

# Focus Group Schedules – Boys and Girls

## *Instructions for interviewee*

SAMPLING FOR FOCUS GROUP: There should be a minimum of 40 Focus Groups completed in each site. The format should be as follows: 10 with men; 10 with women; 10 with boys; and 10 with girls, across the three villages. Within these subgroups we could hold discussions with different livelihood groups, or in the case of boys/girls, with younger children and teenagers. We would also like to include some extra focus groups with additional stakeholders of interest (for example farmers living upstream who use aquatic resources indirectly; market traders who buy or sell aquatic produce). These additional focus groups will be used to compliment household interviews and the gender/age focus groups, to fill in gaps and to better understand the needs of all stakeholders.

## CONDUCTING THE INTERVIEW:

- Divide roles within the group. One team member should take notes and one should concentrate on asking the questions and interacting. If a third team member is present, then they may observe social interactions within the group (e.g. who is dominating, who is coming/going, what is the mood of participants, who is not participating).
- These questions should only be a rough guide, and the interviewers should be flexible, according to the direction of the discussion. Some questions may have already been answered.
- The same essential questions will be asked for both women and men, but there should be flexibility to add new questions if interesting issues arise in the process of fieldwork.
- We will need to be adapt how we ask the questions according to the age of the boys/girls.

## *Materials required*

- 2 large sheets of paper
- 5 large pens (different colours)
- 15 blank cards
- 30 beans

## **1 Young peoples contribution to work**

### **1.1 [PRA Tool 1:] Community mapping:**

1. *Ask participants to draw a map of the community.*
2. *Ask them to indicate the major landmarks (e.g. river, pond, lake, forest, main road), ask them to mark their house on the map, then ask them to indicate where they go to carry out particular jobs].*

### **1.2 [PRA Tool 2] Job ranking:**

1. *Ask children to brainstorm all the jobs they carry out, ask them to add them to a spider diagram*
2. *Put each job on a card*
3. *Ask them which jobs they feel are most important. Ask them to place the cards into three piles, 'most important', 'quite important' and 'not so important' for the family.*
4. *Ask them why these jobs are important*
5. *Ask them to rank which activities they 'most enjoy', and which they 'least enjoy'.*
6. *Ask them why they like/dislike particular activities.*

## **2) Young peoples use of aquatic resources**

### **2.1 [Optional follow up PRA tool]: Community Mapping:**

*If this has not already been recorded in 1.1, on the map which has been created, ask respondents to map where they go to use aquatic resources*

2.2) We would now like you to think about your work in the river and lake.

- a) What species do you collect?
- b) Where do you collect these from?
- c) What technologies do you use?
- d) How long have you been involved in these activities?
- e) How did you learn how to do them?

2.3) How has the river/lake changed over the last few years?

2.4) Do you know the names of the different fish? How did you learn?

2.5) Do you know where the best sites are for fishing? How did you learn?

2.6) **[Optional follow up PRA tool: Community mapping]** If they respondents know this and it has not been done already, ask them to indicate the best fishing grounds on the map

2.7) What other activities do you do in the river and lake apart from helping your parents with work?

2.8) If the lake/river is no longer there, what would you miss/lose? [

This could also be asked as] Would you be sad if the river/lake disappeared? Why?

### **3) Work and relations with other household members**

3.1) Think of the work you help your family with. Who tells you which jobs to do?

3.2) Do any of you have brothers or sisters who help you with these jobs?

3.3) Are there any jobs your *brothers or sisters* do, that you do not help with?

... Why is this?

3.4) Are there any jobs that *you* do but your brothers and sisters do not help with?

... Why is this?

3.5) If you are doing a job you do not enjoy or do not have time for, can you ask your younger brother or sister to do it for you?

3.6) Do boys/girls younger than yourself do different jobs from you?

3.7) Do boys/girls older than yourself do different jobs from you?

#### **4) Benefits of work**

4.1) When you work, do you get the chance to retain the product or income for yourself?

... do you have any control over how the product or income is used?

4.2) when you earn some money, what do you like to spend it on?

#### **5) Education and leisure**

5.1) Do you like school?

5.2) Why / Why not?

5.3) Do you think you will study until University/High School/Secondary School?

...Why / why not?

5.4) What would you like to be doing 10 years from now? What are your dreams for the future?

5.6) What would your parents like you to be doing 10 years from now?

#### **5.7) [PRA tool 3: Activity Chart]**

1. Provide the group with a large sheet of paper with a chart for the day, for example:

Time	Activity
Morning	
Afternoon	
Evening	

2. Provide the group with pens and ask them to list on the chart, the activities they do in a day from when they wake up to when they sleep.
3. Give the group 30 beans. Ask them to consider which activities are most important. Ask them to distribute beans next to each activity accordingly.

## **6) Concluding questions**

6.1) What do you think are the biggest problems in your lives?

6.2) What do you think the solutions are?

6.3) Is there anything else you would like to tell us about?

6.4) Do you have any questions for us?