

Facilitator Tool – Community Members Tool (all parts)



Part 1: Education & Children					
Question		1. Far from ideal situation	2. First steps made	3. Making progress	4. (Nearly) ideal situation
1	How well do you think your children are prepared for primary school (for example, in terms of access to quality early childhood education, understanding of numbers and letters, and social skills)?	Not prepared at all – I do not feel my children are well prepared.	Somewhat prepared – I feel my children are a little prepared, but it is limited.	Well prepared – I feel my children are generally well prepared.	Very well prepared – I feel my children are very prepared.
2	How well do your children manage their emotions (e.g., when upset or frustrated)?	Not well at all – My child struggles to manage emotions.	Somewhat well – My child sometimes manages emotions, but is often upset or frustrated.	Well – My child manages emotions effectively.	Very well – My child consistently manages emotions independently.
3	How well do your children get along with other children?	Not well at all – My child struggles to get along with others.	Somewhat well – My child sometimes gets along with others, but often does not.	Well – My child generally gets along with others.	Very well – My child consistently interacts positively with others.
4	Do all children have access to (early childhood) education (girls equal as boys, children with a disability)	Not at all – access to (early childhood) education is very limited or unequal.	Some – only some children have access; many girls and/or children with disabilities are excluded.	Most children have access, but some groups (e.g. girls or children with disabilities) face barriers.	Yes – all children have equal access (girls and boys, including children with disabilities).

5	How do you rate your ability to support your children in their education?	No ability at all – I do not feel that I'm able to support my children in their education.	Some ability – I feel I have some ability to support my children in their education, but with significant limitations.	Good ability – I feel generally able to support my children in their education.	Very good ability – I feel fully able to support my children in their education.
6	How do you rate your ability to support the development of your children?	No ability at all – I do not feel that I'm able to support the development of my children.	Some ability – I feel I have some ability to support the development of my children, but with significant limitations.	Good ability – I feel generally able to support the development of my children.	Very good ability – I feel fully able to support the development of my children.
7	How do you rate your ability to protect your children from harm?	Very limited ability – I do not feel able of protecting my children from harm.	Some ability – I feel somewhat able, but with significant limitations.	Good ability – I feel generally able of protecting my children.	Very good ability – I feel fully able of protecting my children from harm.

Part 2: Household Economics

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Question		1. Far from ideal situation	2. First steps made	3. Making progress	4. (Nearly) ideal situation
1	How diverse is your food production for your own consumption?	Not diverse at all – We produce very few types of food.	Somewhat diverse – We produce some different types of food, but variety is limited.	Diverse – We produce a good variety of foods for our own consumption.	Very diverse – We produce a wide variety of foods for our own consumption.
2	How well does your household produce enough good-quality food for your own needs and sell the surplus?	Not at all – My household does not produce enough food for our own needs.	Somewhat – My household produces some food, but not enough to meet our needs or sell extra.	Well – My household generally produces enough food for our own needs and sometimes sells extra.	Very well – My household consistently produces enough good-quality food for our needs and regularly sells the extra.
3	Have the loans you received through Self-Help Groups resulted in a permanent rise in your household's income, since the beginning of the project?	Not at all – The loans have not contributed to an increase in income.	A little – The loans have contributed slightly to an increase in income.	Moderately – The loans have contributed to a noticeable increase in income.	A lot – The loans have contributed significantly to an increase in income.
4	How stable is your household's main source of income throughout the year?	Not stable at all – Income is very unstable or unpredictable.	Somewhat stable – Income is sometimes stable, but often uncertain.	Stable – Income is generally stable throughout the year.	Very stable – Income is stable and predictable all year round.

5	Are you able to buy more essential items than last year (e.g. food items, household items, clothing & footwear, health-related items, school items)?	Not at all , I can buy fewer essential items than last year.	No , I can buy about the same number of essential items as last year, but not more.	Yes, a little . I can buy a few more essential items than last year.	Yes, a lot . I can buy many more essential items than last year.
6	Are you able to provide your children with basic daily necessities (e.g., nutritious food, clean water, shelter, and health care)?	Not able at all – I do not feel able to provide the basic necessities for my children.	Somewhat able – I feel able to provide some necessities, but not consistently.	Yes, able – I generally feel able to provide the basic necessities.	Very able – I feel fully able to provide all the basic necessities for my children consistently.
7	Can your household manage financially when unexpected problems occur (for example, illness, loss of income, or bad harvest)?	Not at all – My household cannot manage financially when unexpected problems occur.	Somewhat – My household can manage a little, but it is very difficult.	Well – My household can manage financially during unexpected problems most of the time.	Very well – My household can manage well financially, even during serious unexpected problems.

Part 3: Community

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Question		1. Far from ideal situation	2. First steps made	3. Making progress	4. (Nearly) ideal situation
1	Can your children use clean water and toilets when needed?	Not at all – Clean water and toilets are not available for children when needed.	Sometimes – Clean water and toilets are available only part of the time.	Most of the time – Clean water and toilets are usually available when needed.	All of the time – Clean water and toilets are always available when needed.
2	How often can your children visit a health worker or clinic when they need care?	Not at all – Children cannot access a health worker or clinic when needed.	Sometimes – Children can access care occasionally, but not reliably.	Most of the time – Children can usually access care when needed.	All of the time – Children can always access care when needed.
3	How do you rate the ability of people in your community to keep children safe from harm?	Very limited ability – I do not believe people in the community know how to keep children safe.	Some ability – Some people have knowledge, but it is limited or inconsistent.	Good ability – People in the community generally know how to keep children safe.	Very good ability – People in the community clearly know how to keep children safe and act on it.
4	Do people in your community help to make sure that the environment is safe, healthy, and welcoming for all children?	Not at all – People do not help ensure a safe, healthy, and welcoming environment for children.	Somewhat – People help occasionally, but efforts are limited.	Well – People generally help ensure the environment is safe, healthy, and welcoming.	Very well – People actively and consistently help create a safe, healthy, and welcoming environment for all children.

5	Does your community advocate for children's rights?	Not at all – The community does not advocate for children's rights.	Somewhat – The community shows some advocacy, but it is limited.	Well – The community generally advocates for children's rights.	Very well – The community actively and consistently advocates for children's rights.
6	Do families, including yours, have a chance to participate in community structures?	Not at all – Families do not have a chance to participate.	Somewhat – Some families can participate, but opportunities are limited.	Well – Families generally have a chance to participate.	Very well – All families consistently have opportunities to participate fully.
7	Does the community actively ensure the long-term sustainability of its community structures?	Not at all – The community does not work towards the long-term sustainability of community structures at all	Somewhat – The community works a little towards the long-term sustainability of community structures, but efforts are inconsistent.	Well – The community works to ensure the long-term sustainability of community structures.	Very well – The community works very actively to ensure the long-term sustainability of community structures.

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 Community Members Tool. The target group of the tool is community members **with children**, selected from Self-Help Groups.

Sample

- A sample of 10% of the Self-Help Groups should be selected, with a minimum of eight groups. All parishes should be represented in the sample. To calculate the sample size, 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 8-12 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.

2. Facilitating the group exercise

- The exercise should take approximately an hour and 15 minutes for each of the three tool parts to keep everyone on board. Long discussions may need to be ended if time runs out.
- First, the facilitator asks how many of the participants participated in the Parenting Challenge, were trained in the PIP approach (or someone from their household), and have children who go to ECD centres. The note-taker notes this in the Kobo form.
- Second, the facilitator introduces the tool to the group and explains what it is about and what topics it entails.
- Third, **for each 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.
- Every group member receives four stones or beans (or something similar). After introducing the question, the facilitator invites the members to put 1, 2, 3 or 4 stones/ beans in front of them, representing their opinion.
- 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 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 group members 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.

3. Scoring

- When the discussion is finished, and everyone is satisfied with the number of stones/ beans placed, 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.

4. Next parts

After finishing part 1, there are a few possibilities for the other two parts of the Community Members Tool:

- If the group is willing and concentrated enough to do another tool, you could continue to the next tool.
- Ask the group to return another part of the day or on another day to do the other part(s).
- Do the other part(s) with different groups (the requirements for the sample size remain the same, but it is not required to do all three parts with the same groups).