



Rebuilding adolescent girls' lives

Mental health and psychosocial support in conflict-affected Gaza, Liberia and Sri Lanka

Synthesis Report
Research Tools Document

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Cover photo: Girls playing in schoolyard, Liberia. © Ingrid Gercama, 2015

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Overview

The following data collection instruments relate to the ReBUILD synthesis report with the same title.

First round of fieldwork – Sri Lanka and Liberia

A. Community context mapping exercise

Background/set-up:

- Older people (50s-70s) who were around prior to the conflict in the community; mixed with men and women. [if it doesn't work – then split into single sex groups]
- 1 group per site, 8 people
- Supplemented by KIIs
- Half day – 2.5 to 3 hours...

Framing:

- Start with a timeline – with positive events above; negative events below. Key events that have affected the community.

Probe re:

- Conflict; who controlled the territory?; checkpoints; migration; displacement; landmines

- Infrastructure (bridges, roads, electricity, transportation, market)
- Economic activities/ income-generating opportunities
- Arrival of services – education/health/legal aid/ reproductive health/ services for people with disabilities, HIV prevention/treatment, etc.
- Environmental changes – e.g. access to water, climate change, drought, deforestation, flooding, tsunami etc...
- Key governmental/political structures – decentralised government, voting, traditional leadership (e.g. elders councils), and changes over time.
- Social networks – what are the main groups/ associations (e.g. women's, youth, religious, savings/ credit, funeral societies) and who participates and why
- Social exclusionary practices (e.g. bonded labour; caste exclusion) – 'are there some groups in this community that are not treated the same as others? Why? Changes over time?'
- Also link to broader national level events

Table to map differences in women's and men's rights, roles and responsibilities – pre- and post-conflict *[please prepare tables [may need to split over several pages as could be lots of info] on flipcharts in advance of the fieldwork; take lots of tape/clips to hang up](decided would not do table but just ask and add into table later)*

Area	Pre-conflict (conflict-specific)	More general changes	During the conflict (conflict-specific)	More general changes	Post-conflict (conflict-specific)	More general changes
Mobility Before the conflict, how were people moving around? How was it for women compared to men? Were women able to move around? How was their mobility? Did they have restrictions? If so, what kind, why? What happened during the conflict.. What happened after...						
• Women						
• Men						
Decision-making – domestic						
• Women						
• Men						
Decision-making – community-level/ participation in political bodies /voting / choice whether to stand for election.../ quotas for women						
• Women						
• Men						
Engagement in economic activities / informal sector vs formal sector/ participation in markets /labour migration						
• Women						
• Men						
Age /type of marriage /dowry or bride price						
• Women						
• Men						
Reproductive/sexual health access /fertility/family size/ gender preference / contraceptives/ abortion						
• Women						
• Men						
Household/family structure (e.g. female headed households, nuclear vs extended families, monogamy vs polygamy, widowhood)						
• Women						
• Men						
Education for girls						
• Women						
• Men						
GBV/ Sexual violence						
• Women						
• Men						

B. Focus Group Discussions (adolescents)

Background / set-up:

- Adolescent girls (14-19),
- Adolescent boys (14-19),
- 5-6 people per group.

Framing:

General introduction: ‘Communities like yours have been through difficult times, so we are keen to hear about these, how they’ve affected young people and particularly adolescent girls and how young people and the community have responded to these challenges. We are talking with girls and boys, their parents and other members of the community to understand what types of changes there have been and what are the opportunities and challenges for young people now and in the future. We think your views are very important and should inform discussions around policies and programmes that aim to improve adolescents’ wellbeing.

This is part of a 2 year study taking place in Sri Lanka and Liberia with funding from DFID/UK government. We represent the Liberian/Sri Lanka research team and are based at x institute. We are also partnering with an independent London based research institute – Overseas Development Institute (ODI). We don’t expect that there will be any immediate effects from the research but we would hope that your views would help to shape community and national level interventions overtime.

To thank you for your time we will be offering you a snack / drink / small souvenir/gift, but we will not be paying anyone in the course of the research.’

More specific introduction and to tool: ‘Children of your age have so many challenges, good and not so good things. Sometimes you are able to overcome challenges sometimes you are not. We would like to know about your experiences, how you see the world, its different for people of your age, we would like to learn from you if you are willing to share/ discuss. There are some ground rules, first of all are you ok with the time, this will take x amount of time; secondly, don’t use names when giving an example; thirdly we will be recording, if you don’t want to be recorded, let us know. Do you have any questions at this point?

Round of introductions, what are currently doing, with whom are living

1. Stages from child to adult *[ask them to draw children/ people at each stage?](from birth what are the different stages that a person goes through)*

- a. Which stages do children go through to get to adulthood
- b. What do we call this period? Which stage are you at?

- c. What are the things that help this process?
- d. What are the things that hinder this process? Who is affected most by these barriers? Can you do anything about it?

2. Defining adolescence *[probe if these don’t come out]*

- a. What does it mean to be an adolescent? How is it different to be a boy or girl?
- b. Is there an age when a child begins to see the world differently? At what age might a person have independent thoughts?
- c. When are they allowed to go without supervision? When can they take on care of younger siblings?
- d. At what age/ when can a person say these things out loud in the community?
- e. At what age/ when can a person speak in a public meeting?
- f. At what age/ when can people carry a weapon to defend the community?
- g. When are you allowed a fighting force? Become involved in politics?
- h. At what stage are you more likely to be vulnerable to gbv and sexual violence? Has this changed over time and why? To what extent do you think this is a legacy of the conflict or something broader?
- i. How does a young person learn responsibilities and duties of a good man and woman? Who teaches these things and how are they taught?
- j. Are there special ceremonies associated with the acquisition of this knowledge?
- k. When can they have a relationship?
- l. At what age/ when can a person get married?
- m. Have a child?
- n. Start a family?
- o. Have these norms about adolescence changed and why? When did the changes take place?
- p. Is it different for some people/ groups?
- q. Are there situations when people have to take on these roles earlier? What are the implications of this?

3. Two cases – doing well; not doing well

- a. Describe a young person who has gone through a tough time but is now doing well.

Think of someone you know who has had difficulties/problems but who now is doing OK (is in a better place, good status), what are the characteristics that could tell you this? How do you know that that person is OK, what are things about them that tell you they are doing OK now.

Write on blue card all things that tell you are doing well (facilitators go around, helping a bit)

Think of someone else you know, who has had difficulties in their life but is now still not doing well,

still not in a good state. Which are the ways you know that they are not doing well, what things tell you they are not doing well?

Write of pink card signs not doing well (facilitators go around, helping a bit)

Collect card, then discuss cards, read through them; want to understand better what this means, what the signs mean, put into groups based on things that are similar,

- why important
- is equally important for boys and girl
- what sorts of things help make this characteristic possible...

b. Describe a young person who has gone through a tough time and has not been able to overcome these troubles

c. Probe re:

- why you are saying they are doing well or not / what characteristics do they exhibit?
- why managed/didn't manage
- are there formal services?
- informal forms of support?
- economic situation
- social connections
- family support
- religious or spiritual support
- external support – e.g. government services or NGOs

d. Are there differences between girls and boys?

What about by different social groups? If so, why?

e. What are some of the common ways in which you can tell that someone is not doing well? What are the signs? What are the ways they do things? (e.g. do things half-heartedly, withdraw from community events, stop eating or sleeping, overeat or oversleep, shout, cry, go silent... etc.)? Where are the places they go to? How do people react to this? Do they help reach out or turn away?

f. (Entry question: You may have heard in the media/newspaper about girls facing sexual violence, or you may know of someone who's faced it. Keeping this in mind, what d'you think might have been some of the things done to overcome it and arrive at a better position/situation?) What about if the adolescent was a victim of sexual violence? What is broken that needs to be fixed? (e.g. knowledge, purity, shame/honour)? In what ways does this experience change the person? What are the implications? What sorts of support/services/rituals are there to help such adolescents? What are the ways that someone can overcome this and still have a good life? (e.g. only option is to leave community, repress the experience, seek legal support etc.).

4. Policy and programme options

Rank top 2 and 2 least feasible policy/programme interventions to support adolescent wellbeing and give a reason. [come up with a country-specific list] (Sri Lankan possible options: youth clubs, church/temple based societies, Village Child protection committees, village societies, community radio, cultural groups, girl guides, private tuition classes, Sunday school, role models, school, event based temporary committees for young people)

1. Community conversations
2. Radio shows
3. School clubs
4. Civics classes in schools
5. Women's or youth association meetings
6. Role models
7. School counsellors/guidance counselling
8. Hotlines
9. Written materials
10. Adult education

C. Focus Group Discussions with Parents

Background/set-up:

- 2 groups
- One with middle-aged dads; one with middle-aged mums (from age 35-50yrs)

Framing:

These days adolescents have special needs, about which we would like to know from you as parents since as parents you have experience of your children. These recent times, there are many changes, technology, culture, because of that, we will not know enough about how adolescents negotiate the changes in their lives. So we would like to learn from you, as parents, how children do this, so can identify what would help them better.

Introductions, what doing...

1. Defining adolescence

(Have a table on a flipchart with before and now to gauge changes over time...)

- What does it mean to be an adolescent? How is it different to be a boy or girl?
- Is there an age when a child begins to see the world differently? At what age might a person have independent thoughts?
- When are they allowed to go without supervision? When can they take on care to younger siblings?
- At what age/ when can a person say these things out loud in the community?

- e. At what age/ when can a person speak in a public meeting?
- f. At what age/ when can people carry a weapon to defend the community?
- g. At what stage is a young person more vulnerable to sexual violence?
- h. How does a young person learn responsibilities and duties of a good man and woman? Who teaches these things and how are they taught?
- i. Are there special ceremonies associated with the acquisition of this knowledge?
- j. When can they have a relationship?
- k. At what age/ when can a person get married?
 - i. Have a child?
 - ii. Start a family?
- l. Have these norms about adolescence changed and why? When did the changes take place?
- m. Is it different for some people/ groups?
- n. Are there situations when people have to take on these roles earlier? What are the implications of this?

2. Think about a young person who is doing well and who isn't (as before)

- a. Describe a young person who has gone through a tough time but is now doing well
- b. Describe a young person who has gone through a tough time and has not been able to overcome these troubles
- c. Probe re:
 - i. why you are saying they are doing well or not / what characteristics do they exhibit?
 - ii. why managed/didn't manage
 - iii. are there formal services?
 - iv. informal forms of support? Characteristics and intentions of the helper? Specific actions of the helper?
 - v. economic situation
 - vi. social connections
 - vii. family support
 - viii. religious or spiritual support
 - ix. external support – e.g. government services or NGOs
 - x. do some forms of support work better than others? Are they better for some adolescents than others (gender, class, education levels, rural/urban location, personality/attitude of the adolescent)? Why and how are they more or less effective? What do you think would work better?
- d. Are there differences between girls and boys? What about by different social groups? If so, why?
- e. What are some of the common ways in which you can tell that someone is not doing well? What are

the signs? What are the ways they do things? (e.g. do things half-heartedly, withdraw from community events, stop eating or sleeping, overeat or oversleep, shout, cry, go silent... etc.)? Where are the places they go to? How do people react to this? Do they help reach out or turn away?

- f. (to try and get at gbv) Above, you thought about 2 children, apart from these children, other children have faced even more serious issues, especially girls, you may have also heard about them in the news, etc. for those sort of children is there anything else that might have affected them?

3. Policy and programme options

Rank top 2 and 2 least feasible policy/programme interventions to support adolescent wellbeing and give a reason. [come up with a country-specific list](see above list)

11. Community conversations
12. Radio shows
13. School clubs
14. Civics classes in schools
15. Women's or youth association meetings
16. Role models
17. School counsellors/guidance counselling
18. Hotlines
19. Written materials
20. Adult education

Think of the children you thought of in the previous activity, do you think children like these may be able to access any of these services? If not, why not? Are there children who may be left out? Why, who, etc.

D. In-depth interviews

Background / set-up:

- Introduction
- Demographic data
- Importance of informing parents in advance – through field coordinator – or sending out invitations.
- Locate a place that is neutral (e.g. community centre, church, village hall, school yard); quiet; but also be flexible depending on their schedule.
- Or do it in the home with pairs of interviews – one interviewer talking to parents; the other talking to the child
- Written consent or oral consent? Liberia has to be written; SL = oral
- Compensation – SL (colouring pens/books/chalk; snacks; souvenir... ?; local transport costs); Liberia (soap; local transport; snacks)

Themes

1. Community mapping drawing

- a. In your village where do you go? When? Why? What about boys/girls?
- b. Are there places you go to beyond this village? When? Why?
- c. What things or places are of use to you in this village? (e.g. football pitch, church/mosque/temple, community centre)? Why? Differences for boys/girls? /what is especially key for girls?
- d. What roles do you play in the community? Since when? Facilitating people/factors; constraints?
- e. What relationships and connections beyond the household / beyond the community are important to your living well and being happy? What enables/ constrains this? (caste, religious identity, class etc.) How satisfied are you with these relationships or connections?
- f. Are you able to speak in community meetings?
- g. What types of activities do you participate in within the community? How satisfied are you with your participation? What factors enable/ constrain you from participating in community activities?
- h. How are decisions made in the community and who is involved? Do you have a role in this? Why/why not? Can you give an example? How do you feel about this?
- i. Where do you have more ability to decide/ input into decision-making and where do you have less? (schools, religious institutions, political institutions etc.)¹
- j. What are some of things that enable or constrain how you fulfil your roles?
- k. Are there some things that are dangerous or scary in your village – can you tell me about these? Differences for boys/girls?
- l. What are some of things that facilitate your access to services (health, education, legal aid, tuition class, access to safety/security, access to water and toilets, credit/banking services)? What are some of the barriers? How satisfied are you with these services (specify)? How satisfied are you with your ability to secure the services you need? Are you able to benefit fully from X service and why?
- m. What sorts of groups/ clubs/ associations are there in the community? /opportunities for young people/ young girls to get together? Are they adequate – why/ why not?
- n. Do you feel safe in your home? School? Community? Do you suffer from violence at home, at school, in your community? What do you do in such

circumstances? What about friends/peers? Are these problems/widespread?

- o. What do you own? What are young people allowed to own (e.g. land)? When do you start owning things for your future? How important is it? Is there anything you will own in the future (from inheritance etc.)? Any differences by gender?
- p. What do you think should be in your community but isn't? What difference would it make it for your life? What do you think the constraints are? Have you tried to address this – either individually or with others? Is it an issue for young people in particular or a problem for the broader community? Whose responsibility is it to address this gap? How could you contribute?

2. Close relationships – support venn diagram

Start by doing Venn diagram and ask who (people/ institutions) is most important to you in your life and why.... Show with large and small circles and distances from you...

Then, use the Venn diagram as a resource when asking the questions below.

- a. Identity and self-worth
 - i. What do you do for distraction/escape/fun? Is it different for girls/boys? (probe re time poverty)
 - ii. Where do you go to have fun or feel better?
 - iii. Who are your role models? Local role models/ is there someone in this community who you look up to/ would like to emulate? Movie stars? Why?
 - iv. What do you and your close friends discuss?
 - v. What would you like to do for fun but can't? What are the barriers? What are you doing about this if anything?
 - vi. Teenagers go through lots of changes....How do you feel about your changing body? Are you happy with your appearance? Are there certain things you now can/can't do? Do people treat you differently as a result? How do you feel about this? Do you behave differently as a result of these changes?
 - vii. Do others at this age have girls/boyfriends? Are you involved in an intimate relationship? (L) Would you like to be? What do you feel about this relationship? Are you satisfied with your relationship? Why/why not? What are the barriers/challenges for teenagers in forming relationships?
 - viii. What are some of the characteristics about yourself that you value? Dislike? What factors enable or constrain you from developing yourself?

1. Questions e to i link to Building social connections domain

- ix. Do you feel you are someone who could do X? (e.g. run your home when your mother is away; go to an internet café on your own; speak out in public; solve problems on my own or seek appropriate help/advice; do well in school; find gainful employment in the future; find a stable partner in the future)?
- b. Sustaining close relationships
 - i. What relationships within the family contribute to your living well and being happy? What types of things do you need help and advice for? Who do you turn to for help and advice? Differences depending on type of advice needed/ gender? How helpful is this support/ advice – why? What helps you to develop a close relationship? (e.g. friends, mood, education, role models etc.)
 - ii. Has this always been the case? Has it changed over time? Has there been a time when someone has really been there for you? Why is that someone no longer here/available?
 - iii. Do you feel you can share your feelings/ thoughts with family members? Do they listen to you? What about if you are frightened? What about if you are worried/ anxious about X or y?
 - iv. Do you think your parents are able to take care of you in times of need? Who (nuclear or extended relatives)? What about friends? To date has your family been able to cope with key problems you have faced?
 - v. Are there times in your family when people treat you in a way which you don't like? How often? Who? What do you do in such cases?
 - vi. Who comes to you for advice? Do you like playing this role? Do you feel you can provide helpful advice? If you have a friend with a serious problem, what is the role you play? And can you give me examples. How is this similar or different to what other peers might do?
 - vii. Are there times / issues when you feel you can't get adequate support/advice? Does this happen often?
 - viii. At what age do young people here start making a family? At what age do you think you might? Will it be your choice or your family's? Are there things to get married that you need? Will this be feasible? Probe re dowry (SL); bride price (L)? Has this changed over time? Why?
- c. Building social connections
 - i. Do you feel accepted by others as part of the community?
 - ii. Are there any connections/ resources which used to be there and which are no longer there? Why?
 - iii. How are community disputes resolved? Do you have a role in this? Why/why not? Would you like more of a role?
- iv. Have you ever thought about leaving the community and why? Do you know how to go about it? What about any of your family members or friends?
- d. Spirituality/religious wellbeing/cultural rituals
 - i. What are the celebrations/ festivals in this community? Who participates in them? Do you? How have these celebrations changed over time and why? (in your family and community)?
 - ii. Are there any special religious rites/ fasting that you are involved with for the wellbeing of you and your family? Are there any that you are not able to do but would be able to help?
 - iii. Do religious /cultural/faith-based leaders provide you with assistance/advice?
 - iv. How important is religious or spiritual faith/ practice to you? To what extent does it help you tolerate stress? Give life a purpose? Provide coherence in your life? Provide a sense of hope? To what extent can you find spiritual strength in difficult times/ get comfort/reassurance?
 - v. What do you do in terms of religious/spiritual practice? In your daily life are there ways in which gods/ religious rites/ activities/ beliefs / prayer/ witchcraft/curses keep you safe or improve your wellbeing? Why? What about having a negative effect?
 - vi. Are there gods/spirits which have a positive effect on the community? What about negative effects? For securing justice or revenge in the community?
- e. Future aspirations
 - i. Where do you want your life to lead?/ what do you want to do in the future? What are the barriers? How will you overcome these? What are you doing about this? Are opportunities/ challenges different for boys and girls? E. In-depth case studies/outliers

E. In-depth case studies/outliers

Background/set-up:

- Girls not currently in great distress; not severely mentally ill; someone who won't be negatively impacted by the interview process
- Written explanation of why we want to talk to them and about what [not the experience of violence itself but coping responses/ support services etc.] – optional to do in writing or do it in phone - key is ensuring respondent's comfort.
- Case studies identified either via service providers or snowballing
- Survivors of violence; households directly impacted by conflict; migrants; girls in early 20s looking back at adolescence.

- Don't have to be in village now – but now living elsewhere; or from a close-by analogous village /peri-urban town
- Emphasise that it is up to the respondent what they want to share. All information is confidential

Themes:

- Start with standard demographic information
- Use life history approach with positive events above the line; negative events below the line
- Can then probe as to who provided support – formal and informal service providers
- What worked, what didn't, what they wished could have happened
- Future aspirations; who/what will help you
- End with ranking of policy/programme options – top 2; least viable 2 options; others?
- Ensure finish on positive note; gratitude for sharing their story; how did they feel about the interview; any suggestions/referrals; any questions they have for us; give them an envelope – they can write anything or add or draw (give them privacy to do this).

F. Inter-generational trios

Background/set-up:

- 3 female trios; 1 male trio (total of 12 interviews)
- Separate unless you think it will work together with all present on some issues or two present... (90 mins per individual)
- Ideally the same interviewer for all three in the trio to get big picture...
- Start with oldest first

Themes:

- What were the key events of your life, starting with childhood? [positive and negative events; coping mechanisms/sources of support (people, religious/spirituality, services, nobody etc.)]
- What changed as you moved into adolescence? What was your experience like? What was positive/negative?
- Were there any ceremonies/rituals that marked the transition into adolescence? What meaning did these have in your life?
- When did you start changing? What were the signs? How did you feel about this?
- What were your roles and responsibilities as a male/female adolescent in this community?
- What were you able to do /unable to do and why? Differences between girls and boys? Views on these differences – good/bad/indifferent?

- What was life like before marriage? After?
- Before childbirth? After?
- At what stage did you feel ready to engage in adult activities/ take on adult responsibilities?
- What sort of support systems did you have? Who did you turn to for advice/help and why? What kinds of advice/support did you seek? Were there gaps? Were there issues that were taboo? What would have made it easier to talk about/express your concerns? Similarities and differences with boys and girls?
- Given your experiences how have you brought up your daughter/son? Interacted with your granddaughter/grandson?
- What was it like before vs now? What was better/worse before compared to now for adolescents? What is better/worse now compared to before? For boys/girls? Why?

Possible for joint discussion at end:

- What role did the conflict play in bringing about these changes? Were other changes in the country and community important? (e.g. economic, infrastructure, connectivity, media, environmental, access to services, globalisation, urbanisation, migration etc.)
- What could help to address some of the on-going concerns today? Who should be responsible for these changes/ reforms? Who is best able to do it?
 - Probe re sexual violence/ gbv in particular

G. Key informant interviews

Background/set-up:

- national level (6-10 – *not during main fieldwork necessarily; perhaps sequenced before data collection and after preliminary data analysis*); district (6-10); local (5+)
- GOs, NGOs dealing with adolescent girls in crisis
- Teachers, health, education, women's affairs/gender, children's/youth affairs
- national – family health bureau, ministry of health and social welfare, federation of Liberian youth, national youth/ children's parliament, uni profs at uni of Liberia (history), grant hospital (mental healthcare), UNICEF, UNFPA, GBV forum, association of female lawyers (Liberia)
- district – child protection system officers, UNICEF, district health officers, district education, women's organisations, psychiatrists/mental health clinicians/ paediatricians, gbv services, police/security, NGOs, ministry of internal affairs, human rights commission, key individuals
- local – youth leaders, women's groups, religious leaders, community leaders, traditional leaders, traditional healers/ TBAs, local level service providers, community health workers

Framing:

As part of the study, it is important for us to understand not only from young people themselves what challenges they face, but also what kinds of services are available to support young people. So we would like to speak with you about the policies and services that exist, that adolescents are or could be accessing. And to learn about your views regarding what the strengths are but also where there are areas for improvement. So we will start by accessing a few questions about what your role is/what you do, in what ways you deal with issues concerning adolescents.

- **services for mental health/ psycho-social care** (*probe as above*)
- **services to tackle gbv** – coverage, access, effectiveness, etc.
- **historical evolution of service provision** – before, during, after conflict...
- **conflict and effects on service provision** – and also in comparison to other social change drivers/ processes (e.g. demographic shifts, globalisation, economic development, migration etc.); attribution issues...[e.g. historians, sociologists, political economists...]

Themes to address:

- services for adolescents (including SRH services, youth vocational training and employment, education, safe spaces, technology/connectivity, access to financial resources/credit, child protection systems, public safety/ security/policing, access to justice/legal aid)
 - service systems/ structures and how are they organised/ staffed etc. if possible map out a specific case and what measures/processes are taken when an adolescent girl turns up
 - coverage,
 - access (including language),
 - quality (staff, capacity training gaps and approaches, attitudes, extent to which they address key determinants/informed by key determinants),
 - sustainability,
 - funding/financial landscape,
 - gender-responsiveness, how sensitively do they treat adolescent girls, how is this assessed
 - age-sensitivity,
 - key players in service provision,
 - role of donors,
 - policy frameworks/strategy
 - laws
 - what works and what works less well – effectiveness of services; service gaps
 - trends over time...
 - current hot topics... and why... (e.g. moral anxiety around adolescent sexuality...)
 - learning from other contexts, if so where/which countries and why?

Second round fieldwork tools/first round in Gaza

A. Service mapping of mental health/psychosocial services

To be carried out using visual mapping tools in a *specific district* – be sure to include get governmental, NGO, INGO, international agency programmes (see also 3 for programme types).

Programme /service name (if very different services bundled within one programme then use multiple rows)	Objectives / intervention logic	Period of implementation	Implementing agency / funding agency (if known)	Geographic coverage / catchment area	Scale of service uptake (e.g. visits by clients in last calendar month/ last available month)	Approach(es) (IASC 4ws codes from Annex 5)	Implementation strategy and activities (Integrated or standalone service – if integrated with what other services is it bundled?)	Target group (e.g. adolescent girls/ broader?)	Extent to which there is an adolescent-tailored service / inclusive of adolescents	Staffing – level, capacities, type, fit for purpose (e.g. counsellors)	Linkages to other external services, referrals to and referrals from	Results/ evaluation evidence

B. Facility inventory/assessment of mental health/psychosocial services

To be undertaken to help develop a checklist of key facility characteristics and quality ranking (high, medium, low) for a select number of facilities (possibly including NGO vs govt run services, integrated or standalone programmes, rural vs urban, group vs individual-targeted, degree of community interaction, medicalised vs women's/children's CSO run approaches, school-provided services, church/mosque/temple (choose 4-5 depending on contexts – subset from service mapping above).

Facility Identification		
Assessment date		
Names of assessment team (data collectors)		
Name of facility		
Type of facility (General health facility that also provides psychosocial services or specialized in psychosocial domain, Primary health care centers, hospital, specialized center for psychosocial, rehabilitation center)		
Name of the mother organization		
Type of the mother organization (MOH, UNRWA, NGO, private)		
Name of key informant		
Contact person (from the facility)		
E-mail of contact person		
Address of the facility (governorate, district)		
Tel of facility		
Fax of facility		
Licensing and accreditation status of the facility (licensed not licensed to provide psychosocial services, who performs the licensing, how effective it is)		
Total catchment area Name of main 3-5 localities (name of locality and catchment size) served by the facility	Name of areas	Catchment size
Accessibility, services and served population		
List all types of services that are currently provided by the facility		
Statistics of beneficiaries served by the facility disaggregated by services received, gender and age groups in the last three months		
Target groups for all services (direct and indirect)		
Nature of served population (rural, urban, camp, mixed)		
Physical accessibility (distance and time)-furthest distance travelled by clients to reach the facility		
Financial accessibility, how much people pay for services- affordability	Psychosocial	
	Other services	

Facility Identification					
How activities are funded at this facility (centrally, donations, services fees) reflect on psychosocial activities					
Which programs are more privileged (more prominent, more appreciated) than others? By whom? How you rank psychosocial programs					
Experiencing shortage in funding that affected activities? Which programs?					
Main barriers to accessibility (including, social, political, financial, technical)					
Do you have donors who support more than one program? Which ones and who is the donor?					
Opening times of the facility (daily and weekly)					
Longevity of experience in providing psychosocial services in years					
Name of other organizations with whom this facility cooperates, Pay attention to psychosocial services provided-mention all partners that provide support for your psychosocial interventions					
Mention other facilities that provide psychosocial services in your catchment area (government, NGOs, etc)					
Infrastructure Physical setting and infrastructure					
Basic infrastructure such as Water, electricity, generator, waste disposal (score out of 10)					
Physical environment (space, number of rooms, pharmacy, stores, ventilation, cheerfulness, light) cleanliness (score out of 10)					
Availability of general safety measures including access to ambulance services, emergency trolley with items needed for psychosocial related emergencies (score out of 10)					
Availability and quality of the Registration area-psychosocial services (score out of 10)					
Availability and quality of Waiting area- psychosocial services (score out of 10)					
Availability and quality of Examination area- psychosocial services (score out of 10)					
Availability and quality of Counseling area- psychosocial services (score out of 10)					
Availability and quality of care provision area- psychosocial services					
Availability of means to maintain privacy for beneficiaries receiving psychosocial services					
Total number of staff at the health facility	M	F		Experience and qualification	
Staff available (relevant to psychosocial services)					
Categories	No of Full time		No of Part time		Qualification and experience
	M	F	M	F	
1- GPs					
2- Nurses					

Facility Identification					
3- Social workers					
4- Psychologist					
5- Community workers					
6- Specialists in PS/PTSD					
7- Child Psychiatrist or specialist					
8- Others					
Are staff providing psychosocial services licensed to practice? How this is being verified?					
How beneficiaries approach the facility? Self-referral, referred from other organizations or programs-give approximate proportions. Reflect on adolescent girls					
Psychosocial related services currently provided at the facility					
Preventive psychosocial services (general, awareness, prevention, Psychosocial for ordinary people)	Modality of providing PS services	Type of services			
		Targeted populations (by gender and age)			
		Number of beneficiaries in the past 3 months			
		Trends in the number of served population			
Secondary Psychosocial services (for affected populations, people with minor issues-mental health)		Type of services			
		Targeted populations (by gender and age)			
		Number of beneficiaries in the past 3 months			
		Trends in the number of served population			
Tertiary care Psychosocial services (for psychosocial illnesses-psychiatry/pathology)		Type of services			
		Targeted populations (by gender and age)			
		Number of beneficiaries in the past 3 months			
		Trends in the number of served population			
Specific psychosocial services/program for adolescent Girls		Type of services			
		Targeted populations (gender and age)			
		Number of beneficiaries in the month			
		Trends in the number of served population			
Availability of Technical internationally or locally adopted tools used in assessment, management and evaluation of psychosocial services such as SDG, pretests post tests					
Are services provided at this facility adolescent's sensitive-and gender sensitive, reflect how and why?					

Facility Identification		
Reflect on involvement of beneficiaries and their families in care? Probe for adolescent girls		
Existence of plans for introducing additional psychosocial services or suspension of such services		
Resources available for psychosocial services delivery		
Availability of equipment needed for Psychosocial interventions	List of equipment available	
	Functionality of equipment	
	Equipment needed	
Availability of drugs and commodities	Key items available	
	Status of items	
	Availability/adequacy of drug stock	
	Items needed	
Availability of other resources such as halls, special rooms, therapeutic/tools	List of items available	
	Status of items	
	Items needed	
Experiencing shortages of resources in the past year		
Experiencing returning back clients (psychosocial) without providing them with services they came to receive (in the last year), who are they? give reasons for that		
Training		
What is the current training system applicable in the facility? Training modalities (formal, on-the job –probe for psychosocial		
Availability of a master training plan with rigorous follow up after the training-availability of a component related to psychosocial		
Training gaps in psychosocial services In which area		
Training needs what, for whom and where in psychosocial		
Follow up after the provision of training		
Protocols and technical guideline		

Facility Identification	
How do you describe the level of availability of psychosocial related protocols Do protocols contain a component about adolescents girls	
Are professionals trained on these protocols	
How do you describe the level of use of psychosocial related protocols	
What do you need to promote the use of protocols	
Do you think that psychosocial services are standardized in your country/district What could be done in this regard Any specific issues for girls	
What are the key issues that promote the quality of psychosocial services	
Community related issues	
How is the community informed about Psychosocial services	
Is there services signage? What it specifies (services and target groups)	
Do you have a suggestion box? What is your client feedback system? Do you have a system for dealing with complaints?	
Reflect on client-centeredness of services (involvement in planning, implementation and evaluation)-probe for adolescents girls involvement	
Does staff conduct joint activities with communities or community groups? Do you include adolescent girls? Do you have support group from the community? Please describe very briefly	
How much do you use awareness materials or audio visual aids in psychosocial? Give general idea about attention to posters or visuals.	
General management issues	
Availability and use of strategic plans Does it include psychosocial components designated specifically for adolescent girls	
Availability of emergency plan for psychosocial services? Dose it incorporate a component about adolescent girls? What does it say?	
Availability and use of information system. What are the issues?	
Availability and use of performance indicators? Psychosocial related indicators What are the issues?	
How you assess the outcome of your psychosocial interventions? At program and individual levels	
How human resources are managed at this facility? Do staff have updated job descriptions, do you conduct annual performance appraisal and how, do you monitor staff morale?	

Facility Identification	
Are staff members clear about their roles and responsibilities in psychosocial domain? Reflect on the available organizational charts, clarity of titles and roles especially in psychosocial services	
Are work processes related to psychosocial interventions clear, documented and clients and information flow are streamlined?	
Medical records and documentation	
Availability and use of relevant medical records, log books or registries.	
Having a policy for medical records' security and confidentiality? Who can access the medical record especially in psychosocial domain?	
Quality of documentations practices	
Reporting mechanisms, receiving feedback about reports	
Supervision	
Availability and regularity of supervision by the facility team itself. What are the issues?	
Availability and regularity of supervision by external supervisors. What are the issues?	
Availability and use of supervisory tools such as checklists, forms	
Referral services	
Availability and regularity of referral systems. Focus on psychosocial services for adolescents What are the issues?	
To whom do you refer cases? Who refers cases to this facility –pay attention to adolescents	
Type of cases you refer and their monthly number-(pay attention to age and gender)	
Type of cases that are referred to you and their monthly number -(pay attention to age and gender)	
Availability and use of referral guidelines, forms	
Reflect on feedback and communication between referring and referred to facilities	
Key Challenges and opportunities	
Major challenges facing this facility	

Facility Identification	
How the conflict/war like culture affects your work at this facility	
Priority areas that require improvements what could be done to promote psychosocial services to adolescent girls	
Additional comments	

C. Key informant interviews with service providers

From different types of facilities as per the above (councillors, psychiatrists, child protection specialists, teachers, doctors, social workers) and possibly some group KIIs (e.g. with small groups of councillors) with a focus on gendered adolescence. *Provide scenarios (from existing research – anonymised) to elicit reactions where possible from the respondents.*

- a. What does your work entail?
 - Who do you see, where, how often, how are they referred, follow up? Incentives you provide? Who do you link with, refer to? Confidentiality/privacy? Which protocols, which approaches?
- b. Your training? Refresher training? Training on post-conflict issues? Adolescence? Gender relations? Supervision, frequency, utility, shortcomings?
- c. Key psycho-social/ mental health challenges adolescents in this context face
 - Stigma re mental health etc.
 - Those affected directly/acutely by most immediate conflict versus more structural psycho-social/mental health challenges
- d. Gender differences in these challenges
 - Younger and older adolescent cohorts (10-14; 15-19 years)
 - Additional compounding vulnerabilities – remote areas, camps, buffer zone residence, internally displaced persons, returning migrants, ethnic minorities, religious minorities, class, caste, level of education etc.
 - Ask for examples – obviously keeping the case anonymous... what did you do? How would your services respond to such a case (if they haven't had such experience)?
- e. Gender differences in coping approaches
 - Please provide examples
- f. Gender differences in service uptake
 - Please provide examples
- g. Gender differences in outcomes
 - Please provide examples;
- h. What are the key service gaps and what would be options for going forward? Especially what would improve coverage, access (physical, social, informational) and quality (including capacity strengthening)? And more specifically what is needed to address the vulnerabilities/ needs of adolescence girls (e.g. more informal community provision vs formal services)?
 - Under current circumstances/ funding constraints etc.
 - In an ideal scenario.

D. Focus group discussions with adolescent girl and boy service users

To better understand gender dynamics within psycho-social service provision (ideally 2 with girls; 2 with boys). *Need to select carefully – are they part of an existing support group.*

- a. Key psycho-social/ mental health challenges adolescents in this context face
 - Stigma re mental health etc.
 - Those affected directly/acutely by most immediate conflict versus more structural psycho-social/mental health challenges
- b. Gender differences in these challenges
 - Younger and older adolescent cohorts (10-14; 15-19 years)
 - Additional compounding vulnerabilities – remote areas, camps, buffer zone residence, internally displaced persons, returning migrants, ethnic minorities, religious minorities, class, caste, level of education etc.
- c. Gender differences in coping approaches/ access to social support networks including this group? [*perhaps use a spider diagram here to probe with the group*]
 - How often do you meet, how do you support each other, how did you become a member?
 - To whom do you turn first, who is most helpful, why? And for what types of support? (financial, emotional, information etc)?
- d. Why do people access psycho-social/ mental health services?
 - How easy is it for girls to access psycho-social / mental health services? Where is it advertised/ information disseminated? What was the family involvement? Service user journey – what was the chain of events that led you to come here? Who was involved in shaping this decision-making process?
 - Attitudes and behaviours of staff towards adolescents/ adolescent girls? How do you perceive the quality of the services – what do you like? What do you think could be better?
- e. Gender differences in service uptake - differences between boys and girls? Who comes and why? Who prefers which sorts of services over others? Referrals? What role have your families played in determining service uptake? Self-referred/ family-referred?
- f. Gender differences in outcomes – to what extent do they take up the advice/ support? Are the users satisfied with the extent to which it has addressed the underlying problem?
- g. What are the key service gaps and what would be options for going forward? Especially what would improve coverage, access (physical, social, informational) and quality? And more specifically

what is needed to address the vulnerabilities/ needs of adolescence girls (e.g. more informal community provision vs formal services?)

- Under current circumstances/ funding constraints etc.
- In an ideal scenario.

E. In-depth case studies/outliers

- Can map this visually on a flipchart to keep track during the interviews
- 5 girls, 5 boys – mix of younger and older adolescents

- a. Key psycho-social/ mental health challenges adolescents in this context face
 - Stigma re mental health etc.
 - Those affected directly/acutely by most immediate conflict versus more structural psycho-social/mental health challenges
- b. Service user journey – what was the chain of events that led you to come here? Who was involved in shaping this decision-making process? Gender differences – how much was shaped by your role/ identity as a girl and boy? What did you think of the treatment? Was it enough? Medication?/if lacking how did you cope? Outcomes/did you change over the treatment – individually and in familial and community relationships, aspirations?

- c. Extended spider diagram – for support/ who you went to for this and why? What was effective and what wasn't? What was the role of the family in shaping this process – both supporting and hindering this process? (or causing the problem!).
- d. What are the key service gaps and what would be options for going forward? Especially what would improve coverage, access (physical, social, informational) and quality? And more specifically what is needed to address the vulnerabilities/ needs of adolescence girls (e.g. more informal community provision vs formal services?)
 - Under current circumstances/ funding constraints etc.
 - In an ideal scenario

Buddy /relative of IDIs: (2 from girls above, 2 from boys above – older and younger adolescents)

- Psycho-social /mental health challenges for adolescent girls
- How often did they go to services, which services did they try out, what was more effective?
- Perception of utility of services - what approaches work and why?
- What are the remaining gaps in support networks and service provision



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