

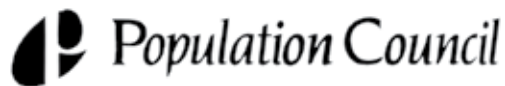
FROM RESEARCH, TO PROGRAM DESIGN, TO IMPLEMENTATION PROGRAMMING FOR RURAL GIRLS IN ETHIOPIA

A TOOLKIT FOR PRACTITIONERS



**FROM RESEARCH, TO PROGRAM DESIGN, TO IMPLEMENTATION
PROGRAMMING FOR RURAL GIRLS IN ETHIOPIA**

A TOOLKIT FOR PRACTITIONERS



The Population Council is an international, nonprofit, nongovernmental organization that seeks to improve the well-being and reproductive health of current and future generations around the world and to help achieve a humane, equitable, and sustainable balance between people and resources. The Council conducts biomedical, social science, and public health research and helps build research capacities in developing countries. Established in 1952, the Council is governed by an international board of trustees. Its New York headquarters supports a global network of regional and country offices.

© 2011 The Population Council, Inc.

Population Council
P.O. 25562, Code 1000
Addis Ababa, ETHIOPIA
Tel: (251) (0) 116-631-712/4/6
Fax: (251) (0) 116-631-720

Population Council
One Dag Hammarskjold Plaza
New York, NY 10017 USA
Tel: 212-339-0500
Fax: 212-755-6052
<http://www.popcouncil.org>

THE NIKE FOUNDATION, NIKE, INC. AND THE NOVO FOUNDATION

The Nike Foundation (www.nikefoundation.org) invests exclusively in adolescent girls as the most powerful force for change and poverty alleviation in the developing world. The Foundation's investments are designed to get girls on the global agenda and drive resources to them. The work of the Nike Foundation is supported by Nike, Inc. and the NoVo Foundation, a collaboration that has significantly broadened the impact of the Girl Effect.

ACKNOWLEDGEMENTS

This toolkit was written by Annabel Erulkar and based on the Population Council's experience in designing programs for girls in sub-Saharan Africa. The author gratefully acknowledges the members of the Brain Trust of Practitioners in Ethiopia for highlighting the needs of rural girls and bringing the challenges in programming to the forefront. Special thanks go to Aster Tefera and Kelemua Hailemariam for coordinating the Brain Trust and for their contributions to this toolkit. Herma Gebru compiled the girls' resources for this publication and Eunice Muthengi assisted to outline earlier versions of the toolkit. Very useful comments on earlier versions of the toolkit were given by Wendy Baldwin, Amy Babcheck and Judith Bruce. Finally, we thank Nike Foundation for supporting the Brain Trust and the development of the toolkit and their ongoing commitment to rural girls in the developing world. In particular, Amy Babcheck provided ongoing support and encouragement for this work.

Photo credits: Zeleman Production

Suggested citation: Erulkar A. 2011. "From research, to program design, to implementation: Programming for rural girls in Ethiopia," Population Council: Addis Ababa, Ethiopia, March.

TABLE OF CONTENTS

INTRODUCTION Why a toolkit?..... i

CHAPTER 1 **RESEARCH: Identify & describe**

- Formative research..... 1
- Useful indicators..... 1
- Sources of information: Primary & secondary data..... 2
- Analysis..... 3
- Identifying categories of rural girls: What data can tell us..... 3
- Using data to understand your target group..... 5

TOOLS

- 1.1 Quantitative tool to collective formative research on girls
- 1.2 Qualitative tool to collective formative research on girls

CHAPTER 2 **PROGRAM DESIGN: Shaping the approach**

- Programmatic venue..... 7
- Strategy / Method of delivery..... 9
- Content..... 12
- Programming principles..... 14

CHAPTER 3 **IMPLEMENTATION: Keep your ear to the ground & take a bird's eye view**

- Keep your ear to the ground..... 17
- Take a bird's eye view..... 19
- Data analysis for program management..... 20
- A note on data quality of service statistics..... 23
- A final note on evidence-based programming..... 23

TOOLS

- 3.1 Qualitative tool to collect feedback on program from girls
- 3.2 Registration form for girls' program
- 3.3 Activity form for girls' program

RESOURCES 25

INTRODUCTION WHY A TOOLKIT?

The recent Ethiopian census enumerated over 9.3 million adolescent girls aged 10 to 19.¹ The large number of adolescent girls in Ethiopia is comparable to the entire populations of some countries. Ethiopia's 9.3 million girls outnumber the entire populations of countries such as Benin (at 8.9 million people), Burundi (at 8.3 million people), and Switzerland, (at 7.7 million).

The majority of these girls are rural. There are over 7.5 million adolescent girls residing in rural areas of Ethiopia. Rural girls face many disadvantages. Compared to their male counterparts and urban youth, they are less likely to be schooled and enjoy fewer years of schooling, if they do go to school. Compared to other young people in Ethiopia, rural girls are more likely to have their marriages arranged, they marry earlier, and they are more likely to experience first births that are early and unwanted. They are less likely to hold birth certificates, less likely to engage civically, less likely to benefit from social programs, but more likely to spend much of their time in unpaid domestic labor.

Reaching girls in rural areas holds special challenges in Ethiopia. Much of the infrastructure in Ethiopia is weak, meaning that there are few institutions and networks through which to reach rural girls. For example, school-based programs are common ways to reach young people. However, Ethiopia has only 23,000 public primary schools and 1,078 public secondary schools in the country.² Likewise, radio programs are a popular way to disseminate information and messages. However, Ethiopia has low coverage of radios, even compared to other countries in Africa. There are an estimated 195 radios per 1,000 people in Ethiopia. By comparison, in another large, rural African country, the Democratic Republic of the Congo, there are an estimated 375 radios per 1,000 population, while the United States, there are 2,146 radios per 1,000.³

Physical access to rural areas is more difficult in Ethiopia than in most other countries. The World Bank estimates that Ethiopia has the lowest road density⁴ in the world and that only 13 percent of its roads are paved. Further, there is only one railroad line in the country of just 650 kilometers.⁵ The meager infrastructure and communications inhibit basic access to many rural areas in which girls reside; the limited radio ownership further limits rural residents' exposure to the world beyond their immediate families and communities.

"From research, to program design, to implementation: Programming for rural girls in Ethiopia" is a toolkit for practitioners in Ethiopia. The toolkit is meant for those seeking to build or improve programs for rural adolescent girls in Ethiopia. It is directed at the special circumstances of rural girls in Ethiopia, with a view to increasing the number of programs for rural girls and making them more relevant and context appropriate.

¹ Federal Democratic Republic of Ethiopia, Population Census Commission, *Summary and Statistical Report of the 2007 Population and Housing Census*, Addis Ababa: Central Statistical Agency, 2008

² Ethiopia Ministry of Education (MOE), *Education Statistics Annual Abstract 2000 E.C., 2007-8* Addis Ababa, 2008.

³ World Bank. *World Development Indicators*, Washington DC: The World Bank, 2000.

⁴ Defined as the ratio of kilometers of roads to square kilometers of land.

⁵ World Bank, *Ibid*.

The toolkit describes a process of program development that is grounded firmly in an evidence base. Therefore, chapters in the toolkit begin at a starting point of *research* to identify and describe girls, followed by *program development* emanating from data, to *implementation* guided by ongoing monitoring and evaluation. The toolkit is organized in three chapters:

Chapter 1: RESEARCH: Identify & describe. This chapter recommends key factors to understand before designing programs for rural girls, in order to ensure that programs are based on evidence and not assumption or conjecture. We propose some basic indicators, many of them demographic, to contribute to identifying sub-groups of girls and describing their situations. Two example tools are included – one quantitative and one qualitative – to assist in collecting data to identify and describe girls.

Chapter 2: PROGRAM DESIGN: Shaping the approach. This chapter outlines an approach to designing programs for girls. Steps include identification of a venue or determining whether a venue needs to be created; determining the strategy or method of information/service delivery; suggesting the content. All these steps are based on data generated from girls. In addition, we put forward programming principles to guide development of programs.

Chapter 3: IMPLEMENTATION: Keep your ear to the ground and take a bird’s eye view. The final chapter suggests methods for monitoring implementation of programs that include both closer monitoring of beneficiary and stakeholder perceptions using qualitative techniques, as well as broader examination of patterns and trends in utilization.

Throughout this toolkit, we attempt to keep recommendations simple, practical and do-able. Rather than present long lists of exhaustive information, we prefer to distil the most important recommendations or features needed to promote evidence-based program design for girls in Ethiopia. As such, our recommendations are not exhaustive, but represent basic, good program design and practice in our setting. It is hoped that the toolkit provides programmers with valuable ideas and tools to improve and expand programs for girls in Ethiopia.

The toolkit describes a process of program development that is grounded firmly in an evidence base



CHAPTER 1

RESEARCH: IDENTIFY & DESCRIBE

CHAPTER 1

RESEARCH: IDENTIFY & DESCRIBE

The most relevant, effective and successful programs for girls are usually those that are grounded in the realities of girls, themselves, and drawn from a base of evidence with girls at its center. A program that is truly evidence-based starts with a picture of the girl.

Formative research

Formative research is research conducted during program development to guide program design. Before a project is designed, formative research allows program managers to identify categories of girls or issues in girls' lives that require support, as well as aspects that need to be taken into account in the design of programs. Therefore, formative research can be used as the first building block in program development. While evidence-based program development does require some modest research skills, increasingly organizations do have in-house capacity related to research, monitoring and evaluation.

In this section, we discuss the use of data **to identify categories of girls** for the development of programs. Further, data can be used **describe the situation of girls** you are designing the program for, thus increasing the relevance and effectiveness of program strategies. Whether you are identifying categories of girls to work with, or attempting to understand their situation, some key indicators, or pieces of information on the girls, are useful in the program design process.

Useful indicators

While there are numerous aspects of girls' lives to consider, we recommend focusing on key features that yield the most useful information for program design. Table 1 shows key characteristics of girls' lives and related indicators, that aid in building programs for them, both in identifying groups of girls or describing their circumstances. The list focuses on indicators that are largely from quantitative data sources, usually surveys. Note that this list can be modified, expanded or contracted, depending on the interests of programmers and the availability of data.

Some indicators may be sensitive and cause discomfort to the girl being interviewed, the interviewer, or both. For example, asking very young girls about sexual experience may seem inappropriate in some settings and under some circumstances. In such cases, pretesting questions with a small sample of girls and observing their reaction to the question is advisable. In contrast, it is unwise to make such decisions on your own, without evidence, or an understanding how girls react to such questions in practice. Very often, we make assumptions about the acceptability of questions, without actually understanding how girls, themselves, react to them.

**A program
that is truly
evidence-based
starts with a
picture of the
girl**

Sources of information: Primary & secondary data

Sources of this information may include primary data (data you collect yourself), or secondary data (data that has been collected by others). Re-analysis of secondary data is very cost effective and no data collection costs are involved. However, data collected for other purposes may not contain the variables you are interested in or may be collected outside of your geographic area of interest. Common sources for publicly available secondary data that can be downloaded from the internet are Measure/DHS [www.measuredhs.com] for Demographic and Health Surveys, and the International Food Policy Research Institute (IFPRI) [www.ifpri.org]. Local research institutions and universities may also have datasets that can be re-analyzed, or you may request such organizations to undertake a special analysis of their existing datasets.

Collecting primary data to inform project design can be more costly and require more research expertise in terms of instrument design, interviewing, and data entry. However, collecting primary data allows you to determine the information that is collected and the specific girls from whom data is collected, including their locality. Tool 1.1, at the end of this chapter, is a simple quantitative tool that can be used to collect basic information from girls to inform programming. Of note, when conducting interviews, researchers should pay strict attention to ethical guidelines of conducting research, including informed consent and confidentiality (see *Resources*).

TABLE 1: Key aspects of girls lives and related indicators used in program development

KEY ASPECTS	KEY INDICATORS
Citizenship & registration	<ul style="list-style-type: none">• Percentage with registered birth• Percentage with an identity card (of any type)
Families & living arrangements	<ul style="list-style-type: none">• Percentage living with both parents, one parent or no parents• Percentage who are orphaned• Percentage living in other arrangements (e.g. with husbands, in-laws, employers, etc.)
Schooling	<ul style="list-style-type: none">• Percentage who are in-school• Percentage who started school on time (age 7)• Mean years of educational attainment• Percentage who completed a schooling cycle (primary or secondary)
Social networks, participation & time use	<ul style="list-style-type: none">• Percentage with friends / no friends• Percentage who socialized in the last week, month• Percentage who belong to a club or group• Percentage who visited peer educator, youth center, health facility or religious institution in the last month• Mean hours spent in school, paid work, unpaid work, socializing/recreation, rest
Work, both paid & unpaid	<ul style="list-style-type: none">• Percentage who have ever worked for pay• Type of paid work, hours and wages• Mean hours spent in unpaid domestic or farm work
Sexual activity	<ul style="list-style-type: none">• Percentage who are sexually experienced• Percentage who have had non-consensual sex• Percentage who use condoms and/or other family planning
Partnership, marriage	<ul style="list-style-type: none">• Percentage who have ever been married• Mean age at marriage and percentage that married by age 15 and 18• Percentage who had arranged marriages• Age difference with husband
Childbirth	<ul style="list-style-type: none">• Percentage who have used or want to use family planning• Percentage who have ever given birth• Percentage who received maternity care• Percentage who received skilled birth attendance

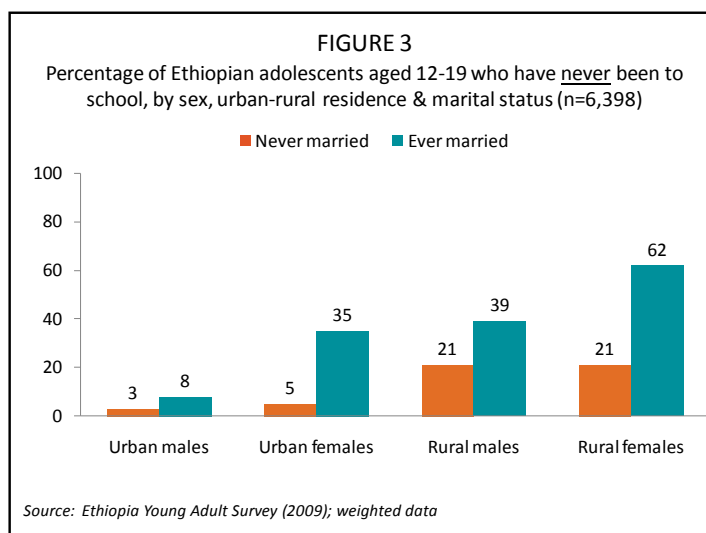
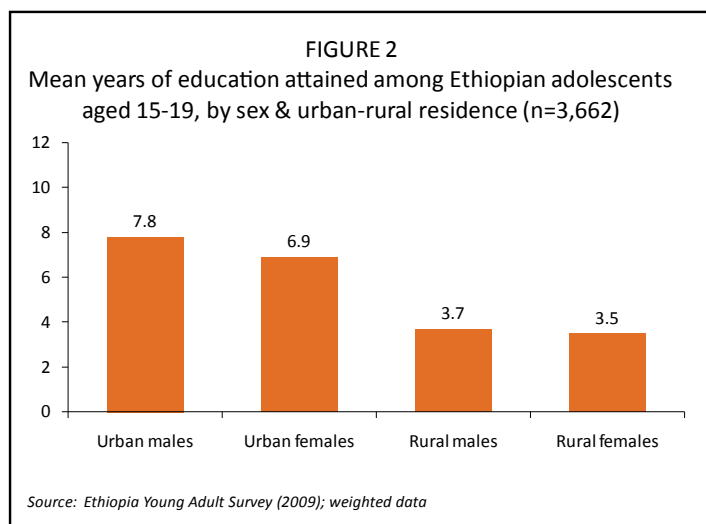
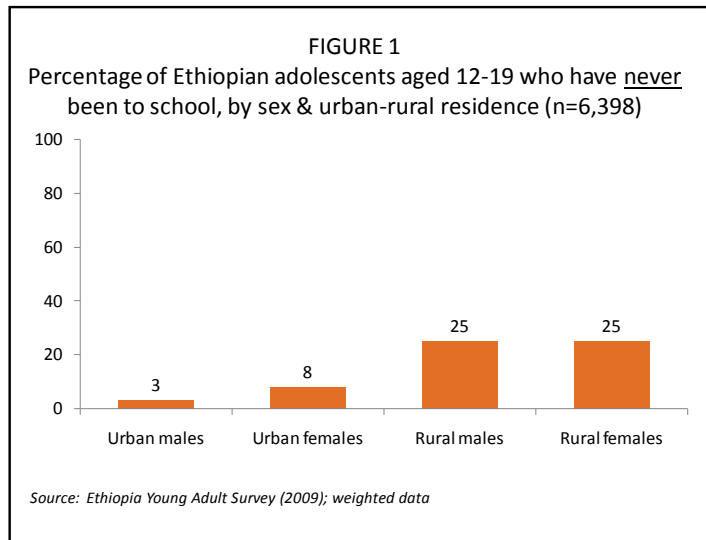
Analysis

Running frequencies or cross-tabulations on variables of interest in Table 1 can highlight groups of girls or their situations that deserve program attention. For example, a population in which a significant percentage of girls have never been to school, or one where only low levels of school attainment are reached, may warrant specific programmatic attention and consideration. Figure 1, 2 & 3 is based on recent data from seven regions in Ethiopia⁶ and is data based on questions similar to those in Tool 1.1. These figures show the percent of young people who have never been to school and the average number of years of schooling they have attained. Figure 1 shows that about a quarter of adolescents in rural areas have never been to school. Figure 2 shows that the overall educational attainment of rural young people are extremely low, less than 4 years, on average. Figure 3 reveals the percent of young people who have never been to school, but breaks down the groups into those who have never been married versus those who have. When representing the data this way, one sees large differences in educational participation between the never married and married adolescents. Such analyses can tell you about the girls, where to find them, and what they need.

Identifying categories of rural girls: What data can tell us

Some organizations have an explicit emphasis on the most disadvantaged girls, while others focus on mainstream youth. Those interested in leadership initiatives may be more likely to focus on relatively elite or advantaged populations, such as university students. In any case, it is important to define your organizational priorities and identify target groups based on them. Data can be used to define and differentiate these groups.

⁶ Erulkar A, Ferede A, Ambelu W, et. al. 2010. "Ethiopia Young Adult Survey: A Study in Seven Regions," Addis Ababa: Population Council and UNFPA, September. Data in this study was collected in urban and rural areas of seven regions: Addis Ababa, Afar, Amhara, Beneshangul Gumuz, Oromiya, SNNPR and Tigray.



Those working with ‘mainstream’ rural youth may chose to work with the in-school population, who are in the majority. The data shows us that an estimated three quarters of rural youth have ever been to school. However, if one were interested in the reaching the ‘typical’ rural mainstream youth, the data further suggests that programs should be designed at the primary and not secondary level, as the majority of rural young people attain only few years of primary education, and never reach secondary school.

Whether or not a young person is the right age for his or her grade (i.e. appropriate age-for-grade) is another important factor to take into consideration. While a majority of rural young people may be at the primary level, many are of secondary school age. One classroom may represent a mix of ages. This could suggest that the content of a program delivered at the primary level must be tailored to the age of the students and consideration should be given to the heterogeneity in the classroom.

Those focusing on the most disadvantaged youth may chose to target young people who have never been to school. A good way of capturing large numbers of such girls, would be to target married adolescent girls, amongst whom an estimated two thirds have never been to school. Table 2 is illustrative and suggests a way of differentiating and operationalizing different target groups of rural girls using three indicators: school status, school attainment and marriage. Note that while there will always be exceptional cases, we suggest that these three indicators are useful in differentiating levels of vulnerability among rural girls in Ethiopia.

TABLE 2: Categorizing girls for programs using education and marriage indicators (illustrative)

CATEGORY OF YOUTH/RURAL GIRL	Educational indicator		Marriage indicator
	School status	School attainment	
Relatively ‘advantaged’ youth	In school	Secondary school	Never married
‘Mainstream’ or average ¹ youth	In school	Primary level	Never married
Vulnerable youth	Never been to school or not in school	No school or few years of schooling	Never married
Most vulnerable youth	Never been to school	No school	Married

¹ Average’ youth refer to those in the majority

Using data to understand your target group

Once a target group has been defined, you can build a picture of the group of girls using data, which is the evidence base. Both survey data and data from qualitative studies are useful in building a picture of the group of girls you want to reach. Collecting and analyzing qualitative data using the traditional research methods can be time-consuming and challenging for program managers. We suggest developing simple tools to highlight key issues in girls' lives that can assist in understanding them and their program needs. In addition, we recommend using rapid individual in-depth interviews, rather than focus groups. In-depth interviews tend to elicit more personal information and situations. Young people in focus groups are often shy to express themselves in front of others and may tend to give normative, or socially acceptable, responses.

Train your interviewers to ask open ended questions and follow up probes, such as, 'tell me more about that,' or 'can you give me an example when that happened to you?' Encourage story telling from the respondent as this often provides the best data to inform programs. If possible, tape record the interview and transcribe the interview, or critical sections of it, verbatim.

Tool 1.2 is an example of questionnaire that could be used in a rapid in-depth interview with girls. The example tool focuses on the experience of schooling. However, the format can be adapted or expanded to include different topics such as relationships, marriage, sexual experience, and paid and unpaid work.

CASE STUDY: Identifying married adolescent girls as a focus of programs

In 2002, the Population Council started to develop programs for adolescents in Ethiopia. Managers knew at the outset that they were interested in developing programs for the most disadvantaged young people. As a result, they selected disadvantaged or poor areas in both urban and well as rural areas to conduct formative research on adolescents. In 2003, surveys were undertaken among adolescent girls and boys in the slum area of Merkato in Addis Ababa and poor rural areas of Amhara Region, the second largest region in Ethiopia.

Managers from the Population Council and the Ministry of Youth and Sports used these surveys to explore who may be among the most vulnerable groups of youth in these areas. They surmised that if a younger adolescent in the 10 to 14 age group was out-of-school, this would probably reflect a young person in a very vulnerable situation. In both rural and urban areas, girls were more likely to be out-of-school than boys. When examining who was the most likely to be out of school, they identified two groups. In rural areas, married adolescents were the most likely to be out of school. In urban areas, rural-urban migrants, many of whom were working in domestic work, were most likely to be out-of-school. Further analysis revealed that both of these groups were extremely socially isolated, with a large proportion reporting having no friends. As a result, the Population Council and the Ministry of Youth and Sports started to develop programs for married adolescent girls and rural-urban migrants/child domestic workers.



CHAPTER 2

PROGRAM DESIGN: SHAPING THE APPROACH

CHAPTER 2

PROGRAM DESIGN: SHAPING THE APPROACH

There are three main components of program design: venue, strategy (or method of delivery), and content. *Venue* refers to the place where the program takes place. *Strategy* (or method of delivery) refers to the modality or activities through which the programmatic content is conveyed. *Content* is the specific messages, information, or skills building that is part of the program. Data can be used to help inform all three of these areas.

Programmatic venue

There are two main strategies to identifying a venue for a girls' program. One strategy is to *establish your program where girls are already found*. This is one of the most popular strategies used in youth programs, generally, and has contributed to the large number of school-based programs for young people. However, some categories of young people are not affiliated with institutions or do not have regular venues that they frequent. In particular, some categories of girls – such as married girls or domestic workers - are rarely found outside of their own homes or places of employment. In these cases, youth programmers are required to *create a new venue for the girls' program*. That many youth were out of school and not easily reached, resulted, in the past, in a significant investment in youth centers. This is an example of creating a venue through which to deliver a program. However, there are likely to be more locally appropriate and sustainable ways of adapting venues than building entirely new ones.

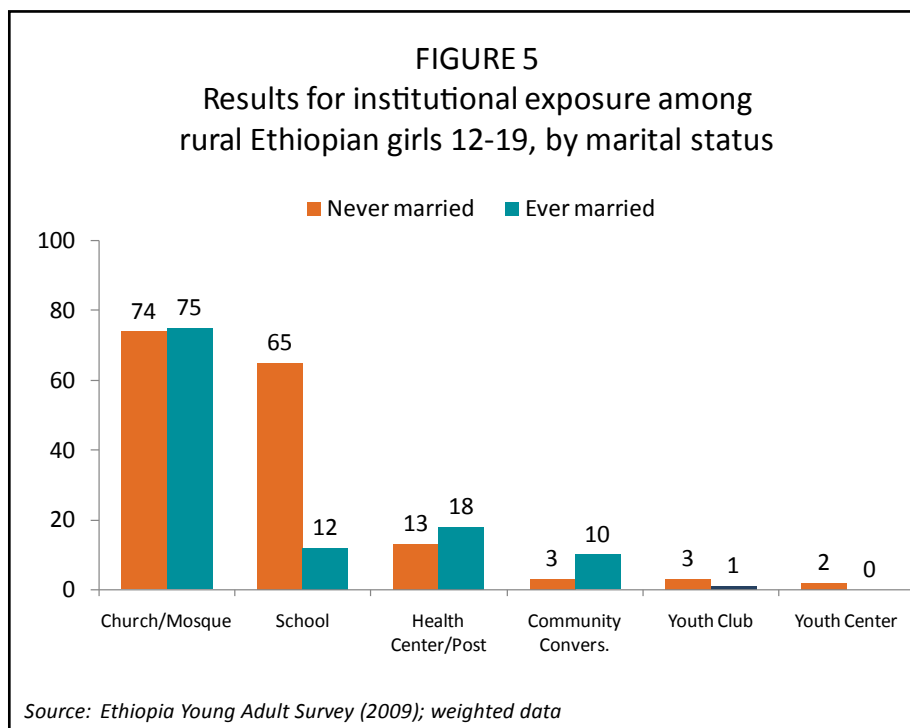
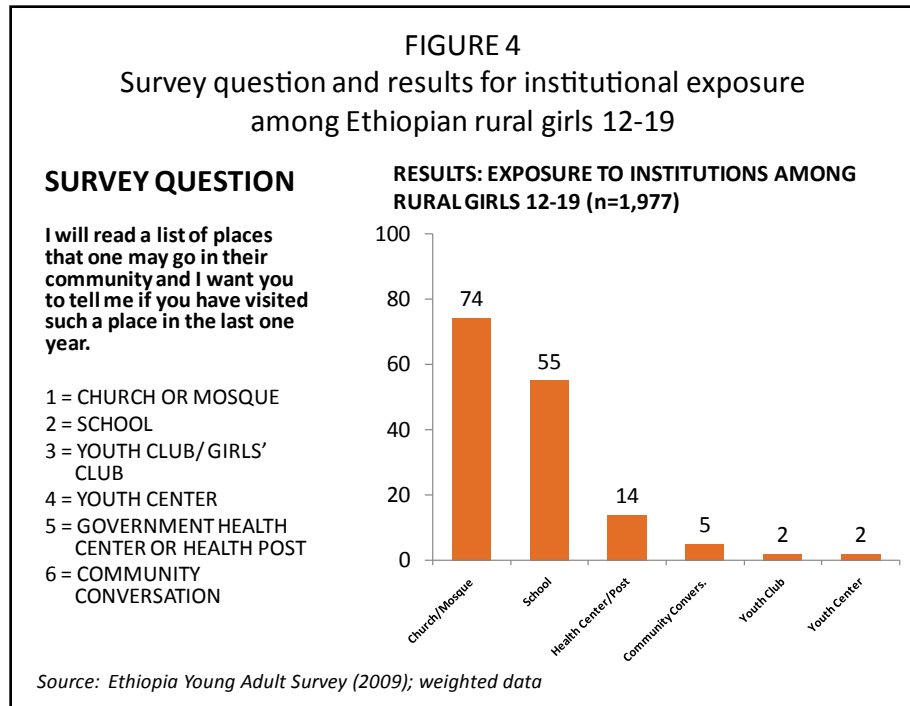
Data can help to determine where girls can be already be found, and whether or not to create new venues for the program. Tool 1.1 includes a question on whether or not the girl has visited religious institutions, youth groups, youth centers or health institutions in the last year. The responses to this question give programmers valuable information to understand possible venues for girls' programs.

Figure 4 shows the results from a recent survey related to rural girls' institutional exposure in the last year.⁷ Programmers who are broadly interested in rural girls in Ethiopia may consider establishing girls' initiatives linked with religious institutions, as three quarters of rural girls were exposed to these venues in the last year, if not the last week. After that, schools 'capture' roughly half of all rural girls. Youth center-based initiatives in rural areas may reach very few girls. In this survey, very few rural girls had been to such a center, likely owing to the distance to these facilities.

⁷Erulkar A, Ferede A, Ambelu W, et. al. 2010. "Ethiopia Young Adult Survey: A Study in Seven Regions," Addis Ababa: Population Council and UNFPA, September. Data in this study was collected in urban and rural areas of seven regions: Addis Ababa, Afar, Amhara, Beneshangul Gumuz, Oromiya, SNNPR and Tigray.

Figure 5 shows the same results related to institutional exposure among rural girls, broken down by marital status. The existing venues or institutional ‘capture points’ are different for married girls versus unmarried girls. For both groups, religious institutions are good places to reach rural girls. Schools will not be effective places to reach married girls, but health institutions or community conversations may be slightly better.

In effect, other than religious institutions and perhaps primary schools, there may be few existing venues or ‘entry points’ through which to reach rural girls with programs. In many rural areas of Ethiopia, venues or platforms will need to be created.



Strategy/ Method of delivery

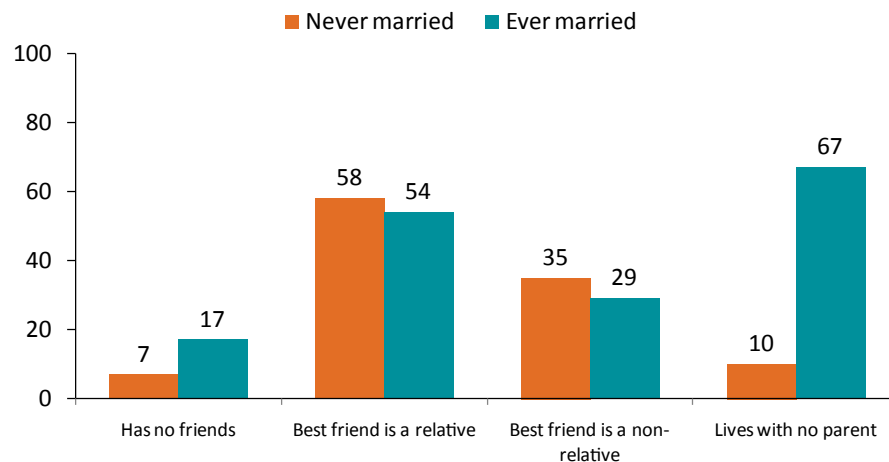
Table 3 shows different examples of program delivery methods or strategies. Media strategies, such as radio or newspaper, are popular delivery methods where there is wide coverage of radio or television or where literate populations have access to newspapers and other print materials. Facilities-based approaches are usually better in urban areas and often require establishment of a new facility or structure. In rural areas, where distance to facilities is a significant issue, facilities-based programming is less feasible (*as seen in Figure 5*). Community-based approaches are probably the best suited to rural areas of Ethiopia, given the significant distances, limited infrastructure, and low coverage of media avenues, such as radios. Only 35 percent of rural girls' homes possess a radio.

The right data can also suggest strategies for delivery of content. As community-based approaches are often most appropriate for rural areas, social network data - such as data related to friendships, social groups or affiliations - is extremely useful in providing program direction. Figure 6 shows data from rural girls on friendship networks and co-residence with parents. The adjoining table illustrates how one may use research findings to determine which community based approach would be most beneficial, based on research results.

TABLE 3: Examples of program strategies

Type of strategy	Strategy	Example of girls' program
Media	Radio	RATSON's community radio broadcast focused on girls' issues. BBC World Service Trust's program "Abu Gida," focusing on issues affecting girls.
	Newspaper	Save Your Generation Ethiopia's (SYGE) monthly newspaper for male and female youth.
Facilities' based approach	Shelter or safe house	OPRIFS shelter for girls who are victims of abuse.
Community based approach	Peer education	Kulich peer educators for girls working in flower farms.
	Individual or group mentoring	PACT's mentoring groups for in- and out-of-school girls, focusing on empowerment, education and livelihoods
	Community conversations	EGLDAM's community conversations on female genital mutilation/cutting, early marriage, abduction, etc.
	Youth groups, clubs or self-help groups	Catholic Relief Services (CRS) girls' groups that acquired land for cultivation. Women Support Associations (WSA) girls' groups for savings and reproductive health education
	Parent-child approaches	WSA organizes family dialogues to discuss issues such as reproductive health, HIV/AIDS, and livelihoods.

FIGURE 6
Using social network data to suggest programmatic strategies for rural Ethiopian girls 12-19



Source: Ethiopia Young Adult Survey (2009); weighted data

Peer education uses friends, or ‘peers’ to reach girls with messages or skills building. The data above show that many girls do not have friends, particularly married girls. Among girls who have friends, the majority have friends within the family, not non-familial peers, as is often assumed. Such findings suggest that the effectiveness, or reach, of peer education in such settings may be limited. The peer education model is premised on the idea that one has non-familial peers; the model works best when young people have wide and diverse social networks with intensive and varied contact with peers. That rural girls have relatively constricted and contained networks, suggests the peer-to-peer model may have limited effectiveness. It also suggests that programs should seek to expand and diversify the peer networks of rural girls.

If peers are not a useful strategy to deliver programs to young girls, who are? One in ten unmarried girls in rural areas of Ethiopia live with no parent and the majority of married girls live away from parents. Regardless of marital status, girls in their teen years need a caring adult in their lives. In addition, in many traditional settings, young girls are generally of relatively low status in their communities, and need an advocate or supporter, of higher status. Thus, the program strategy may include an adult female to play such a role, as well as to act as a potential advocate for girls, whether or not that contact is made through an individual or group setting.

We have used research findings on the social networks of rural girls to evolve a program strategy. The results and implications of the findings suggest a strategy of mentorship with an adult female, giving girls connection to a higher status supporter, in combination with girls’ groups that has the effect of widening their peer networks. Data from specific communities of rural girls can inform program managers if other strategies may be appropriate. For example, in communities where few girls are married early and most still live with their

Research finding	Characteristic reflected or suggested	Programmatic implication	Example of program strategy
<u>FRIENDS</u>			
1. About 1 in 10 rural girls have no friends; 1 in 5 married girls	Social networks for rural girls are focused on family members	Peer education may be ineffective among rural girls who have few friends/peers outside the home	Build girls' peer networks outside the home: Create girls clubs where girls can meet other girls outside their family
2. Among girls with friends, most are within the family			
<u>PARENTS</u>			
3. Most married girls live away from parents	Married girls may lack a caring adult in their lives	Parent-child approaches will not reach married girls & <u>regardless of marital status</u> , girls need a caring adult	Build relationship with a caring adult who can advocate on their behalf: Use mentors rather than peers

parents, parent-child models may be appropriate and effective. Where many girls are in school and may have wider peer networks, girls' groups may be suggested. However, given the low status of girls in many rural communities, stand-alone peer-to-peer approaches may suffer from lack of traction and limited impact on social norms, without some form of affiliation to higher status adults.

CASE STUDY: Using the stature of mentors to break down resistance

'Meserete Hiwot' (Amharic for Basis for Life) is a program in rural Amhara region for ever-married adolescent girls, implemented by the Amhara Regional Bureau of Women, Children and Youth (formerly the Amhara Regional Bureau of Youth and Sports). The program convenes groups of married or divorced adolescent girls led by an adult female mentor. The mentor is a woman recruited from the local community and is frequently a local leader who is well-known in the location.

Married adolescent girls are often strictly controlled by their husbands or in-laws, with some family members limiting her relationships with friends or affiliations to other social groups. However, 'Meserete Hiwot' managers anticipated that using high status mentors, rather than peer educators, would be an effective strategy in convincing resistant families to allow girls to attend meetings. Monitoring studies from 'Meserete Hiwot' reflect the added value of mentors in breaking down barriers to participation:

"[At first] my husband didn't allow me to attend the meeting. Our mentor dealt with my husband and convinced him in private..." (Married girl, North Gondar zone, age 21, no education, one child)

"My mother was not happy. She wanted me to sell liquor rather than attend the meetings. I brought the mentor to convince my mother and also used to tell her about the information we covered during the meetings." (Divorced girl, West Gojjam zone, age 18, 3 years education, no children)

SIMPLE QUESTIONS TO ELICIT STORY-TELLING FROM GIRLS

- Tell me about yourself.
- At what moments or times in your life are you the happiest? What makes you happy?
- When do you feel supported? Who gives you support and what kind of support or advice do they give? Can you give me an example?
- Tell me about a time you wanted or needed support. What happened at that time?
- Tell me about a time when you wanted to express yourself, or say something, but you were too scared to do so. What was happening then? What were you too scared to talk about? Why?
- When do you feel the safest? Can you give me an example of a circumstance when you feel safe?
- Tell me about a time when you felt unsafe or scared. What happened at that time?
- Was there ever a time you were forced to do something you didn't want to, or against your will? Give me an example when that happened to you. What happened at that time?

Content

The content of programs should be determined based on: 1) the requests of girls, 2) the voices of girls, and 3) the professional judgment of specialists. Girls in the program may be asked directly what information or services they would like the program to provide them. Girls, themselves, generate excellent ideas for programmers to consider. At the same time, some suggestions may not be feasible, given project funding or mandates, or even advisable.

The direct requests of girls differ from the 'voices' of girls. The 'voices' of girls are their stories: how girls talk about their lives and their experiences. Having girls narrate their lives and experiences can be a very valuable tool in shaping the content of programs for them. For example, while girls may not directly request assistance to protect them against violence in their lives, their stories may be filled with instances of violence. Using girls' voices requires collecting their stories through qualitative techniques. After stories have been collected, professionals or managers (possibly in collaboration with girls) can distill from these stories the needs of girls that can be fulfilled by a program. The stories of girls can be collected from simple questionnaires such as Tool 1.2 in Chapter One. Such a tool can be modified as needed (*see Text Box "Simple questions to elicit stories from girls to inform content"*).

The stories of girls can give valuable cues about their support needs, information needs or deficiencies in skills, all areas that programs can seek to address. The schematic below suggests how girls narrating their stories and experiences can give programmers important cues, or signals, about areas of program content.

Finally, professional opinion and specialist knowledge are critical in guiding program content. This is because young people may not always know what is best for them emotionally or developmentally. For example, girls who have not been socialized to address adult men, may not know they require skills to do so; girls who lack birth certificates, may not be aware of them in the first place. Below we provide some content areas that may be overlooked by girls and are often not addressed in the more common youth programs that focus on life skills, reproductive health, and HIV/AIDS. Note that we do not highlight programmatic areas that we well covered by existing youth programs in Ethiopia.

GIRLS' VOICE/ STORY

"I fear that people might know about [my period]. I am also scared of leaking on my clothes. I can't run. If I could wear a pad, I could do anything I wanted... When I was at school, if I had an exam, I would tell my teacher about it and will take the exam some other time, or I may get a lower grade compared to the rest of the students. I couldn't exercise; I would walk slowly." Amhara girl, age 17, divorced

ADDITION TO PROGRAM

- Information on menstruation & management
- Provision of materials to manage menstruation, such as locally produced, reusable pads, attached with Velcro

GIRLS' VOICE/ STORY

"When I was going home in the evening, a man from my village asked if he could accompany me. I was too scared to deny his request. Then, when we reached near my village, he unzipped his pants... I ran to a brighter place and shouted, asking him what he is trying to do." Amhara girl, age 18, unmarried

ADDITION TO PROGRAM

- Skills for rural girls to communicate with older people and men
- Awareness-raising on harassment, rape, and coercion

SOME COMMONLY OVERLOOKED PROGRAM CONTENT FOR GIRLS

Girls' citizenship and safety

- Promotion and assistance to get birth certificates and other forms of identification
- Improving girls safety and access to safe spaces
- Awareness raising on resources available in the community or girls' vicinity (e.g. clinics, shelters, legal assistance, law enforcement, etc.)

Educational support

- Support to acquire or provision of school materials & uniforms
- Tutorial support
- Protected time to do homework and not domestic work

Livelihoods & economic empowerment

- Financial literacy, including savings
- Access to safe places to save money
- Promoting and facilitating land ownership

Health, including reproductive health

- Hygiene and nutrition
- Basic health checks, exposing girls to the health system
- Menstruation and menstruation management
- Rape and other forms of sexual coercion
- Power in sexual relationships and intimate partner violence
- Support for victims of violence
- The experience of pregnancy and motherhood

Creativity and self expression

- Recreation & sports
- Visual arts & dance

Programming principles

In designing the venue, strategy and content of programs for rural girls, we recommend adhering to some principles in good programming. Below we outline what we believe to be some of the key principles in program design, especially in developing country settings. These are:

- **Make maximal use of existing infrastructure**
- **Reach a large proportion of girls in your geographic area**
- **Design with a view to sustainability**
- **Sustainable does not mean free: Avoid use of volunteers and pay personnel consistent with similar categories of workers in the local context**
- **Programs should be simple: Avoid complexity**

Make maximal use of existing infrastructure

To the extent possible, we promote using the available infrastructure at the community level, including human resources and facilities, as well as land.⁸ For example, mentorship programs should recruit local women leaders, who know the community and who are most likely to be successful. As well, programmers should use existing structures as meeting spaces, rather than invest in new facilities which will only be accessible to those in the immediate vicinity. Rural areas have the advantage of ample space, and meetings under a tree could, and should, be common. Other potential existing community resources include Youth Associations and Youth Leagues as well religious institutions, that enjoy wide reach in rural areas.

Reach a large proportion of girls in your geographic area

Depending on the program model, most programs should aim to reach a large proportion of girls that are eligible for it, within one's project area. There are two reasons for this. In reaching a large proportion of girls with improvements through programs, you are more likely to make a significant, positive impact at the population-level, rather than a positive impact on just a few, selected girls. Second, this strategy can change the social norms for a generation of girls in the project area. By supporting only selected girls, often such girls become 'outliers' in their communities and leave them. For example, scholarship programs that benefit only a few girls often result in beneficiaries leaving the area for better opportunities, with limited benefit remaining in their community of origin. In contrast, supporting a whole community of girls to gain just two additional years of education, will have long-term impacts on the health and welfare of children and families in that community, for years to come.

Design with a view to sustainability

From the outset of program design, managers should pay attention to design elements that will help them achieve scale and financial sustainability. Therefore, interventions should be costed at the design stage, and calculations of cost per beneficiary should be estimated. Some strategies to increase the likelihood of sustaining a model include using local pay scales, such as government pay scales. We consider government pay scales to reflect the economic reality of the country and using them maximizes the chances for sustaining a program.

⁸Hughes J, McCauley A. 1998. "Improving the fit: Adolescents' Needs and Future Programs for Sexual and Reproductive Health in Developing Countries" *Studies in Family Planning*, 29,2: 233–245.

Most programs should aim to reach a large proportion of girls who are eligible

Making maximal use of existing infrastructure, as described above, is another good strategy to increase the durability of the program.

Sustainable does not mean free: Avoid use of volunteers

We believe that people should be paid a living wage for the work that they do, in particular, poor people. Use of volunteers has been shown to be very costly for programs, especially in terms of training costs.⁹ The quality and continuity of programs suffer when there is high turnover of staff, and non-payment of personnel suggests that their work is not valued or valuable. We believe that support of rural girls is valuable work and, as such, should be paid work, though pay rates should be designed in a practical and feasible manner. Further, paying program personnel is an explicit demonstration of positive livelihoods for girls and women.

Programs should be simple: Avoid complexity

Many program managers find ‘comprehensive’ or ‘holistic’ programs that cover a range of issues very appealing because they seem to respond to the multiple challenges in young lives. As such, it is common to find one organization implementing programs spanning several sectors, such as reproductive health, education and livelihoods. However, complex and multi-component projects are difficult to manage and often of poor quality. In addition, they are extremely difficult to scale up.

Keeping models simple maximizes your chance of maintaining quality and achieving impact. If additional components are required that are outside the organizational expertise, partner with organizations who are better suited to provide these services. For example, many failed livelihoods initiatives have been implemented by reproductive health organizations. Partnering with an experienced and specialized livelihoods organization is recommended rather than attempting program implementation that is beyond the expertise of the organization. Overall, simple program designs tend to be more efficient, more effective and of higher quality than very complex ones.

**Keeping
models simple
maximizes
your chance
of maintaining
quality and
achieving
impact**

⁹Janowitz B, et. al. 2003. “The costs of programmes at selected youth centers in South Africa,” FRONTIERS Report. Washington DC: Population Council.



CHAPTER 3

**IMPLEMENTATION: KEEP YOUR EAR TO THE GROUND
& TAKE A BIRD'S EYE VIEW**

CHAPTER 3

IMPLEMENTATION: KEEP YOUR EAR TO THE GROUND & TAKE A BIRD'S EYE VIEW

Once a girls' program is designed, implementation can begin. In this chapter we suggest and describe simple methods and tools to monitor program implementation. Program monitoring helps managers to 1) **assess fidelity to the model**, or that the program is being implemented as planned, 2) **track the progress and pace of implementation** and compare it to the plan, 3) **make midstream adjustments** depending on a number of factors including: girls' perception and feedback; new aspects that you learn about girls or from the girls you serve; challenges that are faced and opportunities that arise; and patterns of utilization, including under-utilization and over-utilization.

Program managers should recognize that they do not 'have all the answers' about programming for girls. At the outset, assume the program will evolve over time as you learn more about rural girls, the situations they are in, and their interactions with the program. Be open to evolving the model and making adjustments based on what you learn. To maximize learning and achieve effective program evolution, programs should be monitored from a range of perspectives, using a variety of data, not from one perspective, or using one tool.

We recommend a combination of monitoring strategies that both gather information from the grassroots level as well as examine the performance in the aggregate, using both qualitative and quantitative methods. In other words, we suggest a monitoring strategy that simultaneously keeps you ear to the ground, while taking a bird's eye view.

Keep your ear to the ground

Effective program management includes frequent monitoring of programs at the field, or community, level. One will never truly understand how a program is functioning from second-hand reports. Field-level visits are critical and their importance cannot be overstated.

Furthermore, while visiting the program and talking to staff and beneficiaries is very valuable, we also recommend using simple, qualitative monitoring tools during visits, when possible. Tool 3.1 is a simple qualitative tool that can be used for program beneficiaries or other stakeholders. Data can be collected every three to six months, from a limited number of beneficiaries (8 to 12), and stakeholders, as well as program personnel. Therefore, use monitoring visits to your advantage. See what is happening firsthand and, as well, take the opportunity to collect data that will give you another perspective.

Often, the most useful information about how a program is functioning and how to improve it, will come from the questions that elicit information on the weaknesses or faults of the program. For example, questions such as, "What

do you like *least* about the project?” or “How can we improve this program?” Participants’ answers to these questions usually provide the most valuable information for future directions or modifications. However, many girls hesitate to criticize or express negative feelings, and there is a tendency to prioritize politeness, termed by researchers ‘politeness bias.’ At times, it can be difficult for the interviewer to elicit critical responses from program beneficiaries. In these cases, find alternative ways to frame the question so that the beneficiary does not feel they are criticizing the program. For example, you can probe, “You have said that you liked everything about the program. If you were to list the aspects of the program you liked in order, according to how much you liked them— what aspect would be at the top or your list? What would be at the bottom of the list? Why?”

We recommend that, to the extent possible, responses are recorded verbatim, and not summarized by the interviewer. Verbatim responses provide much more nuanced information that can inform programs. Summarized lists of points make it more difficult to glean useful information from what respondents say. In summarizing, the interviewer may leave out important information for program managers. An alternative to writing responses verbatim is to tape record the interview, that can be listened to by program managers. If tape recording is used in the interviews, ensure that your informed consent process includes a request to tape the conversation.

CASE STUDY: Using qualitative monitoring to suggest improvements to the program

Biruh Tesfa (meaning ‘Bright Future’ in Amharic) is a girls’ program in Ethiopia, mobilizing extremely poor, out-of-school girls into groups, led by an adult female mentor. Every six months, program managers use a tool similar to Tool 3.1, to monitor girls’ perceptions and mentors’ experience of the program. At each round, between 10 and 20 girls are interviewed, as well as 5 to 10 mentors. Biruh Tesfa managers use the occasion to explore new areas for expansion or program modification, and modify the questions at each round to elicit different types of information. In one round of monitoring interviews, managers added the following question to the questionnaire for mentors:

QUESTION: ‘What is your experience with disabled girls in the program?’

Mentors’ responses to this question were all very similar and showed the challenges faced by disabled girls. Below is the actual response from one of the Biruh Tesfa mentors.

ANSWER: ‘Once I registered a girl with polio. Her parents were very poor, and she didn’t have a wheelchair or crutches... After coming to the program for a few days, she stopped coming and her parents said she couldn’t come on her own.’ (Addis Ababa mentor)

As a result, Biruh Tesfa managers understood that they needed to devote more attention to increasing the access and participation of girls with disabilities. Ramps were constructed at the meeting places, making them more accessible to girls with disabilities. Funding was set aside to support taxis or accompaniment for girls with disabilities. A new partnership was formed with a local disabilities organization to include disabled mentors and intensify recruitment and support of girls with disabilities.

Take a bird's eye view

Monitoring the program at the field level, including rapid monitoring assessments, as described above, are critical to give an in-depth understanding of how the program is working and how it can be improved. Examining the program in the aggregate – through quantitative means – also gives important information about the program. There are useful tools to track the number of program participants, their demographic profile, and the patterns of their participation or what programmatic inputs they received.

It is strongly advised to record individual participants and their details, rather than just estimating the total number of participants, as many youth programs do. Individual records allow managers to analyze characteristics of participants and patterns of participation among different groups of members.

Tools 3.2 and 3.3 are two types of program tools that can be used to track members. Tool 3.2 is a registration form or intake form. This format collects information on each girl who joins the program. It is filled out only once, upon intake, and allows managers to track the number and profile of project participants. In the clinical setting, this would be comparable to the clinic card which is acquired during the first visit to the facility.

Tool 3.3 is an activity form. It registers the activities or inputs that each girl (recorded in Tool 3.2) received during the program, at each visit, contact or group meeting. It allows project personnel and managers to monitor their own activities, including topics covered, activities and referrals. It also allows managers to see if there are biases in the extent to which topics are covered with different types of beneficiaries. In the clinical setting, this format is similar to a nurse's register where all clients seen are recorded and the diagnosis and treatment described, during each visit to the clinic. It is also akin to a diary, reflecting the daily activities of the program.

Program personnel – whether peer educators, group leaders, or mentors – should complete these forms in duplicate. The program personnel at the field level uses them as a way to track their own activities and numbers of girls reached. At the managerial level, data should be entered and analyzed to examine program performance and patterns of program utilization. At whatever level, the point of using these tools is for program improvement, and not judgment of performance.

We recommend a combination of monitoring strategies that both gather information from the grassroots level as well as examine the performance in the aggregate

Data analysis for program management

Program, or service statistic, data are usually under-utilized. While they may be used for donor reporting or reporting to higher authorities, their full value is often missed. Program managers should develop a culture of data utilization for program monitoring and management. Examination of some simple indicators can give valuable information about program performance (*see Text Box, Useful indicators for monitoring programs*).

Useful indicators for monitoring programs

Performance indicators

- Number of girls recruited per month
- Cumulative number of girls recruited
- Number of girls who drop out of the program
- Number of girls with disabilities recruited in the program
- Number of girls recruited per field staff
- Number of girls attending at least X sessions in the program

Demographic indicators

- Age distribution of girls in the program
- School status: Percent of girls in- or out-of-school
- Educational attainment: Percent distribution of year education
- Percent of girls living with no parents, one parent or two parents
- Percent of girls who are currently married and formerly married

Utilization indicators

- Percent of girls receiving information by topic
- Percent of girls receiving information by topic and marital status
- Percent of girls receiving information by topic and disability status

In figures 7-9, we show how simple frequencies and cross-tabulations of data can be used to give valuable information about programs. Data presented here are based on actual service statistic data from programs for rural girls in Ethiopia.

Figure 7 shows two different ways of presenting participation or enrollment data in one's program. This is based on data from Tool 3.2, the Registration Form. In graph A, the number of girls enrolled in each month of the program is presented, month by month. This presentation allows program implementers and managers to track monthly performance of the program, as well as patterns of performance. For example, the peaks that are witnessed in graph A, every 3 to 5 months, may reflect formation of new girls groups. Where there are declines in recruitment, that may reflect when the existing girls groups are underway, and therefore new recruitment is not taking place to a great extent.

Graph B shows the same data, but cumulative. This is an excellent way for managers to track progress toward a goal or a target. In this example, we display the target of 50,000 married girls in the program. By updating this type of graph on a monthly basis, managers can keep watch on achievement of targets and make corrections as needed where progress toward targets is slow.

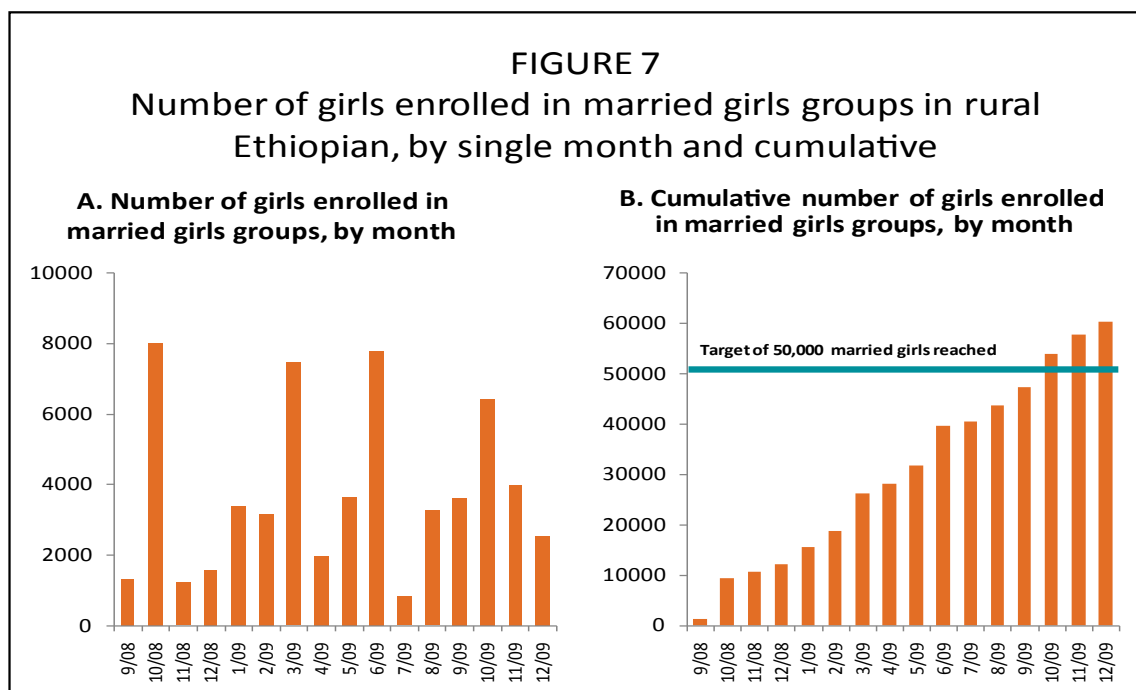


Figure 8 shows further analysis of registration data examining the profile of participants in the married girls' groups. The vast majority of girls in the married girls' groups have never been to school and, among those who have, most have only a few years of primary education (Graph A). This information has implications for program content. For example, one may consider addition of basic education to the content of the program. Also, program managers must ensure that the design of the curriculum does not include reading and writing.

Graph B shows the age distribution of married girls in the program. The distribution is skewed to older girls, particularly girls over the age of 20. This suggests to managers that greater emphasis needs to be placed on recruitment of younger married girls. In addition, mentors of married groups should attempt to get accurate reporting of age from their members, as some younger married girls may hesitate to report themselves as a minor.

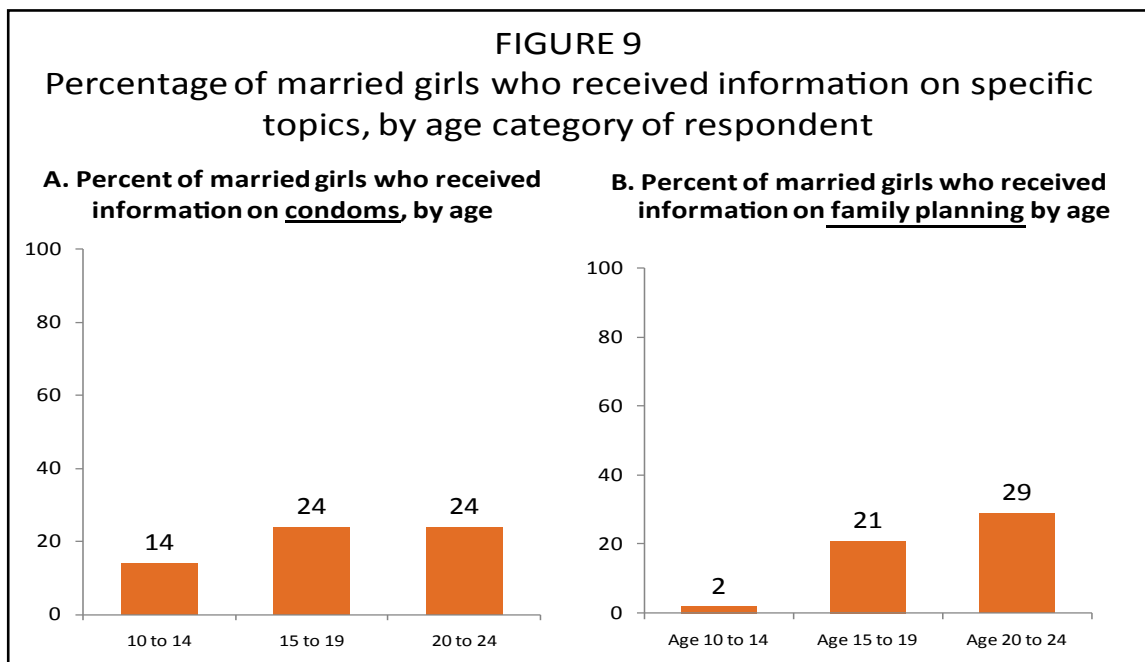
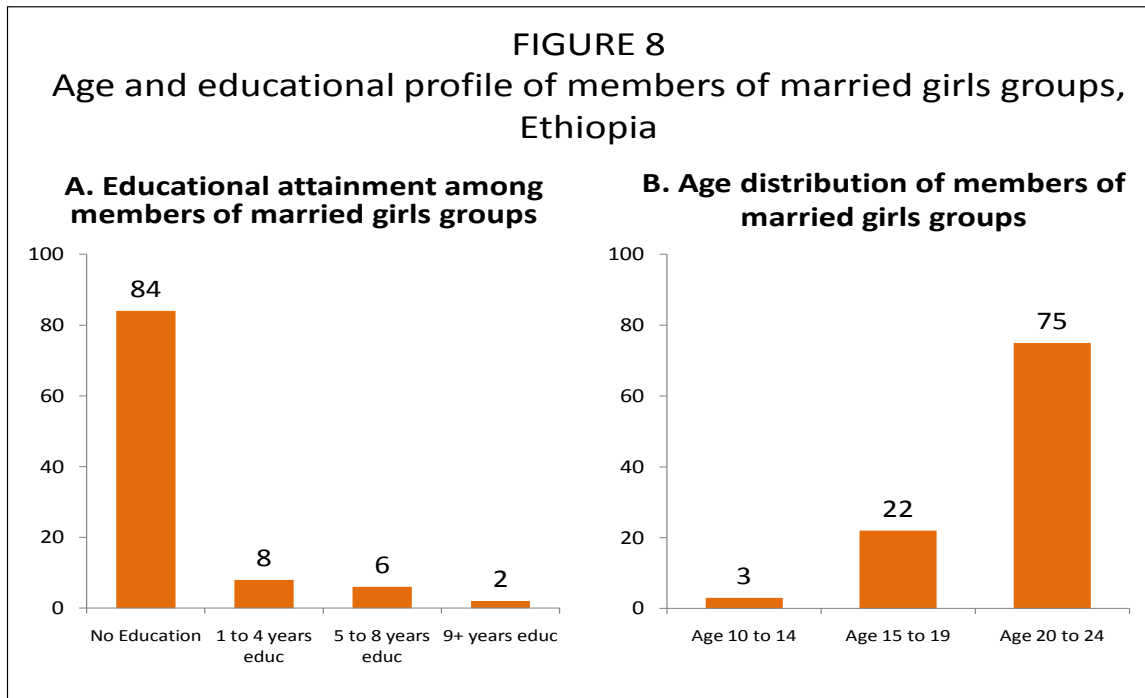


Figure 9 shows further analysis of information received by members of married girls groups, broken down by age group. This is based on analysis of the Activity format (Tool 3.3). The data shows that, at the time the information was reported, less than one third of married girls had received information on condoms or other family planning methods. These data also suggest strong bias against providing younger married girls with such information. While roughly one third of older married girls received information on family planning, very few married girls in the youngest age group received this information. This indicates that managers must aggressively address unconscious biases and preconceptions that group leaders or mentors may have concerning different age groups of married girls. Such data is very valuable in tracking provider bias and avoidance of certain types of content that they may be considered more sensitive by providers.

A note on data quality of service statistics

Service statistic data is completed by service providers, whether they are nurses, peer educators or group leaders. This type of staff rarely have training or much experience in completing forms or questionnaires. Program managers should provide initial and ongoing training to service providers on completion of forms and refresher training is frequently needed. Very often, data collected from service providers is of poor quality and may contain a significant amount of missing information or misapplication of coding systems. While frequent refresher trainings are recommended, even flawed or imperfect data can be used for program management and to tell us about how the program is operating.

A final note on evidence-based programming

A culture of data utilization for program design and monitoring needs to be nurtured for girls' programs as well as for youth programs, generally. Research methods and use of data needs to be de-mystified, and made practical and accessible to managers and program staff. The evidence generated should be actionable and not abstract, providing information of sufficient detail that gives practical and common-sense direction to programs for rural girls. The best way to nurture a culture of data utilization is when managers and program staff see the inherent value in the data and its benefit to the program and to the girls we support in Ethiopia.

Program managers should develop a culture of data utilization for program monitoring and management



RESOURCES FOR GIRLS PROGRAMS

RESOURCES FOR GIRLS PROGRAMS

RESEARCH METHODS

Researching Violence against Women: A Practical Guide for Researchers and Activists; PATH, 2005. 259 pages. A guide created for people planning to conduct research on violence against women in developing countries that outlines ethical challenges faced and tools for collecting quantitative and qualitative data.

<http://www.path.org/files/GBV_rvaw_complete.pdf>

Qualitative

Exploring and Understanding Gender in Education: A Qualitative Research Manual for Education Practitioners and Gender Focal Points; UNESCO Bangkok, 2005. 133 pages. This manual focuses on guiding researchers in conducting qualitative research to promote gender equality in the classroom and other educational institutions.

<http://www.ungei.org/resources/files/Exploring_and_understanding_gender_in_education_UNESCO.pdf>

Qualitative Research for Improved Health Programs: A guide to Manuals for Qualitative and Participatory Research on Child Health, Nutrition and Reproductive Health; Academy for Educational Development (AED), 2004. 194 pages. A manual that provides program managers and researchers with a manuals in specific health topic areas such as malaria, water sanitation, nutrition etc. to aid them in conducting qualitative research.

<http://sara.aed.org/publications/cross_cutting/qualitative/qualitative.pdf>

Qualitative Research Methods: A Data Collector's Field Guide; Family Health International, 2005. 136 pages. A guide for data collectors providing information on participant observation, interviewing, focus groups and data management.

<http://www.fhi.org/NR/rdonlyres/emgox4xpcoyrysqspgy5ww6mq7v4e44etd6toicjyxalhbmk5sdnef7fqlr3q6hlwa_2ttj5524xnb/datacollectorguideenrh.pdf>

Quantitative

Designing HIV Intervention Studies: An Operations Research Handbook; Population Council, 2002. 156 pages. A handbook created to help HIV researchers write an operations research proposal and it also reviews some of the key operations concepts.

<<http://www.popcouncil.org/pdfs/horizons/orhivaidshndbk.pdf>>

Family Planning Operations Research: A Book of Readings; Population Council, 1999. 389 pages. A book that has assembled information on family planning programs and their use of operations research.

<http://www.popcouncil.org/pdfs/frontiers/Capacity_Bldg/FPORReadings.pdf>

Framework for Operations and Implementation Research in Health and Disease Control Programs; The Global Fund, 2009. 72 pages. A primary resource for people planning to conduct operational research with steps of planning, implementation and follow-through.

<<http://www.theglobalfund.org/documents/me/FrameworkForOperationsResearch.pdf>>

Ethics

Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources; Horizons, 2005. 73 pages. The purpose of this manual is to present key ethical issues and provide some practical guidance for maintaining ethical standards in research with children and youth.

<<http://www.popcouncil.org/pdfs/horizons/childrenethics.pdf>>

Research Ethics Training Curriculum, Second Edition; Family Health International, 2009. 444 pages. A curriculum designed for international researchers providing guidelines on the main ethical principles and supplementing it with real case studies.

<<http://www.fhi.org/training/en/RETC2/index.html>>

Research Ethics Training Curriculum for Community Representatives; Family Health International, 2004. 210 pages. A guide for community representatives teaching about the importance of maintaining ethics in research.

<<http://www.fhi.org/NR/rdonlyres/ewedkb4j3cfvtccydnyiw2fo37ol3bjrrcj7l72xg2z6qjs72etjvcvhyhugnm4ghfihxkijum7d/retccrfull.pdf>>

CURRICULA & TOOL KITS

Curricula

Choose a Future: Issues and Options for Adolescent Girls in India; CEDPA, 2003. 304 pages. A guide for facilitators to teach adolescent girls about a wide range of topics such as reproductive health, personal goals, the environment, legal right etc.

<<http://www.cedpa.org>>

It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education; Population Council, 2010. 2 volumes, 187 pages and 280 pages. A manual designed to help instruct adolescents on sexual and reproductive health issues. It consists of 2 volumes with activities and guidelines.

<http://www.popcouncil.org/publications/books/2010_ItsAllOne.asp>

Life Planning Skills: A Curriculum for Young People in Africa; PATH, 2003. 371 pages. A manual for facilitators to help teach youth how to face challenges in life including HIV, drug use, sexuality, etc.

<http://www.path.org/files/HIV-TB_aya_lps_facilitator_bots.pdf>

Sakhi Saheli – Promoting Gender Equity and Empowering Young Women: A Training Manual; Population Council, 2008. 136 pages. The purpose of this manual is to teach young women about their vulnerability to HIV/AIDS by addressing gender norms.

<http://www.popcouncil.org/pdfs/horizons/India_SakhiSaheli_Eng.pdf>

Working with Young Women: Empowerment Rights and Health; Promundo, 2009. 144 pages. A guide for intended for facilitators who are targeting young women 15-24 years, addressing gender inequalities.

<<http://www.promundo.org.br/wp-content/uploads/2010/03/trabalhando-com-mulheres-jovens-ingles.pdf>>

Tool Kits

Adolescent and Sexual Reproductive Health Toolkit for Humanitarian Settings; UNFPA, 2009. 94 pages. This toolkit is created for programmers to assess whether reproductive health programs are adequately meeting youth's needs.

<http://www.unfpa.org/webdav/site/global/shared/documents/publications/2009/adol_toolkit_humanitarian.pdf>

Girls Centered Program Design: A Tool-Kit to Strengthen and Expand Girls Programs; Population Council, 2010. 231 pages. A toolkit designed to teach facilitators how to work with adolescent girls, including topics to cover and how to monitor and evaluate results from these programs.

<http://www.popcouncil.org/pdfs/2010PGY_AdolGirlToolkitComplete.pdf>

Investing When It Counts: Generating the Evidence Base for Policies and Programmes for Very Young Adolescents; Population Council, 2006. 50 pages. This resource focuses on providing evidence for programs and policies designed to reach very young adolescents (ages 10-14).

<<http://www.popcouncil.org/pdfs/InvestingWhenItCounts.pdf>>

RESOURCES ON THE SITUATION OF GIRLS

The Coalition for Adolescent Girls: Poverty Ends with Her. Founded by the United Nations Foundation and the Nike Foundation, the Coalition has been joined by more than 30 leading international organizations, including its founding members, International Center for Research on Women, the Population Council and the International Women's Health Coalition. <<http://www.coalitionforadolescentgirls.org>>

Girls Speak: A New Voice in Global Development; Nike Foundation, 2009. 43 pages. A report for programmers, policy makers and donors outlining the importance of investing in young girls.

<<http://www.nikefoundation.org>>

New Lessons: The Power of Educating Adolescent Girls; Population Council, 2009. 162 pages. A report designed to outline the importance of educating young girls and providing strategies to address their needs.

<http://www.popcouncil.org/pdfs/2009PGY_NewLessons.pdf>

Start with a Girl: A New Agenda for Global Health; Nike Foundation, 2009. 96 pages. A guide giving an agenda for action highlighting the importance of public health for young girls.

<<http://www.nikefoundation.org>>

The Uncharted Passage: Girls' Adolescence in the Developing World; Population Council, 1998. 115 pages. A report focused on helping understand situations faced by adolescent girls in developing countries, and presenting the need for programs for this population. <<http://www.popcouncil.org>>

TOOL 1.1 QUANTITATIVE TOOL TO COLLECT FORMATIVE RESEARCH ON GIRLS

INFORMED CONSENT

Good morning/afternoon. My name is I work with [NAME OF YOUR ORGANIZATION] on a study of girls in Ethiopia. We would like to talk to you about your experiences in this community and in your family/household.

If you agree to participate in the study, I will have a personal interview with you covering questions about yourself and your experiences, opinions and practices. We do not anticipate asking you to spare a substantial amount of time. The interview will take about 30 minutes. You may stop the interview at any time or just skip a question if you want to.

The information you give me will assist to establish and improve programs in this area. A risk to participating in this study is that some of the questions I ask may be very personal or embarrassing to you. On the other hand, the benefit of your participation is that you will contribute useful information to public health managers so they may better provide programs related to girls in Ethiopia.

Your opinions and experiences are important to us. We want you to be honest and truthful in answering our questions. Some of the questions I will ask might be intrusive, personal and perhaps distasteful. Your participation is completely voluntary. You may ask me to stop the discussion if you are uncomfortable, or you may also decline to answer any single question. In case of distasteful questions that you are willing to answer, I do request you to answer honestly, because it is important that I have complete and honest responses to questions.

The interviews/discussions are strictly confidential so your responses will not be shared with anyone. Your name will not appear on this questionnaire or any of my notes or any of the reports. I can answer any questions you may have. If I don't have the information you require, I will tell you so and, if you wish, I will try to get an answer for you.

We have to ask you one or more questions about your age:

1. Are you younger than age 18? Yes (GO TO Q2) No (GO TO Q5)
2. Do you live with a parent or legal guardian? Yes (GO TO Q3) No (GO TO Q5)
3. May we request that your parent or guardian give you permission to participate in this study?
 Yes (GO TO Q4) No (GO TO Q6)
4. If yes, your parents or guardian will not be informed of your study results, and they will remain confidential, and your parent or legal guardian has to read/be read and sign below:

I, the undersigned, am the parent or legal guardian of the person being invited to participate in the study. I have read the informed consent or have had the informed consent read to me, was given an opportunity to clarify any questions I have regarding the study, and I give permission for my child or legal ward to participate in the study.

Signature Date

5. If no, do you feel it is necessary to not inform your parents or legal guardian for your own protection?
 Yes (GO TO Q6) No (END)
6. Do you have any questions? (NOTE THE QUESTIONS) Yes No
7. Are you willing to participate in the study? Yes No

If you have any doubts or questions in future, you may contact the study investigator at [TELEPHONE NUMBER].

I, the undersigned interviewer, have explained to the respondent in a language she understands, and she understands the procedures to be followed in the study and the risks and benefits involved.

Signature Date

Question Number	Question	Response or response codes (Do not read. Fill in response or circle response code)
SECTION ONE: BACKGROUND INFORMATION		
101	How old are you?	____ ____ AGE OF RESPONDENT
102	With whom do you live: both mother and father, mother only, father only, or neither parent?	1 = LIVE WITH BOTH MOTHER AND FATHER 2 = LIVE WITH MOTHER ONLY 3 = LIVE FATHER ONLY 4 = LIVE WITH NEITHER MOTHER NOR FATHER
103	I want to talk about your (biological) parents. Are both of your parents alive, is only your mother alive, is only your father alive, or are both parents no longer living?	1 = BOTH MOTHER AND FATHER ARE ALIVE 2 = MOTHER ONLY ALIVE 3 = FATHER ONLY ALIVE 4 = NEITHER MOTHER NOR FATHER LIVING
104	I would like to talk about the head of your household. What is the relationship of the head of the household to you?	1 = FATHER 2 = MOTHER 3 = GRANDFATHER OR GRANDMOTHER 4 = OTHER RELATIVE (UNCLE, AUNT, SISTER, BROTHER) 5 = HUSBAND 6 = FATHER-IN-LAW OR MOTHER-IN-LAW 7 = OTHER RELATIVE OF HUSBAND 8 = EMPLOYER 9 = SELF / RESPONDENT HERSELF 10 = OTHER (SPECIFY)
105	Do you have any sort of disability?	0 = NO (GO TO Q107) 1 = YES
106	What type of disability do you have?	1 = PHYSICAL 2 = HEARING/AUDITORY 3 = SEEING/VISUAL 4 = INTELLECTUAL 5 = MENTAL 6 = OTHER (SPECIFY)
107	Do you have a birth certificate?	0 = NO 1 = YES
108	Do you have any other form of identity card, such as an official card with your picture and name on it?	0 = NO 1 = YES
SECTION TWO: EDUCATION & LIVELIHOODS		
201	Have you ever been to school?	0 = NO 1 = YES (GO TO Q203)
202	What are the reasons why you never went to school? (MORE THAN ONE RESPONSE IS POSSIBLE. CIRCLE ALL THAT APPLY) GO TO Q207	1 = FAMILY COULD NOT AFFORD/ POVERTY 2 = GOT MARRIED 3 = TOO MANY DOMESTIC DUTIES 4 = SCHOOL TOO FAR/ NO SCHOOL IN VICINITY 5 = PARENTS DO NOT APPROVE/SEE BENEFIT 6 = DEATH/SEPARATION/ILLNESS OF PARENTS 7 = NO SCHOOL PLACES AVAILABLE 8 = NO INTEREST IN SCHOOL 9 = ILLNESS OR DISABILITY 10 = OTHER (SPECIFY)
203	At what age did you start school?	____ ____ AGE STARTED SCHOOL
204	How many years of education have you completed?	____ ____ YEARS OF EDUCATION COMPLETED
205	Are you currently attending school?	0 = NO 1 = YES (GO TO Q207)
206	What are the reasons why you are no longer in school? (MORE THAN ONE RESPONSE IS POSSIBLE. CIRCLE ALL THAT APPLY)	1 = FAMILY COULD NOT AFFORD/ POVERTY 2 = GOT MARRIED 3 = TOO MANY DOMESTIC DUTIES 4 = SCHOOL TOO FAR/ NO SCHOOL IN VICINITY 5 = PARENTS DO NOT APPROVE/SEE BENEFIT 6 = DEATH/SEPARATION/ILLNESS OF PARENTS 7 = NO SCHOOL PLACES AVAILABLE 8 = NO INTEREST IN SCHOOL 9 = ILLNESS OR DISABILITY 10 = OTHER (SPECIFY)
207	Have you ever worked for pay, either in cash or in-kind payment?	0 = NO (GO TO Q212) 1 = YES
208	Are you currently working for pay, whether in cash or in-kind?	0 = NO 1 = YES
209	What is the current or most recent work you have done for which you were paid?	_____ TYPE OF WORK
210	During your last work week, approximately how many hours did you work in this activity?	____ ____ NUMBER OF HOURS

Question Number	Question	Response or response codes (Do not read. Fill in response or circle response code)
211	During your last work week, approximately how much did you earn from your paid work? (IF PAYMENT WAS IN-KIND, ASK RESPONDENT TO ESTIMATE THE VALUE OF IN-KIND PAYMENT)	____ ____ ____ ____ PAYMENT VALUE IN BIRR
212	During your last week, approximately how many hours did you work in unpaid work such as domestic work or unpaid work on the family farm?	____ ____ NUMBER OF HOURS
SECTION THREE: SOCIAL NETWORKS, PARTICIPATION & TIME USE		
301	How many good friends do you have in your community or neighborhood?	____ ____ NUMBER OF FRIENDS IF '0' (GO TO Q303)
302	Have you socialized or chatted with your friends in the last week?	0 = NO 1 = YES
303	Do you belong to a club or group of any kind in your community or neighborhood, such as a youth group, a church group or a girls group?	0 = NO 1 = YES
304	I will read a list of places that one may go in their community and I want you to tell me if you have visited such a place in the last one month. (READ THE LIST. CIRCLE ALL THAT APPLY)	1 = CHURCH OR MOSQUE 2 = YOUTH/GIRLS' GROUP AT CHURCH OR MOSQUE 3 = YOUTH/GIRLS' GROUP OUTSIDE CHURCH OR MOSQUE 4 = YOUTH CENTER 5 = PEER EDUCATION 6 = GOVERNMENT HOSPITAL OR HEALTH CENTER 7 = PRIVATE CLINIC 8 = COMMUNITY MEETING 9 = SAVINGS GROUP/ MERRY-GO-ROUND 10 = COMMUNITY CONVERSATION
305	I want to talk about support and networks in your community. If you needed to borrow money in an emergency, is there someone in your community from whom you could borrow money?	0 = NO 1 = YES
306	If you were thrown out of your house and needed a place to stay, is there someone in your community who would take you in?	0 = NO 1 = YES
SECTION FOUR: SEXUAL EXPERIENCE, MARRIAGE & CHILDBEARING		
401	Have you ever been married or lived with a man as married?	0 = NO (GO TO Q406) 1 = YES
402	How old were you when you first got married?	____ ____ AGE AT FIRST MARRIAGE
403	How old was your spouse when you first got married?	____ ____ AGE OF SPOUSE AT MARRIAGE
404	Was your marriage arranged by your family or chosen by you and your spouse?	1 = ARRANGED 2 = CHOSEN
405	Are you currently married, divorced or separated, or widowed?	1 = CURRENTLY MARRIED 2 = DIVORCED / SEPARATED 3 = WIDOWED
406	Have you ever had sexual intercourse?	0 = NO (END SURVEY) 1 = YES
407	At what age did you first have sex?	____ ____ AGE AT FIRST SEX
408	How old was your first sexual partner when you first had sex?	____ ____ AGE OF FIRST PARTNER
409	When you had sex for the first time, did you want to have sex, not want to have sex, or were you undecided?	1 = WANTED TO HAVE SEX 2 = DID NOT WANT TO HAVE SEX 3 = WAS UNDECIDED ABOUT SEX
410	When you had sex for the first time, were you physically forced or pressured to have sex?	0 = NO 1 = YES, PHYSICALLY FORCED 2 = YES, PRESSURED
411	When you had sex for the first time, were you unmarried, engaged to be married, or married?	1 = UNMARRIED 2 = ENGAGED TO BE MARRIED 3 = MARRIED
412	Which family planning methods have you heard of? (READ THE LIST. CIRCLE ALL THAT APPLY)	1 = INJECTABLE / DEPO 2 = PILLS 3 = CONDOM 4 = IUCD 5 = IMPLANT 6 = OTHER (SPECIFY) 9 = NONE (GO TO Q418)
413	Have you ever used injectables, pills, condoms or another family planning method?	0 = NO (GO TO Q417) 1 = YES

Question Number	Question	Response or response codes (Do not read. Fill in response or circle response code)
414	What family planning method have you ever used? (READ THE LIST. CIRCLE ALL THAT APPLY)	1 = INJECTABLE / DEPO 2 = PILLS 3 = CONDOM 4 = IUCD 5 = IMPLANT 6 = OTHER (SPECIFY)
415	Are you currently using injectables, pills, condoms or another family planning method?	0 = NO (GO TO Q417) 1 = YES
416	What family planning method are you currently using? (READ THE LIST. CIRCLE ALL THAT APPLY) GO TO Q418	1 = INJECTABLE / DEPO 2 = PILLS 3 = CONDOM 4 = IUCD 5 = IMPLANT 6 = OTHER (SPECIFY)
417	What are the reasons that you are not using a family planning method? (MORE THAN ONE RESPONSE IS POSSIBLE. CIRCLE ALL THAT APPLY)	1 = WANT TO GET PREGNANT 2 = CURRENTLY PREGNANT / RECENTLY GAVE BIRTH 3 = PARTNER OPPOSES 4 = RESPONDENT OPPOSES 5 = DO NOT KNOW ABOUT FAMILY PLANNING 6 = DO NOT KNOW WHERE TO OBTAIN FAMILY PLANNING 7 = OTHER (SPECIFY)
418	Have you ever given birth?	0 = NO 1 = YES
419	Have you ever been pregnant?	0 = NO (END SURVEY) 1 = YES
420	Are you currently pregnant?	0 = NO 1 = YES
421	How many children have you given birth to?	____ ____ NUMBER OF CHILDREN
422	How old were you when you first gave birth?	____ ____ AGE AT FIRST BIRTH
423	Did you receive any medical care or health check-ups during your pregnancy?	0 = NO 1 = YES
424	Where did you deliver your first child?	1 = AT HOME 2 = IN BUSH OR FIELD 3 = AT CLINIC 4 = AT HOSPITAL 5 = OTHER (SPECIFY)
425	Who assisted with your first delivery?	1 = NO ONE 2 = MOTHER / MOTHER-IN-LAW 3 = OTHER RELATIVE 4 = TRADITIONAL BIRTH ATTENDANT 5 = HEALTH EXTENSION WORKER 6 = MEDICAL PERSONNEL (DOCTOR, NURSE, CLINICAL OFFICER) 7 = OTHER (SPECIFY)

Thank you very much for participating in this survey.

TOOL 1.2 QUALITATIVE TOOL TO COLLECT FORMATIVE RESEARCH ON GIRLS

INFORMED CONSENT

Good morning/afternoon. My name is I work with [NAME OF YOUR ORGANIZATION] on a study of girls in Ethiopia. We would like to talk to you about your experiences in this community and in your family/household.

If you agree to participate in the study, I will have a personal interview with you covering questions about yourself and your experiences, opinions and practices. We do not anticipate asking you to spare a substantial amount of time. The interview will take about 30 minutes.

The information you give me will assist to establish and improve programs in this area. A risk to participating in this study is that some of the questions I ask may too personal or embarrassing to you. On the other hand, the benefit of your participation is that you will contribute useful information to public health managers so they may better provide programs for girls in Ethiopia.

Your opinions and experiences are important to us. We want you to be honest and truthful in answering our questions. Some of the questions I will ask might be intrusive, personal and perhaps distasteful. Your participation is completely voluntary. You may ask me to stop the discussion if you are uncomfortable, or you may also decline to answer any single question. In case of distasteful questions that you are willing to answer, I do request you to answer honestly, because it is important that I have complete and honest responses to questions.

The interviews/discussions are strictly confidential so your responses will not be shared with anyone. Your name will not appear on this questionnaire or any of my notes or any of the reports. I can answer any questions you may have. If I don't have the information you require, I will tell you so and, if you wish, I will try to get an answer for you.

We have to ask you one or more questions about your age:

1. Are you younger than age 18? Yes (GO TO Q2) No (GO TO Q5)

2. Do you live with a parent or legal guardian? Yes (GO TO Q3) No (GO TO Q5)

3. May we request that your parent or guardian give you permission to participate in this study?
 Yes (GO TO Q4) No (GO TO Q6)

4. If yes, your parents or guardian will not be informed of your study results, and they will remain confidential, and your parent or legal guardian has to read/be read and sign below:

I, the undersigned, am the parent or legal guardian of the person being invited to participate in the study. I have read the informed consent or have had the informed consent read to me, was given an opportunity to clarify any questions I have regarding the study, and I give permission for my child or legal ward to participate in the study.

Signature Date

5. If no, do you feel it is necessary to not inform your parents or legal guardian for your own protection?
 Yes (GO TO Q6) No (END)

6. Do you have any questions? (Note the questions) Yes No

7. Are you willing to participate in the study? Yes No

If you have any doubts or questions in future, you may contact the study investigator at [TELEPHONE NUMBER].

I, the undersigned interviewer, have explained to the respondent in a language she understands, and she understands the procedures to be followed in the study and the risks and benefits involved.

Signature Date

SECTION ONE: BACKGROUND INFORMATION

101	How old are you?	____ ____ AGE OF RESPONDENT
102	With whom do you live: both mother and father, mother only, father only, or neither parent?	1 = LIVE WITH BOTH MOTHER AND FATHER 2 = LIVE WITH MOTHER ONLY 3 = LIVE FATHER ONLY 4 = LIVE WITH NEITHER MOTHER NOR FATHER
103	I want to talk about your (biological) parents. Are both of your parents alive, is only your mother alive, is only your father alive, or are both parents no longer living?	1 = BOTH MOTHER AND FATHER ARE ALIVE 2 = MOTHER ONLY ALIVE 3 = FATHER ONLY ALIVE 4 = NEITHER MOTHER NOR FATHER LIVING
104	Have you ever been to school?	0 = NO (GO TO SECTION TWO) 1 = YES
105	At what age did you start school?	____ ____ AGE STARTED SCHOOL
106	How many years of education have you completed?	____ ____ YEARS OF EDUCATION COMPLETED
107	Are you currently attending school?	0 = NO 1 = YES

SECTION TWO: LIFE HISTORY, FAMILY BACKGROUND & COMMUNITY

201. **Tell me about yourself. You can tell me anything about yourself that would help me to get to know you.** (Possible probes: Where were born? How did you come to live in this place? How do you feel about your community?)

.....

.....

.....

.....

202. **Tell me about your family or who you live with.** (Possible probes: Who do you live with? How did you come to live in this situation? How do you feel about your family/living situation? What do you like best about the family/living situation? What aspects would you like to change or improve? Why?)

.....

.....

.....

.....

203. **Tell me about your community.** (Possible probes: What do you like most about the community? What do you like least about your community? Why? What would you like to change and why?)

.....

.....

.....

.....

204. **I want to talk about times when you feel happiest (or safest) and times when you feel less happy (or less safe). Tell me about what in your life makes you feel happiest. Tell me about times when you feel the safest.** (Possible probes: Can you give me an example of that? Describe the last time you felt extremely happy/safe. What was happening at that time?)

.....

.....

.....

205. **Tell me about what in your life makes you feel unhappy. Tell me about times when you have felt unsafe.** (Possible probes: Can you give me an example of that? Describe the last time you felt extremely unhappy/unsafe. What was happening at that time?)

.....

.....

.....

.....

SECTION THREE: SCHOOLING

301. **I would like to talk about schooling. Tell me about your experience with schooling.** (If respondent has never been to school, ask about reasons for not attending). (Possible probes: What did you like the most about your school? What did you like the least? Why? Can you give me an example of the last time you did not like something? How did you get to school? How long did it take to reach the school?)

.....

.....

.....

.....

302. **Tell me about the teachers at your school. Tell me about a teacher you really liked and what it was you liked about him/her. Tell me about a teacher who you liked less. What did you not like about him/her?** (Possible probes: Can you give me an example. Can you tell me about a time the teacher made you not like him/her?)

.....

.....

.....

.....

303. **I would like to talk about the atmosphere at your school, including the classroom, the playground and the other students. Thinking about the atmosphere and the other students at you school, what do you like the best? When are you happiest?** (Possible probes: What do you like about the other students? What do you like about the playground or common area? What do you like to do most?)

.....

.....

.....

304. **Thinking about the atmosphere and the other students at you school, what do you like the least? When do you feel unhappy or unsafe?** (Possible probes: Do you experience teasing? Tell me about a time you were teased. Do you ever feel threatened? Tell me about a time you felt threatened.)

.....

.....

.....

.....

305. **Tell me about your performance in school.** (Possible probes: Do/did you do well, or could you have done better? What prevented you from doing better? What would have to change to allow you to do better? Can you give me an example of that? Can you give me an example of a time when you did not get a good grade and how that came about?)

.....

.....

.....

306. **Tell me about the time you left school or when you thought you might have to leave school. Was there ever such a time. What happened around that time?** (Possible probes: Why were you made to leave? What brought about the possibility of your leaving? Who was involved in the situation at that time? How did you feel about it?)

.....

.....

.....

307. **Is there anything else you would like to tell me about your experience at school or in your life, generally, that we have not talked about? Tell me about any other issue or aspect of school or your life that is important to you.**

.....

.....

.....

Thank you very much for participating in this interview.

TOOL 3.1: QUALITATIVE TOOL TO COLLECT FEEDBACK ON PROGRAM FROM GIRLS

NOTE TO DATA COLLECTOR: PLEASE INSERT INFORMED CONSENT (SEE TOOL 1.2 FOR EXAMPLE)

SECTION ONE: BACKGROUND INFORMATION		
101	How old are you?	____ ____ AGE OF RESPONDENT
102	With whom do you live: both mother and father, mother only, father only, or neither parent?	1 = LIVE WITH BOTH MOTHER AND FATHER 2 = LIVE WITH MOTHER ONLY 3 = LIVE FATHER ONLY 4 = NEITHER MOTHER NOR FATHER (SPECIFY WITH WHOM)
103	I want to talk about your (biological) parents. Are both of your parents alive, is only your mother alive, is only your father alive, or are both parents no longer living?	1 = BOTH MOTHER AND FATHER ARE ALIVE 2 = MOTHER ONLY ALIVE 3 = FATHER ONLY ALIVE 4 = NEITHER MOTHER NOR FATHER LIVING
104	Have you ever been to school?	0 = NO (GO TO Q106) 1 = YES
105	How many years of education have you completed?	____ ____ YEARS OF EDUCATION COMPLETED
106	In what month and year did you join the program?	____ ____ MONTH ____ ____ ____ ____ YEAR
107	What part of the program are you participating in? (READ THE LIST. CIRCLE ALL THE APPLY)	(TAILOR THIS SECTION TO YOUR ORGANIZATION'S PROGRAM) 1 = MENTORING SESSIONS 2 = COMMUNITY CONVERSATIONS 3 = SELF-HELP GROUPS 4 = TUTORIAL SUPPORT 5 = OTHER (SPECIFY)

SECTION TWO: PROGRAM EXPERIENCE

201. **How did you first learn about the [NAME OF PROGRAM].** (Possible probes: What did you think about it? How did people talk about it?)

.....

.....

.....

.....

202. **Tell me about your participation in the program. What activities do you take part in?** (Possible probes: How often do you participate? What have you learned in the program? How do you feel about the program?)

.....

.....

.....

.....

203. **Tell me about the [MENTOR/PEER EDUCATOR/GROUP LEADER/OTHER PROJECT PERSONNEL].** (Possible probes: What do they do in the program? How do you feel about them? How have they helped you?)

.....

.....

.....

.....

204. I want to talk about the timing and location of the program. Are these aspects convenient for you or is there anything you would change? What do you think of the meeting space? Tell me about what you would change if you could. (Possible probes: Is there anything you would like to change? What would you change? How would you change it?)

.....

.....

.....

.....

205. How do your parents/guardians feel about the program? What do they say about it? What do people in your community say about the program? (Possible probes: Has there been a time they did not want you to go to the program? What happened at that time?)

.....

.....

.....

.....

SECTION THREE: PERCEPTIONS & SUGGESTIONS FOR IMPROVEMENT

301. I would like you to think about all the different aspects of the [NAME OF PROGRAM], including what you learn, what activities you do, the [MENTOR/PEER EDUCATOR/GROUP LEADER/OTHER PROJECT PERSONNEL] and your interaction with other girls. What do you like most about the program? (Possible probes: Why do you like this aspect the most? Can you give me an example? Tell me about the time you enjoyed yourself the most at a session. What happened at that time?)

.....

.....

.....

.....

302. Again, thinking about all the different aspects of the program, what do you like least about it? What areas would you like to improve about it? (Possible probes: Why do you like this aspect the least? Can you give me an example? Tell me about a time you were not as happy or would have liked to change something in the program. What happened at that time?)

.....

.....

.....

.....

303. On which topics or areas would you like more information? What kind of information would you like? (Possible probes: Why do you feel you need more information? Can you give me an example? What about skills? Are there any additional skills you feel you need? Tell me about why the skills are important to you.)

.....

.....

.....

.....

304. **Please give me ideas for how we could improve the program. What changes or improvements would you like to see?**
(Possible probes: What additional information would you like? What activities would you like? How would you change the way your [MENTOR/PEER EDUCATOR/GROUP LEADER/OTHER PROJECT PERSONNEL] acts?)

.....

.....

.....

.....

305. **I want you to think about the other girls in your community. Are there girls in your community who want to come to the program but do not? What are the reasons they don't join the program?** (Possible probes: Can you give me an example of a girl who wants to come but cannot. Tell me about her situation and why she doesn't come.)

.....

.....

.....

.....

306. **Tell me about anything else you think I should know about the program in order to improve it for you and other girls in the area. Feel free to tell me anything you would like me to know.**

.....

.....

Thank you very much for participating in this interview.



