

5.B Tool Prospective Parenting Practices in the Community

Turakura

Target group: any type of group that includes youth/prospective parents, e.g. YSHG or other youth groups (10% of all groups in the community or 8-10 groups)

Introduction to the Prospective Parenting practices in the community

Parents (fathers, mothers, and everybody who is the primary caretaker of a child) are the most important factors in the lives of children. As Help a Child, we therefore focus not only on children but also on the support of (prospective) parents. This support includes income-generating activities, parenting groups, training on child protection issues, etc. As (prospective) parents of this community, you know best what challenges prospective parents (still) face and what is going well. Through this tool, we would like to hear how you face these issues in the community. What are strengths, and what needs to be improved? This will help us identify the effects of our activities and provide input to discuss with you as prospective parents what extra support might be needed.

Tool

Topic	Guiding principles/ questions	1 - very bad	2 - bad	3 - fair	4 - good
Physical					
<p>Q1. Prospective Parents in the community feel able to provide their future children with the basic necessities on a daily basis (e.g. daily nutritious food, clean water, shelter and health care).</p>	<ul style="list-style-type: none"> • Do prospective parents feel equipped to generate enough income to cater for their future children? • Do prospective parents have knowledge of (the importance of) good hygiene, wash and sanitation practices? • Do prospective parents have knowledge and skills to provide healthy and nutritious food to their future children? • Is there enough food available all year long? • Do prospective parents know where to go to seek timely advice and help in case of sickness of themselves or their future children? • What do prospective parents face as barriers to provide their future children with the basic necessities on a daily basis? 	No, not at all	A little	Most of the time	Yes, completely



<p>Q2. Prospective Parents in the community know how to protect their future children against harm.</p>	<ul style="list-style-type: none"> • Do prospective parents have knowledge of (potential) harmful risks that children in the community are facing? • Do prospective parents know about children's rights and forms of child abuse? • Do prospective parents feel able to protect their future children against harm and to raise them safely? • Do prospective parents know where to go to seek advice and help on child protection issues? • What do prospective parents face as barriers to protect their future children against harm? 	<p>No, not at all</p>	<p>A little</p>	<p>Most of the time</p>	<p>Yes, completely</p>
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<p>Q3. Prospective Parents have the knowledge, skills and opportunities to prevent and respond to childhood illness</p>	<ul style="list-style-type: none"> • How are the hygiene, water and sanitation practices? Do prospective parents have access to improved sanitation and water? Do prospective parents have knowledge on the importance of good hygiene, water and sanitation practices? • Do prospective parents have access to (child) health care, good prenatal, childbirth and postnatal care? • Do prospective parents seek timely help for illness? • Do prospective parents have knowledge on the importance of immunization and breastfeeding? • What do prospective parents see as barriers for preventing and responding to childhood illness? 	<p>No, not at all</p>	<p>A little</p>	<p>Most of the time</p>	<p>Yes, completely</p>



Social-Emotional					
<p>Q4. Prospective Parents in the community know what to do to support their future children when they are sad or scared.</p>	<ul style="list-style-type: none"> • What do prospective parents consider a good response when a child is sad or scared? • Do prospective parents feel equipped to support their future children when they are sad or scared? <p>Do prospective parents know where to go to for advice or support?</p>	<p>No, not at all</p>	<p>A little</p>	<p>Most of the time</p>	<p>Yes, completely</p>
<p>Q5. Problems are hindering prospective parents in the community to become good parents.</p>	<ul style="list-style-type: none"> • How do problems/stress influence prospective parents to become good parents? • What do prospective parents see as good parenting? • How do prospective parents deal with their problems? • How do their problems influence their daily functioning? • How are their problems affecting their emotions? Are they easily angry, or can they control their problems/emotions? • Do prospective parents ask support of family or a friend when they have problems/feel stressed? 	<p>Yes, completely</p>	<p>Most of the time</p>	<p>A little</p>	<p>No, not at all</p>



Cognitive					
<p>Q6. Prospective Parents in the community feel able to send their future children to school.</p>	<ul style="list-style-type: none"> • Is there an ECD center in the community? • Is there a primary school in the community? And a secondary school? • Do prospective parents feel able to pay the school fees for their future children? • How do prospective parents consider the importance of (Early Childhood) Education? • What do prospective parents foresee in the future as barriers that may hinder them from sending their future children to school? 	<p>No, not at all</p>	<p>A little</p>	<p>Most of the time</p>	<p>Yes, completely</p>
<p>Q7. Prospective Parents in the community know how to stimulate their future children with school.</p>	<ul style="list-style-type: none"> • Do prospective parents feel able to help their future children with schoolwork? (Do they think they have enough time and enough knowledge?) • What do prospective parents see as reasons for low school performance and/or drop-out of children from school? • What do prospective parents see as good ways to stimulate children with school? <p>What do prospective parents see as solutions to prevent school drop-out of their future children?</p>	<p>No, not at all</p>	<p>A little</p>	<p>Most of the time</p>	<p>Yes, completely</p>



Spiritual/moral					
<p>Q8. Prospective Parents in the community feel able to share positive cultural and spiritual norms and values with their future children.</p>	<ul style="list-style-type: none"> • Which cultural norms and values do prospective parents find important to share with their future children? • Which spiritual norms and values do prospective parents find important to share with their future children? • Which cultural or spiritual norms and values do prospective parents find harmful and therefore don't want to transfer to their children? • Do prospective parents feel free to choose how they want to raise their children/what values and norms they share? <p>What do prospective parents foresee in the future as problems that may hinder them from raising their children according to their own norms and values?</p>	No, not at all	A little	Most of the time	Yes, completely



Network & personal wellbeing					
<p>Q9. Prospective Parents in the community know where to go to when they need advice on parenting issues.</p>	<ul style="list-style-type: none"> • What people in the community can prospective parents go to when they need advice on parenting issues? • Do prospective parents experience enough support and acknowledgement for the issues that they face related to starting a family and parenting? • What support are they missing? <p>What can make it difficult for prospective parents to ask for help on parenting issues?</p>	<p>No, not at all</p>	<p>A little</p>	<p>Most of the time</p>	<p>Yes, completely</p>



Instructions

In the following sections, you will find more instructions on how to sample and facilitate the focus group discussions for collecting data for the Child Status Index.

Sample

Because it is not possible to include all beneficiaries in the data selection, a sample is taken.

These are the guidelines for making a sample:

- Each group should consist of approximately 12–15 members.
- If the group is bigger (e.g. a SHG of 25), a random sample can be made.
- The aim should be to use this tool with the same groups throughout the project. The group name gets recorded in the datasheets.
- When it is not possible to use the same group, another group is selected.
- By selecting the same groups throughout the whole project phase, it is avoided that later founded groups affect the results.
- Most groups in the community are bigger than 15 members. The 12–15 members selected for the exercise may differ from year to year as long as the same group is selected.
- Make sure that both genders are included in the group, if possible.
- Take a random sample of 10% of the total number of groups, with a minimum of 8–10 separate groups. If there are fewer than eight groups, all groups should be included in the sample.
- Try to include various groups in the sample if that fits the tool. For example, Self-Help Groups (SHGs), Cluster Level Associations (CLAs) or Community-Based Organisations (CBOs), youth groups or children's groups, could be included in the CSI. This doesn't apply to group-specific tools like the Family Farmer Statement and the Youth Statements.



Facilitation

The facilitator or enumerator has an essential role in conducting the focus group discussions. The tools are participatory by nature, as groups come together to discuss different topics. The facilitator is responsible for explaining the tools well, guiding the conversation, making the participants feel at ease, and encouraging them to speak out to give their honest opinions. The facilitator does the exercise together with a note-taker. The facilitator introduces the questions and leads the discussions. The note-taker records the scores and takes notes of the reasons for giving certain scores.

All the participatory tools use the same methodology; therefore, the same instructions apply to all tools. Be aware that the target groups are not the same for every tool. The facilitator and the note-taker can take the following steps to prepare and conduct the focus group discussion:

1. Preparation

- Make sure that the tools are translated into the local language.
- The facilitator and the note-taker prepare a printed version of the tool and data form or Kobo to record the data.
- If applicable, last year's average scores can be prefilled on the data form.

2. Facilitating the group exercise

- The exercise should take approximately an hour and 15 minutes to keep everyone on board. Long discussions may need to be ended if time runs out.
- First, the facilitator introduces the tool to the group and explains what it is about and what topics it entails.
- Second, the facilitator explains the meaning of the scores. For each topic, there is an **“ideal situation”** (or **“nearly ideal situation”**) or a **“good situation”** (4). The highest rating implies that for this aspect, no further improvements in the situation are needed or even possible. The lowest rating is a **“far from ideal situation”** or a **“very bad situation”** (1). A lot of improvements are needed to move towards the ideal situation. In between, there are two other scales: **“first steps”** or **“bad”** (2) when the situation is better than the **“far from ideal situation”**, but there is still a long way to go. And **“moving on”** or **“fair”** (3) when steady progress is made toward the **“ideal situation”**, but one or more serious issues are still lacking to consider the situation **“nearly ideal”** and clear further action points can still be defined. The exact meanings of the scores are described in the tools (e.g. Food Security (CSI), score 4 = Children are consistently well fed and eat regularly). For some of the tools, the two **“in-between scales”** are not precisely defined but should be used intuitively; the group can discuss if the situation is still closer to the **“far from ideal situation”** or closer to the **“(nearly) ideal situation”**.



- Every group member receives four stones or beans (or something similar). After introducing the statement for rating, the facilitator invites the members to put 1, 2, 3 or 4 stones/ beans in front of them, representing their opinion.
- Most tools have **guiding principles/ questions** (considerations) for each topic or category. These questions can help the facilitator guide the conversation and clarify the topic and can help the group to determine what score they want to give. The facilitator does not need to use all questions. **The group does not have to answer all the guiding questions.** They can be seen as helpful tools in having a good discussion.
- For most tools, the statements ask about a reflection of the community instead of the individuals, except for the Farmer Family Statements (PIP). This allows the participants to better reflect on sensitive issues without becoming too personal. The facilitator should keep this in mind.
- The stones/ beans should be **placed at the same time** to avoid participants copying each other. The facilitator could count down.
- When everyone has placed their stones/ beans, the facilitator can ask people why they gave this score. In this way, there can be a discussion about the positive and/ or negative remarks that help people determine their end score. Group members are free to add or remove stones during the debate.
- Please note that the participants are not obliged to give a reason.
- The note-taker makes notes of the reasons for the partner's reflection.
- The note-taker can also make notes of possible actions that need to be taken by the implementing partner. This is for the partner's reference.
- When doing the scorecards repeatedly with the same groups, the scores can be compared to the score of the previous discussion. The facilitator should bring the old scorecards or write the last score on the form. Comparing the scores can be helpful for the discussion; this is up to the facilitator.
- During the discussion, the participants are invited to give their ideas to improve the situation for the coming year. This is how group members play an active role in data collection, sensemaking and planning for the next steps.
- Sometimes, participants give an answer or reason to their score that does not fit the question (it may serve another question better). In that case, the facilitator can help the participants by explaining the question or referring to another question. The facilitator must be very familiar with the tools.
- The facilitator should listen well to the stories being told and see if the score corresponds to that score. The facilitator should not tell the participants to change their scores but can help decide the appropriate score by asking questions and guiding the conversation.



3. Scoring

- When the discussion is finished, and everyone is satisfied with the number of stones/ beans placed, the note-taker or the facilitator writes the number of participants who scored a one, two, three and four and the total number of participants (because people may leave during the session).
- **For example: 1 participant gives a 1, 4 participants give a 2, 5 participants give a 3 and 3 participants give a 4. The total number of participants is 13. The total score is 36 ($1 \times 1 + 4 \times 2 + 5 \times 3 + 3 \times 4$), divided by 13 gives an average score of 2.8. (The calculation can be done later at the office and is done automatically in the datasheets and Kobo).**
- Kobo sheets and MS Word forms are available to collect the scores.



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