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**PROJECT SASHA FIERCE  
IDI DISCUSSION GUIDE  
SOCIAL WORKERS  
Job No: 233105381**

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### **OBJECTIVES/ BROAD QUESTIONS FOR OUR SOCIAL WORKERS**

#### **Who is the young South African woman?**

Who are they?

What are their needs, aspirations and values?

#### **What is their family life like and who are their influencers?**

What features characterise home life for the young black female?

Who are her influencers within family?

What are her real socio-economic realities?

#### **What characterizes the communities in which these women live?**

What characterises the communities in which these women live?

What are the tensions, risks and opportunities within these communities?

#### **What are their attitudes and access to female health care products?**

What factors affect her choices and attitudes towards female health care?

#### **How do they make life choices and decisions?**

What tools is she equipped with to make important life decisions

How is she equipped to develop important life skills?

#### **The overall objective of the in-depth discussion:**

To gain a holistic understanding of factors influencing perceptions, needs, beliefs and choices of South African women aged 14 - 25, in order to craft a successful strategy for product development and communication

### **DISCUSSION TIMING 90 MINS**

|  | <b>Community Social Worker</b> | <b>School Social Worker/ Counsellor</b> | <b>Social Worker (Female Health)</b> | <b>Est. Time Allocation</b> |
|--|--------------------------------|---|--------------------------------------|-----------------------------|
| <b>Section A &amp; B: Introduction And Context</b> | X                              | X                                       | X                                    | 15 min                      |
| <b>Section C: Community Life</b>                   | X                              | X                                       |                                      | 20 min                      |
| <b>Section D: Family Life And Influences</b>       | X                              |   |                                      | 25 min                      |
| <b>Section E: Access To Education</b>              |                                | X                                       | X                                    | 20 min                      |
| <b>Section F: Health Attitudes</b>                 |                                |   | X                                    | 15 min                      |
| <b>Section G: Decision Making/Life Skills</b>      | X                              | X                                       |                                      | 20 min                      |
| <b>Section H: Closing</b>                          | X                              | X                                       | X                                    | 5 min                       |

#### **SECTION A: INTRODUCTION (5 MIN)**

- MODERATOR TO INTRODUCE SELF AND THE PROCESS
- WELCOME THE PARTICIPANTS AND ACKNOWLEDGE THE VALUE OF PARTICIPATION
- MODERATOR TO COMMUNICATE THE FOLLOWING IMPORTANT INFORMATION:
  - o SET CONTEXT: Interview is one of a few across a cross spectrum of social workers to provide an initial view of dynamics. This phase is one of several bespoke research modules. As noted in our set up meeting, the focus is on the lower income South African woman aged 14-25 years
  - o INTERVIEW DURATION (1,5 HOURS)
  - o CONFIDENTIALITY
  - o VIEWING, TAPE RECORDING
  - o NO RIGHT OR WRONG ANSWERS
  - o NEED FOR HONESTY AND OPENESS
  - o ADVISE RESPONDENT THAT THEY WILL NOT BE REQUIRED TO DIVULGE ANY PERSONAL INFORMATION OF PATIENTS/CLIENTS

NOTE : All questions asked to participants are in sentence case (small letters)  
 : NOTES TO MODERATOR ARE IN CAPS

- PARTICIPANT TO INTRODUCE HIMSELF/HERSELF:
  - o Describe themselves/give brief details of the scope of their work

## SECTION B: SETTING THE CONTEXT (10 MIN)

MODERATOR, KEEP DISCUSSION THROUGHOUT FOCUSED ON THE YOUNG SOUTH AFRICAN WOMAN, AGED 14 TO 25, ENSURING THAT THE OVERALL DISCUSSION FOCUSES ON THE PECULIARITY OF THE ISSUES TO THIS GROUP OF INDIVIDUALS SPECIFICALLY

- Please describe in more detail the work that you do with young women (in this community) - 14 to 25 years specifically
  - o Describe their **lifestyles** PROBE I.E. WHO THEY SOCILAISE WITH, WHAT THEY DO IN THEIR SPARE TIME
  - o Explore their **needs, aspirations and values**
  - o Describe the lifestyles they aspire to and individuals they wish to be like (their role models)
  - o Considering **traditions and customs**, which do you see as being important to them?
  - o Describe all the things that give them pleasure and the challenges that bring them down
  - o How are these unique to women in this community vs older women and affluent young women?
- Please describe the typical living standard of the young women that form your client base...
  - o Tell me more about the **financial situations** of their families
  - o Considering these circumstances, how does this affect their access to:
    - Schooling?
    - Healthcare?
    - Transport?

## SECTION C: COMMUNITY LIFE (20 MIN)

Let's talk a bit more broadly now...

- In what sort of communities do the young women that you work with live?
- Explore **community life** for young women specifically in terms of:
  - o Availability of public facilities i.e. libraries, recreational facilities
  - o Access to sanitation
  - o Water and electricity
  - o Health care services i.e. clinics
  - o Young women's participation in community life generally
  - o How does this differ from the ways in which young men participate?

## SECTION D: FAMILY LIFE AND INFLUENCES (25 MIN)

Let's talk about family life...

- Tell me about their **family backgrounds**. PROBE:  
Please describe **two typical scenarios**
  - o Let's discuss the issues that characterize family life for these young women (IF NOT MENTIONED, PROBE FAMILY SET UP, SINGLE HEADED HOUSEHOLDS, ABSENCE OF FATHER FIGURES)
  - o What are some of the challenges of these family structures for these young women - explore why.
  - o Explore nature of **relationships** young females have with their families
  - o Explore expectations of young females in the family - similar/ different to young males
  - o Explore the role that men have in the home
    - Generally (so uncles, fathers, brothers, grandfathers)
    - And then **fathers/ father figures** in particular (even if absent)
  - o Explore the nature of intimate relationships that young females have with boyfriends/other males (i.e. non friendship)?
  - o If we had a few young females that you work with in the room: what do you think they would say about the **role of family**, and how they feel about them?
- Explore some of the **positive stories** that social worker knows of - where young females have turned trauma into meaningful change
  - o Explore the coping mechanisms they adopted to deal with these issues
- Let's reflect on the **importance of family**...
  - o Reflect on the main influencers in their lives within their families or outside the family setting
  - o How has the importance of family shifted (if at all) from yesteryears compared to today? EXPLORE
- Considering all these dynamics within the family, what is how these dynamics **uniquely impact young black low income women**
  - o Compared to young men?
  - o And more affluent women?

## SECTION E: ACCESS TO EDUCATION (20 MIN)

- You are involved in a broad range of activities that are critical to the well-being of women and girls, but let's now talk about education and schooling specifically...
  - o Explore young women's **access to schooling**

- o Key challenges to girls' education PROBE
  - Financial need
  - Safety and security
  - Unequal access (gender inequality)
- Please explain what school life is like for most, including: (PROBE HOW THESE ARE UNIQUE TO YOUNG GIRLS)
  - o Main stressors
  - o Relationships with peers and teachers...
  - o **Dream occupations**... Why these? (i.e. is interest shown in Science and technology?)
  - o In what ways are these different to those of young men that they interact with?
  - o Tell me about the mentors/educated women professionals that they look up to. Who are these women? Why them?
  - o Do they strive to attain **higher qualifications**? What drives this goal?
  - o What do they hope to achieve from getting an education?
  - o Do they see attaining an **education as empowering**? In what way/s?

MOD KEEP DISCUSSION OEPN TO ANY OTHER PERTINENT ISSUES THAT MAY COME UP

## SECTION F: HEALTH AND ATTITUDES (15 MIN)

- Discuss some of the most **prevalent and concerning health** issues that young women face in this community
  - o Are these unique to this group of women?
- In what ways are they **equipped with advice on family planning** and the use of contraceptives? Let's discuss the following...
  - o Services that are available to providing them with advice on these issues (i.e. reproductive health care services)
  - o Receptivity towards/access of these services
  - o Attitudes and choices regarding the use of **contraceptives**
  - o Factors and individuals that inform their choice of family planning methods and contraceptive products
  - o Factors that prevent the use of contraceptives among some

## SECTION G: DECISION MAKING/LIFE SKILLS (20 MIN)

- Taking into account the work that you do with these young women, what **life skills** are most needed?
  - o Detail all the resources they have at their disposal to help support them in making important life and career decisions;
  - o The impact of life skills education on their esteem;
  - o Innovative methods these young women adopt to improve their lives
- Please explain **how you see your work** making a difference with women needing to deal with...
 

MOD probe for a few (maybe 2 or 3)

  - Life skills education
  - Problem solving
  - Decision making
  - Managing conflict
  - Economic empowerment

## **SECTION H: WARM DOWN/CLOSING (5 MIN)**

- Considering all the issues discussed here today, what would you say the future prospects are for these women?
- Any final thoughts?

**THANK PARTICIPANT AND CLOSE**