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**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

**STUDY OBJECTIVES**

Explore how participation in GHD influences

- VYA girls 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 other girls your age, your family, and grandmothers
- 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 or school 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. What class are you in? What is your favorite subject? Why?

**I. GHD INTERVENTIONS LEADING TO INTERGENERATIONAL DIALOGUE**

I.1-First, can you tell me what kinds of school activities you are doing that include grandmothers? *[Probe on grandmother visits to school and what is done, probe on reading stories [names of stories here]]*

I.2- Can you tell me what kind of home and village activities you are doing that include grandmothers? *[Probe on girl-grandmother discussions, etc.]*

I.3-Put down the cards showing different GHD activities, explaining each one. Are there any that you do not do? *(Take them away.)*

I.3.1-Can you pick those activities that you like to do the most? *[Put selected cards in front of girl]* Why?

1.3.2-Which one do you like the least? Why? *[Probe on how girls interact with grandmothers in these activities – what they like don't like as much.*

1.3.3-Do you speak with grandmothers –your own and others - about staying in school? What do you talk about? *What about relationships with boys and getting married? Have you talked about this? If, what have you talked 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 grandmothers changed since GHD began? If yes, how has it changed? How do grandmothers support families? How do they support village life?

## 2. HOW GRANDMOTHERS AND INFLUENCERS ARE VALUED

I want to play a game with you now. Here is drawing of a grandmother, mother, and a (male) teacher – 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 mothers in your village? Could you place the words you think characterize mothers under this drawing? Why did you pick those words?

2.2-What about your teachers? Please place the characteristics under this drawing. Why did you pick those words?

2.3-Which ones best describe for you the characteristics of grandmothers in your village? Could you put the words you think characterize grandmothers under this drawing? Why did you pick those words?

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

## 3. VIGNETTES: VYA GIRLS' SELF-EFFICACY AROUND 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.

### STORY 1: SELF EFFICACY IN PRIORITIZING SCHOOL

It is a nice Wednesday afternoon and you are just home from school. You have finished helping your Sister prepare evening food. And you and your brother are beginning to do your homework. You have a mathematics test tomorrow and are a bit worried about fractions, and really need to study. But your Mom asks you to go to the pharmacy to pick up some medicine for your baby brother. It will take at least an hour of your time and you will not be able to prepare for the exam. And you really want to do well on the exam.

3.1-What do you do in this situation? Why? *[Probe if girl 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 MARRY EARLY

It is Friday afternoon after prayers and you are relaxing at home. Your older sister, 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 asks you when you want to marry and start a family. She also says that she heard your Dad saying to the neighbor that it was time that you got married.

3.5-What do you do in hearing this information? What would you say? [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?