

Formative Design Research - Ethiopia

Guide to One-to-One Conversations with Male Partners

Overview

This is a guide for conducting youth-participatory design research with male partners of 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 the man, please ensure you:

- Go through the necessary consent and assent procedures. Ask his age, so you know which procedure to use.
 - Show appreciation for him giving us his time.
 - Explain that we are on a learning journey to better understand the lives of boys and men in his community.
 - Remind him that he is the expert, not us. We are simply here to ask questions and learn.
 - Remind him that there are no wrong answers. This is about him, his life, and his opinions.
 - Encourage him to speak openly and honestly. Remind him again of the privacy and confidentiality of this conversation and that he can stop at any time.
 - Remind him that the goal of this conversation is to get his help in developing programs that are going to improve the health and lives of girls and boys throughout his country.
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Card Sort

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 “Preventing pregnancy” card behind for later.

Getting married	Earning money	Having friends	Having a girlfriend	Finishing school	Owning nice clothes
Having children	Staying healthy	Owning a phone	Having sex	Going to parties	Preventing pregnancy

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

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

Step 4: Use this activity as a starting point to engage in a deeper conversation with the male partner about his 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? How important is it to be seen as a “real man” in his community?
- 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 men and boys in your 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: 10-30 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?
 - How is a girl perceived if she has a boyfriend? If she is married?

IMPORTANT: We're looking for context – feelings, perceptions and associations related to girls – that may shape how adults respond to girls having access to contraception and agency over their bodies

TOPIC SPECTRUM

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

Time Needed: 15-45 minutes

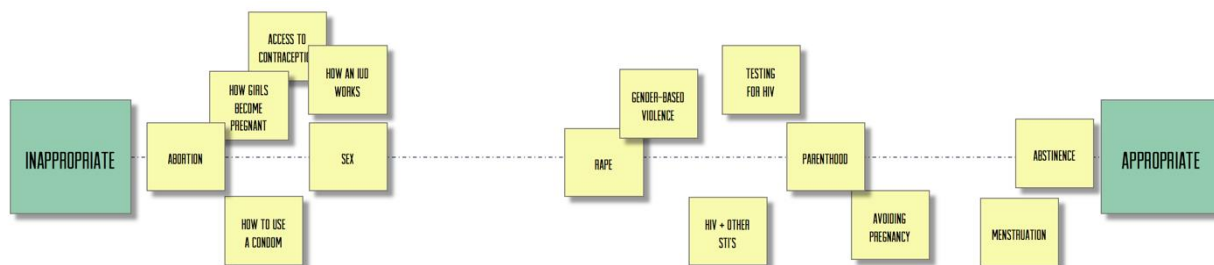
Materials Needed: Stickies, markers

Objectives: Understand men's perspectives on sources of SRH information. Discuss which topics are appropriate and which should be off limits.

First, ask the man whether he believes it's appropriate to discuss sexual and reproductive health with **unmarried** adolescent girls. If not, why not? If so, why and which topics does he feel are appropriate to discuss with girls? Then, share with the man stickies with a different SRH topic noted on each. Ask the participant to add any topics he feels are missing.



Once the list is complete, have the man place each topic on a spectrum from least appropriate to most appropriate topics to be addressed (by no one in particular) with **unmarried** adolescent girls. At this point do not address who has the responsibility to address with adolescent girls. Just get a clean read on which should and shouldn't be addressed.



Once the boy has indicated what is and isn't appropriate to discuss with **unmarried** adolescent girls:

- Discuss the ranking with the goal of understanding the logic behind it.

- IMPORTANT: Determine the perceived risk in talking to **unmarried** adolescent girls about the least appropriate topics, as well as what makes other topics more appropriate.
- IMPORTANT: Figure out what circumstance might move a topic closer to 'appropriate' and acceptable. Determine why.
- Without judgement explain what topics are considered appropriate in other countries. Discuss. Gauge reaction.
- IMPORTANT: Discuss how, if at all, his opinion changes under different circumstances, like the adolescent is a) already sexually active, b) has already conceived, c) is married.

Story telling

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 male perceptions about the support and information that adolescent girls need

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 support. 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?
- Q. Should Hiwot talk to the boy that her parents want her to marry? What is his responsibility to her?
- Q. Who might talk to Hiwot about contraception?
- 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. Should Tigist talk to her husband about her concerns? What might she say?
- Q. What are her husband's responsibilities to support her emotionally or financially?
- 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 and her husband 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 do you think Ayne's boyfriend wants from her?
- Q. Should Ayne and her boyfriend talk about sex? About contraception?
- Q. How might Ayne's boyfriend support her? What is his responsibility toward her?
- Q. What do you think will happen to Ayne?
- Q. How would the situation change if Ayne and Berhanu had already had sex?