Acknowledgements

This report was written by Rebecca Calder. Thank you to Kristen Wolf and Veronica Torres, who provided inspiration at the early stages of guide development. Huge appreciation to all of the excellent SPRING researchers in Pakistan, Nepal, Bangladesh, Myanmar, Ethiopia, Kenya, Uganda, Rwanda and Tanzania who tested and helped to refine this guide; their insights were invaluable. We also thank Jon Paxman for editing, Caelin Robinson for designing and Alasdair Deas for proofreading the report.
## CONTENTS

1 SPRING’S GIRL RESEARCH GUIDE: AN OVERVIEW .............................................................. 5
   1.1 About SPRING ........................................................................................................ 5
   1.2 Introduction to this guide ..................................................................................... 5

2 BACKGROUND TO SPRING’S GIRL LANDSCAPING RESEARCH .......................................................... 7
   2.1 Goal, purpose and objectives ................................................................................. 7
   2.2 Research approach and adaptation ....................................................................... 7

3 SPRING GIRL RESEARCH PRINCIPLES AND PRACTICE .......................................................... 10
   3.1 Rigour and ethics in SPRING’s girl landscaping research .................................... 10
   3.2 Research design and preparation ........................................................................ 11
   3.3 Research execution ............................................................................................... 12
   3.4 Synthesis and analysis ......................................................................................... 14

4 SPRING GIRL RESEARCH ACTIVITIES: OVERVIEW .......................................................... 16
   4.1 Deep dive case studies ......................................................................................... 16
   4.2 Participatory tools ............................................................................................... 18
   4.3 Discussion guides ............................................................................................... 30

ANNEX A RESEARCH ADAPTATIONS ................................................................................. 39
   Cohort 1 .................................................................................................................. 39
   Cohort 2 .................................................................................................................. 39
   Cohort 3 .................................................................................................................. 39
   Cohort 4 .................................................................................................................. 39
   Girl module Bootcamps ........................................................................................... 39

ANNEX B DEEP DIVE CASE STUDY GUIDING QUESTIONS .................................................. 41
   Environment ............................................................................................................ 41
   Money (cash and assets) ........................................................................................... 41
   Friendships and support systems ............................................................................ 42
   Safety ....................................................................................................................... 42
   Education and learning ............................................................................................ 42
   Change ...................................................................................................................... 42
   Multi-generational discussions ............................................................................... 42

REFERENCES ................................................................................................................ 44
BOXES, FIGURES, TABLES AND PHOTOS

BOXES

Box 1 Examples of how research insights in Myanmar influenced solutions 9
Box 2 Ethical challenges in research 11

FIGURES

Figure 1 Typical girl research timeline 9

TABLES

Table 1 Research programme adaptations across the SPRING cohorts 8

PHOTOS

Photo 1 Participatory tool: what is it like to be a girl? 18
Photo 2 An example of a river of dreams 20
Photo 3 Source and use exercise 22
Photo 4 Example of a social map drawn on index cards (not paper) 25
Photo 5 Scoring using dried beans 27
Photo 6 Venn/bubble diagram exercise 28
1 SPRING’S GIRL RESEARCH GUIDE: AN OVERVIEW

1.1 About SPRING

SPRING is a unique accelerator programme for social impact ventures. It uses human-centred design to create innovative products and services with a social purpose: to benefit the lives of adolescent girls aged 10–19 across East Africa and South Asia. SPRING is a five-year programme backed by the UK’s Department for International Development (DFID), USAID and the Australian Department of Foreign Affairs and Trade (DFAT) and is delivered by a consortium of partners, including Palladium, fuseproject, Growth Africa and African Entrepreneur Collective.

SPRING runs nine-month accelerators with cohorts of up to 20 companies at a time. We work with businesses with scale potential and ambition or established non-profit organisations that are committed to commercial innovation. They receive world-class support through human-centred design, research, investment readiness, prototype development, and monitoring and evaluation. So far, SPRING has run accelerator programmes for four cohorts of businesses: Cohort 1 included businesses from Kenya, Rwanda and Uganda and concluded in March 2016; Cohort 2 included businesses from Bangladesh, Nepal and Pakistan and concluded in June 2017; Cohort 3 included businesses from Ethiopia, Kenya, Rwanda, Tanzania and Uganda and concluded in February 2018; Cohort 4 included businesses from Bangladesh, Myanmar, Nepal and Pakistan and concluded in December 2018.

More information can be found on the SPRING website: www.springaccelerator.org

1.2 Introduction to this guide

This guide provides a detailed explanation of how to conduct research into the lives and experiences of girls in our target regions. It is based on SPRING’s experience of conducting girl landscaping research across South Asia and East Africa. Girl landscaping is a process that explores the lives adolescent girls’ in their specific local contexts in order to design a curriculum that supports businesses to better understand girls as their ‘target market’ so that they can design better products, services and opportunities to positively impact them. It is our intention that the methods presented here can be used and adapted by others who are conducting research with girls in both academic and development settings, and by businesses that would like to develop and test innovations tailored to girls’ needs in their particular markets. Evidence generated can be utilised to inform programme or policy design, monitoring and evaluation.
Section 2 presents the background to and an overview of the research, including goal, purpose and objectives, and how SPRING’s research on girls as end users, differed between cohorts. Section 3 presents a description of the SPRING girl research process, covering the design and preparation, research execution, and synthesis and analysis phases. We discuss the important twin pillars of research rigour and ethics, as without rigorous and ethical practice, the tools we present in the following section will be ineffective at best, and harmful at worst. In Section 4 we present a set of participatory tools and exercises that have been used with more than 1,000 girls and hundreds of parents. Some of these are relatively common participatory activities but adapted for use with girls, while others are more original.
2 BACKGROUND TO SPRING’S GIRL LANDSCAPING RESEARCH

2.1 Goal, purpose and objectives

The goal of SPRING’s girl landscaping research was to gain a better understanding of the lives of girls in their specific contexts, paying particular attention to SPRING’s areas of focus: earning, learning, saving, safety and well-being.

The purpose of the research was to ensure that programme implementation was informed by the most robust and up-to-date evidence on adolescent girls’ lives in our focus countries.

The two main objectives of the girl landscaping research were:

- to generate information that, together with secondary data, could help the SPRING team design a curriculum to help businesses to improve their understanding of girls as their ‘target market’
- to provide SPRING-supported businesses with insights into the day-to-day lives of girls, so they can design better products, services and opportunities, thereby bringing about meaningful positive change in the lives of many adolescent girls.

2.2 Research approach and adaptation

While the aims of girl research have remained consistent throughout SPRING, we continuously adapted our research approach based on learning from previous cohorts and expected upcoming cohort needs. We tried as much as possible to build on previous work to ensure good value for money, but also to be experimental in our approach, testing out new ways of generating and communicating girl research findings to businesses, in order to continue refining what works. Table 1 provides a snapshot of the adaptations to the girl research programme across the four cohorts. Annex A discusses these adaptations in more detail. A blog accompanying this guide on how SPRING’s qualitative research has contributed to the ‘doing development differently’ (DDD) manifesto can be found on the SPRING website.

As can be seen from Table 1, each of the four rounds of SPRING’s girl landscaping research started with a literature review. Secondary research was necessary to give us a better understanding of girls’ lives in SPRING’s focus countries, covering social norms, education, nutrition and health.
care, safety and well-being, livelihoods and economic opportunities. This enabled us to identify the businesses that would be the best fit for each cohort – those businesses that could best offer products and services capitalising on the opportunities and addressing the key constraints. It also enabled us to design primary research to fill gaps in the secondary research findings, and to get more granular on certain issues.

Table 1 Research programme adaptations across the SPRING cohorts

<table>
<thead>
<tr>
<th>Programme adaptation</th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Cohort 3</th>
<th>Cohort 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full secondary research: literature review</strong></td>
<td>Bangladesh, Nepal, Pakistan</td>
<td>Ethiopia, Tanzania</td>
<td>Myanmar</td>
<td></td>
</tr>
<tr>
<td><strong>Partial secondary research</strong></td>
<td>Kenya, Rwanda, Uganda</td>
<td>Kenya, Rwanda, Uganda</td>
<td>Bangladesh, Nepal, Pakistan</td>
<td></td>
</tr>
<tr>
<td><strong>Full primary qualitative research</strong></td>
<td>Bangladesh, Nepal, Pakistan</td>
<td></td>
<td>Myanmar</td>
<td></td>
</tr>
<tr>
<td><strong>‘Light touch’ primary qualitative research</strong></td>
<td>Kenya, Uganda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Rwanda primary research was previously conducted under a separate Nike Foundation grant)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sectoral/issue-based primary qualitative research</strong></td>
<td>Ethiopia, Kenya, Rwanda, Uganda, Tanzania</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Girl module, Bootcamp</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/4 day module on insights from research</td>
<td>All businesses</td>
<td>All businesses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/2 day module on insights from research</td>
<td></td>
<td>All businesses</td>
<td>All businesses</td>
<td></td>
</tr>
<tr>
<td>2 hour sector modules</td>
<td></td>
<td>Businesses from all five countries in ‘sector groupings’</td>
<td>Businesses working in any sector in ‘country groupings’</td>
<td></td>
</tr>
<tr>
<td>3 hour country modules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 hour girl safeguarding module with business safeguarding plan development</td>
<td>All businesses</td>
<td>All businesses</td>
<td>All businesses</td>
<td>All businesses</td>
</tr>
</tbody>
</table>
SPRING learning products from secondary research included sector briefings (forthcoming) in South Asia and East Africa for the following sectors: education, health, nutrition, WASH (water, sanitation, hygiene), energy, digital/ICT and agriculture.

The literature review was followed by primary research design, data collection and analysis, and then by synthesising secondary and primary research findings to produce a number of outputs. A timeline indicating the duration of each stage of the research is presented in Figure 1. Each stage is discussed in more detail in Section 3.

First, we used combined primary and secondary analyses as an input to SPRING Bootcamps, which were held regionally for each of the four cohorts. Each Bootcamp kicked off with a ‘girl day’, when businesses gained insights about adolescent girls in their countries of operation, which served as a foundation for solution development and further prototyping. Box 1 presents examples of how insights from the primary research influenced the identification and evolution of solutions for SPRING Myanmar businesses.

Second, in addition to this internal (Bootcamp) product, primary and secondary sources were used to produce four country-level girl landscaping reports, for Pakistan, Bangladesh, Nepal and Myanmar.

---

Box 1 Examples of how research insights in Myanmar influenced solutions

**Insight:** The research revealed a strongly dependent and sometimes harmful relationship between mothers and daughters. Girls eagerly seek their mother’s advice and trust it over all others’, but mothers knowingly provide misinformation to their daughters on crucial matters such as safety and menstruation. There is a prevalent belief among mothers that ‘if they don’t know about it, it won’t harm them’.

**Business response:** Targeting of mothers with information and support as gatekeepers.

**Insight:** A high level of fear and misinformation around safety (rape, trafficking, etc.) came out very strongly in the research – there is even a belief among girls that they are in danger of being trafficked my men who can put them into a ‘zombie trance’ simply by touching them in the street.

**Business response:** Focusing much more on the communication of reliable information to girls, and countering specific, widely held myths and misperceptions.

---

1 This stage included obtaining in-country research permission, recruiting and training researchers, and mobilising participants. The length of time this stage takes should not be under-estimated.
3 SPRING GIRL RESEARCH PRINCIPLES AND PRACTICE

3.1 Rigour and ethics in SPRING’s girl landscaping research

Rigour and ethics are twin pillars of research effectiveness. As a concept, rigour is perhaps best thought of in terms of the quality of the research process; a more rigorous research process will result in findings that have more integrity, and that are more trustworthy, valid, plausible and credible (Given, 2008). There are a number of features that are thought to define rigour in qualitative research (which differ from those found in quantitative research). In this section, we outline these features and some of the ways in which SPRING attempted to maximise them throughout the research process.

While rigour is uniformly important across all types of research and research populations, ethical standards are particularly important for working with vulnerable groups, such as girls. We have therefore placed an extremely strong emphasis on research ethics in SPRING’s girl landscaping research. There are a number of different ethical principles that should inform research. We relied largely on the ‘principles of ethical research’ framework of the Australian Council for International Development (ACFID, 2017):

1. Respect for human beings. This is an important overarching principle, and requires a commitment to participant welfare over and above research goals. Respect also requires prior contextual knowledge, and due regard for the culture, values, customs, beliefs and practices of those involved in research. It also requires significant reflexivity, and mindfulness of differences in values and culture between researchers and participants. Informed consent is fundamental to upholding the principle of respect, giving a research participant the choice to voluntarily participate in the research process.

2. Beneficence and non-maleficence. This means that the research must be of value to participants, to their community, or country, or to development practice more broadly, and be designed to minimise risks, and that participants must be informed of the potential benefits and risks of the research. Research should be empowering to girls (and their parents) and support full, respectful participation. It also means that the research must ‘do no harm’, which includes causing discomfort, embarrassment, intrusion, devaluation of worth, unmet expectations, distress and trauma. We carefully considered the risks before, during and after research.
Research merit and integrity. This means the research demonstrates alignment between aims, questions and methodology, and that these are appropriate to the research context. It also means that the research team is suitable and competent (having as a minimum a foundational knowledge of the culture, political situation, history and values in the relevant country and local context, but ideally including adequately experienced local researchers with appropriate language and cultural understanding). There must be a commitment to a genuine search for knowledge and understanding, following recognised principles of honest research conduct.

Justice. This principle is generally described in relation to equity. Equity includes: a fair process for recruitment of research participants; no unfair burden of participation on particular groups; and fair distribution of and access to the benefits of participation in research. This principle involves treating all participants with dignity, regardless of gender, age, race, ethnicity, ability, religion and culture, and requires researcher cognisance of existing power relations, so that broader principles of human rights and justice can be upheld. It also involves ensuring that all relevant social groups are actively included in research and that attempts are made to avoid further marginalisation, discrimination and exclusion of under-represented social groups.

The next section provides a summary overview of how we applied principles of rigour and ethics in practice, during the design and preparation, research execution and synthesis and analysis phases.²

Box 2 Ethical challenges in research

Research conducted in developing countries, and particularly in relation to development practice, raises distinct ethical, moral and political issues and dilemmas. These arise due to current and historical disparities in wealth, power, access to information, political interest and status. The potential for trust and power imbalances to exist between researchers and participants is heightened (particularly when research is linked to aid policy and program decisions), and unintended negative consequences are a potential outcome. For instance, it is possible to reinforce existing unjust social relationships, to generate conflict or to put participants at risk. Beyond this, when researchers originate from countries other than that in which research takes place, complex cross-cultural issues arise. Differences in culture, norms and values create challenges for both researchers and participants that must be carefully negotiated.

Source: ACFID, 2017

3.2 Research design and preparation

In each country where we conducted research, SPRING recruited experienced local qualitative researchers. The recruitment criteria included the following:

- Previous experience of conducting qualitative research (in some contexts, experience of the specific research methods to be deployed, e.g. participatory approaches or focus group discussions)
- Good knowledge of the issues to be researched (e.g. sexual and reproductive health, economic empowerment)
- Previous work and/or living experience in the target research locations

² Rigour and ethics are also relevant in the reporting and communication phase, and in data storage, but we do not discuss these here.
Researchers participated in a collaborative and generative three-day training workshop, which consisted of the following components:

- **Context setting.** This started with a brief presentation on SPRING, but the bulk of the session focused on sharing insights on adolescent girls, and discussing key aspects of the local context, including local social relations and power dynamics relating to gender, caste, language, ethnicity and age.

- **Qualitative and participatory research refresher.** This refresher included exercises on reflexivity, where researchers worked to interrogate their own and other team members’ biases and blind spots; discussions on researchers’ perceived role, motives and power, how this might influence the research process and results, and ways to mitigate this; and exercises on good practice for facilitating focus groups, conducting participant observation and using participatory tools.

- **Tool familiarisation.** This focused on introducing researchers to the specific research tools that we would be using, modifying these where necessary to suit local contexts and to build on researchers’ previous experience.

- **Recording data.** Here we focused on how to record experiences, conversations, observations and reflections faithfully and accurately through use of note taking, audio, video and photography. We also agreed protocols for maintaining privacy and confidentiality.

- **Sampling and research ethics.** This session focused on selecting research sites, developing research participant profiles, agreeing community entry and research participant recruitment ethics and protocols, and discussing researcher safety issues and protocols.

- **Child protection and girl safeguarding.** While discussions of ethical issues were woven throughout the entire training workshop, a separate mini-workshop on child protection and girl safeguarding was also held. This included a presentation on the ‘risk context’ of adolescent girls in research locations, discussions on a broad range of safeguarding issues, a number of scenario-based exercises to better equip researchers to handle a range of safeguarding issues, familiarisation with response and reporting protocols, and the identification of local organisations in our fieldwork sites to whom we could refer girls who required support.

The research processes, tools and protocols were piloted over the course of two to three days following the training workshop, with team members supporting and critiquing each other. The team met to debrief every late afternoon or evening.

The team then had a full one-day follow-up briefing session where final adjustments could be made to the research design, and researchers were oriented in data archiving and data protection procedures.

### 3.3 Research execution

Researchers strove to be as unobtrusive as possible in their research sites. They entered using local transport and wearing locally appropriate clothes. They built relationships with local ‘mobilisers’, identified primarily through schools or women’s groups, to assist their entry into communities. This both increased community trust and ensured that local protocols were respected.

Mobilisers also assisted in identifying and recruiting research participants, and in identifying and securing appropriate local venues for the research. This process often took several days and was a very important foundation for the research. We were careful to ensure that participants came
from a cross-section of different caste, ethnic, linguistic and religious groups. We focused on research participants who were considered poor by local standards, using school attendance and work status as proxy measures of poverty (based on the assumption that younger girls who were not in school and/or who were working were more likely to be from poorer households). We also selected girls from more vulnerable groups, such as marginalised caste or ethnic groups, girls with disabilities and girl mothers.

The research was explained very carefully and clearly to research participants (including any potential risks or benefits from the research), ensuring they understood that they were able to choose not to participate and were able to withdraw at any time, without consequence. Informed consent was obtained both from parents (written where possible, oral where not) and from girls (oral consent when girls were under the age of 18, written where girls were 18 or 19 years of age and could consent for themselves). During ‘pauses’ in research activities, researchers briefly checked in with girls individually to ensure that they were still comfortable participating in the research. In some sites, girls were gladly permitted by parents to participate in research, but consent to take photographs or video was not given. This separation between consent to participate and consent to be photographed provides an added layer of safeguarding and helps to allow girls from extremely conservative households to participate where they may otherwise not be allowed.

As noted above, as part of our safeguarding procedure we established informal partnerships with local organisations that could support girls who reported a safeguarding incident (this occurred twice during the research – both incidents being related to abuse in the home/community), or where a researcher observed or suspected abuse (this occurred once during the research). For Cohort 4 we also introduced small printed ‘thank you’ cards for girls, about the size of a business card. On this we printed the contact details of someone independent of the research process to whom they could direct inquiries and complaints, as well as contacts of local organisations that provide support to children at risk of abuse or exploitation. We removed the names of organisations that might arouse suspicion among others who would see the card (e.g. ‘the GBV (gender-based violence) hotline’), and simply informed the girls that they could call any of the numbers on the card and they would be referred to the most appropriate service.

We took efforts to ensure that researchers were adequately supported in the field. In addition to ensuring they had a local mobiliser ‘partner’ to work with, researchers were required to check in with the team leader by phone every evening, where possible, and every few day where not.

Researchers were encouraged to conduct their research in two rounds, so that they had a few days in between to type up their daily written field notes, reflect and make any necessary adjustments before returning to their research sites a second time. The research tools were ordered in such a way that research was largely exploratory during the first round, and then focused on key topics and more intimate and sensitive issues in the second round, when the researcher had better contextual understanding and some trust had been built.

Research tools were designed to enable triangulation. The principle of triangulation is to examine the same issue through different lenses, using different methods and multiple observers to increase confidence in the findings. SPRING triangulated the research in the following ways:

• Method. We used several methods to explore each issue in order to increase the depth and accuracy of observations. We combined participant observation,
interviews, focus group discussions and participatory exercises.

• **Time.** Researchers spent six to eight days in any one research site, staying in communities overnight (in Cohorts 2 and 4), conducting research throughout the day on weekdays and on weekends, and conducting research in two rounds, as described above.

• **Persons.** SPRING researchers consulted a range of people, including: in and out of school girls; urban, rural and peri-urban girls; married and unmarried girls; girls who were mothers; girls with disabilities; girls of different age cohorts (10–13, 14–16 and 17–19 years); boys, parents and other family members; and key informants, such as teachers, religious leaders and health service providers. Having multiple researchers conducting investigations also aided triangulation, as this enabled researchers to check each other’s accounts for differences and led to closer interrogation of data (including on occasion revisiting the site to collect more data).

SPRING strove from the very beginning to encourage participants, especially girls, to validate data, asking the girls themselves to judge whether the researchers had accurately captured the range of meanings and perspectives that they had expressed. Researchers also carefully facilitated the analysis of data by the girls themselves by asking ‘why’ and using a range of probing questions. Both participant analysis and validation are central to empowering research (Chambers, 1994).

### 3.4 Synthesis and analysis

There are several approaches to analysing qualitative data after fieldwork that ensure generalisations are supported by reliable and dependable evidence. SPRING synthesis and analysis of data focused on the following five approaches.

• **Iterative analysis in the field.** As researchers wrote and reviewed notes in the field, reflected on the day and prepared for the following day, they started identifying emerging patterns as well as outliers to these patterns, and developed early and tentative hypotheses to test in further research. Researchers found that many of the hypotheses emerged from asking parents and other stakeholders, ‘why do you think that is?’, and by subsequently comparing the findings with their own understanding of certain issues.

• **Rigorous charting and coding.** Rigorous charting and coding of data involves more than one researcher seeing whether the same kinds of themes result from their analyses. Together, the primary researcher (for each site) and the team leader conducted charting and coding. Team synthesis and analysis workshops helped to assess whether researchers’ interpretations were in line with each other. Preliminary analysis was shared with SPRING’s Technical Director, who worked with the team leader to further refine and tighten the analysis.

• **Deviant case analysis.** An important part of SPRING research was identifying positive deviants and conducting deviant case analysis. This helped in developing more inclusive theories to account for the data and encouraged researchers to look for cases that did not fit with emerging theory.

• **Comparative analysis.** Analysis enabled researchers to compare the various cases with one another in order to build a coherent representation of all of the voices present in their findings. They then used their understanding of local political economy, social relations and social difference to account for these findings. Comparative analysis also included comparing and synthesising findings with secondary data, in order to relate primary findings back to the broader research context.

• **Supporting generalisations by counts of events (quasi-statistics).** SPRING’s girl research varied in scale across the
different cohorts, but any one research exercise in one country included hundreds of girls and dozens of parents. This allowed us to use quasi-statistics to address a common concern about the reporting of qualitative data – that anecdotes supporting the researcher’s hypothesis or argument are selected, or that undue attention is paid to rare events, at the expense of more common ones.
4 SPRING GIRL RESEARCH ACTIVITIES: OVERVIEW

This section presents a guide to SPRING’s three main girl research activities: deep dive case studies, participatory research and group/individual interviews. This toolkit evolved over the course of our research in nine countries and across four different cohorts. What is presented here is the core of our final SPRING girl research guide. This was used for researcher training and by researchers in the field. Though it speaks to the context of SPRING research, this guide may be used and adapted by others who are seeking to conduct research with girls.

4.1 Deep dive case studies

4.1.1 What are they?

Deep dive case studies are very short participant observation exercises done in an ‘anthropological’ style. As the researcher, you will ‘live’ with the girl (and her family) for a day or two. The day should be a normal day, but not a day when the girl is in school.

You are not a ‘fly on the wall’. Rather, you should participate actively in the girl’s daily life, helping her with her chores and accompanying her on errands, etc. It should feel to the girl like you are a friend, or a big cousin who likes spending time with her, and likes helping her. Try as much as possible not to influence the regular routine of the girl and her family, however.

In a deep dive case study, everything is data. Each moment, each interaction, provides insight into a girl’s world. You can ask questions of the girl and her family, and during quiet moments (if the girl is resting or is engaged in an activity you are not helping her with) you can take notes. But at no time should it feel like an interview. With the permission of the girl and her family, you can also take photographs and video clips. Capturing inter-generational and gender dynamics will be very important, so please be alert to this. If you have a chance to speak with the girl and her mother (and grandmother) together, this would be a perfect time to explore changes in norms and practices.

---

3 While the attitude and demeanour of researchers is paramount (kind, open, inclusive, empowering, non-judgmental, fun, etc.), it is our experience that research with adolescent girls is best conducted by younger female researchers, who are closer in age to an older sister or young aunt. All of SPRING’s researchers were between 25 and 45 years of age, and the older researchers were extremely young at heart!

4 An overnight visit is preferable, if possible.
Annex B presents a list of high-level guiding questions that you should familiarise yourself with prior to conducting the case study.

4.1.2 Why do them?

The data from mini-ethnographies will help SPRING better understand the typical life of a girl, including how her time is spent, what products she owns (and uses), her interactions with money, her familiarity and facility with technology, her opportunities and challenges, the people she interacts with, her role in the family, her household dynamics, and her safety issues. This will help us identify businesses that can potentially tackle key constraints faced by girls, taking cognisance of family and community norms. It will also help us to ‘bring girls to life’ for the entrepreneurs who are selected to be part of SPRING.

4.1.3 What kind of girl should you choose and how will you choose her?

The most important thing is that we want the girl to feel comfortable with you, the researcher, and to be open and interactive. Girls should be able to communicate their ideas clearly and with confidence. We’re trying to capture family dynamics with this method as much as possible, so try to select a girl who lives in a ‘typical’ family – this might consist of parents or parents-in-law, grandparents, siblings and perhaps older sibling’s wives, brothers-in-law and sisters-in-law. We’re also trying to explore some interesting issues, such as girls who work, girls with children who are back in school, girls who are taking vocational training, etc.

You can select the girl from one of your focus group discussions or semi-structured interviews in the first few days of research. Once you have identified a girl you think suitable, you can ask her a bit more about her and her family to assess whether she would be a good fit for a mini ethnography. Tell her that you are interested in spending more time with her and meeting her family and ask her if it would be OK to visit her family to see if this is possible. You will need permission from a parent/guardian to spend the day with the girl, including a signed consent form for photographs and video clips to be taken. Ask if you can involve the family too (some family engagement is ideal).

4.1.4 A walk through the day

Arriving. Be prompt and arrive at the time and place you agreed to meet the girl. If you are meeting at a place that is not her home, it is important to have re-introduced yourself to her family and guardians before you start your day with her. Explain once again to the guardians the objective of your day and ensure you have their approval to spend the day with her.

Objective of the day. Explain to the girl that today she should do everything she would in a typical day. She will be your guide today and you will follow. Be sure to explain that you are not there to judge her and there is no wrong or right way of doing things. Explain to her that she should not do anything ‘special’ that day, just ordinary everyday things.

You can start by asking her:

• In a typical day, what is the first thing you do when you get up? (If starting in the home, encourage her to show you how she does things.)
• Throughout the day you can continue to remind her that she should do what she would be doing on a typical day.

Time with the family. You have completed most of the day with the girl and the sun is beginning to set. If you have not spent a lot of time with the girl in her family environment, now is a good time to do this. A good hour or two with the girl and her family will allow you to explore a range of issues through family conversations and multi-generational discussions. At this time you can also observe the girl’s relationship with her family.
they comfortable together? Does the girl express herself with confidence? Do her parents listen to her? How do they speak to her? What are sibling interactions like? What are different family members doing? For example, are women and girls working and men and boys relaxing or studying?

Wrap up. When it is time for you to leave, express your appreciation and thank the parents/guardians for letting you spend some time with them and the day with this wonderful girl. It is nice for parents/carers (and girls) to hear genuine positive feedback: provide an account of the day’s activities. You can invite them to ask any questions that may have.

4.1.5 How will you record information?

Information should be recorded digitally, with your phone, in the form of photos and film clips. You can also use your voice recorder at certain times (e.g., at meal times, when you want to enjoy the family conversation), as well as discreetly writing notes in your notebook. You need to probe into certain areas that are important for SPRING to learn more about, so you should take your guiding questions with you and use them to start conversations and probe more deeply. Remember that the guiding questions should not be used so much that the girl or others feel like they are being interviewed.

4.1.6 How will you report on it?

Afterwards, you will need to write up each ‘deep dive’ as a case study (so one case study for each deep dive). We will want to know everything of relevance about the time you spent with the girl and her family. You will need to cover a broad range of issues in the case study, including those in the list of guiding questions (Annex B). We also encourage you to add other details, including your own thoughts and reflections (provided these are clearly identified as your own, by using bold or italics or some other such method).

4.2 Participatory tools

The participatory tools described here are visual and are created by a group. As with focus group discussions, the ideal group size is six to eight participants who have similar characteristics, such as 10–13-year-old in-school girls, or 17–19-year-old mothers. Participatory tools are good to use with younger participants (children and adolescents) and with less literate populations, and for exploring sensitive topics. Below we describe five different tools, each with a different aim.

4.2.1 What is it like to be a girl?

AIM
To focus on the everyday realities and lives of girls in their communities; to create a bond among the group of girls; and to begin to raise more difficult subjects and realities for girls in a non-threatening way.

TIME
1 hour
AGE COHORTS
10–13-year olds and 14–16-year olds

MATERIALS
• One piece of flip chart paper
• Colourful pens
• Sticky notes (optional)

TASK
The group has a big piece of paper and colourful pens. The facilitator (researcher) asks questions and guides the discussion as described below, but the girls should feel ‘in charge’. For girls that have lower literacy levels, other more literate girls, or the researcher, can help with writing.

PROCESS
• Explain that you’d like the group to bring to life a ‘typical’ girl from their area.
• Ask the girls to draw a girl. One girl can do the drawing, but the other girls should be encouraged to say what the girl’s hair looks like, what clothes she is wearing, etc. Explain that they are not being judged on their drawing, and a simple drawing is fine!
• Ask what her name might be. The girls decide this together.
• Suggest an age that is the same as most of the girls in your group. Explain that this girl (use her name) is ‘just like them’.
• Draw a big thought bubble. Say: What does she think about? One girl can write on behalf of all the girls so long as she is listening and is also able to add her own ideas. You can probe here after the girls have had a little discussion and written some things down. What does she think about her family? Her friends? Her community? Her life as it is now? Her life as she might want it to be? Her opportunities? Her difficulties? Feelings, as well as thoughts, might emerge here – this is OK (though you will have more time to ask about feelings shortly). Remember to ask WHY whenever you can so that we can better understand the WHAT.
• Draw a big speech bubble. Say: What does she talk about? The girls can take turns to write for the group if all the girls are literate. Otherwise, one girl, or you the researcher, can act as scribe for the group. You can probe here after the girls have had a little discussion and written some things down. Who does she talk to? Who doesn’t she talk to? What does/doesn’t she tell her parents? What does/doesn’t she tell her brothers? Her sisters? Other family members? Her friends? Her teachers? Other people in her life? Remember to ask WHY whenever you can so that we can better understand the WHAT.
• Draw a big bubble from the hands and feet and say: What does she do and where does she go? After the girls have written things down, you can say, We’re going to talk later about where girls like [name of their girl] go and what they do, so let’s come back to all the wonderful ideas you have written down.
• Draw a big bubble coming from her heart area. Say: What does she feel about her life? One girl can write on behalf of the group. Some of this might have been captured in the thought bubble – that’s OK. You can either quickly capture these feelings again, or can probe deeper. Probe on: What is she happy about? Not happy about? What worries her? What excites her? Remember to ask WHY whenever you can.

Finishing the participatory exercise
• When the group is finished, congratulate the girls on a job well done! It’s important to give lots of positive feedback.
• Ask if one or two of them will present their drawing to you, explaining what they have done. You can video this (ensure you have parents’/guardians’ permission beforehand). If you do, make sure you translate what they are saying when you write up your field notes.
• Have you taken pictures? Have you taken the group picture to identify who is who for consent purposes?
• Remember to write the interview code on the back of the girls’ drawing.
4.2.2 River of dreams

**AIM**
The river of dreams tool creates a visual description of the obstacles/barriers that a girl faces, as well as enablers for achieving aspirations and goals around earning, learning, saving and protecting assets and keeping safe.

**TIME**
1 hour

**AGE COHORTS**
14–16-year-old in-school girls, and 17–19-year-old girls

**MATERIALS**
- A pack of coloured pens for the group
- A blank river of dreams template for each girl (note that the drawing is an individual, not a group, activity)

**PART 1 Girls’ goals and aspirations**

**TASK**
Tell the girls that you want to learn about their goals and aspirations.

**PROCESS**
- Explain to the girls that you have a drawing of a girl that represents them. Say:

  Your life is like a river, taking you towards your goals and aspirations. We would like to learn what you would like to have, and what you would like to achieve, where you want to be, and what you want your life to look like in the next two or three years [for older girls]/five or six years [younger girls]. You can write down things about school, work, home, family, friends, things that you want, etc.

  It is important that these are realistic. Please encourage girls to identify achievable aspirations, but also be careful not to discourage girls who are very ambitious.

  • The girls should draw or write these goals and aspirations in the lake at the end of the river of dreams.
  
  • Once the girls have completed this, ask them to come back to the group and share, one by one, what their dreams are. Remember to probe gently here to make sure you understand why these things are good. Try to probe most on learning, earning, saving, health and well-being, keeping safe, as well as any technology that they aspire to have (mobile phones, computers, etc.). Remember to ask WHY. Pick up similarities between girls and ask why girls like them might aspire to this. Are there any outliers/unalusual aspirations? Ask about this gently without making any girls feel awkward.
  
  • Say: What has inspired you to have these dreams? Invite the girls to share where their inspiration comes from.

---

5 We also called this the ‘path of aspirations’ and changed the visual for groups of girls who were not familiar with rivers, lakes and boats.
PART 2 Obstacles/barriers to aspirations

TASK
Tell the girls that you want to learn about the kinds of things that are a barrier or obstacle to them achieving their aspirations.

PROCESS
• Say: We are now going to spend some time thinking about the kinds of things that would prevent you from reaching your goals. This can include people, lack of skills and abilities, lack of resources or opportunities, personal characteristics, as well as bad things that might happen. Please be as specific as possible.
• Invite girls to work on their own to write these in the space below the river. Once the girls have done this, invite them to share and discuss with the group.
• Notice that some of the barriers/obstacles come up more than once for the group. Ask the group or an individual to explain why this is. What do they think are the biggest barriers/obstacles for girls like them? Probe for economic barriers and obstacles related to livelihood, earning, learning, protecting assets, savings, health and well-being, and safety.
• Say: I know that these are big obstacles, but do girls ever find a way to get around them? How? Probe for any specific examples. Stories often emerge here that are really rich and illustrative.

PART 3 Enablers/helpers to aspirations

TASK
Tell the girls that you want to learn about the kinds of things that will enable them to reach their goals, including what others do to support them.

PROCESS
• Say: We have spent some time talking about the kinds of things that can prevent girls from reaching their goals, especially the most common ones. Now let’s talk about the kinds of things that will support you in reaching your goals. These can include people, skills and abilities, resources or opportunities, personal characteristics, as well as good things that might happen.
• Invite the girls to work on their own to write these in the space above the river. Once they have done this, invite them to share and discuss together.
• Mention if you notice that some of the enablers/helpers come up more than once for the group. Can someone explain why this is? What do they think are the biggest enablers/helpers for girls like them? Probe for economic barriers, and obstacles related to livelihood, earning, learning, protecting assets, savings, health and well-being, and safety.

Finishing the participatory exercise
• When the group is done, congratulate the girls on a job well done! Give lots of positive feedback.
• Ask if one or two of them will present their river of dreams to you, explaining what they have done. You can video this! (Ensure you have the parents'/guardians' permission beforehand.) If you do, make sure you translate what is being said when you write up your field notes.
• Have you taken the group picture to identify who is who for consent?
• Remember to write the interview code on the back of all of the girls’ drawings.

4.2.3 Source and use

AIM
There are multiple aims of this tool, including learning about:
• sources and amounts of money girls have
• how regular and safe the sources are for girls
• uses of money and decision-making associated with it
• where girls save, how much and how often, and what girls are saving for

TIME
90 minutes
AGE COHORTS
Suitable for all

MATERIALS
- A pack of coloured pens for the group
- Coloured cards
- Flip chart paper (with a small girl drawn at the top or centre of the paper)
- Marker pens
- Play money
- Coloured sticky dots (bindis)
- Adhesive tape

TASK
Explain that you would like to learn where girls like them get money from, and what they do with this money (if this group did the ‘What is it like to be a girl’ activity, you can use again the name of the girl they created).

PART 1 Sources (30 minutes)

TASK
The first part of the activity identifies all of the places where girls like them get money.

PROCESS
- Say: Imagine a girl, the same age as you, living in your community [if you did the What is it like to be a girl? activity with this group, you can use the name of their created girl]. This girl has some money. Where does this money come from?
- Invite them to write down their responses on separate cards of the same colour – one girl can write for all the girls, or you the researcher can write if girls are not literate (this is preferable as it cuts duplication and generates some discussion). There should only be one ‘source’ per card. Ask the girls to place their cards down the left hand side of the flip chart paper.
- Ensure that what is written on the cards is clear and specific; if not, ask the girls for clarification. For example, if someone says ‘working for others’, probe on what kinds of work this would be, and make sure each kind goes on a different card. You can then group these cards as ‘work for others’ cards.
- Now find out how regular the source of money is. Say: Now can you tell me how often would a girl receive money from each of these sources? Let’s use the categories of daily, weekly, every so often.
- You can use sticky dots for this, using different colours for daily, weekly, every so often. Alternatively, you can just record this in your notebook.
- You should be able to determine whether there are disagreements by listening to the discussion. Then probe by saying: I heard some disagreements about this one, could someone explain why that was?

It may be that girls have only one or two sources of money, and that these are very occasional (e.g. getting money during a festival or religious holiday). If you feel that girls are getting very little money very infrequently, you should skip the rest of this exercise and instead ask the following questions:

- Do you think it is important for girls to have money? Why?
- Are there girls in your community who work for money? Probe on who these girls are – from poor families? Older girls? Etc.
What do you think of these girls?
What kind of work do they do?
• Are there some types of work that are better for girls to do than others? What are they?
• Are girls who work treated differently by their families? The community? How is that?
• What about the things a girl has that belong to her: are there things that girls in your community own that belong only to them? Probe on whether any of the girls own a mobile phone.
• Where do these things come from? Probe on whether these are gifts, dowry, girls’ purchases, inherited, etc.
• Are girls allowed to give away, or sell, the things that they own if they want to? Probe on different levels of control over different assets.
• Are there things that girls can use that are important to them that belong to other family members? Things that they need to borrow?
  • [If yes:] What are these things? Probe on mobile phone access. Ask girls, for example, what they use mobile phones for and how often they use them.
  • How hard/easy is it for girls to borrow these things?
• If girls in the group own or can access mobile phones, ascertain:
  • Whether devices are owned, accessed or shared
  • Whether girls own SIM cards (they might own a card but borrow someone else’s phone to use it)
  • What girls use their devices for. Asking the girls to show you on their phones (if they have them) will also reveal how they navigate their menus and if they have apps installed, and will give you a sense of the sophistication of the device.
• Are there things that are useful to girls, but that they can’t access? Probe on ‘new’ technologies, such as the internet. Why? What are the barriers to access?

Finishing the participatory exercise
• When the group is done, congratulate the girls on a job well done! It’s important to give lots of positive feedback.
• Have you taken pictures? Have you taken the group picture to identify who is who for consent?
• Remember to write the interview code on the back of the exercise.

If girls are getting money from several sources more regularly, you can continue the exercise.
• Now you need to find out how much money girls get from each source. Ask the girls: For each source of money, how much does a girl typically get?
• Using the play money, ask the girls to place on each source of money how much a girl like them might expect to get each time (each day, each week, every so often) from this source.
• Listen for differences (these can be very illuminating and tell you about extreme cases) and ensure all girls are participating, not just one or two dominant girls.
• Finally, you need to understand which sources of money are risky for girls. Ask the girls to place a red sticker on any risky sources. When they have done this, explore why girls see these sources as risky.

PART 2 Use of money (30 minutes)

TASK
The second part of the activity relates to use of money.

PROCESS
• Say: Now that we know where girls like you, from your community, obtain money, I want to know more about what girls do with their money.
• Invite the girls to use one colour of coloured cards to write down their responses – one girl, or you the researcher, can write for all the girls to avoid
duplication. There should only be one ‘use’ per card. The cards should be placed to the right of the drawing of the girl. You may need to keep probing here. Do girls buy airtime? Do they pay for the internet? Try to capture everything.

- Invite the girls to help you group similar cards with similar uses of money together. Make sure you do not group things together for the sake of grouping.
- Ensure what is written on the cards is clear and specific; if not, ask the girls for clarification. For example, if someone says, ‘put money away’, ask them to tell you all the different places where they store money. Do not group all ‘savings’ together, as differentiation is important for further discussion on preferences or priorities. Ask the girls why they store/put money away in this location, and what they like/dislike about this location.
- We are also interested in how often girls use money in different ways. For example, if girls mention savings or putting money away, probe on the regularity of this.
- Say: Now, I want to see how much money you use for different things. Let’s take the money from the sources side and put it on the uses side. NOTE: before you do this, make sure you have captured the amounts for the different sources, either by writing them on the cards or in your notebook, and by taking a photograph. Ask the group to decide together how much money to put down.
- It is generally easiest if you ask the girls to allocate on the basis of how much money they would spend on each use in the course of a month. Don’t be surprised if they want to spend more money than they earn (i.e. if they have trouble making the money stretch to all the uses). This might signal that they are not being realistic with what they actually spend money on or how much it costs, OR that they have more sources of money that they have not told you about (these might be ‘elicit’!) – this is a good time to double check. Don’t try to be too precise here as the girls might think they are doing something wrong or get frustrated. Just note the dissonance and move on.

- Once they are ready, ask the girls why they made the selections they did. Ask about any disagreements.

PART 3 Priority uses of money (15 minutes)

TASK
The third part of the activity relates to priority uses of money. This is an optional add on.

PROCESS
- Say: We all know that sometimes girls do not have enough money to buy everything they need or want. I’m going to take half of this money away. Now, can you decide as a group what you would use this little amount of money on? What are the most important uses for girls? Ask the group to decide together how much money to put down.
- Once they are ready, ask the girls why they made the selections they did. Ask about any disagreements observed. If there are ‘essential’ items that have no money on them, ask the girls if they can really go without these – this might reveal additional risky or occasional sources of money, or it might lead to a discussion of cheaper substitutes, such as cloth pads rather than manufactured menstrual pads.

PART 4 Decision-making on use of money (15 minutes)

TASK
Conduct a small focus group discussion to end.

PROCESS
You can pick on issues that have arisen during the course of doing this activity. You can also find out more, if needed, on the following questions:

- How do girls decide how to use their money?
- Who influences these decisions? Do girls ask others for advice? Who? Do others try to give them advice or influence them? Who? Do others have control over how they spend their money? Who?
• Can girls spend money without their parents/carers/husbands/boyfriends knowing? When would they do this, and why? What do girls spend their money on without their parents knowing?

Finishing the participatory exercise
• When the group is done, congratulate the girls on a job well done! Give lots of positive feedback.
• Have you taken pictures? Have you taken the group picture to identify who is who for consent?
• Remember to write the interview code on the back of the exercise.

4.2.4 Social mapping

AIM
To gain an understanding of where girls spend time, with whom; what types of activities they do and when/where; and how they identify safe versus less/not safe spaces. Social maps can vary a lot in presentation. Don’t get too hung up on replicating the example in Photo 4.

TIME
60 minutes

AGE COHORTS
Suitable for all

MATERIALS
• Flip chart paper
• Coloured sticky dots (bindis)
• Markers/pens

TASK
Explain that you would like to learn where girls like them go in their community and what they do there (if this group did the ‘What is it like to be a girl?’ activity, you can use again the name of the girl they created).

PART 1 Making the map

TASK
Explain to the girls that they are going to make a map of their community. It is up to them to decide the boundaries of the community or space they are mapping, but the boundaries should remain within a border that most people can access by walking or a short journey by bus/tempo/motorbike (so not far-away places that they might visit once a year, or places that would require an overnight trip).

PROCESS
• Say: This piece of paper represents your community and where you live. I want you to draw a map of your community as though you were looking down from above (like you were a bird).
• Ask the girls what they want to use as the centre of the map – in many cases it will be the school, but it could be a religious shrine or something else.
• To create the map, you might assist the girls by suggesting three of the following, as relevant to context (this is just to get them started – then let them continue drawing the map without more suggestions up front):
  ◦ schools (including routes to school and issues of safety)
• workplaces, shops/markets, businesses, mills
• houses, roads, transport links
• rivers, hills, grazing, fields
• health centres, health posts, hospitals, pharmacies, traditional health providers
• farmer training centres
• police/post station, administrative offices, public meeting places/halls
• NGO (non-governmental organisation) offices
• places of worship or where people go for advice on religious matters or spiritual guidance, sacred places, sites of important cultural or historical value
• water points – wells/pumps/springs
• places where young people meet and go for recreation/fun – playgrounds, football fields, stadiums, pool houses, etc.
• places where people access ICT/phones/computers, etc.

• When they are finished, ask the girls if they are confident that the map captures all of the places girls like them (or use the name of the girl they created) go in the community. If there are glaring omissions, then ask again using the list above (or by adding other suggestions based on context).
• Ask if there are any places where boys go but girls do not, or where girls go but boys do not. Why is this?
• Are there any places where they would like to go, but can’t? Why would they like to go? Why can’t they go?
• The scale of the map does not matter, but do ask the girls how long it would take to walk from one end of the drawn area to the other. Girls’ boundaries are important, as these often shrink as girls get older. So, when you compare maps drawn by different age cohorts from one site, you should be able to see how these boundaries change over the course of adolescence. There might also be differences between married and unmarried girls that you should probe for.

PART 2 Finding out more about each location

What are all the things that girls do at each place drawn on the map? This might be obvious, but you can ask: Apart from going to classes, what else do you do at school? or, Apart from collecting water, is there anything else that you do at the tap?

TASK
Tell the girls you want to find out more about the places that girls go. Explain that it is OK if girls have different views from each other – there are no right or wrong answers.

PROCESS
• For each place on the map, ask:
  ◦ Do girls like you regularly go to this place? This is to confirm that it is a place that girls go, not just a place in their community that they know about, like a cinema. If not, ask if there are other girls, not like them, who go to this place (such as girls of a certain religion or ethnic or linguistic group, or who do a certain job, or who are a different age from them).
  ◦ How often do girls like you generally go to this place? What times of the day do girls go to this place?
  ◦ How do you get there, and do you go with anyone else? Probe on whether this is a place they are allowed to go on their own, or with friends, or if they need to be accompanied by an older relative (e.g. a parent or sibling).
  ◦ Do girls need permission to go to this place? From whom?
  ◦ Do girls like going to this place? Why [or] why not? Probe on safety issues. You can ask girls to put red dots on all the unsafe places. If they say a place is unsafe, but they still go there, ask: What are the things that you do to try to keep safe when going to these places [e.g. going with friends]? Are there ‘secret’ places that adults don’t know that girls go to [e.g. some girls may be going to clubs]? You can ask the girls to mark them with black dots.
• You can use the coloured stickers in a more detailed way to signify (for example)
places that girls go daily (blue sticker) vs. only once or twice a week (orange sticker), places that are considered good/safe (green sticker) vs. bad/unsafe (red sticker), secret (black sticker), etc. Make sure you create a key if you do this, either in your notebook or on the map itself. The other option is just to write all of this information in your notebook. Or you can combine these two approaches, perhaps using writing primarily, but getting the girls to mark unsafe spaces with red stickers.

- Probe on any differences of opinion.

**Finishing the participatory exercise**

- When the group is done, congratulate the girls on a job well done! Give lots of positive feedback.
- Have you taken pictures? Have you taken the group picture to identify who is who for consent?
- Remember to write the interview code on the back of the map.

4.2.5 Scoring, ranking and Venn/bubble diagramming

**AIM**

This tool is used to explore health and well-being, and girls’ concerns, priorities, and agency in terms of access to information, resources and support. By scoring and ranking the categories according to their relative importance, girls identify the group consensus, while also unveiling the differences within the group. The tool may be able to elicit sensitive information among group members. As scoring requires reflection and analysis, the exercise provokes group discussion. The Venn/bubble diagram can be used to capture the ways in which girls get information on health and well-being. Girls discuss knowledge sources located both within and outside of the community and their relative trustworthiness. Key individuals and institutions are identified, along with the types of information they convey.

**TIME**

60–90 minutes

**AGE COHORTS**

Suitable for all

**MATERIALS**

- A pack of coloured pens for the group
- Coloured index cards
- Flip chart paper
- Marker pens
- 12 paper circles, in three different sizes (four of each size)
- Double-sided adhesive tape
- Beans, marbles or another set of small objects that can be used for scoring
- Sticky notes

**TASK**

Explain to the girls that you would like to talk to them about their health and well-being.

**PART 1 What are the health issues? Ranking and scoring**

**TASK**

The first part of the activity is used to identify and rank the importance of health issues.
PROCESS

• Say: I want to understand some of the main challenges and issues for girls concerning keeping healthy and well, and to learn which are the most important and why.

• Identify the issues. Ask the group to discuss and call out the most important challenges and issues on health and well-being for themselves and other girls in the community. If the group agrees that an issue is legitimate, one girl should write or draw it on an index card for the group. Probe around issues such as child and forced marriage (ask about age and whether child marriage is voluntary or not), sexual harassment, gender-based violence (in the home, school, community and for domestic workers), rape, marriage by abduction, suicide/mental health issues, access to pornography (e.g. on the internet), early pregnancy, nutrition, exercise, substance abuse, sexual and reproductive health (SRH), accidents.

• Group the issues. Once all the issues have been identified (there may be a lot or only a few), the cards should be placed on the piece of flip chart paper. You may need to group cards together if there are a lot of similar ones. For example, period pain, heavy menstrual flow and bloating could all be categorised together as ‘menstrual discomfort’. If, however, one of the cards refers to ‘stopping leakage during menstruation’ or ‘blood staining clothes’, this could be a different group as it refers to a challenge different to ‘menstrual discomfort’. Ask the girls to help you to do the groupings, and as they are doing this ask questions about why certain things are grouped together.

• Rank the issues. Give each girl an equal number of beans (as a rough guide, multiply the number of categories by two). Then ask the girls to place one or more beans next to each issue, giving more beans to those categories deemed more important by them, and fewer beans to those deemed less important. The girls can do this simultaneously to avoid the influence of others.

• Count the beans. Have one of the girls count the number of beans in each pile, or assess them by sight, if short on time. The girls should identify the largest and smallest piles.

• Discuss the rankings. Ask questions about the rankings. Talk about the piles (Why might this be a big issue?), rather than an individual’s decision (so NOT: Who voted for this?), in order to desensitise certain issues. Probe: Why are some issues ranked higher than others? Are they the most common? Most extreme? Why are some issues ranked lower than others? Are they the least common? Least extreme? How many participants agree with the results at the two extremes? The majority?

PART 2 Where do girls get information from?
Venn/bubble diagrams

TASK
The second part of the activity looks at sources of information on health and well-being, including issues like healthy relationships and keeping safe, and which people and institutions have the most influence on girls’ knowledge.
**PROCESS**

- **Introduce the exercise.** Say: I’m interested in learning about sources of information on the issues that you have just identified. I’d like you to create a diagram that shows where girls in your community get their information.

- **Conduct the exercise.**
  1. **Select the two to four top issues identified by the girls.** Place a new piece of flip chart paper sideways, and attach these cards along the top. If you have more than three issues, you may need two pieces of flip chart paper.
  2. **Ask the girls to write down** the most important sources of information for girls on the first issue. These sources can be individuals, institutions, media outlets, the internet – thus within or outside of the community. Make sure the list is complete. Place three of the paper circles, from biggest to smallest, below the issue card and get girls to place the sticky notes on these circles according to which are the most important sources of information. Say: For girls like you, which are the most important sources of information on this issue? They should place these on the next biggest circle. Finally, check that all the remaining sticky notes are the least important sources of information. These should be placed in the smallest circle.
  3. **Discuss the results by asking:**
     - What types of information are participants getting from each source? Is this information useful to the girls?
     - How often do the girls access information from these sources?
     - How often do the girls seek out information from each source?
     - Do the sources of information relate to each other in any way?
     - What sources are most trustworthy or informative? Why?
     - What sources would the girls want more information from/interaction with?

- **What are the current barriers?** How can this be improved? Repeat the above exercise for each of the remaining issues, starting with point number 2., above.

4. **After completing the exercise** for all of the top issues, ask the following question:
   - If any of the sources of information for any of the issues is outside of the community, where is it located?
   - If the source is digital (media, internet, etc.), say:
     - Tell me about girls’ and boys’ access to different kinds of technology/sources of information in this community.
     - Do girls here have access to mobile phones? Probe for age differences, whether they use a family member’s phone or have their own.
     - Do girls here have access to the internet? Probe for age differences, whether they use their family members’ phone or have their own.
     - Where/how do girls access the internet?
     - How much time and how often are they on the internet?
     - What do they use the internet for? Probe for uses that girls think are good (positive uses) and not so good (negative or dangerous uses).
     - Do girls have anyone to teach them how to be safe online?

---

**Finishing the participatory exercise**

- When the group is done, congratulate the girls on a job well done! Give lots of positive feedback.
- Have you taken pictures? Have you taken the group picture to identify who is who for consent?
- Remember to write the interview code on the back of the exercise.
4.3 Discussion guides

SPRING research utilised both semi-structured interviews and focus group discussions in addition to the above participatory exercises. We did this both to triangulate information from other methods and to explore certain issues in more depth. Semi-structured interviews are optimal for collecting data on individuals’ personal histories, perspectives and experiences, particularly when sensitive topics are being explored. Semi-structured interviews have a number of advantages:

- Participants can answer in as much detail as they want.
- They gather valid information about participants’ views, opinions, attitudes and experiences, and how people explain and contextualise these issues.
- Participants are encouraged to be open and honest due to the more relaxed and conversational atmosphere created.
- The researcher can be flexible, adjusting questions and changing direction as the interview takes place.
- The researcher is able to probe, explore, challenge and ask for clarification.

A focus group discussion gathers together a group of (generally six to eight) people from similar backgrounds or experiences to discuss a specific topic of interest. A good researcher is able to create an environment where all members of the group are encouraged to participate in a lively and natural discussion among themselves. A central strength of focus group discussions is that they allow the participants to agree or disagree with each other. They therefore provide an insight into how a group thinks about an issue, about the range of opinion and ideas, and the inconsistencies and variations that exist within a particular community in terms of beliefs and their experiences and practices.

A rule of thumb is that the older the participants in the research, the more you can rely on semi-structured interviews and focus group discussions. Participatory exercises are generally better for younger age cohorts.

We held discussions with individuals (semi-structured in-depth interviews with girls and with parents/carers) and with groups (focus group discussions with parents/carers). Each of the following discussion guides covers several themes, which are listed at the outset.

4.3.1 Focus group discussion (FGD) guide: parents

THEMES
- Norms and expectations
- Safety, health and well-being
- Adolescent transitions
- Education and marriage
- Earning, spending, saving and assets

TIME
2 hours

MATERIALS
- Flip chart paper
- Sticky notes
- Pens
- FGD guide
- Notebook and pen
- Smart phone
- Voice recorder

INTRODUCTION WHEN STARTING ANY EXERCISE/INTERVIEW [ADJUST AS APPROPRIATE]
We are exploring how people in this community think about adolescent girls, their roles and responsibilities, and their potential. We define adolescent girls as girls between the ages of 10 and 19 years old, whether married or unmarried. We know that different communities define adolescence differently, but this is how we will be defining it today.

We are talking with girls and their parents to

---

6 Inspiration for discussion guides was taken from ODI’s excellent question guide to researching norms about early marriage and girls’ education. This can be found here.
understand how you and others feel about these ideas and customs, and whether you think there has been any change over time and why. We think your views are very important and should inform discussions around policies and programmes that aim to improve the lives of adolescent girls. We will be writing a report – there won’t be any immediate effects, but we would hope your views will be included in the longer term.

BACKGROUND INFORMATION

Date: ____________________________
Location: ____________________________
Number and description of participants (older men/women; younger men/women; approximate ages or age range):

Facilitator(s): ____________________________
Interview code: ____________________________

1. WARM-UP EXERCISE: VIEWS ON EXPECTATIONS AND NORMS

- Start with a drawing of a girl, then use sticky notes to brainstorm on characteristics of the ‘ideal adolescent girl’. If the group has no/low literacy, then the facilitator can create the sticky notes. Ask:
  - What are girls expected to do and how are they expected to behave? What about boys?
  - What are the key roles and responsibilities of girls in the family? What about boys?
  - What types of things are girls told they shouldn’t do? Probe on different expectations for out-of-school girls vs. in-school girls; girls with children vs. girls without; girls of different ages. What about boys?
  - Do you think many girls are able to meet those expectations? Are they difficult to achieve?

- Do girls feel under pressure to live up to those expectations? [If yes:] Where do you think the pressure comes from? Do some people/individuals have different expectations for girls?
- What do girls gain by living up to this ideal and what happens if they don’t? Any examples?
- Who in families tends to support girls to make their own decisions in life the most?

2. SAFETY, HEALTH AND WELL-BEING

- What are your safety concerns about girls in your community? Are there things that girls should not do for safety reasons? Probe on different ages. Probe on differences between boys and girls. In what way would they be unsafe? Are there any ways that girls could do these things, and not be unsafe? We’re looking here for ways that people work around constraints.
- Are there places that girls should not go because these places are unsafe, or times that girls should not be outside in different places alone? What makes these places/times unsafe? Probe on different ages, and on differences between boys and girls. Are there any ways that a girl could go to these places and not be unsafe? We’re looking here for ways that people work around constraints. It might be that if she goes at a different time, or with different people, she might be safe?
- What do you think are the key challenges to health and well-being facing adolescent girls in your community? You could probe around child and forced marriage (ask about age and whether child marriage is now voluntary), sexual harassment, gender-based violence (in the home, school, community and for domestic workers), rape, marriage by abduction, suicide/mental health issues, access to pornography (e.g. on the internet), early pregnancy, nutrition, exercise, substance abuse, SRH, accidents, etc.
- What’s creating these challenges in your opinion?
• What might some solutions be in your opinion? Probe on access issues, information issues, different services, etc.
• Do adolescents experience corporal punishment? [If so:] Until what age? Probe for details as to cause/context/type (is there a difference between girls and boys)? Do other people smack/hit adolescents (e.g., teachers)? What do participants think of this?

3. ADOLESCENT TRANSITIONS
• What do people in this community/area call children aged between 10 and 19? Is it one term, or are there different terms?
• Using these terms, ask: What are the transitions adolescents go through? (E.g., work, marriage, education, social identity.) When does a girl become a woman? At what age/stage?
• How do adults in the community/area tend to view adolescents of different ages? (Are they seen more as overgrown children or quasiadults?)
• How has being a girl changed from when you were younger?

4. EDUCATION AND MARRIAGE
• What are your views on education? Do you think it is valuable for girls? Why [or] why not? Probe in terms of: income-generating potential; type of work they can obtain; quality of teaching; potential to help in the household, e.g., with domestic chores, caring for other family members; issues relating to distance, transport and safety en route to school, and safety in school; respect from others; better marriage prospects. What do people think of educated and noneducated girls?
• At what age do you think a girl should finish school? Why? At what age do you think a girl should get married? Why? If there is a gap between these ages, probe on what girls do or should be doing between leaving school and getting married.
• Are there good role models for girls in this community in terms of girls’ education?

5. EARNING, SPENDING/SAVING AND ASSETS
• Do girls in this community earn money? [If yes:] At what age do girls typically start working/earning money? What age do you think they should start earning money? Why? Has this been changing over time?
• What do you think of girls combining work and school? Is it possible? Is it a good thing or a bad thing? Why?
• What do people in the community think of girls who work? Probe on differences between girls of different ages, married and unmarried, in and out of school. Do different people in the community have different views? Has this been changing over time?
• What are good earning activities for girls in your community and why? What kinds of earning activities for girls worry mothers/fathers in your community and why?
• What are the benefits from girls working? (E.g., contributing to household income, more respect, better marriage prospects.) What are the disadvantages? (E.g., family/girl is looked down on, exposes her to too much risk, no one to do the housework or look after small children, makes her more independent and argumentative, makes her a less attractive spouse, is looked upon as ‘too modern’.)
• Are there good role models for girls in this community in terms of girls’ working?
• If girls are earning, what do they do with their money? What do they need money for and what should they do with their money? Probe on age differences and whether the girl is married or not. Also probe on whether they should save it, spend it on themselves, spend it on their families or hand it over to their families. What do you think about girls having their own money and deciding how to spend it? How old should a girl be before she starts deciding on her own? Probe on other differences, e.g., married vs. unmarried. Has this been changing over time?
• Do girls influence household spending decisions? If some girls do, what kind of girls (in school or out, working or not, etc.) and what kind of spending?
• Do girls in your community own things? What things should girls have that belong only to them? Probe beyond things that might come up commonly, such as clothes and jewellery. For example, do girls own income-generating assets, such as sewing machines or agricultural tools. Probe on age and other differences. Has this been changing over time?
• Now ask specifically about mobile phones and other technology:
  ◦ Are there any advantages to girls owning or accessing mobile phones? Are there any disadvantages to girls owning/accessing mobile phones?
  ◦ How do you feel about girls accessing the internet? What might be the benefits of this? What might be the concerns/risks?

4.3.2 In-depth interview (IDI) guide: girls (individual)

THEMES
• Time use
• Ideals and expectations
• Health and well-being
• Social support
• Education
• Earning
• Digital access and use

TIME
1.5 hours

MATERIALS
• Index cards
• Pens
• FGD guide
• Notebook and pen
• Smart phone
• Voice recorder

INTRODUCTION WHEN STARTING ANY EXERCISE/INTERVIEW [ADJUST AS APPROPRIATE]
We are exploring how people in this community think about adolescent girls, their roles and responsibilities, and their potential. We define adolescent girls as girls between the ages of 10 and 19 years old, whether married or unmarried. We know that different communities define adolescence differently, but this is how we will be defining it today. We are talking with girls and their parents to understand how you and others feel about these ideas and customs and whether you think there has been any change over time and why. We think your views are very important and should inform discussions around policies and programmes that aim to improve the lives of adolescent girls. We will be writing a report – there won’t be any immediate effects, but we would hope your views will be included in the longer term.

BASIC INFORMATION
Age: 
Sex: 
Marital status: 
Number of children (indicate age and sex):

Place of birth:
Place of residence:
Occupation:
Education level – own:
Education level – siblings:
Education level – parents:
Parents’ occupations:
Residence/living arrangements:
Migration status of respondent and family:
Ethnicity/caste/tribal affiliation, etc.:
1. DAILY TIME USE
The purpose of this exercise is to understand what a girl does in a typical day. We’re trying to get an idea about how much work she does, and what kind of work, whether she has free time, if she studies, where she goes and with whom, etc.

- Start by asking the girl what time she wakes up, then ask her what she does next, and how long this takes. Proceed like this throughout the whole day. Make sure you probe for specifics, particularly around work that she does. For example, if she says ‘help my mother’, ask her what help she gives. If she says ‘I hang out with my friends’, ask where they hang out and what they do. You can also ask whether girls ‘hanging out together’ is approved of in her community. Remember to probe on what she does during break times at school. You can use cards to capture activities and times.
- Ask her what things she likes doing best in her day-to-day life and why. Ask her what things she likes doing least and why.
- Say: Are there any things that you do that make you feel unsafe? (This might be walking to school, getting water/firewood/fodder, going to the shops, etc.) How do you try to keep yourself safe when doing these things?

2. IDEALS AND EXPECTATIONS
- What are the characteristics of an ‘ideal girl’ in your community? Are there any common sayings or proverbs that people use around here? Are characteristics different for an ‘ideal boy’?
- What do you think about this in your own case? Is it important to you? [If it is:] Is it difficult to achieve?
- Do you feel under pressure to live up to that ideal? [If yes:] Where do you think the pressure comes from?
- What do you gain by living up to this ideal and what happens if you don’t? Any examples?
- Do some people or individuals have different ideals – e.g. peers, older brothers, adults, media?
- Whose views do you listen to and why?
- Have expectations about girls been changing? What about boys?

3. HEALTH AND WELL-BEING
- What do you think are the biggest health challenges and issues for girls your age in this community? You can write these on cards or get the girl to do this. You can also probe based on the information you obtained in the mini-workshop (e.g. I know from talking to some girls your age that unwanted pregnancy and sexually-transmitted diseases are issues for girls your age. Should we add these to the list?).
- What support do girls need to help them address these challenges? This may be products (e.g. contraception, sanitary pads), services (e.g. doctors), opportunities (e.g. jobs or education), family support (e.g. from parents), information, etc.
- What are the different types of support you have accessed? Refer to the list above. Probe on these (e.g. You say you use sanitary pads; where do you get these from? Who buys them for you? Do you ever run out? What do you do then?). Ask the girl if she can tell you a vignette or short story about the types of support she has accessed. If the girl has not accessed support from the range of different types of support she listed in 2., above, ask why (e.g. You said that you can get information from the internet/your mother. Why have you not done this?).

4. SOCIAL SUPPORT
The purpose of this exercise is to find out who girls turn to for support on different issues, and what support they get. Start by saying: Let’s talk a bit more about your support networks. Who are the people that you feel closest to in your life? Write each different
person on a separate card (mother, friend, teacher and so on). Then do a pair-wise ranking of these cards to determine who the girl feels closest to. Make sure you number these so that you have a record. Then, for each card ask the following questions:

- **Do you talk to this person about worries that you have, or problems that you are facing?** Probe on individual worries and problems, and who in particular they talk to about these different things and why. For example, she could respond: ‘I talk to my sister about boys, because she is only one year older than me and understands about how boys can try to trip you up’; or ‘I talk to my dad about my schooling because he is really supportive of me, and wants me to go to university’, etc. Probe on whether she gets support from a boyfriend.
- **What kind of support do you get from people?** This might only be advice, but probe also on practical support in accessing information, or being given money for an emergency, or lent a school book, etc.
- **Do you think that you always get the support you need? Why [or] why not?**
- **Are there other types of support that you want but don’t get?**

**5. EDUCATION**
**For those in school**

- How long do you think is ideal for girls to go to school – until what age or class?
- Do you think you will go to school until then? Why [or] why not? Probe on barriers.
- What are your hopes for your education? Probe on whether for better marriage prospects, a job, to be a better mother, etc.

**For those NOT in school**

- How long do you think is ideal for girls to go to school – until what age or class?
- At what age did you leave school? Why did you leave school? Probe on a variety of reasons, including poverty, poor performance, lack of parental support, puberty/menstruation, location of school, safety issues.
- Whose decision was this and how was the decision made?
- What have you done since leaving school? What are your plans for your future?

**6. EARNING**

- Are you currently doing any work for money, or have you in the past?
- Which kinds of work are good for girls to do and why? Probe on work for cash or payment in kind, work for family gain or work for other incentives.
- Are there types of work that are not approved of, or are looked down on, in this community? [If so:] Why are they not seen as good?
- Would you like to do paid work in the future? [If so:] What would you like to do?

**7. DIGITAL ACCESS AND USE**

- Do you ever use a mobile phone? [If so:] What do you use a mobile phone for? Probe on whether she uses it to text, phone, do social networking (what sites?), take photos, etc.
- Do you own a mobile phone? If so, ask her to show it to you, and show you how she uses it. What kind of phone is it? If a smart phone, what apps does she use? Probe on how familiar is she is with the phone. Take a picture of her phone.
- If she does not own a phone, but uses the phone of another person, ask: Whose phone do you use? How often do you use the phone? How easy is it for you to access this phone? What kind of phone is it?
- Do you own a SIM card? Probe on whether she owns more than one SIM card, and what the different cards are used for.

**4.3.3 IDI guide: parents**

**THEMES**

- Ideals and expectations
- Roles and responsibilities
- Safety and mobility
- Health and well-being
• Education
• Earning
• Spending
• Saving

TIME
1.5 hours

MATERIALS
• Index cards
• Pens
• FGD guide
• Notebook and pen
• Voice recorder
• Smart phone
• Sticky notes

INTRODUCTION WHEN STARTING ANY EXERCISE/INTERVIEW [ADJUST AS APPROPRIATE]
We are exploring how people in this community think about adolescent girls, their roles and responsibilities, and their potential. We define adolescent girls as girls between the ages of 10 and 19 years old, whether married or unmarried. We know that different communities define adolescence differently, but this is how we will be defining it today. We are talking with girls and their parents to understand how you and others feel about these ideas and customs and whether you think there has been any change over time and why. We think your views are very important and should inform discussions around policies and programmes that aim to improve the lives of adolescent girls. We will be writing a report – there won’t be any immediate effects, but we would hope your views will be included in the longer term.

BASIC INFORMATION
Age: _______________________________
Sex: _______________________________
Marital status: _______________________
Number of children (indicate age and sex):
____________________________________
Place of birth: _______________________
Place of residence: ___________________
Occupation: _________________________
Education level – own: _______________
Education level – children: ___________
Residence/living arrangements:
____________________________________
Migration status of respondent and family:
____________________________________
Ethnicity/caste/tribal affiliation, etc.:
____________________________________
Religion: ___________________________
Interview code: _______________________

Remember that if the parent you are interviewing has more than one adolescent daughter, you need to probe on differences between these girls.

1. IDEALS AND EXPECTATIONS
• What are the characteristics of an ‘ideal girl’ in your community? Are there any common sayings or proverbs that people use around here? What about the characteristics of an ‘ideal boy’?
• Do you think many girls attain this ideal?
• Do you think that girls feel under pressure to live up to that ideal? [If yes:] Where do you think the pressure comes from?
• What do you think girls gain by living up to this ideal and what happens if they don’t? Any examples?
• Do some people or individuals have different ideals, e.g. peers, older brothers, adults, media?
• Whose views do you listen to and why?
• Have expectations about girls been changing? What about boys?
2. ROLES AND RESPONSIBILITIES
• Is there work in the household that is your daughter’s responsibility? What about your son?
• Does your daughter find it hard to manage her work and other activities in her life, such as school, friends, free time, rest?
• Are the responsibilities of girls changing over time, or are they the same as when you were your daughter’s age? If they are changing, how and why?

3. SAFETY AND MOBILITY
• What places does your daughter go on her own? Are there any places where she is not allowed to go on her own, or times that she is not allowed to travel, or people she is not allowed to spend time with? What are the restrictions, and why?
• Does your daughter need to ask permission to go to places on her own, or with others? Who does she need to get permission from?
• What kinds of places do you think would be risky for your daughter to go to or spend time in? Why? Probe on whether there are times she cannot go, or people she cannot go with, as well as places she cannot go to.
• What kinds of places are good for girls to go to or spend time in? Why?
• What forms of transport are most and least risky for girls? Why?

4. HEALTH AND WELL-BEING
• What do you think are the biggest health challenges and issues for girls in this community? You can write these on cards or get the parent to do this. You can also probe based on the information you obtained in the FGDs (e.g. I know from talking to some girls/other parents that unwanted pregnancy and STDs are issues for girls. Should we add these to the list?).
• What support do you think girls need to help them address these challenges? This may be products (e.g. contraception, sanitary pads), services (e.g. doctors), opportunities (e.g. jobs or education), family support (e.g. from parents), information, etc.
• What are the different types of support your daughter has accessed? Refer to the list above. Probe on these, and ask the parent how they know this – did their daughter tell them? Did the parent facilitate this? Is this a guess? If the parent thinks their daughter has not accessed this support, ask why (e.g. You said that girls can get information from the internet/their mother. Why has your daughter not done this?).

5. EDUCATION
For those with daughters in school
1. How long do you think is ideal for girls to go to school – until what age or class?
• Do you think your daughter will go to school until then? Why [or] why not? Probe on barriers.
• What are your hopes for your daughter’s education? Probe on whether for better marriage prospects, a job, to be a better mother, etc.
• Do you think education is adequately preparing your daughter for the world of work? Why [or] why not? What would you like your daughter to learn that she is not learning in school?

For those with daughters NOT in school
• How long do you think is ideal for girls to go to school – until what age or class?
• At what age did your daughter leave school? Why did she leave school? Whose decision was this, and how was the decision made?
• What has your daughter done since leaving school?
• Are you happy with your daughter’s life prospects? What are your hopes for her future?

6. EARNING
• Is your daughter involved in any kind of paid work? Would you like her to do paid work? Why [or] why not?
• [If yes:] What kinds of work would be good for your daughter to do? Why?
• What types of work would you not like your daughter to do? Why?

7. SPENDING
If daughter works

• Is the money that your daughter earns her own money? Can she decide what to do with it? Does she ever have to give it to someone else?
• Do you give your daughter advice about how to spend money? Does anyone else give her advice? Does she always listen to this advice?

For all parents

• Do you think it is important for girls to have money of their own? Why [or] why not?
• Do you ever give your daughter money? [If so:] How often? What do you give her money for?
• What things do you buy for your daughter? Does she ever ask you to buy things for her? What?
• Who generally makes decisions on what to buy in the household? Does your daughter participate in any decisions on spending family money? How does she participate?
• Who actually makes the purchases in your household? Probe for different types of purchases: small daily needs vs. big one-off purchases.
• Are there any things that your daughter owns that belong just to her? What are these things? Probe if she has a mobile phone.

8. SAVING

If saving

• Do you ever talk to your daughter about saving money? What do you say to her?
• Do you think it is important for girls to have savings? Why [or] why not?
• Do you know if your daughter is saving now?

If not saving now

• Has she ever saved in the past? Do you know where she was saving?
• What was she saving for?
ANNEX A RESEARCH ADAPTATIONS

Cohort 1

There were adaptations in both the secondary and primary research that we conducted for Cohort 1 (C1). We built on previous research on the economic empowerment of girls in Rwanda, funded by the Nike Foundation, and a rapid literature review for Kenya and Uganda that helped us to focus primary research on filling information gaps. The primary research in Kenya and Uganda was quite light touch and resulted in a three-country ‘insights’ report.

Cohort 2

We learned that a rapid literature review would not give us enough information to identify businesses that had the potential to make an impact in our focus regions. Conducting a more comprehensive literature review enabled us to produce a sectoral ‘girl grid’, which was effective in informing selection, as well as research briefs that supported more robust primary research design. We continued these in Cohort 3 (C3) and Cohort 4 (C4). Primary research was extremely comprehensive and resulted in three country landscaping reports, which were only shared internally.

Cohort 3

C3 research built on the foundation we had laid for C1, with much more intensive secondary research, and primary research that focused on filling gaps in our sectoral understanding.

Cohort 4

For C4 updated the comprehensive secondary research from C2, and conducted what we consider to be a completely fit-for-purpose piece of primary research in Myanmar. We used the C2 model of comprehensive primary research, but scaled it back slightly. With this cohort, we felt like we achieved a girl research ‘sweet spot’.

Girl module Bootcamps

As with our research design, our presentation of key insights to businesses went through a number of iterations. What has remained constant from Cohort 1 to Cohort 4 has been the substantive ‘all businesses’ session on girl insights. This has been the foundation of the girl module and has worked well since C1. What has also worked well is the girl safeguarding module. The content and pedagogy have remained the same since the outset; the only change has been to the timing of delivery of this module. Based on learning in C1 and C2, we moved this module to the middle of the second week for C3 and C4, so that safeguarding plans were less ‘theoretical’ and based on more developed business solutions.

As cohorts have expanded in terms of number of countries, we felt the need in C3 to break groups up for part of the girl day.
to work in smaller groups. For this cohort, we experimented with sector groupings that cut across countries. This was moderately successful, but we felt that we could do better in C4. In C4 we grouped together businesses from the same country, regardless of sector, and worked them through a set of country-specific insights. This was especially important when Myanmar was added, which differs quite significantly from the other three South Asian countries in the cohort, although these countries also have quite considerable variation between and within them. These country-based modules provided businesses with a much more helpful deep-dive into country-specific issues.
ANNEX B DEEP DIVE CASE STUDY GUIDING QUESTIONS

This annex sets out a series of guiding questions for use during a deep dive interview. They can help you to capture details from a typical day in the life of your subject.

Tip: Do not use these questions as you would a survey or interview questionnaire. Try to read them as many times as you can before you visit the girl so they are in your mind. If possible, look at them a couple of times as the day goes on, when there is a break in activity, just to remind yourself.

Environment

- Where does she live? What are the characteristics of her home and her community? Who does she live with (age, sex, relation to her)?
- What time does she wake up?
- What does she like?
- What doesn’t she like?
- What does she do and where does she go during the day? How does she get around? Is she generally alone, or does she go places with others and do certain activities with others? Does she need permission to go to certain places (alone or with others)? From whom?
- What existing services (e.g. health centre, youth club) does she have access to in her community?
- What are the problems or challenges she comes across in the day? For example, does she have to walk a long distance to fetch water? Is it hard to find wood for cooking? Does she feel worried when going to certain places on her own?

Money (cash and assets)

1. Does she earn money, or is she given any money by anyone? If she earns money, what work does she do, how often, and what does she earn?
2. Does she do other work outside of the household that she does not get paid for? (Maybe her parents get paid, or she or they receive something in kind — probe on this.)
3. Does she spend money? Is it her own money or household money? Where does she spend it and on what?
4. Does she save money at home? By herself, or with a family member? Does she feel that her money is safe? What is she saving for?
5. What things in her home belong to her? Where does she keep these things? How did she get these things (e.g. did she buy them herself, were they gifts, were they handed down to her)?
6. What things does she use but share with others in her family? For example, do girls use their parents’ or siblings’ mobile phones or bicycles? Do they share income-generating items with family members, such as sewing machines or agricultural implements?
7. If she uses a mobile phone, ask her to show you how she uses it, what on the phone she uses, and why. Who owns the phone? How often does she use it? Does she have to ask permission?

8. Is there any other technology that she interacts with, or sees others interact with, that she thinks is or would be useful to her? What and why?

9. What are the most important things for her? Why?

Tip: You can ask her to get things out that belong to her and put them on a bed or table so you can photograph them.

**Friendships and support systems**

- Who does she interact with most during the day, and what are these interactions like? Are they doing things together? Who does she help and who helps her? What do they talk about?
- What are her support structures? Does she feel supported to grow beyond her current place in life by her family? Friends? Community?
- Who does she go to for advice on different issues?
- Is there anyone in the community that she really admires, or with whom she seems to have a special relationship?

**Safety**

- What does it mean to her to be safe? Where are safe places?
- What does it mean to her to be unsafe? Where are unsafe places?
- What does she do when she feels unsafe? Why? Is there a safe place she can go to? Or someone she can talk to?
- Where and when does she feel safe?

**Education and learning**

- If she goes to school or has been to school in the past, what does/did she like about school? What doesn’t/didn’t she like?
- If she doesn’t go do school, why did she leave school? Who made this decision? How does she learn new things now that she is not in school? Does someone help her learn or teach her new things? Does she go somewhere to learn new things? Does she use things to help her learn, like books, radio, TV, internet, mobile phone?
- Is there something she would like to learn or know more about (e.g. her body, how to save money or earn, how to be safe)?

**Change**

If the girl is older, is married and/or a mother, it is a good opportunity to reflect on changes that have occurred in her life since she was a younger adolescent. Ask the girl to reflect on and share with you her thoughts on the following:

- In what ways has her life changed? Are there good changes and bad changes? What are they?
- With the good changes, what enabled these? Have they just occurred naturally because she got older, or was there something specific that supported the change?
- For the bad changes, what caused these? Have they just occurred naturally because she got older, or was there something specific that led to the change?
- What advice would she give her younger self (aged 10, or 12 or 14)?

Before you go into the family discussion, it is good to say to the girl: We’ve spent nearly one day together now. Did anything happen today – apart from me being here – that would not have happened on a ‘normal’ day? Did anything not happen that would have happened on a ‘normal’ day?

**Multi-generational discussions**

If you are able to speak with the girl, her mother and/or her grandmother, ask the oldest member to reflect on what it was like when
she was a girl, and how things have changed. Probe particularly on schooling, marriage, girls’ mobility and independence, girls’ time use, girls’ work lives. Then ask the mother (if the grandmother has been sharing) how this differs from when she was a girl. Ask her for the main differences, what caused them, and whether they are good or bad. Now ask the girl (if the mother has shared) what the big differences are between her mother’s life and hers. Ask her why there are these differences, and whether they are good or bad.


Copyright Readers are encouraged to reproduce material from SPRING publications for their own publications, as long as they are not being sold commercially. As copyright holder, SPRING requests due acknowledgement and a copy of the publication. For online use, we ask readers to link to the original resource on the SPRING website.

© SPRING Accelerator 2019