



GAGE endline qualitative research tools: Jordan

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Table of Contents

Introduction3

1. Adolescent and young adult IDIs 4

2. Parent IDIs.....19

3. Adolescent and young adult FGDs..... 25

4. FGDs with community key informants 42

5. Parents FGDs 48

6. Key informants 52

Table of figures

Figure 1: GAGE conceptual framework.....	2
Figure 2: Family members symbols	5
Figure 3: Adolescent IDI (ABCD) tool	6
Figure 4: Sibling timeline	7
Figure 5: Adolescent IDI (ABCD) tool: timeline	8
Figure 6: Adolescent IDI wrap up: experience with GAGE study	15
Figure 7: Parent IDI tool: timeline – mother	21
Figure 8: Parent IDI tool: timeline – father	21
Figure 9: Adolescent FGD tool: body mapping	26
Figure 10: Adolescent FGD tool for AWDs: body mapping	31
Figure 11: Adolescent FGD tool for girls with disabilities: body mapping	33
Figure 12: Parent FGD tool: community mapping	37
Figure 13 Parent FGD tool – young females: worries exercise	41
Figure 14: Community KII	43
Figure 15: Phone KII	47

Introduction

This toolkit was used to collect endline (2024-2025) qualitative data for the Gender and Adolescence: Global Evidence (GAGE) research project in Jordan. It includes the guides used to structure individual interviews with young people, caregivers and key informants and group interviews with young people, caregivers, and community members. With the caveat that these tools were primarily designed for adolescents and young adults over the age of 15 (and the adults who have supported them thus far), a selection of these tools could be used to understand adolescents' and young adults' developmental trajectories and broader wellbeing in myriad contexts.

These tools were designed around the GAGE conceptual framework (see Figure 1), which is a socioecological model—with adolescents at the centre—that reflects the close connections between what the GAGE consortium refers to as the '3 Cs': capabilities, contexts and change strategies.

The first building block of our conceptual framework is capability outcomes, which captures young people's skills, knowledge and voice and how these support young people to do the things they wish to do and become the people they aspire to be. Our framework encompasses six capabilities: education and learning, bodily integrity and freedom from violence, nutrition and physical health (including sexual and reproductive health), psychosocial wellbeing, voice and agency and economic empowerment. Importantly, the capabilities approach is sensitive to capturing the experiences of young people with highly diverse trajectories, including the most marginalised and 'hardest to reach', such as those with disabilities or those who were married as children.

The second building block of our conceptual framework is context. It recognises that not only do girls and boys at different stages of adolescence and young adulthood have different needs and constraints, but also that these are highly dependent on their context at the family/ household, community, state and global levels. Key factors that we explore here include the ways in which young people are shaped by and navigate gender- and age-related social norms, traditional and religious institutions, economic structures, policy, governance and legal frameworks.

The third and final building block of our conceptual framework – change strategies – acknowledges that young people's contextual realities will not only shape the pathways through which they develop their capabilities but also determine the change strategies open to young people and their allies and champions to improve their outcomes. Such strategies range from supporting individual and collective empowerment through to reforming services and systems.

Individual interviews with young people

These tools were designed to be used with the young people who have been part of GAGE longitudinal research since baseline. Accordingly, they build on what was learned at baseline and midline to understand how young lives are changing over time.

All interviews began with a family mapping, to help identify whether young people were living with natal or marital families or on their own, and when any transitions happened. This context is needed to situate the rest of the interview.

All young people were then asked to explain—in their own words—the most important events that had occurred since

they entered adolescence (age 10). These events, positive and negative, were laid out on a timeline. After the timeline was populated, young people were carefully queried about the six capability domains, and what challenges they faced and opportunities they were presented with regarding each. Young people were also asked to reflect on how their experiences differ from those of their siblings and are shaped by disability, marital and refugee status.

Finally, all young people were asked to look back over their adolescence (thus far) and reflect on highs and lows and identify who and what supported their development and wellbeing to date—and who and what might have supported them to thrive more. They were also asked to reflect on their experiences being part of the GAGE longitudinal study.

An additional set of tools were used with subsets of 'core' young people.

Older adolescents and young adults were asked to reflect on how gender has impacted their trajectory thus far. They were also asked to weigh in on how gender norms limit females' outcomes in Jordan.

One group of young people were reminded of the items that they had identified as their 'favourite thing' in past interviews and then asked to compare this to their current favourite thing and reflect on how time and maturation have altered their preferences.

Another group of young people were asked to discuss their social networks and what they share with whom and how.

A select group of older adolescents and young adults who were identified as 'positive outliers' (for reasons including graduating from university and choosing to divorce) were asked to reflect on how and why they are unusual and who and what supported them to become positive outliers.

A final group of young people, all participants in Youth Centres, were asked to detail their participation and how it has helped them to thrive.

Individual interviews with caregivers

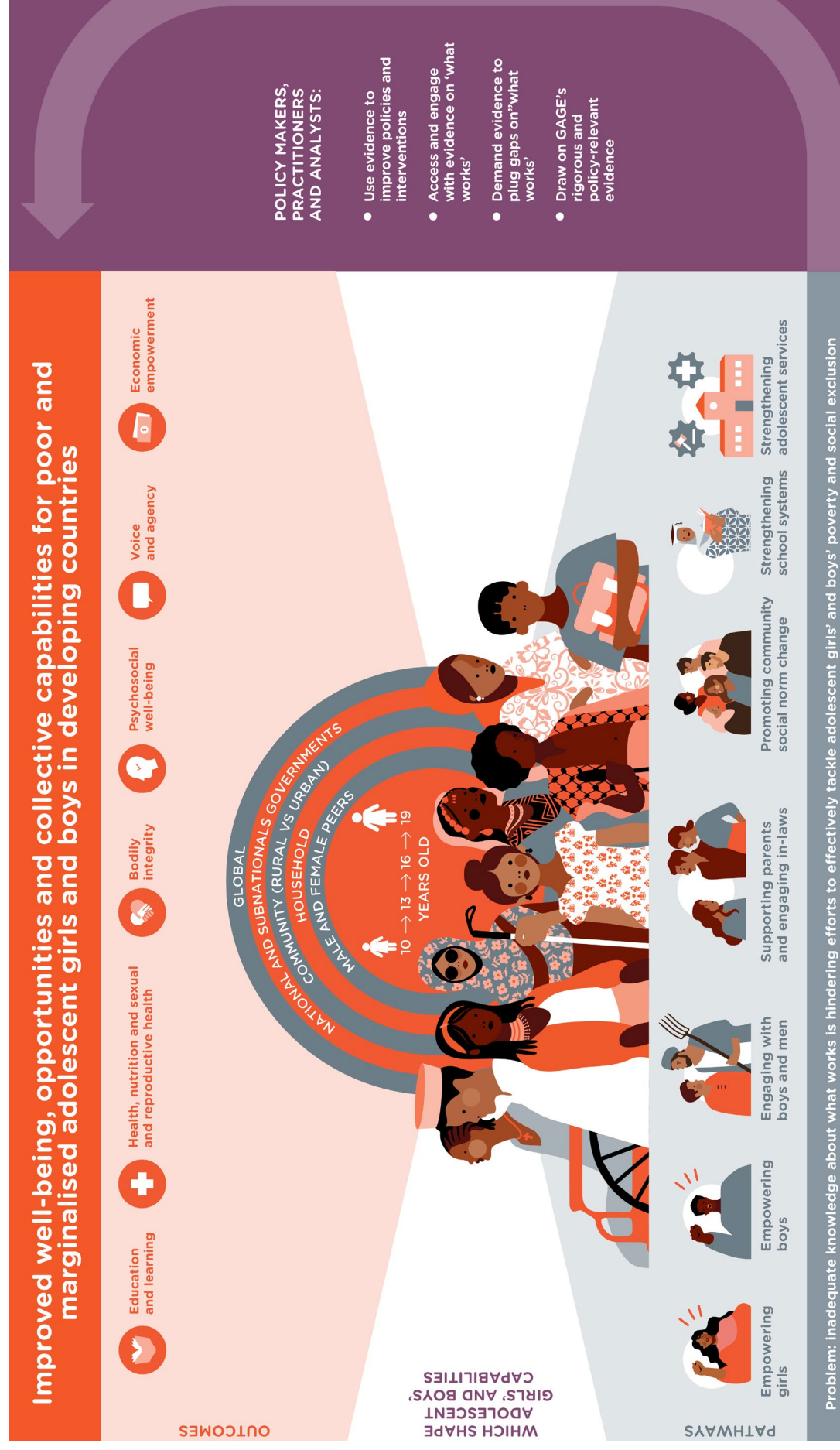
These tools were designed to be used with the caregivers whose children have been part of GAGE since baseline. Accordingly, they build on what was learned at baseline and midline about parenting attitudes and practices to understand how these are changing over time.

Interviews began with a family mapping, to help identify whether young people were living with natal or marital families or on their own, and when any transitions happened. This context is needed to situate the rest of the interview.

Caregivers were then asked to explain—in their own words—the most important events that occurred since their child entered adolescence (age 10). These events, positive and negative, were laid out on a timeline. After the timeline was populated, caregivers were carefully queried about the six capability domains, and what challenges and opportunities their child faced regarding each. Caregivers were asked to reflect on how young people's experiences are shaped by age, gender, and disability, marital and refugee status.

Finally, caregivers were asked about how they have parented their child through the ups and downs of adolescence—and who and what helped them know what to do when and what additional supports they wished they had had and why.

Figure 1: GAGE conceptual framework



Group interviews with young people

These tools were designed to be used with young people who have not been part of GAGE since baseline. Rather than tracking young lives over time, they are meant to capture the broader background that shapes the lives of adolescents and young adults living in Jordan.

Each tool was designed to be used with a subset of young people.

A body mapping tool was used with adolescent girls and boys. This tool aims to walk young people through identifying the threats and opportunities associated with each capability, making these more concrete by using a picture of a person as an anchor. Young people were also asked what supports and services would mitigate threats and expand opportunities. This tool was used to hone in on the impacts of disability.

A community mapping tool was used with young adults. They were asked to draw a map of the community, detailing where young people could access myriad services that support capability development (ranging from education to ATMs). They were then asked to identify who could and could not access these services, why, and what might improve access. This tool was used to hone in on the impacts of disability.

Young people who had previously taken part in UNICEF Makani programming were asked about their participation and if and how it has shaped their lives in the medium term.

Young parents were asked about how they are parenting their children and how this varies by gender (across children) by generation (comparing their experiences as children and as parents).

Group interviews with community members

These tools were aimed at helping to contextualise young people's experiences by exploring major events in their communities, regions, and country. Participants were adults who had no previous experience with GAGE and were not necessarily parents of young people.

Each interview began with a timeline, capturing the major events (ranging from political to climatic) that occurred between baseline and endline. Participants were then asked to identify how service availability has evolved over time.

Groups were then asked to identify—in their own words—the issues and challenges facing young people in their communities and how these vary by age, gender, nationality, and disability, marital, and refugee status. After these were laid out, participants were carefully queried about the six capability domains.

Group interviews with caregivers

These tools were designed to be used with caregivers whose children have not been part of GAGE since baseline. Rather than tracking young lives over time, they are meant to capture the broader background that shapes the lives of adolescents and young adults living in Jordan.

Each interview began with a timeline—asking caregivers to identify challenging developmental experiences and who or what had helped them cope with parenting adolescents.

Caregivers were then asked to identify the largest issues facing adolescents and young adults in their community (by capability) and what they think might help address these issues and better support young people to thrive.

Individual interviews with key informants

These tools were designed to be used with officials and service providers whose work touches young people's lives (e.g. teachers and justice officials).

Each interview began with a short work history. Participants were then asked to identify the most significant issues facing adolescents and young adults (with different key informants queried about different capabilities) and what they think might help address these issues and better support young people to thrive.

Interviews concluded by presenting key informants with problem scenarios (e.g. a child suffering from abuse or a girl forced to marry against her will) and asking how they would address the problem based on their specific institutional mandate.

1 Adolescent and young adult IDIs

Sample: This is core adolescents/ young adults.

Interviewers will need to familiarise themselves with previous transcripts, per respondent, to make sure they understand the young person's life history to date.

Interview guide includes:

- A. For all–Family/ where is young person living now (to help frame questions) (10 mins)
- B. For all–Timeline of the young person's life since age 10 (1h)
- C. For all–Looking back on adolescence/transition to adulthood (20 mins) – except not for adolescents with hearing or cognitive impairments
- D. Subset–Gender roles and attitudes (30 mins)
- E. Subset–Favourite things (30 mins) [adolescents with hearing impairments]
- F. Subset–Social support networks (30mins)
- G. Subset–Outliers – Graduates, Married or Divorced by Choice (30 mins)
- H. Subset–Youth Centre participants – ideally previous Makani participants (45 minutes)

Each adolescent/ young adult will do components A, B, C and then only one of D, E, F, G.

The exception are the Youth Centre participants – please do B, D, H.

Each interviewer will be informed ahead of time what the optional component will be so that we have a good balance across types of respondents.

Stationary requirements: This exercise will require a large flip chart and colour markers.

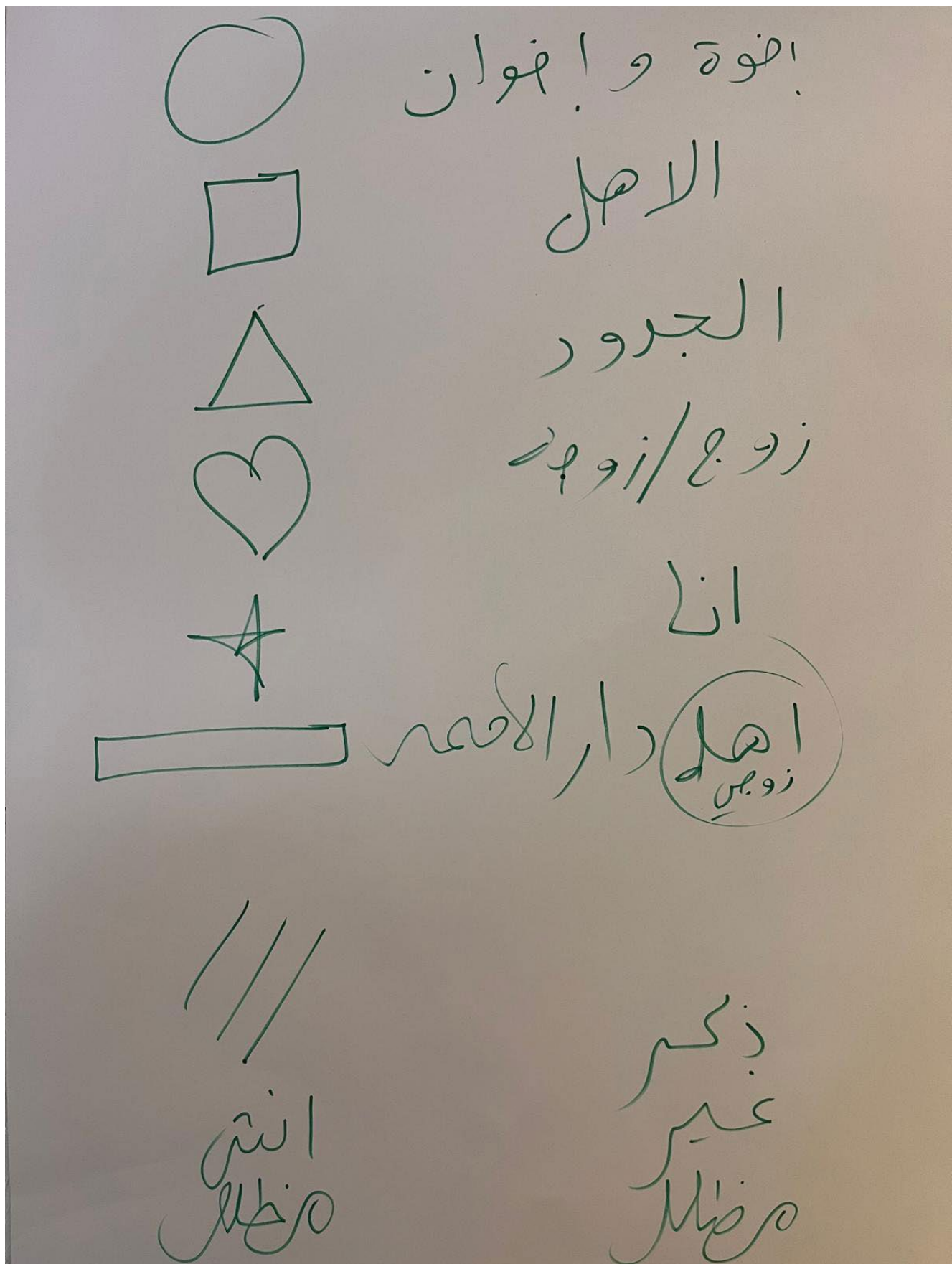
A. Family

First, I'd like to understand who you live with these days.

(Make a diagram that captures sex, age, and relationships. Note that some young people will still be living with natal families, others with marital families, and others more independently.)

Adolescent girl	Star	Adolescent boy	Star
Sister	Filled circle	Brother	Empty circle
Mother	Filled square	Father	Empty square
Grandmother	Filled triangle	Grandfather	Empty triangle
Wife	Filled heart	Husband	Empty heart
Daughter of adolescent (if parent)	Filled inverted triangle	Son of adolescent (if parent)	Empty inverted triangle
Stepmother	Dotted square	Stepfather	Vertically striped square
Mother-in-law	Filled bow	Father-in-law	Empty bow

Figure 2: Family members symbols





Family

- Is there anything we should add to the timeline about your family and who you live with? (Probe for marriage/ divorce, births, deaths, migrations, etc.)

(If married)

- When did you get married? How old were you? Age gap with husband? Who chose timing of marriage? How did you feel about it? Would you have rather waited or were you happy to marry at the time?
- Tell me about your spouse: how old, who chose him/her, how did you feel about the timing? The partner selection process?

(If parenting)

- Put down age and sex of each child born on timeline.

(If separated/ divorced)

- When did you get separated/divorced? Why? How did you feel about it?

(If never married)

- When would you like to get married? We can put that on the timeline in the future? Why then?
- Who will choose your partner? Explore.

Figure 4: Sibling timeline

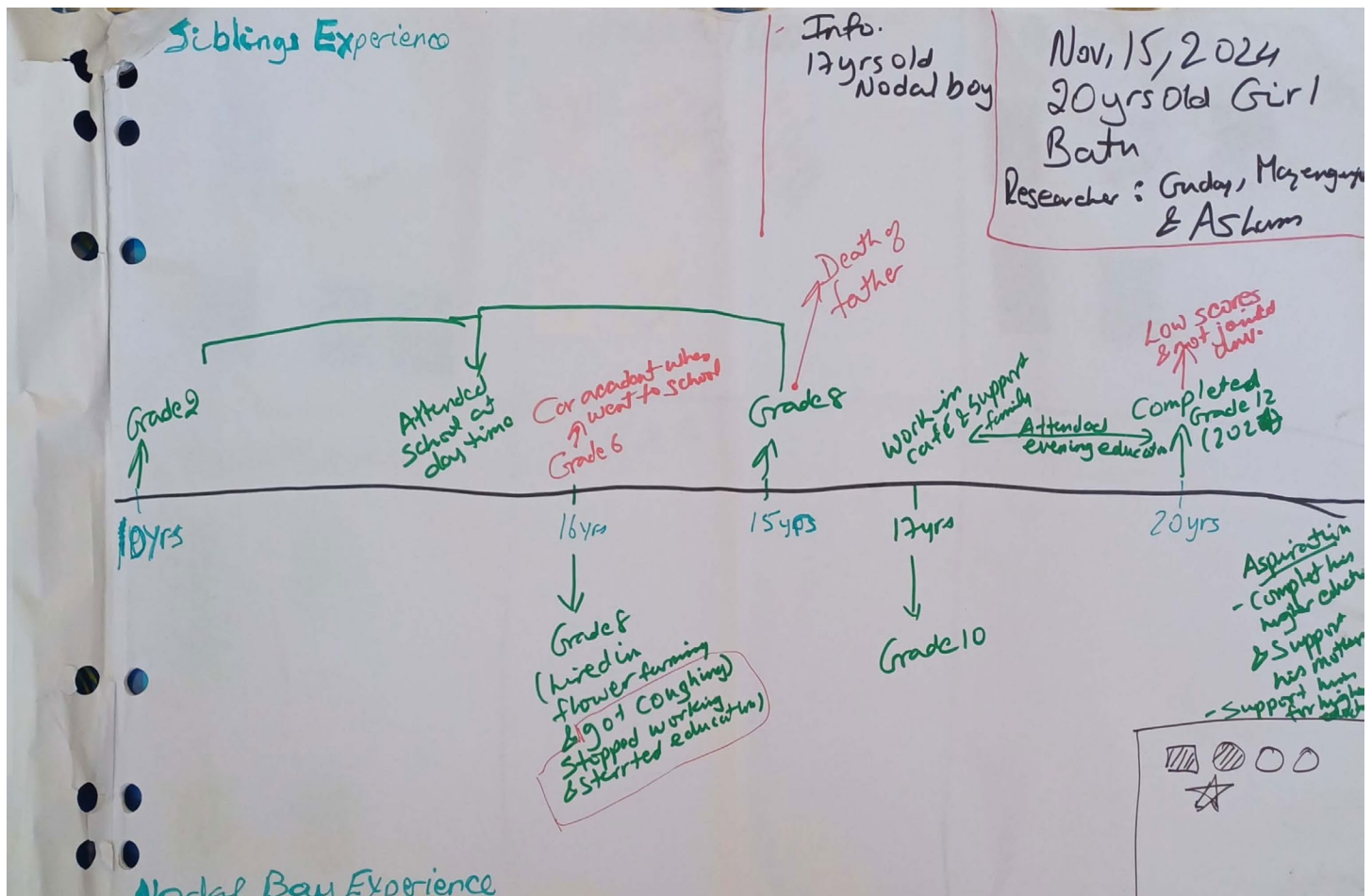
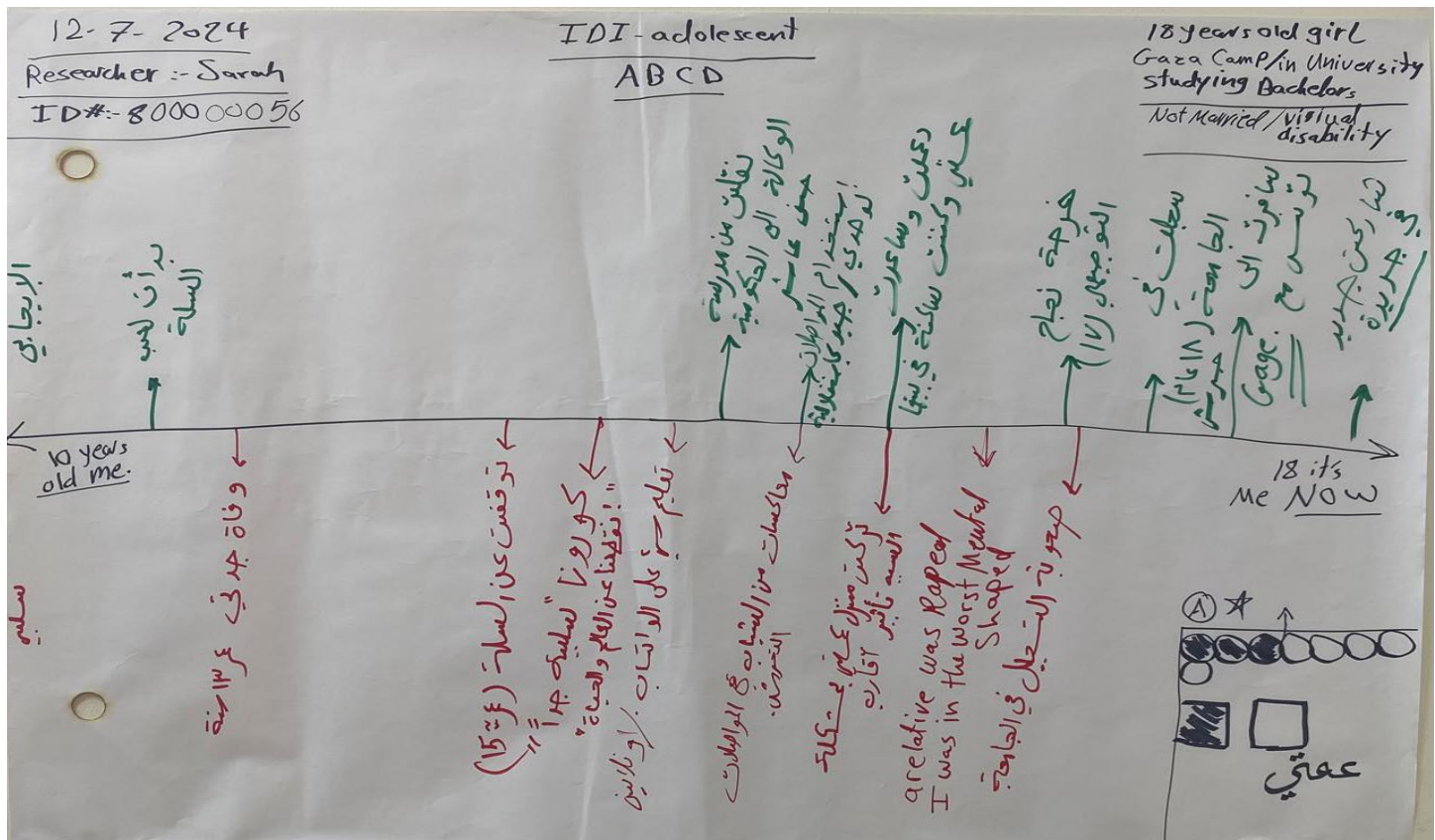


Figure 5: Adolescent IDI (ABCD) tool: timeline



B. Timeline

Now, I'd like you to make a timeline of your life. I'd like you to add to the timeline the most important things that happened in your life since you turned 10. In green marker pen above the line mark positive changes that happened in your life and in red below mark those negative ones.

There are no right or wrong answers—you can add anything you'd like. This could include completing school or dropping out of school, winning a sports competition, passing the Tawjihi or school leaving exam, being injured or ill, making or losing a close friend or mentor, getting married or divorced, starting a new job, a new baby, the death of someone close—anything at all.

(Use a flipchart—and have the interviewer add 'age 10' to the left hand side and then on the right hand side add 'add X' [however old the young person is] –make sure to leave room for future/planned events to capture aspirations.)

(Have young person add their own events to the timeline—if they are struggling with this, the interviewer may need to prompt, 'Think back to age 10, did anything very important happen in your life that year?', etc.)

(The interviewer may need to do the writing/adding to the timeline, rather than the young person, if the young person is unable or not comfortable doing it personally.)

(Key is that each event is discussed—why is it significant to the young person? How has/is the event still resonating in their life?)

Probes to flesh out the timeline

(Please use your existing knowledge and tailor these probes to what you know about THIS young person from previous rounds of research and from the events that s/he just put on the timeline.)

Education

I'd like to put your educational trajectory on the timeline as well.

(As you learn if/when the young person completed primary/secondary/post-secondary education—put that information on the timeline.)

- Are you currently enrolled in any form of education or training?

(If out-of-school)

- Did you ever attend school? If not, why not? (Probe for distance/availability, HH poverty/ cost of education, lack of interest on parents' part, disability, refugee status, etc.)

(If ever attended)

- When did you leave school? (Please capture age and grade and add to timeline.) Why?
 - » Probe for graduated/had all the education wanted, cost of education, needed to work, child marriage, pressure from parents, pressure from peers, violence at school, poor quality education, school/content not disability-friendly, refugee status, etc.)
 - » Did/how have broader events—such as the pandemic/online education, the war in Ukraine, the war in Gaza, climate change/drought —impact your school leaving?
 - » Do you think the fact that you are a girl/boy impacted your school leaving? How/why? Explore, asking young person to compare themselves to their siblings.
 - » Who was involved in the decision to leave school? (Probe for self vs parents vs marital family). If you didn't want to leave, did you seek support or advice from anyone and if so who and what happened?
- **(If attended at the secondary/post-secondary level)** It's relatively unusual for someone in this community to have attended/completed secondary/post-secondary education. To what to you attribute your educational success? Probe for own determination/interest, natal and marital family support, support from teachers or mentors or counsellors, programming/scholarship/social protection impact, availability of online educational resources, luck, etc.
- **(Unless has stated that s/he has all education wanted)** Would you have liked to have more education? Why or why not?
- **(Unless has all the education wanted/has graduated)** What could have helped you stay in school longer ? Probe for social protection to offset HH poverty, parental support, tutorial support, encouragement/ support from teacher or counsellors, no child marriage/ husband's support, etc.
 - » **(If disability)** How do you think your disability shaped your educational trajectory?
 - » **(If refugee)** How do you think being a refugee shaped your educational trajectory?
- **(Unless has all the education wanted/has graduated)** Would you like to return to school? Why or why not? What would you need to make this happen? (Probe as above.) How could you—or your family—make these things happen so that you could return to school? Do you have any role models from your community who have successfully returned to education?

(If in school)

- Where/ what school are you studying?
- When did you start studying at this level/school? (Add to timeline)
- What subject/ major if applicable. Why did you choose this path? (Probe for any educational or career guidance from teachers/ counsellors/ family members/ programme actors). Have you been happy with this pathway? Explore.
- How often – if at all – are you absent from school? And if so, why? What about your teacher – are they ever absent from class? How do they react if you are absent from school?
- (For girls) – what about managing your menstrual hygiene in school – are there adequate facilities and support? If not, what are the gaps?
- It's unusual for a person your age to still be in school—to what to you attribute your educational success? Probe for own determination/interest, natal and marital family support, support from teachers or mentors or counsellors, programming/scholarship/social protection impact, availability of online educational resources, luck, etc.
- Do you think the fact that you are a girl/boy impacted your educational trajectory? How/why? Explore, asking young person to compare themselves to their siblings.
- Have broader events—such as the pandemic/online education, the war in Ukraine, the war in Gaza, climate change/drought —impacted your educational trajectory? How?
 - » **(If disability)** How do you think your disability shaped your educational trajectory? Who if anyone provided you with support? Was it adequate? What more could have been done to support your education experience?
 - » **(If refugee)** How do you think being a refugee shaped your educational trajectory? Who if anyone provided you with support? Was it adequate? What more could have been done to support your education experience?
- What's next for you educationally speaking? (Put on future timeline as appropriate.) What do you need to make this happen? How could you—or your family—make these things happen so that you could return to school?

(All)

- Have you ever received any sort of support to attend school? This could include cash-for -education, free school uniforms or school bags, school feeding, etc.? What support? When? (Put on timeline.) Was it useful/ not useful? Explore.

Economic empowerment

Now I'd like to add your work to the timeline. I'd like to start with jobs that earn you money.

- Do you currently have a paid job? (This includes self-employment as well as working for others.)

(If yes)

- What job do you do?
- When did you start this job? (Add to timeline.)
- How many hours a week/months per year do you do this job?
 - » (If applicable—because some of them are doing the job simply because it's the only one available, so be sensitive to this.)
 - » Why/ how did you choose this type of job? (Probe for the influence of gender, disability, refugee status, etc.—and look for who/what programmes helped the young person to find this job.)
 - » (If age/intensity/occupation are suggestive of child labour—probe for why this occurred, esp. for pressure to contribute to household income--and what is driving that, including illness/death in family, conflict, climate change/drought, etc.)
- What do you like about this job? What do you not like about this job?
- How does your family feel about your job? Who supported you to take on this work? Who discouraged you from taking on this work?
- What do you spend your income on? (Probe for self—clothing, food, phones and credit, schooling vs family needs.)
- Do you belong to any savings groups? Why/ why not?
- If you wanted to take out a loan for any reason – could you? Why/ why not?

» **(If disability)** How do you think your disability has impacted your work opportunities and experience?

» **(If refugee)** How do you think being a refugee has impacted your work opportunities and experience?

(All)

- Have you had paid work (including own business) in the past that we should put on the timeline? (Probe for what work? When? How many hours a week/months a year? Why this job? Why did the job end?)

(If previous work was suggestive of child labour due to age, intensity and type of work—probe for why this occurred, esp. for pressure to contribute to HH income--and what is driving that, including conflict, climate change/drought, illness/death in family, etc.)

(If never worked and child is over age 18 and is out of school)

- Why have you never worked for pay? (Probe for gender, disability, refugee status, etc.)

(All)

- Do your siblings also have jobs? How does your experience differ from theirs? (In terms of age started, type of work, intensity, control over earnings etc.) (Prob especially for gender and disability differences)
- Have you ever taken training courses that were aimed at helping you find/ create work? Explore—what courses/ taught by whom/ aimed at whom? Did the courses translate into work? Why or why not?
- What are your future plans for work? Would you like to have a job in the future? Why or why not?

(If yes)

- What work would you like to be doing? (Including launching own business.) When? (Put on timeline) Why this type of work? (e.g. are work aspirations shaped by gender, refugee status, marital status, disability, etc.) Where do you want to be doing this work (e.g. does the plan require migration?)
- What barriers do you face in terms of making this aspiration become real? (Probe for lack of jobs, lack of training, lack of capital, limited family support, lack of childcare/time, broader gender norms, disability, refugee status/legality, climate change/drought, lack of role models, etc.)
- What supports might you need to make this happen? (Probe for access to credit or training programmes, shifts in law, increased natal or marital family support, etc.)
 - » (If disability) How do you think your disability will shape your work life?
 - » (If refugee) How do you think being a refugee will shape your work life?

(All)

- Have you ever taken a financial literacy course that covered topics such as how to plan and budget to help your household be ready to cover even unexpected expenses? (Add to timeline) Explore—taught by whom/ aimed at whom? Were the courses useful? Why or why not?
- Do you participate in any groups that are aimed at helping you save? When did you start doing this? (Add to timeline) Who is the group for? Who helps run it?

Bodily integrity

Among the negative events in your timeline, have you been exposed to any forms of violence (physical, verbal, sexual)—whether in the family, intimate partner relationships, school, community or online? Were you able to get support – if so why not?

- **Ensure to probe re:**

- » Boys' risks of sexual violence in schools
- » Risks of temporary marriages
- » Violence by students towards teachers
- » Knowledge about where to report – hotlines (e.g. 110 hotline)

Health

Now I'd like to talk about your health—and see if there are important things that we should add to the timeline.

(For all)

- Have you had any significant illnesses or injuries? When? *(Add to timeline)* What type/what happened? What treatment did you receive? Have you totally recovered?
 - » If yes, how long did this take?
 - » If no, how is this still impacting your life?
- Have there been times when you and your family were seriously short on food—and had to eat less or eat poorer quality of food because you could not afford anything else? *(Add to timeline.)* Can you tell me more about this? Why did it happen? (e.g. loss of job or social protection, climate change/drought, conflict, etc.) How long did it last? How did you have to alter your diet?
- At what point in your adolescence did you receive information about SRH and from whom? Was it adequate? Are you aware of any online sources (e.g. Darbi)?

(If disability)

- » If/ how has your disability impacted your health? What kinds of support/ treatment if any have you had? If so, how helpful was it?

(For ever married females)

(For females who do NOT have children based on what they've already told you.)

- Did you receive any couple education before marriage? If so, was it useful; if not, would it have been useful?
- Have you ever been pregnant?

(If yes—BE AWARE THIS MEANS THAT THERE HAS BEEN A PREGNANCY LOSS/ INFANT DEATH THAT MAY BE VERY DIFFICULT TO TALK ABOUT-DO NOT PUSH!)

- How many times have you been pregnant? When? *(Add to timeline)*
- I know you said you do not have any children, would you like to talk about what happened—or not? Totally up to you.

(If no)

- Are you using contraception?

(If no)

- Would you like to have a child now? Why?
- Are you taking steps to speed up conception? Explore—especially in Jordan.

(If yes)

- Why are you trying to delay motherhood? (Probe for health, economic reasons, etc.)
- What method are you using?
- Why did you choose this method? Are you happy with it? Why or why not?
- Did you make the decision to use contraception and delay motherhood yourself—or in conjunction with your husband? Explore.
- Was anyone else involved in the decision? Who?
- How does/would your natal or marital family feel about your use of contraception?

(For young mothers—based on what they've already told you.)

- I know you said you had XX children (use information from family chart)—have you had other pregnancies that we should put on the timeline? (IF YES, BE AWARE THIS MEANS THAT THERE HAS BEEN A PREGNANCY LOSS/ INFANT DEATH THAT MAY BE VERY DIFFICULT TO TALK ABOUT—DO NOT PUSH!)
- When you were pregnant, what medical care did you receive? (Explore uptake of antenatal care and information sessions on pregnancy/childbirth) Were you happy with the care you received? What could have been better?
- Where was your child born? Who delivered your child? Was anyone from your family – e.g. husband, mother, mother-in-law present? Were you happy with the care you received? What could have been better?
- Have you ever used contraception? Why or why not? When? What type? How did you learn about it? Who made the decision?

to use it? (Probe for self vs husband vs joint)

(For unmarried males—ONLY TO BE ASKED IF PRIVACY IS ASSURED)

- Have you ever had a serious girlfriend? How old were you when you had your first one? (Add to timeline.)
- Did your parents know? What did they think?
- Do you know of someone from your community of your age who has already started having sex
- Have you started having sex? At what age? (Add to timeline)

(If yes)

- How many sexual partners have you had?
- What precautions do you take to protect yourself from STIs and parenthood?
- Are you aware of contraception? If so which forms? What are your views about contraception?
- Have you been had any awareness raising sessions or messaging about sexual harassment and how to avoid it – both perpetrating and being a target?
- If yes what did you learn?
- What would you do if your peer was harassing a girl?

Psychosocial well-being

- Do you have close friends? How do you stay in touch?
- Do you participate in any REAL LIFE clubs/ community organizations/ groups/ sports teams currently? (Could be community- or school-based, could be through religious organisations). What about the past?

(If yes)

- What clubs/ organizations? (Explore membership/aims.)
- When did you start participating? (Add to timeline)
- How often do you attend?
- What do you enjoy about participating? (probe especially for friends and mentors, but also learning new things, etc.)
- Are there things that make your participation difficult? (Lack of time, transport, restrictions on mobility, other participants, etc.)

(If no)

- Why not? (Probe for not available, not allowed, no interest, no time, disability, etc.)
- Do you participate in any ONLINE clubs/ groups/ communities?

(If yes)

- What clubs/ groups/ communities (Explore membership/aims.)
- When did you start participating? (Add to timeline)
- How often do you participate?
- What do you enjoy about participating?
- Are there things that make your participation difficult? (Lack of time, restrictions on online access, other participants, etc.)
- Do you communicate with relatives or friends outside of your community (esp. if refugee) via phone or internet, and if so how often?

(If no)

- Why not? (Probe for not available, not allowed, no interest, no time, disability, etc.)
- Do you have any role models? If so who and why?

Voice and Agency

- When did you first get access to a mobile phone? Internet? What do you use internet access for?
- **Probe for:**
 - » education and learning purposes
 - » hobbies
 - » social media – e.g. Twitter, LinkedIn, Facebook, Snapchat, Discod, etc.

- Have you ever volunteered in your community?

(If yes)

- » What did you do? (Probe for in real life vs online—could be through NGO, through school, through religious organisation)
- » When? (Add to timeline)
- » Was this part of some group/organisation—or was this on your own—explore.
- » What was your motivation to get involved in this volunteer work? (e.g. experience, honorarium, desire to contribute to community)
- » What was positive about this experience? Were there any negatives? If so, what?
- » Did this volunteer opportunity expand your peer networks? What about access to trusted adult mentors? Why/ why not?
- » Are you aware of any online volunteer platforms? (e.g. Naknar)?

(If no)

- Why not? (Probe for not available, not allowed, no interest, no time, disability, etc.)
- Have you ever taken part in community meetings/ local government?

(If yes)

- What meetings/ what did you do? (Probe for in real life vs online)
- When? (Add to timeline)
- What was positive about this experience? Were there any negatives? If so, what?

(If no)

- Why not? (Probe for not available, not allowed, no interest, no time, disability, etc.)
- How are you treated by others in your community? (probe based on gender, nationality, minority status (e.g. Bani Mura, Turkmen), disability status etc.) And how and why has this changed over time, if at all?
- Have you ever volunteered/ worked/ organized on the behalf of a political candidate or party? Supported a political/ youth movement online or in person? Participated in a protest? (This is especially relevant for ex-Gazans)

(If yes)

- What did you do and for which group/ cause? (Probe for in real life vs online)
- When? (Add to timeline)
- Was this part of some group—or was this on your own—explore.
- What was your motivation for participating?
- What was positive about this experience? Were there any negatives? If so, what?

(If no)

- Why not? (Probe for not available, not allowed, no interest, no time, disability, etc.)

(For citizens)

- Have you ever voted?

(If yes)

- When was this? (Add to timeline)
- What level of government was this for?

(If no)

- Why not? (Probe for no interest, no time, disability, etc.)

(For all)

- Are you planning to vote in 2024 [Jordan]? Why? Or why not?
- What do you think about youth representation in politics? Are you aware of the new system for youth representation in parliament?
- What do you think about women's role in politics?

(For Syrian and Palestinian refugees)

- Do you feel part of Jordanian society? Why/ why not?
- From your perspective, what are the 3 largest challenges associated with being a refugee in Jordan?

(For Syrian refugees only)

- If the choice was yours, would you prefer to stay in Jordan or return to Syria? Why?
- For those that want to return:
 - » What are the largest barriers to your repatriation?
- What about migration – is this something that you would consider? Why/ why not? What might the advantages be? Disadvantages (e.g. exploitative smugglers, exploitative labour, organ traffickers etc.)
- How have your siblings' experiences been different from your own? Why? (Probe especially for gender and disability differences) How do experiences of being a refugee differ for boys and girls?

C. Looking back

Instructions: Use flipchart and coloured post-it notes corresponding to 6 capacities to reflect the changes over time across the 6 capability domains.

Use drawing of a figure of your young adult self and a figure representing your parent and your young self for the messages across capabilities

Please note if you are short on time because part B has taken a long time, **you can focus on just three key questions in bold.**

Adolescence (and transitions to adulthood for older cohort)

(For all)

- Looking back**, and focusing on all the changes that happen during adolescence—in terms of your growing capacities and how you think and feel about things and people—**what was the highlight of growing up for you? What was the low point? Why?**
 - **(If female)** How has this been shaped by your being female?
 - **(If male)** How has this been shaped by your being male?
 - **(If disability)** How has this been shaped by your disability?
 - **(If refugee)** How has this been shaped by your being a refugee?
- If you could send a short message back in time to your younger self, giving yourself a critical piece of advice about adolescence, what would it be?** (If the interviewee is younger or there are some challenges with understanding the concept you could ask them to provide advice to a **younger cousin**)
- If you could go back in time and send a message to your parents about parenting an adolescent—what would it be?**

Education

(For all young people—except those who never attended.)

One of the main aims of this research project is to help governments improve schools—so that more young people get more and better quality education. We are interested to know what your suggestions are.

- Looking back on your experiences what message would you send back in time to your teachers about how to best encourage and support students like you? (e.g. girl or boy, refugee vs not, disability vs not)

(For all)

- Looking back and thinking about pandemic-related school closures:
 - » Did this impact your aspirations for education? Explore.
 - » Did school closures ultimately limit your time in education? Did it make you leave school prematurely? Explore.

Have you been able to catch back up? Explore—why or why not and who has supported or not?

Economic empowerment

- Looking back, now that you are practically an adult/an adult, is there anything you wish you had been provided in terms of educational/skills development, career guidance that might have changed the choices that you made? What? (e.g. English language, computer literacy) From whom?
- Looking back, now that you are practically an adult/an adult, is there anything you wish you had been taught about household finances/budgeting/saving money when you were younger? What? From whom?

Health

- Looking back, is there anything you wish you had been taught as a young adolescent about puberty/ your changing body? What? From whom?
- Looking back, is there anything you had been taught about where and why to access healthcare services?

(For girls)

- What do you wish you had been taught about menstruation and menstrual health management? Where/ from whom do you think you should have learned these things?

(For all)

- Looking back, is there anything you wish you had been taught when you were younger about nutrition and exercise and healthy habits? What? From whom? (in person or online or both)?
- Looking back, is there anything you wish you had been taught when you were younger about sex and contraception/ reproductive biology? What? From whom? (in person or online or both)?

Bodily integrity

(For those who married under age 18)

- Looking back, is there anything you wish you had been taught/ had known prior to marriage about child marriage? What? From whom? Do you think that information would have made a difference - and if so how/why?

(For all)

- Looking back on your younger self, is there anything you wish you had been taught/had known when you were younger about how to protect yourself from violence at home, school, the community or online? What? From whom?

Psychosocial well-being

(For all)

- Looking back, who in your life have been critical sources of emotional support for you as you've moved through adolescence (and into young adulthood)? Explore—probing for parents, siblings, other family members, teachers, NGO mentors, neighbours, etc.
- Looking back, who do you wish had been more supportive of your transition into and through adolescence?)? Explore—probing for parents, siblings, other family members, teachers, NGO mentors, neighbours, etc.

Voice and agency

(For those who are online)

- Looking back, is there anything you wish you had known about using the internet/social media/online spaces? What? Who should have taught you these things? Probe for both positives (e.g. educational tools, skills that could lead to future income generation) and negatives (e.g. pornography, online violence)

Wrap up: Experience with GAGE study

- Looking back, what are your thoughts about taking part in GAGE for the last XX years?
- Have there been advantages to taking part? What? What questions did you most enjoy discussing and why?
- Any concerns?

(Refer to the hard copies of printed 6 GAGE capability graphics and to explain how to access them via QR code on postcards given to participants)

Figure 6: Adolescent IDI wrap up: experience with GAGE study



D. Gender roles and attitudes (subset of IDIs)

(Do not use this with younger adolescents i.e. 15 or under – instead do F)

- What are three things that have changed about being a girl/young woman/boy/young man in your life versus your mother's/ father's?
- From your perspective, what are the three best things about being a girl/young woman/boy/young man in your culture?
- What are the three worst things?
- What do you wish adults would do to address these worst things and make them better?

Although girls in Jordan are increasingly well educated, of all the world's countries, Jordan is second to last in terms of women's labour force participation. Only in Afghanistan are women less likely to work for pay.

- Why do you think this is? What barriers do you think keep women from working?
- Do you think this should be changed/ improved? Why or why not?
- What do you think the government of Jordan could do to help young women join the labour force?

Jordan is also ranked very poorly in terms of women's political participation. Only 11% of seats in parliament are held by women.

- Why do you think this is? What barriers do you think keep women from joining the government?
- Do you think this should be changed/ improved? Why or why not?
- What do you think the government of Jordan could do to help young women become more interested and active in politics?

One in four women in Jordan reports experiencing gender-based violence in her lifetime.

- Why do you think this is? What drives gender-based violence in Jordan?
- Do you think this should be changed/ improved? Why or why not?
- What do you think the government of Jordan could do to reduce girls' and women's exposure to gender-based violence?

E. Favourite things (subset of IDIs)

(Please make sure you have read the transcript from baseline and know which three things the young person chose as their 'favourites'.)

In your first interview, years ago, you were asked to identify three of your favourite things.

You chose X, Y, and Z.

- How do you feel about those things now? Explore—if they are still important, why? If they are no longer important, why not?
- Today, at the age of XX, what are your three favourite things? Probe for:
 - What is the object?
 - How long have they had it?
 - How did they get it? (Who gave it to them? Who allowed them to purchase it? Where did they get it? Etc.)
 - Why did they choose this one object?
 - What objects did they NOT bring and why is this one 'better'?
 - Does the object make them think of the past or the future? (If the first – get the story. If the latter – get the dream.)
 - Does the object make them think of a specific person? Explore.

F. Social support networks (subset of IDIs)

Is there someone outside of your family – your community, online or in the news/on TV—that you would like to be like?

If yes:

- Who is this person?
- What do you admire about them? (e.g. well educated, economically successful, famous, beautiful, kind, etc.)
- **(If local)** How often do you see/ communicate with this person?
- **(If local)** Are you able to talk to this person about your hopes/dreams and worries/fears about your current and **future** life? Why or why not?
- **(If not local)** What would you wish you could talk to them about? What future hopes and dreams you wish you could discuss with them?
- What would it take for you to lead a life akin to the person you admire? What sorts of support and from whom would you require?

G.Outliers (subset of IDs)

G.1. University graduates

Sarah is a 22-year-old young woman who has just graduated from university with a degree in nursing. She will be starting her first job, helping to deliver babies, in the next few weeks. Among her childhood friends, she is the only one to attend university, much less graduate and get a job. Sarah knows she owes this to her parents. While neither of her parents finished secondary school, they have been champions of education since Sarah was young. Her father worked a second and sometimes even a third job to pay for school supplies and tutors and no matter how busy she was, Sarah's mother never asked Sarah to stop studying and help with household chores. All the relatives have long thought that Sarah's parents were making a bad decision by allowing her to study rather than encouraging her to marry. But Sarah's parents have stood firm: Sarah gets to decide her future.

G.1a. Technical and Vocational Education graduates

Mohammed is a 21-year-old young man who has just graduated from a two-year technical and vocational training course on car mechanics. He will be starting his first job as a mechanic supervisor at a car factory in the next few weeks. Among his childhood friends, he is the only one to attend technical and vocational education, much less graduate and get a job. Mohammed knows he owes this to his parents. While neither of his parents finished secondary school, they have been champions of education since Mohammed was young. His father worked a second and sometimes even a third job to pay for school supplies and tutors and no matter how busy she was, Mohammed's mother never asked him to stop studying and work on daily labouring jobs. All the relatives have long thought that Mohammed's parents were making a bad decision by allowing him to study rather than encouraging him to earn money straight after he finished grade 12. But Mohammed's parents have stood firm: Mohammed gets to decide his future.

G.2. Entrepreneurs

Ahmed is a 23-year-old young man who runs his own business from home. He creates custom websites for people all over the world—and helps his parents pay the rent and afford tutors for his younger brothers and sisters. Some days Ahmed can't believe how lucky he is. When he was 15, he dropped out of school to work in his uncle's shop, because his parents could not make ends meet. Two years later, by sheer chance, he saw a poster for a computer course offered at a Makani centre—and decided to try it. It turned out that he was really good! Good enough that the teacher convinced him to enrol in a catch-up educational programme, sit the Tawjihi, and aim for making real money in a real profession. It was really hard for Ahmed to go back to school after two years off. He was embarrassed to be so much older than the other boys. But every time he thought about giving up, the teacher reminded him of how well paid IT professionals are—especially given how few good jobs there are in Jordan. Ahmed is glad he stuck it out—and very thankful for all the support.

G.3. Married by choice

Nadia is a 21-year-old young woman who just got married—to a former neighbour that she has admired since they were both in secondary school. Nadia is delighted to have married when—and who—she wanted, because she was almost married off to a cousin she doesn't like when she was only 17. When her uncle approached her parents—and demanded that she be turned over—her father almost gave in. But Nadia, and her mother, stood firm. Nadia reminded her father that the Quran requires consent—and told him that she refused to give it. Nadia's mother reminded Nadia's father that he was a role model in the community and should do not only what was right for his own daughter, but for all the daughters in the neighbourhood. Seeing how happy Nadia is now that she is married, and how gleefully the young couple is planning to create a grandchild for them, Nadia's father is as happy as Nadia that he waited.

G.4. Divorced by choice

Nour is a 19-year-old young woman who is back at home living with her parents and brothers and sisters—after taking her husband to court for a divorce. Nour was married at 17. While her parents had carefully checked out her now ex-husband, and had found nothing unfavourable about him or his family, Nour found—the week after marriage—that appearances can be deceiving. Her husband yelled at her constantly and soon began hitting her if she did not respond quickly enough to every demand. Her in-laws saw it all and did nothing to help. In fact, they often added insult to injury by telling her that she was lazy. It took Nour a year to work up the courage to leave her husband. She knows divorced women are considered 'damaged' goods. She knows about gossip. But she also knows that she has rights. When her husband refused to allow the divorce, Nour took him to court. Her parents stood beside her every step of the way. They also know about gossip. But they know that Nour is their daughter and they want what is best for her.

Questions about vignettes:

In the story, the main character is unusual in some way. Your life is also unusual.

Thinking about the story, and how the main character was supported to do something uncommon by someone, think about your own life.

- To you, what stands out about your own life as unusual? Explore.
- Would your best friend from 6th grade agree—or would s/he identify something else about your life as unusual? Explore.
 - » Thinking about where you are right now—did you follow a role model or was your trajectory more unplanned? Explore.

- There is a famous poem about forks in the road. Looking back on your own life, where were the forks? Were there specific turning points in your life where you COULD have chosen another path, but didn't—and that's why you've ended up where you are? Tell me about those forks.
- Some people achieve unusual things because they were well supported by those around them. Other people achieve unusual things despite those around them—because they are extraordinarily determined. Which is true for you? Explore.
 - » **(If supported)** Who has supported you to choose your unusual path? (Probe for parents, siblings, other relatives, teachers, religious leaders, neighbours, etc.) How did they support you? At what junctures? How might things have turned out different if that support had not been there then? Was this similar or different for your siblings? Why/ why not?
 - » **(If not supported)** Did anyone discourage you from pursuing your path? Who? Why? What did they do? How did you respond?
- Are there other forms of support/ support from other people that would have helped you even more?
- I'd love to hear your thoughts on what supports might help more young people achieve unusual things:
 - » What could parents do?
 - » Schools/ teachers?
 - » Religious leaders/ institutions?
 - » Community leaders/
 - » Government officials?

H.Youth Centre Participants

(If young person had previously attended Makani)

I'd like to begin by talking to you about your experiences at the Makani centre and if and how you think they made a difference in your life.

- When did you attend?
- For how long?
- What classes did you take?/ What did you do there?
- What were the best parts of Makani? (Let them use their own words—this will likely centre on social support and fun.)
- What did you like about the mentors/facilitators?
- What did you like about the content? (Probe class by class, tutorial/ academic support, life-skills, Social Innovation Lab, etc.)
- Was there anything you didn't like about Makani? Explore—facilitators, content, timing, distance, etc.
- Of the things that you learned, what's 'stuck with you' or really changed you or your life in some way? (I am guessing that most of them will say self-confidence and voice, but they may be more concrete.) Probe for impacts on:
 - » Education and learning
 - » Bodily integrity (victimisation and perpetration)
 - » Social support from peers and adults (including how to be a better friend)
 - » Self-confidence
 - » Goal setting and aspirations
 - » Social cohesion
 - » If/ how have you taken that lesson/s into other aspects of your life?

Now I'd like to ask you about your experiences as a participant at the Youth Centre

- Tell me about why you joined and how long you have been attending
- Tell me about what activities you do? What content does that programming deliver? (e.g. was it recreational, aimed at skills development, gender-focused, etc.?)
- How hands-on/participatory is the programming? How does it compare to Makani?
- How do the programme facilitators treat you? Do you feel respected? Listened to? How did it compare to Makani?
- What sort of peers are you engaging with at the Youth Centre?
- What are your favourite aspects of the programme?
- Are there any gaps or things you think could be improved?

2. Parent IDIs

Sample: Caregivers of nodal young people.

It will be important for the interviewer to be familiar with this family before the interview begins.

Tool guide includes:

- A. For all-child's family (A-B: 1 hour)
- B. For all-child timeline
- C. For all-parenting practices (1 hour)

All parents will do components A, B, C –though parents of young people identified as outliers have some addition questions at the end of parenting practices.

Stationary requirements: Interviews will require A3 paper and colour markers. However, note that this is primarily for you as a researcher to take notes and check when probing on events identified in the timeline.

As you know, we are talking with your daughter/son to learn about what their life looks like in 2024/2025.

We would also, however, like to hear your perspective—about the challenges and opportunities they have faced growing up and how you've supported them to meet those challenges.

A. My child's family

Use the symbols for the family on the A3 paper – but don't go through it with the parents.

Let's start with a brief re-cap of what your child's life looks like now:

- How old is s/he?
- Does s/he still live with you?
- How many siblings, what ages, married or not, level of education, work?

(If no)

- With whom/where does s/he live?
- How often do you get to see her/him?

Family

- Has your child married?

(If yes)

- When? (Add to timeline) Who was involved in choosing the timing? (Probe for how much input various actors had.) Why then?
- To whom? Who was involved partner selection? (Probe for how much input various actors had.) What characteristics were important to partner selection?
- Has your child become a parent? If yes:
 - » When? (Add to timeline)
- Has your child separated or divorced? (If yes)
 - » When? (Add to timeline)
 - » What was the reason/impetus behind the separation or divorce?
 - » What actors were involved in the decision-making about it?

(If no)

- When would you like your child to marry? (Add to timeline) Why then?
- Who will choose your child's spouse? Based on what characteristics? Why?

B. My child's timeline

First, I'd like you to create a timeline of the events that YOU think have been most important in your child's life. Because GAGE is focused on adolescence, we'll begin this timeline at age 10.

(Use A3 paper and add 'age 10' to the left hand side and then add 'X' {however old the young person is} to the right hand side—make sure to leave room for future/planned events to capture aspirations.)

(Have the parents add their own events to the timeline—if they are struggling with this, the interviewer may need to prompt, 'Think back to when your child was 10, did anything very important happen in her/his life that year?'; etc.)

(Key is that each event is discussed—why does the parent think the event is important to the young person's life story? How did that even shape their current reality?)

Probes to flesh out the timeline

Education

- Is your child still in education or training?

(If yes)

- What is she/studying?
- Where is she studying?
- When did s/he begin studying at this programme/school? (Add to timeline)
- It's relatively unusual for a young person of this age to still be studying—to what do you attribute your child's educational success? (Let them use their own words).
- How have you helped your child to achieve what s/he has achieved?
- Do you think the fact that your child is a girl/boy has impacted her/his educational trajectory? How? (Compare child to siblings.)
- **(If disability)** How do you think your child's disability shaped her/his educational trajectory?
- **(If refugee)** How do you think being a refugee shaped your child's educational trajectory?
 - » What's next for your child, educationally speaking? (Put on timeline)
 - » What will your child need to make this happen?
 - » Can you help your child realise her/his aspirations? How?

(If no)

- Was your child ever enrolled in school?

(If no)

- Why not? (Probe for lack of schools, no interest in school, conflict/refugee status, disability, etc.)

(If yes)

- When did your child leave school? (Put on timeline—capturing grade and age)
- Why did your child leave school then? (Probe for had all school wanted, cost of education, need for child to work, child marriage, disability, etc.)
- Do you think the fact that your child is a girl/boy impacted her/his school leaving? How/why? (Compare child to sibling)
- Who was involved in the decision for your child to leave school? Who was the ultimate decision-maker?
- **(If attended at the secondary/post-secondary level)** What did your child study when s/he was in school? Probe for academic versus technical subjects/majors at the secondary and post-secondary levels. What was this the chosen path? (Probe for any educational or career guidance from teachers/ counsellors/ family members/ programme actors).
- **(If attended at the secondary/post-secondary level)** It's relatively unusual for a young person in this community to have attended/completed secondary/post-secondary education. To what do you attribute your child's educational success? How did you support your child to be successful?
- **(If disability)** How do you think your child's disability shaped her/his educational trajectory?
- **(If refugee)** How do you think being a refugee shaped your child's educational trajectory?

Economic empowerment

- Has your child ever worked for pay?

(If yes)

- When did your child take on their first paid job/ first job that earned money? (Add to timeline)
- What job did your child do?
- How many hours a week/months per year did your child do this job?
- Why did your child start working then? Who was involved in the decision? What were the main reasons?
- Did your other children begin working at a similar age? Why or why not? (Probe for gender differences)

(If no and if child is over age 18/ out of school)



(All)

- Why has your child never worked for pay? (Probe for gender, disability, refugee status, etc.)
- Is your child currently working for pay/ working to earn money?

(If yes)

- What job is your child doing?
- When did they start this job? (Add to timeline)
- How many hours a week/months per year did your child do this job?
- What does your child do with/how does your child spend the income s/he earns?

(All)

- What are your child's plans for work in the future? (Put on timeline)
- What do you think about these aspirations? (Too high, too low, etc.)
- Can you help your child realise their aspirations? How?

(If disability)

- How do you think your child's disability has shaped their access to employment/ will shape their access to employment?

(If refugee)

- How do you think your being a refugee has shaped their access to employment/ will shape their access to employment?

Health (physical and mental)

- Have there been times when your family was seriously short on food—and had to eat less or eat poorer quality of food because you could not afford anything else? (Add to timeline.) Can you tell me more about this? Why did it happen? (e.g. loss of job or social protection, climate change/drought, conflict, etc.) How long did it last? How did you have to alter your diet?
- Has your child had any significant illnesses or injuries? When? (Add to timeline)

(If yes)

- What type/what happened? What treatment was pursued? (Probe for none vs traditional medicine vs modern medicine.)
- What did you do to support your child through this experience?
- Has your child totally recovered?
 - » If yes, how long did this take?
 - » If no, how is this still impacting your child's life?

(If disability) If/ how has your child's disability impacted your child's physical health?**(All)**

- Has your child had any episodes of serious depression or anxiety or psychological challenges? When? (Add to timeline.)

(If yes)

- What brought this on/ what were the antecedents?
- What treatment was pursued? (Probe for none vs traditional medicine vs modern medicine.)
- What did you do to support your child through this experience.
- Has your child totally recovered?
 - » If yes, how long did this take?
 - » If no, how is this still impacting your child's life?

(If disability) If/ how has your child's disability impacted your child's mental health?**C. Parenting practices (parenting of adolescents)**

Now I'd like to talk about your experiences with parenting an adolescent over the last X years—(and supporting them to transition in to young adulthood).

- First, from your perspective, what have been your favourite moments as a parent? What have you really enjoyed about watching your child grow up?
- What have been the biggest challenges about parenting an adolescent? What have you found frustrating? Frightening? Regretted? (probe both about the individual adolescent as well as parenting of that child in the context of economic challenges, forced displacement in the case of refugees, rise of internet and social media)
- Have there been aspects of adolescent development—at least for this child— that have genuinely surprised you? What?

(If disability)

- Has your child's disability shaped the way you have parented her/him? How? (Probe for diff time inputs and diff aspirations especially.)

(If has/ has had other adolescent children)

- Has parenting this child been different from parenting your other adolescent children? How? Why? (Probe especially for gender differences)
- How have the positives varied across children?
- How have the challenges varied across children?
- How have the surprising aspects varied across children?

(All)

- When you've faced challenges parenting—has there been anyone that you could rely on for information and emotional support? Who? (Probe for spouse (husband/wife), friends, relatives, NGOs, etc.) How often did you rely on this person/s?
- Have you ever taken a class on adolescent development or parenting?
 - » From whom? When?
 - » What was basic content? Useful? Not useful? Did it change your parenting practices?
- How would you compare your parenting to that of your spouse? To other parents in your community? Is it similar? In what ways? Is it different? In what ways? Why do you parent differently?
- How would you compare your parenting to that of that of your own parents? Is it similar? In what ways? Is it different? In what ways? Why do you parent differently?
- Looking back, and thinking about your experiences of parenting children through adolescence, do you have any 'top tips' for parents whose children are just becoming adolescents? (Let them use their own words.) What do you wish you had known about parenting an adolescent?

Now I'd like to ask some specific questions about the adolescent outcomes that GAGE research is most interested in.

- Thinking about your child's education and training (nuance this for the situation), and the support that you were and were not able to give her/him, what do you feel you got 'right' about parenting? Is there anything you would do differently if you had it to do over again? What?
- Now I'd like for you to think about your child's physical health—and whether or not s/he has developed healthy habits that will support good health in the future—like a nutritious diet, regular exercise, and staying away from substances. What do you feel you got 'right' about encouraging good health? Is there anything you would do differently if you had it to do over again? What?
- Did you give you child any instruction/education about puberty and how her/his body would change and how to take care of it?
 - » **(If yes)** What do you feel you got 'right' about this? Is there anything you would do differently if you had it to do over again? What?

(If no) Do you still feel this was the right choice? Or would you do something differently if you had it to do over again?

- Did/have you talked to your child about the importance of choosing good friends and resistance to peer pressure?

(If yes) What do you feel you got 'right' about this? Is there anything you would do differently if you had it to do over again? What?

(If no) Do you still feel this was the right choice? Or would you do something differently if you had it to do over again?

- Did/have you talked to your child about the dangers of substance use/ smoking/ vaping/ drinking/ drugs?

(If yes) What do you feel you got 'right' about this? Is there anything you would do differently if you had it to do over again? What?

(If no) Do you still feel this was the right choice? Or would you do something differently if you had it to do over again?

- Think about your child's friend network and how you've supported this. Does your child have good friends that they get to see on a regular basis or is s/he lonely? What do you feel you got 'right' about parenting? Is there anything you would do differently if you had it to do over again? What?

(Only if the context is appropriate) Think about your child's use of screens/social media—and the limits you have or have not put around this. What do you feel you got 'right' about parenting? Have you talked to other parents about what guidance or regulations they provide for their child? Have you taken any classes on this topic? Is there anything you would do differently if you had it to do over again? What?

Probe specifically for lessons on online safety:

- Have/did you ever speak to your child about cyberviolence/online bullying? What do you feel you got 'right' about this? Is there anything you would do differently if you had it to do over again? What?
- Have/did you ever speak to your child about online grooming (for sex)? What do you feel you got 'right' about this? Is there anything you would do differently if you had it to do over again? What?
- Have/did you ever speak to your child about pornography? What do you feel you got 'right' about this? Is there anything you would do differently if you had it to do over again? What?
- Have/did you ever speak to your child about online recruitment/ radicalisation? What do you feel you got 'right' about this? Is there anything you would do differently if you had it to do over again? What?
- Think about your child's ability to set goals for herself/himself, self-confidence, and ability to speak up for what s/he needs—and how you have encouraged or discouraged this. What do you feel you got 'right' about parenting in this regard? Is there anything you would do differently if you had it to do over again? What?
- Did/have you ever given child any lessons on finances and budgeting and how to set financial goals and save for emergencies?
 - (If yes)** What do you feel you got 'right' about this? Is there anything you would do differently if you had it to do over again? What?
 - (If no)** Do you still feel this was the right choice? Or would you do something differently if you had it to do over again?
- Did/ have you talked to your child about romantic relationships and how to handle their feelings about these?
 - (If yes)** What do you feel you got 'right' about this? Is there anything you would do differently if you had it to do over again? What?
 - (If no)** Do you still feel this was the right choice? Or would you do something differently if you had it to do over again?
- Did/have you ever talked to your child about human sexuality and how to prevent pregnancy and disease?
 - (If yes)** What do you feel you got 'right' about this? Is there anything you would do differently if you had it to do over again? What?
 - (If no)** Do you still feel this was the right choice? Or would you do something differently if you had it to do over again?

- » Where do you get your own information from?
- Think about your relationship with your child. Does your child come to you for help and support? Does your child come to you when s/he is excited and happy? What do you feel you got 'right' about building a strong relationship with your child? Is there anything you would do differently if you had it to do over again? What?

(For those whose child married < 18)

- Your child married very young. Was this because your or your spouse wanted the marriage—or because your child insisted and you allowed it? In hindsight, would you do the same thing again or wait until your child was an adult?

(All)

Do you talk to your son/daughter about getting involved in the community? Explore.

(For citizens)

Do you talk to your son/daughter about what it means to be a good citizen?

(All)

Do you talk to your children about politics? If so, why/ why not? If your child develops different political views from you how do you feel about this? Do you discuss with them? Do you allow them the freedom and space to develop their own views? Or do you try to persuade them to adopt your views? Why/ why not?

Wrap Up

- If I were to meet you in 10 years' time, and your child had reached your hopes/aspirations for them in life – how would you describe your child's education, work, family life and contribution to the community/ society?
- From your perspective, what has it been like for you and your child to take part in GAGE for the last X years? What has been positive? Have you had any concerns? Explore.

3. Adolescent and young adult FGDs

Tool guide includes:

- A1: Body mapping (adolescents)
- A2: Legacy impacts - for Makani participants only
- B1: Community/service mapping (young adults)
- B2: Youth parenting
- B3: Legacy impacts—for Makani participants only
- B4: Youth Centre participants only

In each community, younger cohort participants and adolescents with disabilities will be involved in the body mapping tool, whilst the older cohort will undertake the community/ service mapping tool.

Only those who have participated in Makani programming will do part C.

Only youth parents will do part D.

Focus:

This exercise should be focusing on: health and nutrition, SRH, violence, PSS, online safety, emotional support

Stationary requirements:

- * Each group will need a large flip chart and coloured markers.
- * Each body mapping group will need a picture of a female body OR a male body.

A1: Body Mapping

Sample:

In each community there will be 4 groups:

- 1 group of adolescent girls 16-19 without disabilities
- 1 group of adolescent boys 16-19 without disabilities
- 1 group of adolescent girls and young women with disabilities 16-23
- 1 group of adolescent girls 16-19 who have participated in Makani OR
- 1 group of adolescent boys 16-19 who have participated in Makani

I'd like to use these drawings of human bodies to understand the experiences of young people in your community.

For example, if young people in your community regularly face hunger, we'll draw an arrow to the stomach and talk about it. If young people in your community are worried about ethnic violence/ the war in Gaza, we'll draw an arrow to the head and talk about it.

Figure 9: Adolescent FGD tool: body mapping

15-7-2024

Sarah

Host-Mafraq

FGD- adolescents

خريطة الجسد

Body Mapping

(16-19) girls

Jordanian

no disability.

الحنق ٥-١٠
تغير المناخ 2
التطابق النقص
التوافق

ح الشباب
سرقه جابه
لعنتي
افتراف G-mail

المخدرات
10

الاخوة
الانعام
الاب
البحال

زواج
قاصرات
للسوريسين

الاقران
دافل ومديح الطرقت
المعلمات

غزة
الاطفال

النوم
الاستقرار
الفقر
البرطالة
١٠-٨

سكري
التوتر

مفردم
تدخين حديد
مشاكل نوم
كسل
غدة درقية

زيادة الوزن
مفرق حمار
نقص الوزن
المخاض

صعبة
جاية
خض العجل

كبرياء في
العبد
مضيق
(الاكل)
مشاكل نفسية

جيج ١٨
الرقص
مشي
زومبا
لحفي

التهابات
والله يولي
الدوة
لشعرية

دلاقه جيبه
قيل الزواج
١٤٠
الضحية

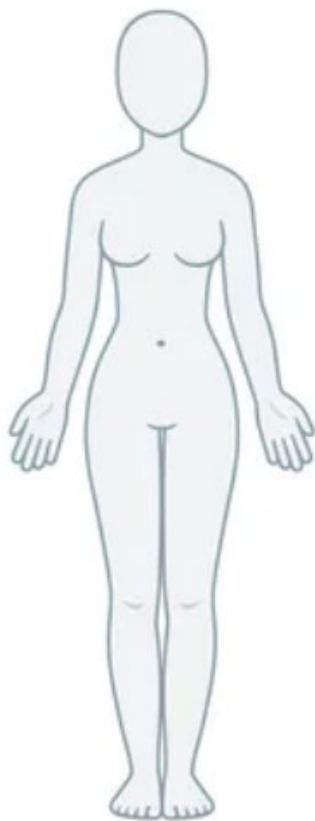
نقص
زمن
جسدية

(For girls and young women, start with a female body; for boys and young men, start with a male body.)

(For adolescent girls and boys—frame questions around the adolescent age group. For young women and men, frame questions around that age group.)

(For females)

Here is a female body.



Colour post-its to use for below questions:

green – health & SRH,

orange – violence,

blue – online use,

yellow – support

- Are adolescent girls/young women in your community generally **healthy**? (Arrow to main body.)
 - » Are there particular illnesses or accidents that are common here? Explore. (e.g. traffic accidents, burns, malaria, water-borne illnesses, etc.) Does this vary for different groups of girls/ young women? (Probe by age, nationality; HH economic status, marital status, disability, etc.)
 - » What are the diets of girls/ young women like here? Do females get enough to eat? Do they eat nutritiously? Do they eat junk food or energy drinks? Does this vary for different groups of girls/ young women? (Probe by age, nationality, ethnicity, HH economic status, marital status, disability, etc.)
 - » What about the activity/ exercise levels of adolescent girls/ young women in this community? Do they get the WHO recommended 150 minutes of cardio-vascular exercise (exercise that makes your heart rate increase) each week? Why. Why not? If going to a gym what is the cost?
 - » Do females get the opportunity to rest—or are they busy all the time? Do females get the opportunity to exercise and stay active—or are they too confined to home? Does this vary for different groups of girls/ young women? (Probe by age, nationality, ethnicity, HH economic status, marital status, disability, etc.)
 - » Do girls/ young women in this community smoke? Drink? Does this vary for different groups of girls/ young women? (Probe by age, nationality, HH economic status, marital status, disability, etc.) Is there any health education on this at school?
- I would like to understand the **sexual and reproductive health** risks faced by adolescent girls/ young women in this community? (Arrow to genital region.)
 - » What challenges do girls/ young women in this community face managing their periods? (e.g. social restrictions, lack of products, lack of water, etc.) Does this vary for different groups of girls/ young women ? (Probe by age, nationality, HH

- economic status, marital status, disability, etc.) (Probe especially for difficulties at school)
- » Is sex only related to marriage in your community? When do most adolescent girls/ young women here become sexually active? Is this usually before or within marriage? Does this vary for different groups of girls/ young women? (Probe especially for nationality:)
 - » Are adolescent girls/ young women prepared for sexual debut? Are they taught about consent? Are they taught about the fertility cycle? Are they taught about contraception and disease prevention? Who/ where does the teaching? Does this vary for different groups of girls/ young women ? (Probe especially for nationality)
 - » Do adolescent girls/ young women here tend to experience frequent female infections? (UTI and GYN) Why? Does this vary for different groups of girls/ young women ? (Probe especially for marital status and FGM status.)
 - » What about sexually transmitted infections. Are girls/ young women in this community at risk of STIs? Which girls/ young women? Which infections. Explore.
 - » Are girls in this community at risk of adolescent pregnancy? (Probe especially for nationality) Which girls are most at risk? Why? What consequences do they face?
 - I would like to understand the **violence** that adolescent girls and young women in this community face. (*Arrows to main body but in a different colour*)
 - » Do girls/ young women experience violence from their caregivers and family elders? What sorts of violence? (e.g. physical, emotional, sexual, etc.) From whom? In what contexts? Does this vary for different groups of girls/ young women? (Probe for age, nationality, disability, etc.)
 - » Do girls/ young women experience violence from their brothers and sisters? What sorts of violence? (e.g. physical, emotional, sexual, etc.) From whom? In what contexts? Does this vary for different groups of girls/ young women? (Probe for age, nationality, disability, etc.)
 - » Do girls/ young women experience violence from teachers and other school or university employees? What sorts of violence? (e.g. physical, emotional, sexual, etc.) From whom? In what contexts? Does this vary for different groups of girls/ young women? (Probe for age, nationality, disability, etc.)
 - » Do girls/ young women experience violence from peers – e.g. at school, en route to school, on university campuses etc? Under what circumstances? What sorts of violence?
 - » Do girls/ young women experience violence in the community? What sorts of violence? (e.g. physical, emotional, sexual, honour crimes, etc.) From whom? In what contexts? Does this vary for different groups of girls/ young women? (Probe for age, nationality, disability, etc.) (Depending on context, probe for conflict related violence as well.)
 - » Are girls/ young women in this community at risk of child and forced marriage? Does this vary for different groups of girls/ young women? (Probe for age, nationality, disability, etc.) Who pushes girls into child marriage? Who forces girls and young women to marry against their will?
 - » Do girls/ young women experience violence from their boyfriends and husbands? What sorts of violence? (e.g. physical, emotional, sexual, etc.) From whom? In what contexts? Does this vary for different groups of girls/ young women? (Probe for age, nationality, disability, etc.)
 - » Do girls/ young women experience violence from their in-laws? What sorts of violence? (e.g. physical, emotional, sexual, etc.) From whom? In what contexts? Does this vary for different groups of girls/ young women? (Probe for age, nationality, disability, etc.)
 - » Do you feel that girls/ women are able to get justice in the case of violence? To what extent do they feel that the police and Family Protection Dept can support them? Why? To what extent if at all is confidence in these institutions changing and why/ why not? To what extent are laws and systems shifting discriminatory gender norms that underpin gender-based violence? (probe for Jordanians vs refugees)
 - I'd like to hear about the things that adolescent girls and young women in this community tend to **worry** about—or that make them unhappy. (Arrow to brain.) Thinking of yourself, your sisters, and your friends—what would you like to add to the list? (Let them populate this—things like poverty, unemployment, violence, forced marriage, loneliness, boredom, drought/climate change, conflict, etc.) **List out key worries on a flipchart and ask participants to rank them in terms of importance on a scale of 1-10. Ask them how these could be addressed?**
 - Does this vary for different groups of girls/ young women? (Probe by age, nationality, HH economic status, marital status, disability, etc.)
 - (Depending on context) I'd like to hear about how adolescent girls and young women in this community are using the internet and social media—and how you think this is impacting them (arrow to eyes).
 - Are most girls/ young women in this community online? From what age? How often/ how many hours per day? How does this vary by nationality/? By marital status?
 - What restrictions do girls/ young women face in accessing the internet? How does this vary by age, nationality and marital status?
 - What do most girls and young women do online?
 - » Do/ How do they use the internet for education and learning? How does this vary by age, nationality/ethnicity, and marital status?
 - » Do/ How do they use the internet for entertainment? What sites/apps do they use? How does this vary by age, nationality and marital status?

- » Do/ How do they use the internet to connect with peers? What sites/apps do they use? How does this vary by age, nationality and marital status?
- » Do/how do they use the internet to find a date/ connect with romantic partners? What sites/apps do they use? How does this vary by age and nationality? What are the positives about using those sites/apps? What are the negatives?
- » Do/ how do they use the internet to find work/ income generating opportunities? How does this vary by age, nationality and marital status?
- » Do/ how do they use the internet to learn new skills and information? What sites do they use? How does this vary by age, nationality and marital status?
- » What do you think are the positives about being online/ using social media for girls/young women? How does this vary by age, nationality and marital status?
- » What do you think are the negatives? How does this vary by age, nationality and marital status?
- » Do girls/young women in this community face violence online? Explore types (e.g. on social media, threats via text, release of private pictures, etc.) From whom? Does this vary for different groups of girls/young women? (Probe for age, nationality, disability, etc.)
- I'd like to understand the **emotional support** that girls/young women in this community have available to them. (*Arrow to heart*)
 - » Do most girls/young women in this community get to spend regular time with their friends? Doing what? Where? Does this vary for different groups of girls/young women? (Probe especially by marital status and age and disability—especially as age relates to school enrolment.)
 - » Do girls/young women in this community tend to have close relationships with peers—the kind of relationships where you can talk about fears and worries and hopes and dreams? If not, why not? Does this vary for different groups of girls/young women? (Probe by age, nationality, marital status, disability, etc.)
 - » Do girls/young women in this community tend to have close relationships with their parents—the kind of relationships where you can talk about fears and worries and hopes and dreams? If not, why not? Does this vary for different groups of girls young women? (Probe by age, nationality, marital status, disability, etc.) Does it vary for mothers vs fathers?
- Finally, I am curious to know if and how you think climate change is impacting the lives of girls/young women in this community. Looking back at all the things we just added to the body, what do you think?

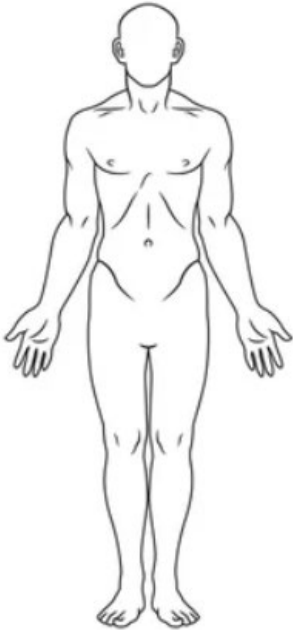
(If the group is disability)

I'd like to take a few minutes and focus on the impacts of disability.

- From your perspective, looking back at all the parts of the body we've discussed, where does disability really matter? Where do the experiences of girls/young women with disabilities really diverge from those of girls/young women without disabilities?
- Where does disability make no difference at all?
- Do they get more/less/different support from parents and other family members? Explore.
- Is climate change impacting them differently?

(For males)

Here is a male body.



Colour post-its to use for below questions:

green – health & SRH,

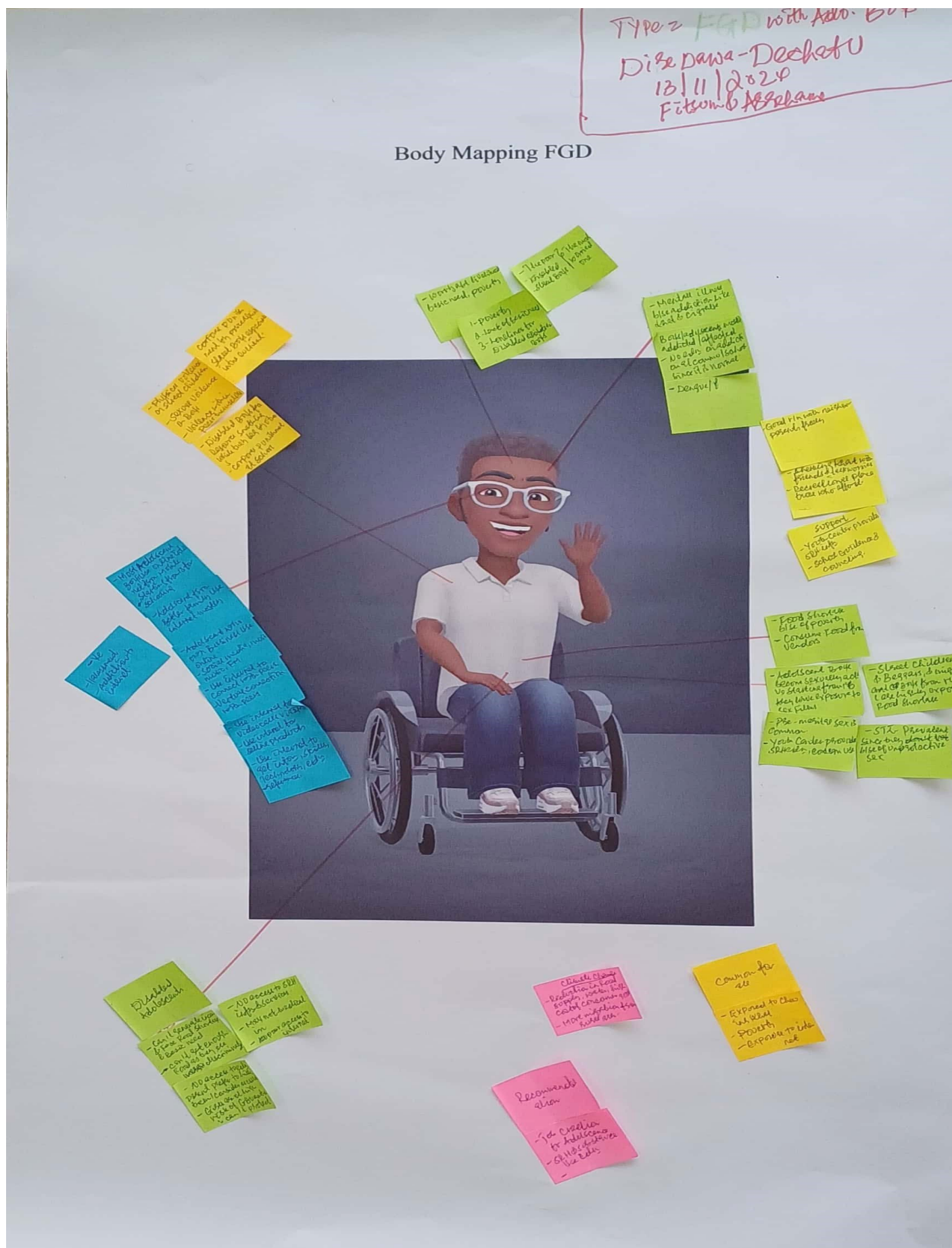
orange – violence,

blue – online use,

yellow – support

- Are adolescent boys/ young men in this community generally **healthy**? (Arrow to main body.)
 - » Are there particular illnesses or accidents that are common here? Explore. (e.g. traffic accidents – cars, motorbikes, who is driving them, work accidents, malaria, pesticide use in ITS, water-borne illnesses, etc.) Does this vary for different groups of boys/ young men? Are men less likely to visit doctors due to exhaustion from work? (Probe by age, nationality, HH economic status, marital status, disability, etc.)
 - » What are the diets of boys/ young men like here? Do males get enough to eat? Do they eat nutritiously? Do they eat junk food and energy drinks? Does this vary for different groups of boys/ young men? (Probe by age, nationality, HH economic status, marital status, disability, etc.)
 - » What about the activity/ exercise levels of boys/ young men in this community? Do most boys/ young men get enough exercise to stay healthy—and not so much that they are exhausted? Does this vary across groups of boys/ young men? Do they get the WHO recommended 150 minutes of cardio-vascular exercise (exercise that makes your heart rate increase) each week? If going to a gym what is the cost? Why. Why not?
 - » Do boys/ young men in this community smoke? Drink? Take drugs? If so, what kind? Does this vary for different groups of boys/ young men? Is there any education on this at school and if so what is the messaging?
 - » How can addiction be addressed?
 - » Other health risks I have not thought of?
- I would like to understand the **sexual and reproductive health** risks faced by adolescent boys/ young men in this community? (Arrow to genital region.)
 - » When do most boys/ young men here become sexually active? Is this usually before or within marriage? Does this vary for different groups of boys/ young men? (Probe especially for nationality and ethnicity.)
 - » Are boys/ young men prepared for sexual debut? Are they taught about consent? Are they taught about the fertility cycle? Are they taught about contraception and disease prevention? Who/ where does the teaching? Does this vary for different groups of boys/ young men? (Probe especially for nationality and ethnicity.)
 - » Are boys/ young men in this community at risk of sexually transmitted infections? Which infections? Which boys/ young men? Why? Where would you go to receive support with STI?
- I would like to understand the **violence** that adolescent boys/ young men in this community face. (Arrows to main body but in a different colour)
 - » Do boys/ young men experience violence from their caregivers and family elders? What sorts of violence? (e.g. physical, emotional, sexual, etc.) From whom? In what contexts? Does this vary for different groups? (Probe for age, nationality, ethnicity, disability, etc.)

Figure 10: Adolescent FGD tool for AWDs: body mapping



- Do boys/ young men experience violence from their brothers and sisters? What sorts of violence? (e.g. physical, emotional, sexual, etc.) From whom? In what contexts? Does this vary for different groups of boys/ young men? (Probe for age, nationality, ethnicity, disability, etc.)
 - » Do boys/ young men experience violence from teachers and other school employees? What sorts of violence? (e.g. physical, emotional, sexual, etc.) From whom? In what contexts? Does this vary for different groups of boys/ young men? (Probe for age, nationality, ethnicity, disability, etc.)
 - » Do boys/ young men experience violence in the community? What sorts of violence? (e.g. physical, emotional, sexual, etc.) From whom? In what contexts? Does this vary for different groups of boys/ young men? (Probe for age, nationality, ethnicity, disability, etc.) (Depending on context, probe for conflict related violence)
 - » Do boys/ young men perpetrate violence in the community? Which groups of boys/ young men tend to do this? What sorts of violence do they perpetrate? Against whom? Why do you think this is?
- I'd like to hear about the things that adolescent boys/ young men in this community tend to **worry** about—or that make them unhappy. (Arrow to brain.) Thinking of yourself, your brothers, and your friends—what would you like to add to the list?

**** List out key worries on a flipchart and ask participants to rank them in terms of importance on a scale of 1-10. Ask them how these could be addressed?** (Let them populate this—things like poverty, unemployment, violence, loneliness, boredom, drought/climate change, conflict, etc.) Does this vary for different groups of boys/ young men? Ask about climate change effects. (Probe by age, nationality, HH economic status, marital status, disability, etc.)

- **(Depending on context)** I'd like to hear about how adolescent boys/ young men in this community are using the **internet and social media**—and how you think this is impacting them (arrow to eyes).
 - » Are most boys/ young men in this community online? From what age? How often/ how many hours per day? How does this vary by nationality/ethnicity? By marital status?
 - » What restrictions do boys/ young men face in accessing the internet? How does this vary by age, nationality/ethnicity, and marital status?
 - » What do most boys/ young men do online?
 - » Do/ How do they use the internet for education and learning? How does this vary by age, nationality/ ethnicity, and marital status? What are you learning about online safety/ use of AI in school or anywhere else? Courses e.g. Makani?
 - » Do/ How do they use the internet for entertainment? What sites/apps do they use? How does this vary by age, nationality/ethnicity, and marital status? Do boys and young men use pornography online? Do they practice sexting?
 - » Do/ How do they use the internet to connect with peers? What sites/apps do they use? How does this vary by age, nationality/ethnicity, and marital status? Do they interact with friends they know in person or also with virtual peers?
 - » Do/ How do they use the internet to connect with girls/young women and look for dates? What sites/ apps do they use? How does this vary by age, nationality/ethnicity, and marital status?
 - » Do/ how do they use the internet to find work/ income generating opportunities? How does this vary by age, nationality/ethnicity, and marital status?
 - » Do/ how do they use the internet to learn new skills and information? What sites do they use? How does this vary by age, nationality/ethnicity, and marital status?
- What do you think are the positives about being online/ using social media for boys/ young men ? How does this vary by age, nationality/ethnicity, and marital status?
- What do you think are the negatives? How does this vary by age, nationality/ethnicity, and marital status?
- Do boys/ young men in this community face violence online? Explore types (e.g. on social media, threats via text, release of private pictures, etc.) From whom? Does this vary for different groups of boys/ young men? (Probe for age, nationality, ethnicity, disability, etc.)
- I'd understand the **emotional support** that adolescent boys/ young men in this community have available to them. (Arrow to heart.)
 - » Do most boys/ young men in this community get to spend regular time with their friends? Doing what? Where? Does this vary for different groups boys/ young men?
 - » Do boys/ young men in this community tend to have close relationships with peers—the kind of relationships where you can talk about fears and worries and hopes and dreams? If not, why not? Does this vary for different groups of boys/ young men ?
 - » Do boys/ young men in this community tend to have close relationships with their parents—the kind of relationships where you can talk about fears and worries and hopes and dreams? If not, why not? Does this vary for different groups of boys/ young men? Does it vary for mothers vs fathers?

» Where can boys go for support? (online counselling, school/university councillor, social worker at Islamic centre?)

- Finally, I am curious to know if and how you think **climate change** is impacting the lives of adolescent boys/ young men in this community. Looking back at all the things we just added to the body, what do you think?

(If the group is disability)

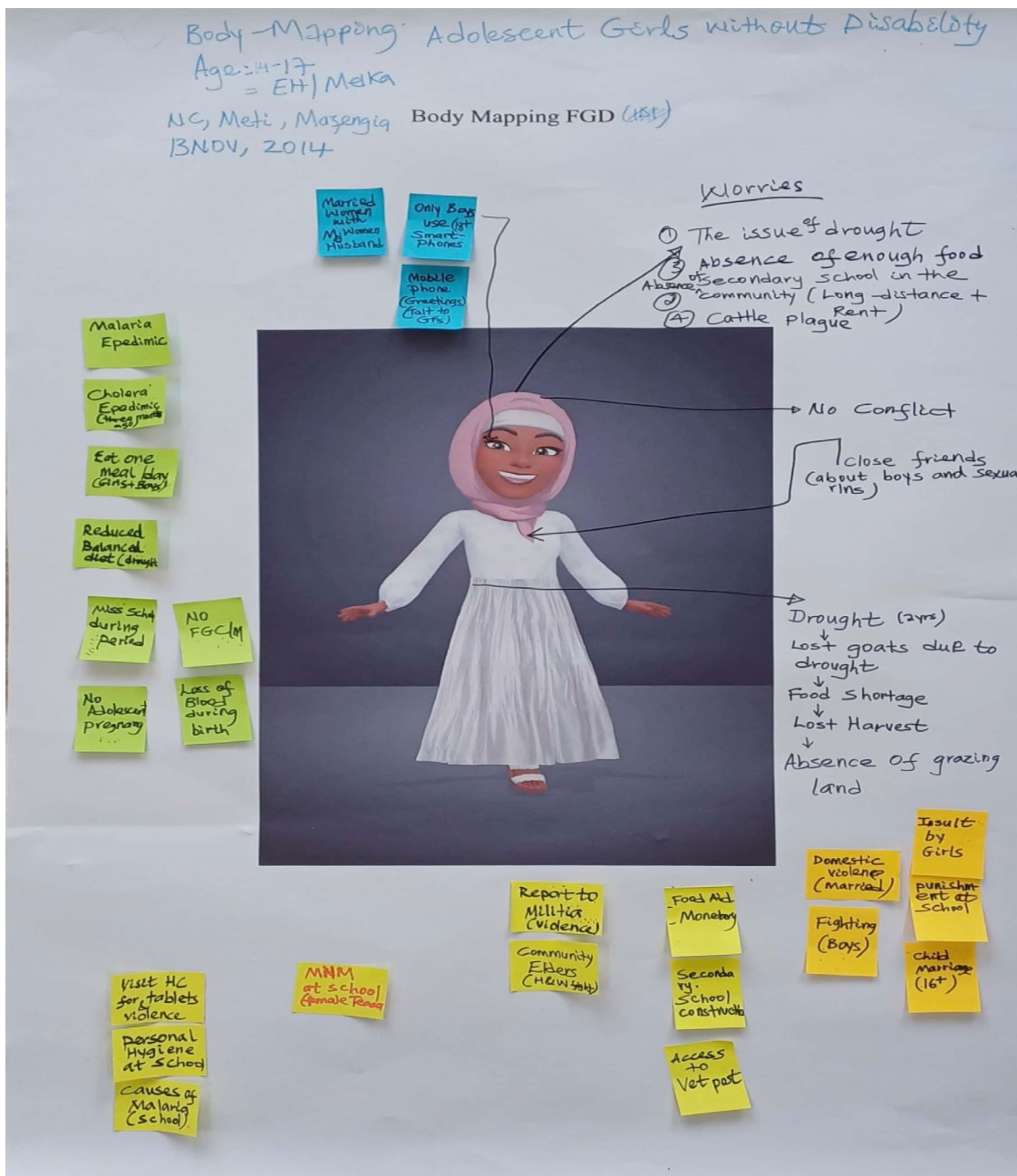
I'd like to take a few minutes and focus on the impacts of disability.

- » From your perspective, looking back at all the parts of the body we've discussed, where does disability really matter? Where do the experiences of boys/ young men with disabilities really diverge from those of boys/ young men without disabilities?
- » Where does disability make no difference at all?

Wrap Up

What are the top three recommendations to support young people in your community?

Figure 11: Adolescent FGD tool for girls with disabilities: body mapping



A2: Legacy impacts for programming

(If young person attended Makani)

All of you at one point in the past attended Makani—I'd like to talk to you about your experiences there and if and how you think they made a difference in your life.

- When did you attend?
- For how long?
- What classes did you take?/ What did you do there?
- What were the best parts of Makani? (Let them use their own words—this will likely centre on social support and fun.)
- What did you like about the mentors/facilitators?
- What did you like about the content? (Probe class by class, tutorial/ academic support, life-skills, Social Innovation Lab, etc.)
- Was there anything you didn't like about Makani? Explore—facilitators, content, timing, distance, etc.
- Of the things that you learned, what's 'stuck with you' or really changed you or your life in some way? (I am guessing that most of them will say self-confidence and voice, but they may be more concrete.) Probe for impacts on:
 - » Education and learning
 - » Bodily integrity (victimisation and perpetration)
 - » Social support from peers and adults (including how to be a better friend)
 - » Self-confidence
 - » Goal setting and aspirations
 - » Social cohesion
- If/ how have you taken that lesson/s into other aspects of your life?

Have any of you taken part in other adolescent/ youth focused programming as well?

(If yes)

- Tell me about that programming (probe as above—but lightly—just to help them remember it).
- What content did that programming deliver? (e.g. was it recreational, aimed at skills development, gender-focused, etc.?)
- How hands-on/participatory was the programming? Was it a programme where you learned by doing or was it a programme where you mostly listened to others talk? Explore. How did it compare to Makani?
- How did the programme leaders treat you? Did you feel respected? Listened to? Like leaders were friends or more like school teachers? How did it compare to Makani?
- Thinking about Makani's longer-term impacts on you, was it different for the other programming? How?

(All)

Wrap up: recommendations for youth programming

Imagine that you were in charge of designing a new programme—for young people like yourself. What would such a programme look like?

- What would you like to DO in the programme? (Crafts/ sports/ getting together and drinking tea out of the house—this may be purely recreational in their minds.)
- What would you like to learn? (Probe for hard vs soft vs life skills)
- Who would you want to run sessions? (Proper adults or near peers)
- Where would you want sessions run?
- How often?
- How could a new programme like this attract participants?
- What barriers might people face to participation? How could those barriers be overcome?

B1: Community/ service mapping

Sample:

B1: Community service mapping

1 group of adolescent girls and young women with disabilities 16-23 (visual and physical disabilities)

1 group of adolescent boys and young men with disabilities 16-23 (visual and physical disabilities)

B2: Community service mapping plus youth parenting practices

1 group of young mothers who have a child over the age of 2 16-23

1 group of young fathers who have a child over the age of 2 16-23

In a sub-set of communities there will be an additional four groups:

B3: Community service mapping plus Makani legacy effects

1 group of young women who previously participated in Makani

1 group of young men who previously participated in Makani

B4: Community service mapping plus Youth Centre participation

1 group of girls/ young women who are participating in Youth Centres

1 group of boys/ young men who are participating in Youth Centres

B1 Community service mapping

We want you to draw a map of your community as though you were looking down from above (as though you were a bird).

Before you start, think about what you'd like to use as the centre of the map. This may be the market, a school, a religious building,

etc. You can use whatever you'd like.

Please put on the map all the places that you think are most important to young people your age.

(Let them generate the map and then probe for:)

- Schools and training centres—primary through tertiary as appropriate
- Markets/ shops/ malls/ important businesses
- Beauty salons
- Clothes shops
- Religious buildings/ places of worship/ sacred sites
- Local government/ administrative offices
- NGO offices
- Health centres and pharmacies
- Police stations
- Water taps/ sources of water and public toilets
- Restaurants/cafes/pool halls where young people spend time
- Youth centres/ sports fields/ public recreational spaces for young people
- Places where young people use computers/ access the internet/ play online games
- One-stop centres/ protection offices)
- Work permit office
- UNHCR or UNRWA office
- Gym
- Banks and ATMs
- Migration brokers/ smugglers' offices/ homes

Now that you've created your map—I'd like to use it to better understand the lives of young people of your age in your community.

- What places in your community **do you go on a regular basis?** (And what do you do there if it's not obvious.)
 - » Are these places open to/used by everyone—or only children vs adolescents vs young adults vs adults vs the old, females/males or Syrians/Jordanians or Muslims/Orthodox Christians, married vs. unmarried, etc.
 - » Are these places accessible for people with disabilities? Why or why not?
- Outside of your own home, **where in the community do you spend time with your family?**
 - » How often do you go there? What do you do there? With whom?
 - » Are these places open to/used by everyone—or only younger versus older people, females/males or Syrians/Jordanians or Muslims/Orthodox Christians, married vs. unmarried, etc.
 - » Are these places accessible for people with disabilities? Why or why not?
 - » How has your access to these spaces changed over time – starting with when you were 10 years old?
- Where do you go to **spend time with friends?**
 - » How often do you go there? What do you do there? With whom?
 - » Are these places open to/used by everyone—or only younger versus older people, females/males or Syrians/Jordanians or Muslims/Orthodox Christians, married vs. unmarried, etc.
 - » Are these places accessible for people with disabilities? Why or why not?
 - » How has your access to these spaces changed over time – starting with when you were 10 years old?
- **Who** lives in your community?
 - » Is your community mixed in terms of nationality/ethnicity/ religion? Or is it more homogenous? What are your thoughts about this? (Probe for positives and negatives)
 - » Has the composition of your community changed in recent years? How? What are your thoughts about this? Probe for positives and negatives)
 - » Are there places in your community that are **un-safe**? Explore. (For whom are they unsafe, what's unsafe about them, are there times they are especially unsafe, etc.) How has this changed as you've moved through (and out of) adolescence?

Now on a second flipchart ask participants to list key worries on the left hand column and where from the institutions on the maps or persons in their lives they would go to help address these worries on the right hand column

You can check the list below if the following institutions have not been identified as possible solutions and probe further...

- Tell me about the **schools/training centres** in your community.
 - » What levels of education are locally available?
 - » What are their strengths? What are their weaknesses?
 - » Do they serve some young people better than others? (e.g. girls vs boys, older vs younger, citizen vs. refugee, disability vs not, married vs not, etc.)
 - » Do schools in this community have private toilets, water, waste bins and MHM supplies aimed at helping girls who are on their period attend school? Explore.
 - » What barriers do children and young people face to accessing education and training in this community?
 - » (If all levels are not available) What do young people do if they need the next level?
- Tell me about services that support young people's livelihoods.
 - » Are there in-person or online vocational guidance services?
 - » Information services that provide advice on labour law, decent work, minimum wages
 - » Services that support financial literacy
 - » Banking services and information
 - » Credit and loan services and information
 - » Work permit services and information
 - » Safe migration services and information
- Tell me about the **health care services** in your community.
 - » What services are easy for young people to access in this community? (Probe for preventative and curative services—and also for traditional medicine.)
 - » What services are difficult for young people to access in this community? What makes it difficult to access these services?
 - » Do health care services serve some young people better than others? (e.g. girls vs boys, children vs adults vs adults, married vs not married, citizen vs. refugee, disability vs not, etc.)
 - » How the quality of health care services? Are young people seeking services treated respectfully?
 - » What about sexual and reproductive health services particularly:
 - » Are these easy for young people to access? Why/ why not?
 - » Are some young people better able to access these services than others? Explore—probing for married vs not, citizen

vs refugee, disability, etc

- » What is the quality of these services like? Are young people seeking services treated respectfully? Are services confidential?
- » Are contraceptives easy for young people to access in this community? What methods are readily available? From where? Do different young people have different access?
- Tell me about the **religious institutions** and services in your community.
 - » Who are buildings/services open to/for?
 - » Do girls and boys and women and men have equitable access to participation?
 - » Children vs adolescents vs adults?
 - » Married vs not?
 - » Citizens vs refugees?
 - » Those with disabilities?
 - » Do the messages /sermons resonate with the needs and experiences of young people? Why/ why not?
- Tell me about the **NGOs** in your community.
 - » What services do they provide? In person and online
 - » Who do they serve? (Probe for age differences, gender differences, nationality differences, disability, marital status, etc.)
- To what extent do you think that service providers are supportive of young people's needs? What about those of your specific community (probe re refugees, minority communities etc.)
 - » What **services** are available in your community for young people who are **experiencing violence**?
 - » Who do they serve? (e.g. age, gender, nationality, marital status, disability, etc.)
 - » What services do they provide?/ What forms of violence do they address?
 - » Are the services easy to access? If not, why not?
 - » Are clients treated with respect? Is confidentiality/ privacy respected?
- Finally, I'd like to talk about **climate change** in your community.
 - » Is/ how is climate changing impacting your community and changing local lives?
 - » Is your community doing anything to mitigate the impacts of climate change? What? Who is leading this? What are they doing?

Figure 12: Parent FGD tool: community mapping



B2: Parenting practices (Parenting BY adolescents and young adults)

First, I'd like to understand a little about your families.

Using the family symbols from the adolescent and parent IDIs (see separate sheet) ask each participant to draw out their family on the flap chart

- How many children do you have?
- How old are they? (Note that there must be one child aged two or older.)
- Are they girls or boys?
- How old were you when you had your first?
- Who else lives in your HH at the moment? (Are they living with their children's father, a new husband, parent- and brother-and sister- in-laws, their own natal family, grandparents, alone, etc.)

Now, I'd like to understand how you are parenting your children.

- Who takes care of your children on a daily basis? (Probe for self, spouse, parents, parents-in-law, co-wives and other relatives, etc.)
 - » On an average day, how many hours does each person spend on childcare?
 - » On an average day, what activities does each person do with/ for the children? (Probe for feeding, cleaning, playing with, reading to, etc.)
 - » How does this vary by which child? (Probe for differences in children's age and also children's sex).

(AII)

- What do you like the most about being a mother/father? What parts of parenting bring you joy? Does this vary by which child?
- What parts of parenting are the most stressful for you? What do you worry about the most? Does this vary by which child?
- Are there any aspects of child development and parenting children that you find surprising? Explore.
- When you are having a challenging day with your children, do you have a person/people in your life who can support you? (Probe for friends and family in real life and online)
- When you have questions about child development—and what's the best way to do things—where do you turn for information? (Probe for parents, grandparents, parents-in-law, siblings and siblings-in-law, friends, online, etc.)
- Have you ever taken a class on child development/parenting?
 - » From whom? When? (Probe for before child was born vs after)
 - » What was basic content? Useful? Not useful? (Probe for whether classes were practical on feeding and cleaning, etc. or more behaviour oriented.)

Now I'd like to talk to you about different aspects of parenting—some of which might not yet apply, depending on the age of your children, but all of which will be important as your children grow up a bit.

- What are your children's **favourite games and toys** right now? (Let them volunteer just get enough ideas on the table to make it clear that the girls and boys often have different playthings.)
 - » What would happen in your family if your daughter wanted to play with XX (boy toy or game)? Would this be OK, not OK? For whom would it be OK or not OK? (Probe for self, spouse, grandparent, etc.). If it is OK at this age, is there an age at which it would not be OK? Explore.
 - » What would happen in your family if your son wanted to play with XX (girl toy or game)? Would this be OK, not OK? For whom would it be OK or not OK? (Probe for self, spouse, grandparent, etc.). If it is OK at this age, is there an age at which it would not be OK? Explore.
 - » How would this have varied/been the same in your own family when you were a child?

(In contexts where it's appropriate)

- Do your children **spend time each day on screens**? What screens?/Doing what? How many hours/ days per week do they spend on screens? What limits do you place on screen time? Does screen time access vary by the child's age or sex? Explore—how have you set these limits (or not!).
- How do you handle your children's misbehaviour? What **discipline strategies** do you use? Why these? Are they different from what your parents did with you? Why did you stick with their techniques/change to something new?
 - » Does your discipline strategy depend on what your child has done? Explore. (Can boys vs girls get away with more/different things?)
 - » Does it depend on the child's age? Explore.
 - » Does it depend on the child's sex? Explore.
 - » How does your spouse handle misbehaviour? Your parents? In-laws? (Depending on who is in the HH) How do their strategies vary by age/sex/offence?

(AII)

- I know your children are young, but let's talk about what you'd like to see happen in terms of their **education**.
 - » Are any already enrolled in some sort of learning programme? Explore—by type, age, gender, etc.
 - » How many years of education would you like to see your children eventually obtain? Explore, by gender. How do your aspirations for your children's education compare to your own education? Your spouses? (That is, do they want their kids to have the same amount of education or more?) Explore reasoning.
 - » What factors will ultimately shape how much education your children obtain? (Probe for location of schools, costs, refugee/legal status, gender, disability, etc.)
 - » Who will be involved in making decisions about your children's education? (Probe for self, spouse, other family members, etc.)
 - » Thinking back to the challenges that YOU faced in education—and how your parents supported or didn't support you--how will you support your children's education when they face challenges? (Probe for not enough money for school supplies/uniforms, need for child to work to support HH livelihood/income, ability to supervise and support homework, etc.).
- Let's talk about how your children will help out with **household chores**/ HH labour/ HH expenses as they get older.
 - » Are any of your children already old enough to help out around the house/farm? If so, which children and what do they do? (Probe for gender and age differences.)
 - » What are your expectations for your children as they get older –which children do you see helping with what tasks at what age and for how many hours day/days per week? Explore.
 - » Who will be involved in making decisions about your children's work as they get older? (Probe for self, spouse, other family members, etc.)
 - » Thinking back to the chores/work that you did as a child, what do you want to do the same or different with your children? Explore. Why the similarity/difference?

(AII)

Now I'd like you to imagine that your children are becoming adolescents—because I'd like to talk about some of the ways you were parented when you were an adolescent versus the ways you'd like to parent your own children.

Let's start this conversation out very open ended.

- What are some of the rules that your parents had for you that you think were good rules? This could be in terms of what you were supposed to eat, where you were allowed to go, who you were allowed to spend time with, whether you got to decide what to spend money on—anything at all. These should all be rules that you think are sensible and you'd like to apply to your own children.
 - Now, what are some of the rules that your parents had for you that you think were not good? These should be rules that you do NOT want to apply to your own children.
- Now I'd like to ask you about some specific parenting practices and what you thought about the way it was for you—and what you'd like to do with your own children.
- Let's start with **puberty education**. Did your own parents give you any instruction about how your bodies would change as you grew up and how you should take care of yourself? What did they teach you? Did you get enough information? At the right time? What would you do the same with your own children? What would you do differently? Why? (Probe for programme exposure and whether it's changed their minds about what kids should know when.)
 - Did your own parents teach you about **romantic relationships** and how to handle your feelings about these? Were these lessons helpful? What would you do the same with your own children? What would you do differently? Why?
 - Did your own parents teach you about **human sexuality** and how to protect yourself from pregnancy and disease? What did they teach you? Did you get enough information? At the right time? What would you do the same with your own children? What would you do differently? Why? (Probe for programme exposure and whether it's changed their minds about what kids should know when.)
 - There is a famous book called, 'How to talk so that kids will listen and how to listen so that kids will talk'. Do you feel like you could/ can really talk to your parents about the things that matter the most to you?
 - If yes, what did your parents do to make you know that you can talk to them?
 - If no, why not?
 - What will you do the same/differently with your own children?

Gender differences

(For females)

- Many of the girls and young women who have been taking part in GAGE research have told us that their parents treat them differently than their brothers—just because they are girls. Has this been your experience? Explore—letting them use their own words—then probe for restrictions on mobility, friends, dress, education, etc. What will you do similarly with your own daughters? What will you do differently? Why? (Probe for programme exposure and whether it's broadened their horizons.)

(For males)

- Many of the boys and young men who have been taking part in GAGE research have told us that their parents treat them

differently than their sisters—just because they are boys. Has this been your experience? Explore—letting them use their own words—then probe for different levels of physical violence, expectations on breadwinning, less emotional support, etc. What will you do similarly with your own son? What will you do differently? Why? (Probe for programme exposure and whether it's broadened their horizons.)

(For those that married under age 18)

- You married very young. Was this because your parents wanted it—or because you wanted it and your parents allowed it? What are your thoughts about early marriage for your children?

Wrap Up

If you were to design a programme for young parents what would be the key ingredients you would want to include and why?

B3: Legacy impacts for programming

(If young person attended Makani)

All of you at one point in the past attended Makani—I'd like to talk to you about your experiences there and if and how you think they made a difference in your life.

- When did you attend?
- For how long?
- What classes did you take?/ What did you do there?
- What were the best parts of Makani? (Let them use their own words—this will likely centre on social support and fun.)
- What did you like about the mentors/facilitators?
- What did you like about the content? (Probe class by class, tutorial/ academic support, life-skills, Social Innovation Lab, etc.)
- Was there anything you didn't like about Makani? Explore—facilitators, content, timing, distance, etc.
- Of the things that you learned, what's 'stuck with you' or really changed you or your life in some way? (I am guessing that most of them will say self-confidence and voice, but they may be more concrete.) Probe for impacts on:
 - » Education and learning
 - » Bodily integrity (victimisation and perpetration)
 - » Social support from peers and adults (including how to be a better friend)
 - » Self-confidence
 - » Goal setting and aspirations
 - » Social cohesion
- If/ how have you taken that lesson/s into other aspects of your life?

Have any of you taken part in other adolescent/ youth focused programming as well?

(If yes)

- Tell me about that programming (probe as above—but lightly—just to help them remember it).
- What content did that programming deliver? (e.g. was it recreational, aimed at skills development, gender-focused, etc.?)
- How hands-on/participatory was the programming? Was it a programme where you learned by doing or was it a programme where you mostly listened to others talk? Explore. How did it compare to Makani?
- How did the programme leaders treat you? Did you feel respected? Listened to? Like leaders were friends or more like school teachers? How did it compare to Makani?
- Thinking about Makani's longer-term impacts on you, was it different for the other programming? How?

(All)

Wrap up: recommendations for youth programming

Imagine that you were in charge of designing a new programme—for young people like yourself. What would such a programme look like?

- What would you like to DO in the programme? (Crafts/ sports/ getting together and drinking tea out of the house—this may be purely recreational in their minds.)
- What would you like to learn? (Probe for hard vs soft vs life skills)
- Who would you want to run sessions? (Proper adults or near peers)
- Where would you want sessions run?
- How often?
- How could a new programme like this attract participants?
- What barriers might people face to participation? How could those barriers be overcome?

B4. Youth Centre Participants

(If young person had previously attended Makani)

I'd like to begin by talking to you about your experiences at the Makani centre and if and how you think they made a difference in your life.

- When did you attend?
- For how long?
- What classes did you take?/ What did you do there?
- What were the best parts of Makani? (Let them use their own words—this will likely centre on social support and fun.)
- What did you like about the mentors/facilitators?
- What did you like about the content? (Probe class by class, tutorial/ academic support, life-skills, Social Innovation Lab, etc.)
- Was there anything you didn't like about Makani? Explore—facilitators, content, timing, distance, etc.
- Of the things that you learned, what's 'stuck with you' or really changed you or your life in some way? (I am guessing that most of them will say self-confidence and voice, but they may be more concrete.) Probe for impacts on:
 - » Education and learning
 - » Bodily integrity (victimisation and perpetration)
 - » Social support from peers and adults (including how to be a better friend)
 - » Self-confidence
 - » Goal setting and aspirations
 - » Social cohesion
- If/ how have you taken that lesson/s into other aspects of your life?

Now I'd like to ask you about your experiences as a participant at the Youth Centre

- Tell me about why you joined and how long you have been attending
- Tell me about what activities you do? What content does that programming deliver? (e.g. was it recreational, aimed at skills development, gender-focused, etc.?)
- How hands-on/participatory is the programming? How does it compare to Makani?
- How do the programme facilitators treat you? Do you feel respected? Listened to? How did it compare to Makani?
- What sort of peers are you engaging with at the Youth Centre?
- What are your favourite aspects of the programme?
- Are there any gaps or things you think could be improved?

Figure 13 Parent FGD tool – young females: worries exercise

16-7-2024 FGD - youth females Girls (20-25) Host Amman

Sarah

My Worries ...!

- Work - العمل
- Education - الدراسة
- University - جامعة
- Future - المستقبل ∞
- Stability - الاستقرار
- Financial - الامور المالية 10
- our children - مستقبل اولادنا
- Future
- health/aid - الامور الصحية 100
- Insurance
- Expelled - اخذ من البلد 10
- from Jordan - العودة الى سوريا
- منع الدراسة بعد تسجيل السوريين في التعليم No Education for Syrians 10

who can help?

- UNHCR المنح
- تحليل تكلفة التعليم (الدولي)
- هonorary حياة التعليم
- رواد النساء
- مترجمين شخصيات
- المراكز المجتمعية المحلية NCOs
- المفوضية - (الخدمات)
- وزارة الصحة
- السلطات (القانونية) والنوعية
- قوانين دولية
- اتفاقيات
- وزارة التربية والتعليم
- المفوضية

4. FGDs with community key informants

Sample:

- In each community, 1 group of adult women
- In each community, 1 group of adult men

Tool guide contains:

A. Community timeline—aimed at understanding changes in the community since baseline only (this will require the interviewer to understand the community prior to baseline before starting the interview)

B. Capabilities flipchart on issues facing adolescents in the community. Think about young people aged 16-24.

Each group will do both A and B.

Stationary requirements: You will need 2 large flip charts and colour markers.

A. Community timeline

(Ideally interviewers would come into this interview with a copy of the timeline created at baseline—and then spend a few minutes going over it as a baseline for ‘What’s happened since?’)

I’d like to understand the changes that have taken part in your community in the last 5-7 years.

I have a good understanding, from our baseline research in 2018, about what your community was like then. I’d like to understand what it’s like now—what’s stayed the same and what’s changed—which I know is complicated by having the pandemic in the middle.

Let’s start our new timeline in 2018 and add to it. As we add events, please think about whether these changes have impacted most people in the community—or only some, depending on their nationality/ethnicity, refugee status, gender, age, disability status, etc.

(As items are added—please probe for who has mostly benefitted from/ been impacted by the change and how and why.)

What about?

- Major political events that have shaped your community—even if they took place elsewhere in the world or country (e.g. changes in the national government, conflicts, the pandemic, etc.)
- Major agro-climatic events impacting your community (droughts, floods, pests/invasives etc.).
- Major livelihoods and changes in these –whether they are local or require migration (e.g. access to irrigation, to new wage labour opportunities, etc.)
 - » Changes to community infrastructure (new and also destruction/loss of):
 - » Transport options availability and costs (private cars, buses, taxis, bajaj/three-wheeler motor taxis)
 - » Access to (safe) private and public toilets
 - » Access to the internet
 - » Access to/ penetration of mobile phones and network
 - » Access to banking/ credit unions/money transfer/ ATMs
 - » Youth centres and playing fields
- Changes in local leadership—both official and unofficial
- Local conflict/ tensions within the community

Now I'd like you to think about changes to services in your community since 2018. Again, as we add these things, please think about whether these changes have impacted most people in the community—or only some, depending on their nationality/ethnicity, refugee status, gender, age, disability status, etc.

(As items are added—please probe for who has mostly benefitted from/ been impacted by the change and how and why.)

- Schools and the shifts/hours they provide (consider all levels: pre-primary, primary, secondary, post-secondary, TVET) and whether they have MHM facilities/ supplies for girls
- Health care options (including clinics and hospitals run by the government, NGOs, or missions)
- Policing and justice services—both official and unofficial
- One-stop centres/ Protection offices for those experiencing violence
- Social protection/ support of various sorts
- NGOs coming into or leaving the community – probe for target group and services provided

Figure 14: Community KII

(A) Role and Work history

- Kebele Manager
- since the last 5 years
- main roles
 - organizing Kebele militia
 - meeting to Comm. policing members
 - Organizing meetings to the Community
 - Other activities of leadership

(B) Young people in the Community

Challenges

- In security b/c of conflicts
- Unemployment
- Lack of interest in learning
- Lack of Economic opportunities
- Teenage pregnancy
- IPV, GBV, Girls, unsafe abortion
- Food insecurity - climate change
- Exposure to STIs
- Inaccessibility of MHM, age appropriate puberty educa.
- Youth friendly SRH service inaccessibility
- Poor infrastructure access for YMW, IDPs, Migrants, youths
- Lack of youth focused programming in SRH, Nutrition, Services
- Lack of Inclusive Programs for Youths, IDPs, migrants, PWDs
- Lack of platforms for Youths to discuss on SRH, economic opp etc.

Specific challenges for this groups

Girls

- Teenage pregnancy
- IPV
- GBV: Emotional, sexual, SEA (factory employees), unsafe abortion
- Lack of accessibility on SRH services, migration

Boys

- Lack of interest in learning
- Insecurity due to conflicts

IDPs & migrants

- Inaccessibility on SRH services
- Stigma

YPWDs

- Stigma
- SEA on Disa. blind girls
- Lack of economic opportunities

Changes in the Past 7-8 years

- Young people engage in labor work in flower farming, mostly boys who are 16 & 17
- Adol. girls engage in petty trading, tea & coffee, - cheap potato
- Over pop. b/c of IDP, migrants (unemployment)
- Lack of opportunity to start small businesses but fishing for Adol.
- Adolescents migrate to big towns, esp. graduates, some to Arab Countries
- Lack of opportunity for most: YPAPs
 - Uneducated Adol.
 - IDPs
- IDP girls teenage pregnancies, lack of access to SRH services, & other health facilities

Health (in the past 7-8 years)

- Health impact on those Adol. who work in flower farming, no one is working to improve health of Adol.

Decision making

- Adolescents make decision on marriage, misguides by peer pressure, esp. boys who are 16 & 17
- But, Young people do not participate in the Community

Violence

- Domestic Violence for very young boys, girls by parents
- IPV for married young girls
- IPP boys & girls violated by others emotionally
- SBV, by teachers decreased } on girls
- SBGV, still exist bullying, teasing,

Date: 14 Nov. 2024

Site: Dromia - Batu

Type: FIW Kebele leader

Researcher: Asmeret & Yitaseu

Start time: 10:20

End time: 11:15

B. Issues facing adolescents

Now I'd like to discuss the key issues and challenges facing adolescents in this community, from your perspective.

As we do this, I'd like you to keep in mind that what counts as 'key' may be different for girls versus boys, younger adolescents versus older adolescents, those of different nationalities/ethnicities, and those with disabilities or who married very young.

I'd also like to understand if and how these issues and challenges are changing over time, which I know is complicated because the pandemic disrupted everything for several years.

First, I'd like to hear your ideas—without me asking specific questions. What are the **key issues and challenges** facing adolescents in this community?

(Write these down—after a list has been generated—go back and probe for WHICH adolescents these issues mostly impact and why. And also whether the challenges are getting worse/better/staying the same and why.)

Now I'd like to ask some specific questions about issues facing adolescents—structured around the main topics that GAGE research is interested in – **divide a second flipchart into six squares labelled for each capability domain**

(You will need to tailor questions to the list that was already generated.)

Let's start with **education and training**.

- In this community, when do adolescents tend to leave school? (Probe for age as well as grade level.) Does this vary by gender, nationality, ethnicity, disability or marital status, or HH wealth? Why do they tend to leave school then? What do they do instead of education? Has adolescents' access to education changed in the past 5 to 7 years? Why or why not? (Probe esp. for conflict and climate change and pandemic effects, also new schools, awareness raising.)
- Are adolescents in this community provided with quality education? That is, are they being taught the skills and content they need for adulthood? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, marriage, etc.) Why is it worse for them? Has the quality of education been getting better, staying the same, or getting worse in the last 5 to 7 years? Why? (Probe esp. for conflict and climate change and pandemic effects.)
- In this community, where do young people tend to learn the skills that will help them find work and earn money? (Formal TVET, short-term trainings provided by the government or NGOs, apprenticeships, from their parents, etc.) Who has better/worse access to these programmes than others? (Probe for age, gender, nationality/ethnicity, disability, marital status, etc.) Do some groups of young people have access to different types of skills trainings than others? Explore. Has access to skills trainings changed in the past 5 to 7 years? Why or why not? (Probe esp for government and NGO initiatives)
- *(If you feel this has not come out already)* In this community, who is working in recent years to improve adolescents' access to quality education and skills training? What are they doing to make improvements? Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's talk about adolescents' opportunities to **work and earn money**.

- What local job opportunities exist? In this community, do different groups of young people do different types of jobs? Explore, esp by gender and nationality. Have the types of work open to young people in this community changed in recent years? How and why? (Probe for new factories, climate change, conflict, NGOs and governments making work, etc.)
- Is it difficult for young people in this community to find local work? Who struggles the most to find work? (Probe esp for gender and nationality and disability). Why? Has young people's access to work changed in the past 5 to 7 years? Why? (Probe for climate change, growing youth population, rising unemployment in general, cost of work permits, NGOs and governments making work, etc.) For whom has it changed the most? Why?
- Are there opportunities for young people to start their own businesses? For which groups of young people is this easiest/hardest? What types of businesses? What barriers do young people face? Do these vary by age, gender, nationality/ethnicity, etc? Has access to self-employment changed in the past 5 to 7 years? Why? (Probe for NGO impacts, access to credit and savings groups)
- How common is it for young people in this community to migrate for work? Who does this most often? (Probe for gender, age, nationality, ethnicity, etc.) Where do young people go? What do they do there? What risks are associated with this migration and work? (probe for exploitative labour, exploitative brokers/ smugglers etc) Has migration become more or less common in the last 5 to 7 years? Why? (Probe for climate change, rising youth unemployment, conflict, etc.) How could migration be made safer for young people?
- *(If you feel this has not come out already)* In this community, who is working in recent years to improve adolescents' access to income generating opportunities? What are they doing to make improvements? (Probe for savings groups, as well as stipends provided to young 'volunteers'.) Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's discuss the **physical health** of adolescents in this community.

Now let's discuss the **physical health** of adolescents in this community.

- Do adolescents in this community generally have a healthy diet? Do they get enough to eat? Do they eat a balanced diet? Which adolescents have better/worse diets? Why? (Probe for HH wealth, nationality, gender, disability, etc.) How has this changed over the past 5 to 7 years? Why? (Probe for climate change, reduced aid, inflation and increased poverty, intrusion of western diet, etc.).
- Do adolescents in this community generally get enough exercise? Which adolescents are the least active? The most active? Why? (Probe esp for gender) How has this changed over the past 5 to 7 years? Why?
- Do girls and young women in this community have their activities restricted by menstruation? Explore (e.g. can't go to school, difficult to work, can't cook, etc.). Are restrictions mostly cultural or due to lack of period products? Explore—attending to age, nationality, ethnicity, urban vs rural location, disability- and marital status, etc. Has this changed in the past 5-7 years? How? Why?
- Do schools in this community provide female students with private toilets, water, bins, and supplies to manage their periods at school? What do they provide? To which groups of female students? (Only at some schools?) Has this changed in the past 5-7 years? Why? How?
- Is substance use common among young people in this community? What substances? (tobacco/vaping, alcohol, various drugs, khat, etc.) Which adolescents are most at risk? (Probe for gender, age, poverty status, nationality, etc.) Why? How has adolescents' risk of substance use changed over the past 5 to 7 years? Why?
- How common is it in this community for adolescents who are not married to be having sex? For which adolescents is this most common? Least common? Why? (Probe esp for gender) How has this changed over the past 5 to 7 years? Why? (Probe esp for ICT/ media influence and peer pressure.)
- Do adolescents and young adults in this community have access to contraception? What types? Are they encouraged to use it? Why or why not? Is it easy/inexpensive for them to access? Does uptake vary across different groups of young people? The unmarried vs married? Those with no children vs 1 or more children? Diff nationalities/ ethnicities? How has this changed over the past 5 to 7 years? Why?
- How common is it for adolescents in this community to be exposed to HIV and other sexually transmitted infections? Which young people are most at risk? Why? (Probe esp for gender) How has this changed over the past 5 to 7 years? Why? (Probe for impacts of migration and increased sexual activity)
- *(If you feel it has not come out already)* In this community, who has been working in recent years to improve young people's health? What are they doing to make improvements? (Probe for efforts to address nutrition/ exercise/substance use/ MHM/ contraceptive uptake/ maternity care, etc.) Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's talk about adolescents' **mental health** and broader emotional well-being.

- From your perspective, how are adolescents in this community doing in terms of mental health? Have you seen recent increases in depression and anxiety and hopelessness? What's driving this? (Probe for conflict, rising youth unemployment, loneliness, social media use, etc.) Which adolescents are most at risk? (Probe for gender, nationality/ ethnicity, child marriage, disability, etc.) Explore.
- In this community, are adolescents able and encouraged to get together with their friends to relax and have fun? Which adolescents are most likely to do this? Least? Why/ what shapes the differences? Where do they get together? Are there clubs and organisations that facilitate young people spending time with one another? Who participates in these? Has adolescents' connection to/ time with their friends changed in the last 5 to 7 years? Why? Explore.

(If you feel it has not come out already) In this community, who has been working in recent years to improve young people's mental health and emotional well-being? What are they doing to make improvements? Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Next, I'd like to explore adolescents' ability to **make decisions** about their own lives and participate in the community.

- In this community, how much freedom do adolescents have over their own mobility—in terms of where they are allowed to go and when and how often and under what circumstances? How does this vary by age and by gender? By nationality/ethnicity? For girls, by marital status? Has this changed in the past 5 to 7 years? Why?
- How much say do adolescents have in how long they will stay in school? How does this vary by age and by gender? By nationality/ ethnicity? For girls, by marital status? Has this changed in the past 5 to 7 years? Why?
- How much input do young people have in terms of *when* they will marry? How does this vary by age and by gender? By nationality/ ethnicity? Has this changed in the past 5 to 7 years? Why?
- How much input do young people have in terms of *who* they will marry? How does this vary by age and by gender? By nationality/ ethnicity? Has this changed in the past 5 to 7 years? Why?
- In this community, do young people regularly volunteer or do work in the community to make the community a better place? What sorts of work do they do? How does this vary by age and by gender? By nationality/ethnicity? For girls, by marital status? Has this changed in the past 5 to 7 years? Why?
- When local leaders make decisions about this community, do they solicit young people's opinions? Do they listen to those opinions? Whose opinions are sought/heard? Whose are not? Has young people's input into community decisions changed in the past 5 to 7 years? Why?

(Depending on context)

Now I'd like to understand adolescents' access to and use of the internet and social media—and you think this is impacting them.

- Are most adolescents in this community online? From what age? How often/ how many hours per day? How does this vary by gender, nationality/ethnicity? By marital status?
- What restrictions do adolescents face in accessing the internet? How does this vary by age, gender, nationality/ethnicity, and marital status?
- What do most adolescents do online?
 - » Do/ How do they use the internet for education and learning? How does this vary by age, gender, nationality/ethnicity, and marital status?
 - » Do/ How do they use the internet for entertainment? What sites/apps do they use? How does this vary by age, gender, nationality/ethnicity, and marital status?
 - » Do/ How do they use the internet to connect with peers? What sites/apps do they use? How does this vary by age, gender, nationality/ethnicity, and marital status?
 - » Do/ how do they use the internet to find work/ income generating opportunities? How does this vary by age, gender, nationality/ethnicity, and marital status?
 - » Do/ how do they use the internet to learn new skills and information? What sites do they use? How does this vary by age, gender nationality/ethnicity, and marital status?
- What do you think are the positives about being online/ using social media for adolescents? How does this vary by age, gender, nationality/ethnicity, and marital status?
- What do you think are the negatives? How does this vary by age, gender, nationality/ethnicity, and marital status?

(All)

Finally, let's talk about adolescents' exposure to **violence** of all types. In this community, what sorts of violence do adolescents experience and where and from whom?

- How common is it for adolescents to face **violence at home**—from their parents or their siblings? What sorts of violence are common? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at home changed in the past 5 to 7 years? Why? (Probe esp for parenting education courses, awareness raising messages shifting norms, and adolescents simply getting older).
- How common is it for adolescents to face **violence at school**—from their teachers and other school staff? What sorts of violence is common in this venue? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at school changed in the past 5 to 7 years? Why? (Probe esp for enforcement of government anti-violence policies, PTAs and oversight mechanisms, and adolescents' awareness of rights and improved reporting.)
- How common is it for adolescents to face **violence from their peers**—at school and in the community? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk from peers changed in the past 5 to 7 years? Why? (Probe esp for shifts in social cohesion and efforts to improve it)
- How common is it for adolescents to face **violence in the community**—from gangs or factions or just because they are the 'wrong' nationality or ethnicity? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk changed in the past 5 to 7 years? Why? (Probe for impacts of conflict, youth unemployment, declines in social cohesion, etc.)
- How common is **sexual violence** in this community? Please think about sexual harassment and groping/unwanted touching, not just rape. Which girls and young women are at risk? Where? When? Why? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- What about **online violence**? How common is that here? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, etc.) Why is it worse for them? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- What about **child marriage**? How common is it in this community for girls to marry before age 18? Which girls are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- How common is it in this community for boys to marry before age 18? Which boys are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp. for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- What about **intimate partner violence**? How common is it in this community for young wives to experience violence from their husband? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why? (Probe for government and NGO servicing, awareness raising messages for females, programmes for men, etc.)
- What about **violence from in-laws**? How common is it in this community for young wives to experience violence from their in-laws? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why?
- Do adolescents in this community face **violence online**? Explore types (e.g. on social media, threats via text, release of private pictures, etc.) From whom? Does this vary for different groups of adolescents? (Probe for age, gender, nationality, ethnicity, disability, etc.)

Key issues & Challenges

- Time line (2013-2024)
 - 10 yrs role in religion
- Phase Interview

* Education & Training

- School in the rural area (between 2-3 yrs) b/c conflict & caused - No schooling ~~for 10 years~~
- Last yr school started, before
- YA joined the army - Didn't focus on their educ. due to conflict / those completed school joined army

* Economic Empowerment

- Few YA got jobs (govt work, HELD, teacher/Bank) after completed high education / Some have own business / small business - due to conflict & could do opportunities of trainings

* Health

- Health services is not providing proper service due to lack of health worker
 - YA can't get MCH, SKH, etc.
 - Inadequate food in the market except production they produce agr product. eg. lack of veg,
 - No diet diversification

* Psycho social wellbeing

- No attention to education & drop out of school
- Addict by alcohol / house
- Spend in alcohol / house
- Lack of parental control
- Involve in harassment, theft cattle, rape
- Ask family to give money to them
- No psycho social support & support from family & religious leaders but they don't hear.

* Voice & Agency

- Girls & Adolescent through boys aren't
- 1) & 2) community group
- Boys group in the rural area
- YB/H marriage, where to go, what to do
- Urban - YA get loan by forming group
- Not in rural areas - more YA not in rural areas in local politics
- Unmarried women in the rural area

* Bodily Integrity

- Child marriage, fistul (used to cure)
- Adolescents joining in GH & reduce crime
- FGM they attended school - Bible now she gets money to encourage
- Corporal punishment
 - School
 - Nay, they used to get money for their school (50,000) (100,000) for
- Need to punish YA at home to manage their behavior
- Sexual violence - report to court & privacy if managed by traditional leaders

Nov. 15, 2024
Debere, E benade
KII: Religious leader
Interviewer: M, G A
Target group: 10-18
15-24

5 Parents FGDs

Sample: 1 mothers and 1 fathers FGD per host, Zatari, Azraq, Jerash camps, Bani Mura and Turkmen

Stationary requirements: 2 flipcharts – 1 timeline and 1 worries and solutions chart

Part 1

Use a timeline stretching from 10-19 years – with a marker for each year. Ask each participant to identify the following:

What was the most challenging age for you to parent your adolescent? And why?

Which person or institution did you turn to and was this helpful? Why/ why not?

Knowing what you know now what would be your top tips to other parents of adolescents?

Part 2

Worries: What are you most concerned about for adolescents in this community?

Let the participants list first and then probe on all six capabilities, including:

- Unemployment and lack of income generating opportunities
- Poverty and reduction in cash and food transfers
- Violence in the community / tensions between different nationalities
- Harassment – verbal, physical, sexual
- Drugs/ substance use
- Internet use and changing social norms
- Online abuse/ bullying
- Pornography
- Poor quality education
- Poor quality healthcare
- Climate change

Now rank these in terms of severity out of 10.

Solutions: What or who can help to support you as parents or your adolescents?

What are your aspirations for your adolescents – in terms of education, work, family and contributions to the wider community?
How can you support them to achieve this? What other support is needed? What are the main barriers to achieving these aspirations?



Jordan team training © Magdalena Harrison/GAGE



Training © Magdalena Harrison/GAGE

6. Key informants

Sample: In each community (if possible)

- One community leader
- Two teachers
- Two health care providers
- One justice official/ protection expert
- One youth-focused official/ NGO expert
- One gender/GBV focused official/expert

Tool guide contains:

- A. Warm up – what is your role and work history?
- B. Adolescents in the community—what issues are adolescents and young adults facing in your community and how they have changed in the last 5-7 years (since baseline in 2018). These questions are moderately tailored to the particular key informant. (1 hour)
- C. What would you do? Problem solving scenarios—these are heavily tailored for the particular key informant. (15 mins per scenario)

There is a pack of cards for each KI type. Key informants should be invited to choose 3-5 cards from 'their' pack and then discuss these.

The interviewer then needs to make sure that if there is a second KI of the same type in the same community, those chosen cards are NOT presented to the second KI.

Each key informant will do A, B and C.

Stationary requirements: Interviews will require the GAGE conceptual framework with 6 capability domains, an A3 flip-chart, coloured markers, and also a card pack with scenarios per key informant.

1. Community leaders

A. Your role and work history

I'd like to begin by understanding how long you have held this position and what your role is?

Why were you interested in this role and what are your key responsibilities?

B. Adolescents in your community – what are the challenges they are facing?

I'd now like to discuss the key issues and challenges facing adolescents in this community, from your perspective.

As we do this, I'd like you to keep in mind that what counts as 'key' may be different for girls versus boys, younger adolescents versus older adolescents, those of different nationalities/ethnicities, and those with disabilities or who married very young.

I'd also like to understand if and how these issues and challenges are changing over time, which I know is complicated because the pandemic disrupted everything for several years.

First, I'd like to hear your views are on the key issues and challenges facing adolescents in this community? How have these changed since 2018 and why/ why not?

(Show them the GAGE 6 capabilities diagram – so that they can consider all of these different dimensions.

Write these down-after a list has been generated—go back and probe for WHICH adolescents these issues mostly impact and why. And also whether the challenges are getting worse/better/staying the same and why.)

Now I'd like to ask some more specific questions.

(You will need to tailor questions to the list that was already generated.)

Let's start with **education and training**.

- In this community, **when do adolescents tend to leave school?** (Probe for age as well as grade level.) Does this vary by gender, nationality, ethnicity, disability or marital status, or HH wealth? Why do they tend to leave school then? What do they do instead of education? Has adolescents' access to education changed in the past 5-7 years? Why or why not? (Probe esp. for conflict and climate change and pandemic effects, also new schools, awareness raising.)
- Are adolescents in this community provided with **quality education**? That is, are they being taught the skills and content they need for adulthood? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, marriage, etc.) Why is it worse for them? Has the quality of education been getting better, staying the same, or getting worse in the last 5-7 years? Why? (Probe esp. for conflict and climate change and pandemic effects.)
- In this community, where do young people tend to **learn the skills** that will help them find work and earn money? (Formal TVET, short-term trainings provided by the government or NGOs, apprenticeships, from their parents, etc.) Who has better/worse access to these programmes than others? (Probe for age, gender, nationality/ethnicity, disability, marital status, etc.) Do some groups of young people have access to different types of skills trainings than others? Explore. Has access to skills trainings changed in the past 5-7 years? Why or why not? (Probe esp for government and NGO initiatives)
- *(If you feel this has not come out already)* In this community, **who is working in recent years to improve adolescents' access to quality education and skills training?** What are they doing to make improvements? Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's talk about adolescents' opportunities to **work and earn money**.

- What **local job opportunities** exist? In this community, do different groups of young people do different types of jobs? Explore, esp by gender and nationality. Have the types of work open to young people this community changed in recent years? How and why? (Probe for new factories, climate change, conflict, NGOs and governments making work, etc.)
- Is it difficult for young people in this community to find local work? Who struggles the most to find work? (Probe esp for gender and nationality and disability). Why? Has young people's access to work changed in the past 5 to 7 years? Why? (Probe for climate change, growing youth population, rising unemployment in general, cost of work permits, NGOs and governments making work, etc.) For whom has it changed the most? Why?
- Are there opportunities for young people to **start their own businesses**? For which groups of young people is this easiest/hardest? What types of businesses? What barriers do young people face? Do these vary by age, gender, nationality/ethnicity, etc? Has access to self-employment changed in the past 5 to 7 years? Why? (Probe for NGO impacts, access to credit and savings groups)
- How common is it for young people in this community to **migrate for work**? Who does this most often? (Probe for gender, age, nationality, ethnicity, etc.) Where do young people go? What do they do there? What risks are associated with this migration and work? (probe for exploitative labour, exploitative brokers etc) Has migration become more or less common in the last 5 to 7 years? Why? How could migration be made safer for young people?
- *(If you feel this has not come out already)* In this community, **who is working in recent years to improve adolescents' access to income generating opportunities?** What are they doing to make improvements? (Probe for savings groups, as well as stipends provided to young 'volunteers'.) Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's discuss the **physical health** of adolescents in this community.

- Is substance use common among young people in this community? **What substances?** (tobacco/vaping, alcohol, various drugs, khat, etc.) Which adolescents are most at risk? (Probe for gender, age, poverty status, nationality, etc.) Why? How has adolescents' risk of substance use changed over the past 5 to 7 years? Why?
- Do adolescents and young adults in this community have **access to contraception**? What types? Are they encouraged to use it? Why or why not? Is it easy/inexpensive for them to access? Does uptake vary across different groups of young people? The unmarried vs married? Those with no children vs 1 or more children? Diff nationalities/ ethnicities? How has this changed over the past 5 to 7 years? Why?
- *(If you feel it has not come out already)* In this community, **who has been working in recent years to improve young people's**

health? What are they doing to make improvements? (Probe for efforts to address substance use/ MHM/ contraceptive uptake/ maternity care, etc.) Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's talk about adolescents' **mental health** and broader emotional well-being.

- From your perspective, how are adolescents in this community doing in terms of mental health? Have you seen recent increases in **depression and anxiety and hopelessness**? What's driving this? (Probe for conflict, rising youth unemployment, loneliness, social media use, etc.) Which adolescents are most at risk? (Probe for gender, nationality/ ethnicity, child marriage, disability, etc.) Explore.
- *(If you feel it has not come out already)* In this community, **who has been working in recent years to improve young people's mental health and emotional well-being**? What are they doing to make improvements? Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Next, I'd like to explore adolescents' ability to **make decisions** about their own lives and participate in the community.

- In this community, do young people regularly **volunteer** or do work in the community to make the community a better place? What sorts of work do they do? How does this vary by age and by gender? By nationality/ethnicity? For girls, by marital status? Has this changed in the past 5 to 7 years? Why?
- When local leaders make decisions about this community, **do they solicit young people's opinions**? Do they listen to those opinions? Whose opinions are sought/heard? Whose are not? Has young people's input into community decisions changed in the past 5 to 7 years? Why?

Finally, let's talk about adolescents' exposure to **violence** of all types. In this community, what sorts of violence do adolescents experience and where and from whom?

- How common is it for adolescents to face **violence at home**—from their parents or their siblings? What sorts of violence are common? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at home changed in the past 5 to 7 years? Why? (Probe esp for parenting education courses, awareness raising messages shifting norms, and adolescents simply getting older).
- How common is it for adolescents to face **violence at school**—from their teachers and other school staff? What sorts of violence is common in this venue? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at school changed in the past 5 to 7 years? Why? (Probe esp for enforcement of government anti-violence policies, PTAs and oversight mechanisms, and adolescents' awareness of rights and improved reporting.)
- How common is it for adolescents to face **violence in the community**—from gangs or factions or just because they are the 'wrong' nationality or ethnicity? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk changed in the past 5 to 7 years? Why? (Probe for impacts of conflict, youth unemployment, declines in social cohesion, etc.)
- How common is **sexual violence** in this community? Please think about sexual harassment and groping/unwanted touching, not just rape. Which girls and young women are at risk? Where? When? Why? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- What about **child marriage**? How common is it in this community for girls to marry before age 18? Which girls are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- How common is it in this community for **boys to marry before age 18**? Which boys are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- What about **intimate partner violence**? How common is it in this community for young wives to experience violence from their husband? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why? (Probe for government and NGO servicing, awareness raising messages for females, programmes for men, etc.)
- What about **violence from in-laws**? How common is it in this community for young wives to experience violence from their in-laws? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why?
- *(If you feel it has not come out already)* In this community, who has been working in recent years to reduce adolescents' exposure to violence? What are they doing to make improvements? (Work down the bullets and address per type). Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

B. What would you do?

Now I'd like to discuss some scenarios of things that might happen to adolescents in your community—and if and how you do or would address them.

Here is a pack of cards. Each card has a different scenario on it. I'd like you to choose 3 cards—and then we will discuss them.

- What would you do if you learned that a local family had so little food that they were eating only once per day?
- What would you do if you learned that a 14-year-old girl was to be married? What if you found out that she had tried to kill herself to avoid the marriage?
- What would you do if you saw a 16-year-old boy regularly smoking marijuana in the market?
- What would you do if you learned that a 14-year-old boy was being severely beaten by his father on a regular basis?
- What would you do if you learned that an 18-year-old mother was being beaten by her husband? What if you learned that both she and her children were being beaten?



Jordan team debriefing © Sarah Alheiwidi/GAGE

3. Teachers

A. Your role and work history

I'd like to begin by understanding how long you have held your teaching position and what your role is? Why were you interested in this role and what are your key responsibilities?

B. Adolescents in your community – what are the challenges they are facing?

I'd now like to discuss the key issues and challenges facing adolescents in this community, from your perspective.

As we do this, I'd like you to keep in mind that what counts as 'key' may be different for girls versus boys, younger adolescents versus older adolescents, those of different nationalities/ethnicities, and those with disabilities or who married very young.

I'd also like to understand if and how these issues and challenges are changing over time, which I know is complicated because the pandemic disrupted everything for several years.

First, I'd like to hear your ideas—without me asking specific questions. What are the key issues and challenges facing adolescents in this community?

(Write these down—after a list has been generated—go back and probe for WHICH adolescents these issues mostly impact and why. And also whether the challenges are getting worse/better/staying the same and why.)

Now I'd like to ask some specific questions about issues facing adolescents—structured around the main topics that GAGE research is interested in.

(You will need to tailor questions to the list that was already generated.)

Let's start with **education and training**.

- In this community, when do adolescents tend to leave school? (Probe for age as well as grade level.) How does this vary by gender, nationality/ethnicity, disability or marital status, or HH wealth?
- Has adolescents' access to education changed in the past 5 to 7 years? Why or why not? (Probe esp. for conflict and climate change and pandemic effects, also new schools, awareness raising—making sure to account for differences between girls and boys, across levels, nationalities, disability, etc.)
- How would you describe the **quality of education** provided to adolescents in this community?
 - » How does this vary between girls' schools and boys' schools?
 - » How does this vary by level (basic vs secondary, primary vs middle vs secondary)? How does this vary by shift (morning, afternoon)?
 - » How does this vary by provider (GoJ, UNWRA)?
 - » What about the quality of education provided to students with disabilities? How would you summarise that?
- Has/how has the quality of education changed in the past 5-7 years? Why? Explore, probing for gender, nationality, level, disability, etc.
- Do schools in this community provide female students with private toilets, water, bins, and supplies to **manage their periods** at school? What do they provide? To which groups of female students? (Only at some schools?) Has this changed in the past 5-7 years? Why? How?
- How accessible are schools in this community to **adolescents with disabilities**? I'd like to hear about physical accessibility of buildings, classrooms and toilets—but also how curriculum and homework are adapted. How does this vary across levels/types of schools?
- *(If you feel this has not come out already)* In this community, who is working in recent years to improve adolescents' access to quality education? What are they doing to make improvements? Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's talk about adolescents' **opportunities to work and earn money**.

- In this community, where do young people tend to **learn the skills that will help them find work and earn money**? (Formal TVET, short-term trainings provided by the government or NGOs, apprenticeships, from their parents, etc.) Who has better/worse access to these programmes than others? (Probe for age, gender, nationality/ethnicity, disability, marital status, etc.) Do some groups of young people have access to different types of skills trainings than others? Explore. Has access to skills trainings changed in the past 5 to 7 years? Why or why not? (Probe esp for government and NGO initiatives)

- Have the **types of work open to young people** in this community changed in recent years? How and why? (Probe for new factories, climate change, conflict, NGOs and governments making work, etc.) Which groups of young people (by gender, nationality, ethnicity, disability- and marital status, etc.) have benefitted the most? The least? Why?
- In this community, **which groups of young people struggle the most to find work?** (Probe esp for gender and nationality and disability). Why? Has young people's access to work changed in the past 5 to 7 years? Why? (Probe for climate change, growing youth population, rising unemployment in general, cost of work permits, NGOs and governments making work, etc.) For whom has it changed the most? Why?
- Are there opportunities for young people to **start their own businesses?** For which groups of young people is this easiest/hardest? What types of businesses? What barriers do young people face? Do these vary by age, gender, nationality/ethnicity, etc? Has access to self-employment changed in the past 5 to 7 years? Why? (Probe for NGO impacts, access to credit and savings groups)
- How common is it for young people in this community to **migrate for work?** Who does this most often? (Probe for gender, age, nationality, ethnicity, etc.) Where do young people go? What do they do there? What risks are associated with this migration and work? Has migration become more or less common in the last 5 to 7 years? Why? How could migration be made safer for young people?
- *(If you feel this has not come out already)* In this community, **who is working in recent years to improve adolescents' access to income generating opportunities?** What are they doing to make improvements? (Probe for savings groups, as well as stipends provided to young 'volunteers'.) Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's discuss the **physical health** of adolescents in this community.

- Do adolescents in this community generally have a **healthy diet?** Do they get enough to eat? Do they eat a balanced diet? Which adolescents have better/worse diets? Why? (Probe for HH wealth, nationality, gender, disability, etc.) How has this changed over the past 5 to 7 years? Why? (Probe for climate change, reduced aid, inflation and increased poverty, intrusion of western diet, etc.).
- What services can you refer to if adolescents are **not getting enough food?**
- Do adolescents in this community generally get enough **exercise?** Which adolescents are the least active? The most active? Why? (Probe esp for gender) How has this changed over the past 5 to 7 years? Why?
- Is **substance use** common among young people in this community? What substances? (tobacco/vaping, alcohol, various drugs, etc.) Which adolescents are most at risk? (Probe for gender, age, poverty status, nationality, etc.) Why? How has adolescents' risk of substance use changed over the past 5 to 7 years? Why?

Now let's talk about adolescents' **mental health and broader emotional well-being**.

- From your perspective, how are adolescents in this community doing in terms of **mental health?** Have you seen recent increases in depression and anxiety and hopelessness? What's driving this? (Probe for conflict, rising youth unemployment, loneliness, social media use, etc.) Which adolescents are most at risk? (Probe for gender, nationality/ ethnicity, child marriage, disability, etc.) Explore.
- In this community, are adolescents able and encouraged to get together with their **friends** to relax and have fun? Which adolescents are most likely to do this? Least? Why/ what shapes the differences? Where do they get together? Are there clubs and organisations that facilitate young people spending time with one another? Who participates in these? Has adolescents' connection to/ time with their friends changed in the last 5 to 7 years? Why? Explore.
- *(If you feel it has not come out already)* In this community, **who has been working in recent years to improve young people's mental health and emotional well-being?** What are they doing to make improvements? Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Next, I'd like to explore adolescents' ability to make decisions about their own lives and participate in the community.

- In this community, how much freedom do adolescents have over their **own mobility**—in terms of where they are allowed to go and when and how often and under what circumstances? How does this vary by age and by gender? By nationality/ethnicity? For girls, by marital status? Has this changed in the past 5 to 7 years? Why?
- How much say do adolescents have in **how long they will stay in school?** How does this vary by age and by gender? By nationality/ethnicity? For girls, by marital status? Has this changed in the past 5 to 7 years? Why?
- How much input do young people have in terms of **when they will marry?** How does this vary by age and by gender? By nationality/ethnicity? Has this changed in the past 5 to 7 years? Why?
- How much input do young people have in terms of **who they will marry?** How does this vary by age and by gender? By nationality/ethnicity? Has this changed in the past 5 to 7 years? Why?
- In this community, do young people regularly **volunteer** or do work in the community to make the community a better place? What sorts of work do they do? How does this vary by age and by gender? By nationality/ethnicity? For girls, by marital status?

Has this changed in the past 5 to 7 years? Why?

- When local leaders make decisions about this community, **do they solicit young people's opinions?** Do they listen to those opinions? Whose opinions are sought/heard? Whose are not? Has young people's input into community decisions changed in the past 5 to 7 years? Why?

Finally, let's talk about adolescents' **exposure to violence** of all types. In this community, what sorts of violence do adolescents experience and where and from whom?

- How common is it for adolescents to face **violence at home**—from their parents or their siblings? What sorts of violence are common? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at home changed in the past 5 to 7 years? Why? (Probe esp for parenting education courses, awareness raising messages shifting norms, and adolescents simply getting older).
- How common is it for adolescents to face **violence at school**—from their teachers and other school staff? What sorts of violence is common in this venue? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at school changed in the past 5 to 7 years? Why? (Probe esp for enforcement of government anti-violence policies, PTAs and oversight mechanisms, and adolescents' awareness of rights and improved reporting.)
- How common is it for adolescents to face **violence from their peers**—at school and in the community? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk from peers changed in the past 5 to 7 years? Why? (Probe esp for shifts in social cohesion and efforts to improve it)
- How common is it for adolescents to face **violence in the community**—from gangs or factions or just because they are the 'wrong' nationality or ethnicity? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk changed in the past 5 to 7 years? Why? (Probe for impacts of conflict, youth unemployment, declines in social cohesion, etc.)
- How common is **sexual violence** in this community? Please think about sexual harassment and groping/unwanted touching, not just rape. Which girls and young women are at risk? Where? When? Why? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- What about **online violence**? How common is that here? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, etc.) Why is it worse for them? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- What about **child marriage**? How common is it in this community for girls to marry before age 18? Which girls are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- How common is it in this community for **boys to marry before age 18**? Which boys are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- What about **intimate partner violence**? How common is it in this community for young wives to experience violence from their husband? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why? (Probe for government and NGO servicing, awareness raising messages for females, programmes for men, etc.)
- What about **violence from in-laws**? How common is it in this community for young wives to experience violence from their in-laws? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why?
- *(If you feel it has not come out already)* In this community, **who has been working in recent years to reduce adolescents' exposure to violence?** What are they doing to make improvements? (Work down the bullets and address per type). Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.
- Do you refer adolescents to counselling or other services?

B. What would you do?

Now I'd like to discuss some scenarios of things that might happen to adolescents in your school—and if and how you do or would address them.

Here is a **pack of cards**. Each card has a different **scenario** on it. I'd like you to choose between 3 and 5 cards—and then we will discuss them.

- What would you do if you learned that one of your students was eating only once per day, because her/his family did not have enough to go around? Would your response vary based on the age of the student? Gender? Nationality? Disability -status?
- What would you do if one of your students was being teased for her/his disability? Would your response vary based on the age of the student? Gender? Nationality?
- What would you do if one of your students with a vision impairment was struggling with homework because s/he could not read the text book?
- What would you do if one of your students aced exams but was being denied permission by their parents to continue to the next level? Would your response vary based on the age of the student? Gender? Nationality? Disability -status?
- What would you do if you learned that one of your students- a 13-year-old boy who was at the top of his class—had stopped attending school regularly because he was working to support his family? What if the 13-year-old boy was a weak student? What if it was a 17-year-old boy? What if the student was female and she was taking over domestic work at home because her mother was ill? Do/ how do your responses vary by nationality/ethnicity, etc. ?
- What would you do if you overheard a group of students making fun of a girl who had a menstrual accident at school? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if there was a girl taking contraceptives? Is there any SRH knowledge to be accessed online?
- What would you do if you learned that one of your students-- a 15 -year-old girl--had dropped out of school because she was being sexually harassed most days as she travelled to and from school and her parents refused to tolerate the risk to her reputation? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if you learned that a 16 -year-old girl in your class was to be married? What if you found out that she had tried to kill herself to avoid the marriage? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if one of your students, a 16-year-old boy, came to school every day smelling of marijuana/alcohol (as appropriate for context)? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if you learned that a 14-year-old boy was being severely beaten by his father on a regular basis? Would your response vary by nationality/ ethnicity, etc.? What if it was a girl being beaten?
- What would you do if you witnessed a colleague beating a student for making mistakes on her/her homework? Would your response vary by the age of the student? The gender? The nationality/ethnicity? Would your response vary based on your colleague's characteristics?

4. Health care providers

A. Your role and work history

I'd like to begin by understanding how long you have held your healthcare position and what your role is? Why were you interested in this role and what are your key responsibilities?

B. Issues facing adolescents

Now I'd like to discuss the key issues and challenges facing adolescents in this community, from your perspective.

As we do this, I'd like you to keep in mind that what counts as 'key' may be different for girls versus boys, younger adolescents versus older adolescents, those of different nationalities/ethnicities, and those with disabilities or who married very young.

I'd also like to understand if and how these issues and challenges are changing over time, which I know is complicated because the pandemic disrupted everything for several years.

First, I'd like to hear your ideas—without me asking specific questions. What are the key issues and challenges facing adolescents in this community?

(Write these down—after a list has been generated—go back and probe for WHICH adolescents these issues mostly impact and why. And also whether the challenges are getting worse/better/staying the same and why.)

Now I'd like to ask some specific questions about issues facing adolescents—structured around the main topics that GAGE research is interested in.

(You will need to tailor questions to the list that was already generated.)

First, let's discuss the **physical health** of adolescents in this community.

- Do adolescents in this community generally have a **healthy diet**? Do they get enough to eat? Do they eat a balanced diet? Which adolescents have better/worse diets? Why? (Probe for HH wealth, nationality, gender, disability, etc.) How has this changed over the past five to seven years? Why? (Probe for climate change, reduced aid, inflation and increased poverty, intrusion of western diet, etc.).
- Do adolescents in this community generally get enough **exercise**? Which adolescents are the least active? The most active? Why? (Probe esp for gender) How has this changed over the past 5 to 7 years? Why?
- Do girls and young women in this community have their **activities restricted by menstruation**? Explore (e.g. can't go to school, difficult to work, can't cook, etc.). Are restrictions mostly cultural or due to lack of period products? Explore—attending to age, nationality, ethnicity, urban vs rural location, disability- and marital status, etc. Has this changed in the past 5-7 years? How? Why?
- Is **substance use** common among young people in this community? What substances? (tobacco/vaping, alcohol, various drugs, etc.) Which adolescents are most at risk? (Probe for gender, age, poverty status, nationality, etc.) Why? How has adolescents' risk of substance use changed over the past 5 to 7 years? Why?
- How common is it in this community for adolescents who are **not married to be having sex**? For which adolescents is this most common? Least common? Why? (Probe esp for gender) How has this changed over the past 5 to 7 years? Why? (Probe esp for ICT/ media influence and peer pressure.)
- Do adolescents and young adults in this community have **access to contraception**? What types? Are they encouraged to use it? Why or why not? Is it easy/inexpensive for them to access? Does uptake vary across different groups of young people? The unmarried vs married? Those with no children vs 1 or more children? Diff nationalities/ ethnicities? How has this changed over the past 5 to 7 years? Why?
- How common is it for adolescents in this community to be exposed to **HIV and other sexually transmitted infections**? Which young people are most at risk? Why? (Probe esp for gender) How has this changed over the past 5 to 7 years? Why? (Probe for impacts of migration and increased sexual activity)
- Are health care services in this community accessible for those with **disabilities**? What extra barriers do adolescents with disabilities face in accessing care? How does this vary by gender, age, marital status, nationality, etc.? Is disability-specific care available in your community? What types?
- *(If you feel it has not come out already)* In this community, **who has been working in recent years to improve young people's health**? What are they doing to make improvements? (Probe for efforts to address nutrition/ exercise/substance use/ MHM/ contraceptive uptake/ maternity care, etc.) Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's talk about adolescents' **mental health and broader emotional well-being**.

- From your perspective, how are adolescents in this community doing in terms of **mental health**? Have you seen recent increases in depression and anxiety and hopelessness? What's driving this? (Probe for conflict, rising youth unemployment, loneliness, social media use, etc.) Which adolescents are most at risk? (Probe for gender, nationality/ ethnicity, child marriage, disability, etc.) Explore.
- (*If you feel it has not come out already*) In this community, who has been working in recent years to improve young people's mental health and emotional well-being? What are they doing to make improvements? Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Finally, let's talk about adolescents' **exposure to violence** of all types. In this community, what sorts of violence do adolescents experience and where and from whom?

- How common is it for adolescents to **face violence at home**—from their parents or their siblings? What sorts of violence are common? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at home changed in the past 5 to 7 years? Why? (Probe esp for parenting education courses, awareness raising messages shifting norms, and adolescents simply getting older).
- How common is it for adolescents to face **violence at school**—from their teachers and other school staff? What sorts of violence is common in this venue? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at school changed in the past 5 to 7 years? Why? (Probe esp for enforcement of government anti-violence policies, PTAs and oversight mechanisms, and adolescents' awareness of rights and improved reporting.)
- How common is it for adolescents to face **violence from their peers**—at school and in the community? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk from peers changed in the past 5 to 7 years? Why? (Probe esp for shifts in social cohesion and efforts to improve it)
- How common is it for adolescents to face **violence in the community**—from gangs or factions or just because they are the 'wrong' nationality or ethnicity? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk changed in the past 5 to 7 years? Why? (Probe for impacts of conflict, youth unemployment, declines in social cohesion, etc.)
- How common is **sexual violence** in this community? Please think about sexual harassment and groping/unwanted touching, not just rape. Which girls and young women are at risk? Where? When? Why? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- What about **online violence**? How common is that here? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, etc.) Why is it worse for them? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- What about **child marriage**? How common is it in this community for girls to marry before age 18? Which girls are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- How common is it in this community for **boys to marry before age 18**? Which boys are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- What about **intimate partner violence**? How common is it in this community for young wives to experience violence from their husband? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why? (Probe for government and NGO servicing, awareness raising messages for females, programmes for men, etc.)
- What about **violence from in-laws**? How common is it in this community for young wives to experience violence from their in-laws? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why?
- (*If you feel it has not come out already*) In this community, **who has been working in recent years to reduce adolescents' exposure to violence**? What are they doing to make improvements? (Work down the bullets and address per type). Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

B. What would you do?

Now I'd like to discuss some **scenarios** of things that might happen to adolescents in your community—and if and how you do or would address them.

Here is a **pack of cards**. Each card has a different scenario on it. I'd like you to choose between 3 and 5 cards—and then we will discuss them.

- What would you do if a 15 -year-old girl told you in an appointment that she was worried about her weight—wasn't allowed to get outside the house to get any exercise—and was making herself vomit after eating? Would your response vary by nationality or marital status?
- What would you do if a 16 -year-old boy came to you and said that he was addicted to SUBSTANCE and wanted help to quite using it? Would your response vary by nationality/ethnicity? What if it were a 19 -year-old? What if it were a girl?

- What would you do if a 13 -year-old boy came in with a broken arm—and you discovered that he was being badly beaten by his father? What if the patient was a girl? Would your response vary by nationality, ethnicity, disability status, etc.?
- What would you do if an unmarried 15-year-old girl came in for vomiting and you discovered that not only was she pregnant—she had been raped and never told anyone? Would your response vary by nationality, ethnicity, etc.?
- What would you do if a 17 -year-old came to you and stated that s/he was depressed and thinking of killing her/himself? Would your response be different for girl versus boy? By nationality/ ethnicity/ marital- or disability status?
- What would you do if a 17 -year-old unmarried boy came to you and asked to be tested for an STI? What if it were a girl? What if the boy or girl were a married young adult aged 20? Would your response vary by nationality, ethnicity, etc.?
- What would you do if a young husband tested positive for an STI and told you that he was not going to tell his wife? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if you learned that a 16 -year-old girl was about to be married against her will? What if you found out that she had tried to kill herself to avoid the marriage? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if a young bride came to you for contraception and told you that SHE wanted it, but that her marital family refused? Would your response vary by nationality/ ethnicity, etc.? By whether she already had a child?
- **(Jordan)** What would you do if a 16 -year-old married girl came to you and asked for a fertility work-up/ treatment to speed conception? What would you do if her mother-in-law asked for the treatment and the girl herself stayed silent?
- What would you do if a young mother came in for treatment of a burn and you learned that her husband had caused the burn? Would your response vary by nationality/ethnicity? What if you learned he was also beating the children?
- What would you do if you learned in an appointment that an adolescent with a severe disability was being denied adequate food by her/his family? Would your response vary if it were a girl versus boy? By nationality/ethnicity?



5. Justice/ protection officials

A. Your role and work history

I'd like to begin by understanding how long you have held your healthcare position and what your role is? Why were you interested in this role and what are your key responsibilities?

B. Issues facing adolescents

Now I'd like to discuss the key issues and challenges facing adolescents in this community, from your perspective.

As we do this, I'd like you to keep in mind that what counts as 'key' may be different for girls versus boys, younger adolescents versus older adolescents, those of different nationalities/ethnicities, and those with disabilities or who married very young.

I'd also like to understand if and how these issues and challenges are changing over time, which I know is complicated because the pandemic disrupted everything for several years.

First, I'd like to hear your ideas—without me asking specific questions. What are the **key issues and challenges** facing adolescents in this community?

(Write these down---after a list has been generated—go back and probe for WHICH adolescents these issues mostly impact and why. And also whether the challenges are getting worse/better/staying the same and why.)

Now I'd like to ask some specific questions about issues facing adolescents—structured around the main topics that GAGE research is interested in.

(You will need to tailor questions to the list that was already generated.)

Let's start with **education and training**.

- In this community, **when do adolescents tend to leave school?** (Probe for age as well as grade level.) Does this vary by gender, nationality, ethnicity, disability or marital status, or HH wealth? Why do they tend to leave school then? What do they do instead of education? Has adolescents' access to education changed in the past 5 to 7 years? Why or why not? (Probe esp. for conflict and climate change and pandemic effects, also new schools, awareness raising.)
- In this community, **where do young people tend to learn the skills that will help them find work and earn money?** (Formal TVET, short-term trainings provided by the government or NGOs, apprenticeships, from their parents, etc.) Who has better/worse access to these programmes than others? (Probe for age, gender, nationality/ethnicity, disability, marital status, etc.) Do some groups of young people have access to different types of skills trainings than others? Explore. Has access to skills trainings changed in the past 5 to 7 years? Why or why not? (Probe esp for government and NGO initiatives)
- *(If you feel this has not come out already)* In this community, **who is working in recent years to improve adolescents' access to quality education and skills training?** What are they doing to make improvements? Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's talk about adolescents' opportunities to **work and earn money**.

- What **local job opportunities** exist? In this community, do different groups of young people do different types of jobs? Explore, esp by gender and nationality. Have the types of work open to young people in this community changed in recent years? How and why? (Probe for new factories, climate change, conflict, NGOs and governments making work, etc.)
- Is it difficult for young people in this community to **find local work**? Who struggles the most to find work? (Probe esp for gender and nationality and disability). Why? Has young people's access to work changed in the past 5 to 7 years? Why? (Probe for climate change, growing youth population, rising unemployment in general, cost of work permits, NGOs and governments making work, etc.) For whom has it changed the most? Why?
- Are there opportunities for young people to **start their own businesses**? For which groups of young people is this easiest/hardest? What types of businesses? What barriers do young people face? Do these vary by age, gender, nationality/ethnicity, etc? Has access to self-employment changed in the past 5 to 7 years? Why? (Probe for NGO impacts, access to credit and savings groups)
- How common is it for young people in this community to **migrate for work**? Who does this most often? (Probe for gender, age, nationality, ethnicity, etc.) Where do young people go? What do they do there? What risks are associated with this migration and work? Has migration become more or less common in the last 5 to 7 years? Why? What could be done to make migration safer for young people?

- *(If you feel this has not come out already)* In this community, **who is working in recent years to improve adolescents' access to income generating opportunities?** What are they doing to make improvements? (Probe for savings groups, as well as stipends provided to young 'volunteers'.) Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Finally, let's talk about adolescents' exposure to **violence** of all types. In this community, what sorts of violence do adolescents experience and where and from whom?

- How common is it for adolescents to face **violence at home**—from their parents or their siblings? What sorts of violence are common? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at home changed in the past 5 to 7 years? Why? (Probe esp for parenting education courses, awareness raising messages shifting norms, and adolescents simply getting older.)
- How common is it for adolescents to face **violence at school**—from their teachers and other school staff? What sorts of violence is common in this venue? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at school changed in the past 5 to 7 years? Why? (Probe esp for enforcement of government anti-violence policies, PTAs and oversight mechanisms, and adolescents' awareness of rights and improved reporting.)
- How common is it for adolescents to face **violence in the community**—from gangs or factions or just because they are the 'wrong' nationality or ethnicity? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk changed in the past 5 to 7 years? Why? (Probe for impacts of conflict, youth unemployment, declines in social cohesion, etc.)
- How common is **sexual violence** in this community? Please think about sexual harassment and groping/unwanted touching, not just rape. Which girls and young women are at risk? Where? When? Why? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why? What about sexual violence and boys? How common is that? Which boys are at risk?
- What about **online violence**? How common is that here? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, etc.) Why is it worse for them? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- What about **child marriage**? How common is it in this community for girls to marry before age 18? Which girls are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- How common is it in this community for **boys to marry before age 18**? Which boys are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- What about **intimate partner violence**? How common is it in this community for young wives to experience violence from their husband? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why? (Probe for government and NGO servicing, awareness raising messages for females, programmes for men, etc.)
- What about **violence from in-laws**? How common is it in this community for young wives to experience violence from their in-laws? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why?
- *(If you feel it has not come out already)* In this community, **who has been working in recent years to reduce adolescents' exposure to violence?** What are they doing to make improvements? (Work down the bullets and address per type). Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

B. What would you do?

Now I'd like to discuss some **scenarios** of things that might happen to adolescents in your community—and if and how you do or would address them.

Here is a **pack of cards**. Each card has a different scenario on it. I'd like you to choose between 3 and 5 cards—and then we will discuss them.

- What would you do if you learned that a 16 -year-old girl was about to be married against her will? What if you found out that she had tried to kill herself to avoid the marriage? Would your response vary by nationality/ ethnicity, etc.?
- What if you learned that a 13 -year-old boy in your community had been beaten so severely by his father—not for the first time—that he had broken bones? Would your response vary by nationality/ ethnicity, etc.? What if the child was a girl?
- What would you do if you learned that a 17-year-old boy was sexually harassing girls as they went to and from school every day? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if you learned that a 16 -year-old boy was selling drugs in school? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if a 16-year-old girl came to you—with her parents—and told you that she had been raped? What if she did not have her parents with her? What if she did not come to you—but your own daughter told you about the case? Would your response vary by nationality/ ethnicity, etc.? Would it matter if she did or did not name a perpetrator?

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- What would you do if a 14-year-old boy came to you—with his parents—and told you that he had been attacked on the street by a gang of other boys who were shouting slurs about his nationality/ethnicity? What if he came alone without his parents? What if he didn't come at all—and you heard about the case from your own son? Would it matter if perpetrators' names were or were not known? What if it was a girl who was attacked?
- What would you do if you learned that a teacher had badly beaten a student at school? Would your response vary by gender, nationality/ ethnicity, disability status, etc.?
- What would you do if a young mother came to you and asked for a divorce because she was being badly beaten on a regular basis? Would your response vary by nationality/ethnicity? What if the husband denied it? What if you learned he was also beating the children?
- What would you do if you learned in an appointment that an adolescent with a severe disability was being denied adequate food by her/his family? Would your response vary if it were a girl versus boy? By nationality/ethnicity?
- What would you do if you learned that local adolescents and young adults were being encouraged to engage in dangerous illegal migration by brokers/traffickers working in the community? Would your response depend on who was being recruited (by age, gender, nationality, ethnicity)? Would your response depend on WHERE young people were being recruited to go? For what jobs? How they were travelling?

5. Youth focused NGOs/ officials

A. Your role and work history

I'd like to begin by understanding how long you have held your NGO position and what your role is? Why were you interested in this role and what are your key responsibilities?

B. Issues facing adolescents

Now I'd like to discuss the key **issues and challenges facing** adolescents in this community, from your perspective.

As we do this, I'd like you to keep in mind that what counts as 'key' may be different for girls versus boys, younger adolescents versus older adolescents, those of different nationalities/ethnicities, and those with disabilities or who married very young.

I'd also like to understand if and how these issues and challenges are changing over time, which I know is complicated because the pandemic disrupted everything for several years.

First, I'd like to hear your ideas—without me asking specific questions. What are the key issues and challenges facing adolescents in this community?

(Write these down-after a list has been generated—go back and probe for WHICH adolescents these issues mostly impact and why. And also whether the challenges are getting worse/better/staying the same and why.)

Now I'd like to ask some specific questions about issues facing adolescents—structured around the main topics that GAGE research is interested in.

(You will need to tailor questions to the list that was already generated.)

Let's start with **education and training**.

- In this community, **when do adolescents tend to leave school?** (Probe for age as well as grade level.) Does this vary by gender, nationality, ethnicity, disability or marital status, or HH wealth? Why do they tend to leave school then? What do they do instead of education? Has adolescents' access to education changed in the past 5 to 7 years? Why or why not? (Probe esp. for conflict and climate change and pandemic effects, also new schools, awareness raising.)
- In this community, **where do young people tend to learn the skills that will help them find work and earn money?** (Formal TVET, short-term trainings provided by the government or NGOs, apprenticeships, from their parents, etc.) Who has better/ worse access to these programmes than others? (Probe for age, gender, nationality/ethnicity, disability, marital status, etc.) Do some groups of young people have access to different types of skills trainings than others? Explore. Has access to skills trainings changed in the past 5 to 7 years? Why or why not? (Probe esp for government and NGO initiatives)
- *(If you feel this has not come out already)* In this community, **who is working in recent years to improve adolescents' access to quality education and skills training?** What are they doing to make improvements? Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's talk about adolescents' **opportunities to work and earn money**.

- What **local job opportunities** exist? In this community, do different groups of young people do different types of jobs? Explore, esp by gender and nationality. Have the types of work open to young people in this community changed in recent years? How and why? (Probe for new factories, climate change, conflict, NGOs and governments making work, etc.)
- Is it difficult for young people in this community **to find local work**? Who struggles the most to find work? (Probe esp for gender and nationality and disability). Why? Has young people's access to work changed in the past 5 to 7 years? Why? (Probe for climate change, growing youth population, rising unemployment in general, cost of work permits, NGOs and governments making work, etc.) For whom has it changed the most? Why?
- Are there opportunities for young people to **start their own businesses**? For which groups of young people is this easiest/hardest? What types of businesses? What barriers do young people face? Do these vary by age, gender, nationality/ethnicity, etc? Has access to self-employment changed in the past 5 to 7 years? Why? (Probe for NGO impacts, access to credit and savings groups)
- How common is it for young people in this community to **migrate for work**? Who does this most often? (Probe for gender, age, nationality, ethnicity, etc.) Where do young people go? What do they do there? What risks are associated with this migration and work? Has migration become more or less common in the last 5 to 7 years? Why? How could migration be made safer for young people?
- *(If you feel this has not come out already)* In this community, who is working in recent years to improve adolescents' access to **income generating opportunities**? What are they doing to make improvements? (Probe for savings groups, as well as stipends provided to young 'volunteers'.) Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's discuss the **physical health** of adolescents in this community.

- Is **substance use** common among young people in this community? What substances? (tobacco/vaping, alcohol, various drugs, khat, etc.) Which adolescents are most at risk? (Probe for gender, age, poverty status, nationality, etc.) Why? How has adolescents' risk of substance use changed over the past 5 to 7 years? Why?
- How common is it in this community for **adolescents who are not married to be having sex**? For which adolescents is this most common? Least common? Why? (Probe esp for gender) How has this changed over the past 5 to 7 years? Why? (Probe esp for ICT/ media influence and peer pressure.)
- Do adolescents and young adults in this community have **access to contraception**? What types? Are they encouraged to use it? Why or why not? Is it easy/inexpensive for them to access? Does uptake vary across different groups of young people? The unmarried vs married? Those with no children vs 1 or more children? Diff nationalities/ ethnicities? How has this changed over the past 5 to 7 years? Why?
- *(If you feel it has not come out already)* In this community, **who has been working in recent years to improve young people's health**? What are they doing to make improvements? (Probe for efforts to address nutrition/ exercise/substance use/ MHM/ contraceptive uptake/ maternity care, etc.) Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Now let's talk about adolescents' **mental health and broader emotional well-being**.

- From your perspective, how are adolescents in this community doing in terms of **mental health**? Have you seen recent increases in depression and anxiety and hopelessness? What's driving this? (Probe for conflict, rising youth unemployment, loneliness, social media use, etc.) Which adolescents are most at risk? (Probe for gender, nationality/ ethnicity, child marriage, disability, etc.) Explore.
- In this community, are adolescents able and encouraged to **get together with their friends** to relax and have fun? Which adolescents are most likely to do this? Least? Why/ what shapes the differences? Where do they get together? Are there clubs and organisations that facilitate young people spending time with one another? Who participates in these? Has adolescents' connection to/ time with their friends changed in the last 5 to 7 years? Why? Explore.
- *(If you feel it has not come out already)* In this community, **who has been working in recent years to improve young people's mental health and emotional well-being**? What are they doing to make improvements? Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Next, I'd like to explore adolescents' ability to **make decisions** about their own lives and participate in the community.

- In this community, how much freedom do adolescents have over their **own mobility**—in terms of where they are allowed to go and when and how often and under what circumstances? How does this vary by age and by gender? By nationality/ethnicity? For girls, by marital status? Has this changed in the past 5 to 7 years? Why?
- How much say do adolescents have in **how long they will stay in school**? How does this vary by age and by gender? By

nationality/ethnicity? For girls, by marital status? Has this changed in the past 5 to 7 years? Why?

- How much input do young people have in terms of **when they will marry**? How does this vary by age and by gender? By nationality/ethnicity? Has this changed in the past 5 to 7 years? Why?
- How much input do young people have in terms of **who they will marry**? How does this vary by age and by gender? By nationality/ethnicity? Has this changed in the past 5 to 7 years? Why?
- In this community, do young people regularly **volunteer** or do work in the community to make the community a better place? What sorts of work do they do? How does this vary by age and by gender? By nationality/ethnicity? For girls, by marital status? Has this changed in the past 5 to 7 years? Why?
- **When local leaders make decisions about this community, do they solicit young people's opinions?** Do they listen to those opinions? Whose opinions are sought/heard? Whose are not? Has young people's input into community decisions changed in the past 5 to 7 years? Why?

Finally, let's talk about adolescents' **exposure to violence** of all types. In this community, what sorts of violence do adolescents experience and where and from whom?

- How common is it for adolescents to **face violence at home**—from their parents or their siblings? What sorts of violence are common? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at home changed in the past 5 to 7 years? Why? (Probe esp for parenting education courses, awareness raising messages shifting norms, and adolescents simply getting older).
- How common is it for adolescents to **face violence at school**—from their teachers and other school staff? What sorts of violence is common in this venue? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk of violence at school changed in the past 5 to 7 years? Why? (Probe esp for enforcement of government anti-violence policies, PTAs and oversight mechanisms, and adolescents' awareness of rights and improved reporting.)
- How common is it for adolescents to **face violence from their peers**—at school and in the community? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk from peers changed in the past 5 to 7 years? Why? (Probe esp for shifts in social cohesion and efforts to improve it)
- How common is it for adolescents to **face violence in the community**—from gangs or factions or just because they are the 'wrong' nationality or ethnicity? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, disability, etc.) Why is it worse for them? Has adolescents' risk changed in the past 5 to 7 years? Why? (Probe for impacts of conflict, youth unemployment, declines in social cohesion, etc.)
- How common is **sexual violence in this community**? Please think about sexual harassment and groping/unwanted touching, not just rape. Which girls and young women are at risk? Where? When? Why? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- What about **online violence**? How common is that here? Which adolescents face this challenge? (Probe for age, gender, nationality/ethnicity, etc.) Why is it worse for them? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- What about **child marriage**? How common is it in this community for girls to marry before age 18? Which girls are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- How common is it in this community for **boys to marry before age 18**? Which boys are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- *(If you feel it has not come out already)* In this community, **who has been working in recent years to reduce adolescents' exposure to violence**? What are they doing to make improvements? (Work down the bullets and address per type). Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

B. What would you do?

Now I'd like to discuss some scenarios of things that might happen to adolescents in your community—and if and how you do or would address them.

Here is a pack of cards. Each card has a different scenario on it. I'd like you to choose between 3 and 5 cards—and then we will discuss them.

- What would you do if you learned that a 13 -year-old boy-- at the top of his class—had stopped attending school regularly because he was working to support his family? What if the 13-year-old boy was a weak student? What if it was a 17-year-old boy? What if the student was female and she was taking over domestic work at home because her mother was ill? Do/ how do your responses vary by nationality/ethnicity, etc. ?
- What would you do if you learned that a 14 -year-old girl was made to leave school because her parents thought she'd had enough education—for a girl? Would your response vary by nationality/ethnicity/ HH poverty status? Whether she was a good or poor student? Whether she had a disability?
- What would you do if you learned that a 17 -year-old boy that you worked with on a regular basis was sexually harassing girls as they went to and from school? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if an adolescent girl you've worked with came to you and told you that she had been raped? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if you learned that a 16 -year-old girl that you've worked with in the past was to be married? What if you found out that she had tried to kill herself to avoid the marriage? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if a 16 -year-old boy came to you and said that he was addicted to SUBSTANCE and wanted help to quit using it? Would your response vary by nationality/ethnicity? What if it were a 19 -year-old? What if it were a girl?
- What would you do if a 13 -year-old boy you've worked with had been beaten so severely by his father—not for the first time—that he had broken bones? Would your response vary by nationality/ ethnicity, etc.? What if the child was a girl?
- What would you do if you learned that a 16 -year-old boy that you've worked with was selling drugs in school? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if you learned that a teacher had badly beaten an adolescent you've worked with? Would your response vary by gender, nationality/ ethnicity, disability status, etc.?
- What would you do if a 17 -year-old came to you and stated that s/he was depressed and thinking of killing her/himself? Would your response be different for girl versus boy? By nationality/ ethnicity/ marital- or disability status?
- What would you do if you saw a group of your young participants bullying another participant because of her/ his disability?

6. GBV focused NGOs/ Gender officials

A. Your role and work history

I'd like to begin by understanding how long you have held your NGO position and what your role is? Why were you interested in this role and what are your key responsibilities?

B. Issues facing adolescents

Now I'd like to discuss the key **issues and challenges** facing adolescents in this community, from your perspective.

As we do this, I'd like you to keep in mind that what counts as 'key' may be different for girls versus boys, younger adolescents versus older adolescents, those of different nationalities/ethnicities, and those with disabilities or who married very young.

I'd also like to understand if and how these issues and challenges are changing over time, which I know is complicated because the pandemic disrupted everything for several years.

First, I'd like to hear your ideas—without me asking specific questions. What are the key issues and challenges facing adolescents in this community?

(Write these down-after a list has been generated—go back and probe for WHICH adolescents these issues mostly impact and why. And also whether the challenges are getting worse/better/staying the same and why.)

Now I'd like to ask some specific questions about issues facing adolescents—structured around the main topics that GAGE research is interested in.

(You will need to tailor questions **to the list that was already generated.**)

Let's start with **education and training.**

- In this community, **when do girls tend to leave school?** (Probe for age as well as grade level.) Does this vary by nationality, ethnicity, disability or marital status, or HH wealth? Why do they tend to leave school then? What do they do instead of education? Has girls' access to education changed in the past 5 to 7 years? Why or why not? (Probe esp. for conflict and climate change and pandemic effects, also new schools, awareness raising.)
- (If you feel this has not come out already) In this community, who is working in recent years to improve girls' access to quality education and skills training? What are they doing to make improvements? Do you feel their efforts are paying off? Which groups of girls are benefitting the most? The least? Explore.

Now let's talk about girls' and young women's **opportunities to work and earn money.**

- What **local job opportunities** for girls and young women exist? Does this vary for nationality/ ethnicity? Marital status? Have the types of work open to girls and young women in this community changed in recent years? How and why? (Probe for new factories, climate change, conflict, NGOs and governments making work, etc.)
- **Is it difficult for girls and young women in this community to find local work?** Who struggles the most to find work? Why? Has girls' and women's access to work changed in the past 5 to 7 years? Why? (Probe for climate change, growing youth population, rising unemployment in general, cost of work permits, NGOs and governments making work, etc.) For whom has it changed the most? Why?
- Are there opportunities for girls and young women to **start their own businesses?** For which groups is this easiest/hardest? What types of businesses? What barriers do girls and young women face? Do these vary by age, nationality/ethnicity, marital and disability status, etc? Has access to self-employment changed in the past 5 to 7 years? Why? (Probe for NGO impacts, access to credit and savings groups)
- How common is it for girls and young women in this community to **migrate for work?** Who does this most often? (Probe for age, nationality, ethnicity, marital status, etc.) Where do young females go? What do they do there? What risks are associated with this migration and work? Has migration become more or less common in the last 5 to 7 years? Why? How could migration be made safer for young females?
- *(If you feel this has not come out already)* In this community, who is working in recent years to improve girls' and young women's **access to income generating opportunities/ economic empowerment?** What are they doing to make improvements? (Probe for savings groups, as well as stipends provided to young 'volunteers'.) Do you feel their efforts are paying off? Which groups of girls and young women are benefitting the most? The least? Explore.

Now let's discuss the **physical health** of girls in this community.

- Do girls and young women in this community have their **activities restricted by menstruation**? Explore (e.g. can't go to school, difficult to work, can't cook, etc.). Are restrictions mostly cultural or due to lack of period products? Explore—attending to age, nationality, ethnicity, urban vs rural location, disability- and marital status, etc. Has this changed in the past 5-7 years? How? Why?
- Do girls and young women in this community have **access to contraception**? What types? Are they encouraged to use it? Why or why not? Is it easy/inexpensive for them to access? Does uptake vary across different groups of girls and young women? The unmarried vs married? Those with no children vs 1 or more children? Diff nationalities/ ethnicities? How has this changed over the past 5 to 7 years? Why?
- *(If you feel it has not come out already)* In this community, **who has been working in recent years to improve girls' and young women's health? What are they doing to make improvements?** (Probe for efforts to address nutrition/ exercise/substance use/ MHM/ contraceptive uptake/ maternity care, etc.) Do you feel their efforts are paying off? Which groups of young people are benefitting the most? The least? Explore.

Next, I'd like to explore girls' and young women's **ability to make decisions about their own lives** and participate household decision-making and in the community.

- In this community, how much freedom do girls and young women have over **their own mobility**—in terms of where they are allowed to go and when and how often and under what circumstances? How does this vary by age? By nationality/ethnicity? By marital status? Has this changed in the past 5 to 7 years? Why?
- How much say do girls and young women have in **how long they will stay in school**? How does this vary by age? By nationality/ethnicity? By marital status? Has this changed in the past 5 to 7 years? Why?
- How much input do girls and young women have in terms of **when they will marry**? How does this vary by age? By nationality/ethnicity? Has this changed in the past 5 to 7 years? Why?
- How much input do girls and young women have in terms of **who they will marry**? How does this vary by age? By nationality/ethnicity? Has this changed in the past 5 to 7 years? Why?
- In this community, do girls and young women regularly volunteer or do work in the community to make the community a better place? What sorts of work do they do? How does this vary by age? By nationality/ethnicity? By marital status? Has this changed in the past 5 to 7 years? Why?
- **When local leaders make decisions about this community, do they solicit girls' and young women's opinions?** Do they listen to those opinions? Whose opinions are sought/heard? Whose are not? Has girls' and young women's input into community decisions changed in the past 5 to 7 years? Why?

Finally, let's talk about girls' and young women's **exposure to violence**.

- How common is it for girls and young women to face **violence at home**—from their parents or their siblings? What sorts of violence are common? Which groups are most at risk? (Probe for age, nationality/ethnicity, disability, etc.) Why is it worse for them? Has girls' and young women's risk of violence at home changed in the past 5 to 7 years? Why? (Probe esp for parenting education courses, awareness raising messages shifting norms, and adolescents simply getting older).
- How common is it for adolescent girls to face **violence at school**—from their teachers and other school staff? What sorts of violence is common in this venue? Which girls are most at risk? (Probe for age, nationality/ethnicity, disability, etc.) Why is it worse for them? Has girls' risk of violence at school changed in the past 5 to 7 years? Why? (Probe esp for enforcement of government anti-violence policies, PTAs and oversight mechanisms, and girls' awareness of rights and improved reporting.)
- How common is **sexual violence** in this community? Please think about sexual harassment and groping/unwanted touching, not just rape. Which girls and young women are at risk? Where? When? Why? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- **Who tends to perpetrate sexual violence** against girls and young women in this community? Has this changed in the past 5-7 year? If so, why?
- What about **online violence**? How common is that here? Which girls and young women are most at risk? (Probe for age, nationality/ethnicity, etc.) Why is it worse for them? Have threats grown, stayed the same, or gotten worse in the past 5 to 7 years? Why?
- What about **child marriage**? How common is it in this community for girls to marry before age 18? Which girls are especially at risk? Why? Has the risk/ prevalence changed in the past 5 to 7 years? Why? (Probe esp for the impacts of legal enforcement and NGO programming impacts/ messages—but also for peer pressure and access to technology that is making it worse.)
- What about **intimate partner violence**? How common is it in this community for young wives to experience violence from their husband? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why? (Probe for government and NGO servicing, awareness raising messages for females, programmes for men, etc.)
- What about **violence from in-laws**? How common is it in this community for young wives to experience violence from their in-laws? Which girls are most at risk? Why? What types of violence? How has this changed in the past 5 to 7 years? Why?
- *(If you feel it has not come out already)* In this community, **who has been working in recent years to reduce girls' and young women's exposure to violence?** What are they doing to make improvements? (Work down the bullets and address per type). Do you feel their efforts are paying off? Which groups of girls and young women are benefitting the most? The least? Explore.

B. What would you do?

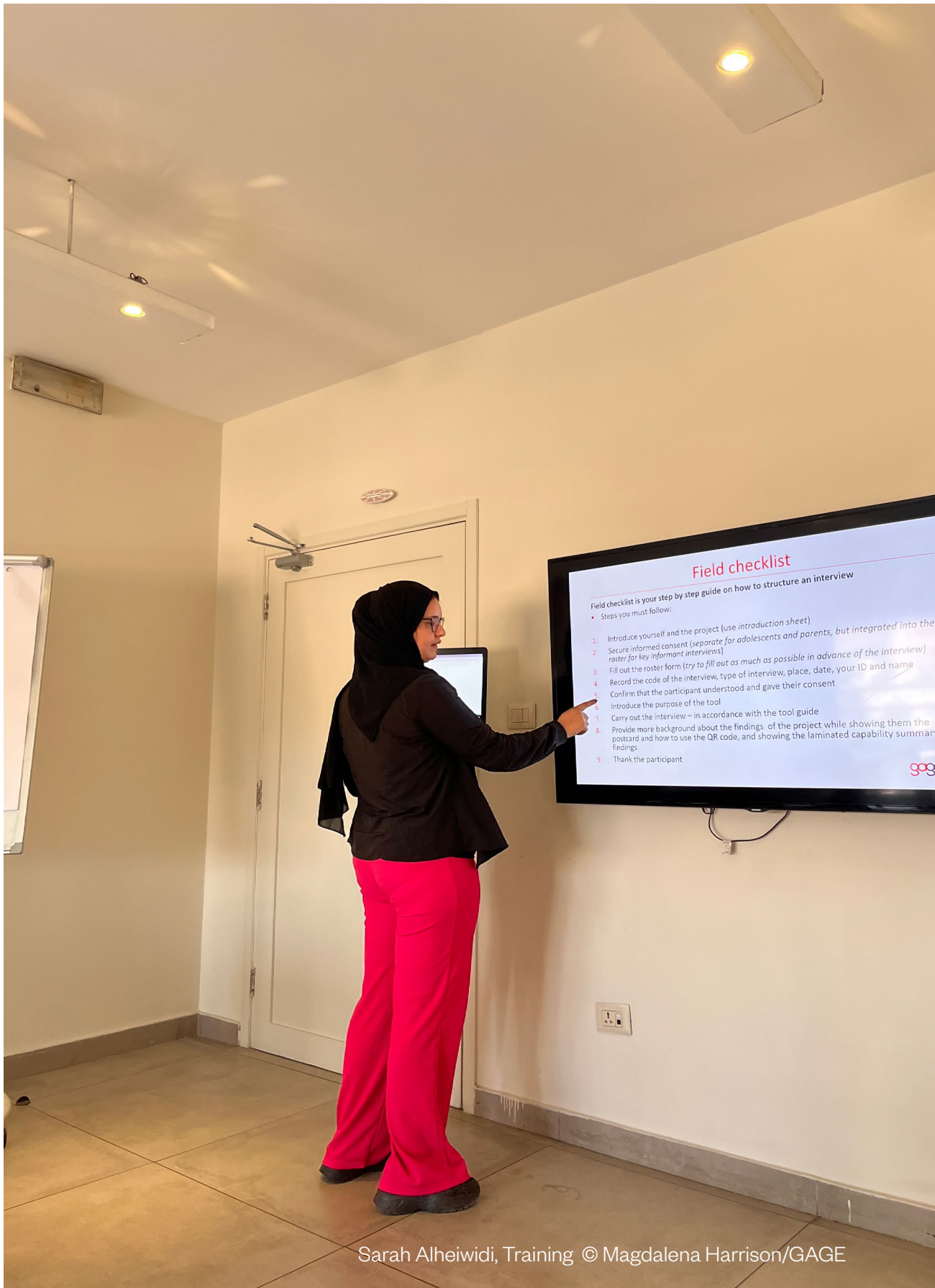
Now I'd like to discuss some **scenarios** of things that might happen to adolescents in your community—and if and how you do or would address them.

Here is a **pack of cards**. Each card has a different scenario on it. I'd like you to choose between 3 and 5 cards—and then we will discuss

- What would you do if you learned that an adolescent girl was being regularly beaten by her father? Her older brother? Would your response vary by her age? Nationality/ ethnicity?
- What would you do if approached to solve the problem of a 16 -year-old girl being sexually harassed as she travelled to and from school? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if a 16-year-old girl came to you—with her parents—and told you that she had been raped? What if she did not have her parents with her? What if she did not come to you—but your own daughter told you about the case? Would your response vary by nationality/ ethnicity, etc.? Would it matter if she did or did not name a perpetrator?
- What would you do if you learned that a 16 -year-old girl was about to be married against her will? What if you found out that she had tried to kill herself to avoid the marriage? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if a young mother came to you for help—because she was being beaten by her husband on a regular basis? Would your response vary by nationality/ ethnicity, etc.? What if you learned that her children were also being abused? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if you learned that a young mother was being denied food and adequate rest by her mother-in-law? Would your response vary by nationality/ ethnicity, etc.?
- What would you do if you learned that a young mother was being sexually abused by her brother-in-law? Would your response vary by nationality/ ethnicity, etc.?



Anas and Taghreed prepaing for training © Magdalena Harrison/GAGE



Sarah Alheiwidi, Training © Magdalena Harrison/GAGE



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About GAGE

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Adolescent girls carrying water in Jordan © Marcel Saleh/GAGE 2025