**Tool for key informant interviews**

In each ‘community’ a number of interviews will be held with key informants who will be identified through social mapping. These people will usually represent an institution and are selected because they play an important role in relation to girls’ access to education or are particularly knowledgeable: decision maker, opinion leader, service provider. Depending on their norms and values, their role can be supportive or not. They could be a village leader; a religious leader; the leader of a women’s group; a retired headmaster; a midwife from the local health centre; NGO staff member (e.g. from a run-away home) etc.

**Objective:**
To obtain the informant’s insight and views on the issues that is being researched

**Methods:** exercise and questions

**Procedure:**

1. **Introduction**
The facilitators introduce themselves, the program and the purpose of the study. Then explain why the interviewee has been selected (e.g. for their particular knowledge or influence) and what is going to happen during the interview and how long it will take. This introduction must generate curiosity and a feeling of doing something important for the community.

2. **Filling out of index card**

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INDEX CARD FOR KEY INFORMANTS

Country:
Name of place/city/village/community:
Age of respondent:
Sex:
Function/profession:
Name of NGO (if relevant):
Religion:
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3. **Eight questions**
The questions you develop are open questions and need probing. ‘Yes’ and ‘No’ answers are not enough.

Below are some example questions around education:

**Question 1:**
How do you see your role in relation to adolescent boys’ and girls’ education? What is your influence? Do you feel any responsibility? [NB ask separately for boys’ and girls’ education]

**Question 2:**
What do you think prevents boys in your community to go to and finish early secondary school?

**Question 3:**
What do you think prevents girls in the age 10-15 in your community to go to and finish early secondary school?

Question 4:
Do you think the school environment or the quality of the education have anything to do with it?

Question 5:
What do you think are the three main problems that adolescent boys have in your community?

Question 6:
What do you think are the three main problems that adolescent girls have in your community?

Question 7:
What do you think is the best way to ensure that girls and boys can go to and finish secondary school? Which strategies will work best? (Ask separately for boys and girls).

Question 8:
Do you have any questions or comments?