

Focus Group Methodology:

Preparation

- Each focus group team should have at least 2 facilitators (1 should direct the debate the other should be more focused in the notetaking)
- Facilitators should have the idea of the questions in mind (the scripts can be used if necessary) but facilitators should keep the conversation flowing

Introduction to the focus group

- Became familiar with the group dynamics
- Dispose of few moments for a small informal talk with participants (avoiding the topics of the focus group)
- Opening the session
- Presentation of the study
- Presentation of the facilitator(s)
- Ask if anyone objects to recording
- Inform of the confidentiality and anonymity

0 – Warming up activity - each facilitators should choose the icebreaker activity that they feel more conformable with.

A – Part 1 - What is sexual harassment for young people?

Stimulus: each team will decide which stimulus will be better for their context (a song, a picture, a short-movie, a text, a story, an example case...)

1. What do think sexual harassment is?
 - i. In person
 - ii. On social media
2. Who does it happen to? [probe on girls/boys]
 - i. Who are the harassers? Why?
3. Why does it happen?

B – Part 2 – Sexual Harassment in Schools (experiences of the young people)

Stimulus: divide the group in to smaller groups of 3 people and ask them to share experiences of SH in school (either experienced by themselves or by someone they know), after sharing the victimization experiences, they should choose one of them to share with the whole group (without referring to whom the experiences refers to).



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BYSTANDERS

4. Does it happen in schools?
 - i. Examples they have seen
 - ii. Examples they have heard about

After the 3 presentations, we go back to the debate following the questions bellow.

5. What do you think about the experiences you have heard about?
6. How do other pupils respond when they see/hear it?
 - i. Is this the right response
 - ii. What would the victims want as a response?
 - iii. How should harassers be responded to?
7. How do teachers respond?
 - i. Is this the right response?
8. Does anyone in school have respond to these situations (parents, staff...)

C– Part 3 - How to act?

Stimulus: proposing a role-playing, in groups of 3 people, with a SH situation and how would they intervene (or not). 5 minutes to preparing and then each group presents the final result. After the 3 presentations, the debate proceeds with the following questions:

9. What do you think about these presentations?
10. There are new ideas that bystanders ought to intervene – what do you think about this?
 - i. What could they do in relation to victims
 - ii. What could they do in relation to harassers?
 - iii. What are the barriers to doing these things?
 - iv. How could these be changed?

Activity for question 11: Dispose a metre of Kraft paper on the wall and question youth about what should be included in a training program (while getting the participants up and moving around to describe an adequate program)

11. If there was a training programme on how to act differently what should it include?
 - i. Probe about gender
 - ii. What could it be called

BYSTANDERS

D- Part 4 – Young people participation in policies

After the activity, youth should sit down again to think and debate about the best policies

12. How should young people be involved in creating policies and changing the culture in schools?

Final – Wrapping up activity - each facilitators should choose the activity that they feel more conformable with.

Analysis of focus:

- Should begun immediately after the focus group
- Should be done simultaneously by the two facilitators
- Summarize the "big ideas" discussed in each question
- For each question include observations such as body language, tone and opinion differences
- Create a concept map from the questions (to each question draw a chart with the main concepts that emerged)



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