

Qualitative Question Guide for the Resilience Capacity Score (RCS) - Interviews

The Qualitative Question Guide for the RCS is a tool for collecting qualitative data to complement and explain the data collected by the RCS indicator. RCS data should first be analysed to identify information needs before qualitative research is conducted as a follow up activity with the same communities who responded to the RCS.

Instructions:

Each of the themes represents one of the nine statements that make up the RCS.

1. Select **3-4 RCS themes**.
2. Select **4-8 key questions** per theme that you want to explore in depth.
3. Use these RCS themes and questions to **fill out the exploration section of the interview question guide template** (pg. 12-16 of this document).
4. Finalise the interview question guide by adding engagement questions and tailoring the introduction to your research topic.

As part of the analysis of the RCS, the average value and variation of each of the nine statements (i.e., 4 resilience capacities and 5 capitals) can be examined. This information can be used as criteria to decide which RCS themes to focus on.

For example, **resilience capacities or capitals with particularly low or high averages or variation could be selected as themes** to better understand the outliers and household's perceptions on these topics.

You can further decide on which themes or questions to include on based on:

- Context specific shocks or stressors
- Exploration of the challenges or needs of specific subgroups and prevailing inequalities, including gender
- Information needs for planning or designing programmes (e.g., focus on questions that enable understanding of how to improve programmes going forward and for whom)
- Information needs for understanding WFP's contributions to building resilience capacities and for who
- Information needs for evaluations (e.g., focus on questions that help identify programme impact)

COs can adapt or develop additional questions, but please let us know which ones you use so that we can consider adding them to the standard tool.

Guiding notes:

This is a guide for individual level perceptions and experiences. A guide for HH level perceptions and experiences is also available.

- Adjust questions to your context where relevant, for example, contextualise threats, types of hardship and WFP programmatic activities

- *Make sure to pilot the question guide to check if questions are relevant, understood, and generate enough in-depth data*
- *Please review the available e-learning on Qualitative Data Collection and Qualitative Data Analysis, as well as the collection of qualitative research guidance documents, for more information on sampling for qualitative research, conducting FGDs and interviews, taking notes, and analysing data.*

Part 1: Capacity

RCS Theme 1: Anticipatory capacity

- **Generic:** Your household is fully prepared for any future natural disasters that may occur in your area.
- **Generic:** Your household is fully prepared for any future challenges or threats that life throws at it.
- **Shock/stressor specific:** Your household is fully prepared for any future (climate OR economic OR conflict OR other) event/shock/stressor that may occur in your area

No.	Question
Past disasters/challenges	
1.1	What types of disasters or challenges have affected you in the last (12) months? • Natural disasters, such as floods, earthquakes, cyclones? • Human-made disasters, such as fires, oil spills, explosions? • Conflict, such as violence, armed conflict, insecurities (risk of violence, theft, sexual violence)? • Economic, such as unemployment, high inflation, economic collapse (local and national)
1.2	How have you been affected by these disasters or challenges?
1.3	What resources, capabilities or strategies allow you to prepare for disasters/challenges?
1.4	How does the use of these resources, capabilities or strategies differ for other individual members of your household?
1.5	What resources, capabilities or strategies are used at the community level to prepare for disasters/challenges?
1.6	How did WFP contribute to your preparation for these disasters/challenges? What were some specific WFP activities that helped you prepare for these challenges and how did the activities help?
1.7	Were there any ways in which WFP's assistance did not meet your needs?
Future disasters/challenges	
1.8	What are the disasters/challenges that you anticipate in the next 12 months?
1.9	Which threats are you expecting to become more frequent and intense in the next 12 months? • Which may become less frequent and intense?
1.10	Which disasters or challenges does you feel more and/or less prepared for? • Economic challenges, climate, conflicts?
1.11	How are you planning to prepare for future risks?

1.12	How adequate or sufficient are your resources, capabilities, or strategies for dealing with future disasters or challenges?
1.13	How is your household and/or community planning to prepare for future risks?
1.14	How adequate or sufficient are your household and/or communities' resources, capabilities, or strategies for dealing with future disasters or challenges?
1.15	How does the sense of preparedness differ based on the diversity of your household/community members? • Who in your household and community may be most/least vulnerable to risks? • Which risks and why? • Gender (men and women)? • Age (adolescents, adults, seniors)? • Disabilities? • Vulnerabilities? (e.g., indigenous peoples, minority language speakers, people living with HIV/AIDS, refugees, internally displaced persons (IDPs), migrants, and those with multiple, intersecting needs)
Programmatic Assistance	
1.16	What can be done to make you feel more prepared? • What can be done for you as an individual? • What can be done for specific individuals in your household? • What can be done at community level?
1.17	How can WFP or other humanitarian/development actors support in preparing you better for the challenges anticipated? • What can be done (what do you need) in the immediate future/ next 3 months? • What can be done (what do you need) in close future/ next 3-12 months? • What can be done (what do you need) in the long future/ next 1-5 years?

RCS Theme 2: Absorptive capacity

- **Generic:** Your household can bounce back from any challenge that life throws at it.
- **Shock/stressor specific:** Your household is able to bounce back from any (climatic OR economic OR conflict OR other) event/shock/stressor affecting your livelihoods or incomes

No.	Question
Past challenges	
2.1	Can you come up with an example of a challenge that you have bounced back from, within the last year? • What was the challenge? • What coping strategies were used to handle it? • Was anyone else in the household engaged in handling the challenges/ applying the coping strategies?
2.2	Can you come with an example of a challenge that you has NOT bounced back from, within the last year? • What was the challenge? • Who was mainly affected by the challenge, and how? • Was anyone in your household not able to bounce back from the challenge? • How was it handled? Did you have to resort to any negative coping strategies? (e.g.,

	selling productive assets to cope in the immediate term)
Future challenges	
2.3	What kind of challenges would you be best able to bounce back from and why these?
2.4	Which members of your household may be better at bouncing back from challenges? • What are the differences in capacity between men and women? • What are the differences in capacity between younger or senior HH members? • What are the differences in capacity in people with disabilities? • What are the differences in capacity for people in vulnerable situations? • Why are there HH members better at bouncing back from challenges?
2.5	Which community members may be better at bouncing back from challenges? • What are the differences in capacity between different livelihood groups (e.g., retailers vs. smallholder farmers, etc.) • What are the differences in capacity of people with different socio-economic status (e.g., low, moderate or high income groups) • What are the differences between rural/urban areas? • Why are these community members better at bouncing back from challenges?
2.6	What kind of challenges would be more difficult for you to handle and why these?
2.7	Which members of your household may be worse at bouncing back from challenges? • What are the differences in capacity between men and women? • What are the differences in capacity between younger or senior HH members? • What are the differences in capacity in people with disabilities? • What are the differences in capacity for people in vulnerable situations? • Why are these household members worse at bouncing back from challenges?
2.8	Which community members may be worse at bouncing back from challenges? • What are the differences in capacity between different livelihood groups? • What are the differences in socio-economic status? • What are the differences in rural or urban areas? • Why are these community members worse at bouncing back from challenges?
2.9	In what ways could your ability to respond to the challenges change within the next 12 months? • Why do you think there will be these changes?
2.10	Can you continue to use the coping strategies you used in the past? • How/which ones?
Programmatic Assistance	
2.11	How can WFP or other humanitarian/development actors contribute to strengthening your capacity to bounce back from challenges? • What can be done (what do you need) in the immediate future/ next 3 months? • What can be done (what do you need) in close future/ next 3-12 months? • What can be done (what do you need) in the long future/ next 1-5 years?

- **Generic:** During times of hardship your household can change its primary income or source of livelihood if needed.
- **Shock/stressor specific:** If affected by a (climatic OR economic OR conflict OR other) event/shock/stressor, your household can change or adapt its primary income or source of livelihood without major difficulties.

No.	Question
Changes in Primary Income	
3.1	In what ways would you be able to change your individual primary income or source of livelihood if a shock hits?
3.2	Does WFP contribute to your capacity for changing primary income or source of livelihood? • If yes, how?
3.3	In what ways do you feel inhibited/limited in changing your primary income or source of livelihood if needed? • Financial or materials resources? • Institutional or government policies? • Gender inequality and associated power imbalances? • Access to education
3.4	Who is part of the decision-making process about if and how to change the primary income or source of livelihood? • Yourself • Head of HH • Other members of the HH? • Extended family/community members?
3.5	How does decision-making power differ between men and women?
Programmatic Assistance	
3.6	What kind of resources, capabilities, inputs or training would you need to facilitate changing your source of income or livelihood if needed? • How to this differ between men and women?
3.7	How could WFP or other humanitarian/development actors contribute better to improving your capacity to change your primary income or source of livelihood? • What can be done (what do you need) in the immediate future/ next 3 months? • What can be done (what do you need) in close future/ next 3-12 months? • What can be done (what do you need) in the long future/ next 1-5 years?

RCS Theme 4: Adaptive capacity

- **Generic:** If threats to your household became more frequent and intense, you would still find a way to get by.
- **Shock/stressor specific:** If threatening (climatic variability OR economic OR conflict OR other) shocks/stressors became more frequent and intense, your household would still find a way to get by.

No.	Question
Future threats	

4.1	How would you respond/adapt if threats became more frequent and intense? • Which positive coping strategies would you employ to get by? (e.g., use of new skills, diversification of livelihoods, receive support from family/friends, etc.) • Which negative coping strategies would you household employ to get by? (e.g., eat less preferred or less expensive food, borrow food from a neighbour, purchase food on credit, etc.)
4.2	How would different members of your household adapt in case threats became more frequent and intense? • How would men and women respond or adapt differently? • How would adolescents, adults, and seniors respond or adapt differently? • How would people with disabilities respond or adapt differently? • How would people in vulnerable situations respond or adapt differently?
4.3	How would different members of the community adapt in case threats became more frequent and intense? • How would men and women respond and adapt differently? • How would people with different livelihood profiles respond or adapt differently? • How would people in different socio-economic or income groups response or adapt differently? • Would there be differences between rural and urban areas?
Programmatic Assistance	
4.4	How would you assess your reliance on WFP to support your if threats became more frequent and intense? • Do you expect WFP to provide support? • What type of support do you expect WFP to provide?
4.5	What other external support may you pursue/need/expect/hope if threats become more frequent and intense? • From NGOs? • From other UN organisations? • From Government? • From Community/kin networks?

PART 2: Capital

RCS Theme 5: Financial capital

- **Generic:** During times of hardship your household can access the financial support you need.
- **Generic:** Your household can afford all of the things that it needs to survive and thrive.
- **Shock/stressor specific:** Your household has easy access to the financial support that would be required if (climatic OR economic OR conflict OR other) events/shocks/stressors caused hardship in your area.

No.	Question
Types of financial support	

5.1	What kind of financial support do you tend to need during times of hardship? • Money for food? • Money for essential household items? • Money for rent/costs of living? • Money for health care? • Money for school fees? • Payments for dept to formal/informal debtors?
5.2	Which items are most essential for your need to survive and thrive? • What is needed for surviving? • What is needed for thriving or for building your human capital (e.g., health or nutrition support, skills and knowledge)?
Accessing financial support	
5.3	How are you accessing financial support during times of hardship? • Types of financial support? (savings, loans) • Positive response strategies (e.g., changes to income or livelihood?) • Negative response strategies (e.g., borrowing? selling assets? sending children to work (including removing them from school to work) • How do you decide how to adopt these strategies?
5.4	How does the access to financial support during hardship differ for members of your household? • How does it differ for women and men? • How does it differ for adolescents, adults, and seniors? • How does it differ for people with disabilities? • How does it differ for people in vulnerable situations?
5.5	How does the access to financial support during hardship differ for members of the community? • How does it differ for different livelihood groups? • How does it differ for people in different socio-economic/income groups? • How does it differ across rural and urban areas?
Programmatic Assistance	
5.6	Have the WFP-supported policies and programs (policy and legislative strategies, budget frameworks, specific programs) been helpful to you? And how?
5.7	What role does WFP play in you accessing financial support during times of hardship? • Have you previously received financial support from WFP during times of hardship? • If yes, how has this support helped you? • If no, do you think you could benefit from WFP's food or cash assistance?
5.8	What role does the government play in in you accessing financial support during times of hardship? • Are you enrolled in a government scheme providing you any type of financial assistance? • If not, do you think you could benefit from a cash transfer from the government?

RCS Theme 6: Social capital

- **Generic:** Your household can rely on the support of family or friends when you need help.

- **Generic:** Your household can rely on the support of family, friends or groups within your community/ neighbourhood when you need help.
- **Generic:** Your household can rely on the support of people or groups outside your community/neighbourhood when you need help.
- **Shock/stressor specific:** In case of unsatisfied essential needs because of (climatic OR economic OR conflict OR other) events/shocks/stressors your household can rely on the support of family and friends.

(Note: The first two statements refer to bonding and forming connections to one's own group (*Social capital – internal*), while the third statement refers to forming connections to outside groups (*Social capital – external*). These are two different types of social capital. Please consider asking about both types of social capital by adding a tenth statement to the survey and adjusting indicator calculation and analysis appropriately.)

No.	Question
Internal Social Capital	
6.1	How do your family and friends provide support when you need help? How do other members of the HH benefit from the support provided? • Women and men? • Adolescents, adults, and seniors? • People with disabilities? • People in vulnerable situations?
6.2	How do your neighbours and community (including community support groups) provide support when you need help? • Who provides this support and help? What support is given or received? How does this support differ: • For women and men? • For adolescents, adults, and seniors? • For people with disabilities? • For people in vulnerable situations?
6.3	Does the support you receive from different groups adequately meet your needs? (e.g., food, rent, healthcare, school fees, etc.) • If so, what needs are met? • If so, are your needs met in the short or long term? • If not, what needs are not met?
6.4	If you do not receive any support from members inside your community, why is this? • What could be changed to enable you to receive support if you need it?
6.5	What do you do to build/strengthen your bonds and connections with people in your own social group? • HH members? Family members? Extended kin? • Neighbours and community members?
6.6	Are there community mechanisms (e.g. customary regulations, conflict resolution mechanisms) in place to deal with common problems and issues at the community level? • Land use planning, water access and management, conflict? • Do your HH usually join other community members to deal with common problems? • Do you usually trust the members of your community?
External Social Capital	
6.7	How do groups or people outside your community provide support when you need help? • Who provides support and help?

	- What support and help is provided? How does this support differ: - For women and men? - For adolescents, adults, and seniors? - For people with disabilities? - For people in vulnerable situations?
6.8	If you do not receive any support from members outside your community/neighbourhood, why is this? What could be changed to enable you to receive support if you need it?
6.9	What do you do to build/strengthen your bonds and connections with people in other social groups? - Different community sub-groups? - Local trade networks, associations, organisations?
Programmatic Assistance	
6.1 0	How does WFP provide support to you when you need help? How does it differ: - For women and men? - For adolescents, adults, and seniors? - For people with disabilities? - For people in vulnerable situations?
6.1 1	What type of support could WFP or other humanitarian or development actors provide that would supplement the help you receive within or from outside your community?

RCS Theme 7: Institutional capital

- Generic:** Your household can rely on the support of politicians and government when you need help.
- Generic:** Your household can rely on the support from public administration/government or other institutions when you need help.
- Shock/stressor specific:** In case of unsatisfied essential needs due to (climatic OR economic OR conflict OR other) events/shocks/stressors, your household can rely on support from public administration/government or other institutions.

No.	Question
Types of support	
7.1	What kind of support from public administration/government or other institutions do you rely on when you need help?
7.2	Does the support provided meet your essential needs? (e.g., food, rent, healthcare, school fees, etc.) - If so, what needs are met? - If so, are your needs met in the short or long-term? - If not, what needs are NOT met?
Access to support	
7.3	How does access to institutional support differ for different members of your household? - Women/men - Age groups - People with disabilities - People in vulnerable situations

7.4	How does access to institutional support differ from different members of the community? • Livelihood groups • Socio-economic status (incl. ethnicity) • Rural vs. urban areas
7.5	If you cannot rely on support from administration/government or other institutions when you need help, why is this? • Lack of government financial or human resources? • Corruption? • Weak or no government/institutions in place? • Shock or stressor has occurred that impedes the government from helping properly? • Lack of knowledge on how and/or where to ask for support?
Programmatic Assistance	
7.6	What type of support could WFP or other humanitarian or development actors provide that would supplement the help you receive from public administration/government or other institutions?

RCS Theme 8: Human capital

- **Generic:** Your household has learned important lessons from past hardships that will help you better prepare for future threats.
- **Generic:** Your household has learned important lessons from past hardships that will help you to better prepare for the future.
- **Generic:** Your household has learned important lessons from past hardships that will help you to better prepare for future challenges.
- **Shock/stressor specific:** Your household has learned important lessons from past hardships caused by (climatic OR economic OR conflict OR other) events/shocks/stressor that help you better prepare for similar threats in the near future.

No.	Question
Types of Lessons Learned	
8.1	What are the lessons you have learned from past hardships?
8.2	Out of the lessons that you've learned, which will best prepare you for future hardships and challenges?
8.3	How can your lessons learned prepare you for future hardship and challenges?
Learning process	
8.4	How have different members of your household learned from past hardships? • What are the differences between the lessons learned by men and women? • ... by different age groups? • ...by people with disabilities? • ...by persons in vulnerable situations?
8.5	How have different members of the community learned from past hardships? • What are the differences in livelihood groups? • What are the differences in socio-economic status? • What are the differences in rural vs. urban areas?

Sharing of Lessons Learned	
8.6	Is there a way for you to share your lessons learned within the community to contribute to community-level learning?
8.7	How could your lessons learned be widely disseminated and adopted as best practices? How could WFP or other humanitarian/development actors facilitate this process?

RCS Theme 9: Information capital

- **Generic:** Your household receives useful information warning you about future risks in advance.
- **Generic:** Your household frequently receives information warning you about future extreme weather events in advance.
- **Shock/stressor specific:** Your household receives in advance information warning about future (climate OR economic OR conflict OR other) related variability and weather risks that help your household to prepare for and protect from future shocks/stressors.

No.	Question
Content of informational warnings	
9.1	What informational warnings do you and your household receive? - How does this differ between men and women? - Who in the HH typically receive the information warning?
9.2	What is the source of the informational warnings? (Check for formal and informal sources) - Formal: Government, institutional, Humanitarian actors (including WFP) - Informal: Community, neighbourhood
9.3	How do you assess the accuracy of the information?
9.4	How clear is the informational message?
9.5	How could the information content and channel be improved? (e.g., translation in local languages, written vs. digital communication)
9.6	How timely is the information? Do you receive the information far enough in advance of risks?
Use of information	
9.7	How have you used the information? - What actions has it led you to take? - How has it helped you prepare and protect you from future shocks/stressors
9.8	How has information been passed on to other members of your household and/or community members? Who has received the information? And how?
9.9	If you are not receiving informational warnings, do you think they could be useful to you?
9.10	What type of information would you like to receive about future risks or weather events?

Question Guide Template for Qualitative Interviews

Research topic: [insert topic]

Information			
<i>Complete before the interview begins</i>			
Date:	dd/mm/yyyy		
Name of interviewer:			
Gender of the interviewer:			
Name of notetaker:			
Gender of the notetaker:			
Name of translator:			
Gender of the translator:			
Organisation:			
Province/district:			
Village/community:			
Respondent details			
Respondent gender	Female _____	Male _____	N/A _____
Respondent age:	_____ years		
Respondent profile:			

INTRODUCTION [5 minutes]

Good morning/afternoon. Thank you for being with us today. We appreciate the time you are spending with us. Before we start, I would like to introduce myself.

My name is [insert name/names]. We are working on behalf of/or with World Food Programme, and we are here today to hear from you about your experiences, opinions, and ideas about the programmes you have participated in.

More specifically, we would like to know more about: [insert research topic/objectives/themes].

The interview will take around [_____] hours.

Before we go further, please introduce yourself.

Informed consent

We would like to get your consent in taking part in this discussion. The role of informed consent is to ensure you are fully aware of the purpose and content of the research, the procedures to be followed, the risks and benefits of participating, and your rights.

- **Participation in the interview is voluntary**, and you can refuse to answer questions or take part in the discussion at any time. You may also choose to not answer some of the questions asked.
- Refusal to participate will not affect your support from WFP now or in the future. Note that the meeting does not have any impact on whether you or your family receives any assistance.
- The **information you provide is confidential**. This means that your names and identity details will be kept secret and not included when presenting the research findings.
- Confidentiality also applies to you. We kindly ask you to not share information that you hear today outside of this interview.
- We will use the information we gather today to produce reports, papers, presentations that will be shared widely. If there is anything that you do not want us to use in our reports, please let us know.
- I would also like to confirm that you understand that **you are not being paid for your participation**. [If cash reimbursement is provided, clarify that it is for reimbursement for transport or time.]
- **If applicable:** We will be taking an audio recording of this meeting. This is just in case we cannot take notes fast enough.

Can you please confirm that you would still like to go ahead with participating in this interview?

To the moderator

Here you can also add information on risks/benefits of participation, as well as the expected timeline for the data collection and when (if) they can expect to hear the results when published.

If any participant does not want to participate, please thank them for their time and proceed with group participants who have given consent. If you are planning to ask participants to sign the informed consent forms, now is the time.

Ground rules

Here are some ground rules to follow during the interview:

- In this discussion, there are no right or wrong answer. We want to understand your opinions and preferences and respect all input.
- Occasionally, I may repeat some of the things you say to make sure I understand them correctly. If what I summarize is wrong, please correct me.
- When you have something to say, please do so. We encourage you to share openly.
- Please put your cell phones mute before we begin.

Does it sound good to you? Do you have any questions before we begin?

To the moderator

*Every measure must be taken prior to and during the discussion to **Do No Harm** and maintain the safety and physical and emotional well-being of participants. If participants are uncomfortable answering any questions, ensure they are ok to process and move onto the next question.*

I. **ENGAGEMENT Section [10 minutes]**

To the moderator

Open the discussion with light questions that are easy to answer without prematurely drawing participants into debate or detail. The aim of this section is to make participants relax and feel more comfortable with the situation. This helps to build rapport between the interview and the respondent.

- 2-3 opening questions that are light and easy to answer.

II. **EXPLORATION section [1,5 - 2 hours]**

To the moderator

Make sure you keep the respondent engaged. Keep a neutral body language and avoid showing signs of agreement or disagreement with what is being said by the respondent.

3-5 key question per research theme. 1-2 probing question per key question.

Theme 1: [insert theme] [45 minutes]

- Question 1:
 - Probing question 1:
- Question 2:
 - Probing question 1:

Transition comment: *Thank you for sharing your opinions and preference on [insert theme]. We could discuss this more deeply, but for saving time we will move on now to discuss [insert topic]. It is okay for you?*

Theme 2: [insert theme] [45 minutes]

- Question 1:
 - Probing question 1:
- Question 2:

- Probing question 1:

Transition comment: *It was very interesting to understanding [insert topic]. Now, let's move to discuss [insert theme].*

Theme 3: [insert theme] [45 minutes]

- Question 1:
 - Probing question 1:
- Question 2:
 - Probing question 1:

Transition comment: *thank you for sharing your experiences on [insert topic]. Due to timing, would it be okay to conclude the interview/FGD?*

III. EXIT Section [10 minutes]

Thank you for sharing your experiences and opinions with us. You have been very helpful, and we appreciate you taking the time to speak with us. We hope you have found discussion interesting.

Before we end the discussion, do you have any question for us?

To the moderator

At this point you can also provide participants with the contact details of the research team leader/ ethics focal point.

You may also want to address and emphasize the following points:

- Highlight the value of the contributions and the participation of the respondent
- Ask the respondent how they are feeling after having shared above information (make sure they feel safe and secure)