

Focus Group Discussion – Parents

Number of participants: 6

Time: max. 2 hours

Selection of participants:

- Different types of persons should be involved
 - Categories for selection could be
 - Gender (3 males, 3 females)
 - Ethnicity (1-2 non-Roma)
 - Parents whose children attend the training
 - According to Otaharin staff, someone who
 - Liked / did not like the programme
 - Has changed / has not changed during the programme
 - Is a responsible / rather irresponsible parent
- Necessary characteristic of participants in focus group discussion: They should be able to express what they feel and think, both subjectively and objectively

Preparation of the focus group discussion:

- quiet, private space with blackboard and tables (e.g. class room at DC)
- 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 objective of the FGD is to review the contents of the questionnaire from a different perspective and to explore outcomes that go beyond. 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.
- 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)
- 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



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Guidelines

Introduction Game / Ice-breaker (to create a relaxed and trustful atmosphere)

Experiences and Attitude

- Can you tell me some stories about yourself / your child / your family that is related to the programme?
Get together in groups of two and tell each other 1 to 2 stories with regard to the programme. Afterwards each partner presents the story of the respective other one to the plenum.
- What do you like/don't you like during the workshops?
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 workshops? (talk to Rada what possible outcomes might be)
Brainstorming on blackboard
- What have you learned about health and hygiene? What are factors that can harm/improve your health and the health of your family? What actions can you take to improve hygiene within your family?
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 support your children in terms of better grades/being more successful at school? What actions can you take to increase your child's school attendance?
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

- What changed for yourself through the workshops?
*Write down one change per card (as many as you can think of).
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)*
- What changed for yourself / your child / your family through the participation in the whole programme?
*Write down one change per card (as many as you can think of).
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)*
- Did your attitude towards school change in the course of the programme?
- Which circumstances prevent you from applying your knowledge?



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Wrap-up

- If you could make one recommendation for improving the programme, 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 parents indicate positive behavioural change related to responsible parenthood*
 - *Parents take action to support their child's school attendance*
 - *Parents are aware of why school is important for their child*
- *Participating parents indicate positive behavioural change related to hygiene and health risks*
 - *The parents take action in order to improve hygiene within their families.*



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