

Day of the research interviews: 2 days

Time allocated for each group is 90 minutes, and break time of 5 minutes' energizer every after 45 minutes.

Participants should be between 12 and 18 years of age.

Ages 12 – 14 should be grouped together.

Ages 15 – 18 should be grouped together.

Tool 1 will be in the morning Focused Group Discussions, and Tool 2 in the afternoon FGDs.

The research group to be part of the focused group discussions will be 4 groups.

Two groups will be interviewed using on tool and vice versa.

One group will be composed of 20 members, in the ration of 1:1 (Male to female)

Another group will be composed of only girls during the discussion for privacy (20)

The Focused Group Discussion with girls shall be facilitated by female data collectors.

TOOL 1

TO COMPLETE:

Geographic Location:

Name of facilitator(s):

Interview date:

Place of interview:

No. of participants:

Sex of participants:

Age of participants:

DURATION: 90 minutes

RESOURCES: Flipchart paper x 4, pens/pencils

INTRODUCTION (5 minutes)

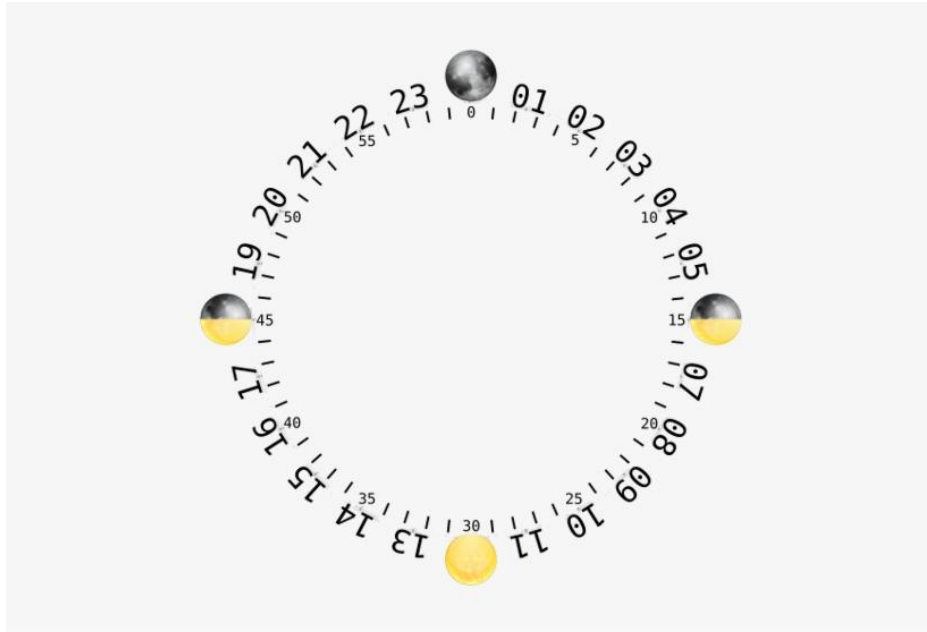
Hello. My name is _____ I am working for SafeBangle Technologies. We are carrying out a need survey assessment on violence in the area. The data we are collecting will help our organizations better understand the experiences of girls and boys to help plan our future interventions. The focus will be on generating solutions. We appreciate your participation in this discussion. It will last maximum 90 minutes. Participation is voluntary but we hope that you will participate. If there are any questions you don't want to answer, just let us know. Do you have any questions before we start?

Ask participants to introduce themselves.

ACTIVITY 1: Roles and Responsibilities (40 minutes)

Includes questions on: time, access and control over resources, education and clubs

Step 1: *Let's draw a clock together...* Draw a big 24-hour clock face using flipchart paper.



Flipchart: Clock face

Step 2: Go through the different parts of the clock face asking the children to talk through what they do in the day using the following questions:

- What do you spend most of your time doing? *For example:*
 - What time do you get up?
 - Do you go to school?
 - If yes, what do you do before school?
 - What time do you spend in school? Do you do chores at school or just study?
 - If no, what do you do during the day?
 - If you earn money, who makes the decisions on what to do with this money?
 - What time do you go home from school?
 - What do you do after school?
 - What do you do in the evening?

Step 3: Discuss using the guidance questions below:

Follow-up Time questions

- Is this the same for girls? What does their day look like?
- What differences can you see between activities done by girls and boys?

- How does this make you feel?
- If you had more time in the day, what would you like to do with it?

ACTIVITY 2: Safety mapping (40 minutes)

Includes questions on: safety

Step 1: Ask participants to get into 2-3 groups

Step 2: Give each group a piece of flipchart paper

Step 3: Ask them to draw a map of their community highlighting all the important places in their community

Step 4: Ask them to highlight/draw the places they like and/or feel safe in their community (for example they could put a 😊 or a ✓)

Step 5: Ask the groups to draw/highlight the places they do not like/or feel unsafe in their community (for example they could put a 😞 or a X)

Step 6: Discuss using the guiding questions below

Safety Questions

- What are the places where you feel safest? What makes them nice/safe?
- What the places where you might feel least safe? Why is this?
- What makes boys and men feel safe or unsafe in your community?
- What mechanisms exist to keep boys and men safe?
- What would make them more effective?
- What do you think could be done in this community to create a safer environment for boys and men?
- Which 3 risk areas in your community would you most like to change? If you could do anything, what would you do to make this change?

Thank you so much for taking the time out of your day to help us today and share so many interesting ideas! It has been really interesting and we have learnt a lot from you.

TOOL 2 QUESTIONS:

Questions

Section A: General views about GBV in the district

1. What do the words gender based violence mean to you?
2. Does GBV occur in this district?
 - a. Which kinds of GBV occur here?
 - b. Which kinds are most common and why?
 - c. How often does it (do they) happen? (daily, weekly, monthly, rarely, etc)
 - d. Is the incidence increasing or decreasing? Why? How do you know it is increasing? Since when?
 - e. Are people reporting incidences of GBVs in the district? If yes, since when? Have the reports been increasing, since when and why? If no, why not?
3. What are the major causes of GBV in the area? What factors influence or continue to sustain GBV? (For example/probing; poverty, low levels of education, some cultural beliefs and values, alcoholism, exposure to media/poor role models, etc.)
4. Who are the main perpetrators of GBV? Why?
5. Who are the main victims of GBV? (according to age, gender, socio-economic status, tribal grouping, etc. etc.)
6. What are some of the cultural beliefs and values that influence GBV in this district?
 - a. Are they changing at all?
 - b. Who are the people who maintain these beliefs and values?

Section B: GBV information and services in the district

1. What are the main sources of information on GBV in this area?
 - a. What strategies are used to create awareness?
 - b. Who are the major players in information dissemination?
2. What GBV services exist in the district (government, NGO, community) (Probe: since when, where/how work, target group, what services provide, etc.)
 - a. How effective do you think these services have been?
3. Are these services mostly responsive (after the incident) or are they preventative? Please give examples.
4. What are the commonly used channels for reporting GBV? How effective do you think these channels have been?

5. Are members of the local community involved in GBV prevention, response, awareness raising, etc.?
6. Are there community networks for preventing GBV? How do they do it?
7. Who is involved (age, gender, position)? What do they do? Who do they target? How effective are they?

Closing

Thank you for your time and for sharing your experiences with us. Our impression is that [give a rough summary of the discussion]. Does this sound right? Is there anything you would like to add or change?

Do you have any questions for us?