

Philippines Approach to Total Sanitation (PhATS) Endline FGD with School Children (Boys and girls)

Note: This discussion should be conducted with boys and girls in separate groups.

Introduction to the Group:

Hello everybody, my name is _____ and this is _____. We work for an organization called _____. We are here today to talk together about things like washing hands and going to the toilet. It might sound funny, but we would like to ask you some questions about these sorts of things, so that we can better understand the issues facing girls/boys going to school in your communities. This information will help UNICEF and other organizations plan activities to improve water and sanitation in schools and communities in Eastern Samar, Samar, Leyte, Cebu, Capiz and Iloilo.

There are no wrong answers to these questions: we just want to hear about your own honest thoughts, feelings and experiences. We will treat anything you say here with respect. We will not tell anybody what you say: your answers will be put together with the answers of many other girls and boys we will be talking to, and we will not be writing down your names or who said what. *For older children:* We ask that you keep this discussion confidential too – what is shared in this room should stay in this room.

If there's any questions you don't want to answer, that's totally fine – just tell us that you'd prefer not to answer.

I expect our discussion today to last for around an hour. _____ will be taking notes to makes sure we do not miss what you have to say, but as I said before, he/she will not be writing down your names or who said what.

Is this all ok with you? Do you have any questions before we begin?

Name of school: _____

Province: _____

Division: _____

District: _____

LGU: _____

Barangay: _____

Date: _____

Name of facilitator: _____

Name of note-taker: _____

Gender of students: _____

Start time: _____

End time: _____

Participants List:

First name	Grade	Age
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Focus Group Questions:

Facilitator note: please do a quick icebreaker/game before you begin the questions. [5 minutes]

#	Question	Facilitator Instructions	Time	Note-taker instructions
Hand washing				
1a	<p>When do you usually wash your hands with soap? (Prompt if needed: think through a typical day, from when you wake up in the morning, to when you go to sleep at night)</p>	<p>Write/draw main points on separate pieces of paper</p>	5min	<p><i>Tick all mentioned and add other responses and notes below, in their own words where possible:</i></p> <ul style="list-style-type: none"> Before Eating <input type="checkbox"/> After Eating <input type="checkbox"/> Before Praying <input type="checkbox"/> Before Feeding A Child <input type="checkbox"/> Before Cooking Or Preparing Food <input type="checkbox"/> After Defecation <input type="checkbox"/> After Urination <input type="checkbox"/> When your hands look dirty <input type="checkbox"/>

1b	Are there any other times that we should wash our hands with soap?	Write/draw any additional points on separate pieces of paper.	5min	<p><i>Tick all mentioned and add other responses and notes below, in their own words where possible.</i> <i>(NB. Please keep this list separate to 1a)</i></p> <p>Before Eating <input type="checkbox"/></p> <p>After Eating <input type="checkbox"/></p> <p>Before Praying <input type="checkbox"/></p> <p>Before Feeding A Child <input type="checkbox"/></p> <p>Before Cooking Or Preparing Food <input type="checkbox"/></p> <p>After Defecation <input type="checkbox"/></p> <p>After Urination <input type="checkbox"/></p> <p>When your hands look dirty <input type="checkbox"/></p>
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1c	<p>These are all times that we might wash our hands with soap. Now together, we are going to put them in a line from the most important time to wash our hands with soap to the least important time to wash our hands with soap.</p>	<p>Explain PRM exercise.</p> <p>Note: please ensure you ask why <i>every time</i> a participant places/moves an item.</p>	7mins	<p><i>List all reasons given in participants own words + record final rank order:</i></p> <p><i>Please fill list column from responses given in 1a + 1b.</i></p> <table border="1" data-bbox="829 228 2005 1511"> <thead> <tr> <th data-bbox="829 228 1113 332">List</th> <th data-bbox="1113 228 1875 332">Reasons</th> <th data-bbox="1875 228 2005 332">Final rank order</th> </tr> </thead> <tbody> <tr> <td data-bbox="829 332 1113 570"></td> <td data-bbox="1113 332 1875 570"></td> <td data-bbox="1875 332 2005 570"></td> </tr> <tr> <td data-bbox="829 570 1113 807"></td> <td data-bbox="1113 570 1875 807"></td> <td data-bbox="1875 570 2005 807"></td> </tr> <tr> <td data-bbox="829 807 1113 1044"></td> <td data-bbox="1113 807 1875 1044"></td> <td data-bbox="1875 807 2005 1044"></td> </tr> <tr> <td data-bbox="829 1044 1113 1281"></td> <td data-bbox="1113 1044 1875 1281"></td> <td data-bbox="1875 1044 2005 1281"></td> </tr> <tr> <td data-bbox="829 1281 1113 1511"></td> <td data-bbox="1113 1281 1875 1511"></td> <td data-bbox="1875 1281 2005 1511"></td> </tr> </tbody> </table>	List	Reasons	Final rank order															
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1d	<p>Do you wash your hands with soap more often on the days that you are at school, or the days that you are at home?</p> <p>-For those that wash more at school, why?</p> <p>-For those that wash more at home, why?</p>	Ask participants for a show of hands for who washes more at school/home	5min	<p><i>Record number of students with hands up for each, then list main points in table below (in their own words where possible):</i></p> <p>_____ participants say they wash their hands more often at home. _____ participants say they wash their hands more often at school.</p> <table border="1" data-bbox="825 321 2003 1263"> <thead> <tr> <th data-bbox="825 321 1413 358">Reasons for washing more at home</th> <th data-bbox="1413 321 2003 358">Reasons for washing more at school</th> </tr> </thead> <tbody> <tr> <td data-bbox="825 358 1413 1263"></td> <td data-bbox="1413 358 2003 1263"></td> </tr> </tbody> </table>	Reasons for washing more at home	Reasons for washing more at school		
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1e	<p>Sometimes we don't wash our hands. When you don't wash your hands, what are the reasons why not?</p> <p>(If not already mentioned, please prompt with the barriers mentioned/implied in the previous question)</p>		5min	<p><i>Please list all reasons, in their own words where possible.</i></p> <p><i>(Please make sure you capture barriers mentioned in previous question also. Facilitator should prompt discussion on these).</i></p>
School facilities				
2a	<p>Are there toilet facilities available at your school?</p>	<p>If no facilities, skip the next question.</p>	1min	<p><i>Tick the relevant answer and record any comments:</i></p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

2b	<p>How do you find them? (Prompt if needed: what do you like about using them? What don't you like about using them?)</p> <p>If not already mentioned, ask: -are there enough of them? -are they clean? -are they safe? -do they work well? <i>(maintenance)</i> -are they private? -are they easy to use? -do they have the facilities you need <i>(eg. disposal facilities)</i></p>		4min	<p><i>Record key points, in their own words where possible. (Add* next to anything mentioned only after prompting)</i></p>
2c	<p><i>If no toilet facilities:</i> What do you use instead? <i>If there are toilet facilities: What happens if the toilet(s) is (are) not working?</i></p>		2min	<p><i>Record key points, in their own words where possible:</i></p>
3a	<p>Are there hand washing facilities available at your school?</p>	<p>If no facilities, skip the next question.</p>	1min	<p><i>Tick the relevant answer and record any comments:</i></p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

3b	<p>How do you find them? (Prompt if needed: what do you like about them? What don't you like about them?)</p> <p>If not already mentioned, ask: -is there (always) water there? -is there (always) soap there? -are there enough facilities? -are they clean? -are they safe? -are they easy to use?</p>		4min	<p><i>Record key points, including presence of (i) water (ii) soap.</i></p> <p><i>(Add* next to anything mentioned only after prompting).</i></p>
Open defecation				
4a	<p>Are there children at school or in your community who defecate in the open? What groups of children tend to defecate in the open?</p>		3min	<p><i>Record key points, in their own words where possible:</i></p>
4b	<p>Why do girls and boys defecate in the open? (Probe, if needed: under what circumstances do boys and girls defecate in the open? are there times when</p>		5min	<p><i>Record key points, in their own words where possible:</i></p>

	there are toilets available but girls/boys defecate in the open? Why?)			
4c	Would it be more likely for girls/boys to defecate in the open at school or at home? Why?		4min	<i>Record key points, in their own words where possible:</i>
4d	Now, everybody please stand up. I am going to read out a list of statements, and I want you to show me whether you strongly agree/agree/disagree/strongly disagree by where you stand on this line (<i>show the points on the line</i>). Remember, there are no wrong answers -	<i>Make sure the scale is clear – it may help to have pieces of paper with words/symbols placed in a line.</i>		<i>For each one, record where students are standing. Please underline the most popular choice.</i> <i>Eg. “Most students on <u>agree</u>, with one on strongly agree, and a few on disagree.”</i>

	it's just about what you personally think.			
4d(i)	<i>I believe adults in my community defecate in the open.</i>		1min	
4c(ii)	<i>I believe boys and girls in my community defecate in the open.</i>		1min	
4d(iii))	<i>I believe boys and girls in my school defecate in the open.</i>		1min	
4d (iv)	<i>I believe open defecation is acceptable.</i>		1min	
4d(v)	<i>I believe open defecation is safe.</i>		1min	
4e	Can you think of any risks/problems of open defecation?		5min	<p><i>Tick all mentioned, and add any other reasons and further detail (in their own words if possible) below:</i></p> <ul style="list-style-type: none"> Dirty Surroundings <input type="checkbox"/> Diseases <input type="checkbox"/> Environmental Problems <input type="checkbox"/> Discomfort/inconvenience <input type="checkbox"/> Indignity <input type="checkbox"/> Threat of violence/sexual violence <input type="checkbox"/> Risk from wild animals <input type="checkbox"/>

Hygiene Messaging				
5a	Have you done any activities/discussions at school recently about water, sanitation and hygiene issues?		3min	List activities/discussions mentioned:
5b	What are the key messages/learnings that you remember from these activities/discussions?		3min	List all mentioned:
5c	Are you now practicing this/these message(s) at home?	Ask participants for hands up if practicing	5min	Record number of students with hands up, then record main points (in their own words where possible) in table below: _____ participants say they are practicing any of these messages at home.

	<p>-If yes, how? -If not, why not?</p>	<p><i>any of these messages at home.</i></p>		<p>_____ Participants say they are not practicing any of these messages at home.</p> <table border="1" data-bbox="829 164 2005 1073"> <thead> <tr> <th data-bbox="829 164 1417 203">If yes: how?</th> <th data-bbox="1417 164 2005 203">If not: why not?</th> </tr> </thead> <tbody> <tr> <td data-bbox="829 203 1417 1073"></td> <td data-bbox="1417 203 2005 1073"></td> </tr> </tbody> </table>	If yes: how?	If not: why not?		
If yes: how?	If not: why not?							
<p>5d</p>	<p>Have you shared any of these messages with your family?</p> <p>-For those that did: Did any family members make any</p>	<p><i>Ask participants for hands up if they have shared any of these messages</i></p>	<p><i>3min</i></p>	<p><i>Record number of students with hands up, then record the stories of those that did share with their families in their own words below:</i></p> <p>_____ participants say they have shared any of these messages with their families. _____ participants say they have NOT shared any of these messages with their families.</p>				

	changes in response to you sharing these messages/lessons?	<i>with their families.</i>		
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