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- RESEARCH -

PROJECT
Soar



Joyful, Brave, and Sad: An IDP Girl's Experience in Syria

May 2021

**SVENSKA
POSTKOD
STIFTELSEN**

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PROJECT CONTEXT

Headquartered in Marrakech, Morocco, Project Soar is a feminist nonprofit organization with a mission to empower marginalized teen girls. Project Soar trains and equips local women facilitators using Project Soar in a Box – a scaleable system that contains all the curriculum and supplies needed to help groups of teen girls to understand their value, voice, body, rights and path. Collectively, this approach and curriculum is known as the Soar Solution.

With funding from the Swedish Postcode Lottery Foundation, Project Soar is now tailoring the Soar Solution to the specific needs of internally displaced teen girls in Northwest Syria, working in collaboration with research partner Untold Research and three Syrian nonprofit organizations.

RESEARCH OBJECTIVES

To explore the local context and how the Soar Solution can best be adapted to the needs of internally displaced teen girls in Northwest Syria, the project embarked on a series of ten focus groups to better understand:

1. Girls' thoughts and dreams for their future, including their path forward in life;
2. The sense of agency, if any, girls feel;
3. Girls' interest in the principles of Project Soar;
4. Parent reactions to the principles of Project Soar;
5. Parents' interest in their daughters participating in Project Soar;
6. Parents' desires for their daughters' futures; and
7. Cultural or logistical roadblocks to project implementation.

RESEARCH METHODOLOGY

From April 11-13, 2021, in collaboration with two of the local partner NGOs, a series of ten focus groups took place with teen girls and parents of teen girls in two locations in Northern Syria. Untold Research crafted discussion guides tailored to each audience to explore the desired topics. These Guides in Arabic and English can be found in Appendix C. On April 8, 2021, Untold Research also trained four Syrian moderators (two women and two men) recruited by the two NGOs. The training agenda is provided in Appendix D.

Focus group participants were recruited with the help of a Turkey-based research firm, Indicators Company, commissioned by Untold Research. All participants were recruited from in and around A'zaz, Marae, and Marret Misrin, including both regular and unofficial settlements. To participate, girls were required to be internally displaced persons (IDPs), 13, 14, or 15 years old, have at least a fourth-grade education, and able to read and write. Parents were also required to be IDPs to qualify, not have beyond a secondary school education or be employed in any military, government, health, or educational capacity. Girls and parents from the same family could not participate in the research. Participants from IDP camps were provided transportation. The focus groups were held at the two NGOs' facilities.

Focus Group interviews were, on average, 120 minutes long and conducted in Arabic. All participants gave consent to have the focus groups audio recorded from which English transcripts were made for later analysis by Untold Research. In total, 45 girls, 16 mothers, and 16 fathers participated in the ten focus groups. Detailed composition tables of each audience can be found in Appendix A.

Date	Location		
	Idleb (Marret Misrin)	Aleppo (A'zaz)	Aleppo (Marae)
Sunday, April 11			IDP girls ages 13-15
			IDP girls ages 13-15 from camps
Monday, April 12	IDP girls ages 13-15 (unofficial settlement)		Mothers of IPD girls ages 13-15
	IDP girls ages 13-15	Fathers of IDP girls ages 13-15 (unofficial settlement)	Mothers of IDP girls ages 13-15 from camps
Tuesday, April 13			IDP girls ages 13-15
			IDP girls ages 13-15 from camps

EXECUTIVE SUMMARY

In the shadow of a ten year civil war, Syria's statistics remain grim -- more than 500,000 dead and **6.5 million internally displaced -- the latter more than any single country in the world**. Fleeing violence and death, Syria's internally displaced children are particularly vulnerable, and none more than its displaced teen girls -- now increasingly at risk of gender-based violence, early marriage and early motherhood. Forced to leave behind stable homes and safe schools, these girls now look towards uncertain futures. It is in this environment that Morocco-based Project Soar, a feminist nonprofit organization with a mission to empower teen girls, is working to strengthen teen girl resilience. Through a program funded by the Swedish Postcode Lottery Foundation, Project Soar is adapting its award winning girls leadership program to the specific concerns of Syria's internally displaced teen girls. The adapted program will then be piloted with 260 teen girls in NW Syria. Both baseline and endline surveys will be conducted to track project impact. If successful, Project Soar's tailored empowerment solution has the potential to impact thousands of internally displaced adolescent girls.

During the initial phase of the program, Project Soar commissioned a series of ten focus groups with Syrian internally displaced girls ages 13-15 and parents of internally displaced girls in April, 2021. These focus groups were held in three locations in North West Syria and were conducted by research firm, Untold Research, in collaboration with two of Project Soar's Syrian partners.

The focus groups were designed to provide Project Soar with a better understanding of:

- Family dynamics
- Perspectives of parents about their daughter's futures
- Thoughts and dreams of the girls, including their sense of agency about their futures
- Girls and parent interest levels in and reactions to the gender equity principles of Project Soar
- Potential cultural or logistical obstacles to program implementation.

Key findings include:

Family Dynamics:

- On average, families have been displaced for three years with some having been displaced as long as eight years, although this is not the first time many have been displaced.
- Despite the external strife, families report being happy, close-knit, affectionate, and loving.
- Both parents and daughters report rampant kidnappings, requiring girls to be escorted to and from school, often great distances. All parents would allow and encourage their daughters to return to school if safety and proximity concerns were eliminated.

Perspectives of parents about their daughters' futures:

- All parents want a better life for their daughters, frequently mentioning wanting increased safety and stability for them, as well as the improvement of financial conditions and psychological well being.
- Unanimously, most parents see education – not marriage – as the path to achieve a better life.
 - Some mothers do feel marriage provides the greatest stability for their daughters' future.
 - Fathers are more in favor of their daughters becoming self-sufficient through education and a career rather than relying on a spouse to provide such financial security.

Thoughts and dreams of girls:

- IDP girls reference how being a stranger in a strange land takes a heavy mental toll. The vast majority of IDP girls express feelings of sadness, depression, loneliness, fear, and hopelessness, most often linking these feelings to their longing for relatives and their homeland.
- IDP girls live in constant fear of violence befalling them or someone they love, whether they vocalize this to

others or not.

- Nearly all IDP girls wish they were able to continue their schooling and cite lack of school availability and security concerns as the biggest barriers to attendance.
- While some IDP girls do not see a realistic path out of their present circumstances, others are optimistic their hard work will create opportunities to achieve their established goals.

Potential cultural or logistical barriers to program implementation:

- Project Soar should hold workshops within the camps and/or orchestrate transportation to workshop sites. Since safety concerns and lack of transportation are some of the biggest barriers to education, removing these will likely increase participation in the program.

Parent and girl interest levels in Project Soar:

- All girls are interested in attending a Project Soar-like program and believe their parents would allow them to attend. Parents validate this, sharing in this interest, and cite no overt barriers to participation aside from safety concerns.

FINDINGS

Daily life

Both girls and their parents report life as an IDP as being very difficult, particularly for those living in the camps. Parents are concerned with physical issues, such as the malnutrition, filth, and respiratory and dermatological ailments. Overcrowding is a common complaint as is the lack of privacy and noise. Furthermore, parents dislike living in such close quarters due to the unpredictability and, often, vulgarity of their neighbors. Given the diversity of families and varying degrees of discipline and supervision, some parents report not wanting their daughters exposed to many aspects inherent to this living environment, making an already-small world even smaller for curious, adolescent girls.

On average, families have been displaced for three years with some having been displaced as long as eight years, and a majority most recently moved from Halep or Idlib, although this is not the first time many have been displaced. Girls most often live with their parents and siblings, although, in some cases where a father or eldest brother is gone, having either died or left the family, an uncle or grandfather often steps in as head of household. It is not uncommon for two entire families to live together, creating very cramped quarters. When an older son is married, he and his wife often live with the family, as well.

Family dynamics

Overall, despite the external strife, **families report being happy, close-knit, affectionate, and loving.** Daughters are far less jaded than their parents and report not wanting anything to change about their family life. Parents, on the other hand, cannot help but focus on the deplorable conditions in which they are raising a family, citing lack of finances as the biggest barrier to everything: happiness, independence, health, education, nutrition, and so much more.

Decision making power and processes vary greatly across families. For some, fathers make the ultimate decision, regardless of the arena, and for others, mothers hold the power and consult the fathers as needed. In some families, it seems issues are discussed between husband and wife, although the final say depends on the domain. Women are often given charge over issues relating to the home and children while fathers have more control over external issues, like marriage and finding work. If the issue affects a child, like their clothes or education, their opinion is sometimes requested and considered, although its ultimate weight fluctuates greatly family to family.

“The father is responsible for making decisions, but the mother has a big role in decision-making, especially in decisions related to children. But the most important decision is the father’s.” – IDP girl age 13-15

“Regarding education, I make decisions with my parents. Regarding my health, I make decisions with my parents, and regarding my future, I make decisions with my parents.”
– IDP girl age 13-15

All families report good communication, and few identify significant areas of desired improvement. One prevalent frustration among fathers is their children’s use of phones and its interference with their education and family interactions. Girls say that even when parents disagree -- conversations may get heated and voices may be raised -- **physical violence never takes place.**

Girls have mixed feelings and experiences when it comes to sharing their thoughts, emotions, and dreams with people in their lives. Some are very comfortable speaking with their parents, while others prefer to confide in their friends, and still others keep all this to themselves. Most often, if a girl is hopeful about her future, she is excited to share this with her loved ones and friends, but if she is in despair, seeing no realistic way out of her present situation, she is more likely to be withdrawn and not share these feeling with anyone.

All parents want a better life for their daughters, frequently mentioning wanting increased safety and stability for them, as well as the improvement of financial conditions and psychological wellbeing. **Most parents are supportive of their**

daughters' dreams, with varying degrees of confidence they will come true. Again, a majority cite lack of financial resources as the biggest barrier to their daughters achieving their dreams.

Mental health

When describing themselves, IDP girls ages 13-15 most often use dichotomous words like happy and sad, brave and cowardly, showing how these resilient girls have managed to find joy in their day-to-day lives while, simultaneously, being profoundly distraught.

"We feel loneliness, the lack of relatives or acquaintances in the camp that we can mingle with affects girls, and they may have psychological problems."

– Father of IDP girl age 13-15

"I felt depressed, and I no longer wanted anything. I tried to get over it by hoping this crisis will be resolved, and I will be able to achieve my dreams again. I did not talk to anyone about it because my nature is discreet, and I don't like to talk to anyone about these matters. I still feel this sadness and go to sleep to forget these feelings." – IDP girl 13-15

"I am depressed and there is no safety here, but I am happy inside the house."

– IDP girl age 13-15

"I am not happy because it is not my homeland, even though it is a good country, I feel as a stranger." – IDP girl age 13-15

"I am sad all the time and I feel lonely because of being far from relatives." – IDP girl age 13-15

"I became depressed as a result of my dropping out from school and being away from friends. I try to get over it by adapting to the situation, but these feelings still exist. I share my feelings with my friend because she is close to me." – IDP girl age 13-15

Nearly all report feeling their displacement has had no impact on their physical health yet are acutely aware of the mental toll it has taken. **The vast majority of IDP girls express feelings of sadness, depression, loneliness, fear, and hopelessness**, most often linking these feelings to their longing for relatives and their homeland. While girls are nearly unanimous in feeling as "other," they do not report any overt discrimination or animosity from Syrians.

Mothers unanimously feel a girls' mental health is more important than her physical health, while fathers typically feel both are important. Most are concerned with the effect living in the camps has had on their daughters' mental health, particularly feelings of loneliness from having left behind friends and family members. Parents are concerned with the lack of social interaction and mental stimulation for their daughters and want them to spend time with their friends, but fear for their safety.

All girls report being afraid of being kidnapped or of the bombings which happen during Ramadan and other times when large crowds gather; many others are afraid of being displaced again. Some girls mentioned their brothers or fathers are in prison or have been martyred, wishing "everyone in the regime [to] die." Again, this ever-present anger and anxiety likely takes a significant toll on a girl's mental health, even if outward signs and symptoms are unobserved. To cope with these feelings, some girls turn to artistic expressions, like writing or painting. Mothers echo this creative outlet as being a positive way for their daughters to spend their time and distract from the mundane and stifling environment.

Education

Most girls interviewed were not currently in school, having already dropped out, and nearly all expressed a desire to return to their education. Parents also see education as the way out of their current situation and a means for their daughters to build a better life for herself and her future family. Academic schools in this region tend to offer two two-hour sessions and students attend either the morning or afternoon session. Parents feel this is not long enough as it leaves girls with little to do the remainder of the day. In some families, mothers or older siblings help with lessons and learning at home, but few have more than 30 minutes to dedicate to this as they have many other demands and responsibilities requiring their attention. In lieu of a formal education, some parents send their daughters to the mosque to learn the Qur'an.

Teachers serve as a source of endless frustration and, in some cases, even a barrier to school attendance. First, parents do not feel some teachers are qualified and fail to adequately impart lessons in a clear, effective manner. Some report teachers do not correct girls as they do boys when they give wrong answers, so the correct answer also is never known. Due to their own lack of education and inability to help their daughters with schoolwork, parents often feel their daughters are not receiving a quality education, even when they do attend school. Second, many girls report gross discrimination from teachers, saying only students who are related to the teacher or from the same town or city receive good treatment. The few girls who report not wanting to return to school even if given the opportunity cite the cruelty of the teachers as the main reason.

Perhaps the largest barrier to an IDP girl's education is the lack of safety getting to and from school. Both parents and daughters report rampant kidnappings, requiring girls to be escorted to and from school, often great distances. In the camps, schools only run until sixth grade, which means girls must be escorted far outside the camps to continue their education. In many cases, a girl only has one parent and/or many siblings and it is impossible to be escorted daily to complete their education.

All parents would allow and encourage their daughters to return to school if safety and proximity concerns were eliminated. Girls nearly unanimously wish schooling included art elements, like music and drawing.

"I studied until the fourth grade. I stopped studying because of the circumstances. My feeling about this matter is sadness. The last time I went to school was six years ago, there is no one who gives me lessons at home. If I have the choice, I will go back to school, because I like education and I like to learn." – IDP girl age 13-15

"I used to go to school, but I stopped because of the conditions of displacement. I feel sad because I like education and studying. The last time I went to school was about two years ago where I studied third grade. There is no one from my family who gives me lessons at home, and if I had the choice, yes, I would go back to school because I like education and studying." – IDP girl age 13-15

"I am engaged and my fiancé wants me to leave school, but I do not want to leave it. I told my family this and they said it is up to my fiancé, they cannot do anything. This makes me sad and I no longer talk about my feelings on this issue to anyone." – IDP girl age 13-15

"I went to school until the fourth grade, since the outbreak of the revolution and because of the bombing and displacement, I no longer go to school. I want to go back to school but I cannot return, and I am not happy. I do not study at home. I want to return because I love it. Now, I do not go because of our financial conditions and long distance." - IDP girl age 13-15

"I feel sad that I do not go to school, as it was my dream to continue my education. I cannot go to school because there is no one who can accompany me when I go to school, and the school is far. There is no one teaching me at home. I wanted to finish my education and go to school because I would like to pursue my education." - IDP girl age 13-15

"Girls may have priority in education, as boys can manage their affairs in life, wherever they go, they can manage their affairs, and the girl's future is education, so pursuing girls' education is more important than pursuing boys' education." – Father of IDP girl age 13-15

"When a girl is educated, this gives her more opportunities in the future." – Father of IDP girl age 13-15

"Education is necessary for girls. Perhaps if the girl does not marry and does not have a home, she will be able to live through her education and her work." – Father of IDP girl age 13-15

Early marriage

Some girls openly speak about their disagreement with and hatred for early marriage, while others see it as normal and have no issue with it. Currently, few girls in the study are already married or engaged, most were not. **While the concept of early marriage is rejected by most, girls are resigned to not having autonomy over their future spouse.** All say they will offer their opinion, but, ultimately, their parents will choose the husband. Interestingly, some girls say they have no interest in getting married at all, others are open to the idea once they reach a certain age (15, 17, 18, and 20 are provided as examples), after they finish a certain grade (10th), after she completes her studies entirely, or once she “achieves [her] dreams.”

Parents want the best for their daughters, they simply feel this is achieved in different ways. Speaking in generalizations, **fathers seem to want their daughters to be able to get an education so she can fend for herself. No father openly discourages marriage, but no father speaks in open support of early marriage, either.** Some even admit this path can have dangerous consequences for a girl’s physical and mental health. Fathers seem to understand the importance of girls being able to care for themselves in this unstable setting. On the other hand, **mothers see their daughters as best cared for in the context of marriage.** Perhaps informed by their own experiences, these women are less likely to be accepting of a daughter who wishes to delay marrying, particularly due to receiving an education. One mother reports preferring her daughter to marry as she sees this as a more stable path; her husband prefers their daughter to continue her education and it has become a bone of contention between them.

Gender equality

When discussing issues of gender equality, the conversation quickly moves to capabilities, instead of inherent value. Most believe there are jobs for which each gender is better suited. For example, in the minds of many, “hard labor and carrying heavy things” is reserved for men, while women should be doing the housework and raising children. Aside

“Parents love boys more than girls, and boys’ requests are granted, while girls’ are not.” – IDP girl age 13-15

“There is no difference.” – IDP girl age 13-15

“There are many differences. A man is not like a girl -- he works outside the house and the girl works inside the house.” – IDP girl age 13-15

“My family has one opinion and one heart, and it doesn’t like to discriminate between males and females.”
– Mother of IDP girl age 13-15

“There are many cases in which the girl was forced to marry, and this is one of the biggest mistakes. This matter may make her resort to suicide, because the girl may not be ready to marry at all.” – Father of IDP girl age 13-15

“Marriage is good, but at the right age. Marriage is beautiful and the feeling of motherhood is beautiful, but it is considered a responsibility. In my opinion, it is better to get married after finishing a university education.”
– IDP girl age 13-15

“I dream of completing my studies and building my future, but what stands in the way of achieving my dream of studying is my engagement.” – IDP girl age 13-15

“Perhaps it was 5 or 10 years ago that a person pressures his daughter or sister in order to marry someone who he thinks is a good person, but today, due to the conditions of displacement, most of the people do not do that.” – Father of IDP girl age 13-15

“There are some fathers who tell their daughters that she should marry and that my decision is not to be challenged, this may cause the girl to escape.”
– Father of IDP girl age 13-15

from physical differences and societal allowances, **there is no consensus among girls if there should be – or could be -- equality between genders.** Some feel it is “impossible” or “not necessary” and others believe girls should “know that she has value like boys.”

Mothers want their daughters to be valued and have experiences equal to boys and cite societal expectations as the biggest barrier

to this. Even if they are comfortable with allowing their daughter to go out unescorted, fears of safety and of being judged preclude this. Other mothers say they feel gender equality has been achieved as they do everything men do, from working outside the home to taking the children to the doctor alone to buying gas cylinders.

A majority of girls – and their fathers – feel it is important for them to have a strong self-esteem and be self-reliant so they are prepared “to face difficulties,” “confront society,” and “be ready for everything.” For most, having the ability to financially support oneself is a major component of self-reliance. For others, it is having the freedom to move about without any safety or security concerns, respecting herself and the people around her, and taking responsibility for her mistakes.

“The woman must have a strong personality because if her husband dies, she must be strong in case she goes through difficult circumstances.” – Father of IDP girl age 13-15

“In my opinion, my daughter should be equal to two men, not one man, in order to be able to face the circumstances on her own while she is at home, such as if a thief breaks into the house to steal from the house.” – Father of IDP girl age 13-15

“It is better that she has a strong personality than weak one, which may cause her to be stripped of her rights.” – Father of IDP girl age 13-15

“A girl without self-confidence is nothing, and if she does not trust herself, she will remain afraid and will not achieve her dreams.” – IDP girl age 13-15

Looking ahead

In the future, most girls wish to return to their villages, have greater stability, and, in many cases, finish their education and start their professional careers. When it comes to achieving their dreams, some girls are very determined and feel nothing will get in their way. They identify lack of money and their present circumstances as barriers and feel confident

“I dream of going back to the village and being a rich doctor. I do not think I can achieve these dreams. The thing standing in my way is the current situation. I do not plan to overcome this matter. I do not share my dreams with anyone -- I keep them to myself.” – IDP girl age 13-15

“I dream of going back to my home, buying new clothes, and becoming a teacher. I do not think I can achieve this dream; I do not plan to overcome the obstacles, because overcoming them is difficult. I do not share my dreams with anyone because I do not like to share my dreams.” – IDP girl age 13-15

“The first thing I want her to do is to become a cardiologist, a good wife and with good manners and to live in a safe place with her husband and have a good life. I know her ambitions. I do not treat her as a father only, but as a brother and friend, too, therefore, I know her ideas and her desire is to become a cardiologist.” – Father of IDP girl age 13-15

“My daughter has big dreams and I try to reduce her dreams a little, as she wants to study and become a professor, a lawyer, or a nurse. I don’t like these dreams because society doesn’t accept them. I will not support them.” – Mother of IDP girl age 13-15

“I dream of becoming a doctor or a teacher and to be rich. If I go to school, I think I can achieve this. I share my dreams with one of my friends because she is like a sister to me and she encourages me to achieve my dreams.” – IDP girl age 13-15

“I will keep trying regardless of the circumstances that prevent me from achieving my dream.” – IDP girl age 13-15

they will overcome them, yet do not have specific ideas on how to do this. Other girls are quite resigned to their present circumstance and see no way out. They have dreams but feel they have no chance of achieving them and keep any aspirational thinking to themselves. Regardless of their current or future reality, girls 13-15 all strongly believe there should be equality between genders, including all girls having access to schooling at the university level because it is needed to “become an active member of the society.”

When exposed to a series of statements,² from exploring thoughts and feelings around a girls' inherent value to her health and wellness, her right to be free from violence and sexual harassment to the importance of her dreams and pathway to achieving them, nearly all girls completely agreed with each statement, signaling a strong support for a girl's autonomy and access to a healthy future. Girls embraced aspirational words like "education," "dreams," "future," and "potential" appealed most to girls – a strong indicator of their reception to Project Soar's curriculum and goals.

Perhaps a result of fearing for their daughters' physical safety and the rate of martyrdom, air strikes, and other threats to a person's mortality, fathers are very open to their daughter(s) learning how to be strong and resilient. They understand it is a very real possibility for their daughter to be widowed or never married and want her to be able to take care of herself physically, mentally, and financially. Mothers certainly see marriage as the most stable path forward.

² Statements can be found in Appendix B.

CONCLUSIONS AND RECOMMENDATIONS

All girls are interested in attending a Project Soar-like program and believe their parents would allow them to attend. Parents validate this, sharing in this interest, and cite no overt barriers to participation aside from safety concerns. The sense of community forged in the squads of girls going through the workshops together will not only help girls feel supported, less alone, and heard, but it will provide them with an outlet and help them process their thoughts and feelings about their displacement, their day-to-day life, and their future paths. However, there are a few ways Project Soar can be positioned in order to be more attractive and increase enthusiasm:

“Children are approaching the age of puberty. They should be able to go out, have friends to console each other, friends who they can speak with other than parents.”
– Father of IDP girl age 13-15

- Project Soar should hold workshops within the camps and/or orchestrate transportation to workshop sites. Since safety concerns and lack of transportation are some of the biggest barriers to education, removing these will likely increase participation in the program.
- Concerns for girls’ mental wellbeing may be an effective opening for introducing one of the many benefits of Project Soar. When trying to convince parents to permit their daughter’s participation, highlighting the value of social interaction may tip the scales as parents are eager for their daughters to have safe social outlets.
- Project Soar must be clear about their goals and programmatic content. While incredibly valuable in a whole host of ways, parents need to know Project Soar is not a substitution for an academic education. Similarly, given the hunger many girls have for continuing their education, they must understand upon enrollment this is not an academic program, but a program designed to develop their social and emotional intelligence, their voice, and their autonomy.

Given the instability of the region, the transient residency of these families, the openness to the Project Soar curriculum, and the desire for girls to have a safe place to socialize and spend time, all signs point to there being value in extending the time spent in individual workshops and condensing the timeline of the program so as not to compromise on content. When it comes to modifying the Project Soar curriculum to the Syrian context, the following should be taken into consideration:

- Currently, the concept of gender equality mostly extends to capabilities, not necessarily inherent value and capacity. Extra care should be taken to define gender equality and explain the myriad of ways it can be expressed and enjoyed. This will tie in nicely to discussions around existing curriculum features of value and rights.
- While the Project Soar curriculum already emphasizes meditation, personal development, and mental health, these should be focal points for workshops with IDP girls in Syria. It may even be worth adding additional lessons on **surviving trauma, dealing with grief and depression, coping with post-traumatic stress disorder (PTSD), and strategies for lowering daily anxiety levels**. Of course, this would require additional training to facilitators as they would need to learn how to broach and work through these issues in a way which is aligned with best mental health practices.
- Having been in survival mode for so long, many of these girls are likely unsure how to process let alone communicate their feelings. Therefore, incorporating therapeutic art sessions – through drawing, music, or other forms -- may be a good way to ease them into learning how to express themselves.

- With most girls – and their fathers -- already understanding the harm which can come from early marriage, perhaps less attention should be paid here and more on **teaching girls how to find and use their voice when it comes to who to marry. There may be value in focusing on how girls can discuss issues relating to marriage with mothers, in particular**, or in even creating a joint workshop where mothers and daughters or mothers and fathers can attend together to better understand the risks associated with early marriage and the benefits of having an autonomous daughter. Given the hyper concern among mothers for their daughters' mental health, **perhaps couching this discussion within the mental health context will be an effective frame.**
- While creating a roadmap for girls' success is already an integral part of the Project Soar curriculum, it is important to meet these girls where they are in terms of their current situation and their aspirations. For girls who already have a goal, it is important for them to be equipped with realistic steps forward. Given lack of finances is one of the largest barriers, it is likely Project Soar programming cannot help with this, but they could help girls cultivate a marketable skill so they can have their own income. If lack of access to education is the problem, perhaps Project Soar could help girls discover free online tutorials and lessons that could help girls study on their own and pass entrance exams. Given the reality of the girls' situations, it is likely also important to help girls learn the importance of having attainable back up plans in the event the obstacles in their way end up being unequivocally insurmountable as well as how to pivot without getting discouraged when the unforeseen happens.

For girls who are already resigned to a future looking much like their present, the emphasis should be on helping them see a life of value within their current situation. Part of this despair may come from the strict societal constructs and feeling as if they have no control. Girls report wanting social equality and to have decision-making power over their own lives. Even if drastic changes – like moving to Turkey or become a doctor – are not realistic, each girl can find meaning and purpose in her own community. The Project Soar curriculum should be modified to offer explicit ways in which girls can take their destinies into their own hands and create change for a better future within their current context.

APPENDIX A

Focus group composition tables

IDP girls	TOTAL	A'zaz	Marret Misrin	Marae
Audience				
IDP girls outside camps	22	8	6	8
IDP girls from unofficial settlements	8		8	
IDP girls inside camps	15	8		7
Camp				
Akda Camp	3	3		
Alrayan Camp	2	2		
Alrahma Camp	1	1		
Bab Alsalama Camp	2	2		
Age				
13	19	6	8	5
14	13	7	4	2
15	13	3	2	8
Last grade attended				
Grade 3	4			4
Grade 4	14	3		11
Grade 5	6	2	4	
Grade 6	8	4	4	
Grade 7	4		4	
Grade 8	4	1	3	
Grade 9	4	3	1	
Number of siblings				
2	2	1		1
3	1		1	
4	3	2	1	
5	4	2	1	1
6	6	4	2	
7	6	4	1	1
8	11	3	3	5
9	6		2	4
10	2		2	
11	1			1
12	2			2
16	1		1	
Years in current location				
1	21		6	15
2	7		7	
3	5	5		
4	2	1	1	
5	2	2		
6	3	3		
7	3	3		
8	2	2		

Former residence				
Halep	12	12		
Homs	3	3		
Hourbol	1	1		
Kafar Nouran	1		1	
Jabal Alzauya	2		2	
Kuaro	2		2	
Albara	1		1	
Maarata	2		2	
Joubas	1		1	
Ras Alhsen	1		1	
Batabo	1		1	
Idlib	16		1	15
Alsarman	1		1	
Father's education				
Illiterate	4	4		
Grade 4	14			14
Grade 5	1			1
Grade 6	11	5	6	
Grade 7	2	2		
Grade 8	0			
Grade 9	5		5	
High school or higher	4	1	3	
Mother's education				
Illiterate	10	5	1	4
Grade 2	2			2
Grade 3	4			4
Grade 4	4			4
Grade 5	1	1		
Grade 6	15	7	7	1
Grade 7	0			
Grade 8	1		1	
Grade 9	2		2	
High school or higher	5	3	3	
Family's financial status				
450,000 SYP monthly or more	1		1	
Around 1,00,000 – 4,50,000 SYP monthly	6		6	
Less than 1,00,000 SYP monthly	31	16	7	8

Parents of IDP girls	TOTAL	A'zaz	Marret Misrin	Marae
Audience				
Mothers of IDP girls outside camps	8	8		
Fathers of IDP girls from unofficial settlements	8		8	
Mothers of IDP girls inside camps	8	8		
Fathers of IDP girls from camps	8			8
Camp				
Akda Camp	3	3		
Alrayan Camp	2	2		
Alrahma Camp	1	1		
Bab Alsalama Camp	2	2		
Age				
20-29	1		1	
30-39	13	9	4	
40-49	11	4	2	5
50-59	5	3	1	1
60-69	2			2
Last grade attended				
Illiterate	5	5		
Grade 4	8			8
Grade 5	1	1		
Grade 6	10	7	3	
Grade 7	0			
Grade 8	0			
Grade 9	3		3	
High school or more	5	3	2	
Age of daughter				
13	15	6	5	4
14	9	7	2	
15	9	3	2	4
Last grade daughter attended				
Grade 3	3			3
Grade 4	5	2		5
Grade 5	5	2	3	
Grade 6	6	4	2	
Grade 7	3	1	2	
Grade 8	3	2	1	
Grade 9	3	3		
Years in current location				
1	11		4	7
2	5		4	1
3	5	5		
4	1	1		
5	2	2		
6	3	3		
7	3	3		
8	2	2		

Former residence				
Halep	12	12		
Homs	3	3		
Hourbol	1	1		
Kafar Nouran	1		1	
Jabal Alzauya	1		1	
Kuaro	2		2	
Albara	1		1	
Maarata	1		1	
Joubas	1		1	
Ras Alhsen	1		1	
Idlib	8			8
Family's financial status				
450,000 SYP monthly or more	0			
Around 1,00,000 – 4,50,000 SYP monthly	4	1	3	
Less than 1,00,000 SYP monthly	20	7	5	8

APPENDIX B

Statements from Focus Group Exercise

1. A girl should be confident, feel good about herself, and respect her own worth and potential. She knows she is as valuable as a boy.
2. **Daughters and Mothers only:** A girl should understand changes in her body and know how to manage her menstruation efficiently. She should value her own health and wellness.
Fathers only: A girl should value her own health and wellness.
3. A girl has a right to an education.
4. A girl has a right to be free from violence and sexual harassment.
5. A girl should not be forced into a marriage.
6. A girl should feel comfortable communicating her thoughts clearly and be able to advocate for herself and others effectively.
7. A girl should have dreams for the future and know how to create a plan to achieve them.

APPENDIX C

Focus Groups – Girls in Syria

Research instrument: FG discussion guide

Audience: 13–15-year IDP girls near Aleppo (including camps) and near Idlib

[INTRO: 5 min] Welcome everyone, thank you for coming today. Today, we're going to talk about a lot of things and the very most important thing is that you are completely honest. There are no right or wrong answers, only telling the truth about your thoughts and experiences. Can everyone look at me and nod your head if you promise to be honest and tell me what you think? Ok, great. Next, it is important we are respectful of each other. We may not agree with everything someone says – and that's ok – we still need to be kind to each other, give everyone space to be themselves, and share their thoughts and feelings without judgement. Third, I want you to know this conversation is being recorded, so it is important for you to speak loudly so your voice is captured. Please know, this is only for research purposes and your comments will be completely anonymous. No one will know what you said in this room but us because the recording will not be associated with any identifying information to link it back to you. Are there any questions about this? Lastly, I really would appreciate your full attention, please stay focused on the conversation and participate. Any questions before we get started?

Ok, now, let's do some introductions. Let's go around the room and say your name, age, what grade you're in, and your favorite activity. I'll start...

1. **[10 min]** Who wants to start by telling me about school?
 - a. **[IF GOING TO SCHOOL]** What does going to school look like right now? Are you going to a classroom? Learning at home? Something else?
 - i. What do you like most about school?
 - ii. What do you dislike most about school?
 - iii. Do you find school easy or hard?
 1. **[IF EASY]** What makes it easy?
 - a. What could make it harder?
 2. **[IF HARD]** What makes it hard?
 - a. What would make it easier?
 3. Do you feel you need help to understand the lessons?
 - a. **[IF YES]** How much time do your parents spend helping you with schoolwork?
 - iv. Of all the lessons and skills you learn in school, which do you feel are most important and why?
 - b. Which do you feel will help you most as an adult? Why?
 - v. What lessons or skills do you think are missing from your current education?
 - c. Why?
 - vi. What lessons or skills do you think would help you most as an adult?
 - d. Why?
 2. **[FOR THOSE WHO ARE NOT ATTENDING]** Have you attended school in the past?
 - i. Why did you stop going to school?
 - How did this make you feel?
 - ii. Why are you not attending school?

[PROBE: Is this because of COVID-19? Is this because of safety reasons? Are there no schools available for you to attend? Something else?]

- iii. When was the last time you were in school?
- iv. Are your parents or someone else giving you lessons at home?
- v. If you had your choice, would you go back to school or continue not going to school?
 - 1. Why/why not?

2. [15 min] Now, I would like to know about your family.

a. Who is part of your family?

[IF THEY MENTION AN OLDER SISTER:]

- i. How old is she?
- ii. Does she live with your family or somewhere else?
 - 1. [IF SOMEWHERE ELSE] where does she live now?
 - a. How old was she when she moved away?
- iii. What does she currently do?

b. How would you describe your family? [PROBE: Fun? Strict? Serious? Loving? Sometimes a family can be many things at once.]

- i. What do you like or dislike about your family and why?
- ii. If there was something you would change about your family, what would it be and why?

c. Would you say there is good communication among your family members? Why do you think so or why do you not think so?

- i. How do your parents communicate when they have a disagreement?
 - 1. How about when they have a disagreement with you?
- ii. Do you share personal thoughts or feelings with your parents?
 - 1. [IF YES] Is it easy for you to share your thoughts with them? Why/why not?
 - a. How do they respond when you share these things with them?
 - b. How does that make you feel?
 - 2. [IF NO] Why do you not share this with them?

d. How does your family make important decisions?

- i. Does someone have more of a say than others? If so, who?
 - 1. Why do you think that is?
- ii. When it comes to your life, what areas do you feel you have decision-making control over? Why?
 - 1. How about decisions about your education?
 - 2. How about decisions about your health?
 - 3. How about decisions about your future?

3. [20 min] I would like to know more about what you think about living in [CITY/CAMP]. On the piece of paper in front of you, please find "EXERCISE 1", please write three words that describe your experience living here in the three blank spaces. Any questions? We're going to do this as fast as you can, ready, set, go! [Give them 30 seconds to write something down].

a. Ok, who wants to share first? [Have them all share before discussing further.]

- i. You said [WORD], why did you choose this word to describe your experience living here? [Continue around the room]
- ii. Overall, how do you feel about living here?

- b. Now, I'd like to talk about how living here impacts different areas of your life. Let's start with your schooling. I know we already talked a little bit about it, but let's talk about it now in the context of where you live. How has living here impacted your schooling?
 - i. If you lived somewhere else, how do you think your schooling would be different?
 - ii. If you could have any schooling you want, you get to waive a magic wand, what would this look like? What would you learn about? It's also ok to say you wouldn't go to school. There are no right or wrong answers.
 - c. Ok, now, how does living here impact your physical and your mental well-being? Does everyone know what I mean by physical and mental well-being? Who can tell me? **[Give time to answer.]** Physical well-being is about your body. Are you sick? Does something hurt? Mental well-being is more like how you are inside. Are you happy? Are you stressed? Are you scared? Are you sad? Do you feel isolated?
 - i. In what ways does living here impact your physical health?
 - i. **[After someone gives an answer, ask]** Raise your hand if you also feel this way. **[Call on someone to explain why]**
 - ii. How else does living here impact your physical health?
 - 1. **[After someone gives an answer, ask]** Raise your hand if you also feel this way. **[Call on someone to explain why...continue this pattern]**
 - ii. In what ways does living here impact your mental health?
 - i. **[After someone gives an answer, ask]** Raise your hand if you also feel this way. **[Call on someone to explain why]**
 - ii. How else does living here impact your mental health?
 - 1. **[After someone gives an answer, ask]** Raise your hand if you also feel this way. **[Call on someone to explain why...continue this pattern]**
 - iii. What concerns do you have about living here?
 - i. How do you handle these concerns? What do you do with these feelings?
 - 1. **[PROBE: Do you hold them inside?]**
 - 2. **Talk to someone?**
 - a. **If so, who?**
 - 3. **Write about it in a journal?]**
4. **[5 min]** On the piece of paper in front of you I want you to find EXERCISE 2. On the lines provided, I would like you to write three words to describe yourself. Once we are all done, I'll ask you to share what you wrote with everyone. **[Give them 30 seconds to write down their answers]**
- a. Ok, who wants to share first? **[Make sure all the girls get a turn sharing what they wrote.]**
 - i. What does [WORD] mean to you?
 - ii. Why do you describe yourself this way?
 - iii. Was it easy or difficult to come up with the three words to describe yourself?
5. **[15 min]** Again, on the page in front of you, please find EXERCISE 3. There, I want you to write three words – the very first three words – which come to your mind when I say, “Where or what do you want to be in ten years?” For example, I would write, “Damascus, Teacher, Wife” because in ten years, I'd like to be married and working in a school in Damascus. I'm only going to give you about 30 seconds to write so be very quick – there are no right or wrong answers. Do you have any questions? Ok, ready, set, go!

Ok, now we're going to go around the table and say our three words. Let's start to my right.

- a. Thinking about what you just shared with me, what do you think you can do now to be able to achieve your dreams?
 - i. What stands in your way?
 - ii. How do you plan to overcome these obstacles?
 - b. Who do you share your dreams with?
 - i. **[PROBE: Friends? Older siblings? Younger siblings? Parents?]**
 - ii. Why did you choose to share with this person?
 1. How did they react?
 - iii. **[After you've gone around to hear each answer] Ok, so I can be clear, please raise your hand if you've shared your dreams with your parents. [Record number of girls who raise their hand]**
 1. Do you think your parents share this vision about your future with you? Why or why not?
 - c. What type of obstacles or barriers do you think you will face in achieving your dreams and future goals?
 - i. How are you going to overcome these obstacles?
 - ii. What tools or resources do you need to be able to achieve your goals for the future?
6. **[5 min]** Thinking about abilities, skills, and potential, what are some differences you think exist between boys and girls?
- a. What jobs you think a boy can do but a girl cannot?
 - b. What jobs you think a girl is better suited to do than a boy?
 - c. Are there distinct roles in your household based on the gender or age of family members?
 - i. What are they?
 - ii. How do you feel about this?
 - d. Do you think girls should be given the same educational opportunities as boys? Why or why not?
 - i. Should girls go to university? Why or why not?
 - e. Do you think girls and women should play an equal role to boys and men in your community?
 - i. **[IF YES]** Why? In what ways?
 - ii. **[IF NO]** Why not?
7. **[20 min]** Ok, now on the piece of paper in front of you, please find EXERCISE 4. Under each phrase, there are numbers 1 – 10. 1 = Totally disagree and 10 = totally agree and all the numbers in between are a level of agreement. As you get closer to 1 the numbers are more about disagreement and as you get closer to 10 the number represent some level of agreement. The 5 in the middle means you feel indifferent towards what the phrase says. Any questions? Ok, everyone take 2 minutes and do this now.

Ok, now, we're going to add onto this. I want you to circle any words in the phrases you like, something that makes you feel positive or happy, something you really believe in, and I want you to cross out any words you really don't like, something that makes you feel unhappy or negative, something you really disagree with. Any questions? Ok, take another few minutes and do this now.

- A girl should be confident, feel good about herself, and respect her own worth and potential. She knows she is as valuable as a boy.
- A girl should understand changes in her body and know how to manage her menstruation efficiently. She should value her own health and wellness.

- A girl has a right to an education.
 - A girl has a right to be free from violence and sexual harassment.
 - A girl should not be forced into a marriage.
 - A girl should feel comfortable communicating her thoughts clearly and be able to advocate for herself and others effectively.
 - A girl should have dreams for the future and know how to create a plan to achieve them.
- a. Who wants to share first? What do you think about the first phrase? What did you rate it?
- i. What did you circle? Why?
 - ii. What did you cross out? Why
 - iii. Did anyone else rate this the same or circle and cross out the same words?
 - iv. **[Repeat each exercise with each phrase]**
8. **[15 min]** Now, I would like to know how important or not each of the following are to you:
- a. What does having a good strong self-esteem mean to you?
 - i. Do you think it is important for a girl to have a strong self-esteem? Why or why not?
 - ii. What do you think contributes to a strong self-esteem?
 - iii. What do you think affects a girl's self-esteem in a negative way?
 - a. What does being self-reliant mean to you?
 - i. Is it important for a girl to be self-reliant? Why or why not?
 1. Is this different for boys? How so?
 - ii. How do you think a girl can become self-reliant?
 - iii. Are there reasons a girl being self-reliant could be a bad thing?
 - [IF YES] How so? What are the reasons?
 - [IF NO] Why not?
 - b. Have you ever felt sad, scared, isolated, or alone for an extended period of time? I don't mean just a day or two but for weeks or months, to the point where you no longer wanted to do things like play with your friends or get out of bed? Maybe you felt scared to do things you once did without a problem, like go to the store or go to school?
 - i. IF YES – Please tell me about this time, if you feel comfortable. If not, that is perfectly fine.
 - How did you handle having these feelings?
 - Did you talk to someone about it? Why or why not?
 - [IF YES] Who did you talk to?
 - Why did you choose this person?
 - What did they say?
 - Did these feelings go away?
 - [IF YES] When? How long did you feel this way?
 - Did you do something specific to make these feelings go away?
 - [IF YES] What?
 - [IF NO] How do you cope with these feelings?
 - ii. IF NO – If you did have these types of feelings, what would you do?
 - Would you talk to someone?
 - [IF YES] Who?

- Why would you choose to talk to this person?
 - [IF NO] Why not?
9. **[5 min]** Now, I would like to know what you think about marriage. In our country, marriage looks a lot of different ways. Some women and girls get married very young, some get married a bit older, and some never even marry. Every family interprets and applies our traditions in different ways, so there is no right or wrong answer here.
- a. Who has thought about getting married? **[Show of hands, record how many]**
 - b. Some women and girls want to finish their education before they get married and some girls and women want to be married sooner and start a family. Again, there is no right or wrong answer. If you could pick, when would you want to be married and why?
 - c. How will you determine who you will marry?
 - **[PROBE IF NEEDED: Is this something your parents will have a say on? What do you think will be their involvement?]**
 - d. Does anyone not want to get married?
 - Why not?
10. **[5 min]** If there was a free educational program available to girls your age which would help you be more self-reliant, improve your self-esteem, learn how to take care of your well-being, both your body and your mind, and put you on a path to success, would you like to participate?
- a. Why or why not?
 - b. What would hold you back from participating in such a program?
 - c. Do you think your parents would allow you to attend a program like this? Why, or why not?
 - d. What obstacles other than the ones you have already mentioned would keep you from participating in this type of a program?

We are done, thank you so much for sharing so much with me! Before we conclude, is there anything else you would like to share regarding the topics we discussed today?

الجمهور: الفتيات النازحات من عمر بين 13 عاماً و15 عاماً في حلب وإدلب (بما في ذلك المخيمات)

[مقدمة: 5 دقائق] مرحباً بالجميع، شكراً لكن على قدومك اليوم. اليوم، سنتحدث عن الكثير من الأشياء وأهم شيء هو أن تكن صادقاً قدر الامكان. لا يوجد اجابات صحيحة أو خاطئة، فقط نرجو منكن أن تكلن الحقيقة حول أفكاركن وتجاريكن. هل يمكن أن تنظرن إلي ونشرون برأسكن وتعذنيني أن تكن صادقاً وتخبريني برأيكن؟ حسناً، عظيم. بعد ذلك، من المهم أن نحترم بعضنا البعض. قد لا نتفق مع كل ما يقوله الشخص الآخر – وهذا طبيعي لا بأس به – نحن بحاجة أن نكون لطيفات مع بعضنا البعض، وإعطاء الجميع مساحة ليعبرن عن أنفسهن، وتتبادل الأفكار والمشاعر دون إطلاق الأحكام. ثالثاً، أريد أن تعرفن أن هذه المحادثة يتم تسجيلها، لذا من المهم أن تتحدث بصوت عال حتى يتم تسجيل الصوت بشكل واضح. نود إعلامكن، أن هذه الاسئلة هي فقط لأغراض البحث وتعليقاتكن سوف تكون مجهولة تماماً. لن يعرف أحد ما تكلنه في هذه الغرفة غيرنا لأن التسجيل لن يكون مرتبطاً مع أي معلومات شخصية خاصة بكن. هل هناك أية أسئلة حول هذا الموضوع؟ وأخيراً، نحن حقاً نقدر اهتمامكن الكامل، يرجى التركيز على المحادثة والمشاركة. هل من أسئلة قبل أن نبدأ؟ حسناً، الآن، لنقم ببعض المقدمات. دعونا نبدأ بالتعريف بالاسم، والعمر، في أي مرحلة دراسية، والنشاط المفضل لديكن. سأبدأ...

11. [10 دقيقة] من تريد البدء بإخباري عن المدرسة؟

a. [إذا كنت تذهبين إلى المدرسة؟ كيف يبدو الذهاب إلى المدرسة؟ هل تذهبين إلى صف دراسي؟ أم تتعلمين في المنزل؟ أم شيء آخر؟

vii. ما هو أكثر شيء تحبينه في المدرسة؟

viii. ما هو أكثر شيء لا تحبينه في المدرسة؟

ix. هل تجدين المدرسة سهلة أم صعبة؟

1. [إذا كانت سهلة] ما الذي يجعل الأمر سهلاً؟

a. ما الذي قد يجعل الأمر أكثر صعوبة؟

2. [إذا كانت صعبة] ما الذي يجعل الأمر صعباً؟

a. ما الذي سيسهل الأمر؟

3. هل تشعرين أنك بحاجة إلى مساعدة لفهم الدروس؟

a. [إذا كان الجواب نعم] كم من الوقت يقضيه والداك معك لمساعدتك في الوظائف المدرسية؟

x. من بين جميع الدروس والمهارات التي تتعلمينها في المدرسة، ما هو الشيء الأكثر أهمية لك ولماذا؟

b. كشخص بالغ أيهما تشعرين بأنه يساعدك أكثر؟ لماذا؟

xi. ما هي الدروس أو المهارات التي تعتقدين أنها مفقودة من تعليمك الحالي؟

c. لماذا؟

xii. ما هي الدروس أو المهارات التي تعتقدين أنها ستساعدك أكثر كشخص بالغ؟

d. لماذا؟

3. [لمن لا تذهب إلى المدرسة] هل دوامتي إلى المدرسة من قبل؟

i. لماذا توقفت عن الذهاب إلى المدرسة؟

- كيف جعلك هذا تشعرين؟

vi. لماذا لا تذهبين إلى المدرسة؟

[تحقق: هل هذا بسبب COVID-19؟ هل هذا لأسباب السلامة؟ هل هذا لعدم توفر مدارس متاحة للانتحاق

بها؟ شيء آخر؟]

vii. متى آخر مرة التحقت بها في المدرسة؟

viii. هل والديك أو شخص آخر يعطيك دروساً في المنزل؟

ix. إذا كان لديك خيار، هل ستعودين إلى المدرسة أم لا؟

1. لماذا نعم/ لماذا لا؟

12. [15 دقيقة] الآن، أود أن أعرف عن عائلتك.
- e. من هم أفراد عائلتك؟
[إذا ذكروا أخت أكبر سنًا:]
iv. كم عمرها؟
v. هل تعيش مع عائلتك أم في مكان آخر؟
1. [إذا كانت في مكان آخر] أين تعيش الآن؟
a. كم كان عمرها عندما انفصلت عن العائلة؟
vi. ماذا تفعل حالياً؟
f. كيف تصفين عائلتك؟ [تحقق: مرحة؟ صارمة؟ خطيرة؟ محبة؟ في بعض الأحيان يمكن أن توصف العائلة بعدة أشياء في وقت واحد.]
iii. ما الذي يعجبك أو لا يعجبك في عائلتك ولماذا؟
iv. إذا كان هناك شيء تودين أن تغيريه بعائلتك، ماذا سيكون ولماذا؟
g. هل من الممكن القول بأن هناك تواصل جيد بين أفراد عائلتك؟ لماذا تعتقد ذلك أو لماذا لا تعتقد ذلك؟
i. كيف يتواصل والديك عندما يكون بينهما خلاف؟
2. ماذا لو كان الخلاف معك؟
ii. هل تشاركين الأفكار الشخصية أو المشاعر مع والديك؟
1. [إذا كان الجواب نعم] هل من السهل مشاركة أفكارك معهم؟ لماذا نعم/ لماذا لا؟
a. كيف يستجيبون عندما تشاركهم هذه الأشياء؟
b. كيف يجعلك ذلك تشعرين؟
2. [إذا كان الجواب لا] لماذا لا تشاركينهم معهم؟
h. كيف تتخذ عائلتك القرارات المهمة؟
iii. هل لدى شخص ما رأي أكثر من غيره في القرارات؟ إذا كان الأمر كذلك، من؟
1. لماذا تعتقد ذلك؟
iv. عندما يتعلق الأمر بحياتك، ما هي المجالات التي تشعرين أنه لديك القدرة فيها على صنع قرارك؟
لماذا؟
4. ماذا عن القرارات المتعلقة بتعليمك؟
5. ماذا عن القرارات المتعلقة بصحتك؟
6. ماذا عن القرارات المتعلقة بمستقبلك؟

13. [20 دقيقة] أود أن أعرف المزيد عن رأيك في العيش في [المدينة/ المخيم]. على الورقة التي أمامك، يرجى إيجاد "التمرين 1"، ثم كتابة ثلاث كلمات تصف تجربتك في العيش هنا في الفراغات الثلاث التالية. هل يوجد أسئلة؟ لنقم بذلك بأسرع ما يمكن، جاهزات، جاهزات، ابدأن! [أعطين 30 ثانية لكتابة شيء ما].
- d. حسناً، من يريد المشاركة أولاً؟ [يكون لديهن جميعاً فرصة للمشاركة قبل بداية النقاش].
i. قلت [كلمة]، لماذا اخترت هذه الكلمة لوصف تجربتك في العيش هنا؟ [تابع الحوار مع جميع المشاركات]
ii. عموماً، كيف تشعرين حول العيش هنا؟
e. أود أن أتحدث الآن عن أثر العيش هنا على جوانب مختلفة من حياتك. لنبدأ بدراستك أعلم أننا تحدثنا قليلاً عن ذلك، لكن دعونا نتحدث الآن في سياق المكان الذي تعيش فيه. كيف أثرت الحياة هنا على تعليمك؟
i. إذا كنت تعيشين في مكان آخر، كيف تعتقد أن تعليمك سيكون مختلفاً؟
ii. إذا حصلت على ما تتمنينه بما يتعلق بتعليمك، وكانك تمتلكين عصا سحرية تحقق لك كل ما ترغبين به حول التعليم، ما الذي ستريدين تعلمه؟ هل يمكن أيضاً أنك لن ترغبين بالذهاب إلى المدرسة. لا توجد إجابة صحيحة أو خاطئة.
f. حسناً، الآن، كيف يؤثر العيش هنا على سلامتك العقلية والبدنية؟ هل يفهم الجميع ما أعنيه بالصحة الجسدية والعقلية؟ من يستطيع أن يخبرني؟ [إعطاء الوقت للإجابة]. الصحة البدنية هي عن جسمك. هل أنت مريضة؟ هل هناك شيء

يؤلمك؟ السلامة العقلية هي كيف تشعرين. هل أنت سعيدة؟ هل أنت متوترة؟ هل أنت خائفة؟ هل أنت حزينة؟ هل تشعرين بالعزلة؟

i. كيف يؤثر العيش هنا على صحتك البدنية/الجسدية؟

i. [بعد أن يعطي شخص ما إجابة، اسأل] ارفع يدك إذا شعرت بذلك أيضاً. [دعوة شخص ما لشرح السبب]

ii. كيف يؤثر العيش هنا على صحتك الجسدية؟

1. [بعد أن يعطي شخص ما إجابة، اسأل] ارفع يدك إذا شعرت بذلك أيضاً. [دعوة شخص ما لشرح لماذا... مواصلة هذا النمط]

ii. كيف يؤثر العيش هنا على صحتك العقلية؟

i. [بعد أن يعطي شخص ما إجابة، اسأل] ارفع يدك إذا شعرت أيضاً بشيء ما. [دعوة شخص ما لشرح السبب]

ii. كيف يؤثر العيش هنا على صحتك العقلية؟

1. [بعد أن يعطي شخص ما إجابة، اسأل] ارفع يدك إذا شعرت أيضاً بشيء ما. [دعوة شخص ما لشرح لماذا... مواصلة هذا النمط]

iii. ما هي المخاوف التي لديك حول العيش هنا؟

i. كيف تتعاملين مع هذه المخاوف؟ ماذا تفعلين للتعامل مع هذه المشاعر؟

1. تحقق: هل تبقئها بداخلك؟

2. هل تخبرين شخص ما بها؟

a. إذا كان الأمر كذلك، من؟

3. الكتابة حول ذلك في دفتر اليوميات؟

14. [5 دقائق] أريد منكن أن تكتبين على الورقة التي أمامكن التمرين رقم 2. ثلاث كلمات لوصف أنفسكن. بمجرد الانتهاء من كل شيء، سوف أطلب منكن مشاركة ما تكتبين مع الجميع. [أعطهن 30 ثانية لكتابة إجابتهن]

b. حسناً، من يريد المشاركة أو لا؟ [تأكد من حصول جميع الفتيات على فرصة لمشاركة ما كتبن.]

iv. ماذا تعني [كلمة] لك؟

v. لماذا تصفين نفسك بهذه الطريقة؟

vi. هل كان من السهل أو الصعب إيجاد ثلاث كلمات لوصف نفسك؟

15. [15 دقيقة] مرة أخرى، على الصفحة التي أمامك، يرجى العثور على التمرين رقم 3. هناك، أريد منكن أن تكتبين ثلاث كلمات - أول ثلاث كلمات - تخطر على بالكن عندما أقول: "أين أو ماذا تريد أن تكوني بعد عشر سنوات؟" على سبيل المثال، أكتبين "دمشق، معلمة، زوجة" لأنني خلال عشر سنوات، أود أن أتزوج وأعمل في مدرسة في دمشق. سأعطينك حوالي 30 ثانية فقط للكتابة أرجو أن تكن سريعات جداً - لا توجد إجابات صحيحة أو خاطئة. هل لديكن سؤال؟ حسناً، استعداداً، لنبدأ!

حسناً، الآن سنبدأ بسماعكن بالترتيب ونقول ثلاث كلمات لنبدأ من يميني

a. لنفكر فيما شاركنموه معي قبل قليل، ماذا تعتقدن من الممكن أن تفعلين الآن لتكوني قادرة على تحقيق أحلامك؟

i. ما الذي يقف في طريقك؟

ii. كيف تخططين للتغلب على هذه العقبات؟

b. مع من تشاركن أحلامك؟

i. [تحقق: أصدقاء؟ أشقاء أكبر؟ أشقاء أصغر؟ آباء؟]

ii. لماذا اخترت مشاركة هذا الشخص؟

1. كيف كانت ردة فعله؟

iii. [بعد سماع كافة الإجابات] حسناً، حتى أكون واضحاً، لترفع يدها من شاركت أحلامها مع والديها [عد

الفتيات اللواتي يرفعن يدهن]

2. هل تعتقدن أن والدك يتشاركون معك هذه الرؤية حول مستقبلك؟ لماذا نعم أو لماذا لا؟

c. ما نوع العقبات أو الحواجز التي تعتقدن أنك ستواجهينها لتحقيق أحلامك وأهدافك المستقبلية؟

- i. كيف ستتغلبين على هذه العقبات؟
 ii. ما هي الأدوات أو المصادر التي تحتاجينها لتكوني قادرة على تحقيق أهدافك في المستقبل؟

16. [5 دقائق] التفكير في القدرات والمهارات والإمكانات، ما هي الاختلافات التي تعتقدين أنها موجودة بين البنات والصبيان؟

- a. ما هي الوظائف التي تعتقدين أنه يمكن للصبي أن يقوم بها، ولكن لا يمكن للفتاة؟
 b. ما هي الوظائف التي تعتقدين أنها مناسبة للبنات أكثر من الصبيان؟
 c. هل هناك تقسيم للأدوار في عائلتك على أساس الجنس أو العمر؟
 iii. ما هي؟
 iv. ما هو شعورك حيال ذلك؟
 d. هل تعتقدين أنه يجب منح الفتيات نفس الفرص التعليمية مثل الفتيان؟ لماذا نعم؟ لماذا لا؟
 j. هل يجب أن تذهب الفتيات إلى الجامعة؟ لماذا نعم؟ أو لماذا لا؟
 e. هل تعتقدين أنه على الفتيات والنساء أن يلعبن دوراً متساوياً مع الأولاد والرجال في مجتمعكن؟
 iii. [إذا كان الجواب نعم] لم؟ كيف؟
 iv. [إذا لم يكن] لم لا؟

17. [20 دقيقة] حسناً، الآن على الورقة التي أمامكن، يرجى العثور على التمرين 4. تحت كل عبارة، وهناك أرقام 1 - 10. = لا أوافق أبداً و 10 = أوافق تماماً وجميع الأرقام بينها هي درجة الموافقة. كلما اقتربت من 1، فإن الأرقام تتعلق أكثر بعدم الموافقة وكلما اقتربت من 10، تزيد درجة الموافقة. الـ 5 في الوسط يعني أنك تشعرين باللامبالاة تجاه ما تقوله العبارة. أي أسئلة؟ حسناً، لدينا دقيقتان للإجابة

حسناً، الآن، سنضيف أيضاً. أريدكم أن تُحيطوا الكلمات التي تعجبكم بدائرة، شيء يجعلكم تشعرين بالإيجابية أو السعادة، شيء تؤمنون به حقاً، وأريدكم أن تشطبوا أي كلمات لا تحبونها، شيء يجعلكم تشعرين بالتعاسة أو السلبية، شيء لا تتفقون معه. أي سؤال؟ حسناً، سأعطيكم بضعة دقائق للإجابة.

- يجب أن تكون الفتاة واثقة من نفسها، وتشعر بالرضا عن نفسها، وتحترم إمكاناتها. تعرف أنها قيّمة مثل الصبي
- يجب على الفتاة أن تفهم التغيرات في جسدها وتعرف كيفية إدارة الحيض بوعي. يجب أن تقدر صحتها وعافيتها.
- للفتاة الحق في التعليم.
- الفتاة لديها الحق في أن تكون خالية من العنف والتحرش الجنسي.
- لا ينبغي أن تُجبر الفتاة على الزواج.
- يجب أن تشعر الفتاة بالراحة في إيصال أفكارها بوضوح وتكون قادرة على الدفاع عن نفسها وعن الآخرين بشكل فعال.
- يجب أن يكون لدى الفتاة أحلام للمستقبل وتعرف كيف تنشئ خطة لتحقيقها.
- a. من يريد المشاركة أولاً؟ ما رأيك في العبارة الأولى؟ ما الذي قمت بتقييمه؟
 v. حول ماذا وضعت الدائرة؟ لماذا؟
 vi. ماذا عبرت؟ لم؟
 vii. هل هناك شخص آخر وضع دائرة حول نفس العبارة أو شطب نفس العبارة؟
 viii. [كرر كل تمرين مع كل عبارة]

18. [15 دقيقة] الآن، أود أن أعرف مدى أهمية أو عدم أهمية كل من التالي بالنسبة لك:

- c. ماذا يعني تقدير الذات والشخصية القوية بالنسبة لك؟

- i. هل تعتقد أن من المهم للفتاة أن يكون لديها تقدير لذاتها وأن تمتلك شخصية قوية؟ لماذا نعم أو لماذا لا؟
- ii. ما الذي تعتقد أنه يساهم في تقدير الفتاة لذاتها؟
- iii. ما الذي تعتقد أنه يؤثر على احترام الفتاة لذاتها بطريقة سلبية؟
- b. ماذا يعنيه بالنسبة لك مفهوم الاعتماد على النفس؟
- iv. هل من المهم أن تعتمد الفتاة على نفسها؟ لماذا نعم أو لماذا لا؟
2. هل يختلف ذلك بالنسبة للصبيان؟ كيف؟
- v. كيف تعتقد أنه يمكن للفتاة أن تعتمد على نفسها؟
- vi. هل هناك أسباب تجعل اعتماد الفتاة على نفسها شيئاً سيئاً؟
- [إذا كانت الإجابة بنعم] كيف ذلك؟ ما هي الأسباب؟
- [إذا كانت الإجابة لا] لماذا لا؟
- d. هل شعرت بالحزن، أو الخوف، أو العزلة، أو الوحدة لفترة طويلة من الزمن؟ أنا لا أقصد مجرد يوم أو يومين ولكن لأسابيع أو أشهر، لدرجة أنك لم تعود تودين أن تفعل أشياء مثل اللعب مع الأصدقاء أو النهوض من السرير؟ ربما شعرت بالخوف من القيام بأشياء فعلتها ذات مرة دون مشكلة، مثل الذهاب إلى المتجر أو الذهاب إلى المدرسة؟
- iii. إذا كان الجواب نعم – من فضلك أخبرينا عن ذلك الوقت، إذا كنت تشعرين بالراحة. إذا كنت لا ترغبين بإخبارنا بذلك لا مشكلة.

- كيف تعاملت مع هذه المشاعر؟
 - هل تحدثت مع شخص ما حول هذا الموضوع؟ لماذا نعم أو لماذا لا؟
 - [إذا كان الجواب نعم] مع من تحدثت؟
 - لماذا اخترت هذا الشخص؟
 - ماذا قال؟
- هل زالت هذه المشاعر؟
 - [إذا كان الجواب نعم] متى؟ كم من الوقت شعرت بهذا؟
 - هل فعلت شيئاً محدداً للتخلص من هذه المشاعر؟
 - [إذا كان الجواب نعم] ماذا؟
 - [إذا كان الجواب لا] كيف يمكنك التعامل مع هذه المشاعر؟
- iv. إذا لم تواجهي هذا النوع من المشاعر – إذا واجهت هذه المشاعر، ماذا ستفعلين؟
 - هل ستحدثين مع شخص ما؟
 - [إذا كان الجواب نعم] من؟
 - لماذا اخترت التحدث مع هذا الشخص؟
 - [إذا لا] لم لا؟

19. [5 دقائق] الآن، أود أن أعرف رأيك في الزواج. في بلدنا، الزواج له طرق مختلفة. بعض النساء والفتيات يتزوجن في عمر صغير جداً، والبعض في عمر متأخر، والبعض لا يتزوجن أبداً. كل عائلة تفهم وتطبق التقاليد بطرق مختلفة، لذلك لا يوجد إجابة صحيحة أو خاطئة هنا.

- a. من فكر في الزواج؟ [رفع اليد، تسجيل كم]
- b. بعض النساء والفتيات يرغبن في إنهاء تعليمهن قبل زواجهن، وتريد بعض الفتيات والنساء أن يتزوجن في وقت أبكر وأن يشكلن أسرة. مرة أخرى، لا توجد إجابة صحيحة أو خاطئة. إذا كان بإمكانك الاختيار، متى تريد أن تتزوجي ولماذا؟
- c. كيف سيتم تحديد ممن ستتزوجين؟
- [تحقق: إذا لزم الأمر: هل هذا الخيار سيكون لوأهلك؟ كيف تعتقد سيكون تدخلهم؟]
- d. هل هناك من يريد الزواج؟
- لم لا؟

20. [5 دقائق] إذا كان هناك برنامج تعليمي مجاني متاح للفتيات في عمرك وسيساعدك على أن تكوني أكثر اعتمادًا على نفسك، وتحسين احترامك لذاتك، وتعلمك كيفية العناية بصحتك، جسدك وعقلك على حد سواء، ويضعك على طريق النجاح، هل ترغبين في المشاركة؟

e. لماذا نعم أو لماذا لا؟

f. ما الذي يمنعك من المشاركة في مثل هذا البرنامج؟

g. هل تعتقد أن والديك سيسمحون لك بحضور برنامج مثل هذا؟ لماذا نعم، أو لماذا لا؟

h. ما هي العقبات الأخرى غير التي سبق أن ذكرها والتي من الممكن أن تمنعك من المشاركة في هذا النوع من البرامج؟

لقد انتهينا، شكرًا جزيلًا لمشارككن معنا! قبل أن نختم، هل هناك أي شيء آخر تودون مشاركته معنا فيما يتعلق بالمواضيع التي ناقشناها اليوم؟

Focus Groups – Parents in Syria

Research instrument: FG discussion guide

Audience: Parents of 13–15-year-old IDP girls in Aleppo (including camps) and Idlib

[5 min] Good morning/afternoon and thank you for agreeing to participate in this important research discussion. The goal of this research is to learn more about you and your daughters -- their thoughts and aspirations, their interests, their education and their plans for the future. There are no right or wrong answers, so please speak honestly and candidly. We want everyone to feel comfortable sharing their thoughts, so let's make sure we are respectful of each other. We also want to hear from each and every one of you, so please make sure you speak up when you have something to say, don't be shy, but let's also allow everyone a chance to participate.

Don't worry, neither your name nor any identifying information will be connected with anything you share with me today. We are recording the session so my colleagues who are not here can listen to what you have to say later as they are also working on this study. We won't share the recordings with anyone else. Do you have any questions before getting started?

Ok, now, let's do some introductions. Let's go around the room and say your name, age, how long you've lived here, where else you've lived, and share a nice memory about spending time with your family.

21. [15 min] I'd like to hear more about you and your families.
- a. Who lives at home with you?
 - b. Do you have any children not living at home?
 - i. [IF YES] What are their genders and ages?
 1. [IF DAUGHTER] Where does she live?
 - a. What does she do?
 - i. [IF MARRIED] How old was she when she got married and moved away?
 - c. How would you describe your family? [PROBE: Close-knit? Supportive? Demanding? Fun? Loving? Sometimes a family can be many things at once.]
 - i. Why did you select these words to describe your family?
 - d. Who would you say makes most of the major decisions in your family?
 - e. Do other family members have a say on these decisions? [PROBE: Do different people have a say about different kinds of decisions? For example, is the mother in charge of making decisions about what food to buy and the father about how to discipline the children, or are these shared decisions?]
 - When your children share their opinion with you, do you take their opinions seriously or into account when making decisions? Why or why not?
 - f. How would you describe your family's communication?
 - i. Why do you think so?
 - ii. What helps your family have good communication?
 - iii. What would help your family have better communication?
 - g. If there was something you would change about your family, what would it be and why?
[PROBE: How we communicate; How we treat each other; The opportunities we can offer our children; The type of activities we get to do together as a family; The amount of time we spend together; The way we support each other; Making sure we share the household chores more evenly]
 - h. What are your major concerns regarding your family and why? [PROBE: How to provide for my family, My family's physical health, My children's education, My family's safety]
 - i. How does your family make important decisions?

- v. Does someone have more of a say than others? If so, who?
 - 1. Why do you think that is?
 - vi. When it comes to your children's life, like their schooling, health, and future, how are these decisions made?
22. **[10 min]** I would like to know more about what you think about living in [CITY/CAMP]. On the piece of paper in front of you, please find "EXERCISE 1", please write three words that describe your experience living here in the three blank spaces. Any questions? We're going to do this as fast as you can, ready, set, go! **[Give them 30 seconds to write something down].**
- g. Ok, who wants to share first? **[Have them all share before discussing further]**
 - i. You said [WORD], why did you choose this word to describe your experience living here? **[Continue around the room]**
 - h. How does living here impact your daughter's future? As a reminder, for now, we just want to hear about your daughter who is 13-15 years old.
 - i. Physical well-being relates to a person's body's health. Are you sick? Does something hurt? How has living here impacted your daughter's physical well-being?
 - j. Mental well-being relates to how a person feels inside. Are you happy? Are you stressed? Are you scared? Are you sad? Do you feel isolated? How has living here impacted your daughter's mental well-being?
 - k. How has living here impacted her education?
23. **[10 min]** Let's talk a bit more about education. What is the current situation with your daughter's education?
- a. **[IF ATTENDING SCHOOL]** What does going to school look like right now? Is she going to a classroom? Learning at home? Something else?
 - i. What concerns do you have sending your daughter to school?
 - ii. How much time do you spend helping your daughter with schoolwork?
 - 1. **[IF NONE]** Does someone else in your family help her?
 - a. **[IF YES]** Who?
 - iii. Do you think your daughter is receiving a good education?
 - iv. Of all the lessons and skills your daughter learns in school, which do you feel are most important and why?
 - a. Which do you feel will help you most as an adult? Why?
 - What lessons or skills do you think are missing from your current education?
 - a. Why?
 - What lessons or skills do you think would help you most as an adult?
 - a. Why?
 - ii. **[IF NOT ATTENDING SCHOOL]** How long has it been since they attended school?
 - i. If they had access to a school, would you want them to attend?
 - i. What concerns do you have about them attending school?
 - ii. Are they able to learn in some other way? **[PROBE: Lessons from you at home, Community center, Community leaders organized workshops, Books, the internet, Other materials]**
24. **[5 min]** Thinking only about your daughter(s) who is 13-15 years old, use the piece of paper in front of you and write three words to describe your daughter(s) under EXERCISE 2. Please be very honest. **[Give them 30 seconds to write down their answers]**
- a. Ok, who wants to share first? **[Make sure all get a turn sharing what they wrote.]**

- i. Why does this word describe your daughter?
- ii. Would these words be different if you were not living at the here?

25. **[10 min]** On this same paper under EXERCISE 3, I want you to write three words – the very first three words – which come to your mind when I say, “What or where do you want to see your daughter in ten years?” For example, I would write, “Damascus, Teacher, Wife” because in ten years, I would like my daughter to be married and working in a school in Damascus. Just like in the other exercises, I’m only going to give you about 30 seconds to write so be very quick – there are no right or wrong answers. Do you have any questions? Ok, ready, set, go!

Ok, now we’re going to go around the table and say our three words. Let’s start to my right.

- a. Tell me more about why you would envision this for your daughter?
- b. Do you think your spouse shares the same vision for your daughter’s future?
 - i. Why or why not?
 - ii. Have you discussed this before?
- c. Has this vision of your daughter’s future changed since living here?
 - i. How so?
 - ii. What did it used to be?

26. **[10 min]** What are your daughter’s dreams for the future?

- i. How do you know this?
- ii. What are your thoughts on this?
- iii. Would you support her dreams even if you didn’t agree with them?
 - a. [IF YES] What can you do now to help your daughter achieve her dreams?
 - i. What resources do you think would be helpful for her to achieve her goals?
 - a. Are these available to her now?
 - i. [IF NO] How could they become available to her?
 - b. [IF NO] Why not? What would you have them do instead?
 - c. How realistic do you think her plans for the future are?
 - i. Do you think she can achieve her goals?
 - ii. What type of obstacles or barriers do you think she will face?
 - iii. What type of resources do you think she’ll need to overcome these obstacles?

27. **[5 min]** Thinking about abilities, skills, and potential, what are some differences you think exist between men and women?

- a. What jobs you think a man can do a woman cannot?
- b. What jobs you think a woman is better suited to do than a man?
- c. Are there distinct roles and responsibilities in your household?
 - v. What are they?
 - vi. How do you feel about this?
- d. Do you think girls should be given the same educational opportunities as boys?
 - k. From early education all the way to university?
- e. Do you think women should play an equal role to men in your community?
 - i. [IF YES] Why? In what ways?

ii. [IF NO] Why not?

28. [20 min] You have another piece of paper in front of you. Please find EXERCISE 4. Under each phrase, there are numbers 1 – 10. 1 = Totally disagree and 10 = totally agree and all the numbers in between are a level of agreement. As you get closer to 1 the numbers are more about disagreement and as you get closer to 10 the number represent some level of agreement. The 5 in the middle means you feel indifferent towards what the phrase says. Any questions? Ok, everyone take 2 minutes and do this now.

Ok, now, we're going to add onto this. I want you to circle any words in the phrases you like, something that makes you feel positive or happy, something you really believe in, and I want you to cross out any words you really don't like, something that makes you feel unhappy or negative, something you really disagree with. Any questions? Ok, take another few minutes and do this now.

- A girl should be confident, feel good about herself, and respect her own worth and potential. She knows she is as valuable as a boy.
 - [MOTHERS ONLY] A girl should understand changes in her body and know how to manage her menstruation efficiently. She should value her own health and wellness.
 - [FATHERS ONLY] A girl should value her own health and wellness.
 - A girl has a right to an education.
 - A girl has a right to be free from violence and sexual harassment.
 - A girl should not be forced into a marriage.
 - A girl should feel comfortable communicating her thoughts clearly and be able to advocate for herself and others effectively.
 - A girl should have dreams for the future and know how to create a plan to achieve them.
- a. Who wants to share first? What do you think about the first phrase? What did you rate it?
- ix. What did you circle? Why?
 - x. What did you cross out? Why?
 - xi. Did anyone else rate this the same or circle and cross out the same words?
 - xii. [Repeat each exercise with each phrase]

29. [5 min] Now, I would like to know what you think about marriage. In our country, marriage looks a lot of different ways. Some women and girls get married very young, some get married a bit older, and some never even marry. Every family interprets and applies our traditions in different ways, so there is no right or wrong answer here.

- a. If you could pick, when would you want your daughter to be married and why?
- b. How large a role will you play in selecting or approving who she will marry?
 - i. What qualities would you like to see in the man your daughter marries?
 - 1. Why is this important to you?
- c. Would you be ok if your daughter chose to never marry?
 - Why or why not?

30. [15 min] Now, I would like to know how important or not each of the following are to you:
- e. What does having a strong self-esteem mean to you?
 - i. Do you think it is important for a girl to have a strong self-esteem? Why or why not?
 - ii. What do you think contributes to a strong self-esteem?
 - iii. What do you think affects a girl's self-esteem in a negative way?
 - c. What does being self-reliant mean to you?
 - vii. Is it important for a girl to be self-reliant? Why or why not?
 - 3. Is this different for boys? How so?
 - viii. How do you think a girl can become self-reliant?
 - ix. Are there reasons a girl being self-reliant could be a bad thing?
 - [IF YES] How so? What are the reasons?
 - [IF NO] Why not?
 - f. What do you think is more important: a girls' physical health (remember, that relates to her body) or her mental health (this relates to her thoughts and feelings)? Or do you think they are the same?
 - i. Can anyone tell me about a time they noticed a major shift in their daughter's behavior or attitude? Maybe they acted out more or no longer wanted to play with their friends? Maybe they slept a lot or stopped getting excited about things?
 - b. What did you do?
 - i. Did it help?
 - c. Is there something else you wanted to do to help? Some other resource or support you wanted to provide but couldn't?
 - i. [IF YES] What? Why was this not possible?
 - ii. For those whose daughters fortunately haven't been through this, how would you know if something was wrong with your daughter's mental health?
 - a. What would you do?
31. [5 min] If there was an educational program available for your daughter which would help her be more self-reliant, improve her self-esteem, learn how to take care of her mental and physical well-being, and put her on a path to success, would you allow her to participate?
- a. Why or why not?
 - b. Is there something which would hold you back from encouraging your daughter to participate?
 - What would this be?
 - c. Do you think she would be interested in attending such a program?
 - Why, or why not?
 - d. Do you think there is something that would hold her back on wanting to participate of such a program?
 - What would this be?
 - e. What obstacles other than the ones you have mentioned do you think there could be for a program like this to be offered to girls in this area?

We are done, thank you so much for sharing so much with me! Before we conclude, is there anything else you would like to share regarding the topics we discussed today?

جلسة حوار مركزة – الآباء والأمهات في سوريا

أداة البحث: دليل جلسة حوار مركزة

الجمهور: آباء وأمهات الفتيات النازحات داخليا اللاتي يبلغن من العمر بين 13 عاماً و15 عاماً في حلب وإدلب (بما في ذلك المخيمات)

[5 دقائق] صباح الخير شكراً لقبولكم المشاركة في هذه المناقشة البحثية الهامة. الهدف من هذا البحث هو معرفة المزيد عنكم وعن بناتكم وأفكارهن وتطلعاتهن، واهتماماتهن، وتعليمهن وخططهن للمستقبل. لا توجد إجابات صحيحة أو خاطئة، لذا يرجى التحدث بصراحة. نريد أن يشعر الجميع بالراحة في مشاركة أفكارهم، لذلك دعونا نتأكد من أننا نحترم بعضنا البعض. نريد أيضاً أن نستمع للجميع، لذا يرجى عدم التردد بالتحدث عندما تريدون قول شيء، لا تخجلوا، مع مراعاة إعطاء فرصة للمشاركة.

لا تقلقوا، لا الاسم ولا أي معلومة تعريف خاصة بكم سيتم ربطها مع أي شيء تشاركوه معي اليوم. نحن نسجل الجلسة حتى يتمكن زملائي غير الموجودين من الاستماع لاحقاً لما ستقولونه لأنهم يعملون أيضاً على هذه الدراسة. لن نشارك التسجيلات مع أي شخص آخر هل لديكم أي أسئلة قبل البدء؟

حسناً، الآن، لنقم ببعض المقدمات. دعونا نبدأ بالتعريف بالنفس الاسم، والعمر، منذ متى تعيشون هنا، أين عشتم قبل ذلك أيضاً، ولنتبادل ذكري لطيفة حدثت لكم مع عائلتكم.

32. [15 دقيقة] أود أن أسمع المزيد عنك وعن عائلتك

- a. من يعيش في المنزل معك؟
 - b. هل لديك أي أولاد لا يعيشون في المنزل مع العائلة؟
 - i. [إذا كان الجواب نعم] ما هو جنسهم (ذكور/إناث) وأعمارهم؟
 1. [إذا كانت ابنة] أين تعيش؟
 - a. ماذا تفعل؟
 - i. [إذا كانت متزوجة] كم كان عمرها عندما تزوجت واستقلت عن العائلة؟
- c. كيف تصف عائلتك؟ [تحقق: متماسكة؟ داعمة؟ متطلبة؟ ممتعه؟ محبة؟ في بعض الأحيان يمكن أن يكون هناك عدة صفات للعائلة في وقت واحد]
 - i. لماذا اخترت هذه الكلمات لوصف عائلتك؟
 - d. من برأيك يتخذ معظم القرارات الرئيسية في عائلتك؟
 - i. هل لأفراد الأسرة الآخرين رأي عند اتخاذ القرارات؟ [تحقق: هل كافة الأفراد لديهم رأي حول قرارات متنوعة؟ على سبيل المثال، هل الأم مسؤولة عن اتخاذ قرارات الطعام، والأب حول كيفية تأديب الأطفال، أم أن هذه القرارات مشتركة؟]
 - عندما يتعلق الأمر بحياة أطفالك، مثل المدارس والصحة والمستقبل، كيف يتم اتخاذ هذه القرارات؟
 1. إذا كان للطفل رأي في قرار يتعلق بالصحة/التعليم/المستقبل، فكم ستأخذون رأيه بعين الاعتبار؟
 - a. في أي ظروف سوف تأخذ رأيه؟
 - b. في أي ظروف لن تأخذ رأيه بعين الاعتبار أثناء صنع القرار؟
- e. كيف تصف التواصل في عائلتك؟
 - iv. لماذا تعتقد ذلك؟
 - v. ما الذي يساعد عائلتك على التواصل بشكل جيد؟
 - vi. ما الذي يمكن أن يساعد عائلتك على التواصل بشكل أفضل؟
 - f. إذا كان هناك شيء ترغب بتغييره في عائلتك، ما هو ولماذا؟
 - [تحقق: كيف تتواصل، كيف تتعامل مع بعضنا، الفرص التي يمكن أن أقدمها لأطفالي؛ نوع الأنشطة التي نقوم بها معاً كعائلة؛ مقدار الوقت الذي نقضيه معاً؛ الطريقة التي تدعمون بها بعضكم البعض، التأكد من أنكم تشاركون الأعمال المنزلية بشكل متساوٍ أكثر]
- g. ما هي مخاوفك الرئيسية فيما يتعلق بعائلتك ولماذا؟ [تحقق: كيف أعيل عائلتي، صحة عائلتي البدنية، تعليم أطفالي، سلامة عائلتي]

33. **[10 دقيقة]** أود أن أعرف المزيد عن رأيك في العيش في [المدينة/المخيم]. على الورقة التي أمامك، يرجى ايجاد التمرين 1، يرجى كتابة ثلاث كلمات في الفراغات الثلاث تصف بها تجربتك في العيش هنا. هل يوجد أي سؤال؟ لنفعل هذا بأسرع ما يمكن، جاهز، جاهز، ابدأ! **[أعطيهم 30 ثانية لكتابة شيء ما].**

- a. حسناً، من يريد المشاركة أولاً؟ **[إعطاء الجميع فرصة قبل المناقشة]**
- i. قلت [كلمة]، لماذا اخترت هذه الكلمة لوصف تجربتك في العيش هنا؟ **[تابع الدور حول الغرفة]**
- m. كيف يؤثر العيش هنا على مستقبل ابنتك؟ للتذكير، في الوقت الراهن، نريد فقط أن نسمع عن ابنتك التي هي بعمر 13-15 سنة.
- n. السلامة البدنية تتعلق بصحة جسم الانسان. على سبيل المثال، هل أنت مريض؟ هل يوجد ألم؟ كيف أثرت الحياة هنا على صحة ابنتك الجسدية؟
- o. فيما يتعلق بالسلامة العقلية كيف تشعر. هل أنت سعيد؟ هل أنت متوتر؟ هل أنت خائف؟ هل أنت حزين؟ هل تشعر بالعزلة؟ كيف أثرت الحياة هنا على صحة ابنتك العقلية؟
- p. كيف أثرت الحياة هنا على تعليمها؟

34. **[10 دقيقة]** دعونا نتحدث أكثر عن التعليم. ما هو وضع تعليم ابنتك الحالي؟

- a. **[إذا كانت تلتحق بالمدرسة]** كيف تبدو المدرسة الآن؟ هل تذهب إلى المدرسة؟ هل تتعلم في المنزل؟ شيء آخر؟
 - i. ما هي المخاوف التي لديك حول إرسال ابنتك إلى المدرسة؟
 - ii. كم من الوقت تقضيه في مساعدة ابنتك في الدراسة؟
 1. **[إذا لم يكن]** هل هناك شخص آخر في عائلتك يساعدها؟
 - a. **[إذا كان الجواب نعم]** من؟
 - iii. هل تعتقد أن ابنتك تتلقى تعليماً جيداً؟
 - iv. من بين جميع الدروس والمهارات التي تتعلمها ابنتك في المدرسة، ما هو الشيء الأكثر أهمية بالنسبة لها ولماذا؟
 - a. ما هو الشيء الذي تشعر بأنه سيساعدها أكثر كشخص بالغ؟ لماذا؟
 - ما هي الدروس أو المهارات التي تعتقد أنها مفقودة من تعليمها الحالي؟
 - a. لم؟
 - ما هي الدروس أو المهارات التي تعتقد أنها ستساعدها أكثر كشخص بالغ؟
 - a. لم؟
 - iii. **[إذا كانت لا تلتحق بالمدرسة]** كم مر من الوقت منذ أن التحقت بالمدرسة آخر مرة؟
 - iii. لو كان لديها حق الدخول إلى مدرسة، هل ترغب أن تلتحق بالمدرسة؟
 - i. ما هي المخاوف التي لديك حول ذهاب ابنتك للمدرسة؟
 - iv. هل هي قادرة على التعلم بطريقة أخرى؟ **[تحقق: تتلقى منك دروساً في البيت، في مركز مجتمعي، ورش عمل نظمها فعاليات مجتمعية، كتب، الإنترنت، مصادر أخرى]**

35. **[5 دقائق]** فكر فقط في ابنتك/بناتك التي بعمر بين 13-15 سنة، استخدم الورقة التي أمامك واكتب ثلاث كلمات لوصف ابنتك/بناتك تمرين 2. أرجو منكم أن تكونوا صادقين جداً **[لديكم 30 ثانية لكتابة الإجابات]**

- b. حسناً، من يريد المشاركة أولاً؟ **[التأكد من حصول الجميع على فرصة لمشاركة ما كتبوه.]**
 - i. لماذا هذه الكلمة تصف ابنتك؟
 - ii. هل هذه الكلمات ستكون مختلفة لو كنت تعيش في مكان مختلف؟

36. **[10 دقيقة]** على نفس الورقة في الأسفل تمرين 3، أريدك أن تكتب ثلاث كلمات – أول ثلاث كلمات تخطر ببالك – عندما

أقول "ماذا أو أين تريد أن ترى ابنتك بعد عشر سنوات؟" على سبيل المثال، "دمشق، معلمة، زوجة" لأنني في غضون عشر سنوات، أود أن تكون ابنتي متزوجة وتعمل في مدرسة في دمشق. تماماً كما هو الحال في التدريبات الأخرى، أنا فقط سوف أعطيك حوالي 30 ثانية للكتابة حتى تكون سريع جداً – لا توجد إجابات صحيحة أو خاطئة. هل لديك أي سؤال؟ حسناً، استعداد، ابدأ!

حسناً، الآن سنسمع من الجميع وتخبروني ثلاث كلمات لنبدأ من اليمين

- a. أخبرني المزيد عن سبب تصورك هذا لابنتك؟
- b. هل تعتقد أن زوجك/زوجتك يشترك معك في نفس الرؤية لمستقبل ابنتكما؟
 - .iii لماذا نعم أو لماذا لا؟
 - .iv هل ناقشتم ذلك من قبل؟
- c. هل تغيرت هذه الرؤية لمستقبل ابنتك منذ أن انتقلتم للعيش هنا؟
 - i. كيف ذلك؟
 - ii. ماذا اعتدت أن تكون؟

37. [10 دقيقة] ما هي أحلام ابنتك للمستقبل؟

- .iv كيف تعرف ذلك؟
- .v ما هو رأيك حول ذلك؟
- .vi هل ستدعم أحلامها، حتى لو لم تتفق معها؟
 - a. [إذا كانت الإجابة نعم] ماذا يمكنك أن تفعل الآن لمساعدة ابنتك على تحقيق أحلامها؟
 - ii. ما هي المصادر التي تعتقد أنها ستكون مفيدة لها لتحقيق أهدافها؟
 - a. هل هي متاحة لها الآن؟
 - i. [إذا لم يكن كذلك] كيف يمكن أن تصبح متاحة لها؟
 - b. [إذا كان لا يمكن] لم لا؟ ماذا تريد منها أن تفعل بدلا من ذلك؟
 - c. ما مدى واقعية خططها للمستقبل؟
 - i. هل تعتقد أنها تستطيع تحقيق أهدافها؟
 - ii. ما نوع العقبات أو الحواجز التي تعتقد أنها ستواجهها؟
 - iii. ما نوع المساعدات أو المصادر التي تعتقد أنها ستحتاجها للتغلب على هذه العقبات؟

38. [5 دقائق] التفكير في القدرات والمهارات والإمكانات، ما هي بعض الاختلافات التي تعتقد أنها موجودة بين الرجال والنساء؟

- f. ما هي الوظائف التي تعتقد أن الرجل يستطيع القيام بها لكن لا يمكن للمرأة؟
- g. ما هي الوظائف التي تعتقد أن المرأة هي الأنسب للقيام بها أكثر من الرجل؟
- h. هل هناك أدوار ومسؤوليات مختلفة بين أفراد عائلتك؟
 - .vii ما هي؟
 - .viii. ما هو شعورك حيال هذا؟
- i. هل تعتقد أنه يجب منح الفتيات نفس الفرص التعليمية التي يحصل عليها الفتيان؟
 - a. من التعليم المبكر إلى الجامعة؟
 - z. هل تعتقد أن المرأة يجب أن تلعب دوراً مساوياً للرجل في مجتمعك؟
 - i. [إذا كان الجواب نعم] لم؟ كيف؟
 - ii. [إذا لم يكن] لم لا؟

39. [20 دقيقة] أمامكم ورقة أخرى، يرجى ايجاد التمرين 4. تحت كل عبارة، هناك أرقام من 1 - 10. 1 = لا أوافق أبداً و 10 =

أوافق جداً وباقي الأرقام هي درجة الاتفاق. كلما اقدرتكم من 1، فإن الأرقام تتعلق أكثر بمستوى عدم الموافقة وكلما اقدرتكم من 10، فإن الرقم يمثل مستوى أكثر من الاتفاق. الـ 5 في الوسط يعني أنكم تشعرون باللامبالاة تجاه ما تقوله العبارة. أي سؤال؟ حسناً، هذا التمرين يستغرق دقيقتان فقط.

حسناً، الآن، سنضيف ما يلي أريدكم أن تحيطوا العبارات التي تعجبكم بدائرة: شيء يجعلكم تشعرون بالإيجابية أو السعادة، شيء تؤمنون به حقاً، كما أريدكم أن تشطبوا أي كلمات لا تعجبكم، شيء يجعلكم تشعرون بالتعاسة أو السلبية، شيء لا تتفقون معه أبداً. أي سؤال؟ حسناً، لدينا بضع دقائق أخرى وابدؤوا الآن

- يجب أن تكون الفتاة واثقة من نفسها، وتشعر بالرضا عن نفسها، وتحترم قيمتها وإمكاناتها. وأن تعرف أنها قيمة مثل الصبي

- [الأمهات فقط] يجب على الفتاة أن تفهم التغيرات في جسدها وتعرف كيفية إدارة الحيض بكفاءة. يجب أن تقدر صحتها وعافيتها.
- [الأباء فقط] يجب على الفتاة أن تقدر صحتها وعافيتها.
- للفتاة الحق في التعليم.
- للفتاة الحق في أن تكون خالية من العنف والتحرش الجنسي.
- لا ينبغي أن تُجبر الفتاة على الزواج.
- يجب أن تشعر الفتاة بالراحة في التعبير عن أفكارها بوضوح وأن تكون قادرة على الدفاع عن نفسها والآخرين بشكل فعال.
- يجب أن يكون لدى الفتاة أحلام للمستقبل وتعرف كيف تنشئ خطة لتحقيقها.
- a. من يريد المشاركة أولاً؟ ما رأيك في العبارة الأولى؟ ما الذي قمت بتقييمه؟
 - .xiii أين وضعت الدائرة؟ لم؟
 - .xiv ماذا شطبت؟ لم
 - .xv هل هناك شخص آخر وضع دائرة أو شطب نفس الكلمات؟
 - .xvi [كرر كل تمرين مع كل عبارة]

40. [15 دقيقة] الآن، أود أن أعرف مدى أهمية أو عدم أهمية كل من الأمور التالية بالنسبة لكم:

- g. ماذا يعني احترام الشخصية القوية لك؟
 - i. هل تعتقد أنه من المهم للفتاة أن تحصل على شخصية قوية؟ لماذا نعم أو لماذا لا؟
 - ii. ما الذي تعتقد أن ذلك يساهم في تقديرها لذاتها؟
 - iii. ما الذي تعتقد أنه يؤثر سلباً على احترام الفتاة لذاتها؟
- d. ماذا يعني لك الاعتماد على النفس؟
 - x. هل من المهم أن تعتمد الفتاة على نفسها؟ لماذا أو لماذا لا؟
 - 4. هل هذا مختلف بالنسبة للصبيان؟ كيف يختلف؟
 - xi. كيف تعتقد يمكن للفتاة أن تعتمد على نفسها؟
 - xii. هل هناك أسباب تجعل اعتماد الفتاة على نفسها شيء سيء؟
 - [إذا كانت الإجابة بنعم] كيف ذلك؟ ما هي الأسباب؟
 - [إذا لم يكن] لماذا لا؟
- h. ما هو الأكثر أهمية برأيك: الصحة البدنية للفتيات (تذكير، الأمور التي تتعلق بجسدها) أم صحتها العقلية (وهذا يتعلق بأفكارها ومشاعرها)؟ أم تعتقد أنهما بنفس الأهمية؟
 - i. هل يمكن لأحد أن يخبرني أنه في وقت ما لاحظ تحولاً كبيراً في سلوك أو مواقف ابنته؟ ربما وجد تصرفات افراط في الحركة أو لم تعد تريد اللعب مع أصدقائها؟ أو ربما أصبحت تنام كثيراً أو توقفت عن التحمس للأمور؟
 - b. ماذا فعلت؟
 - i. هل ساعدتها؟
 - c. هل هناك شيء آخر أردت أن تفعله للمساعدة؟ مورد أو دعم آخر أردت توفيره، ولكن لم تستطع؟
 - i. [إذا كان الجواب نعم] فما هو؟ لماذا لم يكن هذا ممكناً؟
 - iii. بالنسبة لأولئك الذين بناتهم لم يمتروا بهذه الحالة، كيف يمكنك أن تعرف إذا وجد شيء خاطئ في صحة ابنتك العقلية؟

a. ماذا ستفعل؟

41. **[5 دقائق]** إذا كان هناك برنامج تعليمي متاح لابنتك وسيساعدها على أن تكون قادرة أكثر على الاعتماد على نفسها، وزيادة ثقتها بنفسها، أو يساعدها على تعلم كيفية الحفاظ سلامتها العقلية والجسدية، ووضعها على طريق النجاح، هل تسمح لها بالمشاركة؟
- f. لماذا نعم أو لماذا لا؟
- g. هل هناك شيء يمنعك من تشجيع ابنتك على المشاركة؟
- ما هو؟
- h. هل تعتقد أنها ستكون مهتمة بحضور مثل هذا البرنامج؟
- لماذا نعم، أو لماذا لا؟
- i. هل تعتقد أن هناك شيئاً قد يجعلها لا ترغب بالمشاركة في مثل هذه البرنامج؟
- ما هو؟
- j. ما هي العقبات الأخرى غير تلك التي ذكرتها ممكن أن تكون عائقاً لتطبيق مثل هذا البرنامج في هذه المنطقة؟

لقد انتهينا، شكراً جزيلاً لمشاركاتكم معنا! قبل أن نختتم، هل هناك أي شيء آخر تودون مشاركته معنا فيما يتعلق بالمواضيع التي ناقشناها اليوم؟

APPENDIX D

Moderator Training

Date: April 8, 2021

Time: 8:00 am – 10:00 am (-5 GMT)

Conducted via Zoom

Participants:

Two participants from the first NGO

Two participants from the second NGO

Ussama Hajjo Baker - the first NGO

Maryam Montague – Project Soar

Jenna Lacey – Project Soar

Kate Vasiloff – Untold Research Monica

Sanchez – Untold Research Nadine

Deniz – Simultaneous translator

Agenda:

1. Overview of how to conduct a focus group
 - Moderator instructions: How to ask questions, time to spend on each section, redirecting the conversation
 - Tone: Use of natural voice, conversational feel, reminding participants to be respectful of other's opinions and how their conversations will be anonymous
 - Probe questions: How to use probe questions and use follow up questions of their own
 - Importance of recording the sessions
 - Importance of verbally confirming number of people who agree / disagree on a question (when applicable)
2. Review of discussion guides
 - Detailed review of girls' discussion guide
 - Review exercises
 - Role play probing questions
 - Role play branching questions
 - Highlighted differences between girls' discussion guide and parents' discussion guide
3. Q & A