

**FOCUS GROUPS**  
**“YOUTH: PEER RELATIONS, RISKS OF ISOLATION AND PREVENTION”**  
**METHODOLOGY**

## **Description of the activity**

Each partner organization, in the figure of its own project coordinator, will organize a focus group dedicated to the theme of social isolation, with the selected participants and 15 people, including youth workers, youth leaders and representatives of youth organizations. The meeting will be led by a facilitator and supported by an observer.

The Focus Groups aim to:

- deepen the theme of youth relational distress from the point of view of young people and youth worker, to allow the acquisition of elements related to **the way young people live their universe of relationships and the factors that can lead to isolation**;
- stimulate the comparison, sharing and exchange of knowledge among professionals active in the Youth field;
- **highlight the existing gaps** in prevention and intervention in cases of social isolation.

The focus groups have a twofold advantage: on the one hand, it will allow a greater awareness of the **elements to be taken into consideration in defining the intervention strategies** for the participants in the project activities and, on the other, it will provide a moment of discussion for a wider number of participants not directly involved in the project activities.

Each facilitator will draw up a report on the results that emerged from the focus group, on a report template provided by the coordinator organisation, to be sent to the applicant in order to allow the development and publication of a comparative report.

## **Method to be applied for the implementation of the activity**

The method that will be adopted to implement the Focus Groups will be the **questioning route**, sequence of questions in complete, conversational sentences. Each partner will implement its focus

groups following the common questions that were outlined by the project team in order to reach the goals of the qualitative analysis.

## Structure and Route

Section	Aim	Topic	Questions
<b>Presentations</b>	To create a positive environment for the work to be done	NA	Ice-breakers Getting to know each other
<b>General questions to introduce the topic</b>	To align everybody's general knowledge of the phenomenon of social isolation	<b>Social Isolation</b>	<ul style="list-style-type: none"> <li>- <b>Q1</b> Based on your personal and professional experience, what does social isolation represent for you?</li> <li>- <b>Q2</b> In our meeting we will focus attention on voluntary social isolation. What characteristics can we attribute to this phenomenon?</li> </ul>
<b>Key Questions</b>	To favor a deeper analysis of the phenomenon	<ul style="list-style-type: none"> <li>- <b>Factors leading to voluntary social isolation</b></li> <li>- <b>Warning signs</b></li> <li>- <b>How to prevent</b></li> <li>- <b>How to intervene</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Q1</b> What do you think are the factors leading to voluntary social isolation?</li> <li>- <b>Q2</b> What do you think are the warning signs?</li> <li>- <b>Q3</b> Based on the factors and the red flags we identified, what actions could be undertaken to prevent cases of voluntary social isolation?</li> <li>- <b>Q4</b> What could families, schools and nonprofit organizations do to intervene and combat the phenomenon?</li> </ul>
<b>Closing</b>	To highlight what has been discussed and the key results of the activity	<ul style="list-style-type: none"> <li>- <b>Comprehension of the problem</b></li> <li>- <b>Factors to consider in the elaboration of intervention and prevention strategies</b></li> </ul>	<p>Ideas:</p> <p>“Imagine to have one minute/X number of words to describe this problem. How would you describe it?”</p> <p>“We have discussed about X, Y, Z. Is there anything that could be included that we did not mention?”</p>