



Tool 2: Focus Group Discussion - Children

Purpose: This set of tools provides questions to help understand the perspectives of children, youth, and adult community members, and teachers about key aspects of education in the area and how they have been affected by the conflict ongoing in the LGEA and Nigeria. This particular tool focuses on children.

Unit of analysis: Focus group discussions should be conducted with groups of 7-10 participants. Separate groups should be organized by age and sex, and for the IDP/host community learners. The aim in grouping focus groups as such is to enable the participants to be as relaxed and honest as possible. The unit of analysis will be the overall categories of respondents, such as teachers, boys, and girls.

Instructions: Focus group discussions must be deliberately organized, well-facilitated, and properly documented in order to gain the type of quality, in-depth information sought. Recommendations for making focus group discussions effective are:

Organizing focus group discussions:

- Organize homogeneous groups of similar ages, sexes, and experiences together.
- Keep the groups small. Sessions should have 7-10 participants.
- Choose the right facilitator for the group: men with boys/men and women with girls/women. Identify adults who have good rapport and skills for working with children and youth.
- Limit the presence of onlookers to enable participants to speak freely.
- Conduct the discussion in a location where participants can sit comfortably and talk with some privacy.

Facilitating focus group discussions:

- Warm the group up with energizers to make participants feel at ease and get them talking.
- Assure the participants that everything said in the session will be kept confidential.
- Don't only rely on what the well-off, better educated, and more vocal have to say.
- Probe and cross-check each question by listening closely to what is being said, challenging answers (where appropriate), and asking for more details.
- Carefully lead up to sensitive questions.
- Keep to a manageable length – around 10 questions and between 45-90 minutes.

Documenting responses:

- Assign one note taker to record what is being said and observed.
- The responses to questions can be documented in a notebook, but be sure to capture all the information under the 'General Information' section of the form for each group.
- Do not mix in interpretations of the responses during the note taking.
- Record the responses of the majority of the answers provided by the group. Also note any important differences in responses between groups of respondents (e.g. differences by gender or age).



Focus Group Discussion for Children

Interview Identification	
Instrument Code: _____	Date of assessment: ___/___/___ (dd/mm/yy)
Name(s) of Assessor(s): _____	Organization(s): _____
Location of Assessment	
Name of LGEA/Admin level 1: _____	
Name of LGEA Community/Admin level 2: _____	
Name of Site/Village/Admin level 3: _____	
GPS coordinates for site (if possible): Longitude: _____ Latitude: _____	
Source of Information	
# of men/boys: _____	# of women/girls: _____
Age group(s): _____	

Equal Access to Learning
<ul style="list-style-type: none"> • Do all children in this community go to school? What groups of children or young people in this community are most often not in school? Are there IDPs? Do they attend school? Why or why not? • What is common to IDP and local children’s learning requirements? What are the differences between IDP and community children? • Are you able to go to school every day? If not, why? Do you have friends or know other children who cannot go to school? If so, why do they not attend? • What impact does the conflict have on children in this community? Does it affect whether or not they go to school or stay in school? • For the young people in this community/area who cannot go to formal school, what types of classes or training would be best for them? What type of classes or training would you like to participate in?
Protection and Wellbeing
<ul style="list-style-type: none"> • How do you and other children travel to school? Do you feel safe traveling to and from school? If not, why not? Have conflict conditions influenced this? • Do you feel safe at school? Is there anything that makes you afraid when you are at your school? What is the safest place in your school? What is the least safe place in the school? • Do you know where to go if you hear of abuse or violence against children? If so, where do you go? • Help us understand how you have been feeling. Do you feel hopeful about the future? Given the conflict and its influence, do you feel more hopeful about the future, less hopeful, or the same?



- Do you belong to a group of friends who support one another? Is there someone at your school that you feel you can go to talk to when you have a problem? Given the conflict conditions, do you feel you have more, fewer, or the same amount of people you can count on to help you out when needed?

Facilities in Schools

- Is there a place to play at your school? Do you use it? If not, why?
- Is there water for drinking at your school? Is it clean? Who collects the water? Do you feel safe collecting water? If not, why?
- Are there latrines at your school? Do boys use the latrines at school? If not, why? Do girls use the latrines at school? If not, why?
- Do you normally eat at home before coming to school? If not, why? [food availability]

Curricula

- Do you think that any of the things taught in your classes discriminate against certain people? For example, present certain types of people as better or worse than other types of people? If so, what?
- Do you feel like what you are learning in school will be useful for you (e.g. to stay safe and healthy, or get a job)? Why or why not? What (else) would you like to be learning?

Learning Environment

- Have you seen or heard of children being abused or harassed while they are in school?
- What type of children experience these things the most (e.g. girls, IDPs, others)? How has the conflict influenced this?

Participation

- Are children and youth involved in supporting schools and learning in this community/site? If so, how? If not, how could they be?
- If you could change or improve three things at school, what would they be? What can young people in this community do to help address these issues?