



Figure 1 -MMD group in Maradi making covid-19 masks

WOMEN'S AND GIRLS WELL-BEING IN NIGER: A SYSTEMS-LEVEL EVALUATION OF MMD GROUPS

Methodology Annex Tools, questionnaires and results

April 2024

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Foreword

The Methodological Annex follows the outline of the Report. Data, graphs and additional information which would have made the report too lengthy are included here. We are only listing the sections from the Report with additional information in the Annex, but the numbering will be the same.

2. Methodological approach

2.1 Internal Review Board

2.2 Study areas

Study areas were selected according to the following criteria: experience of MMD practice, accessibility of MMD and non-MMD areas, and model penetration. Based on the results of the meta-evaluation, four of the eight regions where CARE is active were selected. These are Dosso, Maradi, Tahoua and Zinder (figure 1). Using CARE Niger's database, a shortlist of villages having experienced MMD program interventions in varying years was selected and presented in the following table 5.

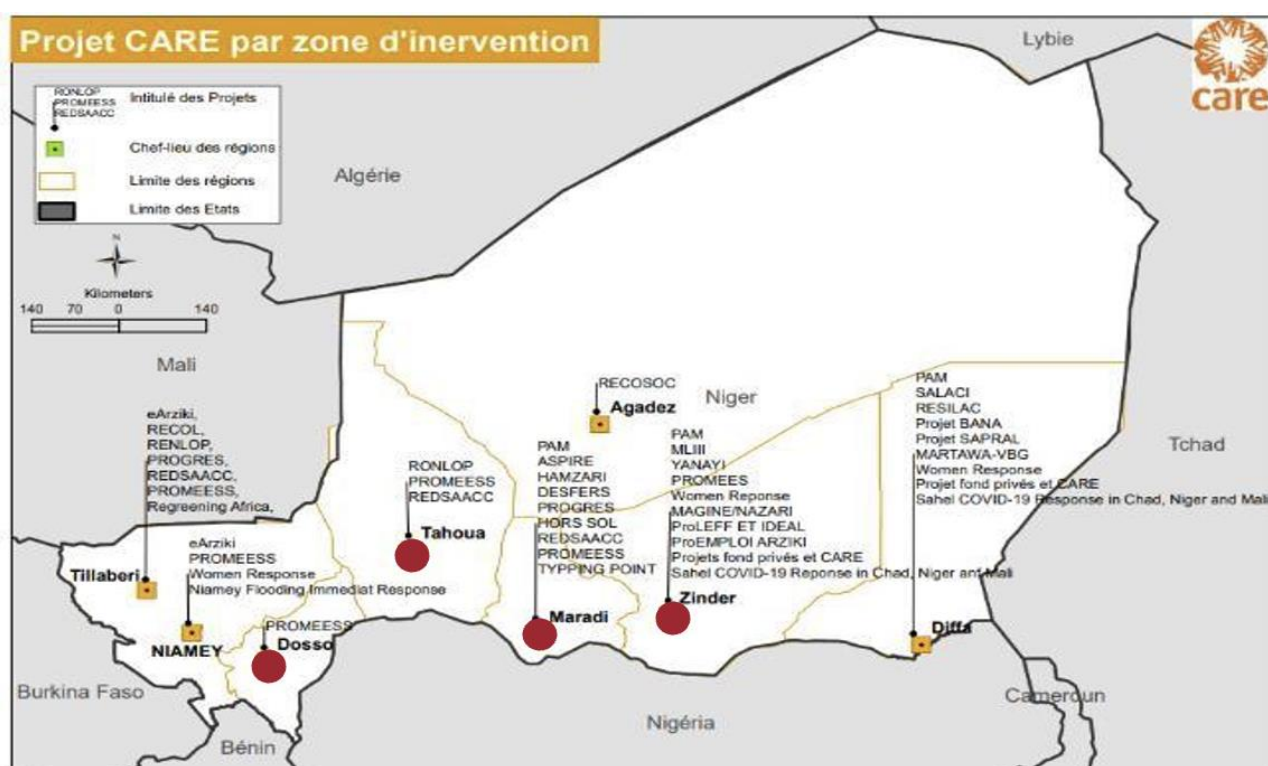


Figure 2 - CARE's regions of intervention in Niger

Regions & villages

This two-stage selection process will, as far as possible, avoid interviewing the same people over and over again. In this stage, the research team will purposely select one village in each of the four study regions. The village selected will be one in which the MMD intervention is being carried out. For the selection of intervention areas, we will focus on the first areas in which the adapted MMD approach has been implemented.

For qualitative data collection, a multi-stage sampling plan will be used. The sampling process defines the villages and participants to be included for data collection.

The study was national in scope. Thus, the first entry point will be the regional level. To take account of the study's time and budget, a sample of four Niger regions was covered, as mentioned above.

The CARE Niger team applied the following inclusion criteria for village selection:

- MMD federation base for more than 20 years
- Accessibility by the research team
- Security environment aligned with CARE security officer's instructions
- Presence of a health center
- Presence of a school
- Presence of a town hall (administrative authority)
- Presence of a market

On the basis of these criteria, the CARE team has selected the following sites, which will be divided between qualitative surveys and the quantitative survey:

Table 1 - Villages included in the study by region

Regions	Communes	Villages
Dosso (2012 Pop. 2,037,713)	<ul style="list-style-type: none"> • TIBIRI • DOMEGA 	<ul style="list-style-type: none"> • Tibiri • Domega • Jajatou • Nassarawa
Maradi (2012 Pop. 3,402,094)	<ul style="list-style-type: none"> • GUIDAN-ROUMDJI • JIRATAWA 	<ul style="list-style-type: none"> • Guidan-Roumdji • Elkolta • Jiratawa
Tahoua (2012 Pop. 3,328,365)	<ul style="list-style-type: none"> • BADAGUICHIRI • TSERNAOUA 	<ul style="list-style-type: none"> • Badaguichiri • Tsernaoua • Kakou • Yama
Zinder (2012 Pop. 3,539,764))	<ul style="list-style-type: none"> • DOGO • YEKOUA 	<ul style="list-style-type: none"> • Dogo • Gojo-Gojo • Yekoua • Kwabo

Quantitative and qualitative audiences

QUANTITATIVE STUDY		
Target	MMD member	Non MMD member
Women	✓	✓
Young girls/unmarried women	✓	✓
Boys	✓	✓
Brides	✓	✓
Married men	✓	✓

QUALITATIVE STUDY		
Newsgroups		
Target	MMD member	Non MMD member
Women 15 to 24	✓	
Women aged 25 to 39	✓	
Women aged 40 and over	✓	
Husbands of MMD members		✓
Non-member women		✓
Husbands of non-MMD members		✓
School principals and teachers	MMD membership without interest	
Maternal health and nutrition agents		

In-depth interviews		
Target	MMD member	Non MMD member
Female MMD group leader	✓	
Traditional male leaders	MMD membership without interest	
Female customary leaders		
Male religious leaders		
Female community leaders		
Male community/religious leaders		
Town hall officials (local authority/executing agents)		

2.3 Quantitative Sampling

2.3.1 Sampling

The objective of the quantitative part of the study is to assess the impact of the MMD model on communities in the four areas mentioned. For the purposes of this study, we use the term "impact" to refer to the cumulative effect of MMD's programming, curriculum, training and technical capacity building on its members, their families and their communities. We don't intend to measure MMD's total impact - we don't have the baseline data needed for a comparative study. Instead, using surveys and qualitative methods described below, we seek to understand the views of MMD beneficiaries and community members on the changes that have taken place in their lives, focusing on the four domains of this study. Our quantitative methodology also includes secondary data sources, such as school registers, health center records, national and regional election results, to give a broader context to the survey data.

Sampling was purposive: based on a list of village inhabitants, a representative sample was drawn at random.

2.3.1.1 MMD Groups, networks, federations

Les groupes MMD sont stratifiés en plusieurs niveaux d'agrégation. L'unité de base est le groupe d'épargne type VSLA qui sont agrégés en réseaux regroupant de multiples groupes de base et en fédération au niveau régional. Chaque niveau d'agrégation remplit des fonctions diverses avec une influence grandissante en raison du nombre de membres qu'il représente, et au-delà, les communautés d'où les membres sont issus.

2.3.1.2 Number of interviewees

The statistical power of the evaluation will be greater if the sample to be surveyed takes into account the diversity and number of documented instances (Gertler et al., 2010). These data will be refined and specified with a definitive list of villages by locality. All MMD respondents will be allocated to the various networks and federations. Taking into account the data provided by CARE Niger on the number of registered members, the following sample was calculated

Table 1 - Estimated potential number of MMD members in study areas

Regions	MMD Groups	Members	Networks	Federations
Dosso	293	7,325	21	
Maradi	6,230	155,750	50	2
Tahoua	5,343	133,575	93	2
Zinder	5,945	148,625	55	2
Total	17,811	445,275	219	6

Meta évaluation, 2022

To calculate the number of participants, we use the following formula (Dagnelie, 1998) :

$$N = \frac{4p(1-p)}{d^2}$$

Where N is the number of respondents, p is the total population concerned, and d is the margin of error set at 5%.

Table 2 - Potential number of people to be surveyed

Region	Commune	Village	Women MMD Sample	Men MMD sample	Men non-MMD sample	Youth MMD sample	Youth non MMD sample	Total
Maradi	Guidan Roumdji	Guidan Roumdji	14	0	0	3	3	20
Maradi	Guidan Roumdji	Elkolta	46	0	0	25	25	96
Maradi	Jiratawa	Jiratawa	50	0	0	6	6	61
Maradi	Jiratawa	Bamo	89	14	1	27	27	158
Sub-Total 1			200	14	1	61	61	336
Zinder	Dogo	Dogo	37	0	0	13	13	64
Zinder	Dogo	Gojo-Gojo	28	0	0	28	28	83
Zinder	Yékoua	Yékoua	9	0	0	30	30	70
Zinder	Yékoua	kwabo	46	1	0	0	0	46
Sub-Total 2			121	1	0	71	71	264
Tahoua	Tsernaoua	Tsernaoua	56	5	0	17	17	95
Tahoua	Tsernaoua	Kakou Talé	33	0	0	14	14	61
Tahoua	Badaguichiri	Badaguichiri	31	0	0	9	9	49
Tahoua	Badaguichiri	Yama	18	0	0	9	9	36
Sub-Total 3			138	5	0	49	49	241
Dosso	Tibiri	Tibiri	26	0	0	5	5	36
Dosso	Tibiri	Nassarawa	42	0	0	5	5	52
Dosso	Doméga	Doméga	8	0	0	3	3	14
Dosso	Doméga	Jajatou	49	0	0	18	18	86
Sub-Total 4			124	0	0	32	32	188
Total			582	21	1	212	212	1,028

2.3.1.3 Study population

The target populations for this study were the following:

- MMD women segmented by age (15 - 24; and 25 - 39; 40 and over)
- Husbands of MMD's wives
- MMD's women political leaders
- Women in the community who are not MMD members
- Husbands of non-MMD community women
- Religious, community and traditional leaders
- Administrative agents and agencies, partner civil society organizations
- Maternal health and nutrition officers
- School principals and teachers

Participant inclusion criteria

- Be a resident or stakeholder at the study sites
- Be a woman member of MMD or the husband of a woman member of MMD
- Be 15 years of age or older

- Willing to give consent or assent



Figure 3 - Pictures of individual quantitative interviews

2.3.2 Data collection tools

2.3.2.1 Definition of indicators and expected results for each domain

To achieve the results of this study, an approach based on the definition of indicators by pathway of change developed from CARE's theory of program change was used. For each area, the indicators are illustrated according to the following pathways:

- Advocacy influencing policies and programs,
- Changes in social norms,
- Movements undertaken to bring about change, and
- System strengthening and social accountability.

The indicators are presented in Appendix 3.

2.3.2 Data collection tools design

Three guides were developed for this study. The target groups were men, women, married and unmarried young people.

2.4 Qualitative Sampling

2.4.1 Exclusion criteria

There are two exclusion criteria: 1) profile does not correspond to the categories identified for the focus group discussions or the key informant interviews and 2) individuals have already participated in the quantitative study.

2.4.2 Sample size - Focus groups

A total of 32 focus groups were conducted, involving 320 participants. In each of the four study areas, eight focus groups were conducted with 80 participants, including MMD women, husbands of MMD women, non-MMD women, husbands of non-MMD women, teachers and health workers. A participatory approach was

used for the group discussions, which were conducted using an interview guide consisting of vignettes (short stories and questions).

Table 2 - Sample size by village - Focus groups

Target	Number of activities	Number of participants
Female MMD members aged 15 to 24	1	10
Female MMD members aged 25 to 39	1	10
Ro Female MMD members aged 40 and over	1	10
Husbands of MMD members	1	10
Women who are not MMD members	1	10
Husbands of non-member women	1	10
School principals and teachers (male and female)	1	10
Maternal health and nutrition workers (men and women)	1	10
Total per village	8	80
Total for qualitative study (4 zones)	32	320

2.4.3 Sample size - In-depth interviews

A total of 28 in-depth interviews will be carried out, one per person. In each of the four study zones, 7 interviews will be carried out with 7 people, including religious leaders, community leaders, women political leaders who are MMD members, and an MMD group leader.

Table 3 - Sample size by village - in-depth interviews

In the 4 study areas	Number of activities	Number of participants
Female MMD group leader	1	1
Traditional male leaders	1	1
Female customary leaders	1	1
Male religious leaders	1	1
Female community leaders	1	1
Male community/religious leaders	1	1
Town hall officials (local authority/executing agents)	1	1
Total per village	7	7
Total for qualitative study (4 zones)	28	28
At the organization's headquarters		
CARE team and other civil society organizations or NGOs	2	2
Total for qualitative study	30	30

Religious leaders represent a recognized religion. Community leaders represent a part of the village that identifies with a certain community be it ethnic, religious or other. Finally, a customary leader holds the traditional authority of the village.

Table 4 - Actual number of qualitative study respondents by region

Region	Individual interview		Focus Group Discussion		Total
	Women	Men	Women	Men	
Dosso	3	3	48	29	83
Maradi	7	3	40	18	68
Tahoua	3	2	47	28	80
Zinder	4	3	49	27	83
Total	17	11	184	102	314

2.5 Data Analysis

Quantitative data were collected on tablets using the Kobo tool. They were analyzed step by step using Excel spreadsheets to produce descriptive statistics (frequency, mean, standard deviation, etc.). Specific indicators on SRH and young people's marriage, notably the dynamics of determinants and service supply, rates of adoption of SRH methods or changes in young people's marriage, changes in socio-institutional norms, etc., were also compiled.

2.5.1 Outcomes Framework

For each one of the four domains of change, expected outcomes have been designed using a system-levels approach, not a household impact level one, to capture how MMD groups are able to influence the systems they live in. The following tables give an overview of the outcomes that were subsequently used to design the quantitative and qualitative questionnaires.

Table 5 - Maternal health expected outcomes

Pathways of Change			
Advocacy to influence policies and programs	Changes in social norms	Social movements	Service system strengthening and social responsibility
Policies to support women's maternal health implemented at regional and district level	Women go to clinic/health center for antenatal care (maternal health screenings/visits) at least 8 times during their pregnancy	Coalitions are formed or strengthened to support women's maternal health	Improved response to communities' needs for maternal health
Budgets increased and strengthened to further policy changes at municipal level to support women's maternal health	Women seek and receive contraception	Improved stakeholder capability to serve women's maternal health needs	Healthcare structures' culture shift to support women's maternal health
Women in elected positions to create and further the formulation of local public policies on women's maternal health	Women determine the timing and spacing of births	Communities have greater access to maternal health information, resources, services	Women are able to access healthcare centers when needed, close by
Elected/unelected positions that oversee and further the formulation of local public policies focused on women's maternal health	Men are expected to be actively and equally participants in all ante and post natal care		
	Health workers provide any SRH service with quality, confidentiality, and dignity to unmarried girls and women		
	Young couples are making own/sole decision on first pregnancy after marriage		

Table 6 - Early and forced child marriage expected outcomes

Pathways of change			
Advocacy to influence policies and programs	Changes in social norms	Social movements	Service system strengthening and social responsibility
Policies to reduce early and forced child marriage implemented at regional and district level	Girls under the age of 15 are expected to remain unmarried	Removing girls from schools to get married is no longer celebrated	Districts and regional governments offer support services to unmarried pregnant girls
Budgets increased and strengthened to further policy changes at municipal level to reduce early and forced child marriage	People report any child marriage to authorities	Women speak out against early and forced marriages in their communities	Schools integrate family planning/reproductive health curriculum into all secondary classes
Elected positions use local public policies to reduce early and forced child marriage	Unmarried pregnant girls are expected to remain in their parent's house		Religious and local leaders are aware of the negative consequences of early and forced child marriage
CARE training given to local actors to continue/begin the	Unmarried pregnant girls are expected to remain in school		Reporting mechanisms put in place to report on instances

policy advocacy at the local level to reduce early and forced child marriage			of early and forced child marriage
CARE training given to local actors to demand change around early and forced child marriage	Young people are expected to openly discuss SRH		
	Religious leaders champion girls marrying at 15 y/o or older		
	Religious leaders council men and boys to marry girls 15 y/o or older		

Table 7 - Girls' education expected outcomes

Advocacy to influence policies and programs	Pathways of change		
	Changes in social norms	Social movements	Service system strengthening and social responsibility
Policies to support girls' education implemented at regional and district level	Parents are expected to support and equally prioritize their daughters' education as much as their sons'	CSOs, women's orgs, local politicians speak in one voice in support of girls education	Schools are able to accommodate the youth population they serve
Budgets increased and strengthened to further policy changes at municipal level to support girls' education	Girls go to and stay in school	Teachers/teachers' unions have improved budgets necessary to serve girls	Parents understand girl and boy children must remain in school for a similar amount of time/until graduation
More elected personnel involved in creating and furthering the formulation of local public policies in support of girls' education	Teachers expect boys and girls to participate and excel equally	Schools and health care providers share contraceptive information/services in school	Local leaders, religious leaders, women's groups understand the consequences of girls lacking schooling
	Fewer unplanned pregnancies among school-age girls	Parents understand girl and boy children must remain in school for a similar amount of time/until ## year (until graduation?)	Vocational and skill training facilities reserve % of spots for girls with # of years of schooling
	More men marry educated women		
	Resources are available to support families while girl children are in school		
	Teachers treat boys and girls equally/teachers don't perpetuate gender stereotypes at school		

Table 8 - Nutrition expected outcomes

Advocacy to influence policies and programs	Pathways of change		
	Changes in social norms	Social movements	Service system strengthening and social responsibility
Policies to support nutrition implemented at regional and district level	Farmers grow and/or diversify and consume nutritious food.	NGOs, political leaders improve support to women agriculturalists	Communities have greater access to agricultural inputs, skills, storage, etc
Budgets increased and strengthened to further policy	Women access and cultivate high quality land	Farmers alliance formed?	MMD members hold power holders accountable (sporadic)

changes at municipal level to support nutrition			organization around access to water, or food supply, or safety, or education)
More elected personnel to create and further the formulation of local public policies in support of nutrition	Adult family members (husbands, mother in-laws, and other adults) are expected to prioritize and support proper nutrition for pregnant or breast-feeding mothers in their family.		
More women in management positions (technical positions, town hall secretariat)	Mothers make the final decision on when to stop exclusively breastmilk feeding for their infant and introduce complementary food.		

2.5.2 Qualitative and quantitative indicators by expected result

2.5.2.1 Maternal health

Pathway of change	Expected outcome	Quantitative indicators	Qualitative indicators
Advocacy to influence policies and programs	Policies to support women's maternal health implemented at regional and district level	Number of policies focused on women's maternal health introduced and implemented at a regional or district level Number of policies focused on maternal mortality rate [by region] (sec data)	
	Budgets increased and strengthened to further policy changes at municipal level to support women's maternal health	% change spending on community awareness campaigns on maternal health, % change in spending on schools, healthcare centers, and programs aimed at maternal health % change in spending on municipal agent training on maternal health	
	Women in elected positions to create and further the formulation of local public policies on women's maternal health	Number of women elected to local, regional, district, national positions (?) Number of women running for political office	
	Elected/unelected positions that oversee and further the formulation of local public policies focused on women's maternal health	Number of times women's maternal health is discussed in public fora Number of media campaigns run focused on improving women's maternal health Number of speeches by elected officials that mention women's maternal health	
	Women go to clinic/health center for antenatal care (maternal health screenings/visits) at least 8 times during their pregnancy	% of women visiting the health center at least 8 times for antenatal consultations Number of men and women who understand the importance of a woman seeing a medical professional during her pregnancy % of female respondents who can visit a health center (alone? without a man? with a man?)	of individuals reporting that most people in their community would expect a woman to see a medical professional during her pregnancy % of individuals reporting that most women in their community would feel free to visit a health center when they feel they need to
	Women seek and receive contraception	% of women with access to modern contraceptive methods	% of adults in the community that state most people in the

Social norm changes		% of women who can name 3 or more types of contraception methods	community would disapprove of a woman using contraception % of individuals reporting that most people in their community have access to contraception Question around access and understanding about contraception
	Women determine the timing and spacing of births	% of women deciding on timing and spacing of births % of community members who believe that a woman alone should decide when she gets pregnant	% of individuals reporting that most people in their community would expect a woman to see a medical professional during her pregnancy % of individuals reporting that most women in their community would feel free to visit a health center when they feel they need to
	Men are expected to be actively and equally participants in all ante and post natal care	% of men who actively accompany their wives for pre and post natal care % of community members who say it is a husband's job to accompany their wives for pre and post natal care	% of individuals reporting that most people in their community would approve men asking questions about ante and post-natal care to health care providers % of individuals reporting that most people in their community would approve men accompanying their wives to the health center for antenatal care
	Health workers provide any SRH service with quality, confidentiality, and dignity to unmarried girls and women	% of unmarried girls and women who say they have access to any SRH service with quality, confidentiality and dignity	% of individuals reporting that most health workers in their community would disapprove of unmarried girls and women asking for SRH service
	Young couples are making own/sole decision on first pregnancy after marriage	% of young married couples making their own independent decision about the period of their first pregnancy % of community members who believe it is up young couples to decide if and when they have their first child % of community members who believe when a young couple does not get pregnant immediately after marriage there is something wrong with the young man	% of individuals reporting that most people in their community would disapprove of young married couples making their own decisions about the period of their first pregnancy % of individuals reporting that most people in their community would approve of young married couples getting pregnant immediately after marriage otherwise there is something wrong with the man
Social movements	Coalitions are formed or strengthened to support women's maternal health	Number of networks formed to support the cause of maternal health Results recorded following the actions of the networks	% of individuals who report participating in a coalition to support women's maternal health
	Improved stakeholder capability to serve women's maternal health needs	Number of trainings provided to build the capacities of actors supporting maternal health Type of materials received to support maternal health	% of individuals who report improvements/changes in service at women's maternal health centers
	Communities have greater access to maternal health information, resources, services	% of community members who know where to go to get access to maternal	% of individuals who report improvements/changes in access to maternal health

		health information, resources and services % change of community members with access to maternal health information, resources, and services	information, resources, and services
Service system strengthening and social responsibility	Improved response to communities' needs for maternal health	% change in time lapse between needing maternal healthcare and receiving that care Number of health centers built in communities	% of individuals who perceive a change/improvement in time between needing maternal health service and receiving care
	Healthcare structures' culture shift to support women's maternal health	% of health centers that added providers that offer maternal healthcare	% of individuals who report changes in attitudes, behaviors, and experiences with healthcare providers at health centers
	Women are able to access healthcare centers when needed, close by	% increase in local health centers	

2.5.2.2 Early & forced child marriage

Pathway of Change	Expected outcomes	Quantitative indicators	Qualitative indicators
Advocacy to influence policies and programs	Policies to reduce early and forced child marriage implemented at regional and district level	Number of policies focused on reducing early and forced marriage of young girls developed and implemented % change in policies mentioning early and forced marriage at regional or district level	
	Budgets increased and strengthened to further policy changes at municipal level to reduce early and forced child marriage	% of budgets increased to support policy change to reduce forced and early child marriage % change in budgets at municipal level that seek to reduce early and forced marriage	
	Elected positions use local public policies to reduce early and forced child marriage	% change in elected positions that focus on reducing early and forced marriage	
	CARE training given to local actors to continue/begin the policy advocacy at the local level to reduce early and forced child marriage	Number of local actors [define] that received training to reduce early and forced marriage % of local actors that received training that have applied the training to their work % of elected officials that received training to author policy to reduce early and forced child marriage	Has the training received by local actors changed the norm?
	CARE training given to local actors to demand change around early and forced child marriage	% of ToTs for local community members to reduce child and forced marriage % of local actors [define] that offer ToT for community members on early and forced marriage	
Social norms	Girls under the age of 15 are expected to remain unmarried	% of girls who were married under 15yo % of girls who were married over 15yo % of girls who were married over 18yo % of boys/men married to girls under 15yo % of boys/men married to girls at 15 yo	% of individuals who report most of their community members would approve of girls marrying after 15 yo % of individuals who report most of their community members would disapprove of boys marrying girls younger than 15 yo

		% of boys/men married to girls over 18 yo	
	People report any child marriage to authorities	<p>Number of communities that have protection committees for early child marriage</p> <p>Number of community members that know about a the protection committee for early child marriage</p> <p>Number of times protection committees have been used since their creation [or over the past year, or some other time frame]</p>	% of individuals who report most of their community members would approve of speaking to the protection committee about cases of early marriage
	Unmarried pregnant girls are expected to remain in their parent's house	<p>Number of unmarried pregnant girls living with their parents</p> <p>% change in number of unmarried pregnant girls living with thier parents</p> <p>Number of unmarried pregnant girls living with her male partners' family</p> <p>Number of unhoused unmarried pregnant girls</p> <p>% change in unmarried pregnant girls living with their parents who remain in school</p>	<p>% of individuals who report most of their community members approve of unmarried pregnant girls living with their parents</p> <p>% of individuals who report most of their community members disapprove of parents kicking unmarried pregnant girls out of the house</p>
	Unmarried pregnant girls are expected to remain in school	<p>Number of unmarried pregnant girls attending school</p> <p>% change in number of unmarried pregnant girls attending school</p>	<p>% of individuals who report most of their community members approve of unmarried pregnant girls attending school</p> <p>% of individuals who report most of their community members disapprove of parents pulling unmarried pregnant girls out of school</p>
	Young people are expected to openly discuss SRH	<p>Likert scale in the past year a girl/boy discussed sex with their family</p> <p>Likert scale in the past year a girl/boy discussed sex with their friends</p> <p>Likert scale in the past year a girl/boy discussed sex with a religious or community leader</p> <p>% change in number of community health events focused on sex/contraception, etc</p>	<p>% of individuals who report most of their community members approve of girls/boys discussing sex with their family/friends/religious or community leaders</p> <p>% of individuals who report most of their community members approve of girls/boys discussing family planning with their family/friends/religious or community leaders</p>
	Religious leaders champion girls marrying at 15 y/o or older	<p>% change in number of religious leaders approving marriage of girls younger than 15 yo</p> <p>Number of religious exemptions given to parents seeking to marry off their daughters who are younger than 15 yo</p>	% of religious leaders that report they discuss ensuring girls marry at 15 yo or older
	Religious leaders council men and boys to marry girls 15 y/o or older		
Social movements	Removing girls from schools to get married is no longer celebrated	<p>Number of girls in school until graduation</p> <p>Number of men and women that believe keeping a girl in school after graduation is a waste of resources</p>	% of individuals who report most of their community members approve of girls staying in school until graduation

		% change in number of celebrations for pulling girls out of school [by village or community?]	% of individuals who report most of their community members disapprove of parents pulling girls out of school prior to graduation
	Women speak out against early and forced marriages in their communities	% of women reporting cases of forced and early marriage % of women involved in managing early and forced marriage Number of instances of women speaking at community or municipal events against early and forced marriage	% of individuals who report most of their community members approve reporting cases of early marriage
Service system strengthening and social responsibility	Districts and regional governments offer support services to unmarried pregnant girls	Government programs offering support given to pregnant girls outside of marriage	
	Schools integrate family planning/reproductive health curriculum into all secondary classes	Level of integration of education program in family planning and reproductive health in all secondary school classes (from 6th grade to 9th grade/)	
	Religious and local leaders are aware of the negative consequences of early and forced child marriage	Number of religious and customary leaders aware of the negative consequences of early and forced child marriages	
	Reporting mechanisms put in place to report on instances of early and forced child marriage	Existence of alert mechanism for cases of early and forced marriage of children	

2.5.5.3. Girls' Education

Pathway of Change	Expected outcomes	Quantitative indicators	Qualitative indicators
Advocacy to influence policies and programs	Policies to support girls' education implemented at regional and district level	Number of policies developed and applied to support the education of young girls	
	Budgets increased and strengthened to further policy changes at municipal level to support girls' education	% of budgets increased to support changes related to supporting girls' education	
	More elected personnel involved in creating and furthering the formulation of local public policies in support of girls' education	% of increase in elected officials involved in the formulation of local policies in favor of girls' education	
Social norms	Parents are expected to support and equally prioritize their daughters' education as much as their sons'	Number of households with boy and girl children that send both to school at age 6 yo % change in hh with boy and girl children that send both to school at the age of 6 yo Number of households that give boy and girl children equal/equivalent household chores	% of individuals reporting that most people in their community would approve of parents prioritizing their sons education as much as their daughters % of individuals reporting that most people in their community would disapprove of parents pulling their daughters out of school earlier than their sons % of individuals reporting that most people in their community would approve of boys and girl children given equal household chores
	Girls go to and stay in school	Number of girls in school beyond primary	% of individuals reporting that most people in their

	<p>Number of girls entering school at 6 yo</p> <p>Decrease in girl child school drop outs</p>	<p>community approve of girls staying in school until graduation</p> <p>% of individuals reporting that most people in their community approve of parents keeping girls in school until graduation</p>
Teachers expect boys and girls to participate and excel equally	<p>Teachers call on boys and girls equally</p> <p>Teachers give equal number of academic awards/kudos to boys and girls</p> <p>% of girls who report the teacher told them their job was to get a husband</p>	<p>% of individuals reporting that most people in their community would approve of teachers encouraging girls to work outside the home</p> <p>% of individuals reporting that most people in their community would approve of teachers encouraging boys to do care work</p> <p>% of individuals reporting that most poeple in their community would disapprove of teachers telling girls their job was to find a husband/get married</p>
Fewer unplanned pregnancies among school-age girls	<p>% of school age girls who are pregnant</p> <p>% of school age girls who are mothers</p> <p>% change of school age girls who are pregnant</p>	<p>% of individuals reporting that most people in their community would disapprove of school age girls getting pregnant</p> <p>% of individuals reporting that most people in their community would disapprove of school age boys being sexually active</p> <p>% of individuals reporting that most people in their community would approve of unmarried pregnant girls staying in school after birth</p> <p>% of individuals reporting that most people in their community would approve of school age girls having access to contraception</p>
More men marry educated women	<p>Number of men who report seeking a bride with at least secondary level education</p> <p>Number of parents who report encouraging their sons to marry girls with at least secondary level of education</p> <p>Number of girls who report their parents telling them the more education they had the better chances they had of finding a husband</p> <p>Number of girls who report staying in school because their parents said it would make them better wives</p>	<p>% of individuals reporting that most people in their community would disapprove of men marrying girls with little or no education</p> <p>% of individuals reporting that most people in their community would approve of parents telling their sons to marry girls who graduated from school</p>
Resources are available to support families while girl children are in school	<p>% change in girls staying in school because of free/inexpensive boarding school options</p> <p>% of families with access to free/subsidized school lunches</p>	
Teachers treat boys and girls equally/teachers don't perpetuate gender stereotypes at school	% of girls who say their teachers told them they didn't need to learn math	

		% of girls who say their teachers encouraged them to learn math	
Social movements	CSOs, women's orgs, local politicians speak in one voice in support of girls education	Number of joint actions taken by CSOs, women's orgs, and local politicians focused on girls' education Number of instances CSOs, women's orgs, and local politicians used the same language to discuss girls' education	
	Teachers/teachers' unions have improved budgets necessary to serve girls	% of school budgets focused on girls' education % change of school budgets focused on girls' education	
	Schools and health care providers share contraceptive information/services in school	% of schools and health centers that provide contraceptive information	
Service system strengthening and social responsibility	Parents understand girl and boy children must remain in school for a similar amount of time/until graduation	% of parents who send their boy and girl children to school for the same number of years	% of individuals reporting that most people in their community would approve of parents sending their boy and girl children to school for the same amount of time
	Schools are able to accommodate the youth population they serve	Number of school budgets that meet or exceed needs % of students who say they get everything they need from their school % of parents who say their students get everything they need from their school	
	Local leaders, religious leaders, women's groups understand the consequences of girls lacking schooling	Number of local leaders that prioritize girls' education/keeping girls in school Number of religious leaders that preach on keeping girls in school Number of women's groups that led community events/campaigns to keep girls in school	% of individuals reporting that most people in their community would approve of religious leaders preaching about girls staying in school % of individuals reporting that most people in their community would approve of local leaders encouraging parents to keep girls in school % of individuals reporting that most people in their community would approve of women's groups campaigning to keep girls in schools
	Vocational and skill training facilities reserve % of spots for girls with # of years of schooling		

2.5.5.4. Nutrition

Pathway of Change	Expected outcomes	Quantitative indicators	Qualitative indicators
Advocacy to influence policies and programs	Policies to support nutrition implemented at regional and district level	Number of policies developed and implemented to support reduction of malnutrition at municipal and regional level	
	Budgets increased and strengthened to further policy changes at municipal level to support nutrition	% of budgets increased to support policy change to support reduction of malnutrition at municipal and regional level	
	More elected personnel to create and further the formulation of local public policies in support of nutrition	% increase in local elected officials involved in the formulation of local policies in favor of malnutrition	
	More women in management positions (technical positions, town hall secretariat)	Number of women appointed to technical positions at municipal and regional council level	

Social norms	Farmers grow and/or diversify and consume nutritious food.	Number of nutritious crops (cereals, legumes) grown by women/households % of farming households that grow nutritious crops for their consumption % of community members who understand the importance of consuming nutritious food	% of individuals reporting that most people in their community would approve of household consuming nutritious food they grew themselves
	Women access and cultivate high quality land	% change of women who own their farm land [hold asset title?] % change of women who farm on marginal land	% of individuals reporting that most people in their community would approve of women having access to and cultivating high quality land % of individuals reporting that most people in their community would disapprove of local programs that gave women access to poor quality land % of individuals reporting that most people in their community would approve of women owning their own land
	Adult family members (husbands, mother in-laws, and other adults) are expected to prioritize and support proper nutrition for pregnant or breast-feeding mothers in their family.	% change of women told by family members to eat nutritious food to support breastfeeding and pregnancy % of family members with a pregnant or breast-feeding woman in the household who report taking less nutritious food so the pregnant woman had enough % of community members who understand pregnant or lactating women need proper nutrition	% of individuals reporting that most people in their community would approve of prioritizing nutrition for pregnant or breast-feeding mothers % of individuals reporting that most people in their community would approve of family members taking less nutrition so that pregnant or nursing women in the household had proper nutrition
	Mothers make the final decision on when to stop exclusively breastmilk feeding for their infant and introduce complementary food.	% change of women deciding to stop exclusive breastfeeding	% of individuals reporting that most people in their community would approve of women being the sole decider of when they stop breastfeeding
Social movements	NGOs, political leaders improve support to women agriculturalists	% change of ag focused NGOs offering training on ag production practices to women farmers % change of ag focused NGOs offering market linkages to women farmers % of political leaders discussing women agriculturalists needs % of political leaders pushing/passing legislation focused on the needs of women agriculturalists Categories of support granted to producers to improve agricultural production	
	Farmers alliance formed?	Number of networks formed to improve agricultural production	
Service system strengthening and social responsibility	Communities have greater access to agricultural inputs, skills, storage, etc	% of producers using improved seeds, mineral fertilizer and phytosanitary products % of producers trained in agricultural techniques % of producers trained in post-harvest management of foodstuffs	

	MMD members hold power holders accountable (sporadic organization around access to water, or food supply, or safety, or education)	% of women holding demonstrations to demand basic social services (at municipal and administrative levels) % of women meeting with district or municipal community officers to discuss [access to water, food supply, safety, or education] Number of times district or municipal elected or unelected officials discussed [access to water, food supply, safety, or education] with MMD groups	
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4. Demographic Data

Table 9 - Age distribution

Age	Women		Men		Total	
	Number	%	Number	%	Number	%
Less than 17 y/o	94	9%	38	12%	132	10%
17 to 19 y/o	130	12%	78	25%	208	15%
20 to 30 y/o	243	23%	42	13%	285	21%
31 to 40 y/o	233	22%	40	13%	273	20%
41 to 50 y/o	182	17%	42	13%	224	16%
51 to 60 y/o	127	12%	29	9%	156	11%
61 and over	54	5%	46	15%	100	7%
Total	1,063	100%	315	100%	1,378	100%

Table 10 - Geographic distribution of youth interviewed

Region	Female Youth			Male Youth		
	Less than 15	Over 15	MMD members	Less than 15	Over 15	MMD members
Dosso	3	49	3		37	3
Maradi	1	45	16		31	11
Tahoua	1	76	6		53	5
Zinder		89	20		8	
Total	5	259	45	0	129	19

Table 11 - Distribution by household size

Household Size	Women		Men		Total respondents	
	Number	% of total women	Number	% of total men	Number	% of total respondents
0 to 2	16	2%	8	4%	24	2%
3 to 4	101	13%	37	17%	138	14%
5 to 7	282	36%	78	37%	360	37%
8 to 10	275	36%	76	36%	351	36%
11 and over	99	13%	13	6%	112	11%
Total	773	100%	212	100%	985	100%

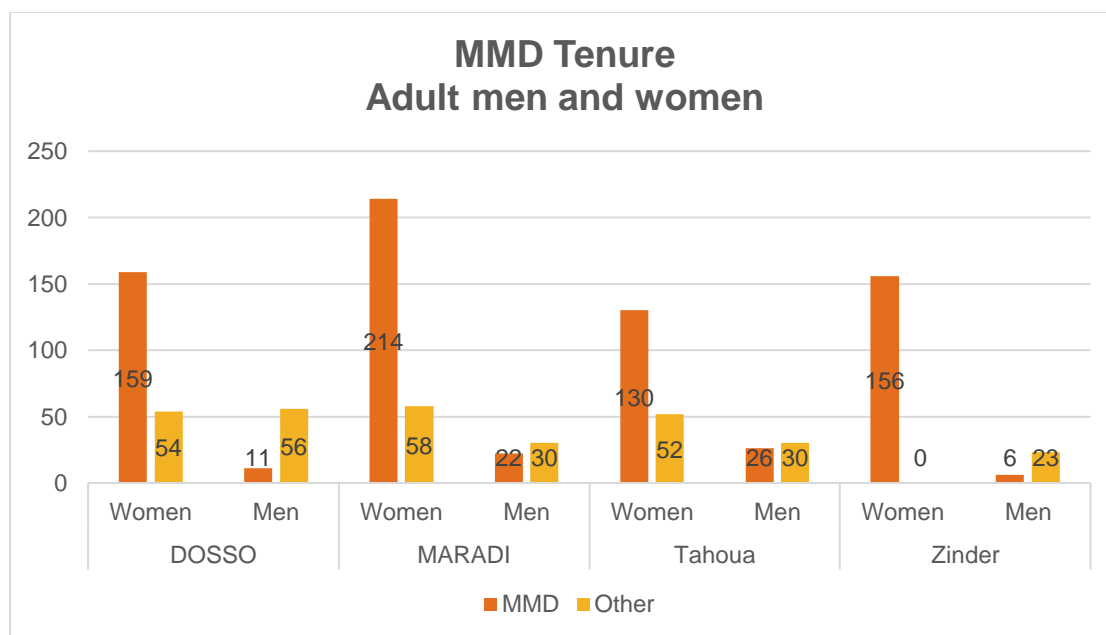
Table 12 - Marital status of respondents

	Single		Married		Widowed	
	Number	%	Number	%	Number	%
20 to 30 y/o	6	33%	191	29%	7	5%
31 to 40 y/o	4	22%	210	32%	18	14%
41 to 50 y/o	3	17%	142	22%	36	28%
51 to 60 y/o	4	22%	80	12%	43	33%
60+	1	6%	28	4%	25	19%
Total	18	100%	651	100%	129	100%

Table 13 - Women's marital status

Region	MMD	Religious	Political	Other CSO	None	Total
Dosso	3	8		10	31	52
Maradi	15	6	2	2	21	46
Tahoua	6	5	1	5	60	77
Zinder	21	8	1	2	57	89
Total	45	27	4	19	169	264
	17%	10%	2%	7%	64%	100%

5. MMD Membership, Capacity Building and Advocacy



6. Additional Data on Maternal Health

Table 14 - Women's visits to the health center for prenatal care (by age group)

	No		As much as necessary		Less than 8 times		More than 8 times	
	Number	%	Number	%	Number	%	Number	%
20 to 30 y/o		0%	10	16%	176	29%	10	23%
31 to 40 y/o		0%	21	33%	190	32%	15	35%
41 to 50 y/o	1	50%	19	30%	127	21%	12	28%
51 to 60 y/o	1	50%	9	14%	86	14%	5	12%
61+		0%	4	6%	24	4%	1	2%
Total	2	100%	63	100%	603	100%	43	100%

Table 15 - Have women MMD members visited a health center during their last pregnancy?

Age group	I agree.		No agreement		Somewhat agree		No answer		Total Number
	Number	%	Number	%	Number	%	Number	%	
20 to 30 y/o	8	13%	9	17%	11	16%	1	100%	29
31 to 40 y/o	16	25%	7	13%	3	4%		0	16
41 to 50 y/o	12	19%	12	23%	18	26%		0	42
51 to 60 y/o	11	17%	11	21%	7	10%		0	29
61+	17	27%	8	15%	21	31%		0	46
Total	64	100%	53	100%	68	100%	1	1	186

Table 16 - Number of prenatal consultation by education level

	No		As much as necessary		Less than 8 times		More than 8 times	
	Number	%	Number	%	Number	%	Number	%
Literacy	1	50%	10	16%	116	19%	5	12%
Illiterate		0%	9	14%	116	19%	11	26%
Primary study		0%	14	22%	87	14%	7	16%
Koranic studies	1	50%	28	44%	214	35%	14	33%
High school		0%	2	3%	68	11%	6	14%
University studies		0%		0%	2	0%		0%
Total	2	100%	63	100%	603	100%	43	100%

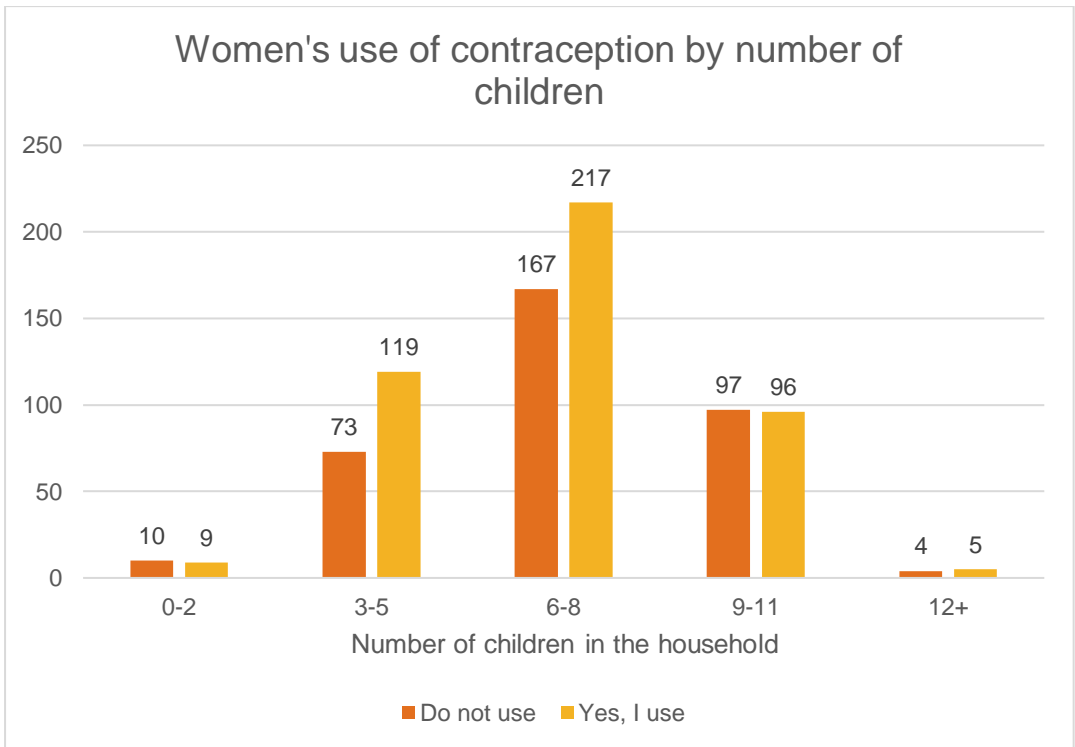


Figure 4 - Women's use of contraception and number of children

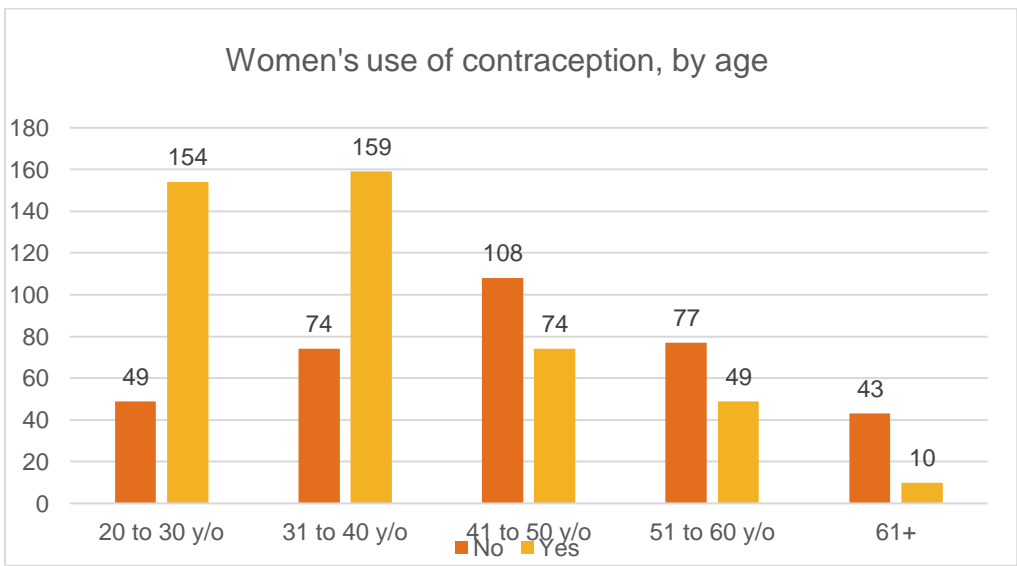


Figure 5 - Women's use of contraception, by age

Table 17 - Girls given into marriage by age group

		Age group					Total	
		20 to 30 y/o	31 to 40 y/o	41 to 50 y/o	51 to 60 y/o	61+		
Women	Married girls	Number	37	207	302	272	122	940
	Average		1	2	2	3	3	2
	Married before age 15	Number	3	11	37	17	23	91
	Average		0,1	0,1	0,3	0,2	0,5	0,2
Men	Married between 15 and 18	Number	23	123	168	147	54	515
	Average		0,9	1,0	1,3	1,4	1,3	1,2
	Married girls	Number	1	7	46	52	167	273
	Average		1,0	1,8	2,0	2,3	4,1	3,0
Men	Married before age 15	Number	1	2	9	4	5	21
	Average		1,0	0,5	0,4	0,2	0,1	0,2
	Married between 15 and 18	Number	0	4	26	23	86	139
	Average		0,0	1,0	1,1	1,0	2,1	1,5

Ce tableau nous donne le nombre d'enfants (filles) donné en mariage selon que le parent est homme ou femme. En moyenne on constate que le nombre d'enfants est le plus élevé toute classe d'âge confondue que chez la femme. Cela pourrait s'expliquer par le fait que les hommes vivent en polygamie qui signifie qu'ils ont des enfants provenant de plusieurs femmes. D'un autre côté plus la femme est âgée plus elle a la chance de donner en mariage des filles globalement.

9. Additional data on nutrition

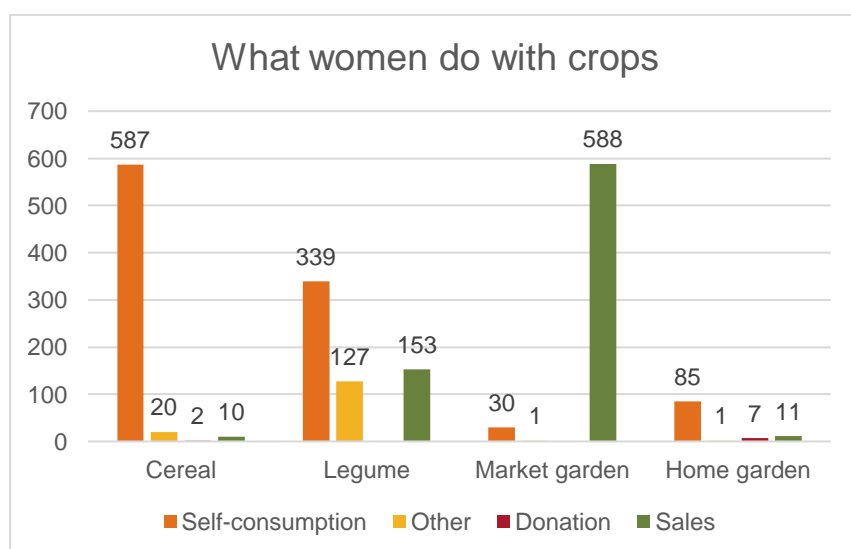


Figure 6 - Women's usage of crops

Fertility of field by Women's membership (N= 642)

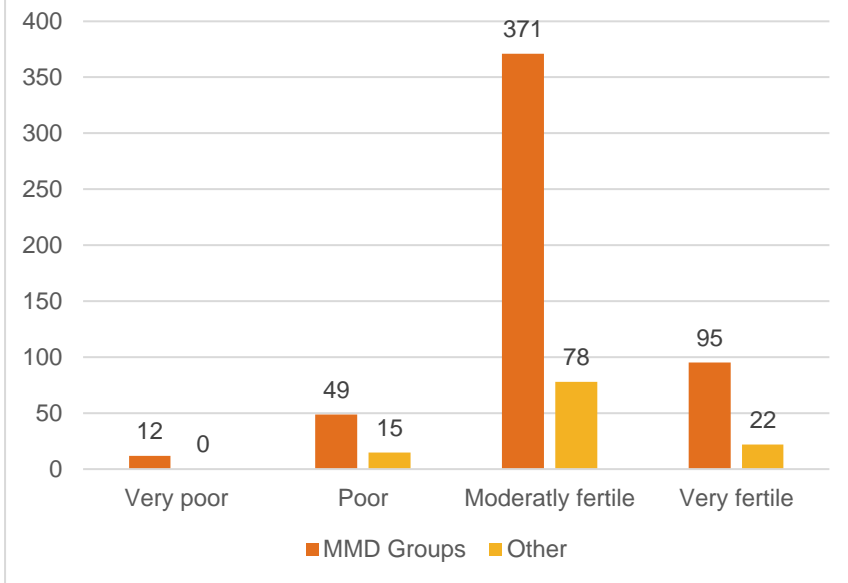


Figure 7 - Field fertility, Women, by membership

Annex I: Consent and assent form for participants

Participant information sheet and Informed Consent/Assent -

Introduction: Hello, my name is _____ and I'm working on an MMD research project commissioned by CARE. We are interviewing community members to learn more about MMD's influence on systems related to maternal health, nutrition, education and child marriage. We will use the information we gather to measure the influence of MMD on community life, with the aim of X.

Nature of the study: As part of this study, we are interviewing women and men from MMD member and non-member communities, religious, customary and community leaders, as well as teachers, health workers and staff from NGOs such as CARE. We interview you to identify and understand the influence of MMD on community practices and well-being. Our team has selected you to take part in our discussions/interviews.

Involvement of participants :

- Duration/what's involved: Participation in the study will involve a discussion or interview. We will discuss topics and behaviors related to maternal health, nutrition, education and child marriage.
- Potential risks: This study touches on sensitive subjects such as child marriage, which some participants may feel uncomfortable discussing. Be aware that you can refuse to answer any question or withdraw from the discussion/interview, if you wish and at any time. In discussions, there is also the possible risk that other participants will share information discussed during group discussions with people who did not take part in the study. However, investigators will take care to explain confidentiality rules and practices to discussion participants.
- Benefits: There is no direct benefit to you for participating in this study.
- Costs: There are no direct or indirect costs to you in association with your participation in this study.
- Compensation: You will not receive any reward or compensation for your participation in this study.
- Confidentiality: I will take great care to maintain the confidentiality of your participation and the information you share. I will store the data I collect from you today securely, in a password-encrypted device, and only those affiliated with the study team will have access to it. I will not collect any personally identifiable information, and no analysis or communication of the results will be attributed to you personally in any way. I will keep your participation and responses strictly confidential. However, participation includes group discussion, and there is no guarantee that other group members will respect confidentiality agreements.
- Sharing of information/participant data: CARE owns the data we collect in this study. However, we will not use or distribute the information collected in future studies.
- Voluntary participation/withdrawal: Your participation is voluntary. You have the right to refuse participation or withdrawal at any time. You are also free to refuse to answer any and all questions. If you withdraw and/or refuse to answer a question, no one will know, and you will not suffer any punishment or consequences.
- Data retention: at the end of the study, we will destroy all raw data collected (e.g. interview notes).

Who to contact for further questions: If you have any questions about this study, please contact the principal investigator,

Do you have any questions about this study, or about what your participation would entail, should you decide to take part? Yes No (note any questions/concerns).

Informed consent and assent (select one)

- The person is 18 years of age or older and has given informed consent to participate in the study.
- The person is the parent or guardian of a child recruited to participate in the study and has provided parental informed consent for the child to participate.
- The person is under 18 years of age and has given informed assent to participate in the study.
- The person refused consent or assent to participate in the study.

Declaration and signature of investigator: I certify that the participant has had sufficient time to read or listen to the information and consent/assent form and to learn about the study. All questions and clarifications raised by the participant have been addressed.

Name of investigator:

Investigator's signature:

Date:

Annex II: Quantitative survey guides

Respondent identification - FOR ALL PARTICIPANTS

Name of respondent : _____ Age: _____

Region : _____ Area : _____ Commune : _____ Village : _____

Social group: Haoussa 1 / _ / Zarma 2 / _ / Touareg 3 / _ / Peul 4 / _ / Other : _____

Residence: 1 / _ / Native to the village 2 / _ / non-native / _ /

Marital status: Married 1 / _ / Unmarried 2 / _ /, Widowed 3 / _ /

Woman's level of education: Primary school 1 / _ /, Secondary school 2 / _ /, University 3 / _ /, Literacy 4 / _ /, Koranic school 5 / _ /, Illiterate 6 / _ /, Other 7 / _ /.

Women's primary activities: Agriculture 1 / _ /, Livestock 2 / _ /, Trade 3 / _ /, Exodus 4 / _ /, Fishing 5 / _ /, Household 6 / _ /.

Spouse's level of education: Primary school 1 / _ /, Secondary school 2 / _ /, University 3 / _ /, Literacy 4 / _ /, Koranic school 5 / _ /, Illiterate 6 / _ / Other 7 / _ /

Spouse's primary activity: Agriculture 1 / _ /, Livestock 2 / _ /, Trade 3 / _ / Exodus 4 / _ /, Fishing 5 / _ /; other 6 / _ /.

Household size (owned by woman):

Number of people living in the household _____ Total number of children _____ number of boys _____ number of girls _____

A. Women at household level (MMD and NON MMD)

A1. General data about the respondent

Respondent identification (See section header)

Relations with associations

1. Do you belong to an association?

MMD structure 1 / _ /, political 2 / _ /, religious 3 / _ /, other (please specify) 4 / _ / none 5 / _ /

2. For MMD women, please give the names of your structures:

Groupement _____ Réseau _____ Fédération _____

3. For MMD women, what year did you join?

0-5 years 1 / _ /, 5 to 10 years 2 / _ /, 10 years 3 / _ /, 10 to 20 years 4 / _ /, > 20 years 5 / _ /

4. For MMD women, who are the initiators of MMD structures in your country?

NGO CARE 1 / _ /, other NGOs 2 / _ / to be specified _____, State of Niger 3 / _ /

Have you taken part in any training courses? On what subject(s)?

A2. Maternal health

Advocacy to influence policies and programs (secondary data)

Changing social norms

When was the last time you visited a health center?

This month // last 6 months // last year // last 5 years // never

During your last pregnancy, did you go to a health center for a consultation?

Yes 1 / _ / No 2 / _ /

During your last pregnancy, did you visit a health center?

Yes 1 /_/ No 2 /_/

If not, why not?

It's useless /_/, I don't need it /_/, I don't have access to it /_/, the health service discourages me /_/,
Autre -----

If yes, how often do you go to a health center for prenatal consultations?

Less than 8 times 1 /_/, more than 8 times 2 /_/, as many as necessary 3 /_/, none /_/.

Do you go to the health center alone?

Only 1 /_/,

Accompanied by my husband 2 /_/, accompanied by a relative (mother, friend, sister) /_/, other to specify /_/.

Have you ever used contraception?

Yes 1 /_/ No 2 /_/

Are you currently using contraception?

Yes 1 /_/ No 2 /_/

If not, why not?

Transgresses my religion 1 /_/, transgresses my culture 2 /_/, lack of access to the service 3 /_/, not being informed 4 /_/, My spouse forbids me 5 /_/, My entourage forbids me 6 /_/, I don't need 7 /_/, don't know 8 /_/, other (please specify) 9 /_/.

If so, why?

I do not want another child at this time /_/, My family has the number of children I want, /_/ other (specify) /_/

What contraceptive methods are you familiar with?

Oral contraceptive pills 1 /_/, implants 2 /_/, injectable contraceptives 3 /_/, vaginal rings 4 /_/, condoms 5 /_/, male or female sterilization 6 /_/, intrauterine devices 7 /_/, traditional methods 8 /_/, other (please specify) 9 /_/, none 10 /_/.

What was your perception of contraceptive methods 10 years ago?

Transgresses your religion 1 /_/, transgresses your social norm 2 /_/, transgresses your culture 3 /_/, indifferent 4 /_/, don't know 5 /_/, It was the same thing 6 /_/, there was no access or information in my community 7 /_/.

How do you feel about SSR methods now?

Transgresses your religion 1 /_/, transgresses your social norm 2 /_/, transgresses your culture 3 /_/, indifferent 4 /_/, cohabits with religious norms 5 /_/, cohabits with social norms 6 /_/, cohabits with cultural norms 7 /_/, don't know 8 /_/.

Do you practice birth spacing at the right time?

Yes 1 /_/ No 2 /_/

If not, why not?

My husband won't let me 1 /_/, People around me won't let me 2 /_/, I don't want to 3 /_/, Other (please specify) 4 /_/

If so, why?

My husband accepts it 1 /_/, my health dictates it 2 /_/, my work dictates it 3 /_/, I decide it 4 /_/, other (please specify) 5 /_/

Do young girls and unmarried women use maternal and reproductive health services in your area?

Yes 1 /_/ No 2 /_/

If so, what do you think?

Acceptable, unacceptable, indifferent, don't know, (others to be specified)

If not, why not?

Service reserved for married women only, lack of discretion on the part of health workers, lack of information, don't know, other (please specify)

What do you think of young married couples who decide when (early or late) to have their first pregnancy?

Normal, transgresses tradition, transgresses religion, unacceptable, indifferent Other (please specify)

What do you think of young married couples who don't get pregnant right away for their first pregnancy?

Husband's sign of impotence, wife's sign of infertility, normal, acceptable, unacceptable, other (please specify)

Social movements

Do you know of any organizations that promote sexual and reproductive health?

Yes 1 /_/ No 2 /_/

If so, what actions are they taking?

Advocacy, training/awareness-raising, equipment provision, changing degrading standards, equitable access to care, encouraging budget reforms, encouraging regulatory reforms, other (please specify)

How many networks for this cause do you expect to be formed?

What are the results of these networks?

Did you take part in meetings organized by these structures/associations to support maternal health?

Yes 1 /_/ No 2 /_/

If not, why not?

I'm not concerned, I'm not informed, I'm indifferent, don't know, other (please specify)

If so, what did you do? -----

System strengthening and social responsibility

Are you aware of the existence of health services?

Yes 1 /_/ No 2 /_/

If so, through which channel?

Posters, radio, television, at meetings, social networks, neighbors Other (please specify)

Do people continue to be informed about the existence of health services?

Yes 1 /_/ No 2 /_/

Does the health service continue to help you with maternal health?

Yes 1 /_/ No 2 /_/

Are the resources (infrastructure, materials, products, etc.) needed to provide the service always available?

Yes 1 /_/ No 2 /_/

A3. Early and forced child marriage

Changing social norms

Do you have any daughters you've given in marriage?

Yes/ No

If so, how many are there?

How many married before the age of 15?

Did Combine marry between the ages of 15 and 18?

How many of them were married at over 18 years of age?

Do you have boys/men in your household?

Yes No

If so, how many are there?

How many married before the age of 15?
How many of them married girls under 15?
How many of them married girls between the ages of 15 and 18?
How many of them married girls over 18?

What do you think of marriage for young girls?
Normal 1 /_/ , not normal 2 /_/ , indifferent 3 /_/

If your daughter got married before she was 15, why did this happen?
Reduce household burden 1 /_/ , avoid juvenile delinquency 2 /_/ , cultural consideration 3 /_/ , social prestige 4 /_/ , economic prestige 5 /_/ , don't know 6 /_/

Do you agree that the marriage of a young girl aged 15 to 18 can have negative consequences for her well-being?
Yes 1 /_/ No 2 /_/

Does your community have a protection committee?
Yes 1 /_/ No 2 /_/

Do you know how many times the protection committee has intervened to prevent the marriage of an underage girl?
Yes 1 /_/ No 2 /_/

If an unmarried girl becomes pregnant, does she continue to live with her parents?
Yes 1 /_/ No 2 /_/
If not, where does she live: with the boy, 1 /_/ , with friends 2 /_/ , with a relative 3 /_/ , other 4 /_/
How do you handle cases of young people getting married?

If an unmarried girl becomes pregnant, does she continue to go to school?
Yes 1 /_/ No 2 /_/
If not, will she return to school after the birth?
Yes 1 /_/ No 2 /_/

How likely is it that a boy or girl in your community will discuss sex with his or her friends?
Unlikely /_/ , somewhat likely /_/ , very likely /_/

How likely is it that a girl or boy in your community will discuss sexuality with a religious or community leader?
Unlikely /_/ , somewhat likely /_/ , very likely /_/

Do the health centers in your community offer information on contraception to young people?
Yes 1 /_/ No 2 /_/ , I don't know /_/ ,

Movements

How many girls in your community stay in school until they graduate?
None /_/ , some /_/ , most /_/ , all /_/

In your opinion, is keeping a girl in school a waste of money/resources?
Yes 1 /_/ , No 2 /_/

How many parties celebrating a girl's withdrawal from school did you attend last year?
None /_/ , 1-2 /_/ , 3-5 /_/ , More than 5 /_/

How many parties celebrating a girl's withdrawal from school have you attended in the last 5 years?
None /_/ 1-2 /_/ 3-5 /_/ 10 + /_/ More than 10 /_/

Have you yourself reported cases of forced or early child marriage in your community?
Yes 1 /_/ No 2 /_/

Have you heard other members of your community speak out against early and forced child marriage at community or municipal events?

Yes 1 /_/ No 2 /_/ Did not participate in these events

System strengthening and social responsibility

Are you aware of any cases of forced and early marriage of girls in your area?

Yes No

If so, are you aware of the negative consequences of forced and early marriage for girls?

Yes or no

If yes, which ones (quote 1 to 3)

A4. Schooling for girls

Changing social norms in girls' schooling

At what age did you send your daughter to school?

6 years /_/ 7 years /_/ 8 years /_/ Older /_/ didn't send her to school

At what age did you send your son to school?

6 years /_/ 7 years /_/ 8 years /_/ Older /_/ didn't send her to school

Do your children help with household chores?

Yes 1 /_/ No 2 /_/

If so, which ones?

The fields, household chores, petty trading, etc.

Do you use boys and girls equally for household chores?

Yes 1 /_/ No 2 /_/

If not, why not (give 1 to 3 reasons)-----

Do you have any girls in school beyond primary level?

Yes 1 /_/ No 2 /_/

If so, at what level?

Secondary study/_, tertiary study/_/

Do you have any girls who drop out of school without completing their training?

Yes 1 /_/ No 2 /_/

If so, what were the reasons? (give 2-3 reasons)

Would you encourage your son to marry a girl who has completed her studies?

Yes/_, No/_, it doesn't matter/_/.

Would you encourage your daughter to marry a boy who has completed his studies?

Yes/_, No/_, it doesn't matter/_/.

Would you tell your daughter to stay in school if she got pregnant?

Yes 1 /_/ No 2 /_/

Did your daughter come home with a prize/certificate from her teacher?

Yes 1 /_/ No 2 /_/

Did your son come home with an award/academic certificate from his teacher?

Yes 1 /_/ No 2 /_/

Movements in girls' schooling

Are any of the following organizations/people involved in promoting girls' education?

OSC

Yes 1 /_/ No 2 /_/

If so, what actions did you take part in? (quote 2 to 3)

Women's organization

Yes 1 /_/ No 2 /_/

If so, what actions did you take part in? (quote 2 to 3)

Politicians

Yes 1 /_/ No 2 /_/

If so, what actions did you take part in? (quote 2 to 3)

System strengthening and social responsibility in girls' schooling

Do schools provide materials and services for your children?

Yes 1 /_/ No 2 /_/

If so, which types?

School supplies, teaching of all subjects, rooms in permanent materials, none, other

Are your children getting everything they need at school?

Yes 1 /_/ No 2 /_/

Do you agree that your children (boys and girls) should have the same length of training cycle?

Yes 1 /_/ No 2 /_/

If so, why? (give 1 to 3 reasons)

A5. Nutrition

Advocacy to influence policies and programs (secondary data)

Changing social norms in nutrition

Do you farm?

Yes 1 /_/ No 2 /_/

What crops do you grow?

Céréales :-----

What is the purpose of your cereal production?

Self-consumption/_, sale/_, donation/_, other (please specify) /_

Légumineuses :-----

What is the purpose of your legume production?

Self-consumption/_, sale/_, donation/_, other (please specify) /_

Do you breed?

If so, which types?

Poultry/_, small ruminants/_, large ruminants/_, other/_

What is the purpose of livestock products?

Self-consumption/_, sale/_, donation/_, other (please specify) /_

What other nutritious foods do you grow in your area that you don't?

(list a maximum of 3)-----

Do you eat these foods?

Yes 1 /_/ No 2 /_/

If not, why not?

Accessibility/_, availability/_, no need/_, other (please specify) /_

If so, why?

Health/_, pleasure/_, avoid malnutrition/_, other (please specify) /_

What is the status of the field you are cultivating?

My own property, my husband(e), my parents, other (please specify)

If your property is privately owned, do you have land deeds for these fields?

Yes 1 /_/ No 2 /_/

How fertile is your field?

Very fertile/_, moderately fertile/_, poor/_, very poor/_.

% change in women told by family members to eat nutritious foods to support breastfeeding and pregnancy

If you're pregnant or breastfeeding, what kind of nutritious food support does your family provide?
Advice/_/, temporary supply/_/, regular supply/_/, none/_/, other (please specify) /_/

When you're pregnant or breastfeeding, what changes in behavior do you notice among the members of your family?

More nutritious food at the expense of other members/_/, less nutritious food at the expense of other members/_/, none/_/, other (please specify) /_/

Have you heard of exclusive breastfeeding?

Yes 1 /_/ No 2 /_/

If so, who decides on exclusive breastfeeding in your household?

Husband/_/, wife/_/, parents/_/, in-laws/_/, health worker/_/, other (please specify) /_/,

Social movements in nutrition

Do you have any NGOs/associations working in your area?

Yes 1 /_/ No 2 /_/

If so, which ones? -----

Which ones are involved in farming?

Which ones are involved in agricultural trade? -----

Are NGOs/associations organized into networks to defend the needs of women farmers?

Yes 1 /_/ No 2 /_/

If so, which ones? -----

Do you have political leaders who make the needs of women producers their priority?

Yes 1 /_/ No 2 /_/

If so, what did they do?

System strengthening and social responsibility in nutrition

What types of agricultural inputs do you use to carry out your field work?

Local seeds/_/, improved seeds/_/, mineral fertilizer (chemical fertilizer) /_/, organic fertilizer (manure) /_/, chemical pesticides/_/, biopesticides/_/, other (please specify) /_/

Have you received training in agricultural production techniques?

Yes 1 /_/ No 2 /_/

If so, which ones?

Field management/_/, fertilizer production and application/_/, pest management/_/, agricultural product processing/_/, agricultural product marketing/_/, other/_/.

Does your municipality provide you with the following basic social services?

Water/_/, sanitation/_/, education/_/, health/_/, safety/_/, other/_/

If not, do you discuss them with your authorities (administrative, customary and municipal)?

Yes 1 /_/ No 2 /_/

If so, how many times in the last two years?

Access to water/_/, Food supply/_/, Safety /_/, Education/_/

B. Young girls/unmarried women/boys

B1. General data on respondents

Identification

Name of respondent : _____ Age: _____

Region : _____ Area : _____ Commune : _____ Village : _____

Social group: Haoussa 1 / _ / Zarma 2 / _ / Touareg 3 / _ / Peul 4 / _ / Other : _____

Residence: 1 / _ / Native to the village 2 / _ / non-native / _ /

Marital status: Married 1 / _ / Unmarried 2 / _ /, Widowed 3 / _ /

Woman's level of education: Primary school 1 / _ /, Secondary school 2 / _ /, University 3 / _ /, Literacy 4 / _ /, Koranic school 5 / _ /, Illiterate 6 / _ /, Other 7 / _ /.

Women's primary activities: Agriculture 1 / _ /, Livestock 2 / _ /, Trade 3 / _ /, Exodus 4 / _ /, Fishing 5 / _ /, Household 6 / _ /.

Spouse's level of education: Primary school 1 / _ /, Secondary school 2 / _ /, University 3 / _ /, Literacy 4 / _ /, Koranic school 5 / _ /, Illiterate 6 / _ / Other 7 / _ /

Spouse's primary activity: Agriculture 1 / _ /, Livestock 2 / _ /, Trade 3 / _ / Exodus 4 / _ /, Fishing 5 / _ /; other 6 / _ /.

Household size (owned by woman):

Number of people living in the household _____ Total number of children _____ number of boys _____ number of girls _____

Relations with associations

1. Do you belong to an association?

MMD structure 1 / _ /, political 2 / _ /, religious 3 / _ /, other (please specify) 4 / _ / none 5 / _ /

2. For MMD women, please give the names of your structures:

Groupement _____ Réseau _____ Fédération _____

3. For MMD women, what year did you join?

0-5 years 1 / _ /, 5 to 10 years 2 / _ /, 10 years 3 / _ /, 10 to 20 years 4 / _ /, > 20 years 5 / _ /

4. For MMD women, who are the initiators of MMD structures in your country?

NGO CARE 1 / _ /, other NGOs 2 / _ / to be specified _____, State of Niger 3 / _ /

B2. Sexual and reproductive health

Changing social norms in sexual and reproductive health

When was the last time you visited a health center?

This month / _ /, last 6 months / _ /, last year / _ /, last 5 years / _ /, never / _ /

Are you aware of the existence of maternal and reproductive health services in your area?

Yes 1 / _ / No 2 / _ /

If so, do you use this service?

Yes 1 / _ / No 2 / _ /

If so, what does your community think?

Acceptable / _ /, unacceptable / _ /, indifferent / _ /, don't know / _ /, (others to be specified) / _ /

What do you think of the quality of the service provided?

Satisfied / _ /, dissatisfied / _ /, indifferent / _ /, other (please specify) / _ /

What do you think of service confidentiality?

Satisfied /_/ , dissatisfied /_/ , indifferent /_/ , discouraging /_/ , encouraging /_/ , other (please specify) /_/

Social movements in sexual and reproductive health

Do you know of any organizations that promote sexual and reproductive health?

Yes 1 /_/ No 2 /_/

If so, what actions are they taking?

Advocacy /_/ , training/awareness-raising /_/ , equipment provision /_/ , changing degrading norms /_/ , equitable access to care /_/ , encouraging budget reforms /_/ , encouraging regulatory reforms /_/ , other (please specify) /_/

How many networks for this cause do you expect to be formed?

What are the results of these networks?

Have you taken part in meetings organized by these structures/associations to support maternal health?

Yes 1 /_/ No 2 /_/

If not, why not?

I'm not concerned /_/ , I'm not informed /_/ , I'm indifferent /_/ , don't know /_/ , other (please specify) /_/

If so, what did you do? -----

System strengthening and social responsibility in sexual and reproductive health

Are you aware of the existence of health services?

Yes 1 /_/ No 2 /_/

If so, through which channel?

Posters /_/ , radio /_/ , television /_/ , at meetings /_/ , social networks /_/ , neighbors /_/ other (please specify) /_/

Do people continue to be informed about the existence of health services?

Yes 1 /_/ No 2 /_/

Does the health service continue to help you with maternal health?

Yes 1 /_/ No 2 /_/

Are the resources (infrastructure, materials, products, etc.) needed to provide the service always available?

Yes 1 /_/ No 2 /_/

B3. Early and forced child marriage

Changing social norms in early and forced child marriage (widows, divorced women with children)

Do you have any daughters you've given in marriage?

Yes/ No

If so, how many are there?

How many married before the age of 15?

Did Combine marry between the ages of 15 and 18?

How many of them were married at over 18 years of age?

Do you have boys/men in your household?

Yes No

If so, how many are there?

How many married before the age of 15?

How many of them married girls under 15?

How many of them married girls between the ages of 15 and 18?

How many of them married girls over 18?

What do you think of marriage for young girls?

Normal 1 /_/ , not normal 2 /_/ , indifferent 3 /_/

If your daughter got married before she was 15, why did this happen?

Reduce household burden 1 /_/ , avoid juvenile delinquency 2 /_/ , cultural consideration 3 /_/ , social prestige 4 /_/ , economic prestige 5 /_/ , don't know 6 /_/

Do you agree that marrying a 15-18 year-old girl can have negative consequences for her well-being?
Yes 1 /_/ No 2 /_/

Does your community have a protection committee?
Yes 1 /_/ No 2 /_/

Do you know how many times the protection committee has intervened to prevent the marriage of an underage girl?
Yes 1 /_/ No 2 /_/

If an unmarried girl becomes pregnant, does she continue to live with her parents?
Yes 1 /_/ No 2 /_/
If not, where does she live: with the boy 1 /_/ , with friends 2 /_/ , with a relative 3 /_/ , other 4 /_/
How do you handle cases of young people getting married?

If an unmarried girl becomes pregnant, does she continue to go to school?
Yes 1 /_/ No 2 /_/
If not, will she return to school after the birth?
Yes 1 /_/ No 2 /_/

How likely is it that a boy or girl in your community will discuss sex with his or her friends?
Unlikely /_/ , somewhat likely /_/ , very likely /_/

How likely is it that a girl or boy in your community will discuss sexuality with a religious or community leader?
Unlikely /_/ , somewhat likely /_/ , very likely /_/

Do the health centers in your community offer information on contraception to young people?
Yes 1 /_/ No 2 /_/ , I don't know /_/ ,

Movements in early and forced child marriage
Are there any girls in your household who go to school?
Yes 1 /_/ No 2 /_/ ,
If so, how many?

How many of the girls enrolled stayed in school until they graduated?-----
If not, why not?
Lack of girls in the household /_/ , lack of follow-up /_/ , lack of means /_/ , waste of resources /_/ , other /_/

Would you be willing to take your daughters out of school for any reason?
Yes No
If so, which one?
Marriage /_/ , business /_/ , work /_/ , none /_/ , other /_/

How do you feel if your daughter is excluded from school?
Happy /_/ , dissatisfied /_/ , indifferent /_/ , other /_/

Do you report forced and early marriages of girls to the relevant authorities?
Yes 1 /_/ No 2 /_/ ,

Do you take part in community or municipal events against early and forced marriages?
Yes 1 /_/ No 2 /_/ ,

System strengthening and social responsibility
Are you aware of any programs offering support to pregnant girls out of wedlock?
Yes 1 /_/ No 2 /_/ ,

If so, at what level?

Village level/_/, commune level/_/, region level/_/, other /_/

Are you aware of the negative consequences of forced and early marriage for girls?

Yes 1 /_/, No 2 /_/,

If yes, which ones (quote 1 to 3)

B4. Schooling for young girls (widows/divorced women)

Changing social norms in girls' schooling

Do you have children starting school at age 6?

Yes 1 /_/, No 2 /_/,

If so, how many boys? -----

The number of girls ?-----

If not, why not (give 1 to 3 reasons)?

Do your children have to do chores?

Yes 1 /_/, No 2 /_/,

If so, which ones?

Fields/_/, housework/_/, small business/_/, other/_/,

Do you use boys and girls equally for household chores?

Yes 1 /_/, No 2 /_/,

If not, why not (give 1 to 3 reasons)?

Do you have any girls enrolled beyond primary school?

Yes 1 /_/, No 2 /_/,

If so, at what level?

Secondary education/_/, higher education/_/

Do you have any girls who drop out of school without completing their training?

Yes 1 /_/, No 2 /_/,

If so, what were the reasons? (give 2-3)

For boys and girls

Do you discuss your future with your teachers?

Yes 1 /_/, No 2 /_/,

If so, what motivates your teacher?

Stay in school as long as possible/_/, learn math/_/, get married if you find a husband/_/, no need to study because your job is to find a husband/_/, other/_/

What is your spouse's level of education?

Primary/_/, secondary/_/, university/_/, none/_/, don't know/_/

If your spouse is in school, who encouraged you to marry her?

Myself/_/, my parents/_/, my friends/_/, others/_/

Why do parents encourage you to stay in school?

Increase the chance of having a good husband/_/, have a better paying job/_/, don't know/_/, other/_/

Movements in girls' schooling

Are any of the following organizations/people involved in promoting girls' education?

OSC

Yes 1 /_/, No 2 /_/,

If so, what actions have been taken? (quote 2 to 3)

Women's organization

Yes 1 /_/, No 2 /_/,

If so, what actions have been taken? (quote 2 to 3)

Politicians

Yes 1 /_/, No 2 /_/,

If so, what actions have been taken? (quote 2 to 3)

System building and social responsibility (girls/boys)
Do your schools supply you with materials and services?
Yes 1 /_/ , No 2 /_/ ,

If so, which types?
School supplies/_/ , teaching of all subjects/_/ , rooms in final materials/_/ , none/_/ , other/_/ ,

Do you get everything you need at school?
Yes 1 /_/ , No 2 /_/ ,

Do you accept that your children (boys and girls) have the same length of training cycle? (widowed/divorced women)
Yes 1 /_/ , No 2 /_/ ,
If so, why? (give 1 to 3 reasons)

B5. Nutrition (unmarried women)
Advocacy to influence policies and programs (secondary data)
Changing social norms
Do you farm?
Yes 1 /_/ No 2 /_/
What crops do you grow?
Céréales :-----

What is the purpose of your cereal production?
Self-consumption/_/ , sale/_/ , donation/_/ , other (please specify) /_/
Légumineuses :-----

What is the purpose of your legume production?
Self-consumption/_/ , sale/_/ , donation/_/ , other (please specify) /_/

Do you breed?
If so, which types?
Poultry/_/ , small ruminants/_/ , large ruminants/_/ , other/_/

What is the purpose of livestock products?
Self-consumption/_/ , sale/_/ , donation/_/ , other (please specify) /_/

What other nutritious foods do you grow in your area that you don't?
(list a maximum of 3)-----

Do you eat these foods?
Yes 1 /_/ No 2 /_/
If not, why not?
Accessibility/_/ , availability/_/ , no need/_/ , other (please specify) /_/
If so, why?
Health/_/ , pleasure/_/ , avoid malnutrition/_/ , other (please specify) /_/

What is the status of the field you are cultivating?
My own property, my husband(e), my parents, other (please specify)
If your property is privately owned, do you have land deeds for these fields?
Yes 1 /_/ No 2 /_/

How fertile is your field?
Very fertile/_/ , moderately fertile/_/ , poor/_/ , very poor/_/ .

Social movements
Do you have any NGOs/associations working in your area?
Yes 1 /_/ No 2 /_/
If so, which ones? -----
Which ones are involved in farming?

Which ones are involved in agricultural trade? -----

Are NGOs/associations organized into networks to defend the needs of women farmers?

Yes 1 /_/ No 2 /_/

If so, which ones? -----

Do you have political leaders who make the needs of women producers their priorities?

Yes 1 /_/ No 2 /_/

If so, what did they do?

System strengthening and social responsibility

What types of agricultural inputs do you use to carry out your field work?

Local seeds/_, improved seeds/_, mineral fertilizer (chemical fertilizer) /_, organic fertilizer (manure) /_, chemical pesticides/_, biopesticides/_, other (please specify) /_

Have you received training in agricultural production techniques?

Yes 1 /_/ No 2 /_/

If so, which ones?

Field management/_, fertilizer production and application/_, pest management/_, agricultural product processing/_, agricultural product marketing/_, other/_.

Does your municipality provide you with the following basic social services?

Water/_, sanitation/_, education/_, health/_/_, safety, other/_

If not, do you discuss them with your authorities (administrative, customary and municipal)?

Yes 1 /_/ No 2 /_/

If so, how many times in the last two years?

Access to water/_, Food supply/_, Safety/_, Education /_

C. Brides

C1. General data on respondents

Name of respondent : _____ Age: _____

Region : _____ Area : _____ Commune : _____ Village : _____

Social group: Haoussa 1/_/ Zarma 2 /_/ Touareg 3 /_/Peul 4 /_/Other : _____

Residence: 1 /_/ Native to the village 2 /_/ non-native /_

Marital status: Married 1 /_/ Unmarried 2 /_, Widowed 3 /_

Woman's level of education: Primary school 1 /_, Secondary school 2 /_, University 3 /_, Literacy 4 /_, Koranic school 5 /_, Illiterate 6 /_, Other 7 /_.

Women's primary activities: Agriculture 1 /_, Livestock 2 /_, Trade 3 /_, Exodus 4/_, Fishing 5 /_, Household 6 /_.

Spouse's level of education: Primary school 1 /_, Secondary school 2 /_, University 3 /_, Literacy 4 /_, Koranic school 5 /_, Illiterate 6 /_ Other 7 /_

Spouse's primary activity: Agriculture 1 /_, Livestock 2 /_, Trade 3 /_ Exodus 4 /_, Fishing 5 /_; other 6 /_.

Household size (owned by woman):

Number of people living in the household _____ Total number of children____ number of boys_ _____ number of girls_____

Relations with associations

1. Do you belong to an association?

MMD structure 1 /_, political 2 /_, religious 3 /_, other (please specify) 4 /_ none 5 /_

2. For MMD women, please give the names of your structures:
Groupement _____ Réseau _____ Fédération _____

3. For MMD women, what year did you join?
0-5 years 1 /_/ , 5 to 10 years 2 /_/ , 10 years 3 /_/ , 10 to 20 years 4 /_/ , > 20 years 5 /_/

4. For MMD women, who are the initiators of MMD structures in your country?
NGO CARE 1 /_/ , other NGOs 2 /_/ to be specified _____, State of Niger 3 /_/

C2. Sexual and reproductive health

Changing social norms

Why did you get married?

Have children /_/ , live as a couple /_/ , avoid debauchery /_/ , social responsibility /_/ , other (please specify) /_/

Do you want to get pregnant in the first few months after marriage?

Yes 1 /_/ No 2 /_/

If so, why?

I've decided to /_/ , avoid the gaze of those around me /_/ , other (please specify) /_/

If not, why not?

I don't need /_/ , I decide when I want to be pregnant for the first time /_/ , avoid health risks /_/ , other (please specify) /_/ .

Social movements

Do you know of any organizations that promote sexual and reproductive health?

Yes 1 /_/ No 2 /_/

If so, what actions are they taking?

Advocacy /_/ , training/awareness-raising /_/ , equipment provision /_/ , changing degrading norms /_/ , equitable access to care /_/ /_/ , encouraging budget reforms, encouraging regulatory reforms /_/ , other (please specify) /_/

How many networks for this cause do you expect to be formed?

What are the results of these networks?

Have you taken part in meetings organized by these structures/associations to support maternal health?

Yes 1 /_/ No 2 /_/

If not, why not?

I'm not concerned /_/ , I'm not informed /_/ , I'm indifferent /_/ , don't know /_/ , other (please specify) /_/

If so, what did you do? -----

System strengthening and social responsibility

Are you aware of the existence of health services?

Yes 1 /_/ No 2 /_/

If so, through which channel?

Posters, radio, television, at meetings, social networks, neighbors Other (please specify)

Do people continue to be informed about the existence of health services?

Yes 1 /_/ No 2 /_/

Does the health service continue to help you with maternal health?

Yes 1 /_/ No 2 /_/

Are the resources (infrastructure, materials, products, etc.) needed to provide the service always available?

Yes 1 /_/ No 2 /_/

C3. Early and forced child marriage

Changing social norms

At what age are you married?

Under 15/_/, 15 to 18/_/, over 18/_/.

What do you think about young girls marrying?
Normal 1 /_/, not normal 2 /_/, indifferent 3 /_/

What drives young people to marry at a young age?
Reduce household burden 1 /_/, avoid juvenile delinquency 2 /_/, cultural consideration 3 /_/, social prestige 4 /_/, economic prestige 5 /_/, don't know 6 /_/

Do you agree that marrying young girls can be a problem for their well-being?
Yes 1 /_/ No 2 /_/
If so, how do you go about denouncing youth marriage?
Protection committee entry/_/, association/group entry/_/, authorities entry/_/, teachers entry /_/, others /_/

Do you have a committee to protect children from early and forced marriage?
Yes 1 /_/ No 2 /_/

How do you manage young people's marriages once they've taken place?
Negotiation with stakeholders 1 /_/, denunciation to the competent authorities 2 /_/, sensitization of newlyweds 3 /_/, taking contraceptive measures to avoid premature pregnancy 5 /_/, keeping the girl in school 5 /_/, indifference 6 /_/.

How many successful cases of failed youth marriages have you recorded per year?
Less than 5 cases 1 /_/, 5 to 10 cases 2 /_/, more than 10 cases 3 /_/

Movements
Do you go to school when you're married?
Yes 1 /_/ No 2 /_/

If so, to what level?
End of training cycle/_/, exclusion due to insufficient work, /_/ due to lack of training fees/_/, other/_/

How would you feel if you were excluded from school?
Happy/_/, unhappy/_/, indifferent /_/, other/_/

Do you report forced and early marriages of girls to the relevant authorities?
Yes 1 /_/ No 2 /_/

Do you take part in community or municipal events against early and forced marriages?
Yes 1 /_/ No 2 /_/

System strengthening and social responsibility
Are you aware of any programs offering support to pregnant girls outside marriage?
Yes 1 /_/ No 2 /_/

If so, at what level?
Village level/_/, commune level/_/, region level/_/, other /_/

Are you aware of any cases of forced and early marriage of girls in your area?
Yes 1 /_/ No 2 /_/

If so, how many in the last 5 years?-----

Are you aware of the negative consequences of forced and early marriage for girls?
Yes 1 /_/ No 2 /_/

If yes, which ones (quote 1 to 3)

C4. Schooling for girls
Changing social norms

Do you go to school?

Yes 1 /_/ No 2 /_/

Do you discuss your future with your teachers?

Yes 1 /_/ No 2 /_/

If so, what motivates your teacher?

Staying in school as long as possible/_, learning math/_, getting married is a goal/_, other/_/

What is your spouse's level of education?

Primary/_, secondary/_, university/_, none/_, don't know/_/.

Movements

Are any of the following organizations/people involved in promoting girls' education?

OSC

Yes 1 /_/ No 2 /_/

If so, what actions have been taken? (quote 2 to 3)

Did you participate in these actions?

Yes 1 /_/ No 2 /_/

Women's organization

Yes 1 /_/ No 2 /_/

If so, what actions have been taken? (quote 2 to 3)

Did you participate in these actions?

Yes 1 /_/ No 2 /_/

Politicians

Yes 1 /_/ No 2 /_/

If yes, what actions have been taken? (quote 2 to 3)

Did you participate in these actions?

Yes 1 /_/ No 2 /_/

System strengthening and social responsibility

Do your schools supply you with materials and services?

Yes 1 /_, No 2 /_,

If so, which types?

School supplies/_, teaching of all subjects/_, rooms in final materials/_, none/_, other/_,

Do you get everything you need at school?

Yes 1 /_, No 2 /_,

Do you accept that your children (boys and girls) have the same length of training cycle? (widowed/divorced women)

Yes 1 /_, No 2 /_,

If so, why? (give 1 to 3 reasons)

C5. Nutrition

Advocacy to influence policies and programs

Changing social norms

Do you farm?

Yes 1 /_/ No 2 /_/

What crops do you grow?

Céréales :-----

What is the purpose of your cereal production?

Self-consumption/_, sale/_, donation/_, other (please specify) /_/

Légumineuses :-----

What is the purpose of your legume production?

Self-consumption/_/, sale/_/, donation/_/, other (please specify) /_/

Do you breed?

If so, which types?

Poultry/_/, small ruminants/_/, large ruminants/_/, other/_/

What is the purpose of livestock products?

Self-consumption/_/, sale/_/, donation/_/, other (please specify) /_/

What other nutritious foods do you grow in your area that you don't?

(list a maximum of 3)-----

Do you eat these foods?

Yes 1 /_/ No 2 /_/

If not, why not?

Accessibility/_/, availability/_/, no need/_/, other (please specify) /_/

If so, why?

Health/_/, pleasure/_/, avoid malnutrition/_/, other (please specify) /_/

What is the status of the field you are cultivating?

My own property, my husband(e), my parents, other (please specify)

If your property is privately owned, do you have land deeds for these fields?

Yes 1 /_/ No 2 /_/

How fertile is your field?

Very fertile/_/, moderately fertile/_/, poor/_/, very poor/_/.

% change in women told by family members to eat nutritious foods to support breastfeeding and pregnancy

If you're pregnant or breastfeeding, what kind of nutritious food support does your family provide?

Advice/_/, temporary supply/_/, regular supply/_/, none/_/, other (please specify) /_/

When you're pregnant or breastfeeding, what changes in behavior do you notice among the members of your family?

More nutritious food at the expense of other members/_/, less nutritious food at the expense of other members/_/, none/_/, other (please specify) /_/

Have you heard of exclusive breastfeeding?

Yes 1 /_/ No 2 /_/

If so, who decides on exclusive breastfeeding in your household?

Husband/_/, wife/_/, parents/_/, in-laws/_/, health worker/_/, other (please specify) /_/,

Social movements

Do you have any NGOs/associations working in your area?

Yes 1 /_/ No 2 /_/

If so, which ones? -----

Which ones are involved in farming?

Which ones are involved in agricultural trade? -----

Are NGOs/associations organized into networks to defend the needs of women farmers?

Yes 1 /_/ No 2 /_/

If so, which ones? -----

Do you have any political leaders who make the needs of women producers their priority?

Yes 1 /_/ No 2 /_/

If so, what did they do?

System strengthening and social responsibility

What types of agricultural inputs do you use to carry out your field work?

Local seeds/_/, improved seeds/_/, mineral fertilizer (chemical fertilizer) /_/, organic fertilizer (manure) /_/, chemical pesticides/_/, biopesticides/_/, other (please specify) /_/

Have you received training in agricultural production techniques?

Yes 1 /_/, No 2 /_/

If so, which ones?

Field management/_/, fertilizer production and application/_/, pest management/_/, agricultural product processing/_/, agricultural product marketing/_/, other/_/.

Does your municipality provide you with the following basic social services?

Water/_/, sanitation/_/, education/_/, health/_/_/, safety, other/_/

If not, do you discuss them with your authorities (administrative, customary and municipal)?

Yes 1 /_/, No 2 /_/

If so, how many times in the last two years?

Access to water/_/, Food supply/_/, Safety/_/, Education /_/

D. Men in the household

D1. General data on respondents

Identification

Name of respondent : _____ Age: _____

Region : _____ Area : _____ Commune : _____ Village : _____

Social group: Haoussa 1/_/ Zarma 2 /_/_/ Touareg 3 /_/_/Peul 4 /_/_/Other : _____

Residence: 1 /_/_/ Village native 2 /_/_/ non-native /_/_/

Marital status: Husband 1 /_/_/ Unmarried 2 /_/_/, Widowed 3 /_/_/

Woman's level of education: Primary school 1 /_/_/, Secondary school 2 /_/_/, University 3 /_/_/, Literacy 4 /_/_/, Koranic school 5 /_/_/, Illiterate 6 /_/_/, Other 7 /_/_/.

Women's primary activities: Agriculture 1 /_/_/, Livestock 2 /_/_/, Trade 3 /_/_/, Exodus 4/_/_/, Fishing 5 /_/_/, Household 6 /_/_/.

Spouse's level of education: Primary school 1 /_/_/, Secondary school 2 /_/_/, University 3 /_/_/, Literacy 4 /_/_/, Koranic school 5 /_/_/, Illiterate 6 /_/_/ Other 7 /_/_/

Spouse's primary activity: Agriculture 1 /_/_/, Livestock 2 /_/_/, Trade 3 /_/_/ Exodus 4 /_/_/, Fishing 5 /_/_/; other 6 /_/_/.

Household size (owned by husband):

Number of people living in the household _____ total number of children____ number of boys_ _____ number of girls_____

Relations with associations

Do you belong to an association?

MMD structure 1 /_/_/, political 2 /_/_/, 3 /_/_/, religious 4 /_/_/, other (please specify) 5 /_/_/ none 6 /_/_/

For MMD men, please give the names of your structures:

Groupement_____Réseau_____Fédération_____

3. For MMD men, what year did you join?

0-5 years 1 /_/_/, 5 to 10 years 2/_/_/, 10 years 3 /_/_/, 10 to 20 years 4 /_/_/, > 20 years 5 /_/_/

4. For MMD men, who are the initiators of MMD structures in your country?

NGO CARE 1 /_/_/, other NGOs to be specified_____, State of Niger 3 /_/_/

D2. Maternal health

Changing standards

If the women in your village become pregnant, what do you do to monitor their health?

Traditional consultation /_/ , health center consultation /_/ , traditional and health center consultation /_/ , do nothing /_/ .

What do you think of the women who visit health centers during pregnancy?

Very important /_/ , important /_/ , not important /_/

Do you use contraception?

Yes 1 /_/ No 2 /_/

If not, why not?

Transgresses my religion 1 /_/ , transgresses my culture 2 /_/ , lack of access to service 3 /_/ , not informed 4 /_/ , don't know, other (please specify) 5 /_/ .

If yes

Does your wife practice birth spacing?

Yes 1 /_/ No 2 /_/

If so, why?

Need for her health /_/ , need for children's health /_/ , limit birth /_/ , she wants it /_/ , other (please specify) /_/ .

If not, why not?

Transgresses my culture /_/ , I don't need /_/ , she has to accept it /_/ , other (please specify) /_/ .

Do you accompany your women for prenatal and postnatal care?

Yes 1 /_/ No 2 /_/

If not, why not?

Doesn't interest me /_/ , Doesn't fit in with my culture /_/ , Doesn't fit in with my religion, /_/ It's a women's issue /_/ , Don't know /_/ , Other (please specify) /_/

If so, do you ask the health workers any questions?

Yes 1 /_/ No 2 /_/

Do young girls and unmarried women use maternal and reproductive health services in your area?

Yes 1 /_/ No 2 /_/

If so, what do you think?

Acceptable /_/ , unacceptable /_/ , indifferent /_/ , don't know /_/ , (others to be specified) /_/

If not, why not?

Service reserved for married women only /_/ , lack of discretion on the part of health workers /_/ , lack of information /_/ , don't know /_/ , other (please specify) /_/ .

What do you think of young married couples who decide when (early or late) to have their first pregnancy?

Normal /_/ , transgresses social norms /_/ , transgresses religion /_/ , unacceptable /_/ , indifferent other (please specify) /_/

What do you think of young married couples who don't get pregnant right away for their first pregnancy?

Sign of impotence in husband /_/ , sign of infertility in bride /_/ , normal /_/ , acceptable /_/ , unacceptable /_/ , other (please specify) /_/

Social movements

Do you know of any organizations that promote sexual and reproductive health?

Yes 1 /_/ No 2 /_/

If so, what actions are they taking?

Advocacy /_/ , training/awareness-raising /_/ , equipment provision /_/ , changing degrading norms /_/ , equitable access to care /_/ , encouraging budget reforms /_/ , encouraging regulatory reforms /_/ , other (please specify) /_/

How many networks for this cause do you expect to be formed?

What are the results of these networks?

Did you take part in meetings organized by these structures/associations to support maternal health?

Yes 1 /_/ No 2 /_/

If not, why not?

I'm not concerned /_, I'm not informed /_, I'm indifferent /_, don't know /_, other (please specify) /_/

If so, what did you do? -----

System strengthening and social responsibility

Are you aware of the existence of health services?

Yes 1 /_/ No 2 /_/

If so, through which channel?

Posters, radio, television, at meetings, social networks, neighbors Other (please specify)

Do people continue to be informed about the existence of health services?

Yes 1 /_/ No 2 /_/

Does the health service continue to help you with maternal health?

Yes 1 /_/ No 2 /_/

Are the resources (infrastructure, materials, products, etc.) needed to provide the service always available?

Yes 1 /_/ No 2 /_/

D3. Early and forced child marriage

Changing social norms

Do you have any daughters you've given in marriage?

Yes/ No

If so, how many are there?

How many married before the age of 15?

Did Combine marry between the ages of 15 and 18?

How many of them were married at over 18 years of age?

Do you have boys/men in your household?

Yes No

If so, how many are there?

How many married before the age of 15?

How many of them married girls under 15?

How many of them married girls between the ages of 15 and 18?

How many of them married girls over 18?

What do you think of marriage for young girls?

Normal 1 /_, not normal 2 /_, indifferent 3 /_/

If your daughter got married before she was 15, why did this happen?

Reduce household burden 1 /_, avoid juvenile delinquency 2 /_, cultural consideration 3 /_, social prestige 4 /_, economic prestige 5 /_, don't know 6 /_/

Do you agree that marrying a 15-18 year-old girl can have negative consequences for her well-being?

Yes 1 /_/ No 2 /_/

Does your community have a protection committee?

Yes 1 /_/ No 2 /_/

Do you know how many times the protection committee has intervened to prevent the marriage of an underage girl?

Yes 1 /_/ No 2 /_/

How do you handle cases of young people getting married?

Negotiation with stakeholders 1 /_/ , denunciation to the competent authorities 2 /_/ , sensitization of newlyweds 3 /_/ , taking contraceptive measures to avoid premature pregnancy 5 /_/ , keeping the girl in school 5 /_/ , indifference 6 /_/ .

How many successful cases of youth marriage failure have you recorded (committee) per year?
Less than 5 cases 1 /_/ , 5 to 10 cases 2 /_/ , more than 10 cases 3 /_/

Do you have any unwanted pregnancies in your household?
Yes 1 /_/ No 2 /_/

If an unmarried girl becomes pregnant, does she continue to live with her parents?
Yes 1 /_/ No 2 /_/
If not, where does she live: with the boy 1 /_/ , with friends 2 /_/ , with a relative 3 /_/ , other 4 /_/

If an unmarried girl becomes pregnant, does she continue to go to school?
Yes 1 /_/ No 2 /_/

If not, will she return to school after the birth?
Yes 1 /_/ No 2 /_/

Do the health centers in your community provide information on contraception for young people?
Yes 1 /_/ No 2 /_/ , I don't know /_/ ,

Movements

Are there any girls in your household who go to school?
Yes 1 /_/ No 2 /_/ ,
If so, how many?

How many of the girls enrolled stayed in school until they graduated?-----
If not, why not?

Lack of girls in the household /_/ , lack of follow-up /_/ , lack of means /_/ , waste of resources /_/ , other /_/

Would you be willing to take your daughters out of school for any reason?

Yes No

If so, which one?

Marriage /_/ , business /_/ , work /_/ , none /_/ , other /_/

How do you feel if your daughter is excluded from school?

Happy /_/ , dissatisfied /_/ , indifferent /_/ , other /_/

Do you report forced and early marriages of girls to the relevant authorities?

Yes 1 /_/ No 2 /_/ ,

Do you take part in community or municipal events against early and forced marriages?

Yes 1 /_/ No 2 /_/ ,

System strengthening and social responsibility

Do you have any programs to support pregnant girls outside marriage?

Yes 1 /_/ No 2 /_/ ,

If so, at what level?

Village /_/ , commune /_/ , region /_/ , other /_/ level

Are you aware of any cases of forced and early marriage of girls in your area?

Yes 1 /_/ No 2 /_/ ,

Are you aware of the negative consequences of forced and early marriage for girls?

Yes 1 /_/ No 2 /_/ ,

If yes, which ones (quote 1 to 3)

D4. Schooling for girls

Changing social norms

Do you have children who start school at age 6?

Yes 1 /_/ No 2 /_/

If so, how many boys? How many girls?

If not, why not (give 1 to 3 reasons)?

Do your children help out around the house?

Yes 1 /_/ No 2 /_/

If so, which ones?

Fields/_/, housework/_/, small business/_/, other/_/

Are boys and girls equally involved in household chores?

Yes 1 /_/ No 2 /_/

If not, why not (give 1 to 3 reasons)?

Do you have any girls with more than primary education?

Yes 1 /_/ No 2 /_/

If so, at what level?

Secondary education/_/, higher education/_/

Do you have any girls who drop out of school without completing their training?

Yes 1 /_/ No 2 /_/

If so, what were the reasons? (give 2-3 reasons)

What is your spouse's level of education?

Primary/_/, secondary/_/, university, none/_/, don't know/_/.

If your spouse is in school, who encouraged you to marry her?

Myself/_/, parents/_/, friends/_/, others/_/

Do you encourage your children to stay in school?

Yes 1 /_/ No 2 /_/

If so, why?

Increase the chance of having a good husband, /_/ have a better paying job/_/, don't know/_/, other/_/

Movements

Are any of the following organizations/people involved in promoting girls' education?

OSC

Yes 1 /_/ No 2 /_/

If so, what actions did you take part in? (quote 2 to 3)

Women's organization

Yes 1 /_/ No 2 /_/

If so, what actions did you take part in? (quote 2 to 3)

Politicians

Yes 1 /_/ No 2 /_/

If so, what actions did you take part in? (quote 2 to 3)

System strengthening and social responsibility

Do schools provide materials and services for your children?

Yes 1 /_/ No 2 /_/

If so, which types?

School supplies, teaching of all subjects, rooms in permanent materials, none, other

Are your children getting everything they need at school?

Yes 1 /_/ No 2 /_/

Do you agree that your children (boys and girls) should have the same length of training cycle?

Yes 1 /_/ No 2 /_/

If so, why? (give 1 to 3 reasons)

D5. Nutrition

Advocacy to influence policies and programs

Changing social norms

Do you farm?

Yes 1 /_/ No 2 /_/

What crops do you grow?

Céréales :-----

What is the purpose of your cereal production?

Self-consumption/_/, sale/_/, donation/_/, other (please specify) /_/

Légumineuses :-----

What is the purpose of your legume production?

Self-consumption/_/, sale/_/, donation/_/, other (please specify) /_/

Do you breed?

If so, which types?

Poultry/_/, small ruminants/_/, large ruminants/_/, other/_/

What is the purpose of livestock products?

Self-consumption/_/, sale/_/, donation/_/, other (please specify) /_/

What other nutritious foods do you grow in your area that you don't?

(list a maximum of 3)-----

Do you eat these foods?

Yes 1 /_/ No 2 /_/

If not, why not?

Accessibility/_/, availability/_/, no need/_/, other (please specify) /_/

If so, why?

Health/_/, pleasure/_/, avoid malnutrition/_/, other (please specify) /_/

What is the status of the field you are cultivating?

My own property, my husband(e), my parents, other (please specify)

If your property is privately owned, do you have land deeds for these fields?

Yes 1 /_/ No 2 /_/

How fertile is your field?

Very fertile/_/, moderately fertile/_/, poor/_/, very poor/_/.

% change in women told by family members to eat nutritious foods to support breastfeeding and pregnancy

If you're pregnant or breastfeeding, what kind of nutritious food support does your family provide?

Advice/_/, temporary supply/_/, regular supply/_/, none/_/, other (please specify) /_/

When you're pregnant or breastfeeding, what changes in behavior do you notice among the members of your family?

More nutritious food at the expense of other members/_/, less nutritious food at the expense of other members/_/, none/_/, other (please specify) /_/

Have you heard of exclusive breastfeeding?

Yes 1 /_/ No 2 /_/

If so, who decides on exclusive breastfeeding in your household?

Husband/_/, wife/_/, parents/_/, in-laws/_/, health worker/_/, other (please specify) /_/,

Social movements

Do you have any NGOs/associations working in your area?

Yes 1 /_/ No 2 /_/

If so, which ones? -----

Which of them are involved in agriculture? _____

Which ones are involved in agricultural trade? -----

Are NGOs/associations organized into networks to defend the needs of women farmers?

Yes 1 /_/ No 2 /_/

If so, which ones? -----

Do you have any political leaders who make the needs of women producers their priority?

Yes 1 /_/ No 2 /_/

If so, what did they do?

System strengthening and social responsibility

What types of agricultural inputs do you use to carry out your field work?

Local seeds/_, improved seeds/_, mineral fertilizer (chemical fertilizer) /_, organic fertilizer (manure) /_, chemical pesticides/_, biopesticides/_, other (please specify) /_

Have you received training in agricultural production techniques?

Yes 1 /_, No 2 /_

If so, which ones?

Field management/_, fertilizer production and application/_, pest management/_, agricultural product processing/_, agricultural product marketing/_, other/_.

Does your municipality provide you with the following basic social services?

Water/_, sanitation/_, education/_, health/_/_/, safety, other/_

If not, do you discuss them with your authorities (administrative, customary and municipal)?

Yes 1 /_, No 2 /_

If so, how many times in the last two years?

Access to water/_, Food supply/_, Safety/_, Education /_

Annex III: Qualitative survey guides

Focus Group Guide - MMD Women (3 segments: 15-24, 25-39 and 40+)	
1	Information about MMD
	<ul style="list-style-type: none"> a. Could you tell us about your involvement with MMD? <ul style="list-style-type: none"> – What motivated you to join MMD? What activities did you carry out after MMD? With whom? With whom? With whom? Where and when? b. Do many or few women in your community do activities after MMD?
	Individual changes linked to MMD
2	Vignette 1
	MDD-related changes at community level
3	<ul style="list-style-type: none"> a. How are MMD women perceived in the community? Why or why not? <ul style="list-style-type: none"> – Survey perception of women vs. perception of men, young and old b. In your community, do you think that few or many women fight for the rights of women and children? c. What would happen to a woman who defends the rights of women and girls in the community? What differences do you see between MMD women and other women in the community, in terms of autonomy and health? What do you think are the reasons for these differences? d. What big changes has MMD brought to the community's habits? And the girl's in particular? <ul style="list-style-type: none"> – Probe: maternal health, child marriage, girls' schooling, nutrition? – How many people have changed (a little or a lot)? e. In the community, how many families give a daughter away in marriage before the age of 18? Few or many? <ul style="list-style-type: none"> – What is the minimum age for giving a daughter in marriage in this community? – Who influences these decisions in the community? – Has there been a change in the age at which girls marry? What has influenced this change? How did it happen? – What role does MMD play in these changes? Tell us more?
4	Gender changes linked to MMD
	Vignette 2
	<ul style="list-style-type: none"> – Are there many or few women leaders in this community? – What changes have you seen in women's leadership in recent years? – What do women in the community think of these changes? Why or why not? – What do men think? Why do they think so? – What influence has MMD had on these changes? How has it helped? – Could you tell us a story about a change in attitudes and behaviors of a woman and/or a man catalyzed by MMD ?
5	Effects at institutional level
	<p>Maternal health</p> <p>Do you know or have you heard of coalitions that support maternal health? Who are they? What actions have they taken? What are the effects on the evolution of MCH? Survey women's and men's coalitions.</p> <p>What changes have you seen in the stakeholders involved in meeting women's needs? How have these changes affected associations, organizations and the community?</p>

	<p>To your knowledge, what actions have led to a change in access to MCH services (care, information, infrastructure, etc.)?</p> <p>Since MMD was set up, what advocacy has led to changes in maternal health policy? By whom? By whom? What encouraged change?</p> <p>Are there many or few pregnant women in the community who go for regular consultations? What do community members think of these women? What do people in the community say about pregnant women who are not regular members of the community? What do they say? What do they do?</p> <p>What changes have taken place in terms of women's regular attendance at prenatal consultations? How long ago did the change occur? Why or why not? What role did women play in this change? What about men? Specify type of women or men (respondents: Health, MMD, Non MMD)</p>
	<p>Nutrition</p> <p>In the community, how many pregnant women consume food according to its nutritional value? Few, many</p> <p>Are there many or few people in the community who are doing something for the nutrition of pregnant women and children? Tell us more.</p> <p>How many women do you think cultivate? A little or a lot? What do people think of women who grow? How many people support women's involvement in culture?</p> <p>How have women's involvement in culture changed? How has support for women growers changed? Who influenced these changes? Why did they do it? How did they do it? What movements and organizations facilitated this change? Why or why not? Why? What are the penalties for women who cultivate? What are the rewards? By whom?</p> <p>What alliances of women farmers do you know of? What impact have these alliances had on improving the nutrition of pregnant women and children? How has MMD influenced these changes?</p>
6	<p>Girls' education</p> <p>a. How many families in the community send their daughters to school? Few, Many</p> <p>b. What do you think has changed in girls' and boys' education in recent years? Why or why not?</p> <ul style="list-style-type: none"> - How has MMD influenced education, especially girls' schooling? - Explain the steps we've taken, and the people and institutions involved. - Explain further the steps taken and the people and institutions involved - What do people in the community think about these changes? Survey by gender and age category - What do people think of a family that doesn't send its daughter to school? - What happens to a family that refuses to send its daughter to school? - What happens to a girl who doesn't go to school? -
	<p>Early marriage</p> <p>a. In the community, how many families give their daughter under 15 in marriage? Few, Many</p> <p>b.</p> <p>c. What do you think has changed in recent years with regard to marriages of girls under 15?</p> <ul style="list-style-type: none"> - What impact does MMD have on the marriage of girls under 15? - How has MMD influenced the early marriage of girls? - What do people in the community think about these changes? Survey by gender and age category. - What will happen to a person or family who practices early marriage? Why or why not?

	<p>– What would you recommend to improve and perpetuate MMD?</p> <p>We've come to the end of the discussion. Do you have any questions? If YES Thank you. Answer the questions about discussion and research. For other, especially sensitive questions, say: "We'll make a note of your questions for the people in charge of research". END OF DISCUSSION</p>
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Focus Group Guide - Husbands MMD

	Information about MMD
1	<p>a. What do you know about MMD?</p> <p>b. What do you think of MMD? Why or why not?</p> <p>– What do the other men in the MMD community think?</p> <p>c. Could you tell us about your wife's involvement with MMD?</p> <p>– How long has she been a member?</p> <p>d. How do you support your wife's commitment to MMD?</p> <p>e. What motivated you to support your wife in these MMD activities?</p>
	Change at individual level
2	<p>Vignette 1</p> <p>a. What changes have you seen in women linked to MMD?</p> <p>– Probe : Personal life (ability, knowledge, autonomy)</p> <p>– Family life (decision-making power, responsibilities, expenses)</p> <p>– Social life,</p> <p>– Economic life (activities, profits, management, etc.)</p> <p>– Political life (insertion into political positions, political actions, etc.)</p> <p>b. What changes have you seen in the husbands of MMD women?</p> <p>do you think that few or many husbands have changed?</p> <p>– Probe relationship, household management, etc.</p> <p>– How long have you seen these changes?</p> <p>– Could you tell us more about the process of these changes?</p> <p>– Which changes did you notice first? Which came last?</p> <p>– How has MMD influenced these changes?</p> <p>– Could you tell us about some major changes in women's lives that we couldn't have imagined years ago?</p> <p>– What do you think of the changes influenced by MMD? Why or why not?</p> <p>– What do community members think of these changes?</p> <p>– What are the differences between the way men and women think about these changes?</p> <p>Between young and old?</p>
	Changes at Community level
3	<p>a. What are MMD women doing in the community? What are they doing? What are they doing?</p> <p>b. How are MMD women perceived in the community? Why or why not?</p> <p>– Survey perception of women vs. perception of men, young and old</p> <p>Is this the perception of few or many in the community?</p> <p>c. What major changes has MMD brought to the community's habits with regard to women's autonomy, their health and that of their daughters?</p> <p>– Probe: child marriage, girls' schooling, nutrition?</p> <p>– What differences do you see between MMD women and other women in the community, in terms of empowerment and health?</p>

	<ul style="list-style-type: none"> – What do you think are the reasons for these differences or indifferences? d. What influence do MMD women have on other women? And on men? What influence?
4	Gender change
	Vignette 2
5	<ul style="list-style-type: none"> a. Over the past 30 years, what changes have you seen in women's roles and responsibilities in the family? And in the community? b. Are these changes affecting few or many families? <ul style="list-style-type: none"> – What do the women in the community think of these changes? – What do men think? Why do they think so? – What is the difference between the way older and younger people think about this change? – What impact has MMD had on these changes? How has it helped? – How do these changes affect men? c. How have women's responsibilities changed in the family? Are these changes acceptable to husbands? By the community? Why or why not? d. And outside the family, what activities are approved for women? Why or why not? <ul style="list-style-type: none"> – What activities are not approved for women? Why or why not? e. Could you tell us a story about how MDD catalyzed a change in the attitudes and behavior of a woman and/or a man?
6	Effects at institutional level
	<p>Maternal health</p> <p>Do you know or have you heard of coalitions that support maternal health? Who are they? What actions have they taken? What are the effects on the evolution of MCH? Survey women's and men's coalitions.</p> <p>What changes have you seen in the stakeholders involved in meeting women's needs? How have these changes affected associations, organizations and the community?</p> <p>To your knowledge, what actions have led to a change in access to MCH services (care, information, infrastructure, etc.)?</p> <p>Since MMD was set up, what advocacy has led to changes in maternal health policy? By whom? By whom? What encouraged change?</p> <p>Are there many or few pregnant women in the community who go for regular consultations? What do community members think of these women? What do people in the community say about pregnant women who are not regular members of the community? What do they say? What do they do?</p> <p>What changes have taken place in terms of women's regular attendance at prenatal consultations? How long ago did the change occur? Why or why not? What role did women play in this change? What about men? Specify type of women or men (respondents: Healthcare, MMD, Non MMD)</p>
	<p>Nutrition</p> <p>In the community, how many pregnant women consume food according to its nutritional value? Few, many</p> <p>Are there many or few people in the community who are doing something for the nutrition of pregnant women and children? Tell us more.</p> <p>How many women do you think cultivate? A little or a lot? What do people think of women who grow? How many people support women's involvement in culture?</p> <p>How have women's involvement in culture changed?</p>

	<p>How has support for women growers changed? Who influenced these changes? Why did they do it? How did they do it? What movements and organizations have facilitated this change? Why or why not? Why? What are the penalties for women who cultivate? What are the rewards? By whom?</p> <p>What alliances of women farmers do you know of? What impact have these alliances had on improving the nutrition of pregnant women and children? How has MMD influenced these changes?</p>
	<p>Girls' education</p> <p>c. How many families in the community send their daughters to school? Few, Many</p> <p>d. What do you think has changed in girls' and boys' education in recent years? Why or why not?</p> <ul style="list-style-type: none"> - How has MMD influenced education, especially girls' schooling? - Explain the steps we've taken, and the people and institutions involved. - Explain further the steps taken and the people and institutions involved - What do people in the community think about these changes? Survey by gender and age category - What do people think of a family that doesn't send its daughter to school? - What happens to a family that refuses to send its daughter to school? - What happens to a girl who doesn't go to school?
7	<p>Early marriage</p> <p>d. In the community, how many families give their daughter under the age of 15 in marriage? Few, Many</p> <p>e.</p> <p>f. What do you think has changed in recent years with regard to marriages of girls under 15?</p> <ul style="list-style-type: none"> - What impact does MMD have on the marriage of girls under 15? - How has MMD influenced the early marriage of girls? - What do people in the community think about these changes? Survey by gender and age category. - What will happen to a person or family who practices early marriage? Why or why not? <p>What would you recommend to improve and perpetuate MMD?</p> <p>We've come to the end of the discussion. Do you have any questions? If YES Thank you. Answer the questions about discussion and research. For other, especially sensitive questions, say: "We'll make a note of your questions for the people in charge of research".</p> <p>END OF DISCUSSION</p>

Focus Group Guide - Non-MMD Women

1	Information about MMD
	<ul style="list-style-type: none"> a. What types of groups do you belong to? b. Have you heard of MMD? c. If so, what do you know about MMD <ul style="list-style-type: none"> – What do you think of MMD? d. What do community members think of MMD? e. Do few or many people have this thought? <ul style="list-style-type: none"> – What are women's perceptions? – What are men's perceptions? f. What are your reasons for not joining MMD? g. Who influenced your decision not to take part? How did they influence your decision?
	Individual changes linked to MMD
2	<p>Vignette 1</p> <ul style="list-style-type: none"> – Since joining MMD, could you tell us about the changes you've seen in the lives of MMD members? <ul style="list-style-type: none"> – Probe : Personal life (ability, knowledge, autonomy) – Family life (decision-making power, responsibilities, expenses) – Social life, – Economic life (activities, profits, management, etc.) – Political life (insertion into political positions, political actions, etc.) – Could you explain how MMD has influenced these changes? – What encouraged these changes? How did they come about? – Find out about the people and institutions that helped bring about these changes. <p>h. What do community members think of these changes?</p>
	Community-level changes linked to MMD
3	<ul style="list-style-type: none"> c. What are MMD women doing in the community? What are they doing? What are they doing? d. How are MMD women perceived in the community? Why or why not? <ul style="list-style-type: none"> – Survey perception of women vs. perception of men, young and old Is this the perception of few or many in the community? e. What major changes has MMD brought to the community's habits with regard to women's autonomy, their health and that of their daughters? <ul style="list-style-type: none"> – Probe: child marriage, girls' schooling, nutrition? – What differences do you see between MMD women and other women in the community, in terms of empowerment and health? – What do you think are the reasons for these differences or indifferences? f. What influence do MMD women have on other women? And on men? What influence?
4	Gender changes linked to MMD
	Vignette 2
5	<ul style="list-style-type: none"> f. What changes have you seen in women's roles and responsibilities in recent years? <ul style="list-style-type: none"> – What do the women in the community think of these changes? – Do you think that few or many people have this thought? – What do men think? Why do they think so? – What is the difference between the way older and younger people think about this change? – What impact has MMD had on these changes? How has it helped? – What activities are not approved for women? Why or why not? – What are the changes in community attitudes influenced by MMD? – Survey the attitudes of women and men, young and old

6	Effects at institutional level
	<p>Maternal health</p> <p>Do you know or have you heard of coalitions that support maternal health? Who are they? What actions have they taken? What are the effects on the evolution of MCH? Take a survey of women's and men's coalitions.</p> <p>What changes have you seen in the stakeholders involved in meeting women's needs? How have these changes affected associations, organizations and the community?</p> <p>To your knowledge, what actions have led to a change in access to MCH services (care, information, infrastructure, etc.)?</p> <p>Since MMD was set up, what advocacy has led to changes in maternal health policy? By whom? By whom? What encouraged change?</p> <p>Are there many or few pregnant women in the community who go for regular consultations? What do community members think of these women? What do people in the community say about pregnant women who are not regular members of the community? What do they say? What do they do?</p> <p>What changes have taken place in terms of women's regular attendance at prenatal consultations? How long ago did the change occur? Why or why not? What role did women play in this change? What about men? Specify type of women or men (respondents: Health, MMD, Non MMD)</p>
	<p>Nutrition</p> <p>In the community, how many pregnant women consume food according to its nutritional value? Few, many</p> <p>Are there many or few people in the community who are doing something for the nutrition of pregnant women and children? Tell us more.</p> <p>How many women do you think cultivate? A little or a lot? What do people think of women who grow? How many people support women's involvement in culture?</p> <p>How have women's involvement in culture changed? How has support for women growers changed? Who influenced these changes? Why did they do it? How did they do it? What movements and organizations facilitated this change? Why or why not? Why? What are the penalties for women who cultivate? What are the rewards? By whom?</p> <p>What alliances of women farmers do you know of? What effects have these alliances had on improving the nutrition of pregnant women and children? What influence has MMD had on these changes?</p>
7	<p>Girls' education</p> <p>e. How many families in the community send their daughters to school? Few, Many</p> <p>f. What do you think has changed in girls' and boys' education in recent years? Why or why not?</p> <ul style="list-style-type: none"> - How has MMD influenced education, especially girls' schooling? - Explain the steps we've taken, and the people and institutions involved. - Explain further the steps taken and the people and institutions involved - What do people in the community think about these changes? Survey by gender and age category - What do people think of a family that doesn't send its daughter to school? - What happens to a family that refuses to send its daughter to school?

	<ul style="list-style-type: none"> - What happens to a girl who doesn't go to school? -
8	<p>Early marriage</p> <p>g. In the community, how many families give their daughter under the age of 15 in marriage? Few, Many</p> <p>h.</p> <p>i. What do you think has changed in recent years with regard to marriages of girls under 15?</p> <ul style="list-style-type: none"> - What impact does MMD have on the marriage of girls under 15? - How has MMD influenced the early marriage of girls? - What do people in the community think about these changes? Survey by gender and age category. - What will happen to a person or family who practices early marriage? Why or why not? <p>What would you recommend to improve and perpetuate MMD?</p> <p>We've come to the end of the discussion. Do you have any questions? If YES Thank you. Answer the questions about discussion and research. For other, especially sensitive questions, say: "We'll make a note of your questions for the people in charge of research".</p> <p>THANK YOU FOR YOUR TIME END OF DISCUSSION</p>

Focus Group Guide - Men married to women not belonging to an MMD group

	Information about MMD
1	<ul style="list-style-type: none"> a. What types of groups does your wife belong to? b. Have you heard of MMD? c. If so, what do you know about MMD <ul style="list-style-type: none"> – What do you think of MMD? d. What do community members think of MMD? <ul style="list-style-type: none"> –
	Change at individual level
2	<p>Vignette 1</p> <ul style="list-style-type: none"> g. What changes have you seen in women linked to MMD? <ul style="list-style-type: none"> – Probe : Personal life (ability, knowledge, autonomy) – Family life (decision-making power, responsibilities, expenses) – Social life, – Economic life (activities, profits, management, etc.) – Political life (insertion into political positions, political actions, etc.) h. What changes have you seen in the husbands of MMD women? <ul style="list-style-type: none"> – Probe relationship, household management, etc. – How long have you seen these changes? – Could you tell us more about the process of these changes? – Which changes did you notice first? Which came last? – What do community members think of these changes? – What are the differences between the way men and women think about these changes? Between young and old?
	Changes at Community level
3	<ul style="list-style-type: none"> e. How are MMD women perceived in the community? Why or why not? <ul style="list-style-type: none"> – Survey perception of women vs. perception of men, young and old i. What are the major changes MMD has brought to community habits in the community? <ul style="list-style-type: none"> – Poll : Maternal health, child marriage, girls' schooling, nutrition? – What differences do you notice between MMD women and other women in the community, and what are the reasons for these differences or indifferences? j. What proportion of families in the community give their daughters in marriage before the age of 18? <ul style="list-style-type: none"> – What is the minimum age for giving a daughter in marriage in this community? – Who influences these decisions in the community? – Has there been a change in the age at which girls marry? What has influenced this change? How did it happen? – What role does MMD play in these changes? Tell us more?
4	Change of gender
	Vignette 2
5	<ul style="list-style-type: none"> g. What changes have you seen in women's leadership in recent years? <ul style="list-style-type: none"> – What do people in the community think of these changes? Why or why not? – What impact has MMD had on these changes? How has it helped?
6	

	Effects at institutional level
	<p>Maternal health</p> <p>Do you know or have you heard of coalitions that support maternal health? Who are they? What actions have they taken? What are the effects on the evolution of MCH? Survey women's and men's coalitions.</p> <p>What changes have you seen in the stakeholders involved in meeting women's needs? How have these changes affected associations, organizations and the community?</p> <p>To your knowledge, what actions have led to a change in access to MCH services (care, information, infrastructure, etc.)?</p> <p>Since MMD was set up, what advocacy has led to changes in maternal health policy? By whom? By whom? What encouraged change?</p> <p>Are there many or few pregnant women in the community who go for regular consultations? What do community members think of these women? What do people in the community say about pregnant women who are not regular members of the community? What do they say? What do they do?</p> <p>What changes have taken place in terms of women's regular attendance at prenatal consultations? How long ago did the change occur? Why or why not? What role did women play in this change? What about men? Specify type of women or men (respondents: Health, MMD, Non MMD)</p>
7	<p>Nutrition</p> <p>In the community, how many pregnant women consume food according to its nutritional value? Few, many</p> <p>Are there many or few people in the community who are doing something for the nutrition of pregnant women and children? Tell us more.</p> <p>How many women do you think cultivate? A little or a lot? What do people think of women who grow? How many people support women's involvement in culture?</p> <p>How have women's involvement in culture changed? How has support for women growers changed? Who influenced these changes? Why did they do it? How did they do it? What movements and organizations have facilitated this change? Why or why not? Why? What are the penalties for women who cultivate? What are the rewards? By whom?</p> <p>What alliances of women farmers do you know of? What effects have these alliances had on improving the nutrition of pregnant women and children? What influence has MMD had on these changes?</p>
8	<p>Girls' education</p> <p>g. How many families in the community send their daughters to school? Few, Many</p> <p>h. What do you think has changed in girls' and boys' education in recent years? Why or why not?</p> <ul style="list-style-type: none"> - How has MMD influenced education, especially girls' schooling? - Explain the steps we've taken, and the people and institutions involved. - Explain further the steps taken and the people and institutions involved - What do people in the community think about these changes? Survey by gender and age category - What do people think of a family that doesn't send its daughter to school? - What happens to a family that refuses to send its daughter to school? - What happens to a girl who doesn't go to school? -

	<p>Early marriage</p> <p>j. In the community, how many families give their daughter under the age of 15 in marriage? Few, Many</p> <p>k.</p> <p>l. What do you think has changed in recent years with regard to marriages of girls under 15?</p> <ul style="list-style-type: none"> – What impact does MMD have on the marriage of girls under 15? – How has MMD influenced the early marriage of girls? – What do people in the community think about these changes? Survey by gender and age category. – What will happen to a person or family who practices early marriage? Why or why not? <p>What would you recommend to improve and perpetuate MMD?</p> <p>We've come to the end of the discussion. Do you have any questions? If YES Thank you. Answer the questions about discussion and research. For other, especially sensitive questions, say: "We'll make a note of your questions for the people in charge of research".</p> <p>THANK YOU FOR YOUR TIME END OF DISCUSSION</p>

Focus Group Guide - School principals/teachers

	Girls' school enrolment
1	<p>In your opinion, what proportion of families send their daughters to school? Few, many, most What changes have you seen in girls' education? What do people think of these changes?</p>
	Institutional change
2	<p>Girls' education</p> <p>Can you tell me what community members expect in terms of support and priority for girls' education over boys'? If a family were to prioritize their son's education over their daughter's, how might the community react?</p> <p>In terms of supporting girls' education, have you seen organizations or groups of institutions working together to increase resources for schools or families to keep girls in school?</p> <p>[for teachers]: As you reflect on your program, what changes has your school made over time when it comes to addressing sexual and reproductive health in the classroom? What role, if any, do you think MMD has played in this trend?</p> <p>[for teachers]: How would a teacher at your school react if a girl in class 6^{ème} told him she wanted to become a motorcycle mechanic? Or if a boy in class 5^{ème} said he wanted to be an artist?</p> <p>Since MMD was set up, what advocacy has led to changes in girls' education policy? By whom? By whom? What encouraged change?</p> <p>How does MMD affect change in education?</p> <p>What changes has the involvement of elected women brought about in girls' education policies and practices? How have they changed?</p> <p>What improvements have been made to the budget as a result of changes in girls' education policy? For how long? What influenced these improvements?</p> <p>What movements have led to girls staying in school? What are the effects of keeping girls in school? How is girls' schooling viewed in the community?</p> <p>What movements have changed the practice of early and/or forced marriage? What are the effects of reducing early or forced marriage? How is the practice of early marriage viewed in the community? What happens to families who practice early and/or forced marriage?</p>
3	<p>Maternal health</p> <p>Regarding MMD's influence on women's maternal health, would you say that Women expect to be able to see a health professional during pregnancy? Do you observe men accompanying women?</p> <p>When it comes to supporting women's decision-making power when it comes to contraception or pregnancy spacing, have you seen organizations or groups of institutions working together to support women's access to contraception, for example?</p> <p>With regard to the capacity and training of health center staff, have you observed any changes in personnel, training and services? If so, how has MMD influenced these changes?</p> <p>[for school staff]: what changes have you observed in school curricula, particularly with regard to information on the care and feeding of pregnant women?</p>
4	Marriage of children

	<p>When it comes to early marriage in your community, how would you say expectations regarding the marriage of girls under the age of 15 have changed over the past ten years? What influence, if any, has the MMD had on this trend?</p> <p>Similarly, for school-age girls who become pregnant, would you say that expectations about where they live and whether they stay in school have changed over the past 10 years?</p> <p>Since MMD was set up, what advocacy has led to changes in child marriage policy? By whom? By whom? What encouraged change?</p> <p>m. In the community, how many families give their daughter under the age of 15 in marriage? Few, Many</p> <p>n.</p> <p>o. What do you think has changed in recent years with regard to marriages of girls under 15?</p> <ul style="list-style-type: none"> – What impact does MMD have on the marriage of girls under 15? – How has MMD influenced the early marriage of girls? – What do people in the community think about these changes? Survey by gender and age category. – What will happen to a person or family who practices early marriage? Why or why not?
5	<p>Nutrition</p> <p>With regard to the consumption of healthy, nutritious food in the communities you support, have you observed any changes in the types of food farmers grow and consume? Particularly when it comes to households with pregnant or breast-feeding women.</p> <p>How have you observed MMD groups educating or organizing women farmers' needs, inputs, access to financing, etc.?</p> <p>What changes have been made to student nutrition in the school system? What activities or movements have promoted change in student nutrition? Who influenced these changes? Why did they do it? How did they do it? What are the penalties for canteens that fail to take steps to improve student nutrition?</p>
	<p>Change at individual level</p>
6	<p>Vignette 1</p> <p>a. What changes have you seen in the school system? What influence has MMD had on this change?</p> <ul style="list-style-type: none"> – What do you think of these changes? Why or why not? – What do others think of these changes? <p>What changes have you noticed in girls attending school compared to boys? How long ago did these changes appear? What is the effect of these changes?</p>
	<p>Changes at Community level</p>
7	<ul style="list-style-type: none"> – What major changes has MMD brought about in the community's attitude to girls' education? Early marriage? – In your opinion, do these changes affect few or many people? –
	<p>Marriage of children</p> <p>When it comes to early marriage in your community, how would you say expectations regarding the marriage of girls under the age of 15 have changed over the past ten years? What influence, if any, has the MMD had on this trend?</p> <p>Similarly, for school-age girls who become pregnant, would you say that expectations about where they live and whether they stay in school have changed over the past 10 years?</p>

	<p>[for health workers]: With regard to teenage pregnancy, especially among sexually active unmarried girls and boys sexually active girls and boys, what type of information does your center generally share on the use of contraception? What kind of information do you share with parents of teenagers in your community about educating children about safety?</p> <p>[for health workers]: How has your practice evolved over time when it comes to serving unmarried pregnant girls? Do you find that there are more or fewer cases of unmarried pregnant children in your community? What role, if any, do you think MMD has played in this trend?</p>
5	<p>What would you recommend to improve and perpetuate MMD?</p> <p>We've come to the end of the discussion. Do you have any questions? If YES Thank you. Answer the questions about discussion and research. For other, especially sensitive questions, say: "We'll make a note of your questions for the people in charge of research".</p> <p>THANK YOU FOR YOUR TIME END OF DISCUSSION THANK YOU FOR YOUR TIME</p>

Focus Group Guide - Maternal health and nutrition officers

	indicator status
1	<p>a. At your facility, what changes have you seen in maternal health and nutrition indicators? Probe for availability of inputs, resources, technical facilities, attendance, etc.</p> <p>b. What do you think of these changes?</p> <ul style="list-style-type: none"> - What encourages women to visit maternal health and nutrition services? - What are the differences between girls aged 15 to 24, women aged 25 to 39 and women aged 40 to 60?
	Institutional change
2	<p>Maternal health</p> <p>Regarding MMD's influence on women's maternal health, would you say that Women expect to be able to see a health professional during pregnancy? Do you observe men accompanying women?</p> <p>When it comes to supporting women's decision-making power when it comes to contraception or pregnancy spacing, have you seen organizations or groups of institutions working together to support women's access to contraception, for example?</p> <p>[for CSOs/service providers]: if you provide services in the area of women's maternal health, how has the MMD influenced your responsiveness or your services?</p> <p>With regard to the capacity and training of health center staff, have you observed any changes in personnel, training and services? If so, how has MMD influenced these changes?</p> <p>Since MMD was set up, what advocacy has led to changes in maternal health policy? By whom? By whom? What encouraged change?</p> <p>What improvements have been made to the budget as a result of changes in policy to support MCH? For how long? What influenced these improvements?</p> <p>What changes have taken place in terms of women's regularity at prenatal consultations? How long ago did the change occur? Why or why not? What role have women played in this change? What about men? Specify type of women or men (respondents: Health, MMD, Non MMD)</p> <p>Do you know or have you heard of coalitions that support maternal health? Who are they? What actions have they taken? What are the effects on the evolution of MCH? Survey women's and men's coalitions</p> <p>What changes have you seen in the stakeholders involved in meeting women's needs? How have these changes affected associations, organizations and the community?</p> <p>To your knowledge, what actions have led to a change in access to SMI services (care, information, etc.)?</p>
3	<p>Nutrition</p> <p>With regard to the consumption of healthy, nutritious food in the communities you support, have you observed any changes in the types of food farmers grow and consume? Particularly when it comes to households with pregnant or breast-feeding women.</p> <p>[for local agents/organizations]: What role does your organization play in helping women farmers obtain good-quality land to cultivate? good quality land to cultivate?</p> <p>How have you observed MMD groups educating or organizing women farmers' needs, inputs, access to financing, etc.?</p> <p>Since MMD was set up, what advocacy has led to changes in nutrition policy? By whom? By whom? What encouraged change?</p>

	What improvements have been made to the budget as a result of changes in nutrition policy? For how long? What influenced these improvements?
4	<p>Marriage of children</p> <p>When it comes to early marriage in your community, how would you say expectations regarding the marriage of girls under the age of 15 have changed over the past ten years? What influence, if any, has the MMD had on this trend?</p> <p>Similarly, for school-age girls who become pregnant, would you say that expectations about where they live and whether they stay in school have changed over the past 10 years?</p> <p>[[for health workers]]: With regard to teenage pregnancy, especially among sexually active unmarried girls and boys sexually active girls and boys, what type of information does your center generally share on the use of contraception? What kind of information do you share with parents of teenagers in your community about educating children about safety?</p> <p>[for health workers]: How has your practice evolved over time when it comes to serving unmarried pregnant girls? Do you find that there are more or fewer cases of unmarried pregnant children in your community? What role, if any, do you think MMD has played in this trend?</p> <p>a. What changes have you seen in the healthcare system in recent years? – What influence does MMD have on these changes? How can we help?</p> <p>b. What do you think has changed over the past 20 years with regard to early marriage of girls? – What influenced this change? Probe MMD's impact on early marriage of girls if known? – What do people in the community think about this change? Poll by gender and age category</p>
	Change at individual level
5	<p>Vignette 1</p> <p>a. What changes have you seen in maternal health and nutrition providers? What influence has MMD had on these changes?</p> <p>b. Could you tell us about some major changes in women's lives that were unthinkable years ago, both in the community and in healthcare structures? – What do you think of these changes? Why or why not? – What do others think of these changes? Why or why not?</p>
	Changes at Community level
6	<p>– What major changes have you noticed in the community's habits? Probe: maternal health, child marriage, girls' schooling, nutrition? – What influence does MMD have on these changes? How can we help?</p> <p>a. What proportion of families in the community give their daughters in marriage before the age of 18? – Has there been a change in the age at which girls marry? What has influenced this change? How did it happen? – What role does MMD play in these changes? Tell us more?</p>
7	Change of gender
	Vignette 2
8	<p>a. In recent years, what changes have you seen in the roles and responsibilities of women in the healthcare system?</p> <p>b. What do you think of these changes?</p> <p>c. What impact has it had on the way healthcare structures operate? What impact has it had?</p>

In-depth interview guide - Community and religious leaders

1	Information about MMD
	<ul style="list-style-type: none"> a. Could you tell us about your community? Probe the characteristics of the inhabitants, men's source of income, women's, infrastructure, etc? b. What types of women's groups do you know of in your community? c. Have you heard of MMD? If No go to question 2 <ul style="list-style-type: none"> – If so, what do you think of MMD? – What do community members think of MMD?
	Changes at individual level
2	Vignette 1 (to be written with Care's support)
	<ul style="list-style-type: none"> a. Could you tell us about the changes you've seen in women's lives? <ul style="list-style-type: none"> – Probe : Personal life (ability, knowledge, autonomy) – Family life (decision-making power, responsibilities, expenses) – Social life, – Economic life (activities, profits, management, etc.) – Political life (insertion into political positions, political actions, etc.) – Could you explain how MMD has influenced these changes? – What encouraged these changes? How did they come about? – Find out about the people and institutions that helped bring about these changes. b. Could you tell us about some of the big changes in women's lives that we couldn't even think of before? <ul style="list-style-type: none"> – What do you think of the changes influenced? – What influenced these changes? Why or why not? – What do community and religious leaders think of these changes? –
	Community-level changes linked to MMD
3	
	<ul style="list-style-type: none"> a. How are women leaders perceived in the community, in relation to religion and morals? Why or why not? b. What differences do you notice between MMD women and other women in the community? In your opinion, what are the reasons for these differences? c. What are the effects of MMD on religion and customs? <ul style="list-style-type: none"> – Probe: women's involvement in decision-making, child marriage, girls' schooling, nutrition? d. In your community, what proportion of families give their daughters in marriage before the age of 18? <ul style="list-style-type: none"> – What is the minimum age for giving a girl in marriage in this community? Why is this? – Who influences these decisions in the community? – Has there been a change in the age of marriage for girls? – What influence has MMD had on these changes? Tell us more?
4	Gender changes linked to MMD
	Vignette 2
5	<ul style="list-style-type: none"> a. In recent years, what changes have you seen in the roles and responsibilities of women in the community? <ul style="list-style-type: none"> – What do people in the community think of these changes?

	<ul style="list-style-type: none"> – What effect has MMD had on these changes? How did it work? b. In religion and US & Custom, what responsibilities are acceptable for women? Why or why not? <ul style="list-style-type: none"> – What is not acceptable? Why not? c. In religion, US and custom, what activities are approved for women? Why or why not? <ul style="list-style-type: none"> – What activities are not approved for women? Why or why not? – How has MMD influenced women's responsibilities and activities? d.
	Effects at institutional level
6	<p>Maternal health</p> <p>Regarding MMD's influence on women's maternal health, would you say that Women expect to be able to see a health professional during pregnancy? Do you observe men accompanying women?</p> <p>When it comes to supporting women's decision-making power when it comes to contraception or pregnancy spacing, have you seen organizations or groups of institutions working together to support women's access to contraception, for example?</p> <p>With regard to the capacity and training of health center staff, have you observed any changes in personnel, training and services? If so, how has MMD influenced these changes?</p> <ul style="list-style-type: none"> a. Which people and institutions have fostered the changes brought about by MMD? Why or why not? Why? b. What is MMD's relationship with religious and community leaders? c. In your opinion, what has changed in the education of girls and boys in recent years? <ul style="list-style-type: none"> – What impact has MMD had on education? How has MMD influenced education, especially the enrolment of girls? – What do people in the community think of this change? – Survey by gender and age category d. What do you think has changed in recent years with regard to early marriage of girls? <ul style="list-style-type: none"> • – What impact does MMD have on the early marriage of girls? – What do people in the community think of this change? e. What do you think has changed in maternal and child health in recent years? <ul style="list-style-type: none"> • – What impact has MMD had on maternal and child health? How has MMD influenced maternal and child health? – What do people in the community think about these changes? Survey by gender and age category f. What impact does MMD have on the nutrition of pregnant women and their children? <ul style="list-style-type: none"> – children in recent years? – How MMD has influenced the nutrition of pregnant and breastfeeding women. – children? – What do people in the community think of these changes?
7	<p>Marriage of children</p> <p>When it comes to early marriage in your community, how would you say expectations regarding the marriage of girls under the age of 15 have changed over the past ten years? What influence, if any, has the MMD had on this trend?</p> <p>Similarly, for school-age girls who become pregnant, would you say that expectations about where they live and whether they stay in school have changed over the past 10 years?</p>

8	<p>Nutrition With regard to the consumption of healthy, nutritious food in the communities you support, have you observed any changes in the types of food farmers grow and consume? Particularly when it comes to households with pregnant or breast-feeding women.</p> <p>[for local agents/organizations]: What role does your organization play in helping women farmers obtain good quality land to cultivate?</p> <p>How have you observed MMD groups educating or organizing women farmers' needs, inputs, access to financing, etc.?</p>
9	<p>Girls' education</p> <p>Can you tell me what community members expect in terms of support and priority for girls' education over boys'? If a family prioritized their son's education over their daughter's, how might the community react?</p> <p>In terms of supporting girls' education, have you seen organizations or groups of institutions working together to increase resources for schools or families to keep girls in school?</p> <p>[for religious leaders]: Thinking about the advice you give to congregants and community members, how do you discuss the importance of girls' education with girls and their families? How has this advice evolved over the years? If a family says it's more important to educate a boy than a girl, how do you usually respond?</p> <p>[for teachers]: As you reflect on your program, what changes has your school made over time when it comes to addressing sexual and reproductive health in the classroom? What role, if any, do you think MMD has played in this trend?</p> <p>THANK YOU FOR YOUR TIME</p>

In-depth interview guide - local authority/executing agents

1	<p>Information about MMD</p>
	<p>a. Can you tell us about MMD?</p> <ul style="list-style-type: none"> - How they work (structure, membership requirements, activities, resources, etc.) - How long have they existed in your community? <p>b. What is the relationship between your organization and MMD? How does it work?</p> <ul style="list-style-type: none"> - What role do you play in this relationship <p>c. What other structures do you know of that interact with MMD? What is the nature of their relationship?</p> <p>d. What adaptations have been made to MMD? Why were they made? When were they made? How were they made?</p> <p>e. How is MMD scaled up? By whom? Where? How?</p> <ul style="list-style-type: none"> - What are the challenges facing MMD? - What difficulties did you encounter when scaling up? - How were these difficulties resolved? - What do you think of MMD?
	<p>Changes at individual level</p>
2	<p>a. Could you tell us about the changes you've seen in women's lives?</p> <ul style="list-style-type: none"> - Probe : Personal life (ability, knowledge, autonomy) - Family life (decision-making power, responsibilities, expenses) - Social life, - Economic life (activities, profits, management, etc.) - Political life (insertion into political positions, political actions, etc.)

	<p>b. Could you explain how MMD has influenced these changes?</p> <ul style="list-style-type: none"> – – Find out about the people and institutions that helped bring about these changes. – Could you tell us about some of the big changes in women's lives that we couldn't have imagined before MMD? – How has MMD influenced these changes? – What about men? Which ones and how?
	Community-level changes linked to MMD
3	<p>a. How are MMD women perceived in the community? Why or why not?</p> <p>b. What differences do you notice between MMD women and other women in the community, in terms of autonomy and health? In your opinion, what are the reasons for these differences?</p> <p>c. What major changes has MMD influenced in terms of women's autonomy, their health and that of their daughters?</p> <ul style="list-style-type: none"> – Probe: women's involvement in decision-making, child marriage, girls' schooling, nutrition? <p>d. What proportion of families in the community give their daughters in marriage before the age of 18?</p> <ul style="list-style-type: none"> – What is the minimum age for giving a girl in marriage in this community? Why is this? – Who influences these decisions in the community? – Has there been a change in the age at which girls marry? What has influenced this change? How did it happen? – What influence has MMD had on these changes? Tell us more?
4	Gender changes linked to MMD
5	<p>a. Over the past few years, what changes have you seen in the roles and responsibilities of women in the community?</p> <ul style="list-style-type: none"> – What impact has MMD had on these changes? How has it helped? <p>b. What did the people of this community think of these changes? Why or why not?</p> <ul style="list-style-type: none"> – How have community attitudes towards MMD changed?
	Effects at institutional level
6	<p>Maternal health</p> <p>Regarding MMD's influence on women's maternal health, would you say that Women expect to be able to see a health professional during pregnancy? Do you observe men accompanying women?</p> <p>In terms of supporting women's decision-making power in terms of contraception or pregnancy spacing, have you seen organizations or groups of institutions working together to support women's access to contraception, for example?</p> <p>[for CSOs/service providers]: if you provide services in the area of women's maternal health, how has the MMD influenced your responsiveness or your services?</p> <p>With regard to the capacity and training of health center staff, have you observed any changes in personnel, training and services? If so, how has MMD influenced these changes?</p> <p>Who are the local elected officials advocating for the SMI? Who are they? Who are they? What were the benefits of this advocacy?</p> <p>Do you know or have you heard of coalitions that support maternal health? Who are they? What actions have they taken? What are the effects on the evolution of MCH? Survey women's and men's coalitions</p> <p>What changes have you seen in the stakeholders involved in meeting women's needs? How have these changes affected associations, organizations and the community?</p>

	To your knowledge, what actions have led to a change in access to SMI services (care, information, etc.)?
7	<p>Marriage of children When it comes to early marriage in your community, how would you say expectations regarding the marriage of girls under 15 have changed over the past ten years? What influence, if any, has the MMD had on this trend?</p> <p>Similarly, for school-age girls who become pregnant, would you say that expectations about where they live and whether they stay in school have changed over the past 10 years?</p> <p>[for local agents/organizations]: What role has your organization or organizations/positions like yours played in helping to communicate to the public the negative consequences of early marriage for girls?</p> <p>[for local agents/organizations]: How has your organization helped women in the community to speak out against the early marriage of girls?</p> <p>[Since MMD was set up, what advocacy has led to changes in child marriage policy? By whom? By whom? What encouraged change?</p> <p>What changes has the involvement of elected women brought about in child marriage policies and practices? How have they changed?</p>
8	<p>Girls' education</p> <p>[For local agents/organizations]: With regard to girls' education, what role does your organization/anyone in your position play in supporting girls' enrolment and retention in school through to graduation?</p> <p>Can you tell me what community members expect in terms of support and priority for girls' education over boys'? If a family were to prioritize their son's education over their daughter's, how might the community react?</p> <p>In terms of supporting girls' education, have you seen organizations or groups of institutions working together to increase resources for schools or families to keep girls in school?</p> <p>Since MMD was set up, what advocacy has led to changes in girls' education policy? By whom? By whom? What encouraged change?</p> <p>What changes has the involvement of elected women brought about in girls' education policies and practices? How have they changed?</p> <p>What movements have led to girls staying in school? What are the effects of keeping girls in school? How is girls' schooling viewed in the community?</p> <p>What movements have changed the practice of early and/or forced marriage? What are the effects of reducing early and/or forced marriage? How is the practice of early marriage viewed in the community? What happens to families who practice early and/or forced marriage?</p>
9	<p>Nutrition</p> <p>With regard to the consumption of healthy, nutritious food in the communities you support, have you observed any changes in the types of food farmers grow and consume? Particularly when it comes to households with pregnant or breast-feeding women.</p> <p>[for local agents/organizations]: What role does your organization play in helping women farmers to obtain good quality land to cultivate? good quality land to cultivate?</p> <p>How have you observed MMD groups educating or organizing women farmers' needs, inputs, access to financing, etc.?</p>

	<p>Since MMD was set up, what advocacy has led to changes in nutrition policy? By whom? By whom? What encouraged change?</p> <p>What improvements have been made to the budget as a result of changes in nutrition policy? For how long? What influenced these improvements?</p>
10	<p>a. Which people and institutions have fostered the changes brought about by MMD? Why or why not? Why?</p> <p>b. What impact has MMD had on your organization? What impact has it had? – Are you aware of its impact on other structures? Which ones?</p> <p>c. In your opinion, what has changed in the education of girls and boys in recent years? – What impact has MMD had on education? How has MMD influenced education, especially the enrolment of girls? – What do people in the community think of this change?</p> <p>d. What do you think has changed in recent years with regard to early marriage of girls? – What are MMD's impacts on early marriage of girls? How has MMD influenced girls' early marriage? – What do people in the community think about this change? Poll by gender and age category</p> <p>e. What do you think has changed in maternal and child health in recent years? • – What impact has MMD had on maternal and child health? How has MMD influenced maternal and child health? – What do people in the community think of these changes?</p> <p>f. What impact does MMD have on the nutrition of pregnant women and their children? – children in recent years? – How MMD has influenced the nutrition of pregnant and breastfeeding women. – children? – What do people in the community think of these changes?</p> <p>g. What are MMD's more positive impacts on the lives of women and men? Tell us more</p> <p>h. What are MMD's most negative impacts on the lives of women and men? Tell us more</p> <p>THANK YOU FOR YOUR TIME</p>

In-depth interview guide - Female leaders

1	<p>Information about MMD</p> <ol style="list-style-type: none"> a. Can you tell us about the process of joining MMD? b. How it works (structure, membership requirements, activities, resources, etc.) c. What motivated you to join MMD? How did you get involved? d. Who are the people who have supported you? Why or why not? How did they support you? e. What role do you play in MMD? f. Which structures interact with MMD? <ul style="list-style-type: none"> – What is the nature of their relationship? g. What works with MMD? Why does it work? How does it work? <p>Probe the level of organizations, implementing actors, tool, partnership, participation/partnership of men etc)?</p> <ol style="list-style-type: none"> h. What isn't working well (in terms of organizations, implementing actors, tools, partnerships, human participation/partnership, etc.)? Why is this?
	<p>Changes at individual level</p>
2	<ol style="list-style-type: none"> a. Can you tell us about the changes you've seen in your life thanks to MMD? <ul style="list-style-type: none"> – Probe : Personal life (ability, knowledge, autonomy) – Family life (decision-making power, responsibilities, expenses) – Social life, – Economic life (activities, profits, management, etc.) – Political life (insertion into political positions, political actions, etc.) <ul style="list-style-type: none"> – Could you explain how MMD has influenced these changes? – What encouraged these changes? How did they come about? – Find out about the people and institutions that helped bring about these changes. b. Could you tell us about some of the big changes in your life that we couldn't have imagined before MMD? <ul style="list-style-type: none"> – How has MMD influenced these changes? – What about men? Which ones and how?
	<p>MDD-related changes at community level</p>
3	<ol style="list-style-type: none"> a. How many women are leaders? Few, many? b. How are you perceived in the community? Why or why not? <ul style="list-style-type: none"> – Survey perception of women vs. perception of men, young and old c. How do you distinguish yourself from other women in the community? <ul style="list-style-type: none"> – What do you think are the reasons for these differences? d. What influences do you have on the other MMD women? <ul style="list-style-type: none"> – And for non-MMD women? – What major changes has MMD brought about in practices relating to women's autonomy, their health and that of their daughters? – Probe: women's involvement in decision-making, child marriage, girls' schooling, nutrition? e. In the community, what actions have you taken to improve health, nutrition and education? f. In your opinion, what proportion of families give their daughters in marriage before the age of 18? <ul style="list-style-type: none"> – What is the minimum age for giving a girl in marriage in this community? Why is this? – Has there been a change in the age at which girls marry? What has influenced this change? How did it happen?

4	Gender changes linked to MMD
5	<p>c. Could you tell us how MMD has impacted your life and that of your family?</p> <p>d. What changes have you seen in your roles and responsibilities in recent years? What impact has MMD had on these changes? How has it helped?</p> <ul style="list-style-type: none"> – How do these changes affect men? <p>e. What responsibilities are acceptable for women? Why or why not?</p> <ul style="list-style-type: none"> – What is not acceptable? Why not? – Has there been a change in terms of women's responsibilities being acceptable or not? Tell us more.
	Effects at institutional level
6	<p>Maternal health</p> <p>Regarding MMD's influence on women's maternal health, would you say that Women expect to be able to see a health professional during pregnancy? Do you observe men accompanying women?</p> <p>When it comes to supporting women's decision-making power when it comes to contraception or pregnancy spacing, have you seen organizations or groups of institutions working together to support women's access to contraception, for example?</p> <p>With regard to the capacity and training of health center staff, have you observed any changes in personnel, training and services? If so, how has MMD influenced these changes?</p> <p>Since MMD was set up, what advocacy has led to changes in maternal health policy? By whom? By whom? What encouraged change?</p> <p>Who are the local elected officials advocating for the SMI? Who are they? Who are they? What have been the benefits of this advocacy?</p> <p>What improvements have been made to the budget as a result of changes in policy to support MCH? For how long? What influenced these improvements?</p> <p>Do you know or have you heard of coalitions that support maternal health? Who are they? What actions have they taken? What effects have they had on the evolution of MCH? Survey women's and men's coalitions</p> <p>What changes have you seen in the stakeholders involved in meeting women's needs? How have these changes affected associations, organizations and the community?</p> <p>To your knowledge, what actions have led to a change in access to SMI services (care, information, etc.)?</p>
7	<p>Marriage of children</p> <p>When it comes to early marriage in your community, how would you say expectations regarding the marriage of girls under 15 have changed over the past ten years? What influence, if any, has the MMD had on this trend?</p> <p>Similarly, for school-age girls who become pregnant, would you say that expectations about where they live and whether they stay in school have changed over the past 10 years?</p> <p>[for local agents/organizations]: What role has your organization or organizations/positions like yours played in helping to communicate to the public the negative consequences of early marriage for girls?</p> <p>[for local agents/organizations]: How has your organization helped women in the community to speak out against the early marriage of girls?</p>

	<p>When it comes to early marriage in your community, how would you say expectations regarding the marriage of girls under 15 have changed over the past ten years? What influence, if any, has the MMD had on this trend?</p> <p>Similarly, for school-age girls who become pregnant, would you say that expectations about where they live and whether they stay in school have changed over the past 10 years?</p> <p>[for local agents/organizations]: What role has your organization or organizations/positions like yours played in helping to communicate to the public the negative consequences of early marriage for girls?</p> <p>[for local agents/organizations]: How has your organization helped women in the community to speak out against the early marriage of girls?</p> <p>unmarried? Do you find that there are more or fewer cases of unmarried pregnant children</p> <p>What changes has the involvement of elected women brought about in child marriage policies and practices? How have they changed?</p>
	<p>Girls' education</p> <p>With regard to girls' education, what role does your organization/anyone you know play in supporting girls' enrolment and retention in school through to graduation?</p> <p>Can you tell me about the expectations of community members regarding support and the priority given to girls' schooling over boys'? If a family were to prioritize their son's education over their daughter's, how might the community react?</p> <p>In terms of supporting girls' education, have you seen organizations or groups of institutions working together to increase resources for schools or families to keep girls in school?</p> <p>[For local agents/organizations]: With regard to girls' education, what role does your organization/anyone in your position play in supporting girls' enrolment and retention in school through to graduation?</p> <p>Can you tell me about the expectations of community members regarding support and the priority given to girls' schooling over boys'? If a family were to prioritize their son's education over their daughter's, how might the community react?</p> <p>In terms of supporting girls' education, have you seen organizations or groups of institutions working together to increase resources for schools or families to keep girls in school?</p> <p>Since MMD was set up, what advocacy has led to changes in girls' education policy? By whom? By whom? What encouraged change?</p> <p>What changes has the involvement of elected women brought about in girls' education policies and practices? How have they changed?</p> <p>What movements have led to girls staying in school? What are the effects of keeping girls in school? How is girls' schooling viewed in the community?</p> <p>What movements have changed the practice of early and/or forced marriage? What are the effects of reducing early and/or forced marriage? How is the practice of early marriage viewed in the community? What happens to families who practice early and/or forced marriage?</p>
	<p>Nutrition</p> <p>With regard to the consumption of healthy, nutritious food in the communities you support, have you observed any changes in the types of food farmers grow and consume? Particularly when it comes to households with pregnant or breast-feeding women.</p> <p>What role does your organization play in helping women farmers obtain good quality land good quality land to cultivate?</p>

	<p>How have you observed MMD groups educating or organizing women farmers' needs, inputs, access to financing, etc.?</p> <p>Since MMD was set up, what advocacy has led to changes in nutrition policy? By whom? By whom? What encouraged change?</p>
8	<p>i. Which people and institutions have supported your progress? Why or why not? How have you done so?</p> <p>j. What have you done to improve the health and education systems? How have you done this?</p> <p>k. What has changed in the systems thanks to your involvement? Probe girls' and boys' education, sexual health, nutrition and child marriage</p> <p>l. What do you think has changed in women's lives in recent years?</p> <p>– Do you know of any actions taken by individuals or institutions to discourage these changes? If so, please tell me more about them.</p> <p>m. What are MMD's more positive impacts on the lives of women and men? Tell us more</p> <p>n. What are MDD's most negative impacts on the lives of women and men? Tell us more</p> <p>THANK YOU FOR YOUR TIME</p>

In-depth interview guide - CARE team

1	<p>Information about MMD</p> <p>i. Can you tell us about the process of setting up MMD?</p> <p>j. How it works (structure, membership requirements, activities, resources, etc.)</p> <p>k. What role do you play in MMD?</p> <p>l. Which structures interact with MMD?</p> <p>– What is the nature of their relationship?</p> <p>m. What works with MMD? Why does it work? How does it work?</p> <p>Probe the level of organizations, actors of implementation, tool, partnership, participation/partnership of men etc)?</p> <p>n. What isn't working well (in terms of organizations, implementing actors, tools, partnerships, human participation/partnership, etc.)? Why is this?</p> <p>– What should we do?</p> <p>o. What adaptations have been made to MMD? Why were they made? When were they made? How were they made?</p> <p>p. How is MMD scaled up? By whom? Where? How?</p> <p>q. What are the challenges facing MMD?</p> <p>r. What difficulties did you encounter when scaling up?</p> <p>– How were these difficulties resolved?</p> <p>s. What do you think of MMD?</p>
	<p>Changes at individual level</p>
2	<p>– Can you tell us what changes you've seen in the life of MMD women? Probe : Personal life (ability, knowledge, autonomy)</p> <p>– Family life (decision-making power, responsibilities, expenses)</p> <p>– Social life,</p> <p>– Economic life (activities, profits, management, etc.)</p> <p>– Political life (insertion into political positions, political actions, etc.)</p> <p>– Could you explain how MMD has influenced these changes?</p> <p>– What encouraged these changes? How did they come about?</p>

	<ul style="list-style-type: none"> – Find out about the people and institutions that helped bring about these changes. <p>c. Could you tell us about some of the big changes in your life that we couldn't have imagined before MMD?</p> <ul style="list-style-type: none"> – How has MMD influenced these changes? – What about men? Which ones and how?
	MDD-related changes at community level
3	<p>g. How is MMD perceived in the community? Why or why not?</p> <ul style="list-style-type: none"> – Survey perception of women vs. perception of men, young and old <p>h. How do you distinguish MMD women from other women in the community?</p> <ul style="list-style-type: none"> – What do you think are the reasons for these differences? – – What major changes has MMD brought about in practices relating to women's autonomy, their health and that of their daughters? – Probe: women's involvement in decision-making, child marriage, girls' schooling, nutrition? <p>i. In the community, what actions has MMD taken to improve health, nutrition and education?</p> <p>j. In your opinion, what proportion of families give their daughters in marriage before the age of 18?</p> <ul style="list-style-type: none"> – What is the minimum age for giving a girl in marriage in this community? Why is this? – Who influences these decisions in the community? – Has there been a change in the age at which girls marry? What has influenced this change? How did it happen?
4	Gender changes linked to MMD
5	<p>f. Over the past few years, what changes have you seen in your roles and responsibilities? What impact has MMD had on these changes? How has it helped?</p> <ul style="list-style-type: none"> – How do these changes affect men? <p>g. What responsibilities are acceptable for women? Why or why not?</p> <ul style="list-style-type: none"> – What is not acceptable? Why not? – – How have community attitudes towards MMD changed? – Survey the attitudes of men and women, young and old alike. – How did these changes come about? <p>h.</p>
	Effects at institutional level
6	<p>Maternal health</p> <p>Regarding MMD's influence on women's maternal health, would you say that Women expect to be able to see a health professional during pregnancy? Do you observe men accompanying women?</p> <p>When it comes to supporting women's decision-making power when it comes to contraception or pregnancy spacing, have you seen organizations or groups of institutions working together to support women's access to contraception, for example?</p> <p>[for CSOs/service providers]: if you provide services in the area of women's maternal health, how has the MMD influenced your responsiveness or your services?</p> <p>With regard to the capacity and training of health center staff, have you observed any changes in personnel, training and services? If so, how has MMD influenced these changes?</p> <p>Who are the local elected officials advocating for the SMI? Who are they? Who are they? What have been the benefits of this advocacy?</p>

	<p>Do you know or have you heard of coalitions that support maternal health? Who are they? What actions have they taken? What effects have they had on the evolution of MCH? Survey women's and men's coalitions</p> <p>What changes have you seen in the stakeholders involved in meeting women's needs? How have these changes affected associations, organizations and the community?</p> <p>To your knowledge, what actions have led to a change in access to SMI services (care, information, etc.)?</p>
8	<p>Marriage of children</p> <p>When it comes to early marriage in your community, how would you say expectations regarding the marriage of girls under the age of 15 have changed over the past ten years? What influence, if any, has the MMD had on this trend?</p> <p>Similarly, for school-age girls who become pregnant, would you say that expectations about where they live and whether they stay in school have changed over the past 10 years?</p> <p>[for local agents/organizations]: What role has your organization or organizations/positions like yours played in helping to communicate to the public the negative consequences of early marriage for girls?</p> <p>[for local agents/organizations]: How has your organization helped women in the community to speak out against the early marriage of girls?</p>
9	<p>Girls' education</p> <p>[For local agents/organizations]: With regard to girls' education, what role does your organization/anyone in your position play in supporting girls' enrolment and retention in school through to graduation?</p> <p>Can you tell me about the expectations of community members regarding support and the priority given to girls' schooling over boys'? If a family prioritized their son's education over their daughter's, how might the community react?</p> <p>In terms of supporting girls' education, have you seen organizations or groups of institutions working together to increase resources for schools or families to keep girls in school?</p> <p>Since MMD was set up, what advocacy has led to changes in girls' education policy? By whom? By whom? What encouraged change?</p> <p>What changes has the involvement of elected women brought about in girls' education policies and practices? How have they changed?</p> <p>What movements have led to girls staying in school? What are the effects of keeping girls in school? How is girls' schooling viewed in the community?</p> <p>What movements have changed the practice of early and/or forced marriage? What are the effects of reducing early and/or forced marriage? How is the practice of early marriage viewed in the community? What happens to families who practice early and/or forced marriage?</p>
	<p>Nutrition</p> <p>With regard to the consumption of healthy, nutritious food in the communities you support, have you observed any changes in the types of food farmers grow and consume? Particularly when it comes to households with pregnant or breast-feeding women.</p> <p>[for local agents/organizations]: What role does your organization play in helping women farmers to obtain good quality land to cultivate? good quality land to cultivate?</p>

	<p>How have you observed MMD groups educating or organizing women farmers' needs, inputs, access to financing, etc.?</p> <p>Since MMD was set up, what advocacy has led to changes in nutrition policy? By whom? By whom? What encouraged change?</p> <p>What improvements have been made to the budget as a result of changes in nutrition policy? For how long? What influenced these improvements?</p>
6	<p>o. What has MMD done to improve the health and education systems?</p> <p>p. What has changed in the systems thanks to women's involvement? Probe girls' and boys' education, sexual health, nutrition and child marriage</p> <p>q. What do you think has changed in women's lives in recent years?</p> <p>– Do you know of any actions taken by individuals or institutions to support MMD and the changes it is bringing about? If so, please tell me more about them.</p> <p>r. Which people and institutions are opposed to these changes? Why? (Probe the characteristics of these people)</p> <p>– Do you know of any actions taken by individuals or institutions to discourage these changes? If so, please tell me more about them.</p> <p>s. What are MMD's more positive impacts on the lives of women and men? Tell us more</p> <p>t. What are MMD's most negative impacts on the lives of women and men? Tell us more</p> <p>u. What would you recommend to improve and perpetuate MMD?</p> <p>THANK YOU FOR YOUR TIME</p>

Outcome Harvesting is akin to forensic science in that it applies a wide range of techniques to provide evidence-based answers to the following questions: - What happened? - Who did it (or contributed to it)? - How do we know? Is there corroborating evidence? - Why does it matter? What do we do with what we've discovered? The answers to these questions provide important information about the contribution of a specific program to a given result or results.

Annex IV: Vignettes (Qualitative guide)

The purpose of the vignettes was included in the original interview and focus group discussion guides and were finalized before the data collection started.

Vignette 1 - Maternal Health

Let's imagine a young married couple from your community [USE TWO APPROPRIATE NAMES]. They were married a few months ago. Together, they go to the dispensary to ask about contraception, as they want to wait before having children.

- Is this something that happens in your community?
- Should young married couples have children right away, or can they wait?

The young husband accompanies his wife because an NGO has organized a community event on the importance of men supporting their wives' health.

- Does this happen in your community? Do you know any men who accompany their wives to the health center?

The health center provides information on contraception and access to different types of contraception

- Is this the case at your health center? Has it always been the case?
- Are health center staff able to answer your questions about contraception?

Fast forward one year: this same young married couple is expecting their first child. The young woman returns to the health center with her husband 8 times during her pregnancy.

- Have you ever heard of pregnant women going to the health center so many times during their pregnancy?
- Is it likely that a man will accompany her all eight times?
- What do people in the pregnant women's community have to say about not being regular visitors?
- Since MMD was set up, what advocacy has led to changes in maternal health policy? By whom? By whom? What encouraged change?
- What role did women play in this change? What about men? Specify the type of women or men.

Vignette 2 - Early child marriage:

Now let's imagine that three girls are chatting on the way home from school. NAME is 14 and NAME is 17, they are sisters, NAME is 15 and has a friend who is pregnant. They're talking about the fact that in another village, young girls celebrate dropping out of school to get married. But such celebrations don't take place in their community.

- Have you heard of this practice?
- Does this happen in your community? Has it happened in the past?

The pregnant girl NAME still lives with her parents, who insist that she stays at school.

- Is this likely to happen in your community? Do pregnant girls live with their parents? Or do they stay at school?

17-year-old NOM says boyfriend will follow imam's suggestion to stay single until she graduates

- Have you heard of religious leaders advising boys to marry better-educated girls?"]

The pregnant girl NOM tells her friends that when she realized she was pregnant, she asked a teacher at school what she should do. The teacher helped her convince her parents to keep her at school.

- Is this type of teacher-parent intervention likely in your community? Would teachers encourage girls to stay in school? Do you think this girl will be able to go to school while pregnant?

Vignette 3 - Girls' education:

Now let's imagine a classroom in a school. In this community, there is only one elementary school. The high school is far away. In this classroom, there are many girls of different ages. Our story centers on a 12-year-old girl, Fatima. She is gifted, especially in mathematics, and has secured a place in a state boarding school (or in associations that subsidize secondary education for girls).

- Is it possible for a girl from your community to get a scholarship to go to a public boarding school? Would this be encouraged? Is the situation different from what it was before? Is it more likely to happen to a boy?
- Her parents have told her it's not good for a girl to receive too much education, so Fatima intends to compete for a scholarship.

- Are parents in your community likely to prevent their daughters from studying "too hard"? Is this situation any different from before?

Her teacher sees her talent for mathematics and encourages her to take up engineering, so that she can build bridges and buildings for her community. But Fatima hasn't seen any women in her community doing this kind of work.

- Is it likely that a teacher in your community would encourage a girl to go into a job typically considered masculine?

Her brother went to high school and university. Her older sister, who was as gifted as Fatima, didn't go to high school and got married. Fatima really wants to go to boarding school and is trying to convince her parents to do so. A 13-year-old boy in her class, Abdou, admires Fatima. Although his mother never finished high school, he likes the idea of a girl who knows a lot.

- Do the boys in your community appreciate educated women and girls? Is it different from before?

Vignette 4 – Nutrition “A really rich land”

Is it likely that a woman farmer in your community has a rich land? Who is likely to have the richest land in your community?

(Let's look at this woman farmer) She grows a variety of crops for herself and her family with a surplus she can sell.

- Are the farmers in your community likely to consume their most nutritious crops? Or do they sell them and buy fried foods?

Her sister-in-law NAME 2 has just given birth and lives in her house with her brother, husband and three children. The family has made her sister-in-law's health a priority and has given her eggs and other nutritious foods to eat since she is breastfeeding. However, the mother-in-law wants to feed the baby water and dates, as is traditional, but NAME has attended training courses and refuses, arguing that she has learned that breastfeeding is the most effective food for newborns.

- Is it likely that a family in your community would give priority to the health of a pregnant or breastfeeding woman in this way?
- Will NAME 2 agree with her sister-in-law or mother-in-law on the best way to feed her baby?



For more information, visit: <https://www.care-international.org/our-work/where-we-work/niger>