant to participants.

- 1. What do you like about living in this neighbourhood?***
- 2. And what do you dislike about living in this neighbourhood?***

Probes/ Prompts: Anything else?

D. Livelihood/Opportunities

Objective:

To explore people's perceptions about economic opportunities in the neighbourhood. Frame questions with reference to problems identified earlier at C where appropriate.

- 1. To what extent does living around here provide opportunities for employment for residents?***

Probes/Prompts:

- Where are these jobs (in the local area, nearby, far away, etc.)?
- What types of employment are available and has this changed over time (including formal and informal, self-employment, wage employment, full-time/part-time work, seasonal work etc.)?

- Are these good jobs or not?
 - How do they compare with opportunities that exist in other parts of the city?
 - How is this impacted by transport/mobility and the role of the by state or private sector in this area?
 - How has the Covid-19 pandemic affected economic opportunities for people in this neighbourhood?
- 2. *What do you think are the key priorities to create more economic opportunities for all residents in this neighbourhood?***

Probes/Prompts:

- What kind of government investments are needed here to increase opportunities for residents?
- How can we support informal/formal employment and business growth?
- How can we make opportunities more accessible to all?
- How do residents access livelihood opportunities in this neighbourhood? (e.g. role of education/qualifications vs corruption/patronage; role of gangs or social networks; barriers like affordable housing or NIMBYism).

E. Education

Objectives:

To explore the perceptions of people about the importance of education, access to education, and educational experiences. The focus is on education for adults as well as school education for young people and children. Frame questions with reference to problems identified earlier at C where appropriate.

1. *Thinking about this neighbourhood: does living here affect education and learning opportunities available to your family/household?*

Probes/Prompts (think about positive and negative aspects):

- Does your family/household have easy access to good schools? Yes/No – why/examples?
- Does your family/household have easy access to opportunities to acquire new skills or knowledge beyond schooling? Yes/No – why/examples?
- Is there anyone in your family/household who finds it difficult to access education or learning opportunities? For example, family member with disabilities, girls or women, or the elderly? Yes/No – who/why/examples?
- Do you think your neighbourhood has better or worse opportunities than others in the city, and why?

- How has the Covid-19 pandemic affected educational opportunities for people in this neighbourhood?

2. *Thinking about education and learning opportunities you and members of your family/household have, do they have any impact on your life?*

Probes/Prompts:

- Do the schooling opportunities available to you help to improve your and your children's life chances, living conditions, and well-being? Yes/No – how/what kind of education?
- Do the other forms of learning available here – such as adult education, learning new skills/knowledge outside school/university – help you improve your life chances or quality of life? Examples?

3. *What three things would you like to change to help people living in your neighbourhood get better educational opportunities of all kinds? (If possible, ask each participant. Alternatively, if there's time, ask the participants to discuss and negotiate the three things)*

Probes/Prompts:

- Community-based learning initiatives
- Investment in educational facilities and teaching resources,
- Better transport to access facilities elsewhere,
- Affordability,
- Better teachers
- Better home conditions,
- Access to online learning, public libraries.

F. Health

Objectives:

To explore the perceptions of people about health in their neighbourhood and the adequacy of resources and facilities to promote good health. According to your views, what are the main health problems in the neighbourhood? Frame questions with reference to problems identified earlier at C where appropriate.

Probes/Prompts across all questions:

- For health problems mentioned- are they are different for different groups of people in the area?

1. *How does living in your neighbourhood impact your health?*

Probes/prompts: (explore positive and negative aspects)

- a. In terms of the physical (built) environment: for example
 - i. parks and green spaces
 - ii. street layouts, walkability
 - iii. pollution
- b. In terms of the social environment: for example
 - i. socio-economic status
 - ii. social networks and community organisations
 - iii. amenities/institutions, access to health care
- c. Ask about experiences while accessing health care services in the neighbourhood.
- d. How has living in this neighbourhood affected people's health during the pandemic?

2. What are three key things that should change to improve health in your neighbourhood?

Probes/Prompt:

- investment in basic infrastructure such as health facilities and other health promoting institutions
- affordability, personnel, policing, etc.

G. Governance

Objectives:

To explore perceptions of the governance of the neighbourhood, especially levels of satisfaction with governance and the opportunities that exist for local people's participation in neighbourhood governance. Frame questions with reference to problems identified earlier at C where appropriate.

1. Are people in this neighbourhood satisfied with how the neighbourhood is run?

Probes/ Prompts

- If so, why? If not, why not?
- Follow-up on issues of corruption, ineffectiveness, systems of patronage, poorly designed or unfairly enforced laws/regulations, political interests that do not align with the common good, restrictions/violations of rights, the use of violence, discrimination etc. as appropriate.
- Are levels of satisfaction shared by everyone in this neighbourhood?
- Are there any problems in this area that are not addressed that should be?

- What do levels of satisfaction mean for engagement (e.g., participating in politics, adhering to regulations)?
- Do formal governance structures adequately address the problems that exist in this neighbourhood?
- Are formal or informal structures more useful for changing things in the neighbourhood?
- How has the Covid-19 pandemic affected the governance of this neighbourhood?

2. To what extent can people here participate in making decisions about what happens in this neighbourhood?

Probes/ Prompts:

- What forms does participation take (e.g., voting/electoral participation, formal government consultation/deliberative processes, campaigning/advocacy, popular organization/protests)?
- Are these effective at influencing decisions?
- Do they lead to positive outcomes?
- Can everyone participate equally in making decisions about what happens in this neighbourhood?
- Do some groups have more influence than others, or are some interests prioritized over others?

H. Wrap Up/ Concluding Questions (optional if time allows)

Objective:

To give the opportunity to participants to make the researchers aware of anything that participants consider to be important but has not featured in the discussion.

Finally, given that we researchers are interested in learning all about this neighbourhood, is there anything important that we have not covered in this discussion?

Thank participants and depart.

End