

Facilitator Tool – Children Tool



Question		1. Far from ideal situation	2. First steps made	3. Making progress	4. (Nearly) ideal situation
1	Can you name a few rights you have as a child?	Open question, note the responses			
2	Can you think of some situations where you might need help as a child?	Open question, note the responses			
3	In case you need help or have a problem where or to whom would you go?	Open question, note the responses			
4	If something goes wrong or you feel upset, do you know how to solve it or what to do to feel better?	I always get upset and find it hard to solve the problem.	I often find it hard to stay calm and solve the problem.	I mostly stay calm and actively work to fix the problem, but not always.	I stay calm and actively work to fix the problem, even in difficult situations.
5	Do you feel safe in the community?	I always feel unsafe in my community.	I sometimes feel unsafe.	I usually feel safe in my community.	I always feel safe in my community.

6	Do you feel safe when you are with your family/caregivers(s)?	I always feel unsafe with my family or caregivers.	I sometimes feel unsafe.	I usually feel safe with my family or caregivers.	I always feel safe with my family or caregivers.
7	Are children with a disability able to participate in the group activities?	Children with a disability are mostly not able to participate in the group activities.	Some children with a disability are able to participate in the activities, but many cannot.	Most children with a disability participate in the activities, but not all.	Children with a disability fully and equally participate in the group activities.
8	Do children with a disability play with others?	Children with a disability mostly do not play with others.	Some children with a disability play with others, but many cannot participate.	Most children with a disability play with others, but not all.	Children with a disability fully and equally play with others.
9	Is there enough to eat in your home when you are hungry?	No never – I never have enough to eat.	Sometimes – I sometimes have enough to eat, but not every day.	Mostly – I usually have enough to eat each day.	Yes always – I always have enough to eat every day.
10	Do you think you will be able to finish school?	I will not finish school.	I am not sure if I will finish school.	I will probably finish school.	I am sure that I will finish school.

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 Children Tool. The target group of the tool is children groups for children aged 8-12 or 13-17.

Sample

- The sample should exist of at least 10 groups. All parishes should be represented in the sample. To calculate the minimum sample size per parish, the sample size calculator in the M&E reporting framework can be used.
- Because it is not possible to include all group members of the sampled groups in the data selection, a group member sample is taken.
- The group discussion should be done with groups of 8-10 participants, selected randomly.
- Make sure that both genders are included in the group, if possible.

Facilitation

The **facilitator** 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.

1. Preparation

- Make sure that the tool is translated into local language if needed.
- The facilitator and the note-taker prepare a printed version of the tool and Kobo to record the data.
- Draw four boxes on the floor (with values 1 to 4) that will be used for scoring.

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, **for each multiple-choice question**, the facilitator explains the question and the meaning of the scores. Ensure that all participants understand it before continuing. For each topic, there is an “ideal situation” (or “nearly ideal situation”) or a “very 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.
- After introducing the question, the facilitator invites the participants to think about the score they want to give.
- After some time, the facilitator asks the participants to move to the box of their preferred score. All participants should move at once to avoid copying. The facilitator could count down.
- When everyone has moved into a box, the facilitator can ask the participants 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 move to another box during the debate.**
- Please note that the participants are not obliged to give a reason.
- The note-taker makes notes of the reasons mentioned, to be used for the partner’s reflection.
- During the discussion, the participants are invited to give their ideas to improve the situation for the coming year. This is how participants play an active role in data collection, sensemaking and planning for the next steps.

- The note-taker also makes notes of possible actions that need to be taken by the implementing partner. This is for the partner's reference.
- 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 therefore be very familiar with the tool.** 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.
- There are three questions for which these instructions **do not apply**, which are question 1 to 3. These questions are open questions. All respondents should be free to respond, the note-taker notes the responses of the participants in Kobo. Try to involve as many children as possible.

3. Scoring

- When the discussion is finished, and everyone is satisfied with the box they are standing in, the note-taker notes the number of participants who scored a one, two, three and four. The average score is calculated automatically by Kobo.
- After finishing all questions, ask the participants if there is anything else that they want to share related to the topic of the tool.