

# Facilitator Tool – Prospective Parents/ Adolescents Tool



| Question |                                                                                                                                                         | 1. Far from ideal situation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2. First steps made                                                            | 3. Making progress                                                                     | 4. (Nearly) ideal situation                                      |
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| 1        | What are a few key things that are required to care for and raise a child?                                                                              | <p>This question is asked as an <b>OPEN QUESTION</b>, possible answers are the following:</p> <ul style="list-style-type: none"> <li>- <b>Basic needs</b> – sufficient food, safe shelter, clothing, and access to healthcare.</li> <li>- <b>Emotional care and love</b> – affection, attention, and a sense of safety and belonging.</li> <li>- <b>Time and commitment</b> – being present, listening, and consistently caring for the child.</li> <li>- <b>Knowledge and skills</b> – understanding child development, health, and safety.</li> <li>- <b>Financial stability</b> – the ability to meet everyday costs and plan for the future.</li> <li>- <b>Guidance and boundaries</b> – setting rules, teaching values, and providing structure.</li> <li>- <b>Support networks</b> – help from family, community, or services when needed.</li> <li>- <b>Other</b> - .....</li> </ul> |                                                                                |                                                                                        |                                                                  |
| 2        | How prepared do you feel to care for and support your (future) children in their daily needs, such as health, nutrition, safety, and emotional support? | Not prepared at all<br>– I currently feel far from being able to provide this.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Somewhat prepared – I have taken some first steps, but many challenges remain. | Well prepared – I am making good progress and feel I am moving in the right direction. | Very well prepared – I feel (nearly) fully able to provide this. |
| 3a       | Do you currently have a stable income?                                                                                                                  | Yes/No question. Note the number of respondents who have a stable income in Kobo. (ask for a raise of hands for both 'yes' and 'no')                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                |                                                                                        |                                                                  |

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| 3b | Do you think you will (still) have a stable income in 2 years?                                                                                                                            | <b>Not at all likely</b> – I don't think I will have a stable income in 2 years.                       | <b>Not very likely</b> – It is unlikely that I will have a stable income in 2 years.            | <b>Somewhat likely</b> – There is a reasonable chance that I will have a stable income in 2 years.                      | <b>Very likely</b> – I will most likely have a stable income in 2 years.                              |
| 4  | How prepared do you feel to provide financially for your (future) children to support them in their basic needs, such as food, education, health care and other basic needs?              | <b>Not prepared at all</b> – I currently feel far from being able to provide this.                     | <b>Somewhat prepared</b> – I have taken some first steps, but many challenges remain.           | <b>Well prepared</b> – I am making good progress and feel I am moving in the right direction.                           | <b>Very well prepared</b> – I feel (nearly) fully able to provide this.                               |
| 5  | Do you have sufficient awareness about sexual reproductive health (and rights)? (e.g. menstruation, contraception, pregnancy, sexually transmitted infections, and healthy relationships) | <b>Not sufficient at all</b> – I currently am not aware about sexual reproductive health (and rights). | <b>Somewhat sufficient</b> – I have some knowledge, but am still missing important information. | <b>Sufficient</b> – I know enough about sexual reproductive health (and rights), and I feel somewhat able to act on it. | <b>Very sufficient</b> – I have more than sufficient knowledge about this and feel able to act on it. |

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| 6 | Do you have sufficient knowledge and ability to manage your finances?                                      | Not sufficient at all – I currently have no knowledge about finance management. | Somewhat sufficient – I have some knowledge, but am still missing important information.        | Sufficient – I know enough about financial management, and I feel somewhat able to act on it.                  | Very sufficient – I have more than sufficient knowledge about this and feel able to act on it.                                    |
| 7 | Do you have sufficient knowledge about drug abuse?                                                         | Not sufficient at all – I currently am not aware about drug abuse at all.       | Somewhat sufficient – I have some knowledge, but am still missing important information.        | Sufficient – I know enough about drug abuse, and I feel somewhat able to act on it.                            | Very sufficient – I have more than sufficient knowledge about this and feel able to act on it.                                    |
| 8 | How well are you able to manage stress during difficult situations?                                        | Not able at all – I am not able to manage my stress.                            | Somewhat able – I have some control over my stress level, but often I do not.                   | Able – I can manage my stress level, but some situations remain that I lose control.                           | Very able – I am very able to manage my stress, also during difficult situations.                                                 |
| 9 | Do you have sufficient knowledge/skills about digital tools to use them to learn, work, or solve problems? | Not sufficient at all – I currently have no digital skills at all.              | Somewhat sufficient – I have some knowledge, but am still missing important information/skills. | Sufficient – I have enough knowledge/skills about digital tools to use them to learn, work, or solve problems. | Very sufficient – I have more than sufficient knowledge/skills about digital tools to use them to learn, work, or solve problems. |

## 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 Prospective Parents/ Adolescents Tool. The target group of the tool is members from prospective parent groups, or prospective parents (without children) and adolescents with children. The targeted age groups are 16-25 and 26-35.

## Sample

- A sample of 25% of the Prospective Parenting 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 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.
- 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.
- There are two questions for which these instructions **do not apply**, which are question 1 and 3a. Question 1 is an open question. All respondents should be free to respond, the note-taker notes the responses of the participants in Kobo. Question 3a is a yes/no question. The facilitator should first ask the participants who want to answer 'yes' to raise their hand and repeating that for the participants who want to answer 'no'.

### 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.