

Qualitative research toolkit: GAGE's approach to researching with adolescents

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Introduction

This toolkit is a companion piece to the GAGE baseline qualitative research toolkit and provides the group and individual research tools, all of which are age-tailored (early adolescents, mid/older adolescents and adults), used during the second round of data collection in GAGE's longitudinal study. A selection of these could be used to understand different dimensions of adolescent well-being and development trajectories in any given context. For the purposes of the GAGE research programme, this collection of tools has also been designed to mirror the GAGE '3 Cs' conceptual framework which reflects the close connections between the '3 Cs': capabilities, change strategies and contexts. It considers adolescents' multidimensional capabilities and the ways in which these differ depending on age, gender and (dis)ability; the change strategies that are employed by families, communities, service providers, policy-makers, civil society and development partners to promote empowered and healthy transitions from adolescence into early adulthood; and finally the broader meso- and macro-level contexts that shape the enabling/constraining environments in which adolescent realities are played out (Figure 1). Adolescents are situated at the centre of this socio-ecological framework.

1.1 Adolescent capabilities

The first set of tools explore changes in and the underlying drivers of adolescent capabilities across six key domains: education and learning, freedom from age- and gender-based violence, health and nutrition, psychosocial well-being, voice and agency, and economic empowerment, including access to social protection.

Most significant change in adolescence

In terms of exploring adolescent capabilities and the ways in which these evolve over the course of the second decade of life, this tool asks adolescents to identify key changes in their community over the last two years and the ways in which these changes have affected the lives of adolescents in general and them in particular. Given the rapid pace of change in each of the GAGE focal countries, for example, the far-reaching political transformation in Ethiopia or the opening of the border between Jordan

and Syria, this tool provides a useful entry point to better understand the ways in which broader change processes do – and do not – impact diverse adolescent cohorts' lives. For instance, we found that while urban adolescent girls in Ethiopia were profoundly inspired by the appointment of women to 50% of cabinet posts and as president of the country, girls in remote communities were unaware of these national-level changes.

Against this backdrop, the tool then explores changes that the adolescent has experienced across each of the six GAGE capability domains. It aims to understand what factors – ranging from individual development and family dynamics to drought and schooling – shape these changes and how.

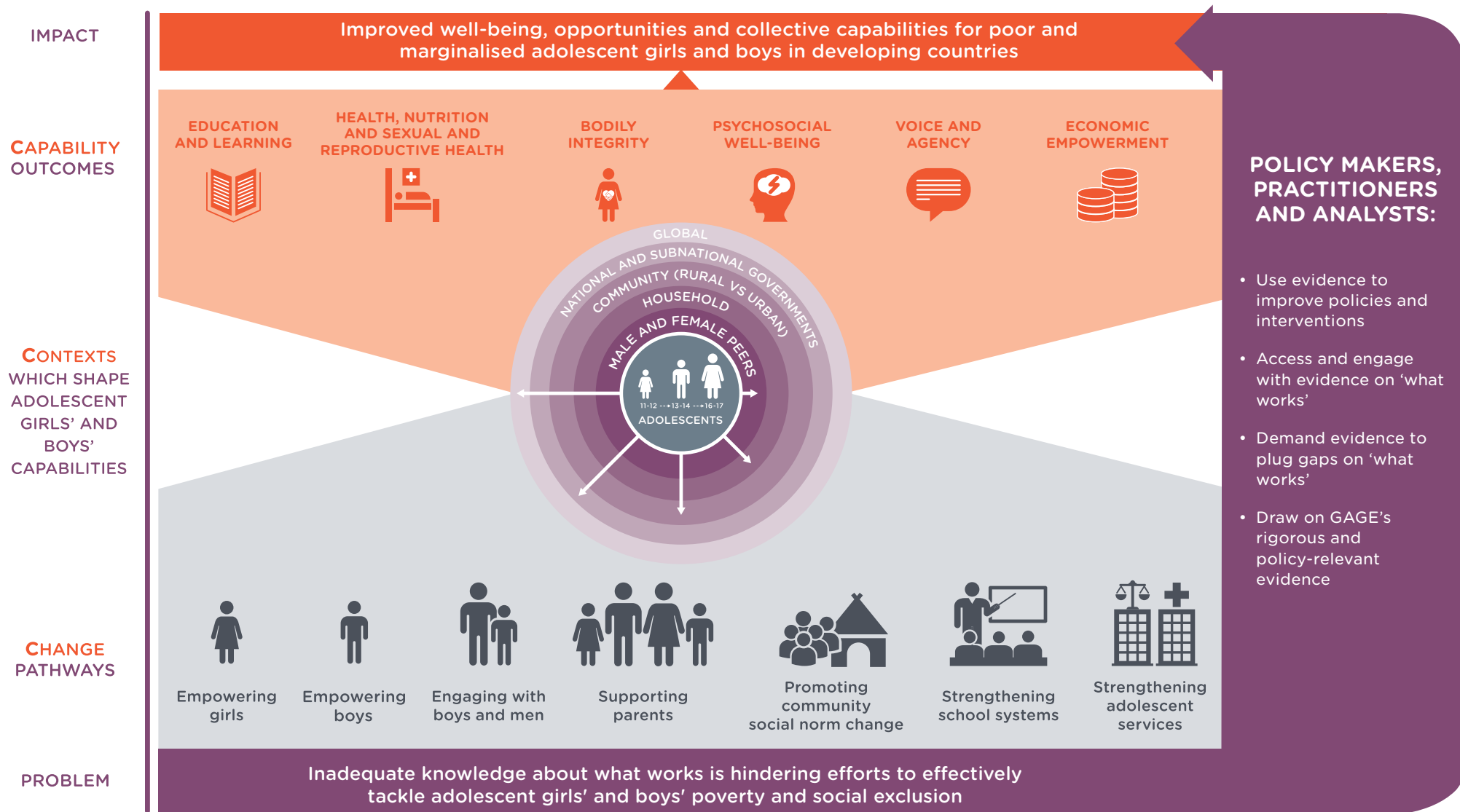
Social network hexagon

The social network hexagon draws on social network literature (Flynn et al., 2017; Tubaro et al., 2016; Vincent et al., 2018) and explores the range of people with whom an adolescent interacts and the quality of that interaction. The hexagon is divided into six segments, including family, friends, neighbours, community members, romantic interests and intimate partners, and online peers and community, and is used to probe the relative importance of different individuals in each of these domains in the adolescent's life and why. The tool enables the researcher to explore what sorts of things a young person discusses or confides in that person, whether or not that person is a role model as well as the extent to which adolescents form ties which are similar or dissimilar to others along lines of gender, age, ethnicity, religion, class, educational achievement etc. It also looks at the extent to which adolescent lives cross over in different spaces – community, school, neighbourhood and online.

Positive economic outliers

In keeping with the broader literature on adolescent economic empowerment (Kabeer, 2018; Buvinić, 2013), the GAGE baseline findings (Jones et al., 2019a, 2019b; Stavropoulou et al., 2017) highlighted that opportunities for adolescents to gain opportunities for skills development, to access credit and other assets to start their own businesses, and to obtain decent employment are highly limited. In order to better understand what sorts of factors,

Figure 1: GAGE '3 Cs' conceptual framework



Source: GAGE consortium (2019)

including programmatic interventions, enhance adolescent economic empowerment, this tool is designed to be carried out with positive outliers – that is, young people who have had access to quality technical and vocational training, financial literacy and other economic empowerment programming, and/or opportunities for decent work and/or to start their own business. The tool explores the adolescent’s educational and working background, family support, aspirations, role models, savings plans, as well as participation in programme interventions to tease out what were critical enabling and constraining factors, and how they took advantage of existing opportunities. The aim is to learn from the experiences of young people who have had positive economic experiences so as to inform future programming.

1.2 Contexts that shape adolescent capability development

Turning to the second ‘C’ of the GAGE conceptual framework, these tools explore the ways in which family, community and state-level contexts shape capability development.

Friendship circle

Given that the literature emphasises the critical importance of peers in shaping adolescent identities, this tool asks the core adolescent in GAGE’s longitudinal study to invite two friends to join him/her in a small group interview to discuss their friendship group. The tool begins with a history of the friendship and then explores the activities the friends like doing together, the topics they discuss and do not discuss together, and their collective aspirations for the future. This format allows for a rich discussion of their interaction with peers and the ways in which they influence and support one another as they undergo the rapid transformations that the onset of puberty and adolescence brings.

Vignettes on social cohesion

Many adolescents and their families in the GAGE study are living in contexts affected by humanitarian crises, and are part of refugee, internally displaced person (IDP) or host communities undergoing significant levels of change as a result of displacement (Jones et al. 2019a, 2019c; Guglielmi et al., 2019). This tool aims to explore the complexities of community dynamics, the extent to which there is social cohesion in a given research community, and the ways

in which the quality of community dynamics shapes adolescents’ and caregivers’ lived experiences. The vignettes are developed to elicit participant responses on what can be a sensitive topic, and to discuss the issues by responding to the experiences of third-person characters. This provides a safe space to discuss sensitive topics while also giving those participants who would like to reflect on their own personal experiences an opportunity to do so. Two sets of contrasting vignettes – designed respectively for host communities and refugees/IDPs – are used. One depicts tensions in the community between host and displaced persons and a second depicts cooperative and harmonious dynamics in order to explore what sorts of relationships young people experience at community level and how they respond to these.

Scenario problem solving with service providers

This tool aims to explore the ways in which policy and programming change strategies play out at district and community levels and possible disconnects between policy and programming design and policy implementation or evaporation. It consists of interviews with government officials across sectors and asks them to imagine a scenario involving a challenge facing an adolescent who visits their office and how they would concretely respond. These challenges are tailored to the mandates of the respective sector offices – e.g. a girl seeking to escape a forced marriage or an unaccompanied IDP boy who is excluded from social assistance – and are aimed at assessing the extent to which officials are aware of relevant policy and programming provisions and then how they seek to operationalise these. The tool is aimed at exploring budget constraints, capacity constraints, inter-sectoral cooperation challenges and social norm challenges, and mechanisms through which change could be feasible.

1.3 Change strategies

Change strategies refer to deliberate policy and programming interventions aimed at fast-tracking adolescent well-being and development. The tools in this section explore adolescent perceptions and experiences with such programming.

Most significant change tool – adolescents

In terms of change strategies that have the potential to fast-track adolescents’ developmental trajectories, we

employed an adapted version of the most significant change tool to explore the aspects of adolescent empowerment programming in which they had participated that they valued, and where they thought improvements could be made. The most significant change tool was originally developed by Davies and Dart (2005) as an evaluation tool that focused on learning and not only on accountability. Rather than start with pre-defined indicators of effectiveness, the tool's core objective is to ascertain what programme participants value as significant and transformative about the programme in their lives, if anything, and why. Because GAGE is part of a mixed-methods research study and a detailed quantitative survey is looking at a range of self-reported and objective measures of programme effectiveness across the six GAGE capability domains (see Figure 1), we sought to employ a complementary qualitative approach that would elicit adolescents' voices and perceptions about the programme. It is important to highlight that the way in which we used the tool built on the core objectives of the most significant change tool but does not follow all the stages – which span story identification, analysis and dissemination and reflection – at this juncture as there will be subsequent data rounds where there will be opportunities for the dissemination of findings and feedback loops as envisaged in the standard most significant change approach.

The tool begins by asking adolescents to reflect on the three most valuable aspects of the programme in their lives, and to provide examples explaining why. Adolescents who are literate are able to write these on post-it notes and share them with the group, while adolescents who are illiterate or semi-literate have the option of drawing a symbol of what they valued or working with a facilitator to record what they found valuable about their programme experience. Through a discussion of each of these factors it is important in the group setting to start to tease out some of the processes and causal mechanisms which contributed to change, and under what conditions. The next step entails the participants collectively grouping the different positive aspects identified into categories, for example, improvements in self-esteem and confidence or improved knowledge about puberty and menstruation, and then ranking these categories of benefits based on a process of debate and consensus. Here, facilitators probe whether there are any aspects of the programme that adolescents are getting from other sources (e.g. opportunities to interact with peers or to

enhance communication skills) and whether or not the programme is providing this in a similar or different way to, for instance, school or religious classes and how, as well as whether there are unique aspects of the programme that the adolescent is not accessing in other ways (e.g. an opportunity to confide concerns in a trusted non-family adult).

It is also important to highlight that a key advantage of the most significant change approach is that it is able to explore some of the complexities of social change processes. In the case of GAGE, the fact that the approach allows young people to articulate what they find significant about programme participation provides space for understanding processes of empowerment as well as gender norm change. We heard repeatedly in our research sites in Ethiopia, for example, that adolescent girls participating in a life skills programme appreciated sessions about menstruation and puberty and the fact that mediated conversations with parents and male peers about these topics helped to break down taboos in the community about menstruation.

In a second part of the tool, and in order to partly mitigate one of the critiques of a most significant change approach which points out that it focuses on the positive dimensions rather than the totality of a programme, (see e.g. Willets and Crawford, 2007), we also ask adolescents what the aspects that they found less positive were and what they would like to see improved going forward, if possible. Mindful that it is important not to set up unrealistic expectations among participants that the improvements they identify could be addressed, we were clear to contextualise the question depending on the programme reality (e.g. the inability of programme implementers to reintroduce snacks at programme sites in refugee camps due to funding cuts). Moreover, these tools are being carried out as part of a longitudinal study where there is scope to inform future programmes.

Most significant change tool – parents

The most significant change tool with parents used an analogous approach to explore parents' perceptions of the programme and the effects on their adolescent's development and well-being. The tool also asks about the effects of the programme on their relationship with their adolescent, including possible changes in communication patterns, and if this has resulted whether it is the result of indirect impacts. For example, this could be through the adolescent discussing the content of the programme

at home, or through tailored programming with the community or with parents of adolescents.

Most significant change tool - community leaders

Given that an important critique of adolescent empowerment programming has been that such interventions often do not simultaneously engage with communities and therefore the broader social and normative context in which adolescents live (Harper et al., 2018; Singh et al., 2018), we also apply the most significant change tool to assess the extent to which programming has shaped community leaders' views and behaviours towards young people. During the discussion of the programme's effects with community leaders, there is space to explore with different types of influential persons in the community (e.g. religious leaders, traditional leaders, youth leaders) the relative effectiveness of the mechanisms through which the programme sought to engage with and influence leaders.

Most significant change tool - mentors

There is a growing body of literature that highlights the critical role of mentors in shaping programming outcomes with young people (Raposa et al., 2019; Shittu, 2017; DuBois et al., 2013). In order to explore the perceptions of mentors about programme effectiveness, the most significant change tool provides a useful platform to explore their views on programme strengths for adolescents, parents, community stakeholders and mentors themselves. It also allows for in-depth probing with mentors about possible change mechanisms as well as areas for improvement in future programming cycles.



1 Adolescent capabilities



Tool 1: Social network hexagon

Social network analysis tool

Who: Adolescent girls and boys aged 10–19, including the most vulnerable e.g. married girls, adolescent mothers, adolescents with disabilities, out-of-school and working adolescents.

Objectives:

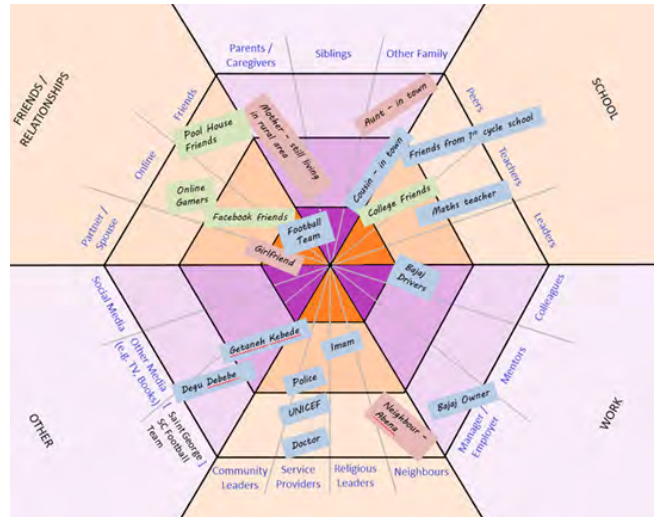
- To understand the social networks with whom young adolescents interact and how these differ by location, gender, for in-school and out-of-school children.
- To understand how these social networks differ over time as children transition through adolescence, and to explore the relative importance of family compared to peers.
- To learn who provides different types of support to young adolescents and where entry points could be for strengthening support.
- To explore the similarities and differences between young adolescents’ physical worlds and their virtual worlds (for those who are active readers or active online – likely primarily urban children).
- To explore over time as adolescents migrate how they relate to their hometown and their new location.

Materials: A2 printouts of the social network hexagon, coloured post-it notes

Social network analysis (SNA) consists of the following elements:

- Six key segments – family, friends, school, work, community and online community.
- Each segment is sub-divided into types of people with whom an adolescent may have a social relationship.
- Closest relationships are those at the centre (closest to the heart of the adolescent).
- More distant/less influential relationships are closer to the outer ring.
- Colour coded post-it notes – purple for girls, blue for boys and yellow for different nationalities.

Figure 1: Social network hexagon



Interview steps:

Core questions to ask per segment

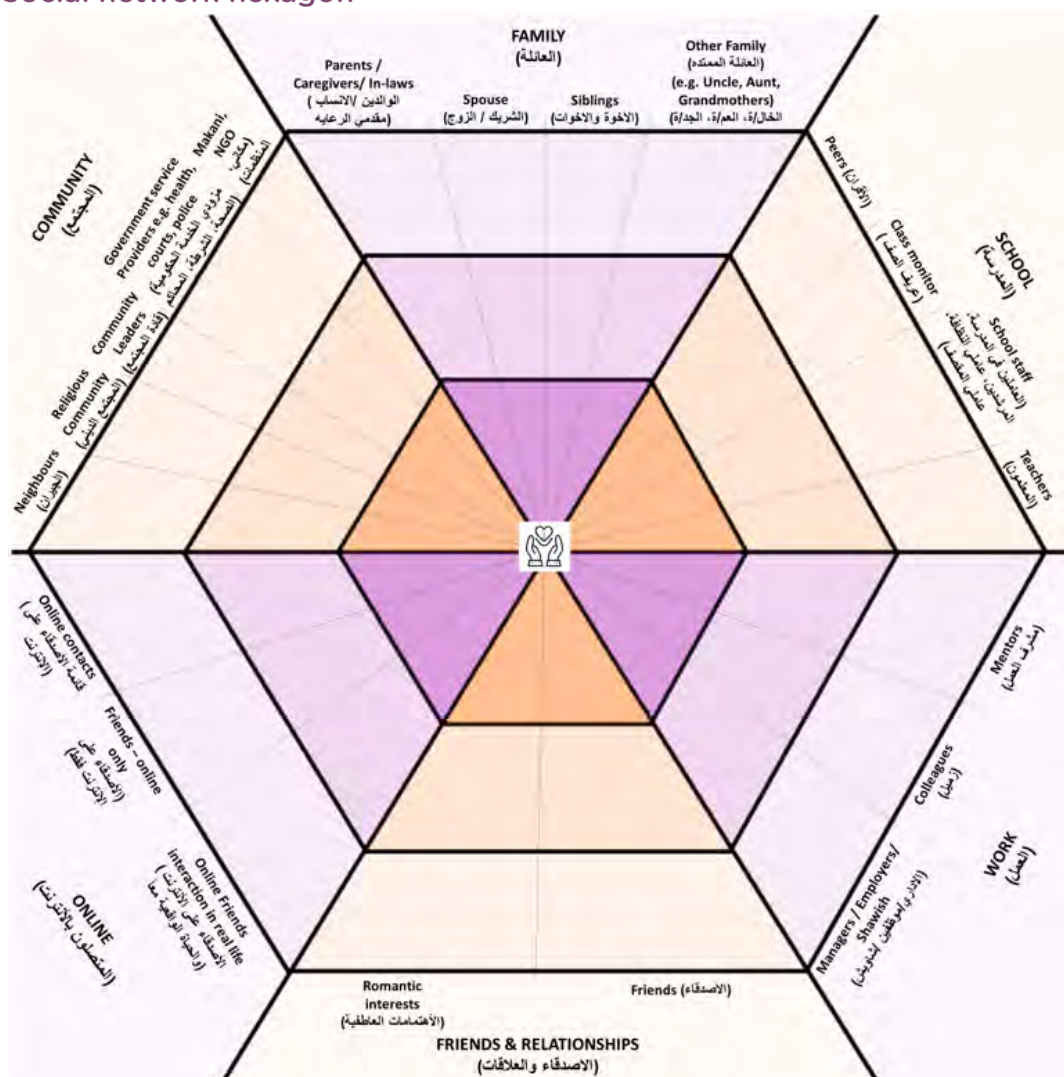
Start with the family segment and work clockwise (online community is discussed last). Discuss each of the following segment by segment.

- › Which people within your family (family/school/work/friends/online/community) do you interact with?
- › Pick an appropriate sticker (purple for girls, blue for boys and yellow for different nationalities), write the person’s name and relationship (e.g. mother, friend, mentor) and ask the adolescent to identify where on the hexagon they want to place them – with closest relationships at the centre and those least close furthest away.
- › How and how regularly do they interact with the persons they have identified? Is the relationship positive, negative, mixed and why?
- › What, if anything, would they change about the relationship and why?
- › If you look at this segment, do you think that boys and girls interact with people in the same way? Why is that? (explore specific examples)

Capability probes to ask around the SNH in general

Once you identify the adolescent’s relations in all segments, you move to explore support networks.

Figure 2: Social network hexagon



- › Of the people on your social network hexagon, to whom would you turn to discuss and seek support from in the case of the following and why?
 - › Education
 - › Problems at school
 - › Corporal punishment
 - › Health
 - › Information or advice regarding sexual and reproductive health (SRH)/puberty
- › Violence
 - › Risks or experience of violence – corporal punishment in family, gender-based violence (GBV), sexual violence
 - › Peer bullying or violence
- › Psychosocial well-being
 - › Psychosocial distress/something that is upsetting (especially for friends, family, community, online)
 - › Peer pressure
- › Voice and agency
 - › Something personal like love or your body (family, friends, community)

- › Guidance on social media use
- › Are any of these people role models?
- › Economic empowerment
 - › TVET/skills building or future career options to realise economic aspirations
 - › Advice about financial matters/savings

General network-wide questions to probe

- › Who tends to give the best advice – what makes it 'best'?
- › What do you typically do with advice – follow it closely, follow it with adaptation, ignore it but let it inform your choices?
- › Are there things you would like to talk about but don't have someone to talk with?
- › Are there relationships with any individual or a type of person that you wish you had but currently don't? Why is this?
- › Who comes to you to talk when they need advice/support? About what?
- › Overall, I see that you interacted a lot/little with people of different nationalities – why is that?

Tool 2: Most significant change in adolescence

Who: Nodal adolescent girls and boys aged 10–19, including the most vulnerable e.g. married girls, adolescent mothers, adolescents with disabilities, out-of-school and working adolescents.

Objectives: To understand what has changed in adolescent lives since baseline data collection and why across 6 capabilities poster.

Materials: flipchart paper, post-its, markers (green for positive, orange/red for negative), capabilities on a laminated card.

Warm up

Ask the adolescent about what is the most unexpected thing that has happened to them over the last two years and why?

Timeline with adolescents exploring capability changes

Map a timeline with the adolescent over the last five years – with a particular emphasis since baseline in late 2017 (focusing on events specific to the place of interview)?

- › Go through each capability domain – show the adolescent the capabilities on laminated card – and map out the changes using different colours for each domain – three above the line and three below.
- › Ask using concrete examples as follows:
 - › What has been the most significant change in terms of your education/learning? For example, do you have more homework, have any of your friends dropped out of school, have you learned about civics, have you learned about puberty education, do you have a new and more inspiring teacher?
 - › In terms of economic skills and assets – e.g. have you joined a savings and credit group, have you started to engage in paid work, has your family gotten the PSNP for the first time, aid for IDPs?
- › Ask participants to identify at least 2 key changes per domain and probe for other aspects according to the 6 capabilities domain checklist. Divide the flipchart into six squares and note down the key changes.
- › Next, beside each of the key points per capability domain, take a green post-it note, and ask the adolescent to explain what factors supported these changes – e.g. supportive parents, capable teachers, close friends, an exciting adolescent empowerment programme, new-found access to digital technology, changes in the political landscape etc.

Figure 3: Most significant change timeline example





Tool 3: Participants in economic empowerment programme/skills/TVET

Who: Young people who have made choices and had opportunities that set them out from their peers in terms of economic empowerment – such as going to TVET or university or running their own businesses

Objectives: To explore why and how some young people are able to break the mould in order to understand how to support more of their peers do so in the future.

To understand the following four aspects of adolescence outlier experiences:

- Programme characteristics
- Programme perceptions
- Programme choices/ constraints
- Links to future aspirations

Materials: Four forms to be filled out with the individual respondent: a) programme characteristics table, b) programme strengths and weaknesses, c) choices and constraints mapping, d) aspirations timeline. Please print these in A3 format.

1 Programme characteristics

History/What/Who

- › What programme are you in?
- › What's the goal of the programme? (Including different components if it's multi-component)
- › What are you learning? Describe what you do?
- › Where? Under which organization?
- › How did you find about it? How did you apply?

Conditions

- › How long is the programme? How intensive is the programme?

Inputs

- › What are the qualifications/conditions to get in?
- › Is the program open to anyone? Is anyone excluded?
- › Who funds it/pays for the training?
- › Is transport included?

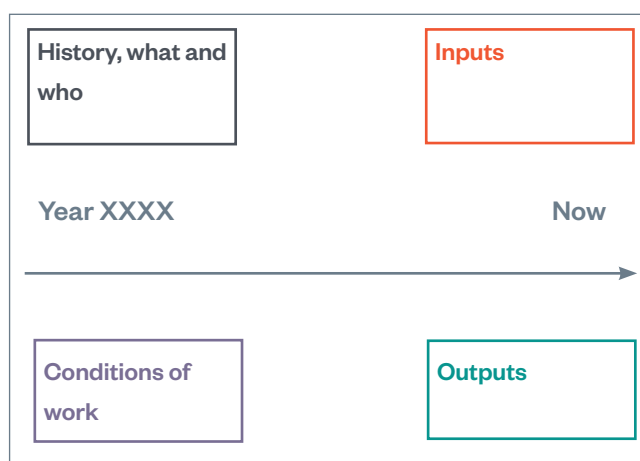
Outputs

- › What is the teaching like?
- › Tell me about the instructor/s—Who is she/he? (age, gender, nationality, experience level)

- › Who else is in the class? (nationality, age, gender, etc)
- › How much interaction is there between students in the class itself?
- › Do you see the students outside the class/program? Did you make any friends? If yes, where do you see them? What do you do?

Please use a timeline looking backwards from now to understand the steps involved in starting your programme participation. Then use different coloured markers to annotate key points related to the four categories of Who? Conditions? Inputs? Outputs? On the timeline chart. You will need four coloured markers.

Figure 4: Timeline of programme participation



In addition to questions above focus on:

- › Did they finish school or drop out? When? Why? Map it out on the timeline?
- › When did they start vocational training?

2 Programme perceptions

Discuss overall strengths and weaknesses of the programme. Overall, what do you like about the training? Dislike? Please write these down in two columns on a flipchart – see worked-through example in Figure 5.

- › Does the instructor appear to know the content/skill well? Is she/he a good teacher? Is she/he a kind and supportive person?
- › Are there any specific changes you'd make? (Go back and mark them on the timeline.)
- › Overall, what has been your parents' reaction to course of study? Are there changes they would make? What

choices have your siblings made? Are they similar to yours? (Go back and mark them on the timeline.)

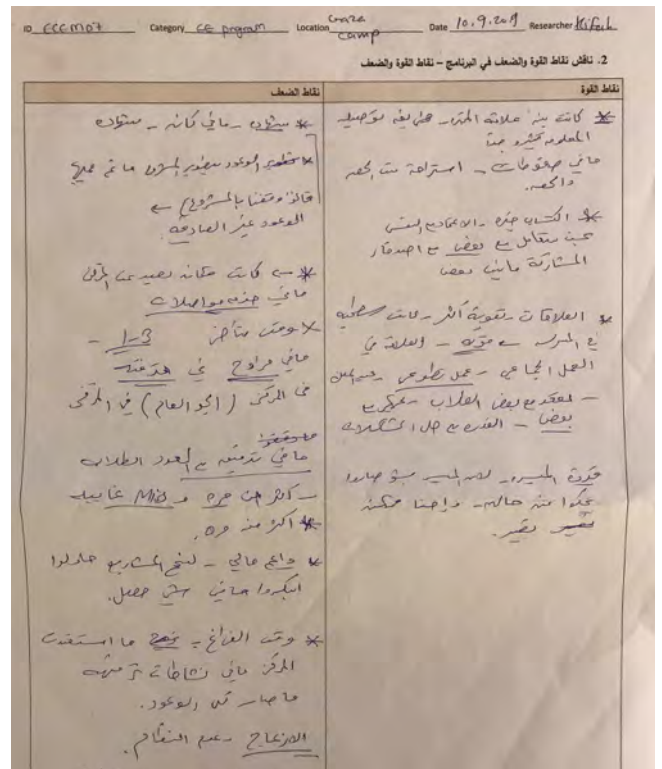
- › What have been your peers' reactions to the course of study?
- › Do you think these perceptions are shaped by your gender in any way? If so, how? Would an adolescent girl/young woman likely have a similar or different experience to you (if talking to a boy, vice versa)?

Strengths	Areas for improvement

Figure 5: Strengths and areas for improvement example

Strengths	Areas for improvement
Gaining experience in soft skills needed for the labour market	Cost of transportation to attend course is high, need subsidised transport option
Gaining a certificate/qualification	Limited linkages to market opportunities – need programme implementers to make introductions to employers
Networking with like-minded peers	Programme is overly theoretical, need to make it more practical and interactive
Having a trainer who is also a role model in terms of their professional behaviour	Would have been good to have learned financial literacy as well

Figure 6: Strengths and areas for improvement example



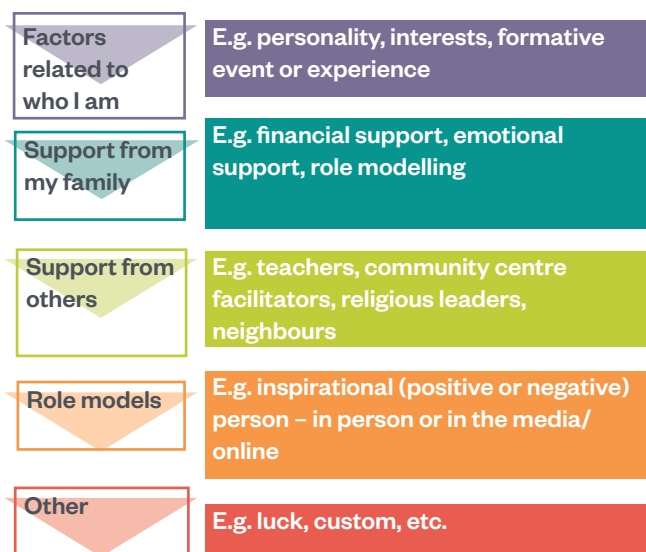
3 Choices and constraints regarding programme participation

- › How did you choose *this* programme and this course of study? What were your other options and of your other options why did you make this choice? (Fill out chart below)

Why this course?	What was option 2 and why did it lose compared to the programme you chose?	What was option 3 and why did it lose compared to the programme you chose?

- › Thinking of yourself compared to your peers – in the neighbourhood/in school/community centre/at the mosque/church – what or who helped make this choice possible for you?

Figure 7: Programme participation enablers



- Did you face any barriers as you worked to get here? What? How did you overcome them? Were any of these barriers gender-specific?

Figure 8: Barriers

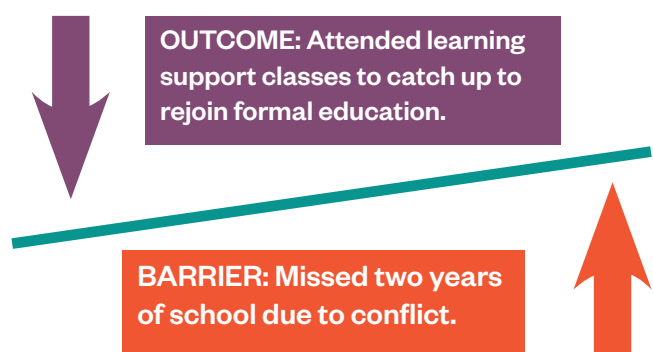


Figure 9: Aspirations timeline

Where I want to be:

Steps I need to take to achieve my aspirations:

People whose advice I need to seek to know the steps:

1 year 3 years 5 years 10 years

Barriers I need to overcome:

Choices and constraints

Option 1:

Option 2:

Option 3:

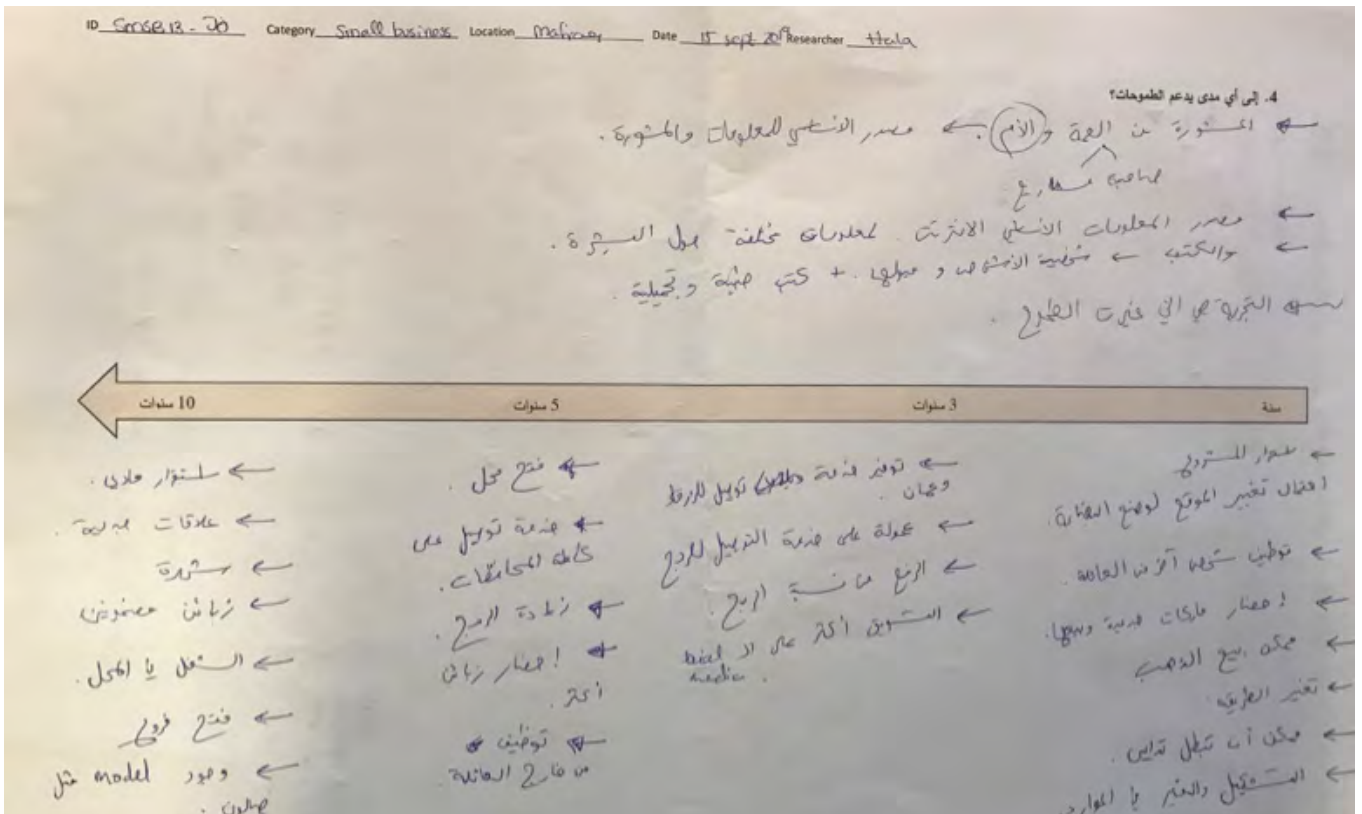


- What has prevented your peers from taking a similar path? What could be done to help more students get to a similar place?

4 Links to aspirations?

- What's next? On Figure 9, plot out one year, three years, five years, 10 years. How does the course you are attending fit into your aspirations?
- What factors shaped your aspirations? (E.g. role models, desire to have a lucrative profession, desire for professional respect, limited options in locality etc.)
- What barriers can you see to transition points on your timeline and have you thought through how you will overcome them? (Mark barriers below the line in red.)
- Have you sought advice on these next steps? If so from whom? Or what information source? What gaps in advice and information if any have you faced?
- How do your current aspirations compare to those you had when you were a young adolescent (10-14 years)? If they have changed, why is this?

Figure 10: Aspirations timeline example



Tool 4: Interviews with disadvantaged university students

1 Employment characteristics and history

History/What/Who

- › What you studying? What degree are you currently working towards?
- › Which college/university?
- › Do any of your parents/siblings have a university education? Is university education important in your family? Why?

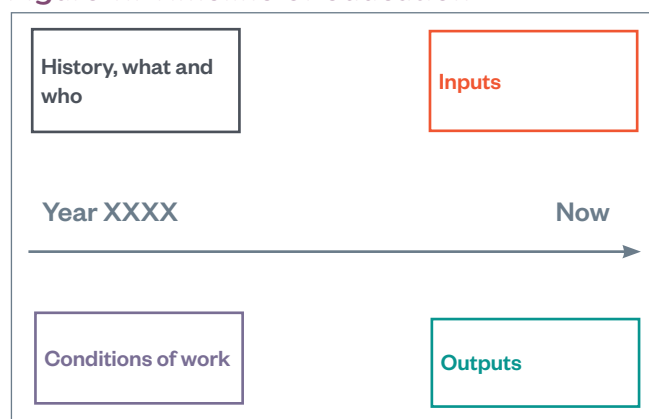
Inputs

- › How are you funding your studies?
- › If you received a scholarship who from and how much? What did you need to do to qualify for the scholarship?
- › What were the qualifications to get in?

Outputs

- › Tell me about your instructors – who are they? (age, gender, nationality, experience level)
- › Are your instructors generally knowledgeable about their topics? Are they generally good teachers? Are they generally kind?
- › Do you feel like you are learning new things? How would you assess the quality of the education you are receiving?
- › Who are your fellow students? (nationality, age, gender, etc)
- › How much interaction is there between students in the classroom? Is the interaction between students largely positive/neutral/negative?
- › How much interaction is there between the students outside of the classroom? Is this interaction largely positive/neutral/negative?

Figure 11: Timeline of education



- › What do you like about your university and course of study?

In addition to the questions above, focus on:

- › When did they finish school? Was it disrupted at any point?
- › When did they start university?

2 Programme perceptions

- › Discuss overall strengths and weaknesses of the course. See worked through example below.
- › Would you make any changes to the programme? (Go back and mark them on the timeline.)
- › Overall, what has been your parents' reactions to your course of study? Are there changes they would make? What choices have your siblings made? Are they similar to yours? (Go back and mark them on the timeline.)
- › What have been your peers' reactions?
- › Do you think these perceptions are shaped by your gender in any way? If so, how? Would an adolescent girl/young woman likely have a similar or different experience to you (if talking to a boy, vice versa)?

Figure 12: Strengths and areas for improvement



Strengths and weaknesses (areas for improvement)

Strengths	Areas for improvement

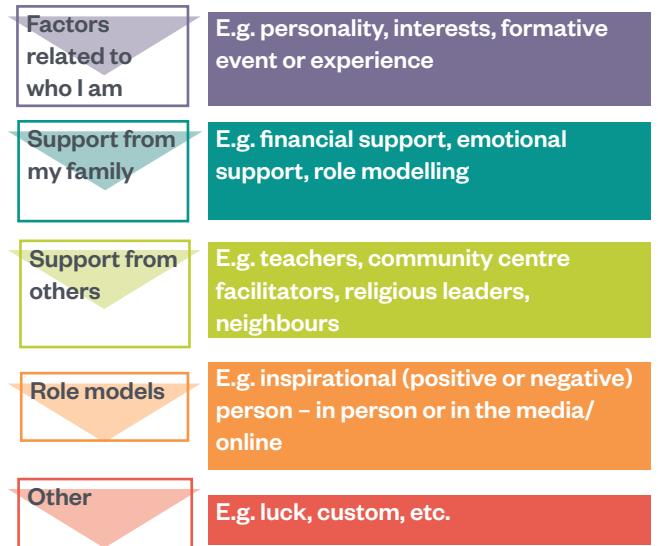
3 Choices and constraints regarding programme participation

How did you choose *this* path versus others? (Fill out the chart below.)

Why this course?	What was option 2 and why did it lose compared to the programme you chose?	What was option 3 and why did it lose compared to the programme you chose?

Thinking of yourself compared to your peers – in the neighbourhood/in school/at the mosque – what or who helped make this choice possible for you?

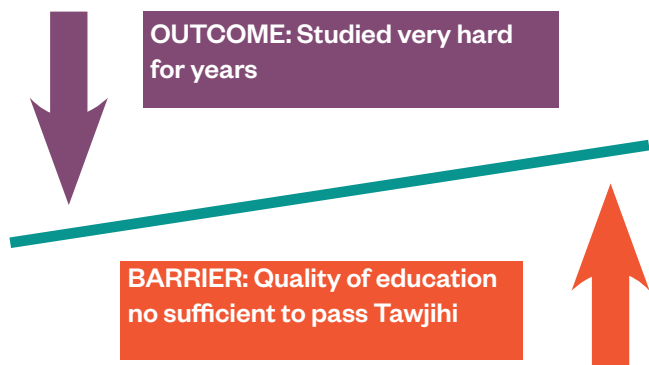
Figure 13: Programme participation enablers



- › Did you face any barriers as you worked to get here? What? How did you overcome them? Were any of these barriers gender-specific? (Fill out image below.)

- › What has prevented your peers from taking a similar path? What could be done to help more students get to a similar place?

Figure 14: Barriers



Choices and constraints

Option 1:
Option 2:
Option 3:
Barrier Outcome

4 To what extent does the programme support aspirations?

- › What's next? On Figure 15, plot one year out, three years, five years, 10 years. How does the course you are attending fit into your aspirations?
- › What factors shaped your aspirations? (e.g. role models, desire to have a lucrative profession, desire for professional respect, limited options in locality etc.)
- › What barriers can you see to transition points on your timeline and have you thought through how you will overcome them? (mark barriers below the line in red)
- › Have you sought advice on these next steps? If so from whom? Or what information source? What gaps in advice and information if any have you faced?
- › How do your current aspirations compare to those when you were a young adolescent (10–14 years)? If they have changed, why is this?

Figure 15: Aspirations timeline

Where I want to be:

Steps I need to take to achieve my aspirations:

People whose advice I need to seek to know the steps:

1 year

3 years

5 years

10 years

Barriers I need to overcome:



Tool 5: Interviews with business owners

1 Business characteristics and history

History/What/Who

- › What is your business? What is the history of your business? When did it start?
- › What were your and your family's circumstances when you started your business? Were your parents or other siblings in work? Were you in school? What motivated you to set up your business – e.g. push factors (poverty, no option for schooling) or pull factors (love what doing, excited about making money)?
- › Who is your client base? How do you market your services to them? Do you have repeat customers – why/why not? Do you have any challenging customers/clients?
- › Who do you work with? Who are your work colleagues? (age, gender, nationality, etc)

Conditions of work

- › How many days/hours a week do you work? When you are not working, what are you doing? (e.g. research about your business, networking to find new clients, a second job, gaining new work-related skills etc.)?
- › How much do you earn per unit? (e.g. hour/day/week/month) How do you set your prices? Is there much competition in your sector? From whom?
- › Where do you work? (e.g. at home, on the street, in a shop). Is this location unsafe in anyway? How?

Inputs

- › Did you need any particular training/skill set to open your business? What? How did you get it? (can be formal training or informal)? Were you eligible for TVET training courses – i.e. what is the minimum qualification required?
- › Did you require cash/start-up capital to start your business? How did you get it?
- › Did you need credit to start your business? How did you get it? Even if you didn't take credit, was it an option to you – why/why not?
- › Did you need credit to start your business? How did you get it? Even if you didn't take credit, was it an option to you – why/why not?
- › Did you need any formal permission/ permit to start your business? How did you get it?

- › Do you need any particular equipment to run your business?
- › Do you have insurance for your business? Why/why not? Awareness about insurance options?
- › Have you had any sort of financial education class? When? From whom? What about marketing?
- › Do you have an advisor/mentor? What do you consult them about? Did you get advice from a guidance counsellor while at school?
- › How do you market your work? To what extent do you use social media – e.g. Facebook – to market?

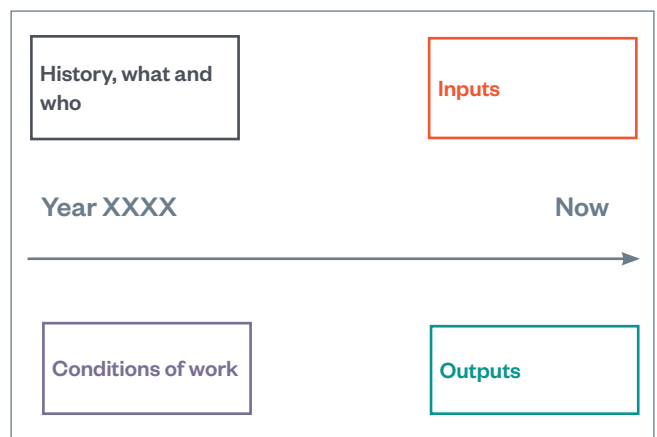
Outputs

- › Do you save any of your earnings? What percentage do you aim for? How do you save? Do you have a bank account? What do you spend your money on? What proportion do you give to your family? Is this similar or different to your peers? Is your family putting pressure on you to earn more? Do you pay taxes? Register as self-employed?

Timeline of business

Please use a timeline looking backwards from now to understand the steps involved in setting up the business. Then use different coloured markers to annotate key points related to the four categories of Who? Conditions of work? Inputs? Outputs? On the timeline chart. We will need four coloured markers.

Figure 16: Timeline of business



2 Perceptions of employment

Discuss overall strengths and weaknesses of having your own business. Example:

Figure 17: Strengths and areas for improvement



- › Overall, what do you think are the strengths and weaknesses of your business in terms of how it supports you and your family?
- › Are there things that you would like to change? What recommendations would you give program designers or policy makers about what would facilitate small business ownership for young people?
- › What does your family think of your business? Are there changes they would make? (Add them to timeline)
- › What have been your peers' reaction to your business?
- › Do you think these perceptions are shaped by your gender in any way? If so, how? Would an adolescent girl/young woman likely have a similar or different experience to you (if talking to a boy, vice versa)

Strengths and weaknesses (areas for improvement)

Strengths	Areas for improvement

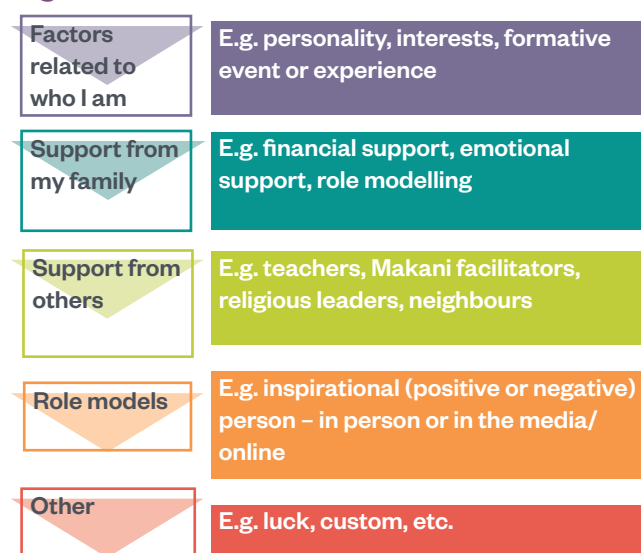
3 Choices and constraints regarding programme participation

- › How did you choose *this* option (starting your own business)? (Fill out the chart below.)

Why this course?	What was option 2 and why did it lose compared to the programme you chose?	What was option 3 and why did it lose compared to the programme you chose?

- › Thinking of yourself compared to your peers in school/community centre/the neighborhood, what led you to start your own business when others do not?

Figure 18: Business enablers



- › Did you face any barriers as you worked to get here? What? How did you overcome them? Were any of these barriers gender-specific? (Fill out image below.)

Figure 19: Barriers



- › What has prevented others from taking similar path?
What could be done to help more students get to a similar place?

Choices and constraints

Option 1:	
Option 2:	
Option 3:	
Barrier	Outcome

4 Links to aspirations

- › What comes next for you? Think one year/three years/ five years/ ten years out?
- › What barriers can you see to transition points on your timeline and have you thought through how you will overcome them?
- › Have you sought advice on these next steps? If so from whom? Or what information source? What gaps in advice and information if any have you faced?
- › How do your current aspirations compare to those when you were a young adolescent? If they have changed, why is this?
- › What factors shaped your aspirations?

Figure 20: Aspirations timeline



Tool 6: Decent work - interviews with working adolescents

1 Employment characteristics and history

History/What/Who

- › What is your job? When did you start?
- › What were your and your family's circumstances when you started working? Were your parents or other siblings in work? Were you in school? What motivated you to start working when you did – e.g. push factors (poverty, no option for schooling) or pull factors (love what doing, excited about making money)?
- › Who do you work with? Who are your work colleagues? (age, gender, nationality, etc.)

Conditions of work

- › How many days/hours a week do you work? When you are not working, what are you doing? (e.g. networking with colleagues, a second job, gaining new work-related skills etc.)?
- › How much do you earn?
- › Where do you work? (e.g. at home, on the street, in a shop). Is this location unsafe in anyway? How?
- › Inputs
- › Did you need any particular training/skill set for your job? What? How did you get it? (can be formal training or informal)? Were you eligible for TVET training courses – ie what is the minimum qualification required?
- › Did you need to go through a competitive recruitment process?
- › Have you had any sort of financial education class? When? From whom? What about marketing?
- › Do you have an advisor/ mentor? What do you consult them about? Did you get advice from a guidance counsellor while at school?

Outputs

- › Do you save any of your earnings? What percentage do you aim for? How do you save? Do you have a bank account? What do you spend your money on? What proportion do you give to your family? Is this similar or different to your peers? Is your family putting pressure on you to earn more? Do you pay taxes?

Timeline of employment history

Please use a timeline looking backwards from now to understand the steps involved in starting your employment role. Then use different coloured markers to annotate key points related to the four categories of 'Who? Conditions of work? Inputs? Outputs?' on the timeline chart (Figure 11). You will need four coloured markers.

Figure 21: Timeline of employment history

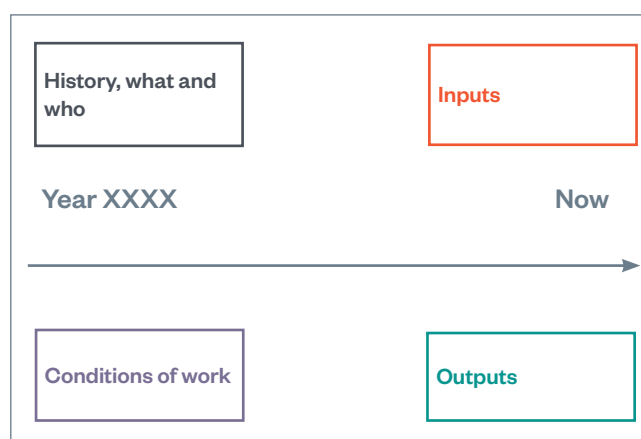


Figure 22: Strengths and areas for improvement



2 Perceptions of employment

Discuss overall strengths and weaknesses of your employment and your specific role. Example:

- › Overall, what do you think are the strengths and weaknesses of your employment in terms of how it supports you and your family?
- › Are there things that you would like to change? What recommendations would you give program designers or policy makers about what would decent employment for young people?

- > What does your family think of your employment? Are there changes they would make? (Add them to timeline.)
- > What have been your peers' reaction to your employment?
- > Do you think these perceptions are shaped by your gender in any way? If so, how? Would an adolescent girl/young woman likely have a similar or different experience to you (if talking to a boy, vice versa.)

Strengths	Areas for improvement

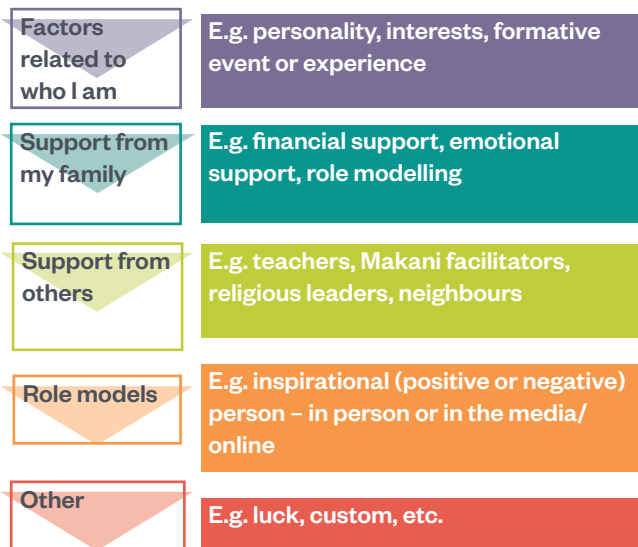
3 Choices and constraints

- > How did you choose this option (starting your employment)? What were your other options and of your other options why did you make this choice? (Fill out the chart below.)

Option 1: why did you choose it?	Option 2: why did you not choose it?	Option 3: why did you not choose it?

- > Thinking of yourself compared to your peers in school/ Makani/the neighbourhood, what led you to start your employment when others do not?

Figure 23: Employment enablers



- > Did you face any barriers as you worked to get here? What? How did you overcome them? Were any of these barriers gender-specific? (Fill out the image below.)

Figure 24: Barriers



- > What has prevented others from taking similar path? Or, what could be done to help more students get to a similar place?

Choices and constraints

Option 1:
Option 2:
Option 3:

Barrier	Outcome

4 Links to aspirations

- › What comes next for you? Think one year/three years/ five years/10 years from now?
- › What barriers can you see to transition points on your timeline and have you thought through how you will overcome them?
- › Have you sought advice on these next steps? If so, from whom? Or what information source? What gaps in advice and information, if any, have you faced?
- › How do your current aspirations compare to those you had when you were a young adolescent? If they have changed, why is this?
- › What factors shaped your aspirations?

Figure 25: Aspirations timeline

Where I want to be:

Steps I need to take to achieve my aspirations:

People whose advice I need to seek to know the steps:

1 year

3 years

5 years

10 years

Barriers I need to overcome:



2 Contexts shaping adolescent experiences



Tool 7: Friendship circle

Who: For these exercises we interview nodal adolescent girls and boys aged 10–19 and two of their friends selected and invited by the adolescents.

Objectives: The purpose of this activity is to understand the dynamics and depth of adolescents’ peer networks.

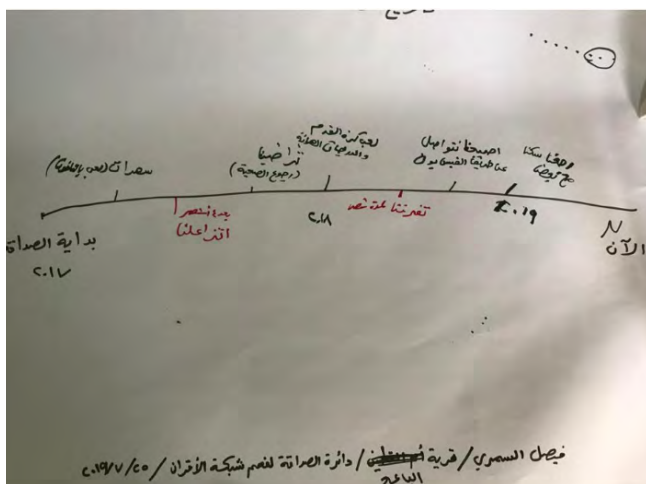
Materials: Roll of paper and four coloured markers.

Warm up

Prepare a short friendship history using a simple timeline from when the friendship started until now.

- › Where and how did you meet?
- › What cemented the friendship?
- › Who else if anyone is part of their peer network?
- › What have been highlights in your friendship history? List events above the timeline (in green).
- › What low points or friendship crises have you gone through? List events below the timeline (in red). How were these crises resolved?

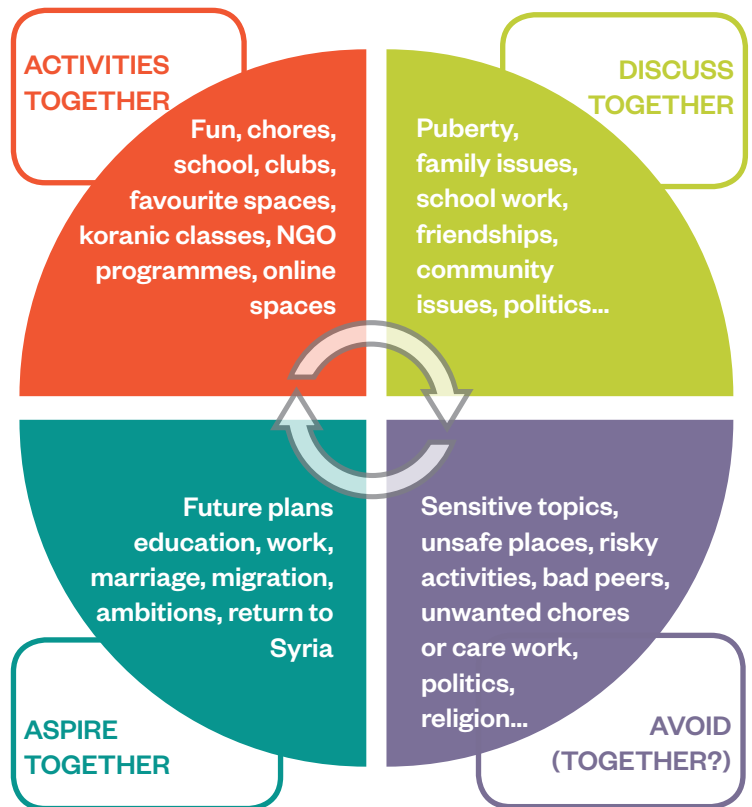
Figure 26: Friendship timeline example



Friendship circle

Discuss each segment clockwise starting from activities together, so as to end on a positive note on aspire together. Make sure to use a coloured marker that matches each segment to note down key bullet points.

Figure 27: Friendship circle

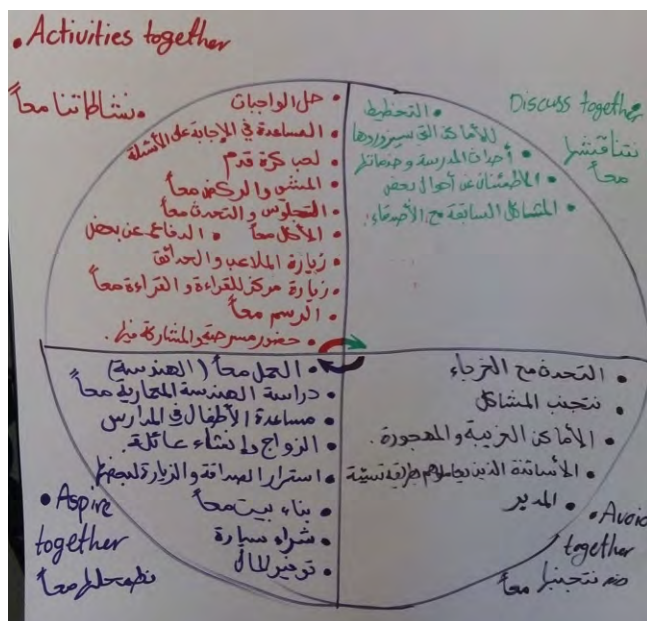


Different colours for activities, discussing, aspirations, and avoiding.

Under discuss together probe for questions related to:

- > SRH, contraceptive knowledge
- > the extent to which they discuss relationships with the community and different groups of people (e.g. social cohesion challenges)
- > peer pressures and peer violence
- > risk of or exposure to violence and reporting
- > incidents and drivers of psychosocial distress and how to cope
- > news and current events
- > gender equality – where they discussed and what do they understand by it
- > at end of conversation ask the group how they think their friendship circle is similar or different to those between the opposite gender, and for adolescents in/ out of school.

Figure 28: Friendship circle example





Tool 8: Vignettes with community leaders – social cohesion

Who: Community members and leaders. Please aim to include participants who are literate, between the ages of 30 and 70 (so that they have a broader perspective on change over time) and who represent a good mixture of community leaders and ordinary citizens in order to ensure a balanced perspective. Ideally, the participants would have been in the village for a significant period of their lives so that they can speak from first-hand experience. In communities that are not homogenous in religious or ethnic terms, it is good to check whether people are comfortable speaking in a mixed group.

Objectives: To explore changes in the community and social cohesion dynamics, especially in IDP and refugee contexts.

To understand how interactions and feelings of belonging and trust vary across different groups.

Format: Allow at least an hour and half to give time for probing. Short stories that ask the group to imagine a particular scenario are read to the group and then a series of questions are asked that are designed to explore whether such a scenario could happen in their community, why or why not. Read out just the vignette – not the title.

Vignette 1a: Social cohesion challenges (all names and places should be changed to something locally appropriate)

Rana is a Jordanian who has lived in Amman her entire life. Her husband is a taxi driver and her three children are all attending school. Rana has always been proud that her country has welcomed refugees and she has had Palestinian neighbours and friends since she was a schoolgirl herself. When the first Syrians arrived in 2011, Rana was glad to help.

Now, however, she feels her patience wearing thin. Her husband's earnings from his construction work are barely enough to feed the family, given increases in the cost of rent. In addition, while she knows that Syrian children need education too, she feels that the quality of education that her own children are receiving has dropped because of the double-shift system. She also worries that her two sons will not be able to find jobs

when they leave school because the unemployment rate is so high.

Rana is not hostile to her Syrian neighbours, but she is not friendly either. In her heart, she wishes the country could return to times before the refugee crisis.

Vignette 1b: Social cohesion challenges (Palestinian perspective)

Amal is a Palestinian who has lived in Jerash her entire life. Her husband has a bakery and her three children are all attending UNRWA schools. Amal understands that Jordan welcomed her family decades ago, and was glad to see the country welcoming Syrians when the war first broke out.

Now, however, she feels her patience wearing thin. Her husband's earnings are barely enough to feed the family, given increases in the cost of rent. In addition, while she knows that Syrian children need education too, she feels that the quality of education that her own children are receiving has dropped because donors have been focusing on the immediate needs of Syrian refugees. She also worries that her two sons will not be able to find jobs when they leave school, because the unemployment rate is so high. Amal feels that Palestinians have paid a high price for Syria's civil war.

Amal is not hostile to her Syrian neighbours, but she is not friendly either. In her heart, she wishes the country could return to times before the refugee crisis.

Vignette 1c: Pushed to the margins (Syrian perspective)

Sara is a Syrian refugee who has lived in Irbid for five years. She fled her hometown with her four children when her husband was killed after a bomb fell on the street outside their house. There were a few years when she and her children felt like Jordan could become home. Recently, however, she has been feeling more and more that she and her family are just not wanted.

Sara understands all that has been done to help her family survive. They still get WFP food coupons and for a while they received cash transfers from UNHCR and UNICEF. She is happy that the government has allowed her children to go to school.

The larger issue for Sara and her children is that they increasingly feel like most Jordanians want them to leave. Her daughters are sexually harassed every time they leave the house by groups of Jordanian boys. Her sons are regularly called foul names and even

beaten. Teachers never have a kind word to say to her children, because they resent their role as teachers in the second shift. Sara had hoped to attend a women's training programme and open her own business, but the Jordanian women who were there made her feel unwelcome – like she was stealing their business opportunities.

Recently, the whole family feels as if Jordan will never be home.

Questions and probes

- › How realistic is this in your community?

Overview of community composition

- › Who lives in your community? (Nationality, different regions of Syria, occupational and educational and class mix, etc.)
- › How long have most people in your community lived there (as transience slows down bonding)? How long have you lived there? (If not long, then redirect to previous community.) Has who lives here changed? Over what time frame? What did it use to be like?

Community interactions

- › Where do people in your community get together? (E.g. the market, outside school while dropping off children, at the park, at mosque.) Does this vary by age, sex, nationality, etc? Are there some places where some

groups are less welcome than others? Are there some places where some groups might feel less welcome than others?

- › What types of interactions do most people in your community have with each other? (Stop and chat amicably while going to the market, borrow a cup of sugar, ask the neighbour to watch a child for an hour, talk about a community issue such as children's safety/ water availability, school transportation, talk about a political issue such as opening of Syrian border, talk about a religious issue such as changes to the law on age of marriage, let your children play together.)
- › Does the type of interaction vary by sex/age/length of time in the community/nationality/where in Syria people are from? How?
- › On the whole, do people who live in your community feel comfortable with one another? Why or why not? What increases/decreases comfort level? Does it vary by age, sex or nationality?
- › On the whole, do people who live in your community trust one another? Why or why not? What increases/ decreases trust level? Does it vary by age or sex or nationality?



Vignette 2: We're all in this together

Maya, Hala and Amina are women who have nothing – and everything – in common. Maya is Jordanian, raised in Amman, and the oldest of the three. Hala is Palestinian, raised in Gaza Camp, and was not allowed by her conservative family to attend secondary school. Amina is Syrian and was a teacher before the war broke out and she and her family were forced to flee Homs.

While their backgrounds are very different, their day-to-day lives are quite similar, which they learned when they met at a Makani parent education class. They all want their children to grow up to be successful – and good – people. They all worry about making ends meet. They all wish their husbands would allow them, and their daughters, a bit more freedom.

Maya, Hala and Amina are so glad to have made friends they can share their hopes and frustrations with that they are now trying to organise weekly meetings outside of Makani, so that they can help other women learn that differences matter less than similarities.

Questions and probes

- › How realistic would this friendship be in your community? Why/why not?
- › What are your interactions like with community members?
- › In an average day, how many people in your community do YOU interact with? Who are they? About what?
- › In an average week, how many people in your community do YOU interact with? Who are they? About what?
- › Have your own personal interactions with community members changed over time? How? Why?
- › Are you personally more comfortable interacting with some groups of people than others? Which? Why?
- › What about your child's interactions with community members?
- › Thinking about the average day/week – outside of school – how many/who/what about does your child/son/daughter interact with?
- › Have these interactions changed over time (e.g. since the double-shift system was introduced, by participating in a CBO programme, etc)?

Solutions to promote social cohesion

- › Are people talking about the challenges of social cohesion in the context of the refugee crisis? Are there programmes that you are aware of in your community aiming to strengthen social connections? How effective do you think they are? Why/ why not?
- › What sorts of opportunities do you feel might foster connections between adults in your community? (E.g. family picnics, children's festivals, traditional music performance.)
- › What about among adolescents? (e.g. extra-curricular classes, sports activities etc.)

Vignette 3a: Social cohesion challenges (host community perspective)

Chaltu is from Dire Dawa and has lived there all her life. Her husband is a construction worker and her three children are all attending school. Chaltu was happy to see her city supporting IDPs when they arrived in 2017, and has made friends with several of the women who live close to her coffee and tea stall downtown.

Now, however, she feels her patience wearing thin. Her husband's earnings from his construction work are not enough to feed the family given increases in the cost of electricity and food. In addition, while her family used to be able to enjoy picnics in the park in the city, because of the IDP camp which has been there for almost three years now, it is no longer a safe place to enjoy. She also worries that her two sons will not be able to find jobs when they leave school, because the unemployment rate is so high.

Chaltu wishes that the displacement challenges could be resolved and more investments made in her city for families like hers which are struggling.

Vignette 3b: Pushed to the margins (IDP perspective)

Sumeya is an internally displaced person (IDP) from a small village near Jijiga living in the IDP camp in downtown Dire Dawa. She fled her hometown with her four children when her husband lost his life during the conflict at the end of 2017. There were a few years when she and her children felt like Dire Dawa could become home. Recently, however, she has been feeling less and less hopeful about the future.

Sumeya understands all that has been done to help her family get by after the displacement. They

still get food coupons from NGOs and for a while they received cash transfers from OCHA and other NGOs. She is happy that her family have shelter and access to free electricity.

The larger issue for Sumeya and her children is that they increasingly feel like the camp is not a long-term solution. Her daughters are verbally harassed every time they leave the tents. Her sons are regularly insulted and even beaten. Sumeya had hoped to attend a women's training programme and open her own business, but there is so much local competition that she doesn't think this ambition is realistic so they are relying on her older son's involvement in daily wage work.

Questions and probes

- › How realistic is this in your community? Are there organisations supporting IDPs? Who? What kinds of support?

Overview of community composition

- › How long have most people in your community lived there (as transience slows down bonding)? How long have you lived there? (If not long, then redirect to previous community.) Have people who live here changed? Over what time frame? What did it use to be like?

Community interactions

- › Where do people in your community get together? (E.g., the market, outside school while dropping off

children, at the park, at mosque/church.) Does this vary by age, sex, nationality, etc? Are there some places where some groups are less welcome than others? Are there some places where some groups might feel less welcome than others? What does the interaction between the host community members and IDPs look like? What are the challenges? What has been done to deal with the challenges?

- › What types of interactions do most people in your community have with each other? (Stop and chat amicably while going to the market, borrow a cup of sugar, ask the neighbour to watch a child for an hour, talk about a community issue such as children's safety/water availability, school transportation, talk about a political issue, talk about a religious issue such as changes to the law on age of marriage, let your children play together.)
- › Does the type of interaction vary by sex/age/length of time in the community? How? Has the type of interaction changed over time? How? Why?
- › On the whole, do people who live in your community feel comfortable with one another? Why or why not? What increases/decreases comfort level? Does it vary by age or sex?
- › On the whole, do people who live in your community trust one another? Why or why not? What increases/decreases trust level? Does it vary by age or sex?





Tool 9: Scenario problem solving with service providers

Who: Service providers at the local, district and regional levels.

Objectives: To understand specific views, opportunities and constraints of service providers and to fill gaps from baseline data collection.

Format: Semi-structured interview – allow at least an hour to give time for probing.

Start the interview is structured in the following format:

- 1 Read a scenario linked to each sector (start with education).
- 2 Ask what does the policy/law say they should do?
- 3 What would they do in practice and why?
- 4 What would the challenges be in following this course of action?
- 5 What improvements would help make services more adolescent-friendly? Ask them to list three key priorities.

Once you go over first scenario, please move to the next following the below:

Sector	Scenario - create a short vignette based on the following case	What does the policy/law say you should do?	What would you do in practice and why?	What would the challenges be in following this course of action?	What improvements would help make services more adolescent-friendly? (List 3 key priorities)
Education	Adolescent boys was severely beaten by teacher, wants to drop out of school				
Justice	Adolescent girl was sexually assaulted by family member				
Health	Adolescent girl is pregnant and wants an abortion				
Women, Children, Youth	Adolescent girl aged 12, betrothed to be married/abducted, has ideas of suicide				
Labour and Social Affairs	Adolescent girl under 18 planning to migrate to Middle East, suspected trafficking case				
Labour and Social Affairs	Adolescent boy with a physical disability without an assistive device and out of school				
Food and Agriculture	IDP adolescent girl who has no close relatives in the district, but needs support and basic services				

Scenarios for KIIs per sector

Probes for what steps the service provider would take

- > Ask the official how they would cross-check how accurate the case is. Who would they talk to? Individually? In a group? How would they document these conversations?
- > If appropriate, what penalty/sanction would the perpetrator likely get? How would this be decided?
- > How would the official follow up on the case over time and on the broader problem that the case illustrates – e.g. violence in schools, sexual violence in the community etc.
- > What support could their bureau provide to the child, to resolve the problem/provide justice?
- > How – if at all – would the official follow up with other sectors? What referrals are mandatory? Common? Possible?



3 Change strategies mediating adolescent realities



Tool 10: Most significant change - programme participants

Who: For these exercises we interview nodal adolescent girls and boys aged 10-19 who participated in programme interventions e.g. TVET, skills building programmes, learning support services. This version of the tool should be considered with younger children and those with limited literacy.

Objectives: To understand what young people think is valuable about these initiatives without having predefined parameters.

Materials: flipchart paper, post-its, markers, cards with the programme components and benefits

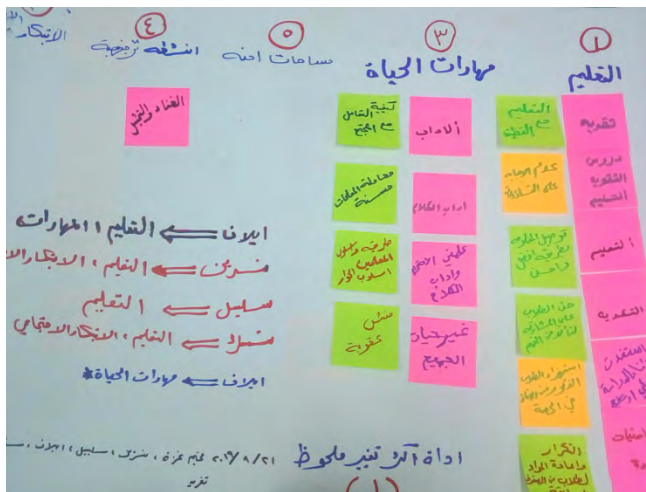
- > Then ask for two volunteers to describe what they found most important and stick the cards on a flipchart on the wall.
- > Next ask the rest of the group participants to place their cards on the wall, grouping similar changes together and labelling them (the group facilitator can help with this).
- > The facilitator will then look at these clusters of changes, and ask those who contributed to talk more about why they selected this particular change, illustrating it with their own experience/before what were you like, now what are you like and what was the change process?
- > Probe for the type of component from which the benefit comes.
- > Probe to see how the benefit they identified is something they are also getting in school or another NGO programme or whether it is unique.

Identifying key benefits/changes for adolescents

Since you have been participating in e.g. learning support classes, what has been the most significant change for you?

- > Ask each participant to take three pink post-it notes and ask them to write down three key changes that they value that have risen as a result of the programme.

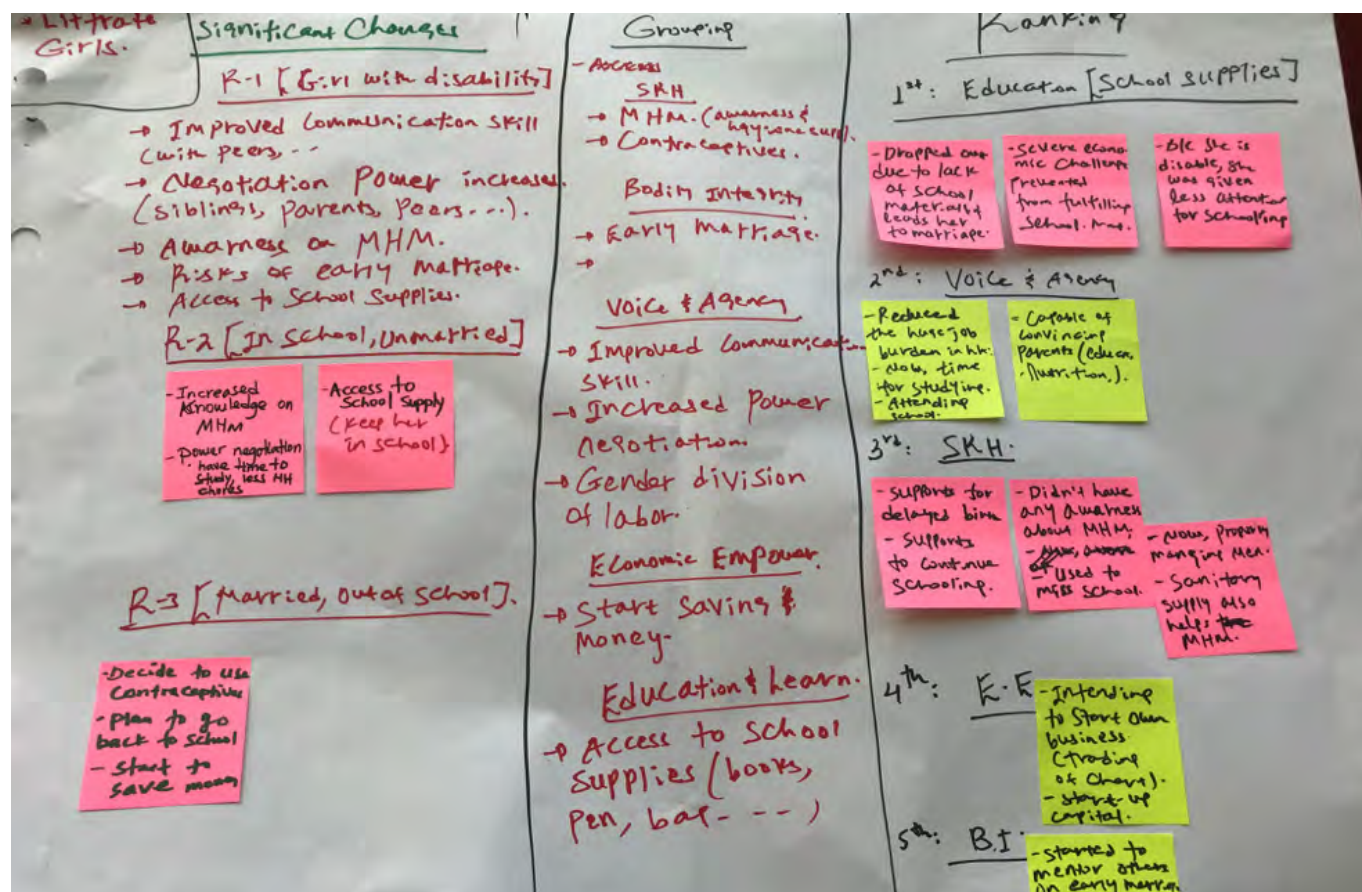
Figure 29: Most significant change with programme participants example



Ranking and analysing key benefits

- > Next ask the participants to jointly rank the changes from most important to least important, with a reason – rank the clusters of factors as a whole, not the specific examples (e.g. 'learning a new skill' vs. 'meeting friends').
- > Rank 1–6 on a flipchart (if someone feels strongly about a particular ranking, you can put two numbers next to a component).
- > Is this programme the only source of this benefit?
- > How long do learning support classes participation effects last? Are they primarily during course participation or are there also legacy effects after the programme has ended? (E.g. if dropped out of school? If married?) [Different coloured markers for short-term vs longer-term benefits – blue for short-term, orange for long-term.] If they are not in a programme anymore, ask them what they miss, and if they are currently participating, ask them to imagine what they would miss the most if they were not.
- > Finally, ask participants to think about gender differences in impact and any other key category that could shape perception of significant change (e.g. disability, marital status, in-school vs out-of-school.) Do they think that boys/girls would agree with their choices?

Figure 30: Most significant change with programme participants



Brainstorming on key improvements

- › Ask each participant to take three green post-it notes and ask them to write down three things that they would like to change/improve in the programme (should be on a separate flipchart).
- › Ask the participants to then cluster these suggested improvements on a second flipchart.
- › Then ask the participants to jointly rank the importance of these improvements from most important to least important, with a reason. Rank the clusters of factors as a whole not specific examples (e.g. 'learning a new skill' vs. 'meeting friends'). Rank 1-6 on a flipchart (if

someone feels strongly about a particular ranking, you can put two numbers next to a component). Ask them to explain the rankings.

- › At the end, ask them about the components of the programme that they didn't include – why? Is it because they were not important to them or that they just weren't in top-three changes?



Tool 11: Most significant change – programme participants: picture version

Who: For these exercises we interview nodal adolescent girls and boys aged 10–19 who participated in programme interventions e.g. TVET, skills-building programmes, learning support services.

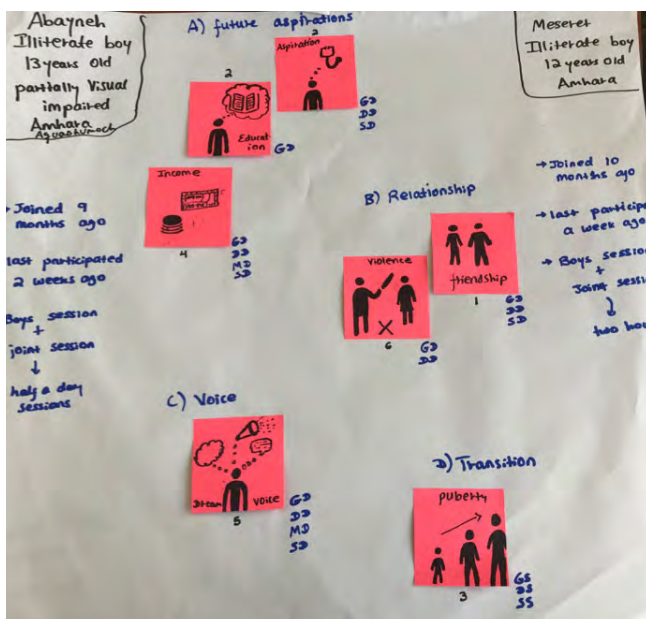
Objectives: To understand what young people think is valuable about these initiatives without having predefined parameters.

Materials: flipchart paper, post-its, markers (green for positive, orange/red for negative).

Significant improvements

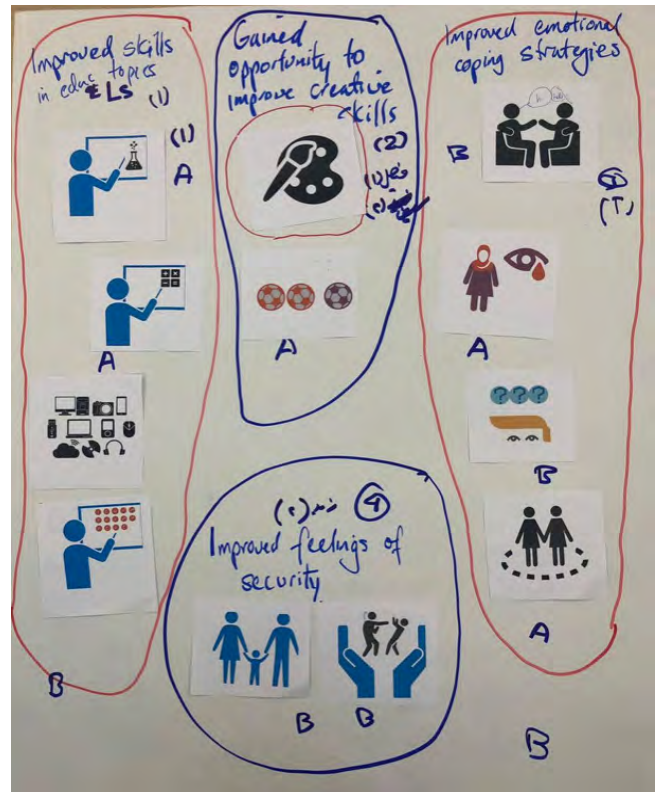
- Take a pack of picture cards which represent different aspects of the programme.
- Ask the children to explain what they think the pictures symbolise.
- Ask them to select three cards that represent the most significant changes from participation in the programme (two children may select the same thing as you will have multiples copies of each card).
- The facilitator asks a volunteer to explain what three pictures they chose and they add it to a flipchart.

Figure 31: Most significant change – picture version



- Ask the other children to put the cards close to similar cards and group them into categories and label them.
- At the end, ask them about the components of the programme that they didn't include – why? Is it because they were not important or they just weren't in top-three changes?

Figure 32: Most significant change – picture version



Desired changes

- Ask the children to think about things that they would like to change/improve in the programme.
- Now ask them to pick from the existing cards, blank cards (or a post-it note) and draw/write what they would like to be changed.
- Ask the children to explain what they would improve and put that on a separate flipchart.
- Now they get to group and rank the improvements
- At the end, ask them about the components of the programme that they didn't include – why? Is it because they were not important to them or they just weren't in top-three changes?



Tool 12: Most significant change - parents of programme participants

Who: Caregivers of adolescents attending empowerment programmes.

Objectives: To understand parents who have adolescents engaged in empowerment programmes, and their views of the programme. To reflect on views and changes in parenting practices.

Materials: Flipchart paper, post-its (green, orange, yellow), markers.

Probes related to programme benefits

Since your adolescent joined the programme, what has been the most significant changes for you as a parent?

- › Ask participants to free-list key benefits in their lives
- › Ask them to rank these from most important to least
- › Next ask the participants to reflect on what concerns they have vis-à-vis the programme/short-comings for adolescents and for parents and how the programme could be improved.
- › Ask them to brainstorm about 3 key areas for improvement and to rank from most to least important – for adolescents and for parents.

Most significant concerns about parenting of adolescents

Part 1: As a parent of an adolescent girl/ boy, what are the three things that most concern you about your daughter/ son? And why?

- › On a flip chart list these on post it notes and discuss why
- › Ask the group to rank the concerns from most concerning to least
- › Next ask the group on how to most effectively handle these concerns? How might it differ from girls vs boys, in-school vs out-of-school children

Part 2: Now turn to the 6 capabilities and discuss concerns they may have as parents across all the capability domains not already discussed

- › Ask them what they do and do not discuss with their adolescents and why – including value of education, what they are learning in school, work, aspirations, SRH, relationships, community affairs and politics
- › Next ask to what extent is AwH supporting their adolescents' capabilities as well as the extent to which it is enhancing their communication/interaction with their adolescents and why?
- › Ask what their top two concerns are per capability domain and ask them what services/ support would be most helpful in supporting their role as parents.





Tool 13: Group key informant interviews with community and religious leaders

Who: Community and religious leaders in communities where the programme is delivered.

Objectives: To understand their perceptions of the programme and social norm change. To understand what community leaders think is valuable about AwH without having predefined parameters, and ways in which they think the programme could be further strengthened.

Materials: Flipchart paper, post-its (green, orange, yellow, purple), markers.

Community leaders' perceptions of benefits for adolescents

Since the programme started in your community, what has been the most significant changes in your view for the adolescents in your community?

- › Ask each participant to take three post-it notes and ask them to write down three key changes on yellow post-it notes that they value in terms of the effects they observe in the adolescents that they serve as a result of the programme.
- › Then ask them to describe what they found most important and stick the cards on a flip chart.
- › Next ask the rest of the group participants to place their cards on the flipchart, grouping similar changes together.
- › Then look at these clusters of changes, and ask those who contributed to talk more about why they selected this particular change, illustrating it with their own experience/observations and what was the change process?

Community leaders' perceptions of programme benefits for themselves

Since you have been involved with Act with Her, what has been the most significant changes for you professionally and personally?

- › Ask each participant to take three post-it notes and ask them to write down three key changes on green post-it notes that they value in terms of the effects on themselves professionally and/or personally as a result of the programme.
- › Then ask for two volunteers to describe what they found most important and stick the cards on a flipchart.
- › Next ask the rest of the group participants to place their cards on the flipchart, grouping similar changes together. Look at these clusters of changes, and ask those who contributed to talk more about why they selected this particular change, illustrating it with their own experience / observations and probe what was the change process?

Analysis with the group of areas for improvement for adolescents and for community leaders

- › Next ask the participants to reflect on any areas for improvement they have identified vis-à-vis adolescents and how the programme could address these.
- › Ask them to write down two key areas for improvement on orange post-it notes and to share and cluster these into similar types of issues.
- › Finally ask the participants to reflect on areas for improvement for community leaders and how the programme could address these.
- › Ask them to write down two key areas for improvement on purple post-it notes and to share and cluster these into similar types of issues.



Tool 14: Most significant change FGDs – programme implementers

Who: Programme implementers/service providers who are delivering programming for girls and boys, their families and communities.

Objectives: To understand the significant changes that the programme implementers value in the programme for a) the adolescents they serve given their particular context and b) for themselves as facilitators think is valuable about these initiatives.

Materials: flipchart paper, post-its (green, orange, yellow), markers.

Probes related to programme benefits

Since you have been in your role, what have been the most significant changes in your view for the adolescents you serve?

- › Ask each participant to take three post-it notes and ask them to write down on green post-it notes three key changes that they value in terms of the effects they observe in the adolescents that they serve as a result of the programme.
- › Assign each implementing organisation a letter, starting with A, and ask them to add that to the post-it notes.
- › Then ask two volunteers to describe what they found most important and add the cards to a flipchart.
- › Next, ask the other group participants to place their cards on the flipchart, grouping similar changes together.
- › The facilitator will then look at these clusters of changes, and ask those who contributed to talk more about why they selected a particular change, illustrating it with their own experience/observations and what the change process was.
- › Ask the group to discuss similarities and differences across contexts (e.g. urban/rural) and also the extent to which these changes have been shaped by shifts in the broader national and international humanitarian context – e.g. rising unemployment, declining donor funding, declining coverage of social protection for refugees, fractured social cohesion between nationalities.

Analysis with the group of significant changes

- › Ask the participants to jointly rank the changes from most important to least important, with a reason – rank the clusters of factors as a whole, not specific examples (e.g. 'learning a new skill' vs. 'meeting friends').
- › How long do programme participation effects last? Primarily during course participation or are there also legacy effects after the programme has ended? (E.g. if adolescents ceased participating in the programme, dropped out of school, married or engaged in work activities?) *[Use different coloured markers for short-term vs. long-term benefits.]*
- › Ask participants to think about gender differences in impact, and any other key category that could shape perception of significant change (e.g. disability, marital status.)

Probes related to programme benefits for the programme implementers themselves

Since you have been in your role, what has been the most significant changes for you professionally and personally?

- › Ask each participant to take three post-it notes and ask them to write down on pink post-it notes three key changes that they value in terms of the effects on themselves professionally and/or personally as a result of the programme.
- › Assign each implementing organisation a letter, starting with A, and ask them to add that to the post-it note.
- › Ask for two volunteers to describe what they found most important and add the cards to a flipchart.
- › Next, ask the other group participants to place their cards on the flipchart, grouping similar changes together. The facilitator will then look at these clusters of changes and ask those who contributed to talk more about why they selected a particular change, illustrating it with their own experience/observations and probe after what the change process was?
- › Ask the group to discuss similarities and differences by gender/age/nationality.

Analysis with the group of concerns and scope for changes for adolescents and for facilitators

- › Next ask the participants to reflect on what concerns they have vis-à-vis the programme/shortcomings for adolescents, and how the programme could be improved.
- › Ask them to write down two key areas for improvement on orange post-it notes, and to share and cluster these into similar types of issues.
- › Then ask the group to rank these from the most important to the least important.
- › Finally ask the participants to reflect on what concerns they have vis-à-vis the programme/shortcomings for facilitators and how the programme could be improved.
- › Ask them to write down two key areas for improvement on yellow post-it notes and to share and cluster these into similar types of issues.
- › Then ask the group to rank these from the most important to the least important.



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