

In-Depth Interview Guide – Grandmother Leaders (Exposed/Not Exposed) Girls’ Holistic Development Approach (GMP) Effectiveness Study

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

Participants: Respondents should be grandmothers, according to the GHD definition XXX and living in GHD sites. Half will have participated in GHD, the other half will not.

Process:

1. Ensure respondent has given consent
2. Collect individual demographic information and complete section B of this guide
3. Create a nice mood to equalize your relation: Sit at the same level at the respondent and act like a friend!
4. Have the note taker check the recorder and prepare to take notes.
5. The interview should be conducted as a conversation, with each question flowing after the respondent answers the previous one. Each topic should be covered during the discussion. 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.

INTERVIEW INFORMATION

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

Interview Code: _____

Date of Discussion: : [__|__] [__|__] [__|__][__|__]
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Start Time : [__|__]: [__|__] **End Time:** [__][__]: [__][__]
Hour Minute Hour Minute

Respondent Socio-Demographics						
Respondent	Name (Code)	Age (Years)	Education	Occupation	Relationship Status	No. of Mentees
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)
Occupation	1: Student / 2: Service / 3: Business / 4: Farming / 96: Other (Specify)
Relationship status	1: Unmarried / 2: Married or in Union / 3: Separated / 96: Other (Specify)

STUDY OBJECTIVES

Explore how participation in GHD influences

- Grandmothers’ actions linked to individual self-efficacy, actions, and social norms
- Inter-generational communication and perceived value/roles of GMs at community level vis-à-vis expected target behaviors/outcomes (early marriage, adolescent pregnancy, girls’ school retention).

INTRODUCTION & OBJECTIVES

Hello, thank you so much for joining me today! I want to talk with you about the GHD programme to hear:

- your thoughts and feelings about the activities and how they have affected you
- how you interact with your women friends, family, and girls age 10-14 in your village
- your ideas about what happens in your community with regards to marriage, pregnancy, education, and communication.

The most important thing is: I want to learn from you! I am going to ask you some questions and we will 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. We will keep your identity a secret. When we talk or write about what we discuss today, we will not use your name or the name of the village you come from. Do you have any questions before we begin?

GETTING TO KNOW YOU

So – let’s begin. Tell me a bit about yourself. Do you have grandchildren? What ages are they? Are you involved in any village activities – which ones?

I. GHD INTERVENTIONS LEADING TO INTERGENERATIONAL DIALOGUE

1.1- First, can you tell me what kind of home and village activities you are doing that include VYA girls? *[Probe on girl-grandmother discussions, etc.]*

1.2-Can you tell me what kinds of school activities you are doing (if any) that include VYA girls? *[Probe on grandmother visits to school and what is done, probe on reading stories [names of stories here]]*

1.3-Put down the cards showing different GHD activities, explaining each one. Are there any that you do not do? (Take them away.)

1.3.1-Can you pick those activities that you are most interested in? [Put selected cards in front of girl] Why? [Probe on how girls interact with grandmothers in these activities]

1.3.2-Which one do you like the least? Why? [Probe on how girls interact with grandmothers in these activities]

1.3.3-Do you speak with other adults about girls staying in school? About romantic relationships? Child marriage? What do you talk about? [Probe on romantic relations and marriage?]

1.3.4-What do you think about these discussions? Have they been helpful or not so helpful? Why?

1.4-Has the way you (or you and your friends) think of the role of older women changed since GHD began? If yes, how has it changed? How do grandmothers support families? How do they support village life?

2. HOW GRANDMOTHERS ARE VALUED

I want to play a game with you now. Here is drawing of a married women with children, a (male) teacher, and a grandmother – they are like people in your village. And here is a list of words (on index cards) that describe people's characteristics.

2.1-Which ones best describe for you the characteristics of married women with children in your village? Could you put the words you think characterize married women under this drawing? Why did you pick those words?

2.2-What about teachers in your village? Could you place the words you think characterize teachers under this drawing? Why did you pick those words?

2.3-What about grandmothers in this village? Please place the characteristics under this drawing. Why did you pick those words?

[Characteristics found index cards are numbered and reused. Note taker only needs to record numbers associated with each characteristic. Characteristics: Caring. Wise. Intelligent. Discipliner/punisher. A bit scary. Happy. Understands VYA girls. Strong. Gentle. Trustworthy]

3. VIGNETTES: GRANDMOTHERS' SELF-EFFICACY IN PROMOTING OUTCOME BEHAVIORS

Finally I would like to read you two stories and ask you to tell me how you would end each story. Are you ready? Remember there is no right or wrong answer here; just what you think you would do at the end of each story.

STORY I: SELF EFFICACY IN PRIORITIZING SCHOOL FOR VYA GIRLS

It is a nice Wednesday afternoon and your grandchildren are just home from school. Your granddaughter, Famata, and grandson, Falilou, are beginning to do their homework. Famata has a mathematics test tomorrow and she seem worried and really wants to study. But her Mother asks her to go to the pharmacy to pick up some medicine for your baby brother. It will take at least an hour and she will not be able to prepare for her maths exam.

3.1-What do you do? Why? [Probe if grandmother would talk to someone, who? Other actions she might take]

3.2-Before GHD activities, do you think you would have reacted differently? What would you have done?

STORY 2: SELF EFFICACY IN MITIGATING SOCIAL PRESSURE TO HAVE GIRLS MARRY EARLY

It is Friday afternoon after prayers and you are relaxing at home. Your oldest grand-daughter, who is visiting, is braiding your hair. She starts talking about the month when she got married and all the preparations. She was 15 years old at the time. And she wished she could have waited until she was older. She says that she heard her Father (your son) saying to the neighbor that it was time that her younger sister, now age 14, got married.

3.5-What do you do in hearing this information about the plan to marry your youngest granddaughter at age 14? [Probe if she would talk with someone, who. Other actions she might take]

3.6-Before GHD activities, do you think you would have reacted differently? What would you have done?

4-CLOSING

Thank you so much for sharing all of your ideas with me today. I have asked you many questions! Do you have any questions for me?