



GIRL CONSULTATION RESEARCH TOOLKIT

2013



The Purpose of This Toolkit

This toolkit is here to tell you everything you need to know about running consultations with girls.

This toolkit is for individuals or organizations that want to listen to adolescent girls, learn from their experiences and ensure that their voices are heard.

It includes a selection of tools to help you hear from girls, to understand their lives, to uncover the issues and challenges they face and to gather their opinions on how they want the world to change.

This toolkit will guide you through how to set up a workshop, run the activities and analyse your findings. Each of the tools outlined can be used either together or on their own.

This toolkit is yours to use and adapt as you wish to suit your requirements. It contains four key sections:

Rationale: The reasons for conducting consultations with girls.



Logistics: All the basic elements you need to have in place to ensure the consultations run smoothly.

Workshop activities: A range of activities and ideas to help you work with the girls to get to the heart of the issues you want to explore.

Analysing your findings: Hints & tips for the most effective way to analyse your findings.

The toolkit was developed for a Nike Foundation and 2CV project to hear from adolescent girls living in poverty to inform the Girl Declaration – a call to action to embed adolescent girls in the post-2015 development agenda. The information included in the toolkit has been tried and tested with over 500 adolescent girls in 14 countries around the world.

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RATIONALE

The reasons for conducting consultations with girls

Why Run Consultations With Girls?

How consultations help a project:

- › **Dive deep into girls lives:** Consultations provide an opportunity to understand girls' lives; their hopes, dreams, fears and challenges.
- › **Understanding issues:** Listening to girls gives us deeper knowledge of the key aspects to their daily lives; what issues they face and what they think could help address them.
- › **Authentic voices:** running consultations enables us to hear the genuine voice of girls, and understand the world from their perspective.
- › **New ideas:** the group energy is great for encouraging creativity and sparking new ideas.



How consultations help girls:

- › **Empowers girls to share their views:** consultations provide a safe environment for girls to share their hopes and dreams, as well as to talk about the challenges they face. They can encourage them to make a contribution and make themselves heard.
- › **Fun with other girls:** Girls enjoy meeting other girls their age and making new friends. As girls talk about their lives they see the commonalities they share and realise that others are facing the same challenges as they are.





Logistics

All the basic elements you need to have in place to ensure the consultations run smoothly

Overview

Consultation checklist: what you need to run consultations



People (all to be female)

- › 2 x moderators
- › 15 girls
- › 1 or 2 x translators
- › At least 1 observer
- › A photographer/videographer if photos/video are needed
- › Child safety officer



Logistics

- › A local venue (where the girls feel comfortable)
- › Transportation
- › Food & drinks for the girls & the team



Materials/equipment

Flipchart paper + markers
White tack | Coloured pens
Post-its | Name badges
Image cards | Worksheets
Key theme cards | Dictaphones
Tables and chairs | Certificates
Camera

Forms

- › Research release forms (1 for each girl, signed by parent if under 18)
- › Media consent forms (1 for each girl, signed by parent if under 18)
- › Code of conduct signed by every member of the team
- › Girl safeguarding(or child protection) code of conduct signed by every member of the team

Safety of Girls

When carrying out consultations or activities with girls, it is crucial to create and maintain the safest possible environment for them. Their welfare is paramount and all reasonable steps must be taken to prevent them from being harmed, e.g. police check (DBS check or international equivalent).

- Before the consultation process takes place, your organisation needs to have a **child safety or child protection policy** in place which sets out safeguarding principles and practices, as well as guidance on appropriate and expected standards of behaviour of adults working with children. It is standard practice to have all adults working with children, including partners and consultants, undergo a background check (DBS check or international equivalent) as well as reviewing and signing a code of conduct.
- It is important to give your team a full briefing on your child protection policy so facilitators are able to make **appropriate and effective responses** if child protection concerns arise. Your team must know the **reporting mechanisms** and **referral pathways** and know how to react to a child if a claim of abuse is made. If time and resources allow, it is useful to brief the team on the local context including attitudes towards girl safety within this community and potential issues that may arise.

Safety of Girls

For every girl taking part in your consultation process, written consent from the girl and/or her parent/guardian should always be obtained. All images taken should only be used externally if written, informed consent has been gained from the girls and their parents, with a full explanation of their intended use. Consider translating your consent forms and providing child friendly/ easy to understand versions so that children and individuals with low literacy levels are well informed about the process.

When choosing a venue for the consultations, take time to do a **safety scan of safe and unsafe places in the community**. Think about the timing of your consultation process and consider whether this is an appropriate time of day for girls to travel alone and engage in this process. Consider whether this is likely to clash with school or household chores she may be expected to undertake.

During our consultation process, we had a **Girl Safety Officer / Child Protection Officer** present at the sessions so if safety concerns did arise, they were there to assist and follow up with the girls.

How to Identify Your Research Questions

- › This toolkit is full of tried & tested activities you can do with girls which can help you understand many different aspects of their lives.
- › However, before you start your consultation you should think about what you want to learn and identify any key questions you want the research to answer. With your team, you should consider the following:

What is the purpose of this project?

What is it you want to find out from the girls?

What questions do you want answered?

Are there any specific issues you want to explore with the girls?

- › It is important to write out a list of questions & objectives you want the research to answer.
- › You can now use these research questions to shape the activities you do in the sessions, the questions you ask the girls and the way you analyse the findings.
- › These research questions are what give direction to the entire project, so they are vital to consider before you begin the fieldwork. It is important they are made clear to the entire project team, so everyone is working together towards one common goal.

Identifying Which Girls to Consult With



Aim to have 15 girls in each workshop

The girls you speak to should be:

- › From families who are in the bottom 40% of society (20% in higher income countries) – the parts of the community who have least access to facilities, opportunities and finance – the **'vulnerable'** and **'hard to reach'** girls.
- › Girls who live on under \$2 a day (family income divided by number of people in the family must equal less than \$2 a day).
- › Girls who are thoughtful and willing to talk about the details of their lives, but they do not all have to be 'outgoing' or 'talkative' as the toolkit includes activities to help them express themselves.

GIRL SAFEGUARDING: To ensure girls are confident and relaxed in the session, each consultation should include:

- › A narrow age range of girls, max 3 years e.g. 10-12, 13-15 or 16-19.
- › Girls with a similar education status and literacy level so they don't feel inferior compared to others (split by in school or out of school).
- › Girls to attend in friendship pairs or triads to help the girls feel more confident in the workshop session.

Identifying Which Girls to Consult With



Other things to take into consideration when recruiting girls:

- › **School status:** A mixture of girls who are in and out of school.
- › **Literacy level:** Include some girls with low-literacy level or who are illiterate.
- › **Location:** Run down urban, rural and low population areas.
 - › Some girls to live in locations with poor access to services.
- › **Home:** Basic housing with no electricity/limited resources (relevant particularly in African countries).
- › **Family:**
 - › Include girls from families who do not work / do not have regular income.
 - › Mix of family size and set-up: inclusion of child-headed and single parent households.
- › **Marital status:** a mix of married and unmarried girls.
- › **Religion:** include a mix representative of the country.
- › **Age:** Spread of ages within each group.

Recruiting the Girls

Once you clarify which girls you would like to come to your consultation, you need to develop your recruitment strategy.

There are a range of strategies you can use, and each one will attract a slightly different kind of girl. Equally important, each method will likely NOT reach some kinds of girls, so it is recommended to create a mixed recruitment strategy to reach a variety of respondents.

IMPORTANT TO NOTE: the best way to recruit will depend upon the country & local culture. Use local knowledge to help inform decisions and reach on the best strategy.

- **Word of mouth:** relies on girls that are already known by local members of your team, the girls can then bring in additional girls that they know (their friends, neighbours, relatives etc). Team members inform people they know, who spread the word to people they know, and so on, and details of anyone interested are passed back to you.
- **Through parents:** call a meeting in the community for parents of adolescent girls in the age range you are targeting. At the meeting, you can explain the program and encourage them to enrol their daughters. Another way is to use the other methods listed (fliers, door-to-door) but targeted at parents.
- **Community leaders:** approach the recognized leaders in the community (whether they be the chiefs or elders, local level government administrators, religious leaders, head masters of schools, directors of community organizations, etc.) and either meet with them one-on-one or call a meeting. Sometimes you will need to do both; sometimes the leaders will request an invitation or information in writing. You will need to explain the project to the community leaders, describe the kinds of girls that you would like in the consultation and ask them to identify appropriate girls in the community.

Recruiting the Girls

Through schools: you can contact the schools in the community, often starting with a meeting with the head teacher (sometimes after sending a formal letter of introduction). You might want to ask the teachers to announce the consultation in their classroom and pass on details of interested girls to you. You can ask permission to go and speak in the classrooms yourself or you can distribute fliers in schools.

Fliers: involves developing a one page or half page flier with basic information about your consultation, the characteristics of the girls you are trying to recruit, and how girls who are interested can participate. You can paste fliers throughout the community, and also in strategic places where you might find girls – schools, markets, churches/mosques, etc. You can also distribute the fliers to people who you would like to spread the word for you.

Door-to-door: team members and/or volunteers go to houses in your target area and ask if there are adolescent girls eligible to take part in the project in that household. If there are, it will be important to talk to the adults in the house, as well as the girl, to explain the purpose of the project, its benefits, and why the girl might like to attend.

Recruiting the Girls

Profiles of every girl interested in participating need to be completed by a local member of the team visiting the girl in their home.

- › Details need to be checked so you know you are selecting the right girls you want to speak to.

The parents/guardian need to be met and parental permission granted.

- › Consent form signed.
- › Media release form signed (if photos/video will be taken).

REMEMBER, some of the most vulnerable girls will be very hard to reach. You will need to convince their guardians, employers, mothers-in-law or husbands. You will also have to convince the girl herself that she is worthy of and welcome to participate in your consultation. This will take time and planning and is a critical step in the development of your program.

GIRL SAFEGUARDING:

- › Parental/guardian consent must be sought in writing for all girls (if under 18) (forms are provided as part of this kit).
- › If filming or photographing the girls, a media release form must be signed, if the girls are under 18 their parent/guardian must sign it (forms are provided as part of this kit).
- › Recruiters must adhere to a child protection or safeguarding policy.

Identifying Consultation Moderators

You will need two moderators for each session (they will lead the session and run activities). The moderators should familiarise themselves with this toolkit.

Some considerations when selecting moderators

- › They should be female and relatively young, so that the girls feel comfortable talking to them about sensitive topics.
- › Moderators should have experience working with young people; ideally running workshops or research with girls.
- › Local moderators should be employed so that they can easily relate to the girls and speak the girls' language.
- › They should have high energy, be able to motivate and make things fun and exciting to keep the girls engaged.

It is up to you to find people who fit this criteria – we highly recommend you find people within your organisation.

- › If necessary, you could look to local teachers who do not know the girls you will be speaking to.



GIRL SAFEGUARDING:

- › Moderators must adhere to a child protection or safeguarding policy

Training Consultation Moderators

To ensure the moderator knows what is expected of them during the consultation, you should have a training session with the moderators. This should cover:

- › **The purpose of the research** – go over what you want to get out of consultation, the research questions & objectives.
- › **How best to ensure the girls are relaxed and open.**
 - › Using energisers & games to keep the girls energy up.
 - › Building rapport with the girls so they feel able to open up.
- › **Maintaining objectivity during the research.**
 - › You are there as a researcher – not a teacher. It is important not to give your opinion on what is right or wrong, good or bad, but just to listen to the girls and stay impartial.

Training Consultation Moderators

Questioning techniques

- › Probe interesting points further
 - › When a girl brings up a topic we are interested in (i.e. links to the research objectives), make sure you probe further into it with questions so the girl feels confident to tell you more about what she thinks.
 - › Ask open questions – i.e. not questions with just a yes or no answer.
- › Do not ask leading questions.
 - › Make sure points of view are coming from the girls and you are not leading them into answers.

The workshop flow

- › The activities you are doing and what you want to learn from each one.
- › The discussion guide.

All the above points should be covered in theory first, and then you have a **dummy run through** of the consultations with all the stimulus where the moderators can practise facilitating each of the activities, and the team can give coaching and feedback. This enables the moderators to truly understand how the consultations run and familiarises all the team with the activities.

Getting the Right Venue

- › Choose a local venue to minimise travel times for the girls.
- › It should be relaxed and friendly, and as familiar to the girls as possible.
 - › A local hall/community centre is ideal.
 - › Nowhere too formal as this can make the girls feel nervous.
 - › Make sure it is safe, preferably in a secured location – you may need to arrange security if there is local crime and it isn't totally secure.
- › It needs to have enough space so that the girls can spread out into groups, but not so big that it feels empty.



GIRL SAFEGUARDING:

- › Consultations must be carried out in a venue that is safe and comfortable for girls
- › Safe travel needs to be arranged to help the girls get to and from the session

Getting the Right Venue

- › Tables and chairs will be needed for completing tasks but the main session should be run standing or on the floor to encourage energy, so there needs to be space to move the chairs & tables to the side.
- › An outdoor area to use during the session is ideal, to be used for games and different parts of the consultation to break up the session and raise the energy.
- › Food and refreshments should be supplied halfway through and at the end of the session (local team to recommend what/when food is served).
- › Water should be available throughout.
- › Consider the time of day; it is advisable to ensure that the girls will be home before it gets dark.
- › Undertaking community mapping or a safety scan of the local area is a good way to determine where girls feel safe to meet.
- › Consider the timing of the workshop to ensure it is accessible for girls and won't clash with other commitments they may have such as school, clubs or chores or care responsibilities.



How to Set the Venue Up & Welcome the Girls

Setting up the room

- › Ensure there is enough space so that at the beginning of the consultation all attendees will be standing in a big circle, including all the team (moderators, photographers, translators etc).
- › Have tables & chairs at the sides of the room which can be pulled in when needed.
- › Have all the stimulus laid out on a table for the moderators, in the order that it will be used in the session.
- › Stick pictures on the walls of previous girl consultations so the girls can see this has happened with girls all around the world.
- › Have water laid out so the girls can help themselves when they are thirsty.

Welcoming the girls

- › Have someone check the attendance of the girls as they arrive at the consultation.
- › Start by playing a game when the girls enter so that the energy is raised right from the beginning.

Capturing Information

Audio: To make sure you capture the most information possible, give each translator a dictaphone to constantly be recording everything they translate

- › The simultaneous translators should be translating everything the girls are saying for every activity.
- › As you will have exercises where girls split into mini groups, it is useful to have 2 translators.
- › You then have the option to have this typed up as a transcript at the end of the consultation, which will help you with analysis as you can read back over the notes.

(Translation should be for note taking purposing only and should not be passed on to any third party).

Notes: To help with analysis, it is good to have at least one person at the workshop who is simply there to observe, listen & take notes.

- › The most useful notes to take are direct quotations from the girls, as these capture their authentic voices.

Direct from the girls: Many of the tasks are designed so there is an output, e.g. a poster of a girl, written hopes & dreams. These are extremely interesting as they give a deep insight into the mind of the girls. Ensure you get these translated post-workshop so you can include these materials in the analysis.

GIRL SAFEGUARDING: During discussions in the workshop, all facilitators should listen out for any situations where the girls could be at risk, and all safety concerns should be reported to the child safety officer.

If a child makes a disclosure alleging abuse, you should stay calm, listen carefully, be reassuring and explain that you need to share the information.

Do not promise to keep it a secret but explain that you are obligated to inform the child safety officer who may need to seek support for you from others.

Recognizing Girls' Participation

- › Girls should be given a certificate for taking part to show thanks for their time and contribution.
- › A certificate at the end of the consultation makes the girls feel they have contributed and are valued (provided as part of this kit).
- › After the research has finished a thank you pack should be sent out to each girl. This helps the girl feel valued for taking part.



The **thank you pack** should include:

- › A thank you letter.
- › A photo of the girl with her certificate.

The **thank you letter** should include:

- › A simple summary of the findings and how they were used.
- › Thanks to the girl for taking part.
- › Photos from the consultations.



Summary of Key Responsibilities

Working with young girls carries with it responsibilities. Here is a list of the key things to check you have in place before and after the consultations.

Before

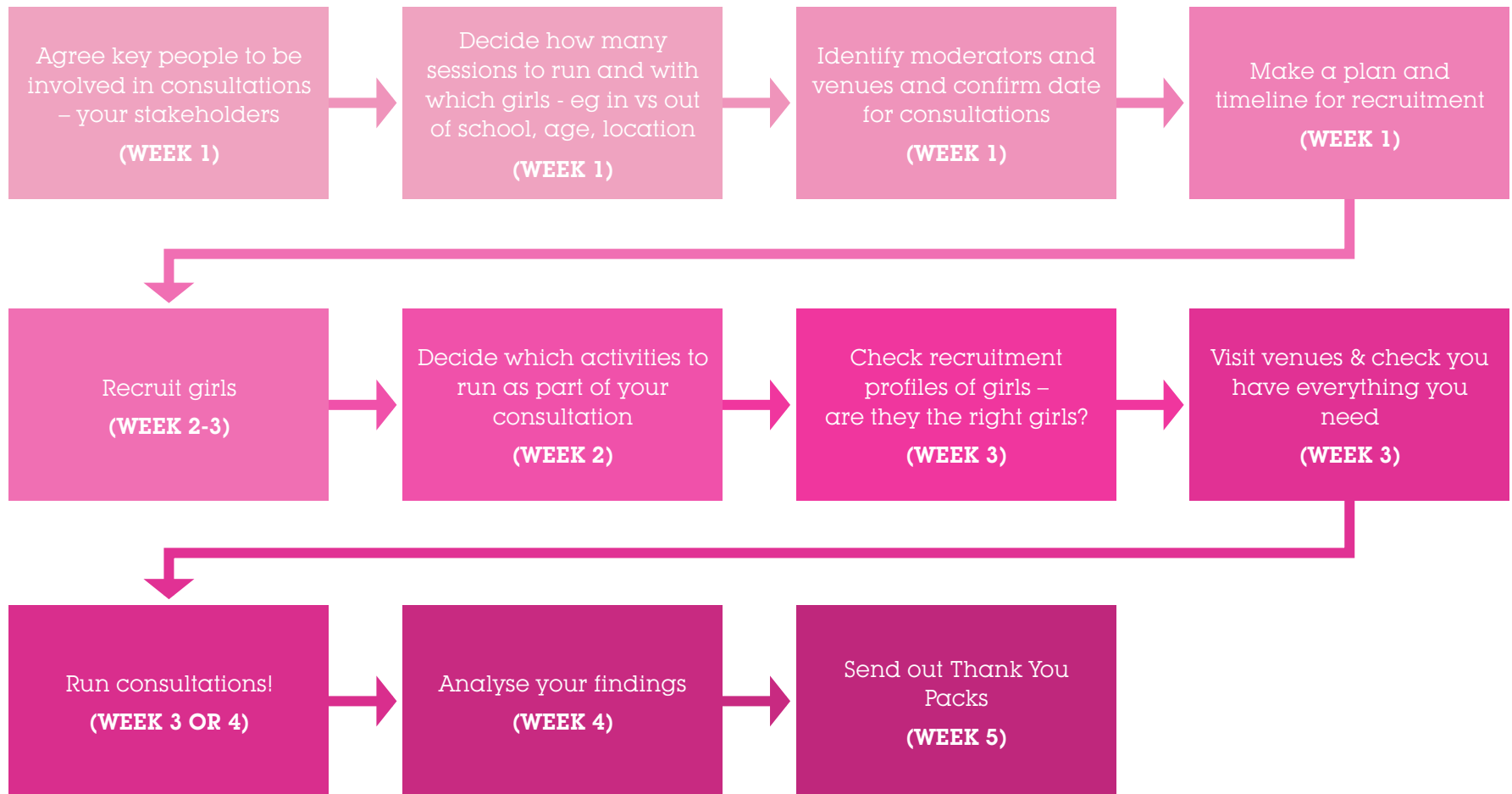
- › Ensure consent forms are signed for all girls by their parent or guardian (if under 18).
- › Ensure media release forms are signed by all parents/guardian (if under 18) if you will be taking photos.

After

- › At the end of each consultation, have a team meeting for any girl safety issues to be flagged.
- › Take note of any girl safety issues and notify the child safety officer.
- › Check with the child safety officer (approx. 1 week later) that they have followed up with any girls who raised safety concerns in the consultation.
- › Send all girls thank you packs.

Timings

Allow at least 3-4 weeks to organise the consultation sessions and consider the following flow for set up:





WORKSHOP ACTIVITIES

A range of activities and ideas to help you work with the girls to get to the heart of the issues you want to explore

What We've Learnt Along the Way

- › Everything takes longer than you think, so ensure sessions start on time, and be willing to be flexible.
 - › Girls can take time to understand and get into each activity.
 - › Nothing should be done too quickly.
- › Avoid writing activities as much as possible.
 - › This can take time and can stifle creativity, especially for girls with low literacy level.
- › Projective tasks should be used as much as possible.
 - › Imagination tasks work really well to spark creativity.
- › Games can be used to raise the energy at any point.
 - › Put them between tasks that involve a lot of thinking to help keep the girls' energy up.

The Activity Types

The consultation workshops use a range of activities to ensure comfort, facilitate discussion of issues and to ensure that the sessions are a safe and fun space for the girls. These exercises are designed to empower girls to articulate their thoughts and think creatively.



Creative and projective imagination techniques to help relax girls and encourage broad thinking.

For example: asking to close eyes and imagine a perfect day.



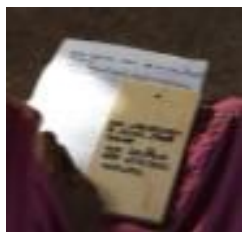
Team exercises (to allow girls time working together).

For example: asking to work together to draw a picture of an imaginary girl.



Role play – to encourage girls to act out their experiences and attitudes.

For example: imagine they were calling in a radio show to give or ask for advice.



Hand written exercises to encourage time for thoughtfulness and individual consideration (with support for low-literacy levels).

For example: asking girls to write their hopes and dreams on paper.

TOP TIPS FOR ENGAGING GIRLS!

1

Keep it informal – girls can feel intimidated when they are presented with a more 'formal' or 'traditional' group setting – try to keep the sessions flexible and suited to girls.

2

Use the energy in the room and keep them standing – start the session on your feet and keep the energy up by doing group discussions standing, written work on the floor or at small work stations, use seats sparingly and for specific tasks.

3

Create **small and comfortable work stations** for girls to work in small groups with tables and chairs.

TOP TIPS FOR ENGAGING GIRLS!

4

Help them speak up – if girls are shy or quiet, please use the space and dynamics of the room to encourage them to speak up. E.g. standing close and giving support in groups, repeating what they say with positive affirmation, thanking girls for contributing and moving across the room to encourage them to speak up (*I need to hear you from over here!!!*).

5

Helping those who have low/no literacy – encourage girls to draw or write only a word or two, but if they're clearly struggling it's ok for the moderators to write for them.

6

Feel free to be playful – it's ok to play games and break from the research so take time to ensure girls are relaxed and confident – we'll get the time back in efficiency and quality of information.

7

Take photos throughout – these are really useful to bring the girls to life after the research as finished.

THE WORKSHOP AGENDA

The activities included in this toolkit were part of a 5-hour long workshop with groups of adolescent girls around the world. These activities can be used together following the agenda to the right, or on their own.

Warm Up and Introduction

- › Warm up (15 mins)
- › Introduction (10 mins)
- › Introducing the hope sheets: (5 mins)
- › Introduction game: (10 mins)

Inspire | Activities to inspire the girls and encourage creativity

- 1 What's it like to be a girl: (25 mins)
- 2 Imagination circle projective: (30 mins)
 - › 'A perfect day' (15 mins)
 - › 'Waking up 5 years from now' (15 mins)
- 3 Hope sheets (15 mins)

Explore | Activities to explore issues relating to girls

- 4 Projective: A local family (35 mins)
- 5 Girls' questions (10 mins)
- 6 Radio Show (20 mins)
- 7 Putting girls in charge (15 mins)
- 8 Hopes and Dreams capture (45 mins)

Thank and Close

* Break for refreshments to be included halfway through and at the end of the workshop

Warm Up & Introduction



(15 mins)

Warm Up

As girls arrive the entire team (lead by moderators) play local games with girls to help them relax and make the sessions fun.

- › Use games that girls are familiar with; the girls can also suggest games they want to play.
- › Ensure all attendees join in, as it is an opportunity to bond as a group and get to know girls.



Examples of local games

Follow the leader

- › Everyone stands in a circle. One person is selected to be the 'Guesser' and has to leave the circle and go out of earshot
- › One person is selected as the 'Leader'
- › The Guesser comes back and stands in the middle of the circle.
- › The Leader starts doing gestures (e.g. tapping head, clapping hands) and everyone in the circle has to follow
- › The Guesser has to guess who the Leader is from watching everyone.
- › Once they pick the right person, the Leader becomes the Guesser and a new Leader is selected

Behind you

- › Everyone sits or stands in a circle.
- › One person (lets call them Person A) has an object (ball or stone) and walks around the circle
- › Typically a local song is sang while they do this, while clapping hands
- › Person A drops the ball subtly behind any person of their choice (Person B)
- › Once they realise, Person B then chases Person A around the circle
- › Person A has to aim to get back to Person B's gap in the circle before they are caught
- › Person B then becomes Person A and the process is repeated

Warm Up & Introduction



(10 mins)

Introduction

Ask everyone to stand in a circle (including moderators, translators, girls, photographers).

The moderator should then outline the purpose of the session: Explain to the girls that you're here to talk about girls and get their advice on a few topics

- › It is useful to mention that it is a very important session and you are here to really understand the views of the girls.
- › Explain the presence of all attendees, they can be introduced as people who are interested to capture and listen to what girls have to say.
- › Give girls a role/sense of responsibility - hand out name badges and explain the role of the 'girl advisors'.

TIP: When handing out badges, everyone should clap, it is important to make it a big deal that they are getting appointed as girl advisors – this should raise the energy

- › Let the girls know that you want their honest thoughts and opinions during the session – there are no right or wrong answers and you hope everyone will have fun.
- › Reassure the girls that this is a safe environment, the objectivity of the moderators and the need for honesty.



Warm Up & Introduction

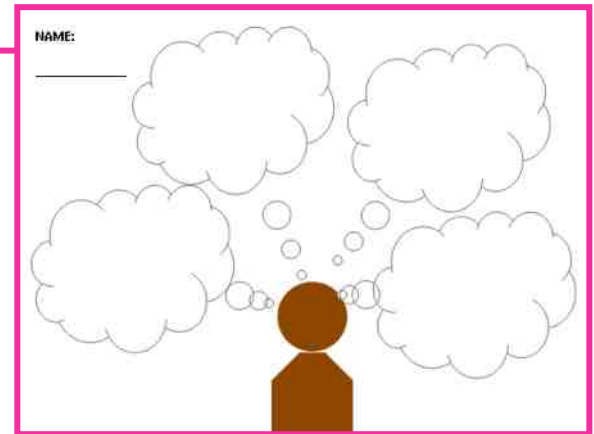


(5 mins)

Introducing the Hope Sheet

Each girl will have a hope sheet for the session – this is designed to encourage girls to write down their hopes, dreams and wishes

- › Show the sheet to the girls.
- › Explain that you would like her to add her thoughts to this sheet as the session continues – the bubbles are spaces for ideas, wishes, hopes and dreams – they are spaces for her thoughts. Explain that you will let her know when she needs to write ideas down, as the session goes on.
- › This is their opportunity to say what they'd like for themselves, their family, community and country.
- › For the moment give each girl a copy of the wishes sheet and ask her to write her name on the picture of the girl in the middle of the sheet (make sure they don't write anything else at this point).
- › The girls can keep their sheets at the side of the room when doing other activities.



Warm Up & Introduction



Introduction Game

(10 mins)

- › Everyone will have a single image card, each card has a matching image in the room. Everyone has to find the person who has their matching image and find out the following:
 - › Their name
 - › What 3 words their friends would use to describe them
- › The entire team should take part to familiarise girls with everyone



Inspire > Activity 1: What It's Like to Be a Girl

SESSION SUMMARY

What?

A group exercise where girls imagine and create a drawing of a typical girl in their community. They come up with a character – they draw her, give her a name and write a bit about her thoughts and feelings.

How?

Split girls into groups of 4 or 5. Give each group a big piece of paper and colourful pens. A facilitator should be with each group asking the girls the questions outlined in the discussion guide.

Effectiveness

| | |
|-------------------------|-----------|
| Creating stimulus | ● ● ● ○ ○ |
| Difficult subjects | ● ● ● ● ○ |
| Creating a bond | ● ● ● ● ● |
| Understanding habits | ● ● ○ ○ ○ |
| Revealing everyday life | ● ● ● ● ○ |
| Learning stuff fast | ● ● ○ ○ ○ |
| Understanding concepts | ○ ○ ○ ○ ○ |

Helpful Tips

- > For girls that have lower literacy levels, the moderator should help with writing.
- > Stick each poster up on a wall after the task so you can refer back to their characters during the rest of the workshop.

Inspire > Activity 1: What It's Like to Be a Girl

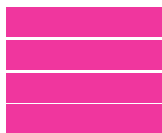
INSTRUCTIONS

Time duration

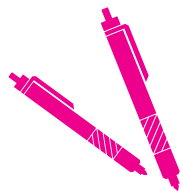


(25 mins)

Materials you'll need



(blue/white tack)



(colorful pens)



(flipchart paper)



Room setup

2 options:

- > One table per group. Each table to have on it:
 - > 1 piece of flipchart paper
 - > Colourful pens
- > Stick flipchart on the wall for each group
 - > 1 piece of flipchart paper
 - > Colourful pens



Inspire > Activity 1: What It's Like to Be a Girl

MODERATOR DISCUSSION GUIDE

- > Split girls into small groups
 - > Explain you'd like them to bring to life a 'typical' girl from their area
- > Ask girls to draw a girl and bring this girl to life (lead by moderator, who can help with writing if needed):
 - > First, ask what her name might be.
 - > Suggest an age (a year or two older than the girls) and check they want her to be that age
 - > Draw a big speech bubble and hand girls the pens – ask: what would she say?
 - > Draw a big thought bubble – ask: what would she think?
 - > Draw activities – ask: what would she do?
 - > Draw a big heart – ask: what would she feel? Who would she care about? What would she love?
- > Each group should present back the girl character
 - > Select a spokesperson for each group to present 2-3 bits of information from their work.
 - > Stick up the drawing on the wall and explain that you will refer back to the girls they have created during the workshop.
 - > It's important to give lots of positive feedback/clapping

Inspire > Activity 2: Imagination Circle Projective

SESSION SUMMARY

What?

The imagination circle creates a space for the girls to imagine things were different for them, and to find out what their hopes and dreams are.

How?

Stand in a big circle, all girls close their eyes and moderators talk through questions to help them to imagine. All girls then share their thoughts with the others.

Effectiveness

| | |
|-------------------------|-----------|
| Creating stimulus | ○ ○ ○ ○ ○ |
| Difficult subjects | ● ● ● ○ ○ |
| Creating a bond | ● ● ● ● ○ |
| Understanding habits | ● ● ● ● ○ |
| Revealing everyday life | ● ● ● ● ○ |
| Learning stuff fast | ● ● ● ● ○ |
| Understanding concepts | ● ● ● ○ ○ |



Helpful tips

If you have an appropriate space, taking the girls outside can work nicely to change the environment and encourage creativity.

Inspire > Activity 2: Imagination Circle Projective

INSTRUCTIONS

Time duration



(25 mins)

Spend 15 mins on each of the imagination scenarios



Materials you will need

None

Room set up

No chairs or tables: just a lot of space

- > Can be done either standing or sitting on the floor
- > Inside or outside



Inspire > Activity 2: Imagination Circle Projective

MODERATOR DISCUSSION GUIDE

Scenario 1: 'A perfect day'

Explain to the girls that they are going to use their imaginations.

- > Ask Girls to close their eyes, and guide them through the task

Ask the girls to imagine it is night time and they are going to sleep, they have a good sleep tonight and tomorrow they wake up in a city they've always wanted to visit and have a 'perfect day'. A day where they are happy and everything goes right – it can be anywhere they can imagine (encourage to think of a different place to encourage context shift)

- > Guide girls through each step: what would happen at each point in the day:
 - > What would the city/place look like?
 - > What would a perfect day be like when they first woke up
 - > How would they feel?
 - > What would they be doing?
 - > Who would they be with?
 - > As they go through the day: morning, afternoon, evening
 - > What would they do
 - > Who would they see
- > Go round in a circle and ask girls to share their perfect day
 - > Ask WHY it is aspirational/exciting – even small details – what is important about these things?

Inspire > Activity 2: Imagination Circle Projective

MODERATOR DISCUSSION GUIDE

Scenario 2: '5 years from now'

Ask girls to close their eyes and imagine they go to sleep, this time for a few years....

- > As if by magic they wake up in 5 years from now. When they wake up...
 - > What would they imagine life being like? What they would feel/what would they be doing?
 - > What would they hope for? Who would they live with?
 - > What would they do? Who would they be friends with?
 - > What would their best hopes v's worst fears?
 - > Imagine they bumped into their friends they created earlier (personas) - What would they be doing?
- > Go round in circle and ask girls to share what they imagined

Inspire > Activity 2: Imagination Circle Projective

SESSION SUMMARY

What?

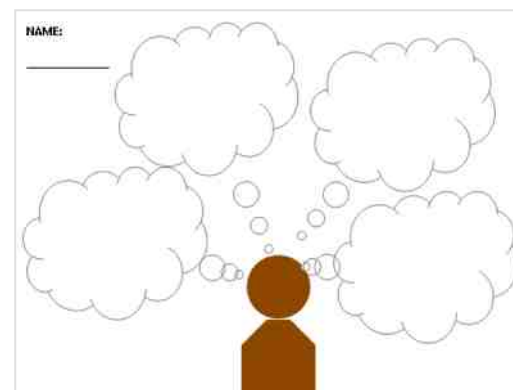
Girls write down their hopes and dreams.

How?

Remind girls about the hope sheets you handed out during the introduction.
Ask girls to write down their thoughts, wishes, hopes and dreams

Effectiveness

| | |
|-------------------------|-----------|
| Creating stimulus | ● ● ● ● ● |
| Difficult subjects | ● ● ● ○ ○ |
| Creating a bond | ● ● ○ ○ ○ |
| Understanding habits | ● ● ○ ○ ○ |
| Revealing everyday life | ● ○ ○ ○ ○ |
| Learning stuff fast | ● ● ○ ○ ○ |
| Understanding concepts | ● ○ ○ ○ ○ |



Helpful tips

- > Works especially well after the imagination circle, as the girls can now write down all the things they imagined
- > Low literacy level girls can get nervous about writing so reassure them that the moderators can help.
 - > Sometimes they will not let you know because they are ashamed, so ensure the moderator keeps a close eye out for girls having challenges writing.

Inspire > Activity 3: Hope Sheets

INSTRUCTIONS

Time duration

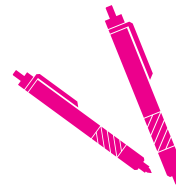


(15 mins)

Materials you'll need



Hope Sheets
(1 per girl, printed A3)



Pens
(easy to write with,
e.g. biro or thin felt tips)

Room setup

Tables & chairs

Inspire > Activity 3: Hope Sheets

MODERATOR DISCUSSION GUIDE

- > Explain that you would like them to start writing down their hopes and dreams for the future – to capture exactly what they just shared (if imagination circle activity has been completed).
- > Explain why you want to hear their hopes and dreams.
- > Ask girls to write down at least two 'hopes' in the bubbles for now, and explain you will come back to it later.
 - > Allow them a few minutes to think about it.
 - > Have plenty of spare sheets to hand if they need extra space.
 - > Encourage them to write down interesting things they said during the projection task.

Explore > Activity 4: A Local Family

SESSION SUMMARY

What?

A projective exercise to get into the heart of issues in their local community.

How?

Talking in small groups about the challenges a local family would face

Effectiveness

| | |
|-------------------------|-----------|
| Creating stimulus | ● ○ ○ ○ ○ |
| Difficult subjects | ● ● ● ● ○ |
| Creating a bond | ● ● ● ○ ○ |
| Understanding habits | ● ● ● ● ○ |
| Revealing everyday life | ● ● ● ● ○ |
| Learning stuff fast | ● ● ● ● ○ |
| Understanding concepts | ● ● ● ○ ○ |

Helpful tips

- > Smaller groups work best
- > Approaching sensitive topics means it's best not to take photos at this point

Explore > Activity 4: A Local Family

INSTRUCTIONS

Time duration



15mins contextual discussion +
10mins per theme explored

Materials you'll need

None

Room setup

Small groups (of 5) sitting either on chairs in a circle or on the floor in a circle

Explore > Activity 5: Girls' Questions

MODERATOR DISCUSSION GUIDE

Step 1: Introducing the family (15mins)

- > Split group into 3 smaller groups of 5
- > In your groups, ask the girls to imagine that a family moves to their area – they have four children – two boys and two girls....explain that they're a typical family in this area – one who doesn't have much money and they've moved to be near their family – give the parents 'traditional' roles – dad is a farmer, mum is a market seller and pregnant with her fifth child (adapt to different countries)
 - > Ask what the children would be like.
 - > What challenges would they face in these area.
 - > What would make them more or less vulnerable to risks
 - > What tangible factors? (eg where they live, who they know); what about less tangible factors? (eg what their attitude or parents attitude is, what the community thinks)

Explore > Activity 5: Girls' Questions

MODERATOR DISCUSSION GUIDE

Step 2: Exploring key themes (10mins per topic)

Introduce 2-3 key themes below per team and ask the girls to think about these issues in relation to the family.

- › What challenges are they likely to face in these area?
- › What advice would they give them on these topics?
- › Capture as much as possible on these areas
 - › Word association/images
 - › What are all the things that they think of in this area
 - › What are the good things, bad things
 - › What is specific to girls

KEY THEMES

These topics below were selected for use in this toolkit because these were the themes raised by adolescent girls in the consultations led by 2CV. You can also select other themes to introduce, if the themes below do not match your research questions.

Identity
Education
Marriage
Social support
Health
Jobs & money

Jobs & money
Local environment
Safety & security
Pregnancy, families and sex
Expectations & roles
Girls' emotions

Explore > Activity 5: Girls' Questions

SESSION SUMMARY

What?

A forum for girls to write down all their questions

How?

The girls write down questions on post-it notes and stick them up on the wall

Effectiveness

| | |
|-------------------------|-----------|
| Creating stimulus | ● ● ● ● ○ |
| Difficult subjects | ● ● ● ● ● |
| Creating a bond | ● ● ● ● ○ |
| Understanding habits | ● ○ ○ ○ ○ |
| Revealing everyday life | ● ● ● ● ○ |
| Learning stuff fast | ● ● ● ● ○ |
| Understanding concepts | ● ● ● ○ ○ |

Helpful tips

Use examples if the girls feel confused

- Refer to things they have said earlier on in the workshop, or use examples such as 'how can I make my brothers share my housework?', 'How can I do better at school?', 'How can I stay safe?'

Explore > Activity 5: Girls' Questions

INSTRUCTIONS

Time duration



(10 mins)

Materials you'll need



(pens)



(sticky notes)

Room setup

Tables and chairs with lots of colourful post-its and pens on the tables

Explore > Activity 5: Girls' Questions

MODERATOR DISCUSSION GUIDE

Ask girls to write down a lot of questions that girls their age might want answers to on post-it notes – explain that you're going to work together to try to help answer these, so please write down everything you think of.

- › Moderator may want to suggest a couple of relevant questions if the girls are feeling shy/confused
 - › Eg – how can I make my brothers share my housework? How can I do better at school? How can I stay safe?
- › Encourage to include a range of issues/fears/problems – nothing is off topic or too sensitive
- › If it helps they can think back to their personas
- › When they have written their question, ask them to stick it up on the wall so you end up with a wall of questions.

Explore > Activity 6: Radio Show

SESSION SUMMARY

What?

Role-play of a radio show helpline, giving a forum for girls to ask questions and give advice.

How?

In small groups, one girl is the caller and another is the advisor. The caller asks a question that a girl their age might have. They can use the questions they wrote in the 'girls questions' exercise to help them. The advisor then answers the question and gives her advice.

Effectiveness

| | |
|-------------------------|-----------|
| Creating stimulus | ○ ○ ○ ○ ○ |
| Difficult subjects | ● ● ● ● ○ |
| Creating a bond | ● ● ● ● ○ |
| Understanding habits | ● ● ○ ○ ○ |
| Revealing everyday life | ● ○ ○ ○ ○ |
| Learning stuff fast | ● ● ● ● ○ |
| Understanding concepts | ● ● ● ○ ○ |

Helpful tips

- > Works best when done after the 'girls questions' exercise.
- > Use a real mobile phone as a prop.
- > Focusing on the advice girls give - where possible audio-capture interesting things girls say.

Explore > Activity 6: Radio Show

INSTRUCTIONS

Time duration



(20 mins)

Materials you'll need



Mobile phone for each group

Room setup

Small groups (5 in each group) either sitting on chairs in a circle or sitting in a circle

Explore > Activity 6: Radio Show

MODERATOR DISCUSSION GUIDE

- › Explain that today they will take turns being the radio hosts for a special radio helpline for girls.
 - › Girls stay in three teams for this exercise.
 - › Encourage girls to take it in turns to ask questions and give advice.
 - › You can refer to the questions on the wall to make it easy to begin with.
- › Once girls are into the swing of things, start to ask about the key topics as prompts
 - › What questions would a girl ask about **education** or **marriage** or **sex** or **pregnancy** etc.

Explore > Activity 7: Putting Girls in Charge

SESSION SUMMARY

What?

Asking girls how things would be different if they were in charge, to understand what changes they want

How?

Imagining how things would be different if they were in charge and talking about it as a group

Effectiveness

| | |
|-------------------------|-----------|
| Creating stimulus | ● ○ ○ ○ ○ |
| Difficult subjects | ● ● ● ● ○ |
| Creating a bond | ● ● ● ● ○ |
| Understanding habits | ● ● ● ● ○ |
| Revealing everyday life | ● ● ● ● ○ |
| Learning stuff fast | ● ● ● ● ○ |
| Understanding concepts | ● ● ● ● ○ |

Helpful tips

Prompt girls with some of the issues that have previously been raised by them in the workshop that you want to know more about



Explore > Activity 7: Putting Girls in Charge

INSTRUCTIONS

Time duration



(15 mins)

Materials you'll need

None

Room setup

Small group stations again; either chairs or sitting on the floor

Explore > Activity 7: Putting Girls in Charge

MODERATOR DISCUSSION GUIDE

Explain that you would like them to now imagine girls like them or the girl character they drew were in charge of some of the issues (e.g. if you were in charge of local area, running a school, etc.)

What would girls do differently?

How would they see the issue differently?

What actions would they take?

How would they feel?

How would it affect their lives (possibly only ask of older girls)

What would they want to change if they were in charge?

Explore > Activity 7: Putting Girls in Charge

SESSION SUMMARY

What?

Capturing girls' hopes & dreams in writing on their hope sheets & on audio.

How?

- > Continuing to fill in their hope sheets
- > Option to capture audio – record the girls reading out her dreams on audio, as well as her name, age & location, followed by a direct translation from the translator.

Effectiveness

| | |
|-------------------------|-----------|
| Creating stimulus | ● ● ● ● ● |
| Difficult subjects | ● ● ○ ○ ○ |
| Creating a bond | ● ○ ○ ○ ○ |
| Understanding habits | ● ○ ○ ○ ○ |
| Revealing everyday life | ● ● ● ● ○ |
| Learning stuff fast | ● ● ○ ○ ○ |
| Understanding concepts | ● ● ○ ○ ○ |



Helpful tips

Encourage the girls to think about the challenges that were discussed in the previous activity and then write some additional thoughts, hopes and dreams onto the sheet.

Explore > Activity 8: Hope Sheets Round 2

INSTRUCTIONS

Time duration

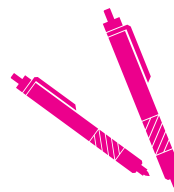


(45 mins)

Materials you'll need



Hope Sheets
(1 per girl, printed A3,
same one they have already
been filling out)



Pens
(easy to write with,
e.g. biros or thin felt tips)

Room setup

Tables & chairs

Explore > Activity 8: Hope Sheets Round 2

MODERATOR DISCUSSION GUIDE

- > Explain that you would like them to write down or draw any other hopes and dreams for the future on their hope sheets.
 - > Encourage them to think of what their hopes are for themselves and for other girls in their community also
- > Once girls have finished writing:
 - > Ask them to pick their favourite hope or dream from the hope sheet to share with the group
 - > Go round in a circle and each girl can share their favourite.
 - > Ensure you voice record the translation to the sharing



Thank & Close



(10 mins)

Thank You

- › Ask all the girls to come around in a circle.
 - › Ask everyone to mention something they've really enjoyed today.
 - › Ask the girls if they have any questions for any of the team.
- › Thank them for all their hard work, energy and creativity.
- › As a thank you for taking part give out:
 - › Certificates of participation - award these and clap as each girl gets given hers.
- › Take photos of each girl with certificate for ID/to send back to them as thank you.



(15 mins)

Drinks, Cake & Games

- › Provide drinks and snacks for the girls while you tidy up and finish up the session
 - › Partners to advise on fun and engaging local games to play with the girls.
- › Do a final check to ensure you have captured any audio, & written materials you need.
- › Check you have photos for each girl.
- › Capture any final photos/audio/written wishes.



ANALYSING YOUR FINDINGS

Analysing Your Findings

Now it is time to make sense of everything you have heard during the consultation and put it to good use. Analysis is the process of interpreting what girls have said and then what this means for you. There are 4 steps to follow, which are outlined below.

Step 1: Analysing & discussing

- › Firstly, give yourself and the team time to think and absorb what you have heard
 - › Write your own individual notes, thinking about what you have learnt and key comments from the girls that stood out for you.
- › Gather as a team and allow at least two hours to discuss what you've learnt.
 - › It is important all moderators, translators and observers are present.
 - › Have a nominated leader to lead the discussion.
 - › This should be the key project leader.
 - › The leader should have experience analysing qualitative data.

Analysing Your Findings

- › The leader should structure your brainstorm discussion:
 - › Firstly, revisit what your 'key questions' were for the consultations and discuss the answers to those questions, based on what the girls said.
 - › Go through each of the **key themes** that were discussed in the 'Explore' section of your consultation (e.g. health, education etc.) and write down what the findings for each one were.
 - › What were the girls views on this? – support this with quotations and your notes from the consultations
 - › What were their key challenges?
 - › What ideas did they have?
 - › What solutions could help?
 - › How does this link to other information you know? Is it supported by other research you have done/heard about before?
- › Write down everything that is mentioned in the discussion and stick the notes on the wall or on a board
 - › Nominate someone to write – you can take it in turns to do this
- › Review the findings: once all findings are on the wall you can review them and see how the points and issues link together.
 - › Look for patterns and areas of overlap.
 - › Re-structure and re-organise them in to groups or theme.
 - › Add titles and any extra thought.

Analysing Your Findings

Step 2: Interpreting

- › As a group, review your findings and answer these questions:

What's have you found out?

What does it mean?

What does it ALL mean?

Which bits don't make sense? Why?

What are the implications of this?

Where are the opportunities? What can we do about it?

Analysing Your Findings

Step 3: Writing up your findings

- › Take a girl-centred approach when writing up your findings
 - › What did they say?
 - › What priorities did girls identify?
- › Think about how they explained things, how they thought about issues and voiced their opinion.
 - › See it from their perspective, try to communicate it in their words.
- › But, don't just say what girls said, say **what that means**
 - › What can be done with the findings? How can they inform or link into a policy or program?
- › Bring your findings to life with lots of photos and quotations.
 - › This can help people who did not attend the fieldwork to understand about the girls' lives

Analysing Your Findings



Step 4: Come to conclusions

- › All your findings from the research should come to a set of conclusions.
- › Taking everything into consideration, what are the answers to your research objective & questions?
- › What action can now be taken, based on what the girls said?

Your Feedback

Please get in touch and let us know how you found using this toolkit.

This will allow us to keep developing and optimising it so that consultations with girls can be even more successful in the future.

We would love you to tell us:

What worked well?

How you found the activities?

Did you have any challenges?

How did the toolkit help you?

Was there anything missing?