

## IN-DEPTH INTERVIEW GUIDE WITH SIGNIFICANT OTHERS – PEERS

*(This guide is intended for significant others not in intimate relationships with the adolescent, that is, people who are not married to or in union with the referring adolescent)*

### INTRODUCTION

I am talking with people in this area to gather information to design a program to help young people grow up to be healthy, happy individuals and good partners and parents. I'd like to talk with you about your ideas about the needs of youth in this area and the best way to serve them.

### SITUATING THE SIGNIFICANT OTHER (10 minutes)

**Purpose:**

To understand participants' experiences with and attitudes toward youth

**Materials:**

- None

**Process:**

- We all influence the lives of others in one way or another, how do you think you influence the lives of another/other young person/people in your community? Tell me more.
- Do other young people come to you to talk about things that are important to them? What do they want to talk about? What do they need help with?
- Is there any topic that you find difficult to talk about? Can you tell me about that (probe: romantic relationships, sex, violence, abuse) Do you think it is easier to talk with other boys or girls? Why?

At what point do you think a person becomes an adult?

*If the respondent has a hard time coming up with an answer, probe for physical changes, roles in the family, peer relationships, development of romantic relationships, having a child, getting married, getting a job, moving out of parents home, death of parents.*

### IDEAL MAN/WOMAN (20 minutes)

**Purpose:**

To understand gendered expectations, norms, and socialization processes

**Materials:**

- Plastic Animals

**Process:**

As you can see, I have a lot of plastic animals on the table. Pick an animal that represents an ideal man.

*Note: Don't allow too much time for them to pick one or two animals that represent the ideal man as they may shift into logical reasons. Encourage them to move quickly so they project an honest answer.*

Thanks. Now pick an animal that represents the ideal woman.

*Note: Have them pick animals for both women and men first before they know how you will use them.*

Ask these questions for each animal:

- Tell me about the animal you chose for an ideal man. What about that animal represents an ideal man?
- Can you describe someone you know who you consider to be an ideal man? Can you describe someone who you do not consider an ideal man?
  - How are these two men different from each other?
- How do boys in your community learn what it means to be an ideal man? What are some of the proverbs, songs, or poems that teach young people about the role and expectations of being a man?
- Do you think that these ideas about what it means to be an ideal man are changing from when you were younger? In what way? Why is this the case? What do you think of these changes?
- In your opinion, what is the role of media (mobile phones, television, radio, newspaper, internet in the lives of young people? What values do media promote? What role does it have on forming their values and attitudes? Do you agree with the values the media promotes?
- What else influences young people as they grow up here? (Probe: school, church, politics, town life, disease.....)
- Your community has gone through a lot of struggle and violence. How has this affected the ways boys/girls grow into men/women? How has it affected the way men/women see themselves, their roles, and how they treat each other?
- Think of someone you know who doesn't act like other men. How do people in this area feel about him? How do you know that people feel that way about that man? How do you feel about men or boys who act differently from most men or boys?
- I'm curious: do you consider yourself to be an ideal man? Why or why not? What *about your life* made you into an ideal man? What *about your life* made you different from an ideal man?

Apply the same questions to the animal selected to represent an "ideal woman", substituting woman for man.

After discussing both women and men, ask respondent to select one last animal that represents their ideal mate, the perfect person to marry. Assure them this isn't representative of WHO they married but rather what they view as the perfect partner.

Thanks. How is that animal like the perfect mate? Is that animal an ideal man/woman—or different? Probes: Tell me more. Help me understand.

(If married: What about your husband/wife is like that animal, the perfect mate? How is your husband/wife different than that perfect mate? What do you wish you knew now about husbands/wives that you didn't know when you got married?)

## REPRODUCTIVE AND SEXUAL HEALTH (20 minutes)

### **Purpose:**

*To understand beliefs about marriage, sex, and reproduction*

### **Materials:**

- Photo decks of children aged 1-20

### **Process:**

I would like to talk with you now about the reproductive and sexual health of young people. As you can see, I have pictures of children here from age one to 20. *Put the pictures of girls on one side and the pictures of boys on the other side.*

- Can you please choose a picture of a child that is around the age you think boys are first interested in sex. Can I see? What age is that? In what way is a child that age interested in sex? What does he do to satisfy his curiosity? What about for girls? What picture represents the age that girls are first interested in sex? How old is that? How is it different for boys and girls?
- Select the picture of a boy that you think is old enough to have his first "girlfriend?" Why is he old enough? At what age are girls old enough? How are girls and boys different in this regard?
- At what age do boys usually have sex for the first time? *[Ask participant to choose the photo corresponding to the approximate age.]* Do they choose to have sex? What about for girls? Are there ever occasions when young people are coerced or forced to have sex (girls and boys)?
- When is the best time in a person's life to become a parent? *[Ask participant to choose the photo corresponding to the approximate age.]* Is the best time the same for boys and girls?
- Is it important for a boy to be married before becoming a parent? What about a girl? What are the social consequences that happen to an unmarried girl when she becomes pregnant? What happens to an unmarried boy if he gets a girl pregnant?
- When do you think is the best time for a boy to get married? What about a girl? *[Ask participant to choose the photos corresponding to the approximate age.]* What usually happens in this area? What do you think about that? How soon after a couple gets married should they become parents? What would make it a good time? A bad time? Why? Let's say they've been married a year and don't yet have a child? How would their family react?
- What FP, RH, and HIV services are currently available in this area? How could the services be improved?
- Do you think unmarried boys and girls should have access to FP, RH, and HIV services? What about information? Why/why not?
- Can young people get condoms here? What do you think about that? Why?

## **BREAK (5 Minutes)**

Let's take a small break now.

## **CONTINUUM OF ACCEPTABLE/UNACCEPTABLE (20 minutes)**

### **Purpose:**

*To understand attitudes toward violence*

### **Materials:**

- Flip chart paper
- Markers
- Blank Post-it notes
- Post-it notes with 6 action statements

### **Process**

Lay out a long roll of paper with "Acceptable/ok" written at one end and "Unacceptable/not ok" at the other end.

Ask participant "What are the ways in which people hurt each other?" (*Write each example on a post-it separate note*). *Probe if not cited: Probe if not cited: what about yelling, neglect, hitting, kicking, insulting someone?*

*Ask participants to place each example along the continuum by asking "where does each action fit on the acceptable/unacceptable line?" After each situation or example has been placed on the continuum, ask participants to also place the following examples if they haven't already been listed:*

Action statements:

1. Using force to defend your reputation if someone insults you
2. A husband beating his wife if she disobeys him
3. A woman hitting her husband if he has sex with another woman
4. A father yelling at his daughter if she burns the food
5. A teacher hitting a student for disobeying
6. A mother yelling at her son for not showing respect

*Probes: Why is one action more acceptable than another action?*

- Would this action be more acceptable if the person experiencing the violence was a boy/girl?
- Would this action be more acceptable if the person experiencing the violence was older/younger?
- Are their circumstances when this action is acceptable, even good?

- Have any of these actions ever happened to someone you know? Even you?

*Ask participant to indicate the three forms of violence that are of most concern to them by placing a black dot on the corresponding post-it note.*

*For each of these ask:*

- Who does this happen to?
- Why does it happen?
- Where does this happen?
- How often or frequently are these incidences?
- Who carries out?
- How do people in area view the victims? perpetrators? the act?
- What does the community do about it?

Ask:

- What type of support is available to boys/men who experience violence? What about for girls/women? (*Probe about resources available for different forms of violence*)
- What more do you think should be done to address violence in this area? (*Probe about what various actors such as institutions, government, and the community can do*)

### **VALUES AND DREAMS (10 minutes)**

**Purpose:**

*To understand the hopes and dreams that participants have for themselves, youth, and their community*

**Materials:**

- None

**Process**

- What is the most important advice that you could give to boys? To girls? Why?
- What are your hopes for the boys in your community? For the girls?
- What values do you hope to share with young people?
- What changes would you like to see in the ways that men and women get along?

### **CLOSING (5 minutes)**

- Today we have talked about.... Is there any other topic you would like to discuss before we finish?
- Do you have any recommendations for others who play important roles in the lives of young people?
- How well prepared do you feel you are to support/advise the young people in your life? Is there anything that could be done to make you feel better prepared?
- Do you have any questions you want to ask me?
- Thank you for sharing your views and your time.