



Guideline

for

Focus Group Discussions with Programme Participants

Building Leadership in Girls & Young Women Through Sport

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IMPORTANT INFORMATION FOR CONDUCTING FOCUS GROUP DISCUSSIONS!

- Conducting focus group discussions (FGDs) is not a compulsory part of BLYWTS monitoring and evaluation (M&E) activities. However, several programme partners have expressed interest in collecting additional (qualitative) data regarding the outcomes of their projects. Therefore, this Guideline has been developed to assist any partners who are interested in using this M&E technique.
- FGDs can provide deeper insights about project outcomes from the perspective of the participants. In addition, they result in interesting feedback that may be useful to the project design process and can help organisations to improve implementation. If you do decided to run FGDs, please let us know so we can assist you with the process.
- Good facilitation of FGDs is essential to gathering useful data. The facilitator and note-taker must be people who the participants feel comfortable talking with. Having a (local) language in common is essential. It is helpful if facilitator and note-taker have some knowledge of the programme but they must **NOT** be the girls' direct coaches or facilitators because this will bias results. See Steps 2.1 and 2.2.
- The FGDs should be conducted at the start (baseline) and the end (endline) of each programme cycle. These FGDs have not been designed for a midline assessment so it is not appropriate to conduct them part way through your project.
- The FGDs are not intended to be done with all the girls you work with but should be done only with a 'sample'. We recommend conducting FGDs with 3 different groups, each with 6-10 participants.
- The FGDs conducted at baseline should be completed by girls who are new to the programme. Ideally, girls who participate in the endline FGDs should be the **same** individuals. However, if this is not completely possible, then ensure that they are at least from the **same** group/batch of participants at the **same** site. See Step 2.9 to decide how to choose your FGD participants.
- If the same girls are going to be complete the FGDs and the participant questionnaire, the FGD should be conducted **AFTER** the questionnaire.
- One FGD should take approximately 1.5 hours to complete.
- Analysed *results/data* should be reported to Women Win in English in the Qualitative Data Table (contained in the FGD Discussion Guide).
- Feedback about the *process* should be collected in the Data Collection Documentation Form (Appendix 6; also contained in FGD Discussion Guide) and sent to Women Win.
- Conducting FGDs will help your organisation **TO LEARN!** They will enable you to better understand how your programme is going and generate evidence to share with stakeholders and inform other interventions.

BEFORE WE START! Understanding our M&E Objectives – why conduct FGDS?

Generally, we monitor & evaluate in order to achieve the following objectives

- To know more about how our programme is going
- To improve how our programme is managed & implemented
- To assess whether the project has achieved its objectives and desired impact
- To ensure effective and efficient use of resources
- To be accountable to donors, other stakeholders and our communities
- To attract potential funders

Quantitative & Qualitative methods

In general, **quantitative** methods are used to describe trends and rates, for example to answer questions like “how many girls”, “how often do they attend sessions”, and “what have they learned”?

In the BLYWTS Programme all partners are using the following **quantitative** tools:

- *Participant Info Sheet*: to identify the background characteristics of participants
- *Attendance Sheet*: to track information on participation in the programme
- *Participant Questionnaire (base/endline)*: to measure how much change there has been in participants’ knowledge, attitudes and behaviours during the programme.

Qualitative methods frequently seek to achieve a depth of understanding as to “why” and “how” change occurred (or did not occur). FGDs are one example of a qualitative technique.

Focus group discussions for the BLYWTS Programme

We have designed a Discussion Guide to conduct FGDs with programme participants. There is no obligation for BLYWTS partners to conduct FGDs – it is your decision based on the capacity and needs of your organisation. We also intend to develop similar tools to use with community members, which will become available during Year 1 of the programme.

The information or ‘data’ captured in the FGDs can be used to triangulate (cross-check and compare) findings from the Participant Questionnaire. Individual questionnaires primarily measure changes in knowledge, attitudes and behaviours related to certain topics. From the FGDs we hope to gain more *in-depth* information related to sport, leadership, health, gender-based violence, and economic empowerment. We are hoping to learn not only *if* participants’ knowledge, attitudes and behaviour changed, but *how* these things have changed and *how* this has impacted other aspects of their lives.

Furthermore, qualitative tools like FGDs are better suited to measuring changes in girls’ *status* and *condition* than questionnaires. You will notice that the FGD Discussion Guide includes many questions about the girls’ broader experience living in their communities – whether information is available to them, what opportunities exist for girls, what other people think about girls, and whether perceptions of girls and their abilities are changing.

Finally, we want to gain an understanding of their experience with their sport programme. Do they like it or not? What do they think should be different or improved? What personal changes do girls attribute to the programme?

Partner organisations will be able to use your FGD data to assess both the effectiveness and acceptability of your girls sport programme, which will allow you to make improvements to the programme. In addition, when you provide the Qualitative Data Table to Women Win, the results will be used to report to donors on project outcomes.

STEP 1: PREPARE THE FOCUS GROUP DISCUSSIONS

1.1 Insert programme specifics. In the discussion guide you will notice some coloured text, for example <<Programme XX>>. This text must be replaced with the appropriate information that the **FGD participants** will understand. For example, you may officially call your program “BLYWTS Goal Site 3” but the girls might know the programme as “Girls’ Warrior Princesses” while the community members know the program as “School Football Programme”. It is important that you use language understood by the participants of the FGDs.

1.2 Context sensitivity/appropriateness. Certain topics and questions will be more culturally sensitive in certain locations or settings. It is advisable to consult with local staff and partners to ensure that no questions included in the discussions have the potential to cause conflict among research participants, participating institutions (eg. schools), or local communities. It is much better to remove a few questions from the Discussion Guide than to provoke local conflict or rejection of the entire project.

In addition, you may feel like some questions in the FGD Discussion Guide are not relevant to your programme, in which case you may want to remove or adjust the question. On the other hand, you might want to add more questions to the Guide in order to get more feedback about your programme. You may use the opportunity of these FGDs, for example, to ask girls more information about what they (don’t) like about their sports trainings, facilities or coaches.

Important!! If you are going to alter the FGD discussion guide in any way, please discuss with the Women Win Impact Team so we can also be prepared for differences in the data!

1.3 Translation. The consent/assent forms must be translated into the local language that is easiest for participants to read and understand. The most appropriate people to do this are experienced researchers who understand well how to effectively present sensitive material. It is also essential that the FGD discussion guide is translated so that the facilitator does not have to try to do this while the discussion is going on. You may also want to translate this Guideline and other resource materials for local staff, facilitators and note-takers.

1.4 Remove *baseline-only* or *endline-only* questions from the Discussion Guide. You will notice that in the FGD Discussion Guide, there are some questions marked [***Ask at baseline only***] and [***Ask at endline only***]. It is preferable that you leave only the appropriate questions in the Guide for each FGD that is conducted. This will prevent confusion and allow a more natural discussion to take place.

STEP 2: PREPARE TO CONDUCT THE FOCUS GROUP DISCUSSIONS

- 2.1 Select facilitators.** FGD facilitators should **NOT** be people who are directly associated with the programme. Using coaches, life skills facilitators or other people associated with the programme could bias the results, as the participants may respond more positively if they know that the facilitator is associated with the programme. Facilitators ideally will have experience conducting qualitative research, must speak the local language, and should have knowledge about the local context in regard to girls' status in the community, girls' participation in sport programmes, and girls' roles as leaders in the community.
- 2.2 Select note-takers.** A note-taker will need to be present for every FGD. They also should **NOT** be people who are directly associated with the programme but someone who the participants feel comfortable with. The note-taker must be able to take notes in the local language during the FGD and should have a general knowledge of girls' status in the community.
- 2.3 Create a list of resources and contacts.** In order to conduct ethical and responsible research, you should create a list of resources and contacts related to issues that may be raised in the FGD. In case participants have questions or concerns arising from the discussion, they should be provided with a list of sport programmes, sexual and reproductive health services, gender-based violence services, and economic support that are available locally.
- 2.4 Brief facilitator and note-taker on the programme and purpose of the FGDs.** Have a discussion with the facilitator and the note-taker to explain the main objectives of the programme. Additionally, explain the objectives of the FGDs and why you want to conduct them (see above page 3-4).
- 2.5 Explain the role of the note-taker.** The note-taker must document what is said during the discussion. During the FGD they can take notes on a computer, in a notebook, or on a copy of the FGD Discussion Guide. If they prefer to use the Discussion Guide, make sure to alter the format to provide adequate space to record all the information. Wherever the note-taker takes notes, she/he **MUST** make sure to include the FGD number, date and location, and the number of participants with each set of notes. Hand written notes taken during the FGD will eventually need to be typed on a computer so they can be analysed by other staff members.
- 2.6 Go over the FGD discussion guide with the facilitator and note-taker.** Make sure that they understand each question and the prompts. Discuss any questions or concerns they may have.
- 2.7 Pilot the FGD discussion guide.** The first time that you use the FGD Discussion Guide, have the facilitator and note-taker conduct a practice FGD with a group of programme participants. However, ensure they are not the girls who will actually participate in one of the actual FGDs. If it is difficult to mobilise participants for this pilot activity, at least trial it with staff or volunteers in the office. Just like in a role-play, ask them to pretend to be participants. See if there is anything confusing, unclear or repetitive. Answer any questions that may arise and provide feedback on the facilitator's performance.

2.8 Review the informed consent process. Review the importance of the informed consent process (Appendix 1) with the FGD facilitator. For participants over the age of 18 years, you will only need to conduct an *informed consent* process, which can be done when the FGD starts. For participants under 18 years old, you will need to conduct an informed consent process with their *parents/guardians* prior to the FGD and also receive *assent* from the participant herself in the FGD. Have the FGD facilitator practice reading the Informed Consent/Assent Forms, as they will do in the FGD. Answer any questions they may have.

- **Informed consent with FGD participants.** Review the Informed Consent Form, for all FGD participants over 18 years old (Appendix 2).
- **Informed consent with parents/guardians.** Review the Parental/Guardian Informed Consent Form (Appendix 3). Depending on the local context, a Parental/Guardian Informed Consent Form can be sent home with the girl to be signed by her parents/guardians and returned to the programme facilitator, or door-to-door visits may need to be made. In the case of door-to-door visits, programme staff will travel to the homes of the girls who will potentially participate in the FGD, read the Parental/Guardian Informed Consent Form to their parents/guardians and explain the purpose of the study. Then they may get the parents'/guardians' consent if they agree.
- **Assent with FGD participants.** Review the Assent Form (Appendix 4).

You will need to adapt the example forms to be directly applicable to your programme. Insert the FGD facilitator's name, the name of someone who works for the local organisation that runs the BLYWTS programme and his/her phone number.

Please contact the WW Impact Team if you need further assistance with this!

2.9 Review Confidentiality Agreement with the facilitator and note-taker. As an additional step to the informed consent process to ensure confidentiality, the facilitator and note-taker should both sign a Confidentiality Agreement (Appendix 5). This Confidentiality Agreement simply states that they will not share any of the information that is shared during the FGD with outside sources.

2.10 Select FGD participants. You should conduct 3 different FGDs to get a range of views and there should be 6-10 programme participants in each FGD. These FGDs are **not** designed to include both programme participants and outsiders in the same group, so ensure there are only active participants in the group.

The FGDs conducted at baseline should be completed by girls who are new to the programme. Ideally, girls who participate in the endline FGDs should be the **same** individuals. Therefore, make sure you keep a list of the girls' names, so you can invite them again to participate in the endline. If it is not possible to have exactly the same girls in the endline FGDs, then ensure that the participants are at least from the **same** group/batch of participants at the **same** site.

You do not have to use random sampling to choose the participants who will be involved in your FGDs. However, an overall effort should be made to recruit participants with diverse ages, socio-economic backgrounds, sporting abilities, leadership potential, number of friends, etc. Given limited resources, this does not need to be a systematic process but rather an effort made by the

team to select a broad range of participants.

If the programme is active in multiple sites, it is important to collect data from more than one site. However, the participants do not have to be spread evenly between sites. If the sites are all very similar you can just pick them at random – for example, write down each site on a piece of paper and then randomly pick the number of sites you want. If the sites are very different, you may want to use purposive sampling to make sure to include diverse sites – for example, rural and urban, higher and lower socioeconomic status, different cultural/tribal groups, etc.

Please contact the WW Impact Team if you need further assistance to decide upon your sampling techniques!

- 2.11 Decide the time and place of the FGDs and inform the participants.** The FGDs should be conducted in a private space with just the facilitator, note-taker, and participants. Select a location that is convenient for participants and notify them. Refreshments may be provided for participants. If possible, you should collect participants' contact information so that you can remind them of the FGD the day before.

If the same girls are going to be involved in the FGDs and the participant questionnaire (baseline/endline survey), the FGDs should be conducted AFTER the questionnaire has been administered. This is because discussions in the FGD may provide girls with answers for the questionnaire that they did not otherwise know.

- 2.12 Prepare materials.** Print out the following:

- ✓ 1 Informed Consent Form for each person over 18 who will participate in the FGD
- ✓ 1 Assent Form for each girl under 18 who will participate in the FGD
- ✓ 2 Confidentiality Agreements – 1 each for the facilitator and note-taker
- ✓ A couple of copies of the FGD Discussion Guides for the facilitator
- ✓ A computer/notebook/FGD Discussion Guide for the note-taker.

STEP 3: CONDUCT THE FOCUS GROUP DISCUSSIONS

- 3.1 Introduction.** The facilitator should introduce her/himself and thank the participants for taking the time to participate in the group discussion.
- 3.2 Informed Consent.** The facilitator should hand out an Informed Consent or Assent Form and pen/pencil to every participant in the FGD. Read the forms, answer questions and obtain consent/assent as through the process detailed in the FGD Discussion Guide and appendices. The facilitator and note-taker should sign their Confidentiality Agreements at this moment.
- 3.3 Ground Rules.** The facilitator should begin the FGD by establishing some appropriate ‘ground rules’ for the discussion. See the FGD Discussion Guide for details.
- 3.4 Conduct the FGD.** When all participants are comfortable to proceed, the facilitator should begin to ask the questions in the FGD Discussion Guide. Throughout the discussion the facilitator should try their best to answer any questions that arise but remain as unbiased as possible. The facilitator should **not** provide her/his personal opinion – it is very important to let the participants answer the questions themselves. If the participants are hesitant to reply or are only giving short answers, the facilitator should ask probing questions (see examples in the ‘tips’ provided in the FGD Discussion Guide).

The note-taker should take notes on **all** of the responses that the participants give and **all** discussion. It is not the note-taker’s job to decide what is important and what is not. That will come later in the data analysis process. The facilitator should be conscious of allowing enough time for the note-taker to capture everything that is said. If there is something that is unclear to the note-taker, she/he should ask the facilitator to have the participant clarify their point.

The informed consent form says that identifying information will **NOT** be kept on the notes from FGDs. Therefore even if the note-taker knows names of the participants, she/he should **not** write them in the notes. Codes such as Girl 1, Girl 2 etc. or Girl A, Girl B etc. can be used instead. In addition, the list of participants’ names should be kept separately from the notes.

- 3.5 Conclusion.** When the FGD ends, the facilitator should thank the participants for their time and remind them participants that people’s opinions discussed in the FGDs should remain private. The facilitator should remind participants that there are services available in case they want more information or assistance related to any of the topics discussed. She/he should then pass out the resource sheet for participants to take away with them (see Step 2.3).

STEP 4: COMPLETE POST-FOCUS GROUP DISCUSSIONS ACTIVITIES

4.1 Follow-up. The note-taker needs to make sure that the notes are typed, in an organised format that others can understand. It is critical that each FGD is clearly marked with the correct FGD number. The facilitator will then pass on all FGD documents on to the local organisation representative who organised the FGDs, as follows:

- ✓ Typed notes from each FGD with FGD number
- ✓ Completed Informed Consent and Assent Forms
- ✓ Completed Confidentiality Agreements (facilitator and note-taker)

4.2 Data Management. FGD notes, Informed Consent Forms, Assent Forms, and Confidentiality Agreements should be filed and kept in a confidential location, preferably in a locked cabinet. The list of participants' names should be kept separately from the notes.

4.3 Analyse Data. Staff from your organisation should fill out the Qualitative Data Table in the FGD Discussion Guide. This Table allows you to fill in the responses to each question for every FGD (FGD1, FGD2, FGD3). If you conduct more than three FGDs, you can add more rows to the table.

You do not need to include *everything* that was said in the FGD in this table but it is important to include the key points that arose in each FGD. Discussions in FGDs often do not reach agreement. It is important that the data analysts represent the full range of answers in the Data Table rather than choose the answer that they think is right/best. If there was a lot of debate/discussion around a certain question this should be reflected. Also, if consensus was reached among the group, this also should be indicated.

After the baseline FGDs, you should only fill out the left-hand column "Baseline Responses". After the endline FGDs, you should fill out the middle column "Endline Responses" as well as identifying any "Change" in the right-hand column. For example, during FGD1 conducted at baseline, participants may not have been sure about who in their community girls could go to for support when they were facing a personal problem. But then at endline the participants might have reached a consensus or leaned more towards agreeing about who can provide support when they need it. The data analysts should describe this *change* in the "Change" column.

Finally, use the simple Data Collection Documentation Form (Appendix 6) to document the FGD fieldwork process. This will enable you to avoid any challenges that you experienced in the future and further improve your M&E processes.

4.4 Reporting. Email the Qualitative Data Table(s) to Women Win or attach it to your quarterly reports. This data will be used to triangulate findings from Participant Questionnaires and other M&E data. In addition, Women Win will be able to use the results to report to donors about project results.

In addition send the filled in Data Collection Documentation Form (Appendix 6) to Women Win to enable us to further improve monitoring and evaluation processes and our support to your organisation.

APPENDIX 1: RESEARCH ETHICS & INFORMED CONSENT

WHAT are research ethics?

Research ethics are principles that help guide interactions between researchers and the people they study. Whenever we conduct research on people, ensuring the well-being of participants (including physical, social, and emotional) and minimising risks must be our top priority. The research question is always of secondary importance.

WHAT are the fundamental research ethics principles?

Four core principles form the universally accepted basis for research ethics.

- *Respect for persons* requires a commitment to ensuring the autonomy of research participants, and, where autonomy may be diminished, to protect people from exploitation of their vulnerability. The dignity of all research participants must be respected. Adherence to this principle ensures that people will not be used simply as a means to achieve research objectives.
- *Beneficence* requires a commitment to minimising the risks associated with research, including psychological and social risks, and maximising the benefits that accrue to research participants. Researchers must articulate specific ways this will be achieved.
- *Justice* requires a commitment to ensuring a fair distribution of the risks and benefits resulting from research. Those who take on the burdens of research participation should share in the benefits of the knowledge gained. Or, to put it another way, the people who are expected to benefit from the knowledge should be the ones who are asked to participate.
- *Respect for communities* confers an obligation to respect the values and interests of the community in research and, wherever possible, to protect the community from harm.

WHAT is informed consent?

Informed consent is a process to ensure that people understand what it means to participate in a particular research study, so they can decide in a conscious, deliberate way whether they want to participate. Informed consent is one of the most important tools for ensuring *respect for persons* during research. It is important to note that informed consent is not just about completing a form. Informed consent is a *process* through which the researcher shares the following information:

- Description of the research
- Risks and benefits of participation
- Information about how confidentiality will be ensured
- Compensation (when appropriate)
- Contact information in case of questions
- Emphasis on voluntary participation (no obligation to participate or penalty for non-participation)

WHAT is the difference between *written* and *oral* consent?

- *Written consent* means that a person receives a written form that describes the research and then signs that form to document his or her consent to participate.
- *Oral consent* means that a person receives all of the information needed for consent either verbally or in writing and then verbally consents to participate. The participant does not sign a consent form, however this does not mean that the requirement for informed consent is waived. Oral consent is generally acceptable for research that poses minimal risk to participants, or when the signed consent form is considered to pose a serious risk to confidentiality.

HOW do we conduct the informed consent process with minors (those under 18)?

When conducting the informed consent process with minors (those under 18), an *informed consent* process should be undertaken with their parents or guardian and an *assent* process should be undertaken with the girl.

- *Informed Consent with Parents/Guardians* can either be written or verbal. The researchers must explain all of the components of the informed consent process above and inform the parents when and how this data collection will be carried out with their child. When the parent or guardian signs the informed consent form, they are agreeing to let their child participate in the research.
- *Assent* can either be written or verbal. It is a participant's agreement to participate in a study when she is too young to give informed consent, but is old enough to understand the proposed research. In the assent process, all of the same information from the informed consent process must be explained.

HOW do we protect confidentiality?

It is very important for data collectors to keep the information shared during qualitative discussions strictly confidential. It may be tempting to pass along seemingly unimportant information from one participant to another, however people can become upset and untrusting even when seemingly trivial comments are shared. To ensure confidentiality, data collectors should be asked to sign a Confidentiality Agreement.

It is also a good idea to stress the importance of keeping information shared during a focus group confidential prior to the initiation of the discussion. When collecting quantitative data such as questionnaires, no personal identifiers (e.g., names or other information that could identify a specific individual) should be included on the forms. It is also important to protect confidentiality when reporting findings, for example by aggregating results so that no statistic can be linked to an individual or small group.

HOW do we ensure our study adheres to ethical research principles?

The following [checklist](#) describes the key obligations for researchers:

- ✓ Protect the wellbeing of research participants at all cost
- ✓ Respect confidentiality and keep all records confidential (e.g., ensure that findings cannot be linked to a particular respondent, specifically, do not have respondents write their names on questionnaires)
- ✓ Explain the nature of the study, procedures for confidentiality, and costs and benefits of participation to each potential respondent during the informed consent process
- ✓ Obtain appropriate informed consent and provide an opportunity to ask questions prior to initiating the data collection activity
- ✓ Ensure participants and communities benefit from the study
- ✓ When asking potentially sensitive questions, create a list of resources and contacts related to sport programmes, sexual and reproductive health services, gender-based violence services, and economic support in your community. Provide this list to all research participants.

APPENDIX 2: EXAMPLE INFORMED CONSENT FORM

For programme participant FGDs (girls over 18 years)

Purpose

The organisation, <<insert name of implementing organisation>> works with the community in your area to run various projects and programmes. In order to further improve their programmes they would like to understand some of your attitudes, knowledge, beliefs, and behaviours. In this discussion we would particularly like to ask questions related to sport, leadership, health, violence against women, and money management. Your answers will be very important to create programmes that benefit girls. There are no right or wrong answers in the discussion, we simply trying to understand your views.

Procedures

If you want to take part in this discussion, I will ask the group a series of questions on these topics. The discussion will take place in this private space and should take no longer than two hours. Someone will be taking notes. The answers you give will be recorded but all information will be kept private.

Voluntary participation

It is completely voluntary to participate in this discussion and nothing will happen if you choose not to participate. If you do not want to answer a question, you can choose not to provide an answer for that particular question or can leave the discussion at any time.

Confidentiality

Your answers will be confidential, which means that your name will not be linked to any of your answers and will not appear on any report. Your answers will not be shared with any other members of your community. No identifying information will be kept on notes from the discussion. Confidentiality also depends on you not sharing any information from this discussion with anyone else outside of the group.

Risks

Some questions may embarrass you or may make you feel uncomfortable or bring up bad experiences or memories. You do not have to answer any questions you do not want to. If you have any questions or concerns regarding any of the questions I ask, please share them with me. Also, after the discussion, I will give everyone a list of names and contact information for people or organisations in your community that can help you if you want it. These are people who you can talk to about what you were feeling during the discussion.

Benefits

The answers that you and others provide in the discussion will inform local organisations who are trying to help girls in your area. Organisations are creating programmes to help girls, and your information will help them understand some of the problems young people face and what might help prevent some of these problems.

Right to Refuse or Withdraw

You can choose whether or not you want to be a part of this study. There is no penalty if you decide that you do not want to participate. And again, if you participate, you can decide not to answer certain questions or even decide to stop participating at any time.

If you have any questions about this study, you can contact my supervisor, named <<insert name of supervisor>> at <<insert phone number/address>>.

Agreement to Participate

I have read/been explained this entire consent form and any questions have been answered to my satisfaction.

I agree to participate in the research **YES** _____ **NO** _____

Signature of Respondent _____

Date _____

Data collector's statement:

I, the undersigned, have explained to the participant in the language that she/he understands the procedures to be followed in this discussion and the risks and benefits involved. She/he has agreed to participate.

Signature of Data Collector _____ **Date** _____

APPENDIX 3: EXAMPLE PARENTAL/GUARDIAN INFORMED CONSENT FORM

For programme participant FGDs (girls under 18 years)

Purpose

The organisation, <<insert name of implementing organisation>> works with the community in your area to run various projects and programmes. In order to further improve their programmes they would like to understand some of your daughter's attitudes, knowledge, beliefs, and behaviours. In this discussion we would particularly like to ask questions related to sport, leadership, health, violence against women, and money management. Your daughter's answers will be very important to help us create programmes that benefit girls. There are no right or wrong answers, we are simply trying to understand her views and beliefs.

Procedures

We would like to conduct a focus group discussion on these topics with your daughter. Once we have received consent from all of the parents, we will select a time and place (within the regular hours of the <<the XXX sport programme>>) to conduct the discussion. Before conducting the discussion with your daughter, we will then ask her if she would like to participate.

Voluntary participation

It is completely voluntary to for your daughter to participate in the study and nothing will happen if she does not participate. If she does not want to answer any question, she can choose to not to provide an answer for that particular question or can leave the discussion at any time.

Confidentiality

Your daughter's answers will be confidential and her name will not appear on any report. Her answers will not be shared with other members of the community. No identifying information will be kept on the notes from the discussion. Confidentiality also depends on your daughter not sharing any information from this discussion with anyone else outside of the group.

Risks

Some questions may embarrass participants or make them feel uncomfortable or bring up bad experiences or memories. Your daughter does not have to answer any question she does not want to. Also, after the discussion, the facilitator will give everyone a list of names and contact information for people or organisations in your community that your daughter can access if she needs help. These are people who she can talk to about what she was feeling during the discussion.

Benefits

The answers that your daughter and others provide in the discussion will inform local organisations who are trying to help girls in your area. Organisations are creating programmes to help girls, and her information will help them understand some of the problems young people face and what might help prevent these problems.

Right to Refuse or Withdraw

You can choose whether or not you want your daughter to be a part of this study. There is no penalty if you decide that you do not want her to participate. And again, if she participates, she can decide not to answer certain questions or even decide to stop at any time.

If you have any questions about this study, or would like a face-to-face visit with a member of the <<insert name of implementing organisation>> at <<insert phone number/address>>.

Agreement to Participate

If you have read/been explained this entire consent form and agree to have your daughter participate in this study, please sign below and return this sheet to <<insert name of implementing organisation, school or club that is relevant>>.

I agree to have my daughter participate in the research YES _____ NO _____

Signature of Parent/guardian _____

Date _____

Note: if a face-to-face meeting is conducted, the staff member from the implementing organisation should sign below rather than the FGD facilitator.

Data collector’s statement:

I, the undersigned, have explained to the participant’s parent/guardian in the language that he/she understands the procedures to be followed in this discussion and the risks and benefits involved. He/she has agreed to allow his/her daughter to participate.

Signature of Data Collector _____

Date _____

APPENDIX 4: EXAMPLE ASSENT FORM

For programme participant FGDs (girls under 18 years)

Purpose

The organisation, <<*insert name of implementing organisation*>> works with the community in your area to run various projects and programmes. In order to further improve their programmes they would like to understand some of your attitudes, knowledge, beliefs, and behaviours. In this discussion we would particularly like to ask questions related to sport, leadership, health, violence against women, and money management. Your answers will be very important to create programmes that benefit girls. There are no right or wrong answers in the discussion, we simply trying to understand your views.

Procedures

We have received permission from your parent/guardian, but we want to know whether you are interested in participating in this discussion. If you want to take part in this discussion, I will ask the group a series of questions on these topics. The discussion will take place in this private space and should take no longer than two hours. Someone will be taking notes. The answers you give will be recorded but all information will be kept private.

Voluntary participation

It is completely voluntary to participate in this discussion and nothing will happen if you choose not to participate. If you do not want to answer a question, you can choose not to provide an answer for that particular question or can leave the discussion at any time.

Confidentiality

Your answers will be confidential, which means that your name will not be linked to any of your answers and will not appear on any report. Your answers will not be shared with any other members of your community. No identifying information will be kept on notes from the discussion. Confidentiality also depends on you not sharing any information from this discussion with anyone else outside of the group.

Risks

Some questions may embarrass you or may make you feel uncomfortable or bring up bad experiences or memories. You do not have to answer any questions you do not want to. If you have any questions or concerns regarding any of the questions I ask, please share them with me. Also, after the discussion, I will give everyone a list of names and contact information for people or organisations in your community that can help you if you want it. These are people who you can talk to about what you were feeling during the discussion.

Benefits

The answers that you and others provide in the discussion will inform local organisations who are trying to help girls in your area. Organisations are creating programmes to help girls, and your information will help them understand some of the problems young people face and what might help prevent some of these problems.

Right to Refuse or Withdraw

You can choose whether or not you want to be a part of this study. There is no penalty if you decide that you do not want to participate. And again, if you participate, you can decide not to answer certain questions or even decide to stop participating at any time.

If you have any questions about this study, you can contact my supervisor, named <<insert name of supervisor>> at <<insert phone number/address>>.

Agreement to Participate

I have read/been explained this entire consent form and any questions have been answered to my satisfaction.

I agree to participate in the research YES _____ NO _____

Signature of Respondent _____

Date _____

Data collector’s statement:

I, the undersigned, have explained to the participant in the language that she/he understands the procedures to be followed in this discussion and the risks and benefits involved. She/he has agreed to participate.

Signature of Data Collector _____ **Date** _____

APPENDIX 5: CONFIDENTIALITY AGREEMENT FOR FGD FACILITATORS & NOTE-TAKERS

I, _____ will not share any information that I hear or discuss today in this focus group discussion with others outside of the programme's monitoring & evaluation team.

Signature

Date

APPENDIX 6: DATA COLLECTION DOCUMENTATION FORM

This form can be used to document the fieldwork process for each data collection activity. Every team is likely to encounter challenges on the ground so this form provides a space to document these challenges and how they were managed in the field. This information is critical to assess the consistency and comparability of data collected at baseline and endline, as well as between project sites. Furthermore, it will help us to understand the complexities of conducting this research and enable us to improve our methodology over time. Please attach this form to your quarterly reports.

The first three rows (shaded in purple) explain the planned procedures for each activity. The following rows provide space to explain how the fieldwork was actually carried during the evaluation. This form is to be filled out by the fieldwork coordinator for each site.

QUALITATIVE (FGD)	Programme Participant Endline FGD	Programme Participant Endline FGD
Sample target number	3 separate FGDs with 6-10 participants in each.	
Sampling strategy	<p>FGDs should be conducted with a sample of programme sites and participants – see details in Step 2.9 of the FGD Guideline.</p> <p><u>Participants:</u> The FGDs conducted at baseline should be completed by girls who are new to the programme. Ideally, girls who participate in the endline FGDs should be the same individuals. However, if this is not completely possible, then ensure that they are at least from the same group/batch of participants at the same site. You do not have to use random sampling to choose the participants who will be involved in your FGDs. However, an overall effort should be made to recruit diverse participants.</p> <p><u>Sites:</u> If the programme is active in multiple sites, an effort should be made to collect data from more than one site. However, the participants do not have to be spread evenly between sites. You may randomly pick sites from those that are similar or use purposive sampling to make sure to include diverse sites.</p>	
Recruitment and informed consent protocol	Based on the above sampling strategy, the facilitator will select participants who will potentially participate in the FGDs. The facilitator will tell the potential participants about when and where the FGD will take place. Depending on the participant's age, the facilitator may need Informed Consent from the potential participant's parent/guardian. The facilitator will conduct an informed consent process with all girls over 18 and an assent process for those under 18 at the beginning of the FGD.	
Timing	Baseline	Endline
Dates of fieldwork		
How did you recruit FGD participants?		
Challenges in recruitment and what did you do?		
# participants in each FGD		
# refusals in each FGD		
Challenges in FGDs and what did you do?		
Any other comments		