

Phase 1

SenseMaker® Tool

The SenseMaker® evaluation tool (“signification framework”) is narrative based approach that involves the mass collection of short stories in response to a common prompting question. At the core of the method is the prioritization of the voice of the storyteller who interprets his or her own story through a set of questions (signifier questions). Respondents make a primary assessment of their own stories. Responses to these questions are then aggregated to identify patterns in the data. By referring to the narratives, additional insights can emerge from interesting data patterns, providing rich contextual information.

The prompt was deliberately designed not to focus on child marriage explicitly but aimed to capture data on a broader range of issues that adolescent girls are facing, including who are the key actors and gatekeepers that influence the outcomes of challenging situations, what kinds of assets or support systems girls are drawing upon to overcome obstacles in their lives.

Different triad questions included specific concepts related to social norms - highlighted in green in the tool.

T2: the extent to which societal expectations/pressure made things difficult for a girl

T3: how much family honor influenced the behavior of parents

T5: how much a girl’s actions reflected what others expected of her

T7: the extent to which parents’ actions reflected what others expected of them

One dyad question (D2) was explicitly focused on the social acceptability of a girl’s behavior and asked if the girl in the story behaved in a way that was either a very bad example for other girls, a very good example for other girls, or a mix of both.

A short survey at the end of the tool asked respondents about four areas related to the status of social norms in their communities. The ability to combine different questions in multivariate analysis and to contextualize data points by referring to specific SenseMaker® stories enabled greater depth of analysis and generated a large amount of qualitative data about girls’ lives experiences of gendered social norms.

[Data collectors read the text below out loud to the storyteller]

We are gathering experiences about the lives of girls to better understand what kinds of issues affect them and how decisions are made as they grow older and become adults. Girls' voices are not often heard but they are important. Parents, family members, friends and community members are also important in the lives of girls and their thoughts and actions are important for us. Listening to many different experiences about girls' lives can provide valuable understandings about how to ensure that young people lead good lives.

To participate, all you need to do is:

- Tell the interviewer about an experience or moment that you want to share about a girl's life
- Answer some questions to help us understand your story in more depth

For a girl:

Please share a recent experience (within the past 6 months) about a challenge that you or another girl in your village has faced and how she dealt with this challenge. What happened? Who was involved? How did the situation end?

For a boy:

Please share a recent experience (within the past 6 months) about a challenge that a girl in your family or from your village has faced and how she dealt with this challenge. What happened? Who was involved? How did the situation end?

For parents:

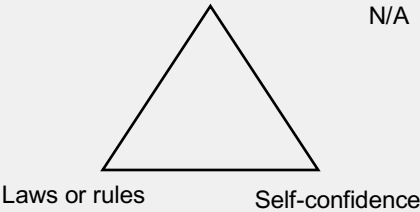
Please share a recent experience (within the past 6 months) about a challenge that your daughter or another girl in your village has faced and how she dealt with this challenge. What happened? Who was involved? How did the situation end?

Please provide a title for your story. [If the respondent has difficulty thinking of a title, ask them to think of four or five words that describe the experience they have shared]

[Data collector: explain a sample triad before continuing]
Please answer the following questions to help us understand your story better.
We will first look at an example of how to answer this type of question.

T1. What influences the outcome of your story?

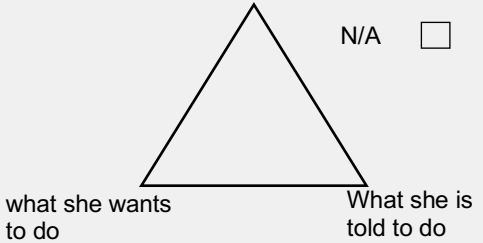
Family or social connections N/A



Laws or rules Self-confidence

T5. In your story, the girl does ...

what she thinks people (including family) expect of her N/A



what she wants to do What she is told to do

T2. In your story, what makes things difficult for the girl ?

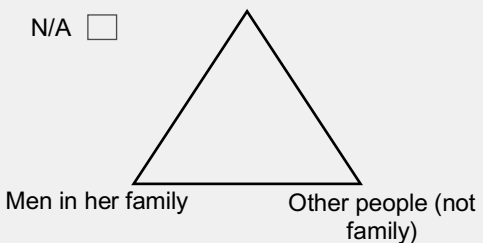
Societal expectations/pressure N/A



Lack of supportive relationships Lack of skills or knowledge

T6. In your story, who influences decision-making about the girl's life?

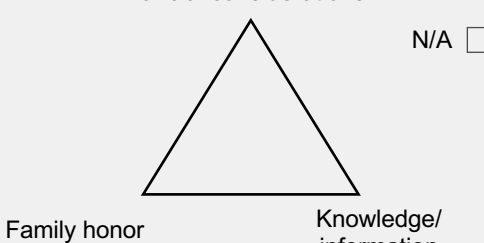
Women in her family N/A



Men in her family Other people (not family)

T3. In your story, what influences the behavior of parents?

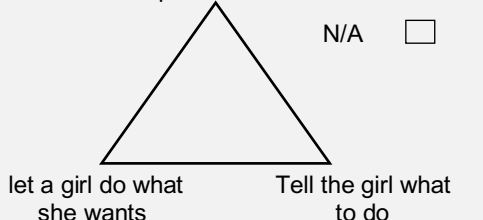
Financial considerations N/A



Family honor Knowledge/information

T7. In your story, parents ...

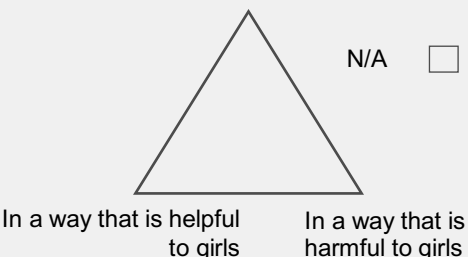
Do what they think people expect of them N/A



let a girl do what she wants Tell the girl what to do

T4. In your story, boys act...

In their own interest N/A



In a way that is helpful to girls In a way that is harmful to girls

T8. What are girls seeking in your story?

Dreams / Ambitions N/A



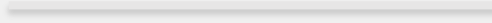
Safety / Protection Equality / Justice

[Data collectors explain to storytellers]

For the following 4 questions, you are going to see a coloured bar with two different answers at either end. Move the circle along the scale where you feel it fits best with your story. The closer the circle is to either end of the coloured bar, the stronger that answer is in relation to your story.

D1. In your story, the girl has...

Complete control over what happened



No control over what happened

N/A

D2. In your story, do you believe that the girl behaves in a way that is...

A very good example for other

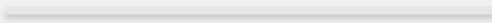


A very bad example for other girls

N/A

D3. The kind of situation described in your story is...

Talked about all the time

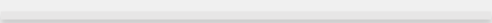


Never talked about

N/A

D4. Girls in my story feel...

Extremely unsafe and insecure




Completely safe and secure

N/A

S1. In the context of your story, how did people behave and how did others in your community react to the actions or decisions taken by different people?

[Data collectors explain: Drag and drop the labels below onto the image. If any of the people listed are not in your story, do not move the corresponding symbol into the box.]

- 1** Girl(s) in the story
- 2** Boy(s) in the story
- 3** Mother in the story
- 4** Father in the story
- 5** Other adults in the story

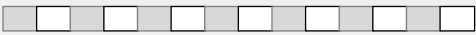
Behavior defied traditions/social expectations  Behaved according to traditions/social expectations

N/A

S2. What happened in your story...

[Data collectors: only ask adults this question]

- 1** Three years ago
- 2** Now

Happens a lot to girls in your community  Never happens to girls in your community

M1. My story is about ... (select up to 3 responses)

Friendship	Family relationships
Education	Household chores (unpaid)
Marriage	A romantic relationship (outside marriage)
Safety / Security	A girl's honour
Freedom to Move Around	Menstruation
Health	Dowry
Violence	Income
Other (please list)	

M3. In addition to the girl who is the main person in your story, who else is involved in your story? (select up to 3 responses)

	The girl's husband
Female friend(s) of the girl	The girl's in laws
Boy(s)	Religious leader
Girl's mother	Government official
Girl's father	Romantic boyfriend or girlfriend
Girl's sister	Teacher
Girl's brother	NGO worker
Other relative(s)	Informal community leader
Other (please list)	

M5. The girl in my story ... (select 1 response)

Is a Fun Centre member
Is not a member of a Fun Centre
I Don't know

M7. How do you know the girl in your story? She is your... (select 1 response)

Self	Sister in law
Daughter	Granddaughter
Sister	Friend
Cousin/Niece/ Other relative	Neighbor
Daughter in law	Other (please list)

M2. The situation described in my story is seen by my community as ...(select 1 response)

Socially acceptable
Socially unacceptable, but no one said or did anything about it
Socially unacceptable and someone did say or do something about it

M4. What happens to the girl in my story was ... (select one response)

good for her
neutral for her
bad for her
a mix of good and bad for her

M6. How often does the situation described in your story happen, either to you or to others in your community? ... (Select one response)

every day
often (every week)
sometimes (every month)
rarely (a few times per year)
one time only
I don't know

A1.

I am...(select 1 response)

	12-15 years old
	16-19 years old
	20-29 years old
	30-39 years old
	40-49 years old
	50-59 years old
	60 years or older

A2. My religion is ...

	Muslim
	Hindu
	Prefer not to say
	Other...

A3. My marital status is...(select 1 response)

	Never married
	Married
	Divorced or Separated
	Widow or widower
	Prefer not to say

A4. My level of education is...(select 1 response)

	Have never been to school
	Some primary education
	Completed primary education
	Some secondary education
	Completed secondary education
	Some university or college education
	Completed university or college education
	Some non-formal education

[Now, I would like to ask you a short set of questions about issues affecting young people in your community. I am interested in hearing your opinions and your answers do not have to relate to the story you shared at the start of our interview.]

Please tell me the extent to which you agree or disagree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1. Daughters should have the same opportunity to work outside the home as sons					
Q2. Girls in this community are able to move around as much as boys					
Q3. A girl who receives unwanted male attention causes her family to lose honor.					
Q4. Boys in this community are valued more than girls					

Q5. What do you think is the ideal age for a girl in your community to marry?

10 years old	17 years old
11 years old	18 years old
12 years old	19 years old
13 years old	20 years old
14 years old	20-25 years old
15 years old	Above 25 years old
16 years old	

Q6. What do you think of the situation of girls in your community? (select 1 response)

Girls get too much attention / more than needed and people should worry less about them
Girls are just fine. The situation is ok as it is now.
Girls do not get enough support and people should do more to improve their situation

Q7. Which Tipping Point activities in your community have you participated in? (select all that apply)

	Aamra o korchi campaign including cooking by men	Badminton amongst adolescents and sometimes mothers
	Gender games washing clothes, bathing baby, folding clothes, peeling vegetables competition amongst men	Home visits
	Community talk shows including drama by adolescent group (separate group from Forum Theater) and role model experience sharing	Fun Centre sub-sessions with non-members
	Tea stall meetings	Forum theater (done by external group in the village)
	Cycle racing	Day Observance (michil) (Rally, Competition, Discussion, presentation)
	Football	None of the above
	Other, please list...	

Q8. Exposure to the community activities (max. 1 answer)

[Data collectors, count the number of checks in Q7 and select one of the 3 options below]

	0 to 1 activities
	2 to 4 activities
	5 or more activities

These stories are anonymous, but we may want to share them with colleagues or other organisations or share them in reports or presentations. We will not share your name or the name of anyone involved in the story.

Q9. Please select one of the options below.

Yes, I give permission for you to share my story with others.	
No, I do not want my story to be shared with others.	

Lessons Learned

1. Interesting primary, secondary, tertiary analyses using the triads, dyads, stones, survey questions and running analyses by various respondent groups
2. New “windows” for exploration opened through these analyses; programming implications
3. Many possible interpretations of data; not a stand-alone method
4. Sensemaking with staff and participants important.

CARE grants permission to all not-for-profit organizations engaged in social justice and humanitarian activities to reproduce this work, in whole or in part. The following notice shall appear conspicuously with any reproduction: **“SenseMaker Tool. CARE’s Tipping Point approach. Copyright © 2018 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission.”**