



Tipping Point | Phase 1

FGD Evaluation Tool

The primary Focus Group Discussions (FGD) tool for assessing social norm change was the 'Good Girl, Bad Girl' exercise that was used with groups of Boundary Partner (BP) and non-Boundary Partner(non-BP) mothers, fathers, and boys, and with non-Boundary Partner girls. The tool asked participants to describe traits of good girls and bad girls within different contexts: at home, in the community, and in the Fun Center. The resulting discussion provided indications of the degree to which different social norms affecting girls had changed. In the following pages you will find the FDG Evaluation tools for the following groups:

| | |
|-----------------------------|---|
| I. Girls and Boys..... | 2 |
| II. Adults..... | 5 |
| III. Religious Leaders..... | 8 |

FGD Evaluation Tool

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I. Girls and boys: Social Expectations for Girls, FDG Tool

Participants:

Non-Boundary Partner girls aged 12-15 and 16-19 and, separately, Boundary and Non-Boundary Partner boys aged 12-15 and 16-19.

Tools used:

1D: Social expectations for girls

Steps:

- 1) **Explain the consent process and do introductions** – 10 minutes
- 2) **Implement activity**
 - 1D. **Social expectations for girls** – 45 minutes + 15 minutes for TP questions
- 3) **Read and discuss closure statement** – 5 minutes

Total duration: 1.5hours

Materials needed:

A4 paper to draw dreams on

Colored markers

TOOL 1D: SOCIAL EXPECTATIONS FOR GIRLS (45 minutes)

Purpose:

The aim of this exercise is look into respondent views on specific social norms for girls within their community and within the TP group in order to explore their perceptions and to understand barriers to engagement on girls' rights.

Method:

For each of the behaviors listed below in the SOCIAL NORMS LIST, do the following five steps:

1. Say "in some communities in this area, people in the communities think that girls shouldn't...(insert behavior from the social norms list below). Ask the group, "how do people in THIS community think of girls that do these things? Then ask them the same question about the next behavior on the social norms list below until you have asked about all four topics.
2. If participants say that the community would think badly about a girl who does any of the behaviors below, ask "what kind of consequences there would be for that girl or for her family?"
3. For the four behaviors on the social norm list, ask if there are certain situations where it is okay for the girl to do that behavior and there would be no negative consequence? Ask if there are certain girls who are doing that behavior anyway, despite the consequences?

4. Ask whether the situation was the same a few years ago? How did people expect girls to act a few years ago? Was the “bad talk” the same, more, or less three years ago?

SOCIAL NORMS LIST

- a) Moving around the community on their own
- b) Playing sports or riding bicycles
- c) Interacting with boys
- d) Speaking up for her rights, asking her parents to listen to her opinion, asking for her rights at school or in the community

Social norms related to parents:

If you are running out of time for this activity, you can follow steps a, b, and c below just for the topics of Love Marriage and Inter-caste marriage.

1. Say” In some communities, people think the following cause shame to families.” For each of the following social norms ask,
 - a) Is this true in this community? What are the negative consequences for the family if it happens?
 - b) Are there certain situations where it is OK?
 - c) Have there been any changes in these expectations in the last few years?
 - i. Love marriage for daughter
 - ii. Inter-caste marriage
 - iii. Groom family receiving low dowry
 - iv. Educating their daughter as much or more than their son

Questions about TP Girls (15 minutes)

1. Ask “What is your contact with Girls from the Aba Mero Palo girls’ Groups? Have you learned anything from them? What messages have the girls from the group girls shared?
2. Do you know of anything they have organized or done? Is there any girls’ issue they have spoken out about?
3. Do you think those girls are role models for other girls to follow?
4. We talked earlier about social expectations about what girls should and shouldn’t do. What about the Girls’ Group girls? Do the Girls’ Group Girls follow the community’s expectations for adolescent girls?
5. [For the facilitator: think back to the social norms exercise just before. Think about which social norms the girls mentioned had changed in the last few years.] Say to the girls: “You mentioned some changes earlier about your community’s expectations of

girls. [Facilitator remind them of the changes they mentioned] Why do they think those changes happened? Do they think that the girls' group influenced these changes?

6. Though you are not in the girls' group, has anything about the girls' group influenced your life: for example, your relationship and communication with your parents, how your parents treat you and what they allow you to do?

Closure process for all FGDs

- Summarize what you have done during the session in 2-3 sentences
- Remind group about the purpose and use of the information provided
- Remind participants not to share the details of your discussion with others in the community
- Thank participants for their time and effort
- Ask permission to take photos of participants' drawing. Take photos of each sheet or drawing. Ensure that each page notes the workshop type/target group and location. Tell boys and girls they can keep their drawing and take it home if they want.
- Ensure any written notes are given headings as required
- Clean the area and make sure no materials are left behind

II. Adults: Social Expectations for Girls FDG Tool

Participants:

Boundary or Non-Boundary Partner Men or Women

Tools used:

1D: Social expectations for girls

Steps:

- 1) **Explain the consent process and do introductions** – 10 minutes
- 2) **Implement activity**
 - 1D. **Social expectations for girls** – 45 minutes + 15 minutes for TP questions
- 2) **Read and discuss closure statement** – 5 minutes

Total duration: 1.5hours

Materials needed:

A4 paper to draw dreams on

Colored markers

TOOL 1D: SOCIAL EXPECTATIONS FOR GIRLS

Purpose:

The aim of this exercise is look into respondent views on specific social norms for girls within their community and within the TP group in order to explore their perceptions and to understand barriers to engagement on girls' rights.

Method:

For each of the behaviours listed below in the SOCIAL NORMS LIST, do the following five steps:

1. Say "in some communities in this area, people in the communities think that girls shouldn't ... (insert behaviour from the social norms list below). Ask the group, "how do people in THIS community think of girls that do these things?"
2. If participants say that the community would think badly about a girl who does any of the behaviours below, ask "what kind of consequences there would be for that girl or for her family?"
3. Ask if there are certain situations where it is okay for the girl to do that behaviour and there would be no negative consequence? Ask if there are certain girls who are doing that behaviour anyway, despite the consequences?

4. Ask whether the situation was the same a few years ago? How did people expect girls to act a few years ago? Was the “bad talk” the same, more, or less three years ago?

Social Norms List:

- a) Moving around the community on their own
- b) Playing sports or riding bicycles
- c) Interacting with boys
- d) Speaking up for her rights, asking her parents to listen to her opinion, asking for her rights at school or in the community

Social norms related to parents:

If you are running out of time for this activity, you can follow steps a, b, and c below just for the topics of Love Marriage and Inter-caste marriage.

1. Say” In some communities, people think the following cause shame to families.” For each of the following social norms ask,
 - a) Is this true in this community? What are the negative consequences for the family if it happens?
 - b) Are there certain situations where it is OK?
 - c) Have there been any changes in these expectations in the last few years?
 - i. Love marriage for daughter
 - ii. Inter-caste marriage
 - iii. Groom family receiving low dowry
 - iv. Educating their daughter as much or more than their son

Probing to understand Tipping Point contribution to social norms change: (10 minutes)

For the major changes identified, ask for more detail on how TP contributed – what worked (which activity, why), what could have been better (which activity, why)

1. (Only for BP Parents) Have any Tipping Point activities helped you to speak with your daughters about issues in her life, such as the challenges she might face, or her dreams for the future?
2. (Only for BP Parents) Have any Tipping Point activities helped you to speak with your son about issues in his life, such as the challenges he might face, or his dreams for the future?

Closure process for all FGDs

- Summarize what you have done during the session in 2-3 sentences
- Remind group about the purpose and use of the information provided
- Remind participants not to share the details of your discussion with others in the community
- Thank participants for their time and effort
- Ask permission to take photos of participants' drawing. Take photos of each sheet or drawing. Ensure that each page notes the workshop type/target group and location. Tell boys and girls they can keep their drawing and take it home if they want.
- Ensure any written notes are given headings as required

Clean the area and make sure no materials are left behind.

FGD Evaluation Tool

III. Religious Leaders: Social Expectations for Girls FGD Tool

Participants:

Religious Leaders

Tools used:

1D: Social expectations for girls

Steps:

- 3) **Explain the consent process and do introductions** – 10 minutes
- 2) **Implement activity**
 - 1D. **Social expectations for girls** – 45 minutes + 15 minutes for TP questions
- 3) **Read and discuss closure statement** – 5 minutes

Total duration: 1.5hours

Materials needed:

A4 paper to draw dreams on

Colored markers

TOOL 1D: SOCIAL EXPECTATIONS FOR GIRLS (45 minutes)

Purpose:

The aim of this exercise is look into Religious Leaders' views on specific social norms for girls within their community and within the TP group in order to explore their perceptions and to understand barriers to engagement on girls' rights.

Method:

For each of the behaviours listed below in the SOCIAL NORMS LIST, do the following five steps:

1. Say "in some communities in this area, people in the communities think that girls shouldn't... [insert behaviour from the social norms list below]. Ask the group, "how do people in YOUR community think of girls that do these things? Then ask them the same question about the next behaviour on the social norms list below until you have asked about all four topics.
2. If participants say that the community would think badly about a girl who does any of the behaviours below, ask "what kind of consequences there would be for that girl or for her family?" Probe whether there are different consequences in the different communities the religious leaders are working in.
3. For the three behaviours on the social norm list, ask if there are certain situations where the community thinks it is okay for the girl to do that behaviour and there would

be no negative consequence? Ask if there are certain girls who are doing that behaviour anyway, despite the consequences?

4. Ask if their OWN opinion is different from the community's expectations of girls? Is their own practice with their own daughters different?
5. Ask whether the situation was the same a few years ago? How did people expect girls to act a few years ago? Was the "bad talk" the same, more, or less three years ago?

Social norms list

- a) Playing sports or riding bicycles
 - b) Interacting with boys
 - c) Speaking up for her rights, asking her parents to listen to her opinion, asking for her rights at school or in the community
1. Say: "In some Communities people have certain religious beliefs about girls and women"
 - a) marrying daughter before puberty will earn religious merit, get her to heaven
 - b) allowing daughter to cook, touch everyone normally during menstruation
 - c) what do most people in the community think? Is there any social pressure or social benefit to follow these practices? Under what exceptions parents don't need to follow these practices?

Social norms related to parents:

1. Say "In some communities, people think the following cause shame to families." For each of the following social norms ask,
 - a) Is this true in this community? What are the negative consequences for the family if it happens?
 - b) Are there certain situations where it is OK?
 - c) Have there been any changes in these expectations in the last few years?
 - I. Love marriage for daughter
 - II. Inter-caste marriage
 - III.

Probing to understand Tipping Point contribution to social norms change:

- For the major changes identified, ask for more detail on how TP contributed – what worked (which activity, why), what could have been better (which activity, why)

1. Break into two groups: those who have attended Tipping Point training and those who didn't, or those who are in religious leaders' network and those who are not:
 - a) Non-BP Religious Leaders:
 - I. What do non-BPs know about tipping point? What have they heard about it?
 - II. Are there any differences between the types of religious leaders who choose to participate in Tipping Point, and those who do not?
 - b) BPs Religious Leaders:
 - I. What has been most useful activity from Tipping Point and why?
 - II. What support do they need more from TP?
 - III. What are their obstacles,
 - IV. What is their experience with Religious leader network, etc.

Closure process for all FGDs

- Summarize what you have done during the session in 2-3 sentences
- Remind group about the purpose and use of the information provided
- Remind participants not to share the details of your discussion with others in the community
- Thank participants for their time and effort
- Ask permission to take photos of participants' drawing. Take photos of each sheet or drawing. Ensure that each page notes the workshop type/target group and location. Tell boys and girls they can keep their drawing and take it home if they want.
- Ensure any written notes are given headings as required

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