

## Phase 1

### Focus Group Discussion Tool for Adults

The primary Focus Group Discussions (FGD) tool for assessing social norm change was the 'Good Girl, Bad Girl' exercise that was used with groups of Boundary Partner (BP) and non-Boundary Partner(non-BP) mothers, fathers, and boys, and with non-Boundary Partner girls. The tool asked participants to describe traits of good girls and bad girls within different contexts: at home, in the community, and in the Fun Center. The resulting discussion provided indications of the degree to which different social norms affecting girls had changed. In the following pages you will find the FDG Evaluation tools for the following groups:

#### **Social Expectations for Girls**

**Participants:**

Adults from the community

**Tools used:**

1D: Social expectations for girls

**Steps:**

- 1) **Explain the consent process and do introductions** – 10 minutes
- 2) **Implement activity**
  - 1D. **Social expectations for girls** – 45 minutes + 15 minutes for TP questions
- 2) **Read and discuss closure statement** – 5 minutes

**Total duration:** 1.5hours

**Materials needed:**

A4 paper to draw dreams on

Colored markers

#### **TOOL 1D: SOCIAL EXPECTATIONS FOR GIRLS**

*Purpose:*

The aim of this exercise is look into respondent views on specific social norms for girls within their community and within the TP group in order to explore their perceptions and to understand barriers to engagement on girls' rights.

*Method:*

For each of the behaviours listed below in the SOCIAL NORMS LIST, do the following five steps:

1. Say “in some communities in this area, people in the communities think that girls shouldn’t ... (insert behaviour from the social norms list below). Ask the group, “how do people in THIS community think of girls that do these things?”
2. If participants say that the community would think badly about a girl who does any of the behaviours below, ask “what kind of consequences there would be for that girl or for her family?”
3. Ask if there are certain situations where it is okay for the girl to do that behaviour and there would be no negative consequence? Ask if there are certain girls who are doing that behaviour anyway, despite the consequences?
4. Ask whether the situation was the same a few years ago? How did people expect girls to act a few years ago? Was the “bad talk” the same, more, or less three years ago?

*Social Norms List:*

- a) Moving around the community on their own
- b) Playing sports or riding bicycles
- c) Interacting with boys
- d) Speaking up for her rights, asking her parents to listen to her opinion, asking for her rights at school or in the community

*Social norms related to parents:*

If you are running out of time for this activity, you can follow steps a, b, and c below just for the topics of Love Marriage and Inter-caste marriage.

1. Say” In some communities, people think the following cause shame to families.” For each of the following social norms ask,
  - a) Is this true in this community? What are the negative consequences for the family if it happens?
  - b) Are there certain situations where it is OK?
  - c) Have there been any changes in these expectations in the last few years?
    - i. Love marriage for daughter
    - ii. Inter-caste marriage
    - iii. Groom family receiving low dowry
    - iv. Educating their daughter as much or more than their son

*Probing to understand Tipping Point contribution to social norms change: (10 minutes)*

For the major changes identified, ask for more detail on how TP contributed – what worked (which activity, why), what could have been better (which activity, why)

1. (Only for BP Parents) Have any Tipping Point activities helped you to speak with your daughters about issues in her life, such as the challenges she might face, or her dreams for the future?
2. (Only for BP Parents) Have any Tipping Point activities helped you to speak with your son about issues in his life, such as the challenges he might face, or his dreams for the future?

*Closure process for all FGDs*

- Summarize what you have done during the session in 2-3 sentences
- Remind group about the purpose and use of the information provided
- Remind participants not to share the details of your discussion with others in the community
- Thank participants for their time and effort
- Ask permission to take photos of participants' drawing. Take photos of each sheet or drawing. Ensure that each page notes the workshop type/target group and location. Tell boys and girls they can keep their drawing and take it home if they want.
- Ensure any written notes are given headings as required

Clean the area and make sure no materials are left behind.

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