

Adolescent perspectives on services and programmes in conflict-affected contexts

A participatory research toolkit

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Table of Contents

Introduction	1
Global relevance: Girls, Gender, Conflict and the SDGs	2
Conceptual framework	3
Research questions	3
Contextualising GAGE research on “what works”	5
Tool legend	6
1. Service mapping tools	8
Tool: “Online mapping of adolescent services”	9
Tool: QuickTap™ tablet based survey	13
Tool: Mapping the Sustainable Development Goals	15
Tool: Vignettes on adolescent service use	17
2. Adolescent experiences and priorities: individual interviews	19
Object based Interviews: these are a few of my favourite things...	20
Daily schedule exercise	22
Decision making exercise	24
Social Support Quadrant	26
Worries exercise	29
Intergenerational interview	31
3. Communities and systems through an adolescent lens: individual and group interviews	33
Community Timeline	34
Mapping adolescent “spaces” making use of 360 photography	38
Mapping adolescent “spaces”: “24 hours in the life of”	39
Madam President	40
4. Tools for participatory analysis	41
Reflection exercise	42
SHOWeD analysis	43
References	44

Figures

Figure 1: GAGE Conceptual framework	4
Figure 2: Map, with Al Nayzak Organization detail	10
Figure 3: All capability areas	11
Figure 4: Bodily integrity related services	11
Figure 5: Psychosocial related services	12
Figure 6: Screen shots of the Quicktap™ Survey GAGE is using to engage with girls with disabilities	14
Figure 7: The Global Goals for Sustainable Development	16
Figure 8: This item was brought to the interview by a 16-year-old girl in Gaza, Palestine	21
Figure 9: Example social network analysis from Gaza	27
Figure 10: Fictional timeline with parents [note, timings might not be correct]	35
Figure 11: Fictional timeline with adolescents	36

Introduction

This document sets out the participatory research tools that will be used by Gender and Adolescents: Global Evidence (GAGE) researchers in Palestine, Jordan and Lebanon. In the MENA region the GAGE programme aims to implement participatory research activities so as to learn more about the availability, relevance, effects and quality of services for adolescents (and in particular, adolescent girls) in conflict-affected areas - from the perspectives of these adolescents, their caregivers, service providers and other relevant actors. We will use this evidence to contribute to policy and programming dialogues on progress towards the achievement of gender- and adolescent-relevant SDG targets.

The overarching objective of this GAGE workstream is closely aligned with DFID's 2016 [Bilateral Development Review](#) in which Secretary of State Priti Patel committed that DFID will 'empower and listen to the people we are trying to help, making them partners in progress not merely passive recipients,' (p.4) and that DFID will gather and share evidence of the benefits of using beneficiary feedback to support wider learning within the international aid system.

In the Middle East we will work with adolescent girls, boys and key adult stakeholders from the Syrian and Palestine refugee communities as well as girls, boys and key adults from host communities in Jordan and Lebanon. In the State of Palestine we will work with vulnerable conflict-affected adolescent girls, boys and

key adult stakeholders living in camp and non-camp settings. We aim to gain a better understanding of "what works" to empower adolescent girls and their male peers in conflict-affected geographies by looking at the impact of programmes and other services on adolescent empowerment in the Middle East region.

To ensure that we provide opportunities for adolescents to articulate their perspectives and experiences, we will make use of interactive and fun participatory research methodologies (including peer to peer interviews, participatory photography, a visual and interactive tablet based approach and a serious game on entitlements and rights/ and actions to realise these in reality) whilst ensuring that we situate these research findings by including adults and other key stakeholders (by using more traditional mixed research approaches including a secondary literature review, quantitative analysis of existing survey datasets and a qualitative baseline).

While these tools have been developed with specific research objectives in mind, we envision that they could be of broader use to others working with adolescents in the region or more broadly. If you do use these tools, we would love to hear how you find them and about your findings so as to promote greater learning in the participatory research with adolescents space so please do contact us at gage@odi.org.uk.

Global relevance: Girls, Gender, Conflict and the SDGs

Following the 2014 Girl Summit, where it was recognised that the evidence base on what works to support adolescent wellbeing and empowered adult transitions was thin and fragmented, the UK Department for International Development developed a business case setting out the need for a multi-year multi-country research programme. The resulting Gender and Adolescence: Global Evidence research programme aims to explore what works to maximise the development of adolescents' capabilities, including education and learning, health and nutrition, psychosocial wellbeing, voice and agency, bodily integrity and economic empowerment, in both developmental and humanitarian settings.

The GAGE programme will contribute to policy and programming dialogues related to the achievement of the Sustainable Development Goals, highlighting that without putting adolescence at the centre of these debates, many targets will not be achievable, including the following:

- SDG 1 – Reduce child poverty
- SDG 2 – Address the nutritional needs of adolescents
- SDG 3 – Ensure access to SRH and mental health services
- SDG 4 – Ensure girls and boys complete free and equitable education
- SDG 5 – Eliminate all forms of violence against all girls, incl. all HTPs
- SDG 6 – Sanitation paying attention to the needs of girls
- SDG 8 – Decent and full employment for young people
- SDG 10 – Social and economic inclusion of all, irrespective of age
- SDG 11 – Access to safe and inclusive public spaces, particularly for children
- SDG 16 – Promote the rule of law and ensure equal access to justice or all

Conceptual framework

The GAGE research programme is guided by the 3Cs Conceptual Framework which emphasises adolescent multi-dimensional capabilities, multi-pronged change strategies and micro, meso and macro-level context factors in informing the research design, data collection and analysis.

Research questions

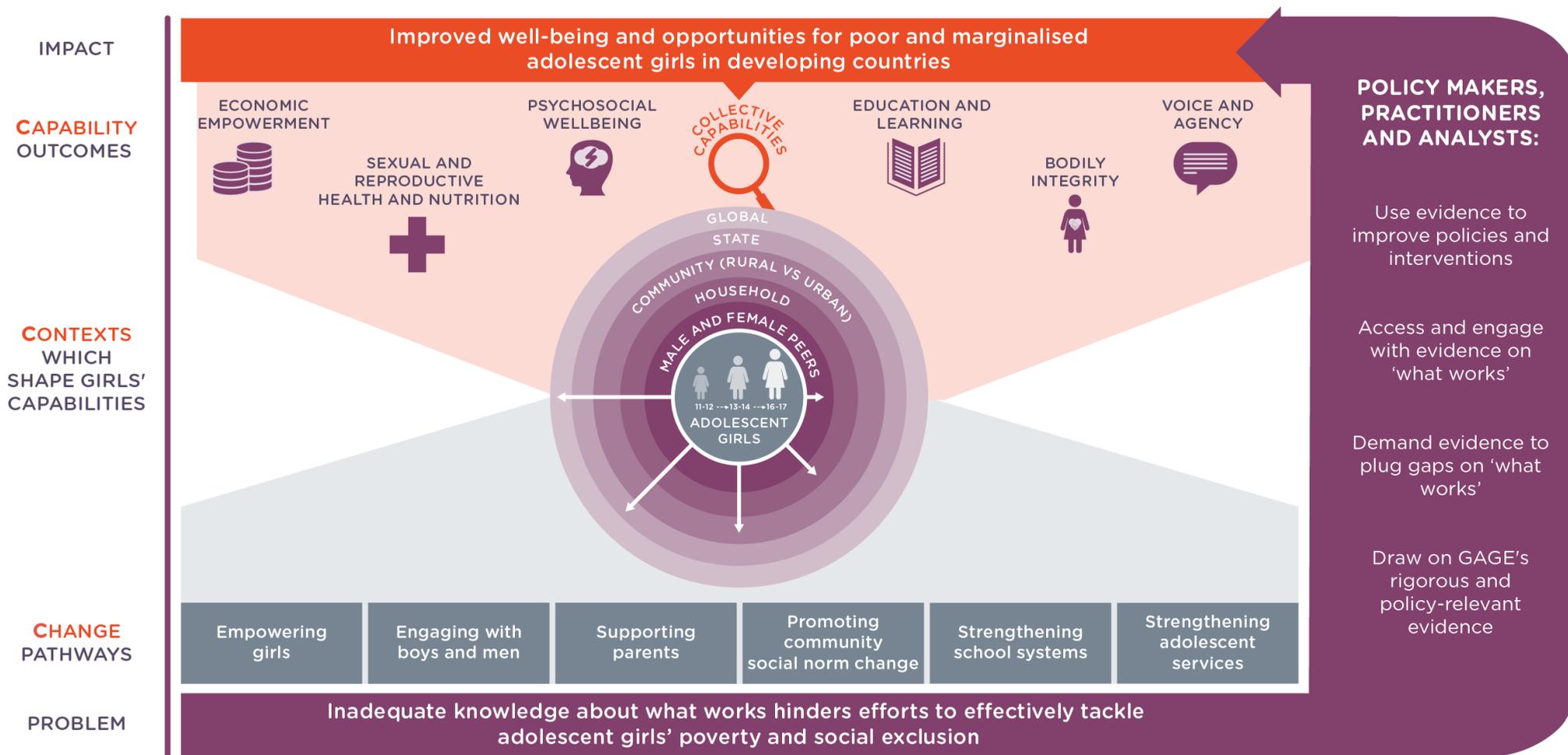
The aim of GAGE is to shed light on the short- and longer-term effects¹ of programmes to support particularly vulnerable adolescent girls and boys from refugee and host communities, and simultaneously help empower adolescents to critically reflect and articulate their concerns and priorities to programme implementers and policy decision-makers. Participatory research processes over multiple years will provide the GAGE consortium, as well as the wider development community, with valuable insights into how to support change pathways towards greater gender equity for adolescents in complex crisis-affected settings.

In the MENA region GAGE will aim to answer the following research questions:

- How are gendered adolescent experiences similar or different in conflict-affected contexts?
- What are the implications of short-term humanitarian interventions for adolescent programming?
- What does an adolescent lens on existing services and programming in conflict-affected contexts add to our understandings of programme effectiveness?
- What are the legacy effects of empowerment initiatives on adolescents' future development trajectories?

¹ Our starting point is that most evaluations include at best baseline, mid-line and programme end-line assessments but seldom revisit beneficiary populations after a time lag. Our aim is to follow up with programme beneficiaries periodically over the course of the GAGE programme (9 years + a possible 5-year extension) to understand programme legacy effects.

Figure 1: GAGE Conceptual framework



Contextualising GAGE research on “what works”

A “staggering 1 in 10 of the world’s children” (UNICEF 2015) is living in a conflict-affected context but there is limited research with adolescents living in such contexts and the effectiveness of programme interventions in conflict affect settings is scarcely evaluated. The Gender and Adolescence Global Evidence programme works towards a better understanding of how to achieve the sustainable development goals by providing insights into which programmes for girls, their male peers, families and communities work, when and why. It will identify the medium- and long-term impacts of interventions for adolescent girls and boys, and ascertain how best to time and sequence those interventions.

While the threats facing refugee adolescent girls and boys in MENA are comparatively well understood in kind, if not in magnitude given the rapidly evolving situation on the ground, there is scant evidence about “what works” to effect change for refugee adolescents in any context, outside of more general recommendations such as seeking their input, engaging the broader community and fostering a multi-sectoral partnership. Indeed, as development actors have scrambled to meet both explosive demand and rapidly changing need in the MENA region, there has been little opportunity to either tailor programming or engage in rigorous M&E.

Tool legend

No.	Name tool	Purpose
1. Service mapping tools		
1a	Online mapping of adolescent services	The objective is to explore individual perceptions of existing services and the extent to which they address adolescent and community vulnerabilities and needs.
1b	QuickTap™ tablet based survey	The aim of the exercise is to have adolescent research participants reflect on the quality and availability of these services by scoring services in an interactive manner making use of the QuickTapSurvey Tool (above) that is also suitable for those with no or limited literacy. This tool will also support researchers qualitative interviewing capacities by prompting specific question areas on the tablet to ensure adequate probing.
1c	Mapping the SDGs	To explain adolescent researchers involved about the SDGs that are relevant to their lives and help them grasp how they can monitor the progress to the SDGs in their communities.
1d	Vignettes	To gain a more in-depth understanding of decision-making around adolescent use of services [by adults and negotiation mechanisms of adolescents]. Can be used both in FDGs with adults and with adolescents [10-19].
2. Adolescent experiences and priorities: individual interviews		
2a	Object based interviews	This tool is adolescent friendly and is likely to be highly personalised and open-ended because of the way it is driven by things that are important to the adolescent
2b	Daily schedules	To gain a better understanding of who gendered role patterns shape the daily lives of girls and boys in a particular context.
2c	Decision making exercise	The goal of this exercise is for the young researchers to reflect on their ability to make decisions about their life.
2d	Social Support Quadrant	To gain a better understanding of which support networks adolescent girls and boys can draw upon.
2e	Worries exercise	This tool helps us understand what sorts of daily worries adolescents face and who helps them deal with them. It also lets us understand what they may worry about as they grow older/over time and where service providers might be able to offer support.
2f	Intergenerational interview	Increased understanding on how decision making and challenges facing adolescents have changed over time and vary per gender.
3. Communities and systems through an adolescent lens: individual and group interview		
3a	Community mapping	To better understand why parents and (vulnerable) adolescents in Jordan are not accessing services for adolescents and to work out what kind of “incentives” could counter this.
3b	Mapping adolescent spaces through 360 photography	To map “spaces” of adolescent girls living in host communities or refugee camps.
3c	24 hours in the life of participatory photography	To better understand how adolescent’s girl’s ecologies are shaped in conflict affected contexts.
3d	Madam President	To gain a more in-depth understanding as to how policy makers can assist adolescent – and especially adolescent girls’ - empowerment, from an adolescent lens, and to understand how adolescent girls and boys perceive their collective capabilities.
4. Participatory Analysis tools		
4a	Reflection exercise	This exercise is aimed at understanding the effectiveness and quality of empowerment programmes in a certain setting.
4b	SHOWed analysis	To do joint-coding and analysis with the young researchers.

Each tool on the following pages starts with the following five symbols:



This symbol indicates that the purpose of the exercise will be explained.



This symbol indicates a list of material needed for the exercise.



Number of people in the session.



Indicates disability friendly exercise.



This section indicates the time of activity.



Indicates a participatory photography exercise.



Indicates a tool that can be used by both adult and youth researchers.

1. Service mapping tools

Services mapping tools are designed to assess and monitor the service availability and appropriateness to meet beneficiaries' needs and expectations and to generate evidence to support the planning and development of services. They focus on providing information about service availability, readiness and quality- -usually on the supply side. Typically, mapping aims at generating reliable information on service delivery such as adequacy, availability of key human and infrastructure resources, the existence of a functional management system, and on the readiness of facilities to provide the services to the targeted beneficiaries. Sound information on the supply and quality of services is necessary for designing high quality and effective empowerment activities as well as for monitoring and evaluation mechanisms (see e.g. WHO, 2015).

Furthermore, mapping helps to identify areas where services could be improved and extended, such as recognizing potentially unutilized community resources, and can help uncover solutions (e.g. UNICEF, 2009; Oxford Policy Management, 2014; UNFPA 2014). As calls for accountability—and results—grow at all levels, information is increasingly required about how beneficiaries are using services and how those services are improving their lives – i.e. from the demand side (Mailloux and Jones, 2011; Samuels and Jones, 2013).

Service mapping initiatives of this kind are arguably particularly important in the context of efforts to monitor progress vis-à-vis the Sustainable Development Goals and their 169 related targets. Even if the agenda is a political declaration and not a legally binding document – the monitoring of its progress and accountability to the people whose life they aim to improve is of vital importance (see e.g. Restless Development and the Commonwealth Secretariat, 2016; House of Commons International Development Committee, 2016).

This mapping of services for adolescents is part of the participatory action research programme which GAGE will be implementing with adolescents (10-19 year olds) in the MENA region. We hope to learn more about the availability, relevance, effects and quality of services for adolescents (and adolescent girls in particular) in contexts affected by conflict and fragility, from the perspectives of a variety of different stakeholders, including adolescents themselves, parents and services providers. The data collection instruments were developed by the GAGE programme and drew on mapping checklists that had been previously used in Gaza— to map psychosocial services for the ReBuild programme –as well as Internationally known instruments (e.g. the WHO Global Mapping Tool). It was piloted in two facilities in order to permit “fine tuning” of the tools.

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1c	Mapping the SDGs	To explain adolescent researchers involved about the SDGs that are relevant to their lives and help them grasp how they can monitor the progress to the SDGs in their communities.
1d	Vignettes	To gain a more in-depth understanding of decision-making around adolescent use of services [by adults and negotiation mechanisms of adolescents]. Can be used both in FDGs with adults and with adolescents [10-19].

1a

Tool: “Online mapping of adolescent services”



<https://www.google.com/maps/about/mymaps/> ; <https://storymap.knightlab.com/>



As many people as you want; depending on your resources available.

Type of stakeholders: service providers, adolescent girls, government officials, programme management, programme implementers, community leaders and graduated programme beneficiaries.



Yes.



Depending on resources available. Key informant interview takes around 90 minutes. The creation of the map can take anywhere from a day to a week depending how detailed you want your map to be and which software you use.



Objective: The objective is to explore individual perceptions of existing services and the extent to which they address adolescent and community vulnerabilities and needs.



Participatory photography of sites to be integrated in mapping or barriers to access / quality of services could be integrated in the exercise.



Peer-to-peer researchers could be involved in this exercise.

Instructions:

Our mapping used a semi-structured facility checklist to complement a qualitative interview to collect data about the services offered to adolescents. It captured both quantitative data, such as the number of adolescent beneficiaries served through which activities, as well as qualitative data about the quality of services from a service provider perspective. The facility checklist was accompanied by observational site visits that also included records checks. Data were organised into tables that highlight the organisations working with adolescents in specific ways in specific sites. Informative infographic style GIS maps were then created—along with a narrative analytical report that brings to life broader findings (see figure 2).

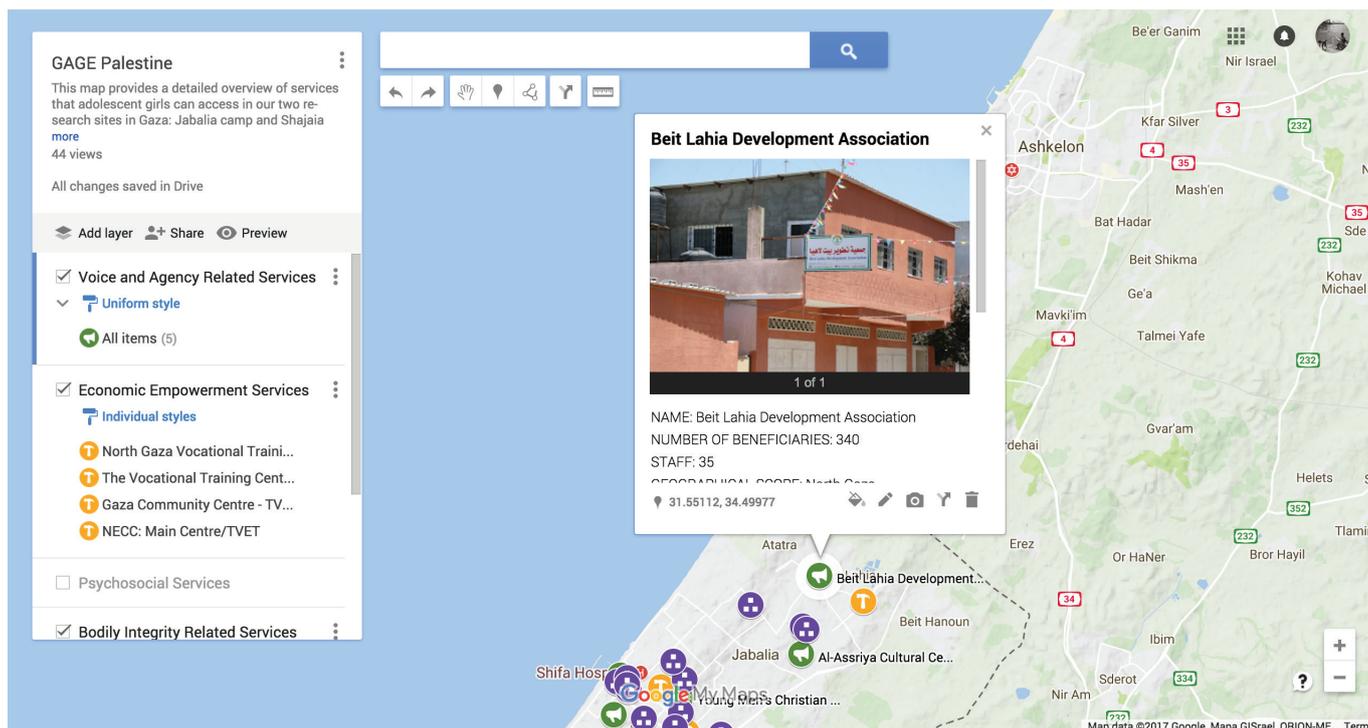
The mapping tool included the following components:

- General information, such as address (and GPS location), catchment area, date of establishment,
- Ownership, donor funding and partner organisations; beneficiary population, including size, gender, and age structure;
- Services provided at the facility, including organizational plans and strategies for the future, with adolescent-specific and gender-specific services disaggregated;
- Human resources, including staff size, staff gender, staff training, and training gaps;
- Coordination and referral linkages with other organizations;
- Budget and financials, including allocation among programmes, sustainability, financial accessibility, and affordability;
- Accessibility and utilization, including service hours, targeting, targeting equity, coverage and gaps;
- Adolescent-specific challenges the facility is facing.

This tool should be complemented with a beneficiary perception survey of key organisations included in this mapping using an interactive tablet-based semi structured survey (see below).

After the creation of the online map with services we have shown the service provision maps (see below) to the adolescents and explained that we have been mapping the available services for adolescent boys and girls. We asked them about their perceptions: are there many programmes for adolescents available?

Figure 2: Map, with Al Nayzak Organization detail



Probe:

- For girls? For boys? Similarities? Differences?
- For younger girls? For older girls?
- What type of services and programme activities are available? Probe on the following types of programmes – psychosocial, bodily integrity, economic empowerment and financial literacy training? Activities that aim to empower adolescents and give them voice and increase their participation?
- What type of programmes / activities do you visit / take part in?
- What do you like about these programmes? And what not?
- Probe on the quality: facilities; teachers and facilitators ability and confidence; relevance of activities for adolescents (girls vs. boys); distance to centre etc.
 - What types of obstacles do you face? What about other adolescents in your neighbourhood?
 - What recommendations can you make? How could the programmes / activities that you are involved in improve?

Figure 3: All capability areas

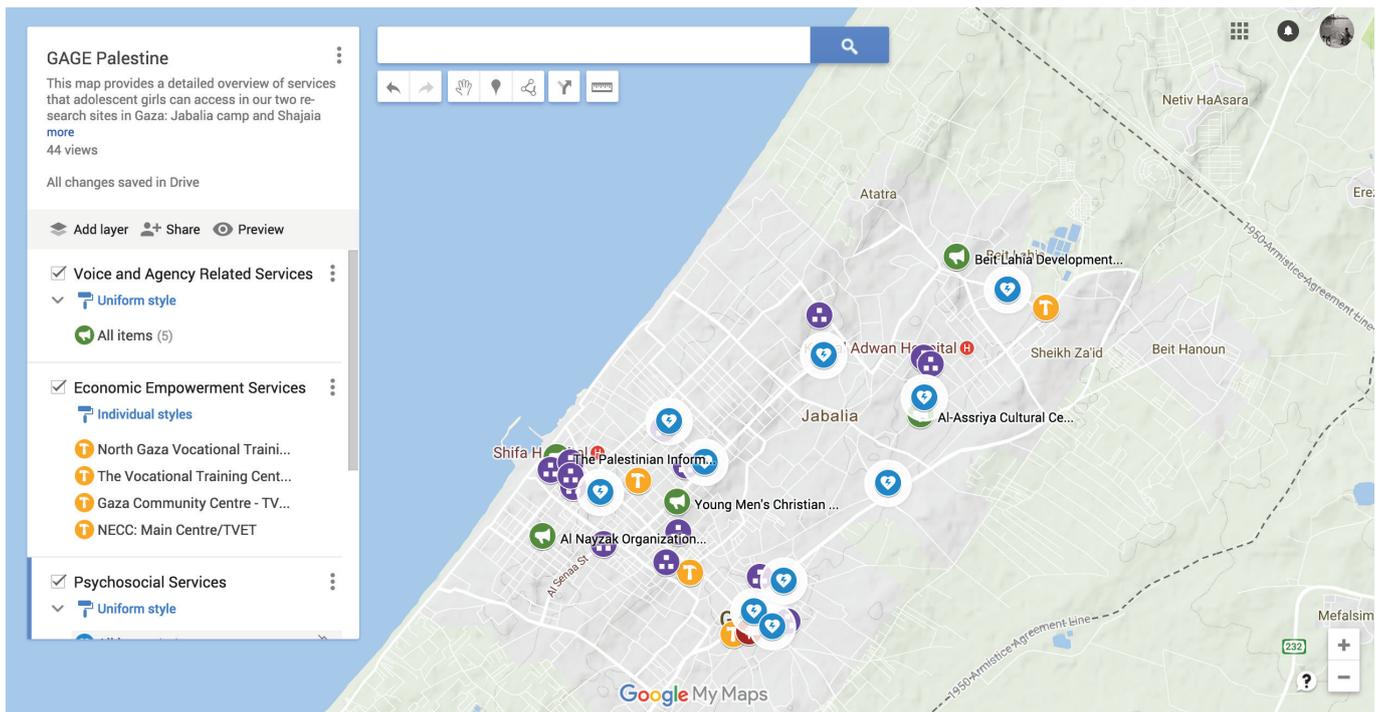


Figure 4: Bodily integrity related services

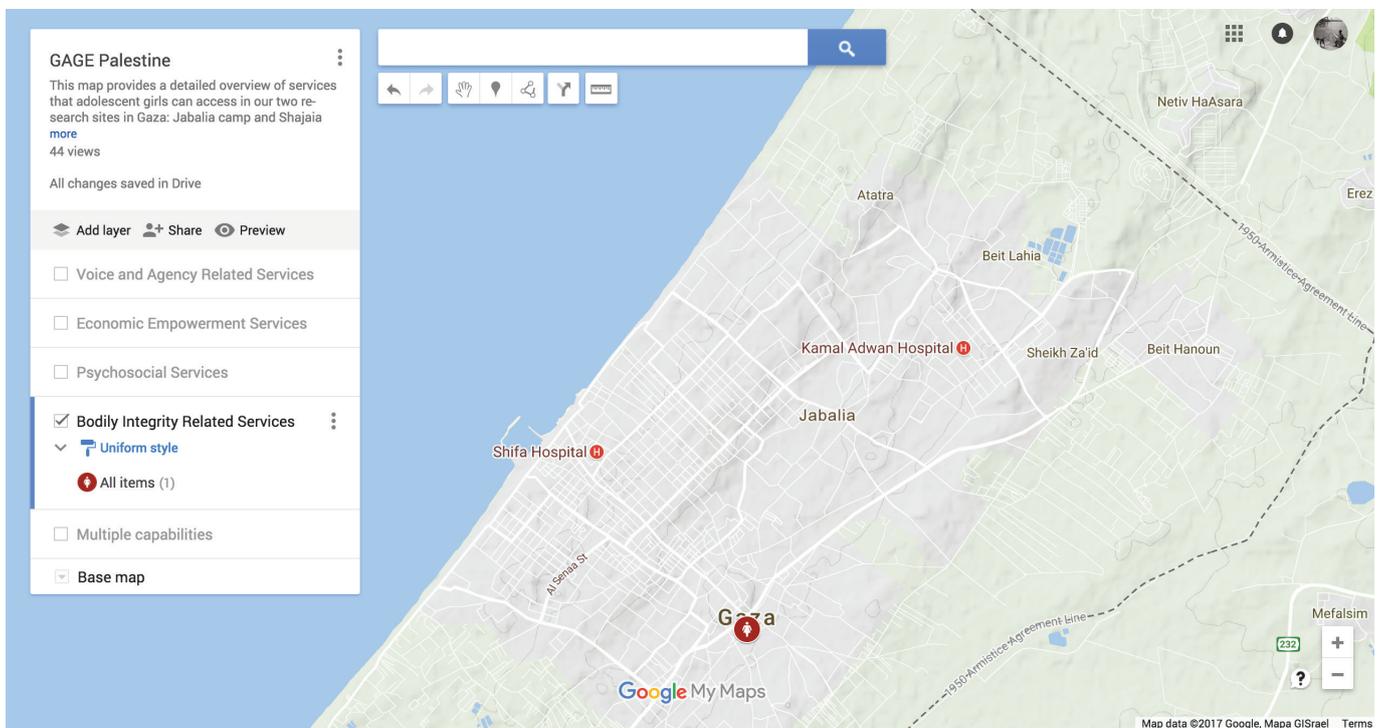
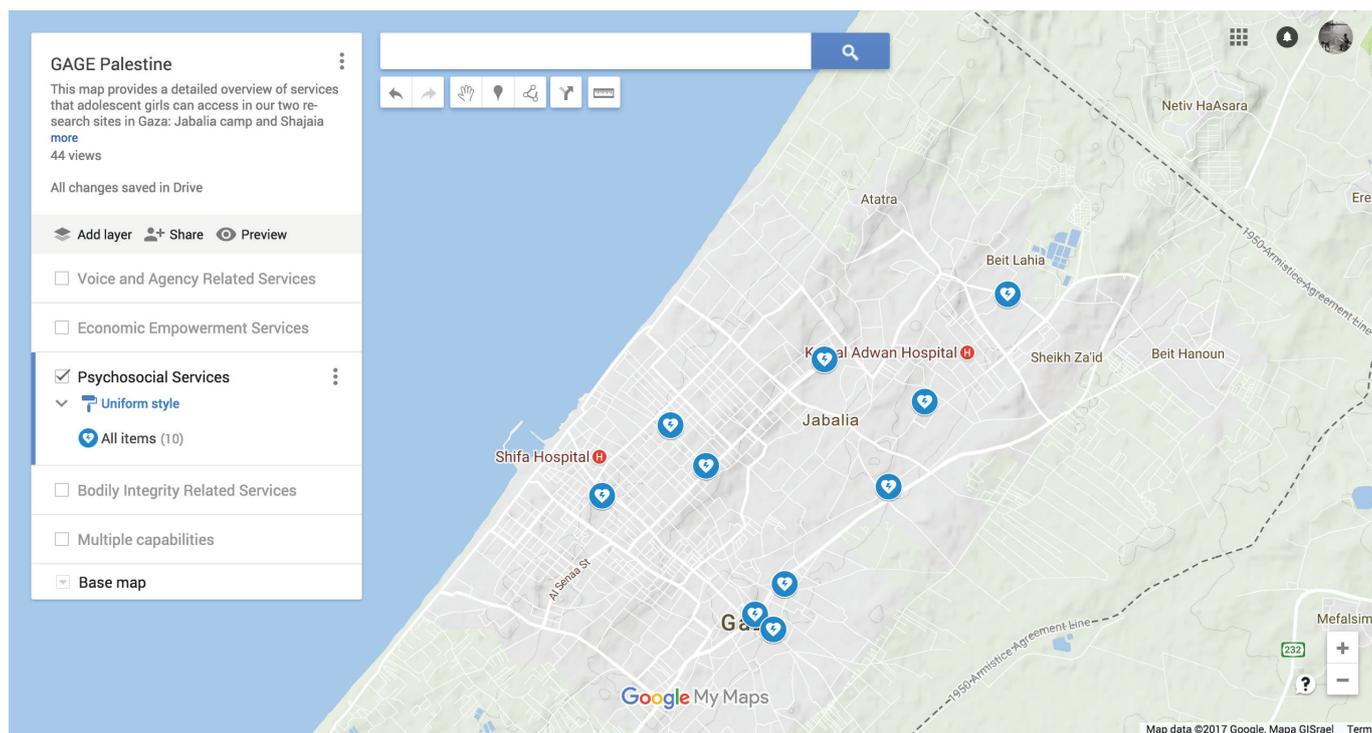


Figure 5: Psychosocial related services



1b

Tool: QuickTap™ tablet based survey

	Tablet; for access to the GAGE participatory research module on QuickTapSurvey, please contact gage@odi.org.uk .
	Individual
	Yes.
	+/- 90 mins
	<p>We use an adolescent-friendly and key-informant friendly approach, to:</p> <ul style="list-style-type: none"> • We use an online available app called QuickTapSurvey in order to develop easy to use and cost-effective tools. • The participants, together with the researchers, will be guided through a menu with questions and images. • They will then be prompted to score the quality of the services on a scale from 1-5 which is recorded by the tablet, enabling the interviewee to see a summary of their assessment at the end of the conversation as well.
	Participatory photography could be integrated in this exercise – taking photos of services for adolescents or to illustrate gaps in service provision.
	Peer-to-peer researchers could be involved in this exercise.

Informed by a situation analysis of gendered adolescence for each focal country drawing on secondary data, we developed a survey regarding adolescent- and gender-friendly services, and then tested the suitability of these indicators through pilot focus group discussions with adolescent boys and girls and adults in Jordan.

We have consequently developed two interactive tablet-based survey tools – one module specifically for both boys and girls with disabilities; and one for a broader adolescent target group (focussed on refugees and children from host-communities) – to be used during in-depth interviews with adolescents so as to better

assess beneficiary perspectives on existing service and programme availability and adequacy, and to identify service deficits (in line with the SDGs).

The aim of the exercise is to have adolescent research participants reflect on the quality and availability of these services by scoring services in an interactive manner making use of the QuickTapSurvey Tool (above) that is also suitable for those with no or limited literacy. This tool will also support researchers qualitative interviewing capacities by prompting specific question areas on the tablet to ensure adequate probing.

Figure 6: Screen shots of the Quicktap™ Survey GAGE is using to engage with girls with disabilities

25* بشكل عام كيف تعتقد أمك (أو مقدمة الرعاية الرئيسية في الأسرة) أن يكون تأثير الإعاقة على مستقبلك؟

Select 1






-هي ترى اني استطيع ان اقوم باي شيء.
-هي ترى اني لدي خيارات كثيرة
-هي ترى ان مستقبلي نوعا ما محدود
-هي ترى ان مستقبلي محدود جدا

26* بشكل عام كيف يعتقد والدك (أو الذكر المسؤول في الأسرة) أن يكون تأثير الإعاقة على مستقبلك؟

Select 1






هو يرى ان مستقبلي ان اقوم باي شيء.
-هو يرى ان لدي خيارات كثيرة
هو يرى ان مستقبلي نوع ما محدود
هو يرى مستقبلي محدود جدا

27* كيف يعتقد أخوتك أن يكون تأثير الإعاقة على مستقبلك؟

Select 1

نعم لا

99* ما هي وسائل الاعلام الاجتماعي التي تستخدمها بشكل منتظم؟اختر كل ما ينطبق

Select all that apply






واتس اب الفيس بوك مسنجر انستغرام





سناب شات تويتر شيء اخر

100* كم متوسط عدد الساعات التي تقضيها باستخدام مواقع الاعلام الاجتماعي

Slide to select your answer

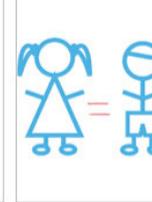
0 10

لا ينطبق ليس لدي اخوة -هم يروا ان مستقبلي محدود جدا

28* في عائلتك , هل تعتقد ان :

Select 1





البنات يعاملن بشكل افضل من الاولاد
البنات يعاملن بشكل افضل بقليل من الاولاد
-البنات والاولاد لهم نفس الشيء.



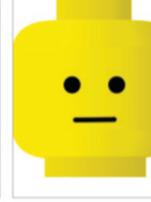

الاولاد يعاملوا بشكل افضل بقليل من البنات
الاولاد يعاملوا بشكل افضل من البنات

29 الان نود ان نتعرف على مجتمعك وعلى اصدقاءك. نود ان نعرف كيف تؤثر اعاقتك في التفاعل مع من حولك وعلى قضاء وقتك مع اصدقائك؟

Tap to view more >

81* نريد منك التفكير بالبالغين الذين يعملون في المركز كيف يتعاملون مع اليافعين يمكن ان تقول

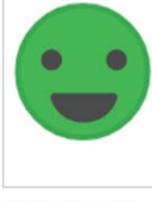
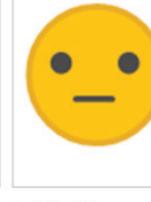
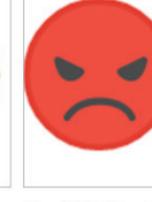
Select 1


يعاملوني باحترام رغم اني صغير
يعاملوني بشكل جيد
يعاملوني بعدم احترام لاني صغير

82* نريد منك ان تفكر بالعاملين البالغين الذين يعملون في المركز كيف يعاملونك كشخص عنده اعاقه ماذا تقول في ذلك

Select 1

يعاملوني باحترام رغم اعاقتي
يعاملوني بشكل جيد
-يعاملوني بعدم احترام لاني معاق

83* نريدك ان تفكر باليافعين الاخرين الذين يأتوا الى

1c

Tool: Mapping the Sustainable Development Goals



Material needed: large white paper, print outs of all the SDGs logos (4x); print out of big map of research community; colour markers in various colours (at least 17 different colours).



Not more than 20 participants; age and gender separated groups.



Adapted version could work for children with physical disability; but not for children with mental / audio-visual disability.



Time frame: around 3 hours



Purpose: to explain adolescent researchers involved about the SDGs that are relevant to their lives and help them grasp how they can monitor the progress to the SDGs in their communities.

TIP: Works best with adolescents who live in the same geographical area.



Participatory photography could be integrated in this exercise – taking photos of services for adolescents or to illustrate gaps in service provision.



Peer-to-peer interview elements could be integrated in this exercise.

Instructions:

- Explain during a discussion what the SDGs are and what they stand for making use of a large print out of the SDGs. Find relevant resource material developed by UNICEF for educators on SDGs here: <https://education.microsoft.com/courses-and-resources/courses/sdg>
- Put up a large printed out geographical map of the research location and have adolescents “pin” the points where they go for services (TIP: here you can think about doing these exercises with boys and girls (in gender separated groups) to later on compare the different maps to see gender related access barriers; to be probed on during discussions).
- Ask the groups to explain where they go, how often, why, with whom etc. (record discussion).
- Write a big legend on the school board / paper and together colour code the various “pin”-points according to the SDGs.

[Optional break of 10 minutes]

- Divide the large group into smaller groups – with around 5 children per group, so ideally four groups in total (ideally children with roughly the same ages together).
- Give the smaller groups print outs of all the SDGs and ask them to rank them according to priority – one being the most important SDG, 17 the least important SDG.
- Ask the groups to present their ranking (record discussion).

[Optional break of 10 minutes]

- Give the smaller groups a print out of a SDG goal (or ask them to pick a goal) and ask them to brainstorm on the various services / activities that could contribute towards the goal that they have been given. Free list or draw them on a piece of paper.

- Probing questions:
 - If you were to design a programme / activity / app to help reach adolescent girls reach the goals set out under the SDGs – what would you design? How would it work?
 - Which services are most needed in your community?
 - What kind of activities would you most enjoy? Why?
 - Where would these activities take place? Who would facilitate these activities?
 - Who would facilitate these activities? (Is gender important? Age? Older adolescent of the same sex? Etc.)?
- Ask the participants to present their programme idea (record discussion).
- Thank participants for their participation.

Figure 7: The Global Goals for Sustainable Development



1d

Tool: Vignettes on adolescent service use



-



Can be used in focus group discussions with adults and with adolescents [10-19].



Provided they do not have an audio-visual / mental disability.



1-2 hours



To gain a more in-depth understanding of decision-making around adolescent use of services [by adults and negotiation mechanisms of adolescents].



Participatory photography elements can be integrated illustrating the experiences of adolescent researchers.



This tool can be used by adolescent researchers.

Instructions:

Read the vignettes to the group and ask the participants for their thoughts on the stories. Explain that the stories are fictional.

Story 1 – Mohamed’s story

Mohamed is a 17-year-old boy from Jordan. He is part of the UNRWA TVET programme in the North of Jordan.

Mohammed enjoys going to the TVET centre because he gets to work with his friends together on mechanical projects. He and his friend Rashad often partner together because they live in the same community. His father however thinks he is wasting his time and pressures Mohammed to take an after school job to supplement the income of the family. Mohammed wants to learn a skill and enjoys being in school – but at the same time, wants to please his father who he respects very much.

Questions / prompts:

- Does this happen a lot in this community? Do you think this story could have really happened?
- Why would his father want Mohammed to work?
- What is the effect of Mohammed's father's pressure on Mohammed to find work?
- How could Mohammed negotiate? What could be his strategy?

Story 2 – Jehan’s story

Nour is a 16-year-old girl who lives in Mafraq. She comes to the Islamic centre at least twice per week. Nour has only recently started going to the Islamic centre’s English classes and really enjoys them. Her mother however does not like Nour to go to the classes – she says that as a young woman Nour should stay at home and take care of her sister’s younger children. Nour does not like this and has asked her teacher to speak with her mother to tell her that she is safe at the center and that she needs to give Nour the opportunity to develop her skills. Her teacher agreed and talked to Nour’s mother. Nour now gets to attend classes three times a week at the center.

Questions / prompts:

- Do you think this story could have really happened? Does it happen often that girls are asked to stay at home? What do they do here?
- How can adolescent girls cope with situations like the above? Which role models play an important role in the lives of adolescent?
- Are there programmes / activities that parents regard as “acceptable” for girls? And are there particular places / institutions that parents don’t mind sending their girls too?

Story 3 – Rima’s story

Rima is a girl of 15-years-old from Lebanon. Last year Rima was part of the Search for Common Ground Better Together – but this year she was not allowed to come back. Her father did not agree with her participating in the programme because he feels that the centre was ‘making her believe wrong things’. He also prohibited her to go back to the centre because, at times, the boys and the girls mixed during activities. Her father felt that Rima would be ‘corrupted’ by such behaviour. Rima is very sad – she loved going to the centre and now feels left out.

Questions / prompts:

- Could this story have taken place in your community?
- What reasons can you think of why parents don’t let girls go to development programmes?
- How do girls negotiate with their family to take part in empowerment programmes?

2. Adolescent experiences and priorities: individual interviews

So as to better situate the adolescent services findings, we also carried out a range of individual interviews to better understand adolescent experiences and priorities within their families and among peer groups. The innovative tools presented in this chapter are used to find out what matters to adolescents and why, how they spend their time, who shapes decisions about their lives and with whom and how do they negotiate around issues they care about, what they worry about and to whom they can

turn to for emotional support. The chapter also ends with an inter-generational trio exercise where adolescents also interview their parents and grandparents about their adolescent experiences in order to better understand changing experiences and norms during adolescence. Where appropriate we also make suggestions for complementary participatory photography components and peer to peer research adaptations.

No.	Name tool	Purpose
2. Adolescent experiences and priorities: individual interviews		
2a	Object based interviews	This tool is adolescent friendly and is likely to be highly personalised and open-ended because of the way it is driven by things that are important to the adolescent
2b	Daily schedules	To gain a better understanding of who gendered role patterns shape the daily lives of girls and boys in a particular context.
2c	Decision making exercise	The goal of this exercise is for the young researchers to reflect on their ability to make decisions about their life.
2d	Social Support Quadrant	To gain a better understanding of which support networks adolescent girls and boys can draw upon.
2e	Worries exercise	This tool helps us understand what sorts of daily worries adolescents face and who helps them deal with them. It also lets us understand what they may worry about as they grow older/over time and where service providers might be able to offer support.
2f	Intergenerational interview	Increased understanding on how decision making and challenges facing adolescents have changed over time and vary per gender.

2a

Object based Interviews: these are a few of my favourite things...



For this activity you must tell the adolescent in advance to come to the interview with an object that is important to them in some way.



This tool can be used in a group or individual interview but works better in an individual set-up. It can both be used with adolescents and with adolescents; younger children.



Yes.



+60 minutes



This tool is used as a conversation starter to get the adolescent to feel comfortable and open to discuss more challenging topics; it is also a great way of getting to know what and who is important for the interviewee and why.

This tool is especially adolescent friendly and is likely to be highly personalised and open-ended because of the way it is driven by things that are important to the adolescent

Tip! Some adolescents will have relatively little to say—other adolescents may spend their whole interview following these prompts. It will be important to simply “go with the flow”.

See also for example an output based on an example of object based interviewing made by Prof. Rachel Thompson from the University of Sussex.



Participatory photography could be integrated in this exercise – adolescents can take photos of experiences related to their favourite object.



Peer-to-peer interview elements could be integrated in this exercise.

Instructions:

- Explain to the adolescent that you really want to get to know them and understand what is important to them. Explain that you'll be asking them about four of their favourite things.
- Ask the adolescent to show you the object they brought to the interview—and then tell you why it is important to them and why they chose it—of all the other objects they might own—to bring.
- Probe for:
 - What is the object?
 - How long have they had it?
 - How did they get it? (Who gave it to them? Who allowed them to purchase it? Where did they get it? Etc.)
 - Why did they choose this one object?
 - What objects did the NOT bring and why is this one “better”?
 - Does the object make them think of the past or the future? If the first—get the story. If the latter—get the dream.
 - Does the object make them think of a specific person? Get the story.

- Ask the adolescent to tell you about an adult they would most like to be like when they are grown up.
- Probe for:
 - Who is this person
 - What does the adolescent admire about them?
 - Does the adolescent have a personal relationship with the person—or admire her/him from a distance
 - How often do they see the person?
 - what do they DO with the adolescent?
 - Can the adolescent talk to this person about fears/hopes/dreams?
 - What would the adolescent have to do to get to be like this person?
 - Who could help them become like this person?
- Ask the adolescent to tell you about the friend they most enjoy spending time with. Probe for:
 - Who is this person?
 - How long have they known this person?
 - What do they DO with the person?
 - How often do they see the person?
 - What does the adolescent really like about the person—how is the other adolescent similar to this adolescent—how are they different
 - What is something really special that they would love to DO with this other kid if they could.
- Finally, ask the adolescent to think of a song that is significant for them – either symbolizing their past, or their present and ask them to explain why it is meaningful and when they sing or listen to it.

Figure 8: This item was brought to the interview by a 16-year-old girl in Gaza, Palestine



Songs of significance

An example of how songs can come to take on significance in a refugee crisis is found here:

System of a Down - Toxicity: "I distinctly remember the first time I heard this song, six years ago. A friend of mine put it on and I liked it straight away. Now it reminds me of Dimitra, one of the social workers in the shelter I live in, in Athens. She really digs it. Whenever I play the song, we always sing "The toxicity of our city / Disorder" together and we try to imitate the singer's voice. Sometimes, I randomly play the song and I shout "Just for you Dimitra!" to her. It's our little thing" (VICE 2017).

2b

Daily schedule exercise



Material needed: sheets of paper, pencils, crayons.



Individual tool



Yes.



Time frame: around 90 minutes



Purpose: to gain a better understanding of who gendered role patterns shape the daily lives of girls and boys in a particular context.



Participatory photography could be integrated in this exercise – adolescents can take photos of experiences related to the activities set out in their daily schedules.



Peer-to-peer interview elements could be integrated in this exercise.

Instructions:

- Give the young researchers big sheets of papers and pencils, crayons etc. Explain to the participants that they will make 'Daily Schedules'. Daily schedules illustrate all of the different kinds of activities carried out in a week. Ask the participants: how do you divide your time in an average day?
- Explain that you would like to learn about what the participants do during a typical day.
- Draw a big circle on the school board and indicate when you wake up, what time you go to bed and what you do in between. No need to go into great detail, but be sure to tell the participants that all kinds of activities can be included such as work, housework, child care for brothers / sisters.
- Ask the participants to draw a big circle on their big sheet. This circle will represent a clock on which they will write their daily activities.
- Be sure that the name of the group/person is noted on the clocks and also the season of the year.
- You can start by asking them what they did yesterday and how they generally pass their day this time of the year. It's easy to start the clocks by asking them what time they usually get up.
- Build up a picture of all the activities they carried out on an average day, and how long they took. Plot each activity on the 'clock' (40 minutes).
- When the clocks are done, ask questions about the activities shown. Compare the clocks. Use the key questions above to guide a discussion about people's activities and workloads. (20 minutes).
- If you can swop around the "girl" schedules with "boy schedules" [only if you have both boy and girl participants]:
- Paste the 'Boy weekly schedules' on the left part of the room and the 'Girl weekly schedules' on the right part of the room. Let the young researchers walk through the room and read the schedules (10 minutes).

- Have a discussion (record this session with a voice recorder) with the boys and girls about the differences between boys' and girls' weekly schedules (group discussion).
- Ask the young researchers to also reflect upon the material gathered the previous week - how do boys and girls spend their time? Let some participants present their work. Reflect on this together.



Instructions for peer-to-peer research activities

- Girls: In pairs. Follow one of the girls in your neighbourhood and see what activities she does on an average day. Find out what they are doing, how they feel, how much time activities take out of their day etc. One will take photos and the other will do the interview.
- Boys: In pairs. Follow one of the boys in your neighbourhood and see what activities he does on an average day. Find out what they are doing, how they feel, how much time activities take out of their day etc. One researcher will take photos and the other will do the interview.

2c

Decision making exercise



Material: voice recorder. Print out ten decision-making tables – printed below. Make sure that each young researcher gets one decision-making table. Also copy the format onto big A1 papers (10 times). Please also bring coloured paper (stick-its) and pencils/pens that the young researchers can use to fill in the charts during the session.



Individual



Yes.



Duration: 90 minutes



Purpose: the goal of this exercise is for the young researchers to reflect on their ability to make decisions about their life.



Participatory photography could be integrated in this exercise.



Peer-to-peer interview elements could be integrated in this exercise.

Instructions:

- Interview one older sibling and one younger sibling (of the same sex – so sisters) by making use of the decision making table. Record these interviews. In case a girl does not have sisters – explore if she can interview an older / younger niece.
- Interview a younger sibling by making use of the decision making table. Together with them make photos of the following topic: 'decisions that your sibling is not able to make and you are'. Brainstorm with the class what this would look like – how can you capture this best?

Please ask the participants about decisions they regularly make or that are made for them. Ask them per the following categories: Friends and Peers, Access to technology, Access to financial resources, Mobility, Time Use, Food Consumption. Between the categories give the participants time to fill out their decision-making table.

It is best to study the decision-making table to know which questions to ask per category. But broadly, the instruction is to ask the following questions for each of the categories indicated above:

- Who are the key decision-makers for each activity?
- What weight do the decision-makers have? (assign weight from 1-5)
- If you have discussed this issue with the decision-makers what was the outcome? Why?
- How would this differ for a sibling of the opposite gender?
- How would this differ for a sibling of the same gender, who is older?
- Any other resources needed to reach your goal?

The participant will fill in the cells in the decision making table. It is important to keep in mind that the decisions need to be concrete and simple so if the participants cannot think of examples under each heading, please probe using the ones in the first row (see table below).

If you are able to compare across gendered groups:

- Paste the 'Boy decision-making tables' on the left part of the room and the 'Girl decision-making tables' on the right part of the room. Let the young researchers walk through the room and read the tables
- Have a discussion (record this session with a voice recorder) with the boys and girls about the differences between boys' and girls' weekly schedules as well as the differences between the older / younger siblings (group discussion)
- Reflect on this together. Record this session.

No.	Name tool	Who are the key decision-makers for each activity? What weight do the decision-makers have? (Assign weights out of 5)	If you have discussed this issue with the decision-makers what was the outcome? Why?	How would this differ for a sibling of the opposite gender?	How would this differ for a sibling of the same gender, but who is older? (late adolescent e.g. 16-19 years)?	Any other resources needed to reach your goal?
Social connectivity	Play with your friends					
Access to technology	Watch TV/ listen to radio					
	Use mobile phone					
	Decide on what to watch or listen to on TV/radio/ mobile					
Access to financial resources	Buy a treat in the market or at the shops					
	Have a mobile phone/ mobile minutes					
	Pay school fees / buy exercise books/ uniform/ shoes/ sanitary products					
Mobility	Visit grandparents alone					
	Go to the market/ shops with friends alone					
Time use	Engage in paid work outside the home					
	Do less chores in order to have more time for homework					
	Spend more time playing					
	Join a club at school					
Food consumption	Decide what you eat and when you eat					

2d Social Support Quadrant



A1 paper, colour pens and post-it notes.



One adolescent – between the age of 10-14 years old.



Yes



+ - 60 minutes.



Objective: to gain a better understanding of which support networks adolescent girls and boys can draw upon.



Participatory photography could be integrated in this exercise.



Peer-to-peer interview elements could be integrated in this exercise.

Instructions:

Explain to the adolescent that we are interested in finding out who they like spending time with, who they go to when they are worried about something and who they contact when they need advice.

- Ask the adolescent who they like spending time with and why and what they like to do together, how often they see friends/ peers etc.
- Show the adolescent how to divide the page into four quarters representing people s/he spends time with, get support for their worries, share good news, and prefer to avoid.
- Make sure that they further divide the four quarters in half. The paper should more or less look like the image below (please note that the yellow is only yellow for demonstration purposes – it should not be coloured yellow on the participants' sheets) (5 minutes):
- Ask the adolescent to draw a picture of themselves in the middle of the paper and go through each quarter asking them to list the people who this applies to (45 minutes)
- Do this for people both in and out of programmes – use the yellow marked areas to mark who the girl / boy spends time with in the centre
- First ask the adolescent to think about the people they spend time with and draw symbols for the activities they enjoy doing together
- Next ask the participants to think about all the people in their lives who could help them if they had a problem.
- Probe in case needed – teacher/facilitator/aunt/ mother/peer/friends/programme staff/sibling/friend/ other relative.
- Make sure that they don't just write down the name of the person but also their relation to the person (e.g. Mariam, my cousin etc.).
- If they answer a peer, then probe: 'is there an adult you would go to as well, if not why not?' and vice versa.
- And if something positive/exciting happened in their life who would you share this with?
- Same probes as above.

- Draw a symbol next to the interaction to show how you communicate with the person you list. For example, face-to-face, on the phone or via the internet.
- Ask the adolescent whether there are any people in their lives whom they spend time with that they don't enjoy. If this feel too sensitive, please phrase as girls/ boys of your age and ask who don't they like to mix with? (this will keep it from becoming too personal).
- Probe – why is this?
- Ask the adolescent to list where they would place non-formal / formal service providers (e.g. teachers at the centre, at school, PSS workers etc.).
- Probe – why there?

Figure 9: Example social network analysis from Gaza





Instructions for participatory photography exercises

- Visualize: 1) who you like to spend time with, 2) what you like to do and 3) why that relationship is special to you.

Example for girls: Laila likes spending time with her older married sister that has a university degree because she is her role model and provides her with great advice on how to succeed in life, how to negotiate with her parents.

They speak about these things at night via WhatsApp.

- Photos could be about:
 - Photo of your sister on the beach promenade
 - Picture of your phone
 - Picture of your sisters' university certificate / ceremony
 - Pictures that she recommends you reading
 - Etc.

Example for boys: Bassam likes spending time with his cousin that has a university degree because he is his role model and provides him with great advice on how to succeed in life. They speak about these things at night via WhatsApp.

- Photos could be about:
 - Photo of your brother on the beach promenade
 - Picture of your phone
 - Picture of your brother's university certificate / ceremony
 - Pictures that he recommends you reading
 - Etc.

2e

Worries exercise



Index cards and crayons, markers, envelopes.



Group of adolescences – gender segregated groups; and ideally of the same age – not more than 8 participants per group.



-



1-2 hours depending on the group.



Purpose: This tool helps us understand what sorts of daily worries adolescents face and who helps them deal with them. It also lets us understand what they may worry about as they grow older/over time.

Format: This exercise will generate better data if adolescents have privacy—children may be hesitant to discuss genuinely troubling things with other people around.



Participatory photography could be integrated in this exercise.



Peer-to-peer interview elements could be integrated in this exercise.

- Ask the adolescent to write down, on index cards (or help them to do this), all the things that they have worried about in the last week or month. This should be a free listing—let the adolescent generate their own ideas.
- These should be worries that are 'local', so it doesn't have to be about ensuring world peace, and it should be relevant to their lives. For example, related to family, friends or school.
- Have them sort them into "things you worry about but can't fix" and "worries that you could potentially fix", putting them into two different envelopes.
- Tell them they can go back and add more cards to the envelopes if they have other ideas while you talk.
- (We need to either record in the notes or through a photograph which cards went in which envelope.)
- After they are finished—then pull the cards out and talk about them one by one. Each card will likely be short and simple—so probe to get the full story behind the worry. Do NOT try to add to adolescents' list of worries—just probe carefully to understand each one fully.
- E.g. hunger, not being able to go to school, not having enough school supplies, bullying at school, having to drop-out of school, violence in broader community, disagreements in the household, body changes, toilets (e.g. in slum areas and schools, communal toilets in context of menstruation), child marriage, risk of violence at home (e.g. for boys and girls themselves though also for mothers and siblings)
- In the case of worries that relate to intra-household disagreements, ask what sorts of things these relate to, what people do, how the adolescents respond and how do they feel about it. We are looking not only for disagreements between adolescents and adults or between siblings—but also at whether the young adolescents are aware of very grown-up worries in their environments (violence, alcoholism, poverty, etc.)

- With each, ask them who could help them with this worry—and how--and then find out whether they have ever actually sought support.
- After the adolescent has completed more recent worries that are concrete to them—ask them what sorts of things they are worried about for the future—in the next year or two. Again, probe carefully and ask them who they could go to for help if this worry should eventuate.



Visualize what worries you, why and what you do about this (how do you cope?)

- Read the example of Farrah: 'I am constantly worried for my youngest brother Bassam. We live in a house with very thin walls and when my dad can't pay the electricity bill – Bassam almost turns red because of the rash and skin diseases because of the hot water. When I worry about him getting sick – I get really sad and withdrawn. I don't want to talk to anyone and I go to my own special place – the library. I like to read books and forget where I am. After a while in the library I text my best friend Mariam to meet up so we can complain together about the situation we are in. It helps that I can sometimes go to [name programme] – here I forget about the situation I am in. Also – I learn skills that are important for later on in life – so I can pay the bill and stop Bassam from being so cold"
- Analysis: Ask the young researchers to select the most interesting photos that they made. They can only select, at most, five photos per person.
- The young researchers will be given post-it's. Per image, the young researchers will write a description of the chosen image on one part of the post-it and the caption on the other part of the post it.

2f

Intergenerational interview



Material: voice-recorder



Individual



Yes



Duration: half a day



Purpose: increased understanding on how decision making and challenges facing adolescents have changed over time and vary per gender.



Participatory photography could be integrated in this exercise.



Peer-to-peer interview elements could be integrated in this exercise. Girls can interview their mothers and grandmothers and boys can interview their fathers and grandfathers.

Instructions:

Arrange an interview with your grandfather and father / uncle (for boys) / grandmother / mother or aunt (for girls). In case any of the previous stakeholders are not available for an interview – please ask another relative of roughly the same age (as your parent / grandparent) to partake in the interview. The purpose of the interview is to further understand how decision-making abilities of adolescent girls and boy have changed over time.

Before you start the interview – write down on paper your answers to the following questions:

- What do you think are the key challenges facing adolescents today in your community?
- How do these issues vary by gender and age?
- When is a young person becoming an adult, according to you?
- Is this different for boys and girls?
- Are there special ceremonies associated with transitions from child to adult?
- How does a young person learn responsibilities and duties of a good man and woman?
- Who teaches these things and how are they taught?
- Are there situations when people have to or choose to take on roles such as marriage, engagement, motherhood / fatherhood earlier?
- What major decisions have you made in your own life? What major decisions have been made for you in your life? Who was the decision maker? How did you feel about this?
- How do you think your decision-making ability differs from that of your mother / father / grandfather / grandmother when they were your age?
- After completing these questions conduct the intergenerational interview with your relatives. Both your father / grandfather or mother / grandmother should be in the same room during the interview.

You can ask the interviewees the following questions (but don't limit yourself to these questions):

- What do you think are the key challenges facing adolescents today in your community?
- How do these issues vary by gender and age?
- How are these issues similar or different from when you were growing up?

- What do you think are the opportunities for becoming an adult today compared to when you were younger? Ask about transitions into work, marriage, establishing your own household
- Opportunities for voice/ decision-making within the community
- Is this different for boys and girls? And has this changed since you were young?
- Are there special ceremonies associated with transitions from child to adult?
- How do or don't young people have the opportunity to decide to participate in these ceremonies?
- Is this different from when you were young?
- How does a young person learn responsibilities and duties of a good man and woman? Who teaches these things and how are they taught? How do or don't young people have a voice in this process? Is this different from when you were young?
- Are there situations when people have to or choose to take on roles such as marriage, engagement, motherhood / fatherhood earlier? Has that changed when you were young?
- What major decisions have you made in your own life? What major decisions have been made for you in your life? Who was the decision maker? How did you feel about this?
- What can your daughter / son do that you could not at your age? And why?
- What else has changed since you were young? Please elaborate.

In case the participants find it difficult to respond – loosen up the conversation by asking if they can tell you a story about when they were your own age (conversation opener). You can follow-up from there and ask the above questions.

3. Communities and systems through an adolescent lens: individual and group interviews

A third set of tools focuses on communities and systems through an adolescent lens, allowing us to provide further depth to the adolescent-friendly service mapping tools presented in chapter 1. It includes community and institution mapping and participatory photography

exercises highlighting the spaces that adolescents use during their day, and a tool – Madam President – aimed at understanding adolescents’ views about the ways that policies can and should influence their lives.

No.	Name tool	Purpose
3. Communities and systems through an adolescent lens: individual and group interview		
3a	Community mapping	To better understand why parents and (vulnerable) adolescents in Jordan are not accessing services for adolescents and to work out what kind of “incentives” could counter this.
3b	Mapping adolescent spaces through 360 photography	To map “spaces” of adolescent girls living in host communities or refugee camps.
3c	24 hours in the life of participatory photography	To better understand how adolescent’s girl’s ecologies are shaped in conflict affected contexts.
3d	Madam President	To gain a more in-depth understanding as to how policy makers can assist adolescent – and especially adolescent girls’ - empowerment, from an adolescent lens, and to understand how adolescent girls and boys perceive their collective capabilities.

3a Community Timeline



A3 paper; different coloured markers; tape; different coloured post-it notes.



Selecting participants

- Respondents: Max. 10 respondents per group; gender segregated
- Adults: Male and female community members or key informants aged 18-55 years (one group each, with a good age distribution).
- Adolescents: boys and girls aged 10-19 years (one group each, with a good age distribution).



-



3 hours per timeline.



Purpose: to better understand why parents and (vulnerable) adolescents are not accessing services for adolescents and to work out what kind of “incentives” could counter this.



Participatory photography could be integrated in this exercise – illustrating the timeline.



Peer-to-peer interview elements could be integrated in this exercise. Peer-to-peer researchers could interview community leaders and others in the community and together construct a timeline in a focus group discussion setting with an facilitator.

Instructions:

Format

- Co-construct on a large piece of paper as a group.
- Please check with the participants at the end to make sure that you have captured everything.
- See calendar of national events (below) to help orientate yourself.
- Use post-it notes to highlight differences in views on events or minority experiences.

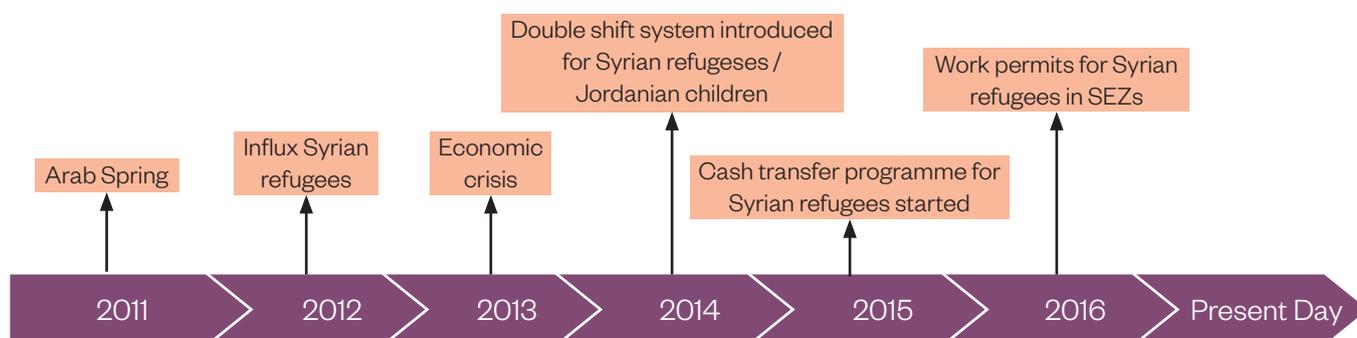
Adults:

- All: Thinking about your “community” (i.e. Syrian refugee community; Palestinian community; village), map out key events since 2011 (Arab spring); or the last decade (Palestinians, Jordanians) paying particular attention to the last 5 years (prompt key events in the table below)

- All: What were some of the most positive changes in your community in the past 10 years; since 2011?
- All: What else has changed in your community in the last 10 years? Since 2011? (see probes below).
- All: Have large numbers of people migrated in or out of your community? Where did they come from or go to? When did this start? Who is involved – men, women, girls, boy? What has been the impact?
- All: When were services such as primary and secondary schools, clinics, water, jobs etc. available to the community? Who can access these services? Has access / quality changed over the last 6 years? Why? (probe making use of the table below)
- All: When did the first NGOs arrive? What types of programmes did they bring? Were there any specific programmes for adolescents? What was their impact? When did they start? What was their impact?

- All: Are any of these programmes still around today? How are they viewed? Who do they target? Have there been any other types of services that the community has benefitted from? And what about your children (sample will have fathers / mothers of children with adolescents)? Which groups of vulnerable adolescents can access these services? And who don't? Why? What kinds of opportunities are there for adolescents to participate in the running of the community? And what are the challenges?
- All: What about adolescents with disabilities? What sorts of support do they receive? What sorts of challenges do they face? Has this changed over time and if so why?
- All: Thinking about the future, what opportunities do you as a group see for the community to develop further and what challenges might you face? And what if you think about the opportunities and challenges for adolescents?
- All: When you were younger, what was different for children / adolescents in this community? How? When did it change? Why? For example, has the acceptability of interactions between adolescent girls and boys changed?
- All: What about conflict in the community? Has this changed over time? Why or why not?
- End on a positive note.
- Women specific probes:
 - At what age/ stage when can a person get engaged/ betrothed /married/begin to cohabit? Have a child? Start a family? Is it different for some people/ groups? (according to socio-economic status, religion, caste, ethnicity, disability?)
 - When do children first go to school in this community? And when do they normally finish / drop out of school? Why?
 - Do adolescents in this community have specific needs? And do they have access to specific type of services? Why? Offered by who? Where? When? Easy to access?
 - End on a positive note.

Figure 10: Fictional timeline with parents [note, timings might not be correct]

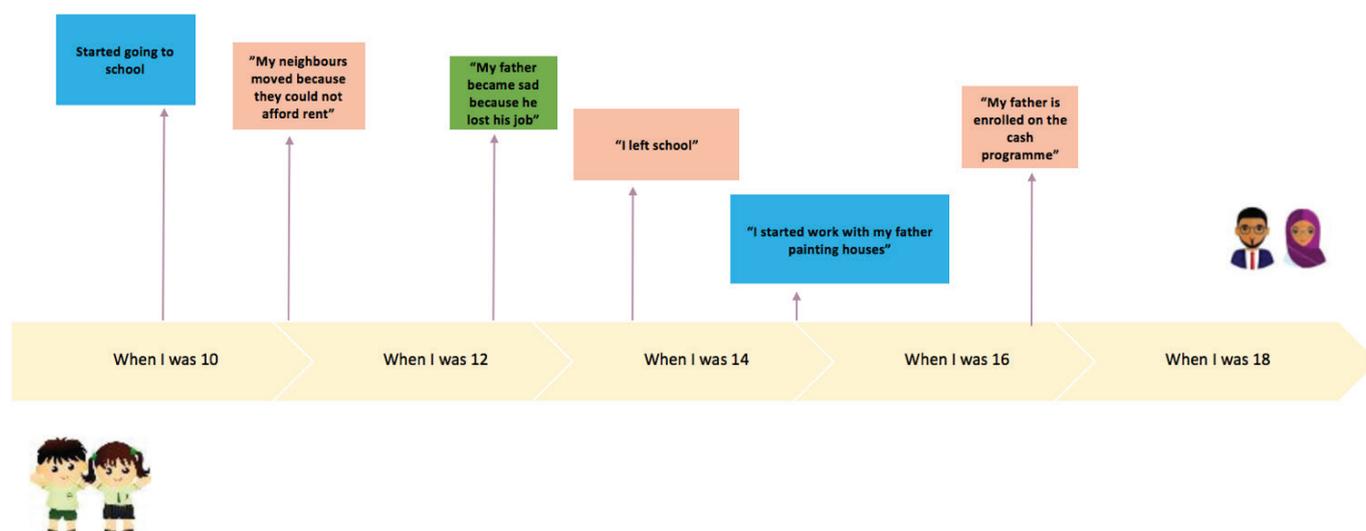


Adolescents:

- It would be good to pick a key point for the adolescents to refer to, for example:
 - When they were 10 years old (in case you have an older group of adolescents)
 - When they were 5 years old (in case you have a younger group of adolescents)
 - When their family came from Syria (Syrian refugee group)
 - Etc.
- Give all adolescents post its so that can write personal experiences and drop them on the timeline. It is more challenging for adolescents to generalize their experiences across.
- Based on these themes we can adolescent specific questions for the timeline (See adolescent specific probes below in the table below), for example:
- Both: What were your 5 best moments of the last ten years? And why?

- If school is mentioned: At which age do children normally start going to school? (all the children? Which groups not? Why? Did they ever go? Are all the children still in school? Why drop out?)
- If marriage is mentioned: What age do people normally get married in this community?
- If birth is mentioned: Birth of brother or sister / own child etc.?
- Boys: Working opportunities?
- Both: Family reunification? Migration?
- If purchasing of goods after scarcity of resources is mentioned: what happened; why? Since when? How did your family cope?
- Both: Entering in adolescent service? Life skills programme? Recreational activities?
- Both: if they bring up negative moments, probe on if others have also gone through such moments, for example:
- Girls: Restrictive older brothers? Having to stay at home? Less social mobility? What age? Where can't they go?
- Both: Bullying in school? Dropping out of school?
- Both: Health care issue in family?
- Both, as a closing reflection: What has changed over 5 years?
- Etc.

Figure 11: Fictional timeline with adolescents



An example of how this tool can be locally tailored to specific refugee populations; age groups and context specific decision-making moments.

Key moments in history	Key decision making moments in life	Adolescent specific moments	Services (categories)	Adolescent specific services
Cross-cutting				
Elections	Marriage	Marriage	Cash transfer and other economic support	Informal education
War and displacement	Disease or death	Disease or death	Informal education	Formal education
Economic crisis	Graduation	Drop-out of school	Education	Adolescent friendly health services
Restrictive laws	Birth of son daughter	Birth of brother sister	Health related services	Life skills
Government cuts for social projects	Education enrolment	Resumption of education	Psychosocial support	PSS support programmes

Key moments in history	Key decision making moments in life	Adolescent specific moments	Services (categories)	Adolescent specific services
Large infrastructure projects (i.e. opening up areas that before could not get accessed)	Work opportunity	Enter in service (girl centre; life skill training etc.)	Parental classes...	Livelihood programmes
Technology (mobile phones; internet)	Etc.	Etc.	Etc.	Islamic centres
Syrian refugee population				
War in Syria	Leaving Syria	Leaving school in Syria	Cash transfers / Child cash grant	Makani programme
Move from Syria	Sacrificing education of children; sending children to work	Entering school in Jordan	Winterization efforts	INGO programmes (in Mafraq, for example IRCs girls programming)
Health insurance for Syrians abolished	Leaving family behind	Enrolling in informal education programme	INGO support	CBO programmes focussed on livelihood / life skills and other informal education programme
Entering / leaving Zaatari / Azraq	Registering as refugee at UNHCR	Getting married (girls)	JHAS health support	Adolescent friendly health services
Family reunification	Getting a work permit	Finding work (boys); getting arrested for working illegally	Family Reunification programmes	Etc.
Crossing the border	Etc.	Etc.	Reallocation programmes	
Jordanian population				
Syrian refugee crisis	Having to sell house / can't afford rent due to higher prizes	Moving houses	NAF fund	CBO informal education programme
Iraqi crisis	Loss of job due to other cheaper labour	Not being able to afford school anymore	CBO support	Government services?
Yemeni crisis	Strain on public resources	Getting married to relief burden on HH (girls)	Etc.	Etc.
Working permit for Syrian refugees	Etc.	Starting to work (boys)		
Economic crisis		Starting to beg		
Working opportunities		Etc.		
Syrian refugee crisis				
Palestine refugee population (add on to Jordanian population characteristics)				
Passport and ID renewal	Access to services / Jordanian citizenship	Access to health care / other government services	UNRWA	Services within the UNRWA system for adolescents (school parliaments; TVET)
Conflict in Gaza	Fear for safety of family members	Stress of parents	INGOs?	Government services?
Blockade	Stress for family members		CBOs?	

3b

Mapping adolescent “spaces” making use of 360 photography



- Download the following app on your mobile phone: <https://play.google.com/store/apps/details?id=com.google.android.street&hl=en>
- Voice-recorder



Not more than 5 adolescents per group – ideally older adolescents with some knowledge on mobile phone usage.



-



Time frame: half a day



Purpose: to map “spaces” of adolescent girls living in host communities or refugee camps.



Participatory photography exercise.



Peer-to-peer interview elements could be integrated in this exercise.

Instructions:

- Ask the adolescent to go to their “favourite” space / or a space where they feel safe / unsafe.
- Help the adolescent make a 360 photo of this space.
- Record the interview with the adolescent about this space.
- We will ensure that during 360 photos made by adolescents adhere to GAGE ethical guidelines around photography.



Mapping my community

An interactive, innovative mobile ‘app’ – Map my Community – was designed to explore and map residents and city users (adults and children) mobility within this case study city development. The app collated data on where they go, how they travel and their local experiences. Participants (residents, visitors, workers, commuters, etc.) consent to the app on download and after participation in app based training activities.

We will also explore tailoring app based research tools like the ‘Map my community’ app used in the New Urbanism study. See an example how maps were used in this project.

3c

Mapping adolescent “spaces”: “24 hours in the life of”



Material needed

- A camera
- Voice-recorder



One on one; if in group, not more than 5 adolescents per group – ideally the older age cohort.



If done on an individual basis



Time frame: a full day



Purpose: to better understand how adolescent’s girl’s ecologies are shaped in conflict affected contexts.



Participatory photography exercise.



Peer-to-peer interview elements could be integrated in this exercise.

Instructions:

1. Review a presentation of the daily life of Safron made by the University of Sussex to learn more about the purpose of the research.
2. See another example of a mapping exercise done with Jamela, a girl in Gaza (see here).
3. Work with research participants to map out their days (ideally through participatory photography) – where do they spend their time, with whom and why?
4. Take photos of key moments

3d Madam President



Material needed: access to a computer or television to show: <https://www.facebook.com/MadamPresidentTV/videos> (video produced by Search for Common Ground). Flipchart paper



No more than 10 participants of roughly the same age as well as in a gender segregated manner.



If they don't have an audio-visual or mental disability.



Duration: +- 60 minutes



Purpose: To gain a more in-depth understanding how policy makers can assist adolescent – and especially adolescent girls' - empowerment, from an adolescent lens, and to understand how adolescent girls and boys perceive their collective capabilities.



Participatory photography elements could be integrated – taking photos of best practices or gaps in service delivery.



Peer-to-peer interview elements could be integrated in this exercise.

Instructions:

- Watch the beginning from the first episode of the 'Madam President' series.
- Please make sure that you stop the video at min. 7:54.
- The clip we watched ended with the following statement: what can the new president do in one year?
- Think of a challenge for adolescent girls / boys together [group discussion]
- Discuss the clip and propose how she might be able to address this challenge in your community.
- Next work in small groups (5 people per group) - use a flipchart / a big piece of paper to draw down your ideas.
- Please per group reflect on one of the question below.
 - how would you use new technology (e.g. phone, website, social networks, app) to improve some of the issues that you have highlighted in your letter to the president?
 - if you would design a new activity or strategy for young people– what would it be? And would these activities be different for boys / girls?
 - Please reflect on the programme's aim, the target group, location, who would implement it, activities and duration / regularity meetings etc.
 - The groups will present the findings of this exercise to the plenary (with all the girls / boys) at the end of the day.

4. Tools for participatory analysis

The final set of tools involves simple analysis exercises which encourage adolescents – especially those involved in peer to peer research and participatory photography components – to reflect on the findings and what they

mean to them. This can in turn be complemented with thematic coding and analysis processes, for which GAGE is using the qualitative software package MAQqda.

No.	Name tool	Purpose
4. Participatory Analysis tools		
4a	Reflection exercise	This exercise is aimed at understanding the effectiveness and quality of empowerment programmes in a certain setting.
4b	SHOWed analysis	To do joint-coding and analysis with the young researchers.

4a Reflection exercise



Material needed: chalkboard, post-its, markers.



No more than 10 participants of roughly the same age as well as in a gender segregated manner.



Yes, depending on the disability.



Duration: 30-60 minutes



Purpose: this exercise is aimed at understanding the effectiveness and quality of empowerment programmes in a certain setting.



This exercise can also be used to rank photos made by participants.



This exercise can be done with adolescent and adult participants.

Instructions:

To gain consensus from the young researchers on the gathered material we will divide the school board (or wall)

in three parts (as illustrated below). Then write: 'Positive', 'Challenging' and 'Neutral' on the board in the different sections of the board.

Positive	Challenging	Neutral

- Give the participants each fifteen post-its and ask them to write their research findings on the notes and stick them on the board.
- After everyone has posted their post-it's on the board – group the posts-it's that have the same content.
- Draw a circle around the post-it's with the same content.
- Ask the participants to rank the contents of the different parts of the board from most important to least important.
- Number the 'circles' of post-it's from most important to least important.
- Once you have done this for all the positive and challenging aspects of the programme, give the participants 10 post-its.
- Ask them to write recommendations on the notes that can help solve the challenging bits of the programme.
- Let them stick these papers on the board.
- Ask the participants to rank these (group assignment) from 'most important' to 'least important'.

4b

SHOWeD analysis



Material: print outs of photos, pens and colour pens.



Duration: half a day.



Purpose: to do joint-coding and analysis with the young researchers.



This exercise to be done to rank photos and other visual material gathered by youth researchers



This exercise can be done with adolescent and adult participants.

Instructions:

The young researchers will first be asked to pick one of two photographs they took during the previous weeks. They can pick these photos because they feel like they are important or because they simply like these photos best. The young researchers will write half a page about the meaning of the photo and the reasons they picked this /these photo above the others (20 minutes).

In their write-up the young researchers should answer the following questions by using the SHOWED method:

- S: What do you See here?
- H: What is really Happening?
- O: How does this relate to Our lives?
- W: Why does this problem or strength exist?
- D: What can we Do about it?

Each participant will then present their one / two selected photograph(s) and write-ups to the group in an elevator pitch format (2 minutes – short summary about key points and why the photo is compelling) to spark critical dialogue on how key decision making by adolescents has changed over time (40 minutes).

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About GAGE

Gender and Adolescence: Global Evidence (GAGE) is a nine-year longitudinal research programme generating evidence on what works to transform the lives of adolescent girls in the Global South. Visit www.gage.odi.org.uk for more information.

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Front cover: Palestinian girls in Jerash enjoying a break from school, Ingrid Gercama.

