

Formative Design Research - Ethiopia

Guide to One-to-One and Group Conversations with Adolescent Girls

Overview

This is a guide for conducting youth-participatory design research with adolescent girls for the Adolescents 360 (A360) project. Please note that included in this document are more research methods than we will need during any one conversation. We provide a variety of suggested tools for how critical topics can be explored; each team will have the flexibility to choose which of these methods are most appropriate for the audience they are speaking with. At the end of every day, we will reconvene to discuss insights from the day as well as which methods worked best so that we can learn for the next day.

Introductions

Before beginning any discussion with adolescent girls, please ensure you:

- Go through the necessary consent and assent procedures. Ask her age, so you know which procedure to use.
 - Show appreciation for her giving us her time.
 - Explain that we are on a learning journey to better understand the lives of girls in her community.
 - Remind her that she is the expert, not us. We are simply here to ask questions and learn.
 - Remind her that there are no wrong answers. This is about her, her life, and her opinions.
 - Encourage her to speak openly and honestly. Remind her again of the privacy and confidentiality of this conversation and that she can stop at any time.
 - Remind her that the goal of this conversation is to get her help in developing programs that are going to improve the health and lives of girls throughout her country.
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- AFTER completing the exercises, be sure to record her age, her marital status, and her literacy level (fluent literacy, moderate literacy, not at all literate).
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Photo Narrative

Suggested for conversations with individual girls referred by local partners.

Time Needed: 30 minutes for instructions; 1-3 days for photography; 1 hour for feedback session

Materials Needed: Cameras

Step 1: Begin by showing the girl how to use the camera and let her practice using it.

Step 2: Explain the following “rules” for photo-taking:

1. Request permission before taking a photograph of a business establishment
2. Avoid taking photos of people’s faces
3. When taking photos up close of people’s bodies, ask their permission to do so first
4. If somebody asks what you are doing, be honest with them. You can explain that you are taking part in a research project on girls’ health
5. If people pose for you, you can take their picture but it will not be used in the study
6. No inappropriate or irrelevant photos will be used

Step 3: Explain that you want her to take the camera with her wherever she goes and to take photographs of the following things. Explain each one carefully and make sure she understands.

- **Photos that describe your “typical” day.** You should include who you talk to, where you go, and what activities you take part in. You can take as many photos as you like but in the end you will choose the top five that best describe your typical day.
- **Photos of things or places that make you happy.** These are things that have a positive impact on your life. Take as many photos as you like but later you will choose 3 that best describe what makes you happy.
- **Photos of something that is challenging for you to do.** This could be something that you do most days but don’t enjoy, or something that you worked very hard at to achieve. Take as many photos as you like but later you will choose 3 that best describe something that challenges you.
- **Photos of things that you worry about/make you unhappy.** These are things that you think will have a negative impact on your future. Take as many photos as you like but later you will choose 3 that best describe what you worry about.
- **Photos of people that are important in your life** (remember to not show their faces). Take as many photos as you like but later you will choose 5 of the most important people in your life.
- **Photos of events or things that are important to you.** These are things that you feel make you who you are; things in your life that you don’t want to live without. These can be things that you have already experienced, or things you wish to experience in the future. Take as many photos as you like but later you will choose 3 that best describe what is important to you.

- **Photos of events or things that you wished to have or be part of.** Things are things that you would love to have or to experience. Think about something that is really aspirational. Take as many photos as you like but later you will choose 3 that best describe something you wish to be part of or have.

Step 4: Once you have finished explaining, hand the girl a card with these instructions written down so that she can remember all of them. Make a plan to meet the following day or day after to go through her photos with you.

Step 5: Once you are back together, guide the girl through the following discussion questions. Make sure to give her lots of time to describe her photos to you, why she took them, why they are meaningful, and how she decided to photograph what she did. Make sure to probe by asking questions like “Why do you feel that way” and “Can you tell me more about that?”

- To start with I would like you to tell me about the photos that you took that show your “typical” day. Tell me about what happens during your day.
- Now, tell me about the photos that you took of what makes you happy. Talk about each photo for a couple of minutes and tell me the story behind it: where is it, who is in it and what’s going on in it?
- Now tell me about the photos of something that is challenging for you. What makes it hard for you? How do overcome the challenge? How do you feel after you have overcome this challenge?
- Now tell me about the photos that you took that show what you are worried about. Talk about each photo and tell me the details about it.
- Now tell me about the photos you took of people that are important to you. Who are they? Why are they important to you? What do they provide for you?
- We also asked you to take photos of important events or things in your life, either that you have already experienced or wish to experience in the future. Talk about each photo and tell me the details about. Why is this so important to you?
 - If you have already experienced it, what made this event so important? What will you remember most about it? Was it a mostly positive experience or a negative experience? Why? Would you have changed anything about it if you could?
 - If you have not yet experienced it, what do you hope for with this event or thing in your life? What do you wish it will be like? How do you think you might be able to achieve that dream?
- Now tell me about the photos you took of the events you wish to take part in or the things you wish to have. What are they? Why are they important to you and what do they say about your hopes and dreams?

Card Sort

Suggested for conversations with individual girls. This activity requires two researchers – one to facilitate the discussion and one to take notes.

Time Needed: 10-30 minutes

Materials Needed: 12 word cards; 6 blank cards

Step 1: Make sure you have a large, flat surface to work on like a table or even the ground. Lay out the following cards on the surface. Each card will have word or phrase. Place any or all of the following 12 cards out, but keep the “contraception” card behind for later.

Getting married	Earning money	Having friends	Having a boyfriend	Finishing school	Owning lots of clothes
Having children	Staying healthy	Owning a phone	Doing chores	Going to parties	Access to contraception

Step 2: Ask the girl to put the cards in order from what she believes is most important to least important in her life. Ask her to “think out loud” meaning that she should explain what she is thinking as she organizes the cards, out loud to you. Remind her that she is welcome to move the cards around as much as she wants; what you care about most is that she explains her thinking. If she says something that is really interesting to you, make sure to probe by asking her questions like “Why do you feel that way?” or “Can you tell me a bit more about that?”

Step 3: Ask her if there are other things that are important to her that we did not have on these cards. Write down what she says on the blank cards and ask her to place them in the order. Make sure to ask her to explain why those things are important to her.

Step 4: Use this activity as a starting point to engage in a deeper conversation with the girl about her hopes, dreams and perception of sexual and reproductive health. Ask some of the following questions, and make sure to probe on each question by asking, “Why do you feel that way?” and “Can you tell me a bit more about that?”

- Of all of these things that you feel are most important to you, which of them do you feel you currently have in your life? For instance, if having friends is very important to you, do you feel that you have good friends?
- Of all of these things that you feel are most important to you, which of them do you feel you don’t currently have but wish you did? How do you think you would be able to go about getting them?
- Think about other girls your age in your school or community. Do you think that they would answer similarly or differently to these questions about what is important? Explain your answer.

CONTEXT

This activity requires two researchers – one to facilitate the discussion and one to take notes.

Time Needed: 20-40 minutes

Objectives: Open with a conversation that taps into the perceived value, status and associations related to adolescent girls in the community.

- For those of us who are not from this country or from this area, we'd love for you to help us understand the adolescent girls in your community.
 - Tell us about the different types of adolescent girls in this community.
 - What does it mean to be a 'good girl' in this community? What do those girls have in common?
 - What does it mean not to be a 'good girl'? What do they have in common?
 - Which do you most commonly see here – good girls or bad girls? Why?
 - In this community, what's the typical life for a girl who is, say, 15yo?
 - How is or isn't that different from a typical life of a 15yo boy here?
 - I want to understand if and how boys and girls are regarded differently in this community. Would you say that girls and boys are treated the same? Explain.
 - How are they treated the same?
 - How are they treated differently?
 - Do they have the same opportunities? Why or why not?
 - Do they have the same amount of control of their lives? Why or why not?
 - Do they have the same influence in their families? Why or why not?
 - Are they treated differently in the eyes of the local religion? If so, how?

NOTE to Facilitator: Probe for context – feelings, perceptions and associations related to girls

- We would now like to understand more about you and your friends use mobile phones and technology
 1. Do you have a mobile phone or ready access to a cell phone?
 2. What type of phone do you have? (Smart or feature / basic)
 3. Do you share the phone with someone else? If you share the phone, who is it with?
 4. What do you use your phone for most?
 5. [If phone is shared]: Imagine you didn't need to share the phone with anyone else. How would that change the way you use the phone?
 6. Do you access social media? If so, what social media do you use and how do you access it?
 7. What do your parents use their phones for the most?
 8. Do your parents check your phone?
 9. Do you take any security measures on your phone? Which?
 10. Do you access the Internet? [IF YES:] what are your most common activities on the Internet?
 11. Do you prefer to chat with your friends in person or via phone?
 12. Are you in any chat groups? [If yes]: which?
 13. Do you make use of apps? Which one?
 14. What is your favorite app and why?

15. Which apps do you think are lame or not useful?
16. When you think about your mobile phone, what is the first thing that comes to your mind? And the second? What else?
17. What would be different in your life if you didn't have a phone?
18. What is your favorite phone brand (and why)?

NOTE to Facilitator: Probe for how girls value and use technology. For social interactions? For learning? For social status?

Values and Health

Suggested for conversations with groups of girls. This activity requires two researchers – one to facilitate the discussion and one to take notes. It is best to conduct this activity in a space where girls can stand up and move around – either indoors or outdoors.

Time Needed: 30-45 minutes

Step 1: Ask participants what they understand about what are the qualities of a successful girl. Once they have shared some answers of their own, explain that what we see as the qualities of a successful girl describe the values we have about girls. Values help define who we are and how we act by giving worth and importance to certain beliefs, principles or ideas. Values are attitudes or behaviors that individuals believe are good or desirable. Every individual and every culture has values. The purpose of this activity is to learn about what you value.

Step 2: Ask everyone to stand up in the middle of the room or area. Point to one side of the room (or area) and call it “Agree”. Point to the opposite side of the room (or area) and call it “Disagree”. Make sure participants understand.

Step 3: Explain that you will read a statement. Once the statement is read, each person will move to the side that best represents how they feel about the statement. Then you will ask for volunteers to express why they agree or disagree with the statement. If during the discussion a person changes their opinion, they can move to the other side. Remind them that there are no right or wrong answers, and that you encourage them to debate with one another.

Step 4: You can use as many of these statements as you want. If you are getting good conversation and debate out of one of the statements, stick with it. Remember, we are more interested in what the conversation is about and how the participants think and feel, and less interested in what side of the room they move to.

- Girls and boys in my community have equal opportunities to succeed
- Adults should talk to girls my age about sex
- Girls who use contraception are “dirty”
- Adults should let adolescents do whatever they want to do
- A woman's role in life is to bear children and keep her husband happy
- I have someone that I can trust to talk to about sex and sexual health
- Sometimes I don't want to be a girl
- Contraception is one thing that can help me succeed in life
- Girls who use contraception are promiscuous

- Girls are able to say no to sex if they don't want to have it
- Girls should be able to access information and services for sexual and reproductive health whenever they want them
- If I need contraception, I know where I can get it
- I am proud to be a girl

Step 5: Lead a discussion about the activity using the following discussion questions:

- How did you feel during this activity? What was easy? What was difficult?
- Were you surprised by anything that you heard during the discussions that we had during the activity?
- Do you think that girls in your community would feel similarly or differently to you about these topics?

Trusted Source Bulls-Eye

Suggested for conversations with groups of girls. This activity requires two researchers – one to facilitate the discussion and one to take notes.

Time Needed: 15-45 minutes

Materials Needed:

- Flipchart or poster with the bulls-eye drawing on it
- Sticky notes with the words written on them
- Blank sticky notes

Step 1: Hang up the bulls-eye on a wall or spread it out on a flat surface. Hand out the sticky notes to the participants – one per participant.

Step 2: Explain that this is an exercise to discuss who they most and least trust for information or services about sexual and reproductive health, particularly contraception.

Step 3: Ask one participant to read what is on her sticky note and then imagine her girl friend was unmarried and needed contraception. Does she think the person on the sticky note would be most trusted, somewhat trusted or not trusted to provide sexual and reproductive health information or services to her friend? Ask her to explain why she feels that way. Once she is finished explaining, ask others for their opinions. Do they agree with her? Disagree? Encourage them to debate and decide if they want to leave the sticky where it is or move it. You can also write new sticky notes with the same word and place it in multiple places on the bulls-eye if they do not agree.



Step 4: Repeat this exercise until you have gone through all of the sticky notes. Make sure you give all of the girls time to talk and discuss their feelings.

Step 5: Ask the participants whether there are other people that they would like to add to the bulls-eye, for whom they trust going to for sexual and reproductive health information or services. Write those down on sticky notes and stick them on the bulls-eye. Make sure you ask them to explain their answers and continue discussing and debating with one another.

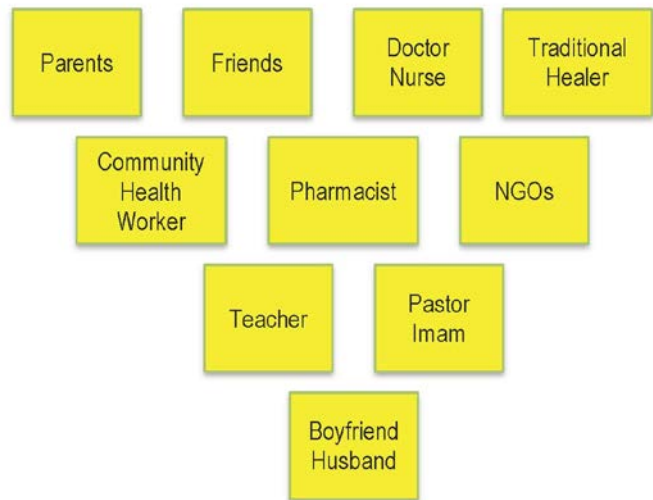


Photo Sorts

Suggested for conversations with individual girls. This activity requires two researchers – one to facilitate the discussion and one to take notes.

Time Needed: 10 – 30 minutes

Materials Needed: 10 photo cards

Step 1: Make sure you have a large, flat surface to work on like a table or even the ground. Lay out the following cards on the surface. Each card will have a word and a photograph of an adolescent girl expressing that word.

Excited	Confused	Sad	Happy	Worried
Annoyed	Frustrated	Hopeless	Scared	Triumphant

Step 2: Make sure that the girls knows what all of the words mean on the cards. Explain that you are going to describe a life event or a state of being for a girl, and she is to pick out the picture that best describes how she feels when she thinks about going through that event in her own life. Explain that is might be an event she has already gone through, or one that she thinks about going through in the future. If she has already gone through it, she should choose the card that best describes her real feelings at that time. If she has not yet gone through it, she should choose the card that best describes how she feels right now when she thinks about that moment in her life.

Step 3: Read out the following events/states one at a time. After each one, give her time to choose the card that best describes her feelings. Tell her that she can pick more than one card, but she needs to explain to you why she has all of the feelings she feels. Ask her to “think out loud” meaning that she should explain what she is thinking as she chooses between the cards, out loud to you. Remind her that she is welcome change her decision at any time and as often as she wants; what you care about most is that she explains her thinking. If she says something that is really interesting to you, make sure to probe by asking her questions like “Why do you feel that way?” or “Can you tell me a bit more about that?”

- Being somebody’s daughter
- Being somebody’s sister or close family member
- Getting her period for the first time
- Getting her period every month
- Having a boyfriend
- Having a husband
- Having sex
- Using contraception
- Being female
- Being Ethiopian
- Becoming an adult
- Becoming a mother
- Going through childbirth
- Getting a job
- Making decisions for herself about her future
- Getting married
- Speaking up for what you believe in
- Talking to a health provider about sexual health
- Graduating from school
- Going to University

Storytelling

This activity requires two researchers – one to facilitate the discussion and one to take notes.

Time Needed: 30 – 40 minutes

Materials Needed: Stickies, flipchart and markers

OBJECTIVE: To fill in a hypothetical story to determine parents’ reactions to adolescent girls’ needs, and help-seeking behaviors and services available.

Steps for facilitator:

1. Begin this session by explaining the method: “I’m going to read to you the beginning of a story about a girl in a community” and that participants will help in filling in their stories with what would happen to them if they were in your community.
2. Write the name of the person in the story on a sticky note and paste in on the center of the board.
3. People will identify services, institutions or people where the girl in the story will seek help. Write them down and paste them on the board. The more helpful/accessible the service/people, the closer the sticky note should be placed to the name of the person in the story.
4. If possible, take a picture at the end. DO NOT take pictures of the participants.
5. Select up to two stories to discuss.

Story 1

Introduction: I’m going to read to you the beginning of a story about a girl in a community like yours. I would like your help in filling out her story with what would happen to her if she were in your community.

Hiwot is 15 years old. Hiwot goes to school and helps her mother with cooking and chores around the house. She's been hearing from some of her relatives nearby that her parents are talking about arranging a marriage for her. Hiwot is nervous. She wants to keep studying but she does not want to go against her parents. She is not sure if she is ready to get married and she knows that she is not ready to have children.

- Q. How would Hiwot feel about her parents arranging a marriage for her?
- Q. What would Hiwot do next? Who would Hiwot talk to?
- Q. What do you think would be the responses of people she told about her concerns?
- Q. Will Hiwot go anywhere to get help? Will she try to access any services? If so, what are they?
- Q. What will happen to Hiwot if she tries to seek any support? Will she be happy with any support she receives and how she is treated?
- Q. How might expanding access to contraception help support Hiwot?
- Q. What do you think will happen to Hiwot?
- Q. How would this situation change if Hiwot were a boy?

Story 2.

Introduction: I'm going to read to you the beginning of a story about another girl in a community like yours. I would like your help in filling out her story with what would happen to her if she were in your community.

Tigist is 19 years old. Tigist has been married for six months. She's excited about having entered a new phase in life and getting started as a married woman. Her husband makes pretty good money, but Tigist thinks that if she could work, her new family's situation would be a lot easier. Her relatives are teasing her about when she is going to give them a child. Tigist thinks a child might be nice, but Tigist isn't sure what to do.

- Q. What would Tigist do next?
- Q. What would Tigist do next? Who would Tigist talk to?
- Q. What do you think would be responses of people she told about her concerns?
- Q. Who might suggest to Tigist that she use contraception to delay child-bearing?
- Q. Will Tigist go anywhere to get help? Will she try to access any services? If so, what are they?
- Q. What do you think will happen to Tigist?
- Q. How would the situation change if Tigist already had a child and did not want a second child?

Story 3.

Introduction: I'm going to read to you the beginning of a story about another girl in a community like yours. I would like your help in filling out her story with what would happen to her if she were in your community.

Ayne is 18 years old. After studying very hard in secondary school, Ayne moved to the city to study at university. Ayne has been enjoying the freedom of living in the city, but she knows her parents want her to stay focused on her studies. Ayne has been seeing a slightly older university student named

Berhanu for a few months. Recently he's been talking about getting more serious about being with Ayne. Ayne isn't quite sure what he means and what he expects.

Q. What would Ayne do next?

Q. What would Ayne do next? Who would Ayne talk to?

Q. What do you think would be responses of people she told about her concerns?

Q. What advice would you give Ayne if she were your daughter?

Q. How might mothers in your community support Ayne?

Q. Who might talk to Ayne about contraception?

Q. Will Ayne go anywhere to get help? Will she try to access any services? If so, what are they?

Q. What do you think will happen to Ayne?

Q. How would the situation change if Ayne and Berhanu had already had sex?