Annex 5_ESRC Project: FGD guide for Untrained Adolescents_Versio1_280819

Target:

- Boys /Girls who NEVER attended formal/informal skills training

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SECTION 0: IDENTIFICATION PARTICULARS

001FOCUS GROUP No. |___|___|___|___|___|___|___|

002 DISTRICT_____

003   LOCATION OF DISCUSSION (PLACE NAME) |_____|

004 FACILITATOR: Code |___|___| Name_____

005 CO-FACILITATOR: Code |___|___| Name_____

006 DATE OF FOCUS GROUP ___/____ / 2019

007 NUMBER OF PARTICIPANTS: MALE |____| FEMALE |____|

008 AGE RANGE OF RESPONDENTS:

009 DURATION OF DISCUSSION|__|: |__|__|

> **Preamble:** The participants are to be introduced to the facilitator and co-facilitator and to each other. The facilitator will then explain the purpose of the discussion to the participants, go over the consent form and ask the prospective participants to sign the consent form if they agree to participate in the discussion. The facilitator will inform the participants that the discussion will be recorded and the reasons for doing so will be explained to them. The session is being recorded to ensure that what is said is accurately documented. The co-facilitator will operate the recording equipment and ensure all discussion points are clearly recorded.
>
> Highlight to the participants:
>
> - Stay for the duration of the discussion, but can ask to leave or for a pause if they feel uncomfortable during the discussion.
> - Should speak loudly and clearly towards the recorder
> - Speak one at a time and
> - Allow others to speak and not dominate the discussion
> - Feel free to offer stories and examples, but note that the people involved should not be identified by name
> - Are not required to reveal private or personal information about themselves or their relationships
> - Respect the confidentiality of matters discussed and the confidentiality of each participant
> - That you will be respectful of the time limitations of this discussion

Warm up Question

Let's begin by each one of us telling about a memorable event.

QUESTIONS

Instruction: Probe for examples or stories to support points made

1.0 Jobs

1.1 What are some of the jobs that young people do after leaving school?

1.2 What kind of jobs are these? *Probe for forced labour, self-employment, precarious work, hazardous work.* Is this employment paid? Unpaid?

1.3 What are the main challenges for young people in their jobs?

1.4 What are the jobs that young people would like to be doing? Why?

1.5 What is it about these jobs / types of work that they prefer?

1.6 What are some of the reasons young people might not be working?

1.7 What would you describe as good work?

1.8 What in your opinion makes work good? What makes it bad? What makes it attractive?

1.9 Why is it important for young people to engage in good work?

1.10   What do you think are the biggest challenges for young people in getting their jobs?

1.11   What do you think are the biggest challenges for young people in keeping their jobs?

1.12   In what ways can young people be better supported to find good work?

2.0 Young people's Journeys

2.1 What are some of the young people's journeys into skills training or decent work?

2.2 What have been the facilitators for young people to transit into skills training or decent work?

2.3 What are some of the barriers faced by young people in these transitions?

2.4 What role do you think that parents play in supporting young people through these journeys?

2.5 What other people do you think play a role in supporting young people through these journeys?

3.0 Recruitment into Skills Training Programme (STP) and Employment

3.1 Why do some young people enroll into skills training and others do not?

3.2 How do young people get recruited into the formal/informal skills training programmes?

3.3 In your opinion, what are young people's hopes and expectations from these STPs?

3.4 How do young people perceive these STPs? Please probe for: are they happy/content with the programmes? If they are happy/contented, what makes them happy about the STP? If they are not contented, why?

3.5 What could be the barriers or facilitators to participating in these STPs?

3.6 To what extent are STP recruitment mechanisms accessible for all young people?

3.7 How best can those who are currently excluded from programs be supported to access STPs?

4.0 Experiences at the Workplace

4.1 What are some of the experiences that young people encounter at the workplace (probe for: both positive and negative experiences; probe for knowledge of procedures for reporting; support etc. if negative experiences include workplace violence)

4.2 How are young people supported at the workplace to ensure that they are able to perform their duties to their employers' expectation? Who provides this support?

4.3 How adequate is the support given at the workplace to enable young people do their job? How do you think young people could be better supported? *Probe for support in pre-work training, addressing past experiences, knowledge of formal mechanisms etc.*

Thank you for your time