## Protection: Focus Group Discussion Tool for Communities

**INTRODUCTION**

The purpose of this protocol is to guide focus group discussions (FGD) with adolescents and adults in Syria representing both displaced and host communities on protection issues (including gender-based violence (GBV), mine action, child protection, and general protection issues), around safety, security and access to services. Definitions for these terms can be found in the attached glossary.

* FGDs conducted with adolescents (12-17 years) require a specific set of skills and questions. **Only organizations and facilitators with experience working with this age group should conduct FGDs with adolescents.** Throughout this tool specific guidance for conducting FGDs with adolescent (12-17 years) is denoted with the symbol 🡺 .

**FGD PREPARATION**

**Participants:**

Should constitute a reflection of the different groups in the respective community, e.g. different types of people/ professions/ background within the community/ people living with disabilities/ elderly people/ etc. At the same time, the group should be as homogenous as possible with regards to social status of participants, given that this has proved more successful in past FGDs.

Consider issues of inclusion such as adolescents with disabilities and out-to-school adolescents

* The focus groups should ideally be between 6 to 10 people maximum and last between 45 and 90 minutes.
* The focus groups must be separated between male and female and age (separated FGDs for girls, boys, women and men). If these requirements are not met, the FGD will have to be interpreted separately/differently and weight of findings adjusted accordingly.

**Criteria for Selecting the Facilitator:**

* While noting the capacity constraints, the facilitator must be experienced in community contacts, awareness and mobilization and should be trained on protections, which includes child protection and/or GBV issues, and understand the guiding principles of respect, confidentiality, non-discrimination and safety. Considering the type of issues addressed, she/ he should be a person from an agency/ actor with a consolidated presence in the community, with established links, that may inspire confidence.
* The FGD should in principle be conducted in safe and confidential environments to provide the necessary privacy and facilitate the sharing of information on all the topics, including the most sensitive. Community Centers, Child Friendly Spaces, Women and Girls Safe Spaces can provide such an environment.
* The facilitator should be trained (or have an understanding) on how to respond to any disclosures during or after the discussion group. The facilitator should know where to refer, if possible.
* The facilitator should be of the same sex of the FGD participants in order to make them feel as comfortable as possible.
* The facilitator needs to be aware that the FGD is: not a group counseling session, not an awareness session, not a PSS support session, and should communicate this to participants.

**Notes on Facilitation:**

* Facilitators should strictly follow the FGD guidelines, be familiar with the tool before conducting the interviews and receive appropriate training. They must not provide their opinion, influence the conversation or argue a point with participants, even if they feel that the participant is wrong.
* While guiding the discussion, facilitators should first of all be good listeners. They should ensure that all participants are heard, without pressurizing those who prefer not to talk. Facilitators should also ensure that the opinions and views of all participants are respected.
* The facilitator should try to always get a sense of who the participants are talking about (if it is women, men, girls or boys).
* The facilitator should also be careful to pay attention to any non-verbal communication, including tone of voice, facial expression (use encouraging nods and smiles) and eye contact.
* It is preferable to arrange participants in a circle for a friendly and interactive setting. Discussion will take place in a safe, comfortable and confidential location.
* The facilitator should try to ensure a relaxing and comfortable environment; controlling his/her voice, body language and choosing the culturally appropriate language.
* All facilitators should be familiar with their organization’s procedures if a participant (adolescent or adult) is identified with specific protection needs. Facilitators should know what services are available and how to make a referral, if it is not immediately possible to link a participant the needed services they may be referred to relevant agency who can facilitate this access.
* It is important that the facilitator plans ahead what questions need to bed asked and ensures that all questions are safe, necessary, and appropriate to each gender and age group.

**Notes on Note-Taking:**

* The facilitator should be accompanied by a person – of the same sex of the group - who takes notes during the discussion and also supports the facilitator in compiling the FGD report.
* It will be of importance to write up detailed notes of the discussions, not summaries or interpretations.
* When possible and not causing harm – recording the discussion should be considered, with the consent of participants, as this usually leads to more accurate note-taking.
* Notes should not contain any names of participants. Confidentiality has to be ensured.
* **Key Tips for Communicating with Adolescents**
* Stop an activity or discussion if an adolescent feels upset.
* Be sensitive to identify when an adolescent might need additional support and attention, and refer this to your adolescent safety focal point, or within your team.
* Be sensitive to the mood and energy of the group. Quick breaks or energizers can be added in between themes, if needed.
* **Caregiver/Parental Consent**
* It is important to ask caregivers/parents for agreement for their adolescents to participate in the FGDs. This must take place before the FGDs are conducted.
* Parents/caregivers should clearly understand the purpose of the FGDs, voluntary nature of participation and issues around confidentiality.
* Consent may be verbal and signed depending on your context.

**FGD IMPLEMENTATION**

**Introduction for Adult FGDs (above 18 years):**

* **Welcome participants**: *Good morning/afternoon. Thank you for taking the time to join us for this discussion today*.
* **Introduce yourself and your role:** *My name is \_\_\_\_\_\_\_\_\_\_, and I’m here on behalf of \_\_\_\_\_\_\_\_\_\_\_\_ (organization), working on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (field).*

*We would like to ask you some questions about protection issues that may affect your community so that we can better understand your needs and concerns. The information resulting from this exercise will help inform the protection programs and interventions that are being implemented in your communities.*

**Explain purpose:** *We are conducting a series of discussions to learn from each other about safety and security concerns and/or different types of violence and other protection issues possibly affecting women, girls, men and boys experience in this community. The aim of this discussion is also to assess the accessibility of services and potential difficulties faced by the community in accessing them. Proposal of solutions by participants is encouraged, including what the community could do itself and where support will be needed. This discussion is not a group counseling session, not an awareness session and not a PSS support session, but only serves the purpose of assessing the situation and needs in this community.*

* **Explain confidentiality:** *We are not asking for your specific stories; please do not use any names. We are asking about things that you have heard of or know to be happening. The questions we are going to be asking you today are about the way that you live every day. Participation in the discussion is completely voluntary and you do not have to answer any questions that you do not want to answer. You may leave the discussion at any time or ask for a short break*

*We have nothing to offer other than listening; there will be no other direct benefits related to this time we spend together today.*

*We will not be writing your names down or use them in any way after this discussion. We will treat everything that you say today with respect, and we will only share the answers you give as general answers combined with those from all the people who speak to us.*

*We ask that you keep everything confidential, too. Please do not tell others what was said today and by whom.*

*This is my colleague \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. She/he is taking notes to make sure that we do not miss what you have to say. Is this acceptable to you? Yes or No (If a participants replies with “no”, he/she should leave the discussion at this point. The facilitator is responsible for following up on this.)*

*While we hope that the whole group can stay for the entire discussion, participants can also choose not to respond or leave at any time if they are not comfortable with the questions asked.*

*Do you have any questions before we begin?*

* **Introduction for Adolescent FGDs (under 18 years)**
* **Welcome participants**: *Good morning/afternoon. Thank you for taking the time to join us for this discussion today.*
* **Introduce yourself and your role**: *My name is \_\_\_\_\_\_\_\_\_\_, and I’m here on behalf of \_\_\_\_\_\_\_\_\_\_\_\_ (organization), working on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (field).*
* **Explain purpose**:
* *We are here today to discuss the needs and perspectives of adolescent girls and boys on safety issues in your community so we can better understand your needs and concerns. The information resulting from this exercise will help inform the protection programs and interventions that are being implemented in your communities. We are also conducting similar discussions with women and men in the community. The questions we are going to be asking you today are about the way that you live every day. We have nothing to offer other than listening; there will be no other direct benefits related to this time we spend together today.*
* **Explain Ground Rules**
* *Your participation is voluntary*
* *No one is obliged to respond to any questions if she or he does not wish*
* *You can leave the discussion at any time or ask for a short break*
* *If sharing examples or personal experiences, please do not use any names (for example, say “someone I know” not “my sister” or “my neighbor’s daughter”)*
* *There is no right or wrong answer*
* *Everyone’s opinion is important*
* *Be respectful when others speak*

**Explain Confidentiality and Ask Permission to Record Information**

* *We will treat everything that you say today with respect, and we will only share the answers you give as general answers combined with those from all the people who speak to us.*
* *We will not be writing your names down or use them in any way after this discussion.*
* *We ask that you keep everything confidential, too. Please do not tell others what was said today.*
* *This is my colleague. She/he is taking notes to make sure that we do not miss what you have to say. Is this ok with you OK with you? Yes or No (If a participants replies with “no”, he/she should leave the discussion at this point. The facilitator is responsible for following up on this.)*
* *Check if participants understands the purpose, ground rules and confidentiality. Ask if there are any other questions.*

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| **General Information**  **Guidance:**   * Fully complete this section after you receive permission from participants to take notes. * Every section below needs to be filled for the FGD data to be used in analysis. | |
| **Date (day / month / year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Governorate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Sub-district: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Community: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Neighborhood (if relevant): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Age of Participants** (select all that apply)   * Girls 12-14 years * Girls 15-17 years * Boys 12-14 years * Boys 15-17 years * Women 18 + * Men 18 +   **Status of Participants** (select all that apply)   * IDPs * Residents / host community * Refugees * Returnees   **Number of FGD participants: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| 1. **Concerns about (Interpersonal) Violence**   **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | | | |
| **1.** | | | | **Desired Information:**  The aim of this section is to obtain a better understanding of the different types of interpersonal violence that exist in the community, how different groups of people are affected in the wellbeing, as well as contributing factors to violence. | | **Guiding Questions:**  **Ask specifically about different types of violence that women, men, girls and boys, may experience.**  (Probing questions)   1. Ask if **certain groups** are more affected by certain types of violence and how. For example, are people with mental disabilities more affected by certain types of violence? People with physical disabilities? Elderly, widows, divorcees, IDPs, etc.? 2. Ask **where the violence occurs** (prompt home, public spaces, work place), and about areas in the community where people do not feel safe. 3. Is there any specific **factor that can increase the risk** of violence? (i.e. overcrowded shelters, lack of lightening, distribution points). Do you observe this is your community? 4. For sexual violence:    1. Which groups do you think are the most at risk?    2. What are high-risk locations for sexual violence? 5. For kidnapping:    1. Do you see incidences of kidnapping occurring in your community? If so, what do you mean with kidnapping?    2. Who is affected? Please explain what happened to people during kidnapping. 6. For honor killings:    1. Have you seen instances of honor killings in your community? Who is affected?    2. If so, have they increased during the crisis? 7. Violence/exploitation related to the work place/economic transactions – if raised by the group    1. Do you see incidences of exploitation or violence in relation to the work place/linked to economic transactions? Please give examples.    2. What are the groups most at risk? | | |
| **🡺** | | | | **Adolescents (12-17 years)**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | |
|  | | * **What type of violence do women, men, girls and boys face in your community?**   (Probing questions)   * Do you think there are **differences in the types of violence** faced by girls/boys; men/women; IDPs; people with physical disabilities; people with mental disabilities older persons; divorcees and widows, etc.? What? * Are there **specific places** that violence happens for girls/boys/women/men in this community? (prompt home, public spaces, school) * Are there **things that increase the risk of violence** for girls and boys in this community? *(prompts: overcrowded shelters, lack of lightening, distribution points)* * For sexual violence: Which groups do you think are the most at risk? Why? * For kidnapping: Do you see this happening here? If so, what do you mean with kidnapping? Who is affected? Please explain what happened to people during kidnapping. * For honor killings: Do you see this happening here? Who is affected? Has it increased? * Violence / exploitation: Do you see incidences of exploitation or violence in relation to the work place/linked to economic transactions? Who is affected? Has this increased? | | |
| **Record of the Discussion:** | | | | | | | | |
| 1. **Community coping strategies related to violence**   **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | | | |
| 2. | | | **Desired Information:**  The aim of this question is to gain a better understanding of the coping and prevention strategies when faced with different kinds of interpersonal violence on community-level. | | | | | **Guiding Questions:**  **Referring to types of violence mentioned under section 1**   1. **What do men, women, girls, boys do** when different types of violence happen? How do they protect themselves? 2. What about in cases of **sexual violence**? 3. Are there local **judicial/redress mechanisms**? Are they used? Yes, No, why? (probe barriers) 4. Is there any community structure, organization, association or group of leaders that meets or is organized to discuss and address issues and needs of the community? |
| → | | | **Adolescents (12-17 years)**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | |
|  | | |  | | | **Referring to types of violence mentioned under section 1**   * **What do men, women, girls, boys do** **after experiencing violence?**   (Probing questions)   * How might a **girl** seek help? (e.g. medical, legal, psychosocial and/or to prevent further violence). * How might a **boy** seek help? (e.g. medical, legal, psychosocial and/or to prevent further violence). * What about **women?** * What about **men?** * What about in cases of **sexual violence?** | | |
| **Record of the Discussion:** | | | | | | | | |
| 1. **Explosive Hazards**   **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | | | |
| **3.** | | | | **Desired Information:**  Identify the scale and scope of explosive hazards in the community and how different groups are impacted  **Definition:** Explosive hazards refer to any explosive device that have failed to explode or were left behind after hostilities have ended. It can have different sizes and shapes and range from unexploded bombs, mortars, rockets, booby traps, improvised explosives, landmines, cluster munitions and small arms ammunitions. | | **Guiding Questions:**  **Are there explosive hazards within your community? If so, how does it affects your community?**  (Probing questions)   1. What type of **land or infrastructure is impacted by explosives**? (e.g. residential buildings, schools, hospitals, roads, public buildings, farming lands) 2. **How do explosive hazards impact different groups** (including men, women, boys and girls, specific other groups). 3. Ask if any of the community have been **killed or injured** by explosive hazards and if they know the causes of the incident. | | |
|  | | | | **Adolescents (12-17 years)**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | |
|  | | **Are there explosive hazards within your community? If so, how does it affects your community? Is any group of people more affected than others?**   * What land or infrastructure is impacted? * Has anyone in the community been killed or injured? | | |
| **Record of the Discussion:** | | | | | | | | |
| 1. **Access to Humanitarian Assistance (distributions) and services (protection services)**   **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | | | |
| **4.** | | | | **Desired Information:**  The aim of this section is to gather information on:   * how humanitarian distributions are channeled and to whom * effects of humanitarian distributions on different groups, especially women and girls, but also the elderly persons and persons with disabilities; * how humanitarian distributions affect safety, particularly of female beneficiaries; * assess access to protection services and potential barriers. | | **Guiding Questions:**   1. **What protection services are present in the community?** (ex. Community Centers, Child Friendly Spaces, Women and Girls Safe Spaces, Psychosocial support, civil documentation, legal assistance, etc.). 2. Do some groups in the community **struggle in accessing** these services? If so, which ones (persons with physical disabilities, people with mental disabilities, older persons, certain groups in the society such as divorcees and widows, etc.) 3. What services are **not present** and would be needed in the community? 4. Are there any **safety concerns** relating to access to services (by type of service)? If yes, explain. 5. Does your community receive any **humanitarian distributions**? (WASH, health, food, NFIs).    1. Do specific groups face **barriers** in accessing distributions (ask about children, persons with mental or physical disabilities, old persons, certain groups in the society such as divorcees and widows, etc.).    2. Are there any **safety concerns** relating to distributions? If yes, explain how and for whom    3. Was the assistance **given for free**? If not, what was asked for in exchange (e.g. money, sexual favors, etc.), and by whom? | | |
| **🡺** | | | | **Adolescents ( 12-17 years)**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | |
|  | | **Access to protection services** community (ex. Community Centers, Child Friendly Spaces, Women and Girls Safe Spaces, Psychosocial support, civil documentation, legal assistance, etc.).   * **What protection services are present in your community?**   (Probing questions)   * Are there groups of people that cannot access these places? Ask about differences between groups (e.g. girls, boys, women, men; persons with physical disabilities, people with mental disabilities, older persons, certain groups in the society such as divorcees and widows, etc.) Why? * What services are not present but are needed in your community?   **Distributions**  Does your **community receive any humanitarian distributions** (e.g. WASH, health, food, NFIs)?   * Are there groups of people that cannot access these distributions? Ask about differences between groups (e.g. girls, boys, women, men; persons with physical disabilities, people with mental disabilities, older persons, certain groups in the society such as divorcees and widows, etc.) Why? * Are there safety concerns for certain people? Why? | | |
| **Record of the Discussion:** | | | | | | | | |
| **Freedom of Movement**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | | | |
| **5.** | | **Desired Information:**  This section aims at obtaining an impression of how much people are restricted in terms of movement in the community and provide explanations for those restrictions and the consequences in the daily lives in case freedom of movement is restricted. | | | | **Guiding Questions:**  **Are people able to move freely within the community? What about across communities and to neighboring villages or towns?**   1. Ask specifically about freedom of movement for women, men, girls and boys and **specific reasons for restricted movement for each group** 2. **What** **groups are particularly at risk** of movement restrictions and why? 3. What are the **main consequences** in their daily lives for the lack of freedom of movement for women, men, girls and boys? | | |
| **🡺** | | **Adolescents (12-14 years; 15-17 years)**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | |
|  | | | | **We are now going to talk about movement within/across communities**   * Are people **able to move freely** **within the community**? **To other communities** or neighboring villages or towns? If no, **why**? * Are there differences between **men, women, boys and girls**? What **groups are particularly at risk** of movement restrictions? Why? | | |
| **Record of the Discussion:** | | | | | | | | |
| **Civil Documentation**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | | | |
| **6.** | | | | **Desired information:**  Assess potential challenges to obtain or renew civil documentation in the community and impact for different groups. | | **What are the specific challenges to obtain or replace official GoS issued documentation for people in your community?** (e.g. loss, destruction, not possession at any time, confiscation, and lack of Civil Office registrars)   1. What are the **consequences/impact** of not having official documents for men, boys, women and girls? 2. Is official documentation required to **access services or distributions**? If YES, what happens to community members that do not gave official documentation? 3. Have you ever obtained **non-official civil documentation** (not issued by GoS)? If yes, for what purpose? Are there concerns around obtaining non GoS issued documentation? | | |
| **🡺** | | | | **Adolescents (12-7 years)** | | **This theme is not prioritized in FGDs with adolescents** | | |
| **Record of the Discussion:** | | | | | | | | |
| **Housing, Land and Property**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | | | |
| **7.** | | **Desired information:**  Assess potential challenges regarding housing, land and property issues. | | | | | **What are the most common issues/problems/challenges related to land and property in your community? How are different groups affected?**  ***Probing questions:*** *issues might include destruction/damage to property; disputed ownership, lack of documentation, unclear/changing rules, rental disputes etc.*  **If there are Housing, Land and Property disputes, how do people normally solve those?** | |
| **🡺** | | **Adolescents (12-17 years)** | | | | | **This theme is not prioritized in FGDs with adolescents** | |
| **9. Housing, Land and Property - Record of the discussion** | | | | | | | | |
| **Child Labor (including Child Recruitment)**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | | | | |
| **8.** | | **Desired Information:**  The aim of this section is to gather information on:   * Existing patterns of the worst forms of child labor for girls and boys. * Capacities and mechanisms in the community to respond to child labor. | | | | **Guiding Questions:**  **We are now going to talk about children working in your community.**  **What do you think are the most dangerous types of work children are doing in your community?**  **How can children engaged in dangerous types of labor be supported?**  (Probing questions)   1. Which is the most dangerous for girls? Most dangerous for boys? 2. What are the consequences of children being engaged in (dangerous) work), e.g. access to school, exposure to hazards. Are there differences between girls and boys? 3. Is there any initiative in your community (by the community/humanitarian organizations/local government) that helps in preventing or responding to child labor? | | | |
| **🡺** | | **Adolescents (12-17 years)**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | | |
|  | | | | **We are now going to talk about children working in your community**  **What do you think are the most dangerous types of work children are doing in your community?**  **How can children engaged in dangerous types of labor be supported?**  (Probing questions)   * Which is the most dangerous for girls? Most dangerous for boys? * What are the consequences of children being engaged in (dangerous) work), e.g. access to school, exposure to hazards. Are there differences between girls and boys? * Are there any places girls and boys (under 18) who are working can go to get support and help? What services do they provide? What do you think should exist in your community to prevent children to work? | | | |
| **Record of the Discussion:** | | | | | | | | | |
| **Unaccompanied and Separated Children**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | | | | |
| **9.** | | Desired Information:  The aim of this section is to gather information on:   * Patterns of separation from their parents or usual caregivers. * Types of care arrangements for separated and unaccompanied children. * Mechanisms in the community to respond to family separation, including reuniting children with their caregivers | | | | G**uiding Questions:**  **We are now going to talk about children who are not living with their parents (both mother and father) or usual caregivers (any adult person who was taking care of the child before the crisis/displacement and responsible for them), or living on their own. Explain to participants that in this section we thinking about children that are not living with either their mother or father.**  **In your community, what are the risks for children that are not living with their usual caregivers? Are there differences between boys and girls?**  (Probing questions)   1. What are the most common reasons these children are not living with their usual caregivers (death/detention of a family member, abandonment, displacement)? Are the reasons different for girls and boys? 2. Who is taking care of these children in your community? What type of services are available for them? 3. What can be done to prevent and respond to children being separated from their usual caregivers? | | | |
| **🡺** | | **Adolescents (12-17 years)**  **Remind participants that for the purposes of this FG children are considered under 18 years** | | | | | | | |
|  | | | | **In this question we are going to ask about children who are not living with their parents or usual caregivers (any adult person who was taking care of the child before the crisis/displacement and responsible for them).** Explain to participants that in this section we are thinking about **children that are not living with either their mother or father.**   * **Do you know any children (under 18) who are not living with their parents or usual caregivers?**   (Probing questions)   * Who are they living with? (*if they mention their mother or father, explain to participants that in this section we are thinking about children that are not living with either their mother or father)* * Do you know why children are separated from their parents or usual caregivers? How are these children considered in the community? * Are there any places girls and boys (under 18) who are not living with their parents or usual caregivers can go to get support and help? What services do they provide? | | | |
| **Record of the Discussion:** | | | | | | | | | |
| **Change (Adolescents Only)** | | | | | | | | | |
| **10.**  **🡺** | | **Adolescents ONLY (12-17 years)** | | | | | | | |
|  | | | | **These are our final questions for today:**   * If you could change one thing for boys and girls (under 18) in this community, what would it be? How could it be changed? | | | |
| **Record of the Discussion:** | | | | | | | | | |

**Closing the Group**

* Thank the participants for their time and their contributions.
* Remind the participants that the purpose of the activity is to understand concerns and needs of girls and boys in this community
* Again, explain to the participants that you may be conducting this activity with other groups in the community..
* Remind participants to their agreement to confidentiality. Remind participants not to share information with others in the community.
* Ask participants if they have questions.
* If anyone wishes to speak in private, respond that you (facilitator and note-taker) will be available after the meeting.