

**Focus Group Discussion Guide for Very Young Adolescent Girls
Girls' Holistic Development Approach (GMP) Effectiveness Study
January - February 2018**

A. FACILITATOR – Read directions carefully and complete required sections of this guide

Participants: Respondents should be 8-10 girls who are 10-14 years old and participated in the GHD intervention and residing (working or going to school) in selected GHD sites.

Process:

1. Ensure all respondents have been assented and parental consent obtained
2. Collect individual demographic information and complete section B of this guide
3. Have the group sit comfortably in a circle so as to see each other and you well.
4. Have the note taker check the recorder and prepare to take notes.
5. The group discussion should be conducted as a conversation, with each question flowing from the answer to the previous one. Each of the topics should be covered during the discussion. The questions are there as examples and to keep things on track, not to limit the discussion. Although this is the type of information we want to collect, how you ask the questions and any follow-up ones will depend on how the conversation flows.
6. Remember to check the participants' body language to give breaks when needed.
7. We are not explicitly asking about female genital cutting (FGC) but if it comes up, please note it in notes of the discussion.

B. DISCUSSION INFORMATION

Discussion Facilitator: _____ **Discussion Note taker:** _____

Interview Code: _____

Date of Discussion : [][] [][] [][][][]
D D MON Y Y Y Y

Start Time : [][]:[][] **End Time:** [][]:[][]
Hour Minute Hour Minute

Respondent Socio-Demographics					
Respo ndent	Participant Code	Age (Years)	Education	Relationship Status	Mentorship Status
1					
2					
3					
4					
5					

6					
7					
8					
9					
10					

Code:

Education	0: No education / 1: Primary / 2: Secondary / 3: University / 4: Vocational training / 96: Other (Specify)
Relationship status	1: Unmarried / 2: Married or in Union / 3: Separated / 96: Other (Specify)
Mentorship Status	0: Not mentored/ 1: Mentored

C. STUDY OBJECTIVES

Explore how participation in GHD influences

- Inter-generational relationships and communication, including the contribution of intervention activities to girls’ agency and the diffusion of ideas;
- Links between social cohesion and collective action;
- Links between community social cohesion and normative change in relation to target behaviors.

D. INTRODUCTION & OBJECTIVES

Hello, thank you so much for joining us today! We’re here to talk to you about your participation in the Girls’ Holistic Development programme to hear:

- your thoughts and feelings about your participation in the activities and how they have affected you
- how you interact with other girls your age, your family, and grandmothers
- get your ideas about what happens in your community with regards to marriage, pregnancy, education, and communication

The most important thing is: we want to learn from you! We are going to ask you some questions and do some activities. There are no right or wrong answers. If you don’t like any of the questions, you don’t have to answer. Outside of this conversation we will keep your identity a secret. When we talk or write about what we heard here today, we will not use your names or the name of the village or school that you come from. We also ask that we keep this a secret space. If someone shares something today, please don’t tell others outside our group about it, unless you have the permission of the person who shared. Do any of you have any questions before we begin?

E. GETTING TO KNOW YOU

Let's get to know each other. Let's go around the circle – please tell us your name, your class, and your favorite subject.

I. INTERVENTION COMPONENTS PILE SORT

I.1- Let's start out by looking and talking about some photos of GHD activities. Here is a picture of all of the components of the GHD programme (show each picture as you mention its name): intergenerational forums, community days of grandmother solidarity, grandmother leaders training, 'under-the-tree' grandmother-girl sessions, teachers-grandmother discussion, grandmother presentations to classes, use of story books focused on cultural values, women and girl forums. I'm going to give each of you cards with the picture of these activities (pass out cards) and then we are going to talk about each of them.

I.2- Ok, everyone stand over here- and bring your cards. I'm going to ask you to place the cards in different piles and then ask you some questions about your decisions. This box/basket represents A LOT, this one A LITTLE and this one in between NOT A LOT OR A LITTLE- JUST MEDIUM. (Place a sign or basket to remind them what each pile represents) Are you ready?

I.3- Let's start with all the cards. Which of these activities have you participated in? Put them here in the A LOT basket. Put the ones representing the activities you do not participate in to the A LITTLE basket.

Note: One of the facilitators should sort out the cards so that you can see visually in which activities the VYA leaders are engaged. The notetaker should record the cards that are included.

I.4- Ok, I see that you have selected [LIST ALL COMPONENTS MENTIONED]. If there are discrepancies, discuss with the group to include all components mentioned.

The notetaker should then set aside cards not included and return the engaged activity cards to all participants.

IA. COMPONENT 1

Now let's look only at the [COMPONENT 1]. Put your card into this A LOT pile if you have participated a lot in this activity, put it into the SOME pile if you have participated some/just medium, or put it into the A LITTLE pile here if you have participated a little.

Note: One of the facilitators should sort out the cards so that you can see visually where FGD participants generally fall in their interaction with component. The notetaker should record the range. The moderator will then go through and ask questions for the activity. Try keeping the participants standing around the piles while you discuss the questions to make the session more relaxed and dynamic.

IA.1- I see that most of you put the [COMPONENT 1] card in the pile of (A LOT/LITTLE/SOME) Can you tell me why you put it here rather than in another pile? Since IDIs focus on participation/engagement, this guide will focus only on the level of engagement that is reported most frequently.

IA.2- After participating in this activity, what happens? *PROBE:* Is there a follow-up activity?

IA.3- Do you talk to anyone else about the activity or what you did? If yes, with who? Why? If no, why not?

IB. COMPONENT 2

Ok. Now let's look only at the [COMPONENT 2]. Put your card into this A LOT pile if you have participated a lot in this activity, put it into the SOME pile if you have participated some/just medium, or put it into the A LITTLE pile here if you have participated a little.

Note: One of the facilitators should sort out the cards so that you can see visually where FGD participants generally fall in their interaction with component. The notetaker should record the range. The moderator will then go through and ask questions for the activity. Try keeping the participants standing around the piles while you discuss the questions to make the session more relaxed and dynamic.

IB.1- I see that most of you put the [COMPONENT 2] card in the pile of (A LOT/LITTLE/SOME) Can you tell me why you put it here rather than in another pile? Since IDIs focus on participation/engagement, this guide will focus only on the level of engagement that is reported most frequently.

IB.2- After participating in this activity, what happens? *PROBE*: Is there a follow-up activity?

IB.3- Do you talk to anyone else about the activity or what you did? If yes, with who? Why? If no, why not?

REPEAT FOR ALL THE COMPONENTS INCLUDED IN FIRST PART OF ACTIVITY

IC. GENERAL DISCUSSION

IC.1- Does anyone say anything negative about you participating in this activity? Who are they? What do they say?
IC.2- How do react when you hear such things?

2. JOURNEY OF CHANGE

For our last activity today you are going to work in teams to draw some pictures. *Divide group into two.* Group 1: You will make your drawings about marriage and pregnancy. Group 2: You will make your drawings about education. *Give each group poster paper and markers for each person.* Take this piece of poster paper and fold it in half.

2A. CURRENT/PRESENT

On the right hand side draw a picture of a girl who lives in a community where there are GHD activities.

2A.1- What are some things she says or is doing? Write or draw things to represent this.

2A.2- Draw people around her who are talking about [MARRIAGE/PREGNANCY OR EDUCATION] for girls like her. Label who these people are. *PROBE* each group: I see you included [PEOPLE THAT ARE DRAWN]. Why did you include them? What about community leaders? Grandmothers? Grandfathers? Parents? Parents? *PROBE*: Others? 2A.2- Draw lines between the girl and the other people.

2A.3- Think about what they are discussing about the girl. Draw pictures in the background representing what they are talking about.

2A.4- Draw lines between the other people who are talking to each other.

2B. PAST

Now open up the paper. On the left hand side, draw a picture of a girl who lives in a community where there have been no GHD activities.

2B.1- What are some things she says or is doing? Write or draw things to represent this.

2B.2- Draw people around her who are talking about [MARRIAGE/PREGNANCY OR EDUCATION] for girls like her. Label who these people are. *PROBE each group:* I see you included [PEOPLE THAT ARE DRAWN]. Why did you include them? What about community leaders? Grandmothers? Grandfathers? Parents? Parents? *PROBE:* Others?

2B.3- Think about what they are discussing about the girl. Draw pictures in the background representing what they are talking about.

2B.4- Draw lines between the people who are talking to each other.

2C. DISCUSSION

Let's take a look at both groups' pictures. Could you describe your picture and what people are discussing to the group?

If they show differences

- What makes these girls drawn on the left and right different? What changed in their minds? What changed in their hearts?
- What is different in the community with GHD? How do you think that affected the girl?
- What would it be like if these changes continued? What do you think could be done to continue these changes?

If no changes

- Why do you think there have been no changes despite GHD activities and other programs?

4-CLOSING

Thank you so much for sharing all of your ideas with us today. As we go around and say goodbye, we'd like you to share one final thought.

What would you like to see happen to support boys and girls in your community to keep talking about these important issues?