Group: ❑ Doer ❑ Non-Doer

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| **Barrier Analysis Questionnaire****on sending girls years to school (age 5-14 years)****for use with parents[[1]](#footnote-1) of unmarried, elementary school-aged daughters** |

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| **Behaviour Statement**Parents of daughters between the ages of 5 and 14 years send their daughters to elementary school. |

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| **Interview Data**Interviewer’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Questionnaire Number: \_\_\_\_\_\_\_\_\_Date: \_\_\_\_/\_\_\_\_/\_\_\_\_\_\_ Community: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Scripted Introduction**Hello, my name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I am part of a team studying children’s education*.* The study includes an interview regarding this topic and will take about 20 minutes. I would like to hear your views on this topic. You do not have to participate in the study and nothing will happen if you decide not to. Likewise, if you decide to be interviewed, you will not receive any material or other benefits. I will not record your name and everything you tell me will be held in strict confidence. Would you like to talk with me? *[If not, thank the respondent for her/his time.]***Consent was provided**: YES NO |

### Section A: Doer/Non-Doer Screening Questions

**1. Do you have any daughters between the ages of 5 and 14 years?**

❑ A. Yes 🡪 *[Ask the next question*.*]*

❑ B. No 🡪 *[End the interview and look for another respondent*.*]*

❑ C. Won’t say 🡪 *[End the interview and look for another respondent.]*

**2. How many daughters do you have between the ages of 5 and 14 years?**

❑ A. \_\_\_\_\_\_ daughters 🡪 *[Ask the next question*.*]*

❑ B. Won’t say 🡪 *[End the interview and look for another respondent.]*

**3. How old is the oldest daughter between 5 and 14 years?**

❑ A. \_\_\_\_\_\_ years 🡪 *[Ask the next question*.*]*

❑ B. Won’t say 🡪 *[End the interview and look for another respondent.]*

In the following questions I am going to be asking you about this oldest daughter.

**4. Is this oldest daughter currently enrolled at school?**

❑ A. Yes 🡪 *[Ask the next question*.*]*

❑ B. No 🡪 *[Mark the respondent as a NON-DOER and continue to section B.]*

❑ C. Won’t say 🡪 *[End the interview and look for another respondent.]*

**5. Of the last 10 school days, how many days did this daughter attend school?**[[2]](#footnote-2)

❑ A. 7 or more days 🡪 *[Mark the respondent as a DOER and continue to section B.]*

❑ B. Fewer than 6 days 🡪 *[Mark the respondent as a NON-DOER and continue to section B.]*

❑ C. Won’t say 🡪 *[End the interview and look for another respondent.]*

**DOER/NON-DOER CLASSIFICATION TABLE**

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| **DOER(ALL of the following)** | **NON-DOER(ANY one of the following)** | **DO NOT INTERVIEW(ANY one of the following)** |
| Question 1 = A |  | Question 1 = B or C |
| Question 2 = A |  | Question 2 = B |
| Question 3 = A |  | Question 3 = B |
| Question 4 = A | Question 4 = B | Question 4 = C |
| Question 5 = A | Question 5 = B | Question 5 = C |

**The respondent is a: ❑ Doer ❑ Non-Doer**

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| **Behaviour Explanation**In the following questions I am going to ask you about sending ALL of your daughters that are aged 5 to 14 years, to school, not just the oldest daughter.  |

### Section B: Research Questions

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| **If the respondent is a DOER =** **🡫 only ask questions in this LEFT column 🡫** | **If the respondent is a NON-DOER =** **🡫 only ask questions in this RIGHT column 🡫** |
| **1. Perceived Self-Efficacy/Skills**  |
| **1.1 Doers:** What makes it **easier** for you to send all of your daughters to school?*[Write all responses below. Probe with “What else?”]*    | **1.1 Non-Doers:** What would make it **easier** for you to send all of your daughters to school? *[Write all responses below. Probe with “What else?”]* |
| **1.2 Doers:** What makes it **difficult** for you to send all of your daughters to school?*[Write all responses below. Probe with “What else?”]* | **1.2 Non-Doers:** What would make it **difficult** for you to send all of your daughters to school?*[Write all responses below. Probe with “What else?”]* |
| **2. Perceived Positive Consequences**[[3]](#footnote-3) |
| **Doers:** What are the **positive consequences** of sending all of your daughters to school?*[Write all responses below. Probe with “What else?”]* | **Non-Doers:** What would be the **positive consequences** of sending all of your daughters to school?*[Write all responses below. Probe with “What else?”]* |
| **3. Perceived Negative Consequences** |
| **Doers:** What are the **negative consequences** of sending all of your daughters to school?*[Write all responses below. Probe with “What else?”]* | **Non-Doers:** What would be the **negative consequences** of sending all of your daughters to school?*[Write all responses below. Probe with “What else?”]* |
| **4. Perceived Social Norms** |
| **4.1 Doers:** Who are all the people that **approve[[4]](#footnote-4)** of you sending all of your daughters to school?*[Write all responses below. Probe with “Who else? Anyone in particular?”]* | **4.1 Non-Doers:** Who are all the people that **would approve** of you sending all of your daughters to school?*[Write all responses below. Probe with “Who else? Anyone in particular?”]* |
| **4.2 Doers:** Who are all the people that **disapprove** of you sending all of your daughters to school?*[Write all responses below. Probe with “Who else? Anyone in particular?”]*  | **4.2 Non-Doers:** Who are all the people that **would disapprove** of you sending all of your daughters to school? *[Write all responses below. Probe with “Who else? Anyone in particular?”]*   |
| **5. Perceived Access** |
| **5.1 Doers:** How difficult is it to pay school fees for all of your daughters?[[5]](#footnote-5) Is it very difficult, somewhat difficult or not difficult at all?❑ A. Very difficult❑ B. Somewhat difficult❑ C. Not difficult at all | **5.1 Non-Doers:** How difficult would it be to pay school fees for all of your daughters? Would it be very difficult, somewhat difficult or not difficult at all? ❑ A. Very difficult❑ B. Somewhat difficult❑ C. Not difficult at all |
| **5.2 Doers:** How difficult is it to pay for the school uniforms and the other costs associated with sending all your daughters to school? Is it very difficult, somewhat difficult or not difficult at all?❑ A. Very difficult❑ B. Somewhat difficult❑ C. Not difficult at all | **5.2 Non-Doers:** How difficult would it be to pay for the school uniforms and the other costs associated with sending all your daughters to school? Would it be very difficult, somewhat difficult or not difficult at all? ❑ A. Very difficult❑ B. Somewhat difficult❑ C. Not difficult at all |
| **6. Perceived Cues for Action/Reminders** |
| **Doers:** How difficult is it to remember to send your daughters to school each day? Is it very difficult, somewhat difficult or not difficult at all?❑ A. Very difficult❑ B. Somewhat difficult❑ C. Not difficult at all | **Non-Doers:** How difficult do you think it would be to remember to send your daughters to school each day? Would it be very difficult, somewhat difficult or not difficult at all?❑ A. Very difficult❑ B. Somewhat difficult❑ C. Not difficult at all |
| **7. Perceived Susceptibility/Vulnerability**  |
| **Doers:** How likely is it that your daughters will not learn to read, write or count[[6]](#footnote-6) during their lifetime? Is it very likely, somewhat likely or not likely at all?❑ A. Very likely❑ B. Somewhat likely❑ C. Not likely at all | **Non-Doers:** How likely is it that your daughters will not learn to read, write or count during their lifetime? Is it very likely, somewhat likely or not likely at all?❑ A. Very likely❑ B. Somewhat likely❑ C. Not likely at all |
| **8. Perceived Severity** |
| **Doers:** How serious would it be if your daughters never learned to read, write or count? Would it be very serious, somewhat serious or not serious at all?❑ A. Very serious❑ B. Somewhat serious❑ C. Not serious at all | **Non-Doers:** How serious would it be if your daughters never learned to read, write or count? Would it be very serious, somewhat serious or not serious at all?❑ A. Very serious❑ B. Somewhat serious❑ C. Not serious at all |
| **9. Perceived Action Efficacy** |
| **Doers:** How likely is it that your daughters will learn to read, write and count if they attend school? Is it very likely, somewhat likely or not likely at all?❑ A. Very likely❑ B. Somewhat likely❑ C. Not likely at all | **Non-Doers:** How likely is it that your daughters will learn to read, write and count if they attend school? Is it very likely, somewhat likely or not likely at all?❑ A. Very likely❑ B. Somewhat likely❑ C. Not likely at all |
| **10. Perceived Divine Will** |
| **Doers:** Do you think that God approves of you sending your daughters to school? ❑ A. Yes❑ B. Maybe ❑ C. No  | **Non-Doers:** Do you think that God approves of you sending your daughters to school? ❑ A. Yes❑ B. Maybe ❑ C. No  |
| **11. Policy** |
| **Doers:** Are there any community laws or rules in place that you know of that make it less likely for you to send your daughters to school? ❑ A. Yes❑ B. Maybe ❑ C. No | **Non-Doers:** Are there any community laws or rules in place that you know of that make it less likely for you to send your daughters to school? ❑ A. Yes❑ B. Maybe ❑ C. No  |
| **12. Culture** |
| **Doers:** Are there any cultural rules or taboos that make is less likely that you send all your daughters to school?❑ A. Yes❑ B. Maybe ❑ C. No | **Non-Doers:** Are there any cultural rules or taboos that make it less likely that you send your daughters to school? ❑ A. Yes❑ B. Maybe ❑ C. No |

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| **Go through the questionnaire and check whether all answers were recorded.****Thank the respondent for her / his time!** |

1. If you know which parent has the last word regarding sending girls to school, modify this questionnaire to interview only that parent. Otherwise try to interview equal numbers of mothers and fathers. [↑](#footnote-ref-1)
2. Ensure that 1) the data is collected during the school year and 2) there were no school holidays in the past 10 school days. [↑](#footnote-ref-2)
3. Positive consequences can be translated also as “the positive things that happen when you [insert the behaviour]”. [↑](#footnote-ref-3)
4. The meaning of “approve” in this question is very subtle. It implies the idea of “in favour of….” It does not mean “give permission” or “allow”. Translators should use care when selecting the word to convey the meaning of this word and also “disapprove”. [↑](#footnote-ref-4)
5. Delete this question if the local schools do not charge any fees. If required, also amend the following question. [↑](#footnote-ref-5)
6. The content of this question may vary from context to context. This (and severity and action efficacy) should be changed depending on what aspects of girls’ education is most valued in the local society. [↑](#footnote-ref-6)