

Focus Group Discussion - Children

Number of participants: 6

Time: max. 2 hours

Selection of participants:

- From the same training group
- Different types of persons should be involved
 - Categories for selection could be
 - Gender (3 males, 3 females)
 - Ethnicity (1-2 non-Roma)
 - Age (both younger and older ones)
 - According to Otaharin staff, someone who
 - Liked / did not like the trainings
 - Has changed / has not changed during the programme
 - Is good / bad at school
- Necessary characteristic of participants in focus group discussion: They should be able to express what they feel and think

Preparation of the focus group discussion:

- quiet, private space with blackboard and tables (e.g. class room at DC)
- Consent forms are signed by participants' parents
- about 100 cards and pens

Documentation of the focus group discussion:

- Photos of blackboard and of each table with cards
- Discussion has to be VOICE RECORDED (e.g. with a phone)
- Documentation of participants' codes

Guidelines for the interviewer:

- Become familiar with the target of the program and the topics the focus group discussion wants to get information about (see box at the end of this guideline!)
- The main objective of the FGD is to explore outcomes that go beyond the indicators, so the interviewer should dig deeper and get as much information as possible regarding the subjects (even if some answers are clear for him/her, he/she should probe and get the contextual information from the interviewee him/herself)
- The interviewer should actively encourage and facilitate a discussion to generate insight into how a group thinks about an issue, about the range of opinion and ideas, and the inconsistencies and variation that exists in a particular community in terms of beliefs and their experiences and practices.
- The interviewer is free to add questions if needed (i.e. when reasons for an answer are unclear and when it comes to outcomes of the project)



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- After all interviews have been conducted, interviewer should take brief notes on the guidelines and particular questions in order to improve them for the next time

Guidelines

Introduction Game (to create a relaxed and trustful atmosphere)

Experiences and Attitude

- Can you tell me some stories that you experienced in your trainings?
Get together in groups of two and tell each other the most valuable story/the best experience & the least valuable/worst experience of your training. Afterwards each partner present the story of the respective other one to the plenum.
- What do you like/don't you like during your trainings?
 - E.g. think about relationships with others, games, coaches, etc. (examples should not be too specific so that the participants cannot just repeat them)*Write down one aspect per card (as many as you can think of). Can we put all aspects in an order from the most important to the least important one? (Cards will be gathered on one table and within a discussion the participants bring the aspects/cards in an according order)*

Knowledge

- What have you learned in the trainings apart from football skills?
 - If examples are needed: trust, responsibility, yourself, respect, tolerance, teamwork, self-confidence or anything else?*Brainstorming on blackboard*
- What have you learned about health and hygiene? What are factors that can harm/improve your health? What actions can you take to improve your hygiene?
Write down one aspect per card (as many as you can think of). Can we put all aspects in an order from the most important to the least important one? (Cards will be gathered on one table and within a discussion the participants bring the aspects/cards in an according order)
- What have you learned about education and the importance of schooling? How can you get better grades and be more successful at school? What goals do you have regarding education/school?
Write down one aspect per card (as many as you can think of). Can we put all aspects in an order from the most important to the least important one? (Cards will be gathered on one table and within a discussion the participants bring the aspects/cards in an according order)

Application and Change

- Looking at the things you learned in the trainings, have you been able to transfer things to your life? If yes, give specific examples where and how you were able to do so. If not, explain why you think that you are not able to do so.
*Write down one example/ change per card (as many as you can think of).
What is the most important example/change for you personally?
Can we put all changes in an order from the most important to the least important one? (Cards will be*



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gathered on one table and within a discussion the participants bring the changes/cards in an according order)

- Can you name a specific change caused by the DC workshops?
Write down one change per card (as many as you can think of).
What is the most important change for you personally?
Can we put all changes in an order from the most important to the least important one? (Cards will be gathered on one table and within a discussion the participants bring the changes/cards in an according order)

Wrap-up

- If you could make one recommendation for improving the training, what would you say?
- Is there anything you would like to share about your participation in the programme? (e. g. the trainings, DC workshops, school attendance, scholarships, etc.)
Wrap-Up results on Blackboard

Targets of the program (to be considered in focus group discussion)

- *Participating children are aware of the importance of school education*
 - *The children have clear goals in school*
 - *The children know about the benefits of going to school*
- *Participating children increasingly ensure that everybody is included in the soccer trainings*
 - *The children increasingly include Roma and Non-Roma in the same way*
 - *The children increasingly include younger/weaker ones both verbally and physically*
 - *Boys and girls increasingly include each other both verbally and physically*
- *Participating children show significant improvement of social behaviour on the field (respectful interaction, teamwork) & self-confidence (ability to speak in front of class, pride, empowerment)*
 - *The children show a decrease of violence, insults and bullying*
 - *The children improve their way of dealing with victory and loss*
 - *The children are increasingly considerate of each other*
 - *The children help, praise and cooperate with each other*
- *Participating children increasingly show self-confident behaviour*
 - *The children are aware of the learned and of their successes and they are proud about it*
- *Participating children are aware of the importance of hygiene and health promotion*
 - *The children know how hygiene, nutrition, vaccination and clothing can affect their health*



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