

Facilitator Tool – Parenting Challenge



Topic		Questions	1. Far from ideal situation	2. First steps made	3. Making progress	4. (Nearly) ideal situation
1	Parents in the community feel able to provide their children with the basic necessities on a daily basis (e.g. daily nutritious food, clean water, shelter and health care).	Is there enough food for children at daily basis? Is there enough food all year long?	No, not at all	A little	Most of the time	Yes, completely
		Do people have access to clean water?	No, not at all	A little	Most of the time	Yes, completely
		In general, are houses in a livable condition?	No, not at all	A little	Most of the time	Yes, completely
		Is there access to health facilities?	No, not at all	A little	Most of the time	Yes, completely
2	Parents in the community know how to protect their children child against harm.	Are children in the community safe from harmful risks?	No, not at all	A little	Most of the time	Yes, completely
		Do parents know how to protect their children?	No, not at all	A little	Most of the time	Yes, completely
		In case of a protection issue, is there a system in the community which can provide support?	No, not at all	A little	Most of the time	Yes, completely
3	Parents have the knowledge, skills and opportunities to prevent and respond to childhood illness.	Do parents have access to improved sanitation?	No, not at all	A little	Most of the time	Yes, completely
		Do parents have knowledge on the importance of good hygiene, water and sanitation practices?	No, not at all	A little	Most of the time	Yes, completely
		Do parents receive good prenatal, childbirth and postnatal care?	No, not at all	A little	Most of the time	Yes, completely

		Are children immunized/vaccinated?	No, not at all	A little	Most of the time	Yes, completely
4	Parents in the community know what to do when their child is sad or scared.	Do parents know how much time they need to spend/talk with their children?	No, not at all	A little	Most of the time	Yes, completely
		Do parents know what is considered a good response when their child is sad or scared?	No, not at all	A little	Most of the time	Yes, completely
5	Problems are hindering parents in the community to react in a good way to their children.	Are parents able to avoid that personal problems affect their daily functioning?	No, not at all	A little	Most of the time	Yes, completely
		Are parents able to avoid that personal problems/stress affect their reaction to their children?	No, not at all	A little	Most of the time	Yes, completely
		Are parents able to control their anger easily?	No, not at all	A little	Most of the time	Yes, completely
6	Parents in the community are able to send their children to school/ an ECD center.	Are children in the community attending school?	No, not at all	A little	Most of the time	Yes, completely
		Are parents in the community able to pay the school fees?	No, not at all	A little	Most of the time	Yes, completely
7	Parents in the community know how to stimulate children with school.	Do parents encourage their children to go to school?	No, not at all	A little	Most of the time	Yes, completely
		Do parents help their children with schoolwork?	No, not at all	A little	Most of the time	Yes, completely
8	Parents in the community feel able to share positive cultural	Are there spiritual norms and values which parents do share with their children?	No, not at all	A little	Most of the time	Yes, completely

	and spiritual norms and values with their children.	Are there cultural practices in the community which are passed down to children?	No, not at all	A little	Most of the time	Yes, completely
9	Parents in the community know where to go to when they need advice on parenting issues.	Do parents have places to go to in case they need advice on parenting issues?	No, not at all	A little	Most of the time	Yes, completely
		Do parents in the community ask for advice if they need support or advice on parenting issues?	No, not at all	A little	Most of the time	Yes, completely

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 Parenting Tool. The target group of the tool are parenting groups that have participated in the Parenting Challenge.

Sample

- 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 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 are already trained in the PIP approach (or someone from their household), participate in Self-Help Groups, 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 this 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.
- 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 a score or an answer or reason to their score that does not fit the question (it may serve another question better) or their situation. 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.