

## Approach

- Convenience sample
- Surveyed 100 adolescents
- Responses were recorded on a paper form and entered into REDCap database
- Survey questions focused on:
  - Contraceptive preferences
  - Desirable characteristics of contraceptives
  - Challenges in accessing contraceptives
  - Challenges in using contraceptives

## Challenges and lessons learned

- Difficult to gauge timeframe needed for data collection since it depended on the number of calls from adolescents
- Added work on top of hotline workers' core responsibilities

1. Have you or anyone you know under the age of 19 had **challenges in getting access to contraceptives**?  Y  N
  - If yes, please describe the challenges in getting access to those contraceptives (*Don't read; Tick all that apply*).
    - Shyness/Shame  Fear of side effects  Parent/family concerns  Cultural/religious beliefs
    - Travel distance  Out of stock  Health worker refused  No skilled provider
    - Limited privacy  Money/cost  Don't know where to get  Other: \_\_\_\_\_
2. Have you or anyone you know under the age of 19 **ever used contraceptives**?  Y  N
  - If yes, what types of contraceptives have they used? (*Read; Tick all that apply*)
    - Male condoms  Female Condoms  Pills  Depo-Provera/Injectables  Implants
    - Emergency Contraception  IUD  Other: \_\_\_\_\_
3. What is the **most desired contraceptive** method among under 19 year olds? \_\_\_\_\_  Don't know
4. What about the desired method, or other popular methods, makes them desirable? (*Don't read; Tick all that apply*)
  - Lack of side effects  Can access nearby  Easy to conceal use from others  Easy to use
  - No skilled provider necessary  No/low cost  Does not require frequent return visits
  - Very effective at preventing pregnancy  Other: \_\_\_\_\_  Other: \_\_\_\_\_
5. Have you or anyone you know had **challenges using contraceptives** once you/they have accessed them?  Y  N
  - If yes, what are some of the challenges with the use of those contraceptives? (*List method if checked above; Don't read options; Tick all that apply; List next method checked above; Don't read options; Tick all that apply, etc.*)

Type	Challenges (check box and can add comments)	Type	Challenges (write number & comments)
Condoms	<input type="checkbox"/> Reduce sexual pleasure <input type="checkbox"/> Break during use <input type="checkbox"/> Too big or too small <input type="checkbox"/> Itchy or irritate skin <input type="checkbox"/> Partner refuses to use them <input type="checkbox"/> Don't know how to use <input type="checkbox"/> Difficult to get supply replenished <input type="checkbox"/> Other: <input type="checkbox"/> Comments:	Implants	<input type="checkbox"/> Side effects: weight gain <input type="checkbox"/> Side effects: affects menstrual cycle <input type="checkbox"/> Have to get removed at some point <input type="checkbox"/> Other: <input type="checkbox"/> Comments:
Pills	<input type="checkbox"/> Side effects: weight gain <input type="checkbox"/> Side effects: affects menstrual cycle <input type="checkbox"/> Side effects: affects sexual appetite <input type="checkbox"/> Difficult to take every day <input type="checkbox"/> Don't know how to use <input type="checkbox"/> Difficult to get supply replenished <input type="checkbox"/> Difficult to conceal that one is using <input type="checkbox"/> Other: <input type="checkbox"/> Comments:	Emergency Contraception	<input type="checkbox"/> Side effects: affects menstrual cycle <input type="checkbox"/> Don't know how to use <input type="checkbox"/> Other: <input type="checkbox"/> Comments:
		IUD	<input type="checkbox"/> Moves or shifts positions <input type="checkbox"/> Uncomfortable <input type="checkbox"/> Have to get removed at some point <input type="checkbox"/> Other: <input type="checkbox"/> Comments:



# Theater Based Focus Groups

## Approach

- Purposive sampling
- Recruited a diverse cohort of male, female, married and unmarried, rural and urban adolescents
- Participants were given scenarios about contraceptive use and asked to perform a drama
- Adolescent researchers led a group debrief
- Recordings were transcribed by adolescent researchers
- Transcripts were translated by adolescent researchers and external consultants



*Questions around the contraceptive choice made:*

- a) Did the pair decide to use contraception?
- b) Who carried the responsibility of making the decision about whether or not to use contraception?
- c) If they decided to use contraception, who made the decision about the contraceptive method?
- d) Why did he/she/they choose [choice]?



# Theater Based Focus Groups



## Challenges and lessons learned

- Recruiting some types of participants was difficult
- Transcription and translation challenges led to delays in the timeline
- Some adolescents were shy to participate in a group
- Weather related challenges such as heavy rain

### Women-Only Groups

**Scenario 1:** An unmarried adolescent woman (15 years old) in your community has a boyfriend and they have talked about beginning a sexual relationship. She is concerned about becoming pregnant and wants to do something to prevent pregnancy. What does she do? Please create a 10 minute drama to demonstrate the conversations, information gathered, and general process she would experience when trying to prevent a pregnancy. [You can give the female a name of your choice].



# Digital Focus Groups

## Approach

- Purposive sampling
- Recruited a diverse cohort of male, female, married and unmarried, rural and urban adolescents
- Males and females in same groups
- Remote and in-person focus groups
- Participants used WhatsApp to respond to scenario-based questions about contraceptive use
- Adolescents contributed to the conversation anonymously
- Adolescent researchers moderated the discussion
- Participants used voice memo and text to reply

\*Scenario 1: Sex for the first time; what next?

*\*Two teens, Mary and John, decide to have sex together for the very first time and they have decided to use contraceptives. Where do they decide to seek contraceptives from?*

Follow-ups:

1. \*What are their reasons for going to \_\_\_\_\_ for the contraceptives?
2. \*Who pursues getting the contraception—John or Mary?
  - a. \*Why?
  - b. Is this typical? Why or why not?
3. If they go to the health centre,
  - a. What do the health centre staff say to [Mary and/or John]?
  - b. Why do you think that is the health provider's response?
  - c. Would the response be different if... (Mary went? John went? They went together?) If so, how?
4. \*Which method does Mary prefer to use?
  - a. \*What are her reasons for preferring this method?
5. \*Which method does John prefer to use?
  - a. \*What are his reasons for preferring this method?
6. \*What is their experience with the method they choose?
7. Would they recommend this method to their friends—why or why not?
8. What other factors determine the choice of contraceptive method?



# Digital Focus Groups

## Challenges and lessons learned

- Recruitment challenges finding remote WhatsApp participants in rural areas
- Participation challenges due to:
  - Literacy and WhatsApp familiarity (in-person)
  - Unstable mobile phone network availability (both)
  - Adolescents' additional commitments (remote)
- Difficult to export and analyze WhatsApp transcripts (frequent use of voice memos)





# Design Workshops

## Approach

- Engaged as creators and innovators of contraceptive designs that would better meet their needs
- Received instruction on Human-Centered Design principles
- Explored common barriers to contraceptive access/use
- Organized into teams
- Ideated on and produced prototypes of contraceptive methods to reduce barriers and meet their needs

## Challenges and lessons learned

- No major challenges



# Cross-Cutting Lessons Learned

## Working with Young Researchers

- Need to revisit time and resources for Adolescent Researchers to complete transcriptions and translations
- Language barriers
- Part-time Adolescent Researchers were busy with other employment or commitments at times during implementation
- Adolescent Researchers playing a central role in the review of data collection tools prior to data collection promoted their engagement in the study
  - Adolescent researchers ensured that the tools were relevant to the demographic
- Training and capacity building for adolescent researchers was crucial in supporting their ability to successfully implement the data collection approaches



# Cross-Cutting Lessons Learned



## Engaging adolescent participants

- Using familiar meeting venues for data collection with the adolescents assisted in creating a safe space for adolescent engagement

## Operations and management

- Budget was inadequate to cover all proposed and desired activities
- Engaging government and community stakeholders was key—in addition to acquiring the necessary approvals, it also facilitated study implementation

## Study design

- Loaded research question
- Hit saturation relatively quickly, but because of the timeline of the project, there wasn't enough time to reflect and adjust questions to solicit deeper insights into emerging themes



# Adolescent Researcher Voices

*“My experience as an A.R with VillageReach was marvelous, fun and I have learnt a lot. I have gained a lot of skills including facilitation skills.*

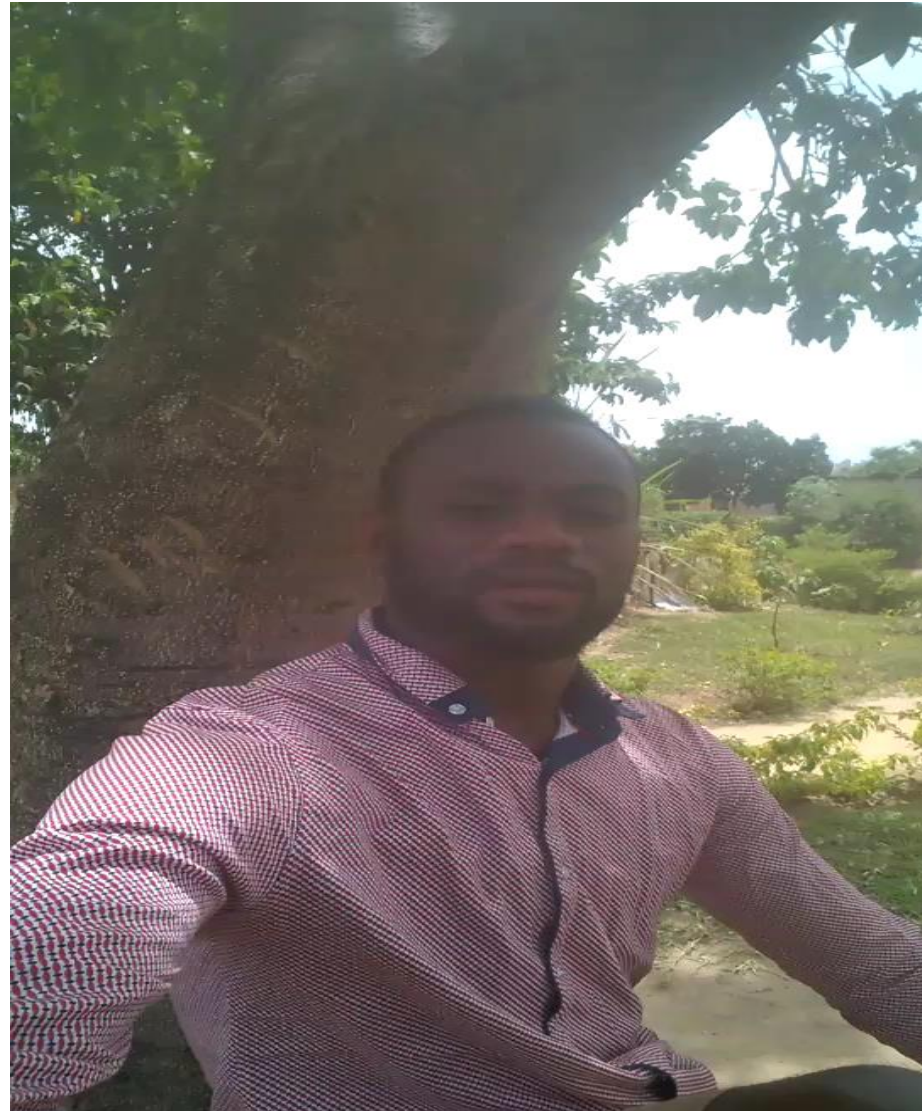
*I used to be one of the people who would be very shy when it comes to facilitation—I felt like I had a bad voice and also what I was about to say wouldn't make sense to anyone so that brought shyness in me.*

*But now the story is not the same. My experience as an A.R has made facilitation easier for me.”*

~Ullandah



# Adolescent Researcher Voices



# Human-Centered Design





# Purpose

The goal of this presentation is to introduce you to the Mindsets and Methods of human-centered design