Qualitative research toolkit on adolescent gender norm change and empowerment programming

Nicola Jones, Elizabeth Presler-Marshall, Workneh Yadete, Kassahun Tilahun, Mazeangia Birra, Nardos Chuta, Guday Emirie, Kiya Gezahegne, Yitagesu Gebeyehu, Abreham Iyasu, Meti Kebede, Robha Murha and Fitsum Workneh

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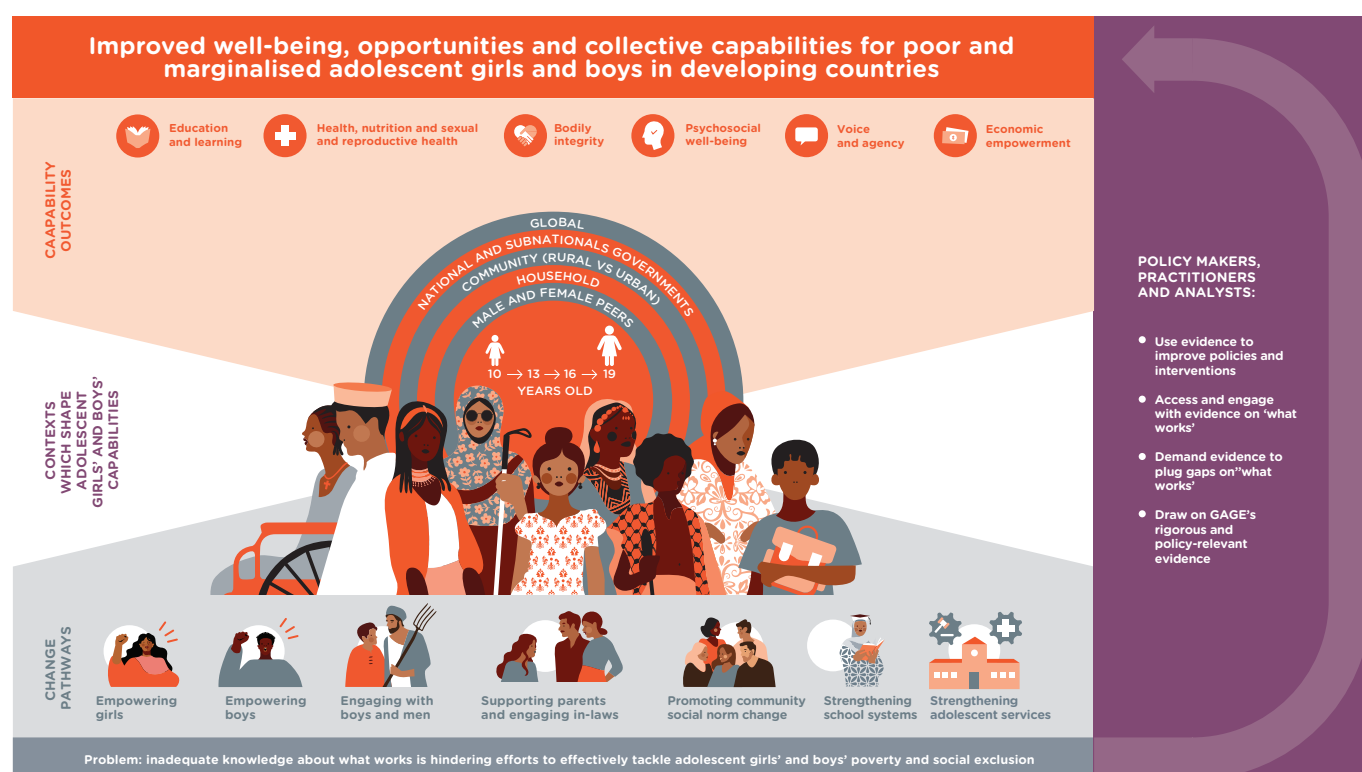
Suggested citation

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Introduction

The objective of this toolkit is to explore the diverse experiences of adolescent girls, boys, parents, community leaders and service providers when engaging in a multi-level adolescent empowerment and gender norm change initiative. The tools were developed as part of a mixed methods impact evaluation of the Act with Her (AWH) programme, which has been implemented by two non-governmental organisations (NGOs) – Pathfinder and CARE – which aimed to shift discriminatory gender norms and improve the educational, health, psychosocial and economic outcomes of Ethiopian adolescent girls[1]. Delivered in diverse rural and urban communities in Afar, Amhara and Oromia regions, the project implemented an age-appropriate curriculum that focused on sexual and reproductive health, negotiation skills, and gender norms with adolescent girls and boys with near-peer mentors.

In some communities, the programme also engaged with parents and service providers in order to foster broader gender norm change and to strengthen local systems to support adolescent development and well-being.

This tool set was used to assess the short- and medium-term effects of that programming on adolescent girls and boys, their caregivers, programme mentors, and community- and district-level stake holders. In line with the GAGE conceptual framework (see Figure 1), the tools are broad and explored the gendered effects on young people's education and learning, bodily integrity and freedom from violence, physical health, psychosocial well-being, voice and agency and economic empowerment. While these tools were customized around AWH, they could easily be adapted to assess similar adolescent-focused programming in other contexts.

GAGE conceptual framework

Improved well-being, opportunities and collective capabilities for poor and marginalised adolescent girls and boys in developing countries

CAAPABILITY OUTCOMES

Education and learning — Health, nutrition and sexual and reproductive health — Bodily integrity — Psychosocial well-being — Voice and agency — Economic empowerment

CONTEXTS WHICH SHAPE ADOLESCENT GIRLS' AND BOYS' CAPABILITIES

GLOBAL
NATIONAL AND SUBNATIONALS GOVERNMENTS
COMMUNITY (RURAL VS URBAN)
HOUSEHOLD
MALE AND FEMALE PEERS

10 → 13 → 16 → 19 YEARS OLD

POLICY MAKERS, PRACTITIONERS AND ANALYSTS:
- Use evidence to improve policies and interventions
- Access and engage with evidence on 'what works'
- Demand evidence to plug gaps on''what works'
- Draw on GAGE's rigorous and policy-relevant evidence

CHANGE PATHWAYS

Empowering girls — Empowering boys — Engaging with boys and men — Supporting parents and engaging in-laws — Promoting community social norm change — Strengthening school systems — Strengthening adolescent services

Problem: inadequate knowledge about what works is hindering efforts to effectively tackle adolescent girls' and boys' poverty and social exclusion

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[1] For details see: Hamory, J., Baird, S., Das, S., Jones, N., Woldehanna, T. and Yadete, W. (2023) 'Do layered adolescent-centric interventions improve girls' capabilities? Evidence from a mixed-methods cluster randomised controlled trial in Ethiopia.' AEA RCT Registry (www.gage.odi. org/publication/ near-term-impacts-of-interventions-aimed-at-adolescent-empowerment-and-gender-norm-change-in-ethiopia)

Pair and group interviews

> **Purpose:**
>
> Pair interviews are designed for gender-segregated groups of adolescent girls and boys. They are aimed at understanding adolescents' experiences with Act with Her, including their reasons for participating and how their participation has impacted their understanding of their own communities.
>
> Group interviews with adults in the community are aimed at understanding the community – and young people's place in it – and how adults see AWH as having created change in adolescents, their families and the broader community.
>
> Group interviews with mentors are aimed at understanding how AWH has impacted mentors, adolescents, and communities.
>
> **Format:**
> - Each interview should take about two hours.
> - The interview is undertaken in three parts: getting to know the participants, probing about their experiences with Act with Her and having the participants draw a self-portrait.
> - You will need a large flip chart with several pages as well as markers for drawing.
> - Please make sure the drawings are photographed and linked to other records from the same interview.

Pair interviews with younger girls
Getting to know you

- Tell me 5 key things about yourself that you would like others to know about you
- Tell me about things in your community over the last year
- Tell me 3 key things about the situation of adolescent girls in this community
- Tell me 3 key reasons you decided to sign up for the Act with Her adolescent programme
- Now that the programme has finished, what are 3 things you like about the programme? How many sessions have you attended? How many adolescents were in each session?

- Can you tell me about your mentor? What did you like about the way they run the sessions? How is it similar/different to what you learn at school or at church/mosque? If you were the mentor what would you do differently and why?
- Now that the programme has finished, to what extent do you think the 3 things that you noted about girls' situation in this community will change? What about boys' situation?
- What else do you think needs to happen to support adolescent girls in this community? Why and how?

Ask the participants to draw a self-portrait during the discussion

Girls waiting for their pair interview, Ethiopia © GAGE 2024

Probes for girls, based on earlier research

Regarding reduced violence at school and from peers
- In East Hararghe, in particular, peer violence reduces – is this due to end of conflict in this area?
- In SG, there is a reduction in corporal punishment but not in EH – were teachers less involved in EH?

Regarding changes in girls' voice and mobility:
- What was it about the AWH out-of-school clubs that led to this – vs other initiatives – e.g. gender clubs at school?
- Or is the fact that results are better in SG due to overlapping/ reinforced messages that are given in gender clubs?
- Is there any link between being a marginalised community and having poorer active gender clubs in school?

Regarding girls' improved knowledge of SRH, EE and reporting of violence:
- Across all programme variations knowledge of adolescent girls was improved – so was the messaging novel?
- Why was there limited translation of knowledge into action?

Regarding less depression in girls
- What is it about AWH that supports better mental health and resilience?

(In communities with asset transfers only) Regarding improved economic empowerment:
- Was this due to the asset being used as start up capital?
- Or was it due to the messaging around the use of the asset?
- Did having the asset led to more aspirations around economic empowerment?
- Is there any impact pathway through which adolescent economic empowerment (i.e. more savings) can lead to longer term sustainable economic empowerment?

Pair interviews with younger boys
Getting to know you
- Tell me 5 key things about yourself that you would like others to know about you
- Tell me about things in your community over the last year
- Tell me 3 key things about the situation of adolescent boys in this community. (Probe for substance abuse, peer violence)
- Tell me 3 key reasons you decided to sign up for the Act with Her adolescent programme
- Now that the programme has finished, what are 3 things you like about the programme? How many sessions have you attended? How many adolescents are in each session?

- Can you tell me about your mentor? What do you like about the way they run the sessions? How is it similar/ different to what you learn at school or at church/ mosque? If you were the mentor what would you do differently and why?
- Now that the programme has finished, to what extent do you think the 3 things that you noted about girls' situation in this community will change? What about boys' situation?
- What else do you think needs to happen to support adolescent boys in this community? Why and how?

Ask the participants to draw a self-portrait during the discussion

Pair interviews with older adolescent girls or boys
- Tell me 5 key things about yourself that you would like others to know about you
- Tell me about things in your community over the last year
- Tell me 3 key things about the situation of adolescent girls in this community. Please do the same for adolescent boys.

- Tell me 3 key reasons you decided to sign up for the Act with Her adolescent programme
- Can you tell me about your mentor? How were the sessions similar/ different to what you learn at school or at church/ mosque? If you were the mentor would you have done anything differently and if so why?
- Now that the programme has ended do you think it contributed to changes in the community? If so what

changes? Why/ why not? Who benefited from the changes – girls? Boys? Parents? Community leaders?

- What else do you think needs to happen to support adolescent girls in this community? Why and how? What could programmes like Act with Her do to fast track social change in your view?

Group interviews with adults in the community

- Tell me about your experience to date, how long you have been in this community and your role?
- Tell me about the situation in this kebele over the last year
- Tell me 3 key things about the situation of adolescent girls in this community; and 3 key things about adolescent boys' situation. Why would you prioritise these things?
- Tell me 3 key reasons the community agreed to the implementation of this Act with Her adolescent programme
- Tell me 3 key things you are hoping that young people in this community will gain? Why?
- Now that the programme has finished, what are 3 things you like about the programme? What involvement have you had with the programme (e.g. briefings, participating in trainings, mentor sessions). How if at all does the programme differ from other adolescent empowerment initiatives that might have been implemented in this kebele to date?
- Have there been any challenges, if so what? (e.g. attendance, parental engagement, community support or backlash, supervision)
- Now that the programme has finished, to what extent do you think the 3 things that you noted about boys' situation in this community will change? What about girls' situation? Why/ why not?
- What else do you think needs to happen in this community? Who can fast-track this change and how?
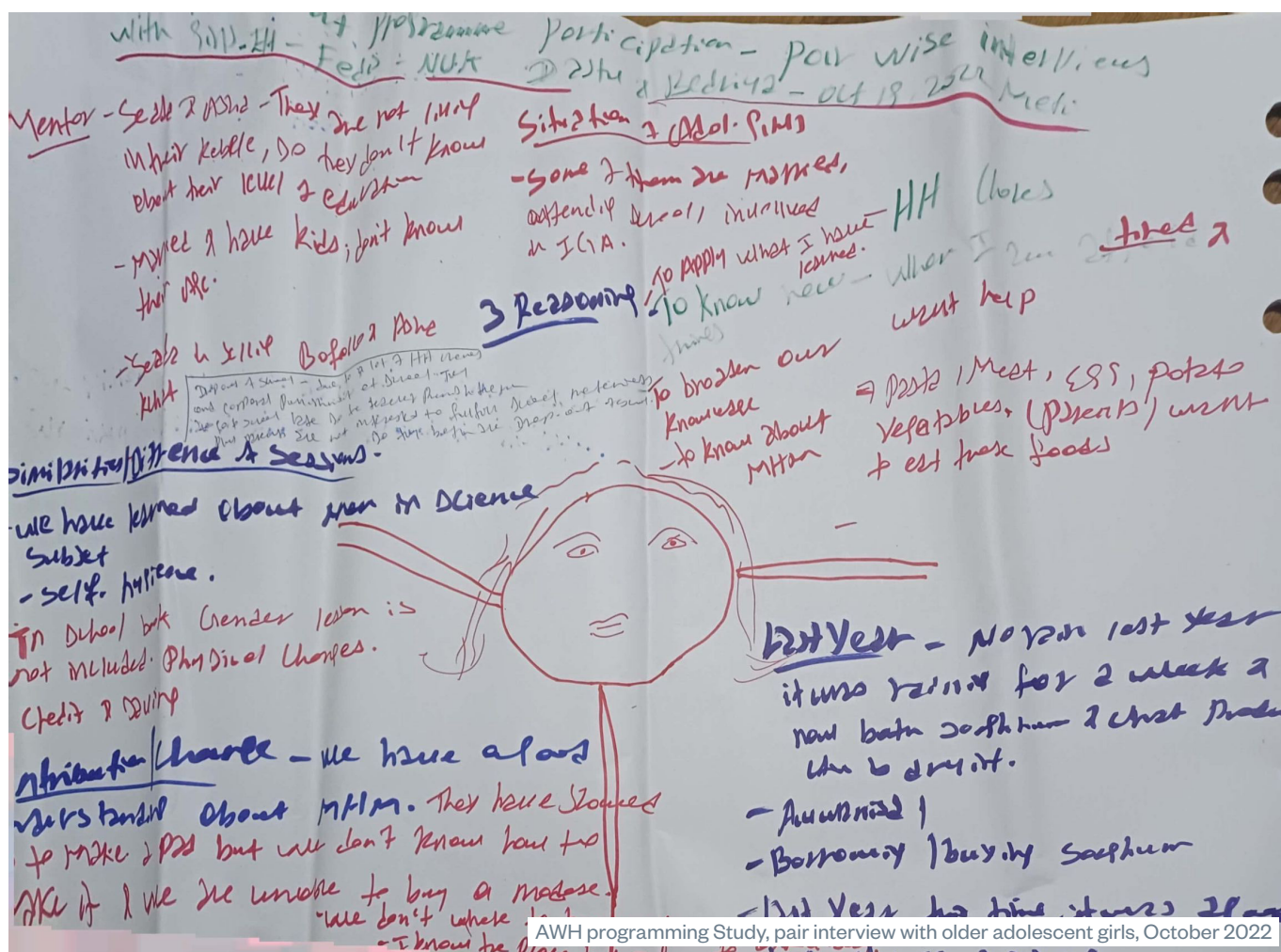
AWH programming Study, pair interview with older adolescent girls, October 2022

Probes for adults, based on earlier research

Regarding better adolescent nutrition:
- What messages did parents get re nutrition from AWH?
- Were these messages new or reinforcing?
- More protein in EH – was this due to better economics after end of conflict?

Regarding girls' reduced violence at school and from peers:
- In East Hararghe, in particular, peer violence reduces – is this due to end of conflict in this area?
- In SG, there is a reduction in corporal punishment but not in EH – were teachers less involved in EH?

Regarding changes in girls' voice and mobility:
- What was it about the AWH out-of-school clubs that led to this – vs other initiatives – e.g. gender clubs at school?
- Or is the fact that results are better in SG due to overlapping/ reinforced messages that are given in gender clubs?
- Is there any link between being a marginalised community and having poorer active gender clubs in school?

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Regarding less depression in girls
- What is it about AWH that supports better mental health and resilience?

(In communities with asset transfers only) Regarding girls improved economic empowerment:
- Was this due to the asset being used as start up capital?
- Or was it due to the messaging around the use of the asset?
- Did having the asset led to more aspirations around economic empowerment?
- Is there any impact pathway through which adolescent economic empowerment (i.e. more savings) can lead to longer term sustainable economic empowerment?

Regarding boys' worsening attitudes towards gender:
- Is boys' jealousy the driver? Does relative egalitarian status of students in early adolescence mean messages aren't resonating?
- In EH are improvements due to first real exposure around gender issues in EH vs more active gender clubs in SG?

Regarding boys' improved attitudes towards violence:
- Is this because there was less turnover of mentors for boys?
- More buy-in from communities in SG to the goals of the programme?
- Longer history of messaging against GBV in SG schools and communities due to more active Women's Development Army in the past? More NGO programming for adolescents in these communities?
- Greater need due to high rates of SGBV in communities?

Regarding no improvements in boys' SRH knowledge and access to a trusted adult:
- Did boys not attend regularly enough?
- Did not care about the issues sufficiently to retain them?
- Were the issues not new per se and hence control boys had similar levels of knowledge?
- Did the sessions not help in strengthening communication skills with trusted adult?

Regarding boys' worsening mental health:
- Is this because of disgruntlement towards girls and focus on girls issues?
- Awareness that challenges in community that young people face are multi-faceted and daunting?

Group interviews with mentors

- Tell me about yourself including your education and work experience to date?
- Tell me about how things have been in your community over the last year?
- Tell me 3 key things about the situation of adolescent girls in this community; and 3 key things about adolescent boys' situation. Why would you prioritise these?
- Tell me 3 key reasons you decided to sign up as a mentor the Act with Her adolescent programme
- Tell me 3 key things you are hoping to gain/ learn from training? 3 key things you are hoping to learn from the experience of being a mentor?
- Now that the programme has started, what are 3 things you like about the programme? (e.g. honorarium, training, work experience, supervision)
- Can you tell me about your sessions? What is working well? What is more challenging? (e.g. attendance, parental engagement, community support or backlash, supervision)
- Now that the programme has started, to what extent do you think the 3 things that you noted about boys' situation in this community will change? What about girls' situation? Why/ why not?
- What else do you think needs to happen in this community to support young people and to tackle discriminatory gender norms? Who can fast-track this change and how?

Probes for mentors based on earlier research

Regarding better adolescent nutrition:
- What messages did parents get re nutrition from AWH?

Regarding girls' reduced violence at school and from peers
- In East Hararghe, in particular, peer violence reduces – is this due to end of conflict in this area?
- In SG, there is a reduction in corporal punishment but not in EH – were teachers less involved in EH?

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Regarding boys' worsening mental health:
- Is this because of disgruntlement towards girls and focus on girls issues?
- Awareness that challenges in community that young people face are multi-faceted and daunting?

Vignettes on adolescent empowerment programming and social norm change

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Purpose:

This exercise is intended to explore changes in participants' communities and in adolescents' understandings of their own roles and agency within their social context. It also aims to understand how participants feel they have changed as a result of Act with Her programming.

Format:
- This exercise should take about 90 minutes.
- The exercise begins with the facilitator reading a short story and asking the group to imagine whether scenario would be possible in their community, and the reasons why or why not.
- Follow up with probing questions about how the participants themselves would feel in the same situation.

Vignette for girls

Marta/Fatima [*pick name that is regionally appropriate*] is a 13-year-old girl who participated in Act with Her. She learned many things in the classes – including what foods are particularly nutritious, the advantages of saving money, and what happens to girls' bodies as they grow up. The thing she found most interesting, however, is that girls and boys are the same in terms of what they can do. Marta/Fatima didn't know that boys could cook. Marta/Fatima didn't know that girls could grow up to be doctors. While her brother tells their mother 'no' all the time, it had never occurred to Marta/Fatima to even ask their mother for more time to study.

Before she took part in Act with Her, Marta/ Fatima had assumed that she would grow up and be just like her older sisters – and their mother – and their grandmother. She would get married and become a mother, probably in just a few years. Now, however, Marta/Fatima is starting to think of a different future. She would like to be like her Act with Her group mentor, and go to secondary school, and make her own money, and see different parts of Ethiopia. Getting married and having babies can wait!

- How realistic is this story for this community?
  - If not at all – what IS realistic? Ask the participants to tell what REALLY happened.
  - If somewhat realistic – what parts of the story are realistic and what parts are not realistic?
  - If realistic for only SOME people – who is it realistic for versus not?
- How did YOU change by participating in AWH?
  - Have your beliefs about what girls can do changed? In what ways?
  - If yes, what aspect of the programme was the most helpful? The adolescent sessions? The scorecard? The SAA?
  - If no – why not? What could have helped the programme have more impact on you?
  - Have your behaviours changed? In what ways?
  - If yes, what aspect of the programme was the most helpful? The adolescent sessions? The scorecard? The SAA?
  - If no – why not? What could have helped the programme have more impact on you?
- Did your friends and peers change what they believe and do by participating in the programme?
  - In what ways have they changed?
  - In what ways have they not changed?
  - How do you think the programme could have supported more change in your friends and peers?
- What in your community would have to change to make this story more realistic for more girls?

Vignette with married girls, Ethiopia © GAGE 2024

Vignette for boys

Abreham/Mohammed is a 13-year-old boy who participated in Act with Her. He learned many things in the classes – including what foods are particularly nutritious, the advantages of saving money, and what happens to boys' bodies as they grow up. The thing he found most interesting, however, is that boys can show how strong they are by daring to be different. Abreham/ Mohammed's father farms – and never cooks or takes care of the baby, even when Abreham/ Mohammed's mother is ill. Abreham/ Mohammed used to act the same way. Even when his sister was tired, because their mother gave her so many chores, Abreham/ Mohammed went off to play with his friends after he had finished helping their father with the farm work.

Abreham/ Mohammed's Act with Her group mentor explained that just as Ethiopia is becoming a modern country, boys must become modern men. He told the class that he and his wife cook together, and that he takes care of his baby at night, so that his wife can rest. He told the class that while some of his friends make fun of him, for doing 'women's work', he knows that he is strong because he is doing what is right, not what is easy. Abreham/ Mohammed was impressed by his group mentor and would like to grow up to be that kind of modern man. Now he works beside his sister, to make sure she has time to do her homework, and when he sees boys bullying girls he always steps in to stop it.

- How realistic is this story for this community?
  - If not at all – what IS realistic? Ask the participants to tell what REALLY happened.
  - If somewhat realistic – what parts of the story are realistic and what parts are not realistic?
  - If realistic for only SOME people – who is it realistic for versus not?
- How did YOU change by participating in AWH?
  - Have your beliefs about what boys should do changed?
  - Have your beliefs about what girls can do changed? In what ways?
  - If yes, what aspect of the programme was the most helpful? The adolescent sessions? The scorecard? The SAA?
  - If no – why not? What could have helped the programme have more impact on you?
  - Have your behaviours changed? In what ways?
  - If yes, what aspect of the programme was the most helpful? The adolescent sessions? The scorecard? The SAA?
  - If no – why not? What could have helped the programme have more impact on you?
- Did your friends and peers change what they believe and do by participating in the programme?
  - In what ways have they changed?
  - In what ways have they not changed?
  - How do you think the programme could have supported more change in your friends and peers?
- Did AWH help change what girls can do this in this community?
  - If yes, what changed for girls?
  - If no, what do you think would have helped things change more for girls?
- What in your community would have to change to make this story more realistic for more boys?

Vignettes for parents (1)

Kidest/Meti and her two children – a 12-year-old girl and a 13-year-old boy – all took part in Act with Her. Kidest/Meti is really glad they did, because the classes have changed her family for the better. Kidest/Meti's daughter used to regularly fail exams, because she did not understand her coursework and was too scared to ask the teacher to explain. Kidest/Meti 's son used to get into trouble at school on a regular basis, because he fought with other boys. Kidest/Meti was often angry at both the children, and sometimes even beat them for not doing as they were told. Now they have all learned to do better.

Kidest/Meti is glad that her daughter learned to speak up and ask questions in school. Kidest/Meti is glad that her son learned to show that he is strong without fighting. But what makes Kidest/Meti the most satisfied is seeing how her own changed behaviour changed her children. It had never occurred to Kidest/Meti before the classes that her daughter was not learning well because she never had time to do homework. It had never occurred to Kidest/Meti that if she told her son to help with chores, her daughter would have more time to study and her son would have less time to get into mischief. It had never occurred to Kidest/Meti that her children were sometimes defiant not because they were trying to make her crazy, but because they are starting to grow up and need to practice making their own decisions. Kidest/Meti is really pleased that by talking to her children and expecting them both to contribute equally to household chores, everyone seems to be benefitting.

- How realistic is this story for this community?
  - If not at all – what IS realistic? Ask the participants to tell what REALLY happened.
  - If somewhat realistic – what parts of the story are realistic and what parts are not realistic?
  - If realistic for only SOME people – who is it realistic for versus not?
- How did YOU change by participating in AWH?
  - Has your knowledge of how adolescents are developing changed? Do you feel you understand your adolescent children better and are better able to communicate with them?
    - If yes – explain.
    - If no – why not? What would have helped the programme be more impactful?
- Have your beliefs about what girls should do changed?
  - If yes – explain.
  - If no – why not? What would have helped the programme be more impactful?
- Have your beliefs about what boys can do changed? In what ways?
  - If yes – explain.
  - If no – why not? What would have helped the programme be more impactful?
- Have your behaviours as a parent changed?
  - If yes, in what ways?
  - If yes, have you changed more in regard to your daughters or your sons? (or the same)
  - If no, why not? What would have helped the programme be more impactful?
  - What aspect of the programme was the most helpful?
  - What part of the programme was the least helpful?
- Did other parents change what they believe and do by participating in the programme?
  - In what ways have they changed?
  - In what ways have they not changed?
  - How do you think the programme could have supported more change in other parents?
- Did AWH help change girls in this community?
  - If yes, how?
  - If no, why not? What would have helped the programme be more impactful?
- Did AWH help change boys in this community?
  - If yes, how?
  - If no, why not? What would have helped the programme be more impactful?
- What in your community would have to change to make this story more realistic for more families?

Vignettes for parents (2)

Messeret/Dawwi is the mother of a 13-year-old girl, Rediet/ Fitsum. They both took part in Act with Her. Rediet/ Fitsum is really glad they did. Messeret/Dawwi never had the chance to go to school, because when she was a child, her parents thought only boys needed an education. She married when she was 14, to the man her parents picked out, and became a mother at 16.

Messeret/Dawwi thought she was doing well by Rediet/ Fitsum. She sends her to school and was planning on allowing her to finish primary school before arranging her marriage. It had never occurred to Messeret/Dawwi, before taking part in Act with Her, that Rediet/ Fitsum's success in school depended on more than simple attendance. She didn't know that Rediet/ Fitsum needed hours a day to study at home if she was to learn well. It had never occurred Messeret/Dawwi that Rediet/ Fitsum could attend school even on days that she was having her period. Messeret/ Dawwi had believed that girls should stay home while they were bleeding so that they would not show their shame. It had never occurred to Messeret/Dawwi that Rediet/ Fitsum could attend secondary school – and even university – or that she could be a doctor as well as being a mother. It had never occurred to Messeret/Dawwi that she and her husband could support Rediet/ Fitsum to become a role model for the whole community.

Messeret/Dawwi is working hard to put all the lessons she learned into practice. She now makes sure that Rediet/ Fitsum has more time to study at home – by doing more chores herself and by asking her husband and son to contribute as well. She makes sure that Rediet/ Fitsum has cloths she can use so that she can go to school while she is bleeding. And Messeret/Dawwi has started to plan for how she and her husband will be able to afford to send Rediet/ Fitsum to secondary school – and show the whole kebele just what a girl can do if her parents are willing to help.

- How realistic is this story for this community?
  - If not at all – what IS realistic? Ask the participants to tell what REALLY happened.
  - If somewhat realistic – what parts of the story are realistic and what parts are not realistic?
  - If realistic for only SOME people – who is it realistic for versus not?

- How did YOU change by participating in AWH?
  - Has your knowledge of how adolescents are developing changed? Do you feel you understand your adolescent children better and are better able to communicate with them?
    › If yes – explain.
    › If no – why not? What would have helped the programme be more impactful?
  - Have your beliefs about what girls should do changed?
    › If yes – explain.
    › If no – why not? What would have helped the programme be more impactful?
  - Have your beliefs about what boys can do changed? In what ways?
    › If yes – explain.
    › If no – why not? What would have helped the programme be more impactful?
  - Have your behaviours as a parent changed?
    › If yes, in what ways?
    › If yes, have you changed more in regard to your daughters or your sons? (or the same)
    › If no, why not? What would have helped the programme be more impactful?
  - What aspect of the programme was the most helpful?
  - What part of the programme was the least helpful?
- Did other parents change what they believe and do by participating in the programme?
  › In what ways have they changed?
  › In what ways have they not changed?
  › How do you think the programme could have supported more change in other parents?
- Did AWH help change girls in this community?
  - If yes, how?
  - If no, why not? What would have helped the programme be more impactful?
- Did AWH help change boys in this community?
  - If yes, how?
  - If no, why not? What would have helped the programme be more impactful?
- What in your community would have to change to make this story more realistic for more families?

Vignettes for community stakeholders

Bekele/Abdii is a Development Agent and the father of 4 children between the ages of 8 and 12. Act with Her has been working in his kebele to promote the idea that girls and boys and women and men should have equal opportunities and responsibilities. Bekele/Abdii has heard, for example, that men should help their wives care for children and that boys should help their sisters collect water. He has heard that men should not hit their wives and that fathers should educate their daughters instead of allowing them to marry.

Many men are making fun of these lessons. They say that men should be men and women should be women and that too much change is not good. Bekele/Abdii, however, does not agree with these men. He knows that change is necessary if Ethiopia is to make progress and that because he is a DA, he must set an example for the other men in the kebele. Bekele/Abdii is now making injera beside his wife and sending his sons to collect water alongside his daughters. He has already announced that he intends to send all his children to secondary school and that he will not consider marriage for his daughters until they are adults. As for his sons, who are sometimes laughed at by their friends for doing 'girls' work', Bekele/Abdii reminds them that real strength is in self-control and that they *and* their sisters are leading Ethiopia to a new future.

- How realistic is this story for this community?
  - If not at all – what IS realistic? Ask the participants to tell what REALLY happened.
  - If somewhat realistic – what parts of the story are realistic and what parts are not realistic?
  - If realistic for only SOME people – who is it realistic for versus not?
- How did YOU change by having AWH in your community?

- Have your beliefs about what girls should do changed?
  - › If yes – explain.
  - › If no – why not? What would have helped the programme be more impactful?
- Have your beliefs about what boys can do changed? In what ways?
  - › If yes – explain.
  - › If no – why not? What would have helped the programme be more impactful?
- Have your behaviours as a parent changed?
  - › If yes, in what ways?
  - › If yes, have you changed more in regard to your daughters or your sons? (or the same)
  - › If no, why not? What would have helped the programme be more impactful?
- What aspect of the programme was the most helpful?
- What part of the programme was the least helpful?
- Did other parents change what they believe and do by participating in the programme?
  - In what ways have they changed?
  - In what ways have they not changed?
  - How do you think the programme could have supported more change in other parents?
- Did AWH help change girls in this community?
  - If yes, how?
  - If no, why not? What would have helped the programme be more impactful?
- Did AWH help change boys in this community?
  - If yes, how?
  - If no, why not? What would have helped the programme be more impactful?
- What in your community would have to change to make this story more realistic for more families?

Group discussion with nodal parents, Ethiopia © GAGE 2024

Tools for systems strengthening assessment

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Purpose:
This tool is intended to explore how the community has changed in recent years, how participants feel that they and their community changed as a result of the AWH adolescent empowerment programming, and how Act with Her programming could best adapt to changing realities.

Format:
- This exercise should take about 90 minutes.
- The exercise consists of four parts: a 'warm-up' to get to know the adolescents, an exploration of their history and experience in Act with Her, asking their opinions about strengths and challenges in the programme, and questions about how participants plan to use their experiences to shape their futures.
- The final portion of the exercise refers to a table (below) that outlines thematic categories to guide questions about specific aspects of programming.

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Tool for adolescents

Warm-up
- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in Act with Her
- [**participation**] When did you participate, in what activities did you participate (esp. probe on curriculum, community score card, SAA), how frequently, any absences, including covid-19 related gaps?
- [**knowledge**] What knowledge did they gain?
- [**satisfaction with services**] How satisfied they are regarding services and service providers?
- [**skills gained**] Did they gain any skills through programme participation?
- [**attitude change**] Did their attitudes change and in what ways?

For community score cards on adolescent- and gender-friendly school systems
- How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?
- How did this prioritisation process happen? What were the priorities that were identified?
- How often was the CSC used?
- Can you give examples of how service providers have responded to problems that you identified?
- Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow

up on progress using the score card to hold service providers accountable?
- How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?
- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

Strengths and challenges
- What did you value about your participation in AWH? (esp. related to SAA and community score cards)

What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
- Probe about specific programming [**orange** + **purple**]

SRH / puberty	• Did you discuss SRH/ puberty? What new information did you learn? (did you learn it in the AWH curriculum sessions? Or at school? Or through the health extension worker?) • Are there questions that you still have about SRH? Who would you go to for additional information? For supplies/ services? • For girls – have MHM facilities improved at your school? In what ways?
Violence	• Did you discuss violence and if so what types of violence? (probe for GBV, school-based peer and teacher violence, violence by parents and siblings). • What new information did you learn? (did you learn it in the AWH curriculum sessions? Or at school? • Are there questions that you still have about violence prevention and redress? Who would you go to for additional information or support? • Do you think that service providers – e.g. teachers, police, health extension have become more responsive in tackling violence since the programme started? Do you have any examples?
Child marriage	• Did you discuss child marriage in AWH? What new information did you learn? (probe re law [age/penalties for violation of the law], re reporting of violations). What sorts of marriage were discussed? (e.g. arranged, adolescent-initiated, shegoye as a venue to find a marriage partner, brokers etc.?) • Did it have an impact on your attitudes or behaviours vis-à-vis marriage and the age you plan to get married? Why/why not? • What about on your peers in the community? • What about on parents?
FGM	• Did you discuss FGM/C in AWH? What new information did you learn? (probe re law, re reporting of violations). What sorts of FGM were discussed? • Did it have an impact on your attitudes or behaviours vis-à-vis FGM for you? For your sisters? For you future children? • What about on your peers in the community? • What about on parents?
Health / nutrition	• Did you discuss physical health and nutrition issues in AWH activities? What new information did you learn? Was it different to school-based lessons? • What sort of health and nutrition education are you getting at school? Has it become stronger over the last year? • Is school feeding provided – how would you rate it?
School governance and facilities/infrastructure	• Since the start of AWH and the community score cards has your school become more adolescent-friendly? If so how? • What are the remaining gaps?

Tool for parents

Warm up

• What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

• [**participation**] When did you participate, in what activities did you participate (esp. probe on curriculum, community score card, SAA), how frequently, any absences, including covid-19 related gaps?

• [**knowledge**] What knowledge did they gain?

• [**satisfaction with services**] How satisfied they are regarding services and service providers?

• [**skills gained**] Did they gain any skills through programme participation?

• [**attitude change**] Did their attitudes change and in what ways?

For community score cards on adolescent- and gender-friendly school systems

• How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?

• How did this prioritisation process happen? What were the priorities that were identified?

• How often was the CSC used?

• Can you give examples of how service providers have responded to problems that you identified?

• Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?

• How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)
- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
- Probe about specific programming [**orange** + **purple** + **green**]

SRH / puberty	• Did the programme help your adolescent to increase their awareness/ knowledge about SRH/ puberty? • Did it help you as parents to communicate more effectively and knowledgeably about SRH/ puberty with your adolescent children? Why/ why not?

Violence	• Did you discuss gender-based violence risks that your daughter may face?
	  • What about how sons can be more supportive to their sisters and mothers in this regard?
	  • What new information/ insights did you learn? (did you learn it in the AWH parents sessions? Or SAA? Or from your adolescents who participated in the adolescent sessions?
	  • Are there questions that you still have about violence prevention and redress? Who would you go to for additional information or support?
	• Do you think that service providers – e.g. teachers, police, health extension have become more responsive in tackling violence since the programme started? Do you have any examples?
	• Did you discuss corporal punishment and alternative ways of disciplining your adolescents? Did it lead to any shifts in behaviour or attitudes by you? Your spouse? Why/ why not?

Child marriage	• Did you discuss child marriage in AWH? What new information did you learn? (probe re law, re reporting of violations). • What sorts of marriage were discussed? (e.g. arranged, adolescent-initiated, shegoye as a venue to find a marriage partner, brokers etc.?) • Did it have an impact on your attitudes or behaviours vis-à-vis marriage and your plans for you adolescent? Why/why not?
FGM	• Did you discuss FGM/C in AWH? What new information did you learn? (probe re law, re reporting of violations). • What sorts of FGM were discussed? • Did it have an impact on your attitudes or behaviours vis-à-vis FGM for your daughters? Relatives?
Health / nutrition	• Did you discuss adolescent physical health and nutrition issues in AWH activities? • What new information did you learn? Was it helpful?
School governance and facilities/ infrastructure	• Since the start of AWH and the community score cards has your school become more adolescent-friendly? If so how? • What are the remaining gaps?
Gender attitudes re private sphere	• Did you discuss roles of boys vs girls and men vs women in the house? Was any of this information new? • Did it change your attitudes – if so how? Did it change your behaviour vis-à-vis your adolescents?
Gender attitudes re public sphere	• Did you discuss roles of boys vs girls and men vs women in the community and society? Was any of this information new? • Did it change your attitudes – if so how? Did it change your behaviour? Did it lead to any shifts in behaviour in your community?

Tool for school committee leaders

Warm up

- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

- [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?

- [**For community score cards on adolescent- and gender-friendly school systems**]
    - How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?
    - How did this prioritisation process happen? What were the priorities that were identified?
    - How often was the CSC used?
    - Can you give examples of how service providers have responded to problems that you identified?
    - Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?
    - How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?

- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents].

- For social analysis and action on transforming the gender norms
    - How were the themes / priorities decided?
    - What activities have been undertaken as part of SAA? How are activities monitored?
    - What are examples of success? What remaining challenges are there?

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)

- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?

- Were there any challenges/gaps?

- Probe about specific programming [**orange** + **purple**]

General	✓ Evaluate activities of people identified as change agents in the CSC process ✓ Provide guidance on how to promote further improvements ✓ Report actions that need to be taken by actors beyond the community at the district level • What sort of communication channels do you have with district officials and what sort of support are you getting? • What about with AWH supervisors/ implementers? (do you have any reports or minutes on any of these activities).
SRH/Puberty	• What activities / facilities were introduced regarding menstrual hygiene management? • Were these new for your school? How effective were they? • What are concrete achievements that have been brought about since the committee was established?
Violence	• What problems were identified by the community vis-à-vis school violence? • What activities / facilities were introduced regarding school violence? Were these new for your school? How effective were they? • What are concrete achievements in terms of attitude and behaviours that have been brought about since the committee was established? • What challenges remain?

Child marriage	• What activities were introduced regarding child marriage? • Were these new for your school? How effective were they?
FGM	• What activities were introduced regarding FGM? • Were these new for your school? How effective were they?
Health / nutrition	• What problems were identified by the community vis-à-vis health and nutrition? • What activities / facilities were introduced regarding health (e.g. vaccinations) and nutrition (including growing nutritious vegetables) education in schools? • Were these new for your school? How effective were they? • What are concrete achievements in terms of attitude and behaviours that have been brought about since the committee was established? • What challenges remain? (e.g. quality of school feeding?)
School governance and facilities/ infrastructure	• Overall to what extent do you think that the school committee established by AWH has enhanced school governance and facilities? How does its role complement or duplicate that of the Parent/ Teacher / Student association? How do you think its activities could be sustained over time?

Tool for violence committee leaders

(*consists of kebele chair, manager, militia leader and religious leader*)

Warm up

• What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

• [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?

• **For community score cards on adolescent- and gender-friendly school systems**

    • How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?

    • How did this prioritisation process happen? What were the priorities that were identified?

    • How often was the CSC used?

    • Can you give examples of how service providers have responded to problems that you identified?

    • Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?

    • How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

• Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?

• Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

    • How were the themes / priorities decided?

    • What activities have been undertaken as part of SAA? How are activities monitored?

    • What are examples of success? What remaining challenges are there?

Strengths and challenges

• What did you value about your participation in AWH? (esp. related to SAA and community score cards)

• What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?

• Were there any challenges/gaps?

• Probe about specific programming [**orange**]

Violence	• What priorities did the committee identify as being critical to address in terms of gender-based violence? • What actions is the committee taking/ has oversight over? • What sorts of reporting mechanisms are in place? Are they used by community members? • Have there been any examples of success? How are you monitoring progress on this work? • Which actors do you liaise with at district level regarding GBV? What is the relationship like? • What are the challenges remaining in tackling GBV in this community?
Child marriage	• Do you also include child marriage in your remit – i.e. as a form of GBV? • What about intimate partner violence in the context of child marriage? If so, what actions is the committee undertaking?
FGM	• Do you also include FGM/C in your remit – i.e. as a form of GBV?

Tool for mentors

Warm up

• What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

• [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?

• **For community score cards on adolescent- and gender-friendly school systems**
   • How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?
   • How did this prioritisation process happen? What were the priorities that were identified?
   • How often was the CSC used?
   • Can you give examples of how service providers have responded to problems that you identified?
   • Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?
   • How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

   • Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
   • Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

   • How were the themes / priorities decided?
   • What activities have been undertaken as part of SAA? How are activities monitored?
   • What are examples of success? What remaining challenges are there?

Strengths and challenges

• What did you value about your participation in AWH? (esp. related to SAA and community score cards)
• What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
• Were there any challenges/gaps?
• Probe about specific programming [**orange** + **green**]

General	✓ Organising community conversations
	✓ 9 monthly thematic sessions [see orange plus green themes with aim of reaching community consensus
	• Were all 9 conversations held? How many people attended? What was the structure of the conversations? Who facilitated? How engaged were the participants?
	• At the end of a conversation on a particular theme what happens? How do you monitor any agreed upon action points after the conversation?
	• What kinds of support do you receive from the kebele administration and the core group [kebele officials + religious leaders]?
	• How effective is the cascading of messages to other community members? Do you think the messages will stick once the programme finishes? If the SAA has led to changes in your community, do you think these changes will be sustained and if so how?
SRH/Puberty	• Were there any awareness raising activities related to SRH/ puberty? What were they? How effective were they?
	• SRH and puberty issues can be culturally sensitive due to conservative social norms; as supervisors how did you address these with the community?
	• Was there any resistance/ backlash – and if so how did you handle it?
Violence	• Were there awareness raising sessions on violence and if so what types of violence? (probe for GBV, school-based peer and teacher violence, violence by parents and siblings).
	• Do you think young people are more likely to report violence since the programme started? Explore.
	• Do you think that service providers – e.g. teachers, police, health extension have become more responsive in tackling violence since the programme started? Do you have any examples?
Child marriage	• Were there any awareness raising activities related to child marriage? What were they? How effective were they? Was there any resistance/backlash?
	• Do you think the conversations elicited people's honest views? Why/ why not?
	• Have you seen evidence of changed attitudes? Changed behaviours?
FGM	• Were there any awareness raising activities related to FGM? What were they? How effective were they? Was there any resistance/backlash?
	• Do you think the conversations elicited people's honest views? Why/ why not?
	• Have you seen evidence of changed attitudes? Changed behaviours?
Gender attitudes re public sphere	• Were there any awareness raising activities related to attitudes towards education, especially secondary education, and especially for girls? What were they? How effective were they? Was there any resistance/backlash?
	• Do you think the conversations elicited people's honest views? Why/ why not?
	• Have you seen evidence of changed attitudes? Changed behaviours?

Health post, Oromia, Ethiopia © Nathalie Bertrams/GAGE 2024

Tool for Social analysis and action participants

(*adult community influencers)

Warm up

- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

- [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?
- **For community score cards on adolescent- and gender-friendly school systems**
    - How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?
    - How did this prioritisation process happen? What were the priorities that were identified?
    - How often was the CSC used?
    - Can you give examples of how service providers have responded to problems that you identified?
    - Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?
    - How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

- How were the themes / priorities decided?
- What activities have been undertaken as part of SAA? How are activities monitored?
- What are examples of success? What remaining challenges are there?

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)
- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
- Probe about specific programming [**orange** + **green**]

General	• How many of the SAA participants are parents of AWH adolescents? Is it happening in the same sub-kebeles as the adolescent curriculum sessions? • How did you get involved in the SAA? Is it voluntary? • What benefits do you see in terms of your participation? • How are adolescent viewpoints filtered into these conversations, if at all? • What is the interaction like with the core kebele group? • What is the interaction with the school committee and the violence committee/ • What are key examples of change/ success based on these SAA sessions • What are the key challenges that you see for the SAA objectives? How do you think any changes the SAA has achieved will be sustained over time?
SRH/Puberty	• Were there any awareness raising activities related to SRH/ puberty? What were they? How effective were they? • Do you think the conversations elicited people's honest views? Why/ why not?
Violence	• Were there any awareness raising activities related to SRH/ puberty? What were they? How effective were they? • Do you think the conversations elicited people's honest views? Why/ why not?
Child marriage	• Were there any awareness raising activities related to child marriage? What were they? • How effective were they? Was there any resistance/backlash? • Do you think the conversations elicited people's honest views? Why/ why not?

FGM	• Were there any awareness raising activities related to FGM? What were they? • How effective were they? Was there any resistance/backlash? • Do you think the conversations elicited people's honest views? Why/ why not?
Gender attitudes re private sphere	• Were there sessions held on the role of men/women and girls/ boys in the home? • Was any of this information new? • Did it change your attitudes – if so how? *Did it change your behaviour inside your own home?
Gender attitudes re public sphere	• Was there any discussion about changing attitudes towards girls' and women's participation in community decision-making? • What was the focus of that discussion? Have there been any changes as a result?

Tools for Health extension workers

Warm up

• What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

• [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?

• **For community score cards on adolescent- and gender-friendly school systems**

  • How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?

  • How did this prioritisation process happen? What were the priorities that were identified?

  • How often was the CSC used?

  • Can you give examples of how service providers have responded to problems that you identified?

  • Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?

  • How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

  • Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?

  • Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

  • How were the themes / priorities decided?

  • What activities have been undertaken as part of SAA? How are activities monitored?

  • What are examples of success? What remaining challenges are there?

Strengths and challenges

• What did you value about your participation in AWH? (esp. related to SAA and community score cards)

• What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?

• Were there any challenges/gaps?

• Probe about specific programming [**orange** + **purple**]

General	• Did you find engagement with AWH helpful in your role as a community health worker? In what ways? • Were there any aspects that were burdensome? • Is there any plan to make the approach undertaken by AWH sustainable?
SRH/Puberty	• Were you involved in any SRH awareness raising activities with AWH? • How was it similar or different to your regular activities in this regard?

Violence	• Were you involved in awareness raising sessions about violence of any sort? What type? (Probe for type and perpetrator and location.) • Do you think these sessions have reduced violence? Explore. • Do you think these sessions have increased reporting? Explore. • Do you think that service providers – e.g. teachers, police, health extension have become more responsive in tackling violence since the programme started? Do you have any examples?
Child marriage	• Were you involved in any CM awareness raising activities with AWH? • How was it similar or different to your regular activities in this regard?
FGM	• Were you involved in any FGM awareness raising activities with AWH? • How was it similar or different to your regular activities in this regard?
Health / nutrition	• How are you interacting with the school and school committee members re health and nutrition education? What sorts of technical support are you providing? • Was your role included in the community score card activity of AWH? If so what did you think about this activity? Was it helpful?

Tool for teachers/ principals

Warm up

- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

- [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?
- **For community score cards on adolescent- and gender-friendly school systems**
  - How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?
  - How did this prioritisation process happen? What were the priorities that were identified?
  - How often was the CSC used?
  - Can you give examples of how service providers have responded to problems that you identified?
  - Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?
  - How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

- How were the themes / priorities decided?
- What activities have been undertaken as part of SAA? How are activities monitored?
- What are examples of success? What remaining challenges are there?

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)
- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
- Probe about specific programming [**orange** + **purple**]

General	✓ based on their role in the school committees ✓ also as individual teachers
SRH/Puberty	• What activities / facilities were introduced regarding menstrual hygiene management through AWH? • Were these new for your school? How effective were they? How are they resourced? • Is this sustainable after the AWH programme ends?
Violence	• What activities have been undertaken to tackle peer and teacher violence in schools through AWH? • Have you had any interactions with the violence committee? • Have there been any improvements? If so what? Why/ why not?
Child marriage	• What activities / facilities were introduced regarding child marriage? Were these new for your school? How effective were they? • How are they resourced? Is this sustainable after the AWH programme ends?
FGM	• What activities / facilities were introduced regarding FGM? Were these new for your school? How effective were they? • How are they resourced? Is this sustainable after the AWH programme ends?
Health / nutrition	• What problems were identified by the community vis-à-vis health and nutrition? • What activities / facilities were introduced regarding health (e.g. vaccinations) and nutrition (including growing nutritious vegetables) education in schools? • Were these new for your school? How effective were they? • What are concrete achievements in terms of attitude and behaviours that have been brought about since the committee was established? • What challenges remain? (e.g. quality of school feeding?)
School governance and facilities/ infrastructure	• Since the start of AWH and the community score cards has your school become more adolescent-friendly? If so how? What are the remaining gaps? • How effective has the school committee established by AWH been? What have been the concrete achievements? • How effective was the community score card activity for your work? Would you continue with this approach once AWH programme finishes? Why/ why not?

Tool for Kebele leaders/ police

Warm up

• What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

• [participation] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?

• For community score cards on adolescent- and gender-friendly school systems

 • How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?

 • How did this prioritisation process happen? What were the priorities that were identified?

 • How often was the CSC used?

 • Can you give examples of how service providers have responded to problems that you identified?

• Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?

• How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

• Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?

• Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

- How were the themes / priorities decided?
- What activities have been undertaken as part of SAA? How are activities monitored?
- What are examples of success? What remaining challenges are there?

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)
- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
- Probe about specific programming [**orange**]

Violence	• Did you have any involvement in AWH activities related to GBV? If so what did you do? Who else was involved? • How helpful were these activities? What sorts of links did you have with the violence committee established by AWH? • Have you noticed any changes in the community as a result – e.g. more reporting, less violence? • If there have been changes, how can these be sustained once the programme ends? • What are the remaining challenges?
Child marriage	• Did you have any involvement in AWH activities related to child marriage? If so what did you do? • Who else was involved/ who did you link with? How helpful were these activities? • Have you noticed any changes in the community as a result? If there have been changes, how can these be sustained once the programme ends? • What are the remaining challenges?
FGM	• Did you have any involvement in AWH activities related to FGM? If so what did you do? • Who else was involved/ who did you link with? How helpful were these activities? • Have you noticed any changes in the community as a result? If there have been changes, how can these be sustained once the programme ends? • What are the remaining challenges?

Tool for Women's Affairs

Warm up

- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

- [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?
- **For community score cards on adolescent- and gender-friendly school systems**
  - How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?
  - How did this prioritisation process happen? What were the priorities that were identified?
  - How often was the CSC used?
  - Can you give examples of how service providers have responded to problems that you identified?

- Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?
- How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

- How were the themes / priorities decided?
- What activities have been undertaken as part of SAA? How are activities monitored?
- What are examples of success? What remaining challenges are there?

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)
- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
  Probe about specific programming [**orange**]

General	• Did you find engagement with AWH helpful in your role as a representative of Women's Affairs? In what ways? • Were there any aspects that were burdensome? • Is there any plan to make the approach undertaken by AWH sustainable?
SRH/Puberty	• What activities were introduced regarding sexual and reproductive health/puberty? • Were these new for your community? • How effective were they? • Who else was involved/ who did you link with? How helpful were these activities? • Have you noticed any changes in the community as a result? If there have been changes, how can these be sustained once the programme ends? • What are the remaining challenges?
Violence	• What activities were introduced regarding sexual and gender-based violence? • Were these new for your community? • How effective were they? • Who else was involved/ who did you link with? How helpful were these activities? • Have you noticed any changes in the community as a result? If there have been changes, how can these be sustained once the programme ends? • What are the remaining challenges?
Child marriage	• What activities were introduced regarding child marriage? Were these new for your community? How effective were they? • Who else was involved/ who did you link with? How helpful were these activities? • Have you noticed any changes in the community as a result? If there have been changes, how can these be sustained once the programme ends? • What are the remaining challenges?
FGM	• What activities were introduced regarding FGM? Were these new for your community? How effective were they? • Who else was involved/ who did you link with? How helpful were these activities? • Have you noticed any changes in the community as a result? If there have been changes, how can these be sustained once the programme ends? • What are the remaining challenges?

Tool for Religious leaders

Warm up

- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

- [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?

- **For community score cards on adolescent- and gender-friendly school systems**
  - How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?

- How did this prioritisation process happen? What were the priorities that were identified?
- How often was the CSC used?
- Can you give examples of how service providers have responded to problems that you identified?
- Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?
- How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?
- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms
- How were the themes / priorities decided?
- What activities have been undertaken as part of SAA? How are activities monitored?
- What are examples of success? What remaining challenges are there?

Strengths and challenges
- What did you value about your participation in AWH? (esp. related to SAA and community score cards)
- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
- Probe about specific programming [**orange**]

General	• Did you find engagement with AWH helpful in your role as a religious leader? In what ways? • Were there any aspects that were burdensome? • Is there any plan to make the approach undertaken by AWH sustainable?
SRH/Puberty	• Were you aware that AWH includes discussions on SRH and puberty as part of its curriculum? • Did AWH programme implementers engage with you at the start of the programme? • What were your views about this and why (.e.g are they compatible with religious teacherings? • Did you participate in any AWH programme activities – if so which? • Did you find them effective – why/ why not? • Did you cascade any of the messages in your work – e.g. through sermons or contact with individual families?
Violence	• Were you aware that AWH includes discussions on age-based violence as part of its curriculum? What were your views about this and why? • Did you cascade any of the messages in your work – e.g. through sermons or contact with individual families? • Were you aware that AWH includes discussions on sexual- and gender- based violence as part of its curriculum? What were your views about this and why? • Did you cascade any of the messages in your work – e.g. through sermons or contact with individual families?
Child marriage	• Were you aware that AWH includes discussions on child marriage as part of its curriculum? What were your views about this and why? • Did you cascade any of the messages in your work – e.g. through sermons or contact with individual families?
FGM	• Were you aware that AWH includes discussions on FGM/C as part of its curriculum? What were your views about this and why? (probe re different types of FGM/C) • Did you cascade any of the messages in your work – e.g. through sermons or contact with individual families?

Tool for District level Bureau of Health

Warm up

- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

- [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?
- **For community score cards on adolescent- and gender-friendly school systems**
    - How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?
    - How did this prioritisation process happen? What were the priorities that were identified?
    - How often was the CSC used?
    - Can you give examples of how service providers have responded to problems that you identified?
    - Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?
    - How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

- How were the themes / priorities decided?
- What activities have been undertaken as part of SAA? How are activities monitored?
- What are examples of success? What remaining challenges are there?

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)
- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
- Probe about specific programming [**orange** + **purple**]

General	• Did you find engagement with AWH helpful in your role as a BoH employee? In what ways? • Were there any aspects that were burdensome? • Is there any plan to make the approach undertaken by AWH sustainable?
SRH/ Puberty	• Did you have any involvement in AWH activities related to SRH and MHM? If so how helpful were these activities? • How were they resourced? How can these be sustained after AWH ends?
Violence	• Did you have any involvement in AWH activities related to SGBV? If so how helpful were these activities? • How were they resourced? How can these be sustained after AWH ends?
Child marriage	• Did you have any involvement in AWH activities related to child marriage? If so how helpful were these activities?
FGM	• Did you have any involvement in AWH activities related to FGM/C? If so how helpful were these activities?
Health / nutrition	• What problems were identified by the community vis-à-vis health and nutrition? • What activities / facilities were introduced regarding health (e.g. vaccinations) and nutrition (including growing nutritious vegetables) education in schools? • Were these new for schools in your district? How effective were they? • What are concrete achievements in terms of attitude and behaviours that have been brought about since the committee was established? • What challenges remain?

Tool for District leader Bureau of Education

Warm up

- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

- [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?
- **For community score cards on adolescent- and gender-friendly school systems**
  - How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?
  - How did this prioritisation process happen? What were the priorities that were identified?
  - How often was the CSC used?
  - Can you give examples of how service providers have responded to problems that you identified?
  - Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?
  - How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

- How were the themes / priorities decided?
- What activities have been undertaken as part of SAA? How are activities monitored?
- What are examples of success? What remaining challenges are there?

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)
- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
- Probe about specific programming [**orange** + **purple**]

General	• Did you find engagement with AWH helpful in your role as a BoE employee? In what ways? • Were there any aspects that were burdensome? • Is there any plan to make the approach undertaken by AWH sustainable?
SRH/Puberty	• Did you have any involvement in AWH activities related to SRH and MHM? If so how helpful were these activities?
Violence	• Did you have any involvement in AWH activities related to school-based violence? If so how helpful were these activities?
Child marriage	• Did you have any involvement in AWH activities related to child marriage? If so how helpful were these activities?
FGM	• Did you have any involvement in AWH activities related to FGM? If so how helpful were these activities?
Health / nutrition	• What problems were identified by the community vis-à-vis health and nutrition? • What activities / facilities were introduced regarding health (e.g. vaccinations) and nutrition (including growing nutritious vegetables) education in schools? • Were these new for schools in your district? How effective were they? • What are concrete achievements in terms of attitude and behaviours that have been brought about since the committee was established? • What challenges remain? (e.g. quality of school feeding?)
School governance and facilities/ infrastructure	• How effective have the school committees established by AWH been? What have been the concrete achievements? • How effective was the community score card activity for your work? • Would you continue with this approach once AWH programme finishes? Why/ why not?

Tool for District level Bureau of Justice

Warm up

- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

- [participation] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?
- For community score cards on adolescent- and gender-friendly school systems
    - How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?
    - How did this prioritisation process happen? What were the priorities that were identified?
    - How often was the CSC used?
    - Can you give examples of how service providers have responded to problems that you identified?
    - Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?
    - How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

- How were the themes / priorities decided?
- What activities have been undertaken as part of SAA? How are activities monitored?
- What are examples of success? What remaining challenges are there?

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)
- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
- Probe about specific programming [**orange**]

General	• Did you find engagement with AWH helpful in your role as a BoJ employee? In what ways? • Were there any aspects that were burdensome? • Is there any plan to make the approach undertaken by AWH sustainable?

Violence	• Did you have any involvement in AWH activities related to GBV? If so what did you do? Who else was involved?
	  • How helpful were these activities?
	  • What sorts of links did you have with the violence committee established by AWH?
	  • Have you noticed any changes in the district as a result – e.g. more reporting, less violence?
	  • If there have been changes, how can these be sustained once the programme ends?
	  • What are the remaining challenges?
	• Did you have any involvement in AWH activities related to parental violence against children ? If so how helpful were these activities?
	  • What sorts of links did you have with the violence committee established by AWH?
	  • Have you noticed any changes in the district as a result – e.g. more reporting, less violence?
	  • If there have been changes, how can these be sustained once the programme ends?
	  • What are the remaining challenges?

Child marriage	• Did you have any involvement in AWH activities related to child marriage? If so how helpful were these activities?
FGM	• Did you have any involvement in AWH activities related to FGM? If so how helpful were these activities?

Tool for District level Bureau of Women and Social Affairs

Warm up

- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

- [participation] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?
- For community score cards on adolescent- and gender-friendly school systems
    - How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?
    - How did this prioritisation process happen? What were the priorities that were identified?
    - How often was the CSC used?
    - Can you give examples of how service providers have responded to problems that you identified?
    - Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?
    - How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

- How were the themes / priorities decided?
- What activities have been undertaken as part of SAA? How are activities monitored?
- What are examples of success? What remaining challenges are there?

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)
- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
- Probe about specific programming [**orange**]

SRH/Puberty	• Did you have any involvement in AWH activities related to SRH and MHM? If so how helpful were these activities?
Violence	• Did you have any involvement in AWH activities related to GBV? If so what did you do? Who else was involved? • How helpful were these activities? • What sorts of links did you have with the violence committee established by AWH? • Have you noticed any changes in the district as a result – e.g. more reporting, less violence? • If there have been changes, how can these be sustained once the programme ends? • What are the remaining challenges?
Child marriage	• Did you have any involvement in AWH activities related to child marriage? If so how helpful were these activities? Who else was involved? • If there have been changes, how can these be sustained once the programme ends? What are the remaining challenges?
FGM	• Did you have any involvement in AWH activities related to child marriage? If so how helpful were these activities? Who else was involved? • If there have been changes, how can these be sustained once the programme ends? What are the remaining challenges?

Tool for District Administrator

Warm up

- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

- [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?
- **For community score cards on adolescent- and gender-friendly school systems**
  - How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?
  - How did this prioritisation process happen? What were the priorities that were identified?
  - How often was the CSC used?
  - Can you give examples of how service providers have responded to problems that you identified?
  - Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?
  - How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?
- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

- How were the themes / priorities decided?
- What activities have been undertaken as part of SAA? How are activities monitored?
- What are examples of success? What remaining challenges are there?

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)
- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?
- Were there any challenges/gaps?
- Probe about specific programming [**orange**]

General	✓ chairs meeting and giving guidance on actions to the district sectors (AWH are just observers)
	✓ leads quarterly review meeting of AWH – health, boe, boh, bowcy, boj,
	• What activities is the district doing with AWH?
	• What benefits have you seen from the programme for intervention kebeles?
	• What are the relationships like with kebele school and violence committees with you at woreda level?
	• How do you think that changes brought about from the programme can be sustained going forward? What are the remaining challenges in ensuring that schools and communities are more gender- and adolescent friendly?
Violence	• Did you have any involvement in AWH activities related to SGBV and other types of violence? If so how helpful were these activities? Who else was involved?
	• If there have been changes, how can these be sustained once the programme ends? What are the remaining challenges?
Child marriage	• Did you have any involvement in AWH activities related to child marriage? If so how helpful were these activities? Who else was involved?
	• If there have been changes, how can these be sustained once the programme ends? What are the remaining challenges?
FGM	• Did you have any involvement in AWH activities related to FGM? If so how helpful were these activities? Who else was involved?
	• If there have been changes, how can these be sustained once the programme ends? What are the remaining challenges?

Tool for Act with Her (NGO programming) supervisors at district/zonal level

Warm up

- What have been the most significant changes in your community over the last 18 months? (probe re covid-19, conflict, climate-related factors, new infrastructure, changes in livelihood opportunities/ migration)

Participation history in AWH

- [**participation**] When did you participate, in what activities did you participate, how frequently, any absences, including covid-19 related gaps?

- **For community score cards on adolescent- and gender-friendly school systems**

  - How did you develop the list of problems experienced by adolescents and who could provide support in addressing these problems?

  - How did this prioritisation process happen? What were the priorities that were identified?

  - How often was the CSC used?

  - Can you give examples of how service providers have responded to problems that you identified?

  - Is there any monitoring of the effectiveness of the activities that you participate in? Is there a plan to follow up on progress using the score card to hold service providers accountable?

  - How active and effective do you think that the school committee and the violence prevention committees are that have been established as part of AWH activities?

- Are you aware for example of sanctions that these committees have introduced as part of promoting more gender- and adolescent-friendly schools and communities?

- Are some of the priority problems that were originally identified still to be addressed? What are the challenges in resolving these problems?

[*Note that there are two decision-making committees – school-related committee and a violence-related committee who are helping to respond to the priorities identified by adolescents*].

For social analysis and action on transforming the gender norms

- How were the themes / priorities decided?

- What activities have been undertaken as part of SAA? How are activities monitored?

- What are examples of success? What remaining challenges are there?

Strengths and challenges

- What did you value about your participation in AWH? (esp. related to SAA and community score cards)

- What plans are there once AWH programme finishes to ensure the sustainability of these successes? Is there any evidence that the activities are being scaled up to other schools in the kebele? With what resources?

- Were there any challenges/gaps?

- Probe about specific programming [**orange**]

Group discussion with young girls, Ethiopia © GAGE 2024

General	✓ *ZC (KII) ✓ *W project coordinator (KII) ✓ *K project supervisors (but based at district) (SGD in Abena and Jeman) • Can you give us an overview of the implementation of the community score cards? What has worked well? How do you monitor progress? What have been the challenges? How could these be addressed going forward/ lessons learned? • Can you give us an overview of the implementation of the SAA? What has worked well? How do you monitor progress? What have been the challenges? How could these be addressed going forward/ lessons learned? • The school and violence committees were not originally envisaged as part of the systems strengthening work of AWH. What do you think the advantages have been of these committees? What have they achieved? How could their activities/ legacy be sustainable over time? • Of all the changes you have seen what have you been most proud of given your particular kebele/ district/ zonal context? • Of all the changes you have seen what have you been most disappointed by given your particular kebele/ district/ zonal context in terms of lack of change for adolescents and adolescent girls in particular? • If you were to implement the programme again in a different district what of the different components of the AWH package would you prioritise and why?
SRH/Puberty	• SRH and puberty issues can be culturally sensitive due to conservative social norms; as supervisors how did you address these with the community? • Was there any resistance/ backlash – and if so how did you handle it?
Violence	• Sexual- and gender-based violence can be culturally sensitive due to conservative social norms; as supervisors how did you address these with the community? • Was there any resistance/ backlash – and if so how did you handle it? • Age based violence is believed by many parents to be required for proper childrearing; as supervisors how did you address this with the community? • Was there any resistance/ backlash – and if so how did you handle it?
Child marriage	• Child marriage can be culturally sensitive due to conservative social norms; as supervisors how did you address these with the community? • Was there any resistance/ backlash – and if so how did you handle it?
FGM	• FGM/C can be culturally sensitive due to conservative social norms; as supervisors how did you address these with the community? • Was there any resistance/ backlash – and if so how did you handle it?

GENDER &
ADOLESCENCE:
GLOBAL
EVIDENCE

UKaid
from the British people