

# **"I want to be free, and live my dreams"**

Designing an interactive application to inform and support young women subject to honour-related pressure at home.

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# Abstract

This bachelor's thesis in Information Design focuses on interaction design, specifically designing an interactive and accessible application that provides information on how to handle honour-related issues for young women and girls.

The design process uses a Human Centered Design model that prioritizes the needs and expectations of the users. The study incorporates various theories such as Nudge Theory, Cognitive Load, and Affordance Theory. Qualitative methods, including interviews and the Think Aloud Protocol, were used to collect data. The study included five interviews with vulnerable girls and two expert interviews, with one expert working in the Police. Based on the collected data, a design proposal was created and iterated throughout the Human Centered Design process.

The study found that contact information for agencies handling honour-related problems hidden behind a game would be a possible solution to giving these young women and girls a chance to get this contact information without being discovered by their family.

Key words: accessibility, honour-related, interaction design, gamification, interactive application.

# Sammanfattning

Den här kandidatuppsatsen i informationsdesign fokuserar på interaktionsdesign, specifikt design av en interaktiv och tillgänglig applikation som ger information om hur man hanterar hedersrelaterade frågor för unga kvinnor och flickor.

Designprocessen använder en Human Centered Design-modell som prioriterar användarnas behov och förväntningar. Studien innehåller olika teorier som Nudge Theory, Cognitive Load och Affordance Theory. Kvalitativa metoder, inklusive intervjuer och Think Aloud Protocol, användes för att samla in data. Studien omfattade fem intervjuer med utsatta flickor och två expertintervjuer, varav en expert arbetade inom Polisen. Baserat på den insamlade informationen skapades ett designförslag och itererades under hela Human Centered Design-processen.

Studien fann att kontaktinformation för myndigheter som hanterar hedersrelaterade problem gömda bakom ett spel skulle vara en möjlig lösning för att ge dessa unga kvinnor och flickor en chans att få denna kontaktinformation utan att bli upptäckt av deras familj.

Nyckelord: tillgänglighet, hedersrelaterat, interaktionsdesign, spelifiering, interaktiv applikation.

## Table of Contents

<b>Abstract.....</b>	<b>I</b>
<b>Sammanfattning.....</b>	<b>II</b>
<b>Important terms .....</b>	<b>1</b>
<b>Introduction.....</b>	<b>2</b>
Background .....	2
Target Group.....	3
Problem Formulation Purpose and Research question .....	3
Limitations of the study .....	3
<b>Theory and related work.....</b>	<b>4</b>
<b>Methods .....</b>	<b>8</b>
Sampling method .....	8
External analysis .....	8
Brainstorming .....	9
Interviews .....	9
Observation .....	9
Affinity Diagram.....	10
Persona.....	10
Prototyping.....	10
Low-fidelity prototyping .....	10
High-fidelity prototypes.....	11
Think-aloud Protocol.....	11
A/B testing.....	11
<b>Design process.....</b>	<b>12</b>
<b>Results.....</b>	<b>13</b>
<b>Results of Interviews.....</b>	<b>13</b>
Expert 1.....	13
Respondent Interview 1.....	13
Respondent Interview 2.....	14
Respondent Interview 3.....	14
Respondent Interview 4.....	14
Respondent Interview 5.....	14
Expert 2.....	15
<b>High-fidelity prototype Game Elements.....</b>	<b>22</b>
Aesthetics: .....	22
Mechanics:.....	22
Story:.....	22
Technology.....	22
Receiver and Purpose .....	24
The Interaction design principles.....	24

Universal design principles .....	25
<b>Discussion .....</b>	<b>30</b>
<b>Conclusions.....</b>	<b>31</b>
<b>Reference list .....</b>	<b>32</b>
<b>Digital Internet sources .....</b>	<b>34</b>
<b>Attachments .....</b>	<b>35</b>
<b>Attachment 1 .....</b>	<b>35</b>
Transcript of interview with Expert 1. Original interview, in swedish.....	35
<b>Attachment 2 .....</b>	<b>41</b>
Transcript of interview with Respondent 1. Original interview, in swedish.. Eskilstuna .....	41
<b>Attachment 3 .....</b>	<b>43</b>
Transcript of interview with Respondent 2. Original interview, in swedish. 23.5.19. Eskilstuna .....	43
<b>Attachment 4 .....</b>	<b>46</b>
Transcript of interview with Respondent 3. Original interview, in swedish. Eskilstuna .....	46
<b>Attachment 5 .....</b>	<b>48</b>
Transcript of interview with Respondent 4. Original interview, in swedish. Eskilstuna .....	48
<b>Attachment 6 .....</b>	<b>50</b>
Transcript of interview with Respondent 5. Original interview, in swedish. Eskilstuna .....	50
<b>Attachment 7 .....</b>	<b>52</b>
Transcript of interview with Expert 2. Original interview, in swedish. Eskilstuna .....	52
<b>Attachment 8 .....</b>	<b>55</b>
Link to prototype in Figma:.....	55

# Important terms

This section explains definitions and explanations of terms that are repeated in this essay several times.

## *Interaction Design*

The study of interaction design focuses on how individuals interact with products and services, analyzing their experiences and activities (Arvola, 2020, p.25).

## *Design*

*Design* is a term that focuses on creating something new and visualizing it. For example, website designers make layouts, colours, or graphics (Benyon, 2019, p10).

## *HCD (Human Centred Design)*

Designing products or services by putting the person or the user at the center is about developing useful and satisfying solutions for those who will use the solution (Wikberg et al., 2021, p. 22).

## *Honour-related*

Honour-related is a term where their family's reputation governs individuals, and they are not free to live or act outside certain standards of honour (jamstalldhetsmyndigheten, 2021).

## *An App or application*

An app is a program on computers or smartphones that allows users to perform specific tasks by integrating with it. In this study the “application” or “app” refers to the artifact prototype of the game/quiz.

# Introduction

This bachelors thesis is a study on how an interactive application can help young women and girls exposed to honour-related violence seek support. This qualitative study will discuss how to make information with interactive features available to girls exposed to honour-related problems. The United Nations has published in their 2030 Agenda for Sustainable Development 17 goals to make the world a better place for the planet and its people (United Nations, 2023). Goal #16 is about building a peaceful and inclusive society for everyone (United Nations, 2023). This study will investigate supporting an aspect of goal #16 by applying principles of information and interaction design. The challenge in this study is to create something interactive specifically for girls exposed to honour-related violence to help them seek the support that is available to help them be more included in society.

## Background

Most Women and girls from ethnic minority families in Western countries live with under an honour code (Bjorktomta, 2019). These young girls live controlled by their other family members or relatives, family members control the girls' social and sexual lives (Bjorktomta, 2019). Over the past years, male relatives have wounded or killed girls because of family honour (Alizadeh et al., 2011). Today, there are several Swedish digital platforms that these girls can turn to if they have been subjected to honour-related violence or oppression in Sweden. Some examples of these digital platforms are the following:

- The Swedish women's peace line (Kvinnofridslinjen), which is open 24/7
- Brottsofferjouren.se gives support to someone who is at risk of crime and witnesses.
- Umo.se, support if girls have questions about honour-related violence or problem.

An assessment made by the Swedish National Board of Social Welfare showed that persons subjected to honour-related violence can often be subjected to various types of checks at home (Socialstyrelsen, 2020). Therefore, seeking help and support openly can be risky, (Socialstyrelsen, 2020).

According to the national statistics bureau in Sweden, approximately 100,000 young people are affected by honour related problems (Sveriges riksdag, 2020 ). As immigration has increased in Sweden over the past five years, honour-related crimes have also increased. Problems relating to honour-codes are also present among second and third-generation immigrants (Sveriges riksdag, 2020).

According to a student survey, many people exposed to honour-related problems do not get to choose their future partners and are exposed to more types of violence. Often, these individuals suffer from poorer mental health (Jernbro & Landbergs, 2018).

## **Target Group**

In this qualitative study, the target group is girls from ethnic minority families in Sweden exposed to honour-related problems and even violence. The target group is between the ages of 16-25 years old. According to a study from the Swedish Youth Board, individuals who live under repression and are at risk of marrying against their will in Sweden are individuals between 16-25 years of age (Riksdagen, 2009).

## **Problem Formulation Purpose and Research question**

Honour-related problems and violence are based on the patriarchal system. The men are the dominant in the family and rule over the female family members. Female members' sexuality is in focus, leading to control over their daily activities and girls/women's dress and control over whom they are allowed to associate with or not. If the girls or women violate the standards of honour, they may suffer serious consequences, such as threats, violence and in extreme case even death (Jamstalldhetsmyndigheten, 2021).

The purpose of this study is to investigate through the design process and design methods how an interactive, accessible application can ease the situation of these disadvantaged and vulnerable girls to feel more included in society. The data used in this study comes from interviews, peer-reviewed articles, and official government websites. Based on the collected data, create an interactive, accessible design that would ease the situation for the girls.

The research questions are:

- How can HCD design process be used to support the design of an interactive accessible application that supplies information on how to proceed to girls at risk for honour-related problems?
- What features does that interactive application need to have, and what needs should it satisfy?

## **Limitations of the study**

This study focuses on young women and girls, in Sweden, and not anywhere else. Also, not young men or boys, though they may have other honour related problems they are not the focus of this study. The target group of this study is girls between ages 16-25; I chose to focus on this specific target group because, according to Riksdagen (2009), girls between ages 16-25 have bigger risks of getting married without their own will. The design of the application focuses on interaction design and information design aspects, not the actual information content.



# Theory and related work

*This chapter will present relevant theories and previous research. First, cognitive load theory will be presented, then theories and concepts such as Nudge and Affordance will be presented. Lastly, the application of these theories in this study will be presented. The sources used in this chapter come from peer-reviewed articles and course literature.*

## *Nudge theory*

Nudge theory describes using a small push to cause a significant change. An aspect of the product influences people to make a better choice (Thaler & Sunstein, 2009). So called “nudges” are everywhere; architects and designers have the power to impact people's lives in different ways when creating designs or products where people make decisions (Thaler & Sunstein, 2009). However, Thaler and Sunstein (2009) continue that every person has the power to design choices that can influence people's behaviour. People do not use Nudge Theory to make choices - designers use the theory to influence them in their designs. This may work better as: In complex situations people can easily make the wrong decision or be overloaded with different choices they do not understand, and Nudge theory can help designers to help them make these choices, and to make the “right” choices (Thaler & Sunstein, 2009). In this study, the target audience is girls facing honour-related problems. According to Bjorktomta (2019), some girls who face honour-related problems do not report it because they are concerned about the family's reputation. They are often manipulated and persuaded at home to save the family's name or reputation. Applying this theory in this design project may enable these girls, giving mental support for their choices and helping them to achieve their dreams. This theory may be used to create a design that opens paths for these vulnerable girls by informing them, with the help of an interactive application that there are other choices they can make. As Thaler & Sunstein (2009) described, Nudge theory uses a slight push to create a significant change.

## *Affordance*

Affordance is a theory concerning the possibilities of how people can interact with something. Some affordances are directly perceivable, and others are not directly perceivable (Norman, 2013, p.18). However, Norman (2013, p.18) continues that perceivable Affordance use *signifiers*, Signifiers are types of visual signals in the designs. For example, signifiers in a door can be signs labelled “push”, “exit”, or “pull”, making it possible for humans to know how to interact with this door (Norman, 2013, p.19). Sometimes, perceived affordances are not real. Something can look like a door, but it is not an actual door, and those are misleading signifiers. However, affordances can be communicated to their users and signify

or inform their users how they should interact with a specific product or a design (Norman, 2013, p.19).

In this study affordances and signifiers have been used as a way to help the design guide the users on how they should interact with this interactive application.

### *Cognitive Load*

The *cognitive load* theory aims to explain that when people receive information, there is a limit to how much information our brain that can receive at any given time (Chang & Yang, 2023). If the information exceeds this limit, there is a risk of there being too high a cognitive load; this causes obstacles in the learning process. However, Chang & Yang (2023) continue that there are three types of cognitive load theory. The first type is *Intrinsic* cognitive load which means load from the difficulty of the learning task, and second type is *Extraneous* cognitive load (Chang & Yang ,2023). This second type, Extraneous cognitive load, focuses on the mental load caused by how data or information is organized. According to Chang & Yang (2023), the third type is *Germane* cognitive load, this applies to mental efforts, where students attempt to understand the educational content.

The theory of cognitive load can be used to support creating a design that does not overload the user with information (Chang & Yang, 2023). The theory has been used in this study as a basis for categorizing and sorting different types of information with both text and images to make it easier for users to understand the purpose of the design without getting too much information at once and creating confusion.

### *Interaction design principles*

The purpose of the interaction design principles is to help interaction designers think about different aspects of the design when designing for users (Sharp et al., 2019, p. 26). In this study, interaction design principles have been followed in creating the design. How the principles were used in this study is presented fully in the chapter on *Design proposals*.

Sharp et al. (2019, p.26) describe different types of principles:

- Visibility means visibility of the design; for example, the more visible the function, the more useful it will be (Sharp et al., 2019, p. 26-27).
- Feedback focuses on the design's meaningful response to user actions.
- Constraints are the limitations of the design elements that users can interact with; a designer cannot create infinite possibilities that a user can interact with, and constraints reduce the risks of confusion (Sharp et al., 2019, p. 28).

- Consistency involves designing an interface with similar elements to make it easier for users to learn the interface and also reduce the risks of misuse of the interface (Sharp et al., 2019, p. 29).
- Affordance enables the users to understand how they can interact with this specific design; for example, in the design of a mug with a handle, people automatically know where to hold the mug. It's about guiding the users with some specific key guides to give them clues about how to interact with the design (Sharp et al., 2019, p. 30) .

### *Universal Design Principles (Accessibility)*

In order to create a design that is both usable and accessible, it is essential to adhere to the seven Universal design principles outlined by group of designers led by Ron Mace (Preiser and Smith, 2010, p.59).

- Equitable Use - the design must be accessible and usable for individuals with various abilities (Preiser & Smith, 2010, p.60).
- Flexibility in Use- The design is flexible, where users can integrate with the design in different ways (Preiser & Smith, 2010, p.60).
- Simple and Intuitive Use- The design should be understandable and easy to use (Preiser & Smith, 2010, p.60).
- Perceptible Information- the necessary information is communicated to the user regardless of the user's disability.
- Tolerance for Error - the design must minimize the risks of errors (Preiser & Smith, 2010, p.60).
- Low Physical Effort - The design should be comfortable and avoid physical effort (Preiser & Smith, 2010, p.60).
- Size and Space for Approach and Use- Regardless of the users' mobility, size, or posture, the design must be adaptable for all mobility barriers and different body sizes (Preiser & Smith, 2010, p.61).

### *Gamification and stress.*

The target group in this study is girls exposed to honour-related problems such as pressure, threats, or violence. Examining the users' needs and problems is a relevant and important part of the design process (Wikberg et al., 2021, p.22). The restriction of freedom causes stress and even poor mental health; girls exposed to honour-related problems have poorer mental health (Socialstyrelsen, 2021).

People who have stress and problems in their lives often play games to be able to reduce stress and find pleasure (Brailovskaia et al., 2022). When people are gaming getting a task completed in the game brings happiness and enjoyment in real life (Brailovskaia et al., 2022). Learning through gamification is also very

effective (Ghawail et al., 2022). Many people use Kahoot games (a type of quiz-game) for example to develop cognitive performance (Ghawail et al., 2022). Gamification increases individuals' motivation, problem-solving ability, and decision-making ability and increases social communication skills (Park & Kim, 2021).

#### *Game elements*

According to Schell (2019, p. 54) four elements make a game usable and playable. The first element is *Game Mechanics*, which are rules and procedures in a game that encourage people to play (Schell, 2019, p.53). However, Schell (2019, p. 54) continues that the second element is *Aesthetics*, which includes how a game sounds, looks, and feels while playing. This element is one of the essential elements in game design because of players' direct interaction with the game (Schell, 2019, p.54). *Story* is the third element, and it is about the narrative of the game; the fourth element is *Technology* meaning the device that makes the game possible (Schell, 2019, p.54). In this study, game elements have been used as a guiding concept and will be presented in the chapters of *Design proposal*.

#### *Receiver and Purpose*

According to Eriksson (2017, p. 82), how a message is interpreted depends on the context the receiver is in. For example, the design in this study is aimed at young women exposed to honour-related problems. They would interpret the message in this application based on their own experiences.

# Methods

*The various methods used in the study are presented in this chapter of the essay. First, the meaning of the methods and then the use of methods will be presented. In this chapter, the sampling method will also be presented.*

## Sampling method

In this study, Subjective sampling has been used. Subjective sampling can be used to obtain relevant information by addressing a small target group relevant to the research area (Denscombe, 2018, p. 68). The study aims to investigate how an interactive application can ease the situation of honour-subjected girls and help disadvantaged girls feel more included. Because my research area is sensitive, I therefore chose this subjective sampling. In this study, five volunteer girls were interviewed. By targeting to a small group with only 5 girls I still hope to get relevant and useful information in for this qualitative study.

The girls who were interviewed in this study have been privately contacted so as to avoid the risk of being noticed that could be caused by posting an ad on social media.

## External analysis

External analysis is a method that makes it possible to collect data and understand how others have dealt with the same or similar particular problem, then compile all the data and get inspiration for the project (Larsson 2014, p. 104). This involved collecting data about three existing websites and apps aimed at girls with honour-related problems. The websites are the following:

- The Swedish women's peace line (*Kvinnofridslinjen*), which is open 24/7
- Brottsofferjouren.se gives support to someone who is at risk of crime and witnesses.
- Umo.se, support if girls have questions about honour-related violence or problem.

The external analyses includes questioning: What does the interface look like? What interactive functions does this particular website or application have? And so on.

## **Brainstorming**

Brainstorming is a method that makes it possible to collect ideas, often using post-it notes a large number of possible ideas that are related to the theme (Wikberg et al., 2021, p.137). With the help of the data from the External analysis many ideas were collected on post-it notes on the Miro tool. These notes were then analyzed using an affinity diagram.

## **Interviews**

Research interviews are a method in which informants' answers to the researcher's questions are used as a data source (Denscombe, 2018,). However, there are different types of interviews conducted the researcher and informants (Denscombe, 2018,). There are personal interviews that are conducted between the researcher and the informant. Personal interviews are very time-saving and flexible (Denscombe, 2018. p. 270). In this Study five girls have been interviewed as informants The girls signed a consent form to get their permission to use the answers for this study as a source. Also, two experts in the area were interviewed a Senior Lecturer/Associate Professor at a Swedish University and is an investigator/child interrogator and is also part of the police's competence network for honour-related crime.

Both in-person and virtual mediums such as Zoom were utilized to conduct interviews. Since this study is based on qualitative data, a considerable portion of the study's time was invested in conducting the interviews. Before the interview session started, those concerned were informed about the purpose of the research and the project task. Principles of research ethics have been followed, in this study. The participants will be anonymous to protect their personal data. The five young women will be referred to as Respondent 1, Respondent 2 and so on. The results of the interviews will be presented in upcoming chapter Results. Each interview was meticulously recorded and transcribed for future reference and analysis.

## **Observation**

Semi structured Observation is a research method that allows researchers to collect data about users, for example, by observing facial expressions, their clothing, or their environment (Martin & Hanington, 2016, p.120). The observation method is suitable for learning more about the users and how the upcoming design suits them (Martin & Hanington, 2016, p.120). The observation method is often used in the exploratory phase of the design process. However, Martin & Hanington (2016, p.120) continue that while some researchers may have some questions when observing, the focus is mainly on observing users with an open mind. In this study, this method has been used in combination with the interview method. The users were observed, and their behaviour was documented.

## Affinity Diagram

Affinity diagrams collect large amounts of data and categorize them into groups based on their relationships (Martin & Hanington, 2016, p. 12). An affinity diagram has been used in this study to help categorize the data from the interviews. The affinity diagram benefited this study by identifying the different problems and problem areas by categorizing the answers based on their similarity. The results of affinity diagramming will be presented in upcoming chapter *Results*.

## Persona

For user-centered design and human-centered design, designers must understand their users, based on collected data from, for example, interviews. A *Personas* is a fictional person who represents the target group, *Personas* are created based on collected user data (Martin & Hanington, 2016, p.132). However, Martin & Hanington (2016, p.132) continue to suggest that to create a persona based on the needs of all users is not necessary. The collected data should be limited; otherwise, there is a risk of information overload. Based on the data from the interviews, a Persona has been created to be able to identify the target group.

## Prototyping

*Prototyping* is a method used by designers to create a first test of a design idea that makes it possible for users to interact with it. Prototyping presents creative ideas and research to solve the specific design problem with the interactive creation of artifacts at different levels (Martin & Hanington, 2016, p.138). Users' involvement in the prototyping process makes it possible to check if this specific product meets users' expectations and fulfils their needs (Sharp, Pearce & Rogers, 2016, p. 386). However, there are different levels of creating prototypes, *Low-fidelity* prototypes, and *High-fidelity* prototypes (Martin & Hanington, 2016, p.138-140). In this study both Lo- and Hi-fidelity prototyping, have been used, see chapter *Design Proposal*.

### Low-fidelity prototyping

Low-fidelity prototyping is a very cheap and time-saving method for designers. This method is usually created by sketching the idea and is very common during the early phase of processes and often shows as storyboards, sketch models, or concept sketches. However, Martin & Hanington (2016, p.137) continue that this method is often used to create a first sketch and try it on users to see if the design meets the users' requirements. In this study, Low fidelity prototypes have been created and several usability tests with the users have been conducted. Then, based on the test results, changes have been made. Furthermore, the design idea was iterated to start creating the Hi-fi prototype (Martin & Hanington, 2016, p. 137).

## High-fidelity prototypes

A High-fidelity prototype is usually the developed prototype that contains more features and colour; a High-fidelity prototype also usually includes colours and focuses on the design. An Example of a High-fidelity prototype can be a clickable interface with all features and colour that users can interact with (Martin & Hanington, 2016, p. 139). This study has created a high-fidelity prototype, and more about this is follows in the chapter *Design Proposal*.

## Think-aloud Protocol.

Think-aloud Protocol is a method used when testing a design's usability. The think-aloud protocol encourages users to express their thinking while using the design or the product to complete a task. In this method, users express what they are doing, thinking, or feeling while using the design and completing a task. This method is a very effective way to see if the users understand the purpose of the design and can easily complete a task without confusion (Martin & Hanington, 2016, p.180). In this study, the Think-aloud protocol has been conducted several times with both the Low-fi and Hi-fi prototypes to identify usability issues. The test went by allowing the users to test the prototype and express their thoughts while interacting with the prototype. The test has been documented and transcribed. More about the application of the method will be presented in chapter *Results*.

## A/B testing

The purpose of the A/B testing method is to enable and compare two versions of a prototype (Martin & Hanington, 2016, p.8) For example, one prototype may contain certain functions and icons and the other contains different types of functions, then with the help of users both proposals can be tested. Then it can be decided which of these suggestions is most useful based on the users' experience (Martin & Hanington, 2016, p.8) In this study A/B testing has been conducted with one user. A/B testing was done by allowing users integrate with two variations of the prototype that had different colour choices, the users completed the test and chose the ones that worked well for their visual ability. The results of the A/B testing will be presented in upcoming chapter *Results*.



# Design process

In this study, a human-centered design process has been used; Arvola (2020, p. 12) describes this process as iterative with the user in the center. The human-centered design process follows the design process step by step by starting with the work of Planning with the user at the center; step two to Create insights through various methods of data collection; step three Specifies intentions and goals; step four, Design ideas through various sketches and storyboards and step five Evaluation (Arvola, 2020, p. 47). However, Arvola (2020, p.47) continues that if the evaluation in step 5 discovers that the product does not meet the objective requirement, steps three and four must be iterated until the product meets the objective. In this study, a diagram has been created to be able to explain and visualize the design process. See figure 1.

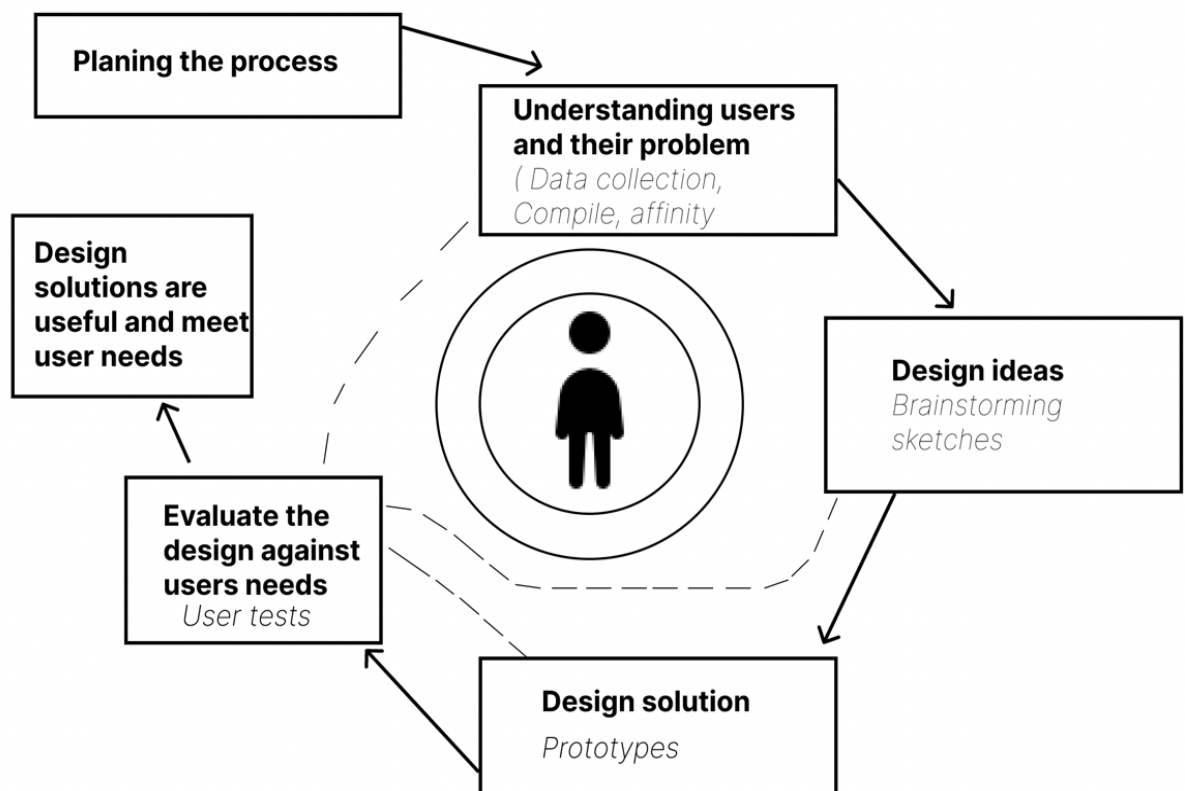


Figure 1: Human-centred design process used in this study; diagram created by Pakezea Anwar (2023)

# Results

*In this chapter the results are presented from the methods which were applied in pre study phase to collect data about the users' needs and requirements. All the interviews were conducted in Swedish and translated by the author. For original full transcriptions see attachments.*

## Results of Interviews

### Expert 1

In this study, an expert on honour-related issues has been interviewed. This expert is also a university lecturer/associate professor at the Swedish University. The expert will be referred to in this study as Expert 1. Expert 1 verbally agreed that the answer from the interview could be used as a source in this study.

During the interview, the question was asked "Were the girls checked at home? If so, how?" Expert 1 answered, "It was almost as if the ones they described had computers, and there were also restrictions by the fathers. The brothers went in, looked, and checked the mobile phone and saw that they had deleted something recently. What have you deleted? And they went through so that such things were included. There was also a story about a father who found his daughter, and she was sitting and chatting with someone, whether it was a boy or something online, and he got so angry that he threw the computer against the wall."

One of the interesting tips that Expert 1 mentioned was, "If you could design some game or something that helps the girls start thinking in terms of seat belts to protect themselves." "Honour-related problems are sensitive and risky" Expert 1 (2023).

### Respondent Interview 1

Here the results of the interviews with five young women who have contributed voluntarily to this study will be presented: Respondent 1 has been asked What kind of honour problems or violence? Respondent 1: "I am exposed to mental violence at home if I take a specific action. I have to take the consequences." Respondent 1 continued, "One time, my dad saw me chatting with a guy from school, and my dad threw the phone away because he got really pissed off. After this incident, he checks my cell phone daily to see if I am chatting with any guy or seeking help.

Interviewer: "How do you handle such a situation?" Respondent 1 answered: "Tolerate because of the family reputation, do not want to tarnish the family reputation."

## Respondent Interview 2

One of the interview questions was: "What type of honour-related violence do you face at home?" The answer was different from the other Respondents; for example, Respondent 2 answered: "I face, physical violence several times." According to Respondent 2, she was subjected to physical violence when the girl was talking to a guy on her social media. One of the girls' relevant questions was why they don't seek help; nowadays, there are many digital platforms where you can get support.

Respondent 2 said, "I don't dare; what if someone in the family sees me seeking help or support via the internet? Then I could face major consequences."

## Respondent Interview 3

A quote selected from interview 3: "I want to be free and live my dreams without damaging my family's reputation because, after all, I love my family". When asked about her future plans, Respondent 3 expressed a desire to pursue her dreams without bringing shame to her family, whom she loves. She also stated that she would be willing to use an app designed to help girls facing violence related to honour, as long as it could help her achieve her freedom.

## Respondent Interview 4

The interviewer asks about the respondent's age and social media use, to which the respondent states they use Instagram and keep their account private. The respondent has experienced honour-related violence from their parents but hesitates to report it. "I want to find a way to report them without risking anything." Said respondent 4.

When asked about hobbies, she replied that her hobbies include reading and gaming, and they plan to become independent and defend themselves against honour-related standards. The respondent would use an app to guide girls who are victims of honour-related violence.

## Respondent Interview 5

Respondent 5 lives with her family because of cultural norms that prohibit girls from leaving home before marriage. She does not agree with the tradition and is not allowed to choose her future husband. Seeking help from digital platforms may lead to her being forced into marriage against her will, "I live under standards of honour, if I break the standards there are risks that I will be married off against my will", respondent 5.

Her hobbies include playing quiz games, and her only quest is to find a solution to her situation without facing possible serious consequences. She is unsure about using an app to help girls who are victims of honour-related violence.

## Expert 2

In this study, a skilled investigator and expert in honour-related crimes, referred to as "Expert 2," was interviewed. The prototype game app was tested during the interview, and feedback was given on its design and functionality. When asked if the app could help teach girls how to handle honour-related issues,

Expert 2 responded positively and emphasized its potential benefits for vulnerable girls who are controlled at home. Interestingly, according to Expert 2, girls tend to perceive the information as being hidden. Expert 2 also mentioned the importance of incorporating security measures such as a personal access code to ensure the app's safety. These valuable suggestions will be taken into account in the final iteration of the prototype, ensuring that it meets ethical standards and effectively addresses the needs of its target audience.

Some of the other questions that were asked were the following:

What did you think of the different functions, the panic button, language functions, etc.? Expert Two answered, "It was really helpful, and the panic button is good in an emergency when someone in the family suspects the girl is doing something on her phone."

The prototype included some quiz questions however these were limited so as not to make the prototype too large, but the limited questions were created to give a glimpse of the app and its purpose. What did you think of the questions? "The questions were good and typically honoured related problem questions."

The app's purpose was to guide and inform girls about how to seek help when they experience honour-related violence, but this purpose was hidden behind a design. What did you think of this? "As an expert in this area, I can confirm that the hidden purpose was a really good thing, and even younger girls can benefit from this game." The full transcription is under attachments (in Swedish).

## **Affinity Diagram results**

Based on compiled data from the interviews, affinity diagrams were created. The respondents have been colour coded. Respondent 1 had colour pink, Respondent 2 blue, Respondent 3 green, Respondent 4 yellow and Respondent 5 orange. After colour-coding each Respondent, headings were created, and categorized for the collected responses that matched the headings.

The following headings have been used:

- Isolated, not allowed to socialize with others.
- Controlled
- Different types of violence
- Seeking help
- Hobbies
- Why this hobby?

## **Persona**

Based on the information gathered from interviews, a Persona has been created to aid in identifying the target audience with greater precision. The Persona has been thoughtfully designed to include crucial details such as Goals, Needs, Biography, Pain Points, and quote. The chosen name for this Persona is Rapunzel, and the complete results can be viewed in Figure 2.



## Rapunzel

Age: 22  
Gender: Woman  
Location: Eskilstuna, Swe  
Occupation: Student

## Goals

- Meeting people and expanding her social circle
- Meeting young men
- Using social media without parents spying on her

### Quote

*"I want freedom  
but dont know  
how to be free"*

## Bio

Rapunzel is a 22-year-old woman who lives with her parents and brothers. Rapunzel moved from the Middle East to Sweden when she was 12. Since childhood, she has lived in an oppressed environment where the men in the family decide everything. Every day, her father checks Amina's cell phone to make sure she is not talking to men, and he also checks Rapunzel's search history to see what she has been looking at online. Despite Rapunzel's adult age, she does not know how to react when subjected to honor-related hatred and threats.

## Pain points/ frustrations

- Does not know how to react when subjected to honor-related hatred and threats.
- Can't find any good apps or websites with less text or pictures on how to act when faced with honor related threats or hate
- Due to her dyslexia, she has difficulty with overloaded text or information.

## Needs

- Find an informative digital platform to learn how she should respond when she is subjected to honor violence or torture without her brother or father suspecting.
- Find a digital platform without a lot of text

## Hobby

- Likes to read books and play quiz games to increase her knowledge

Figure 2: represents the Persona created by Pakezea Anwar.

### User test one (low fidelity: first iteration)

A Think-aloud Protocol was conducted and a low fidelity prototype. To conduct this test, users were asked to describe their initial thoughts on the prototype and their thoughts on different feature choices and feature placements. In the implementation of the Think-aloud Protocol, Test-person 1 described their thoughts as follows: "I interpret the start page as an information page where the frame represents an image or animation, and the "Lorem ipsum" text is a kind of information text." The second page of the low-fidelity prototype contained lines and numbers that gradually went upwards see figure 3. Where Test-person 1's first thoughts were "Candy Crush game." However, test person 1 said, "Some functions are unclear to see what they might be for due to the choice of icons."

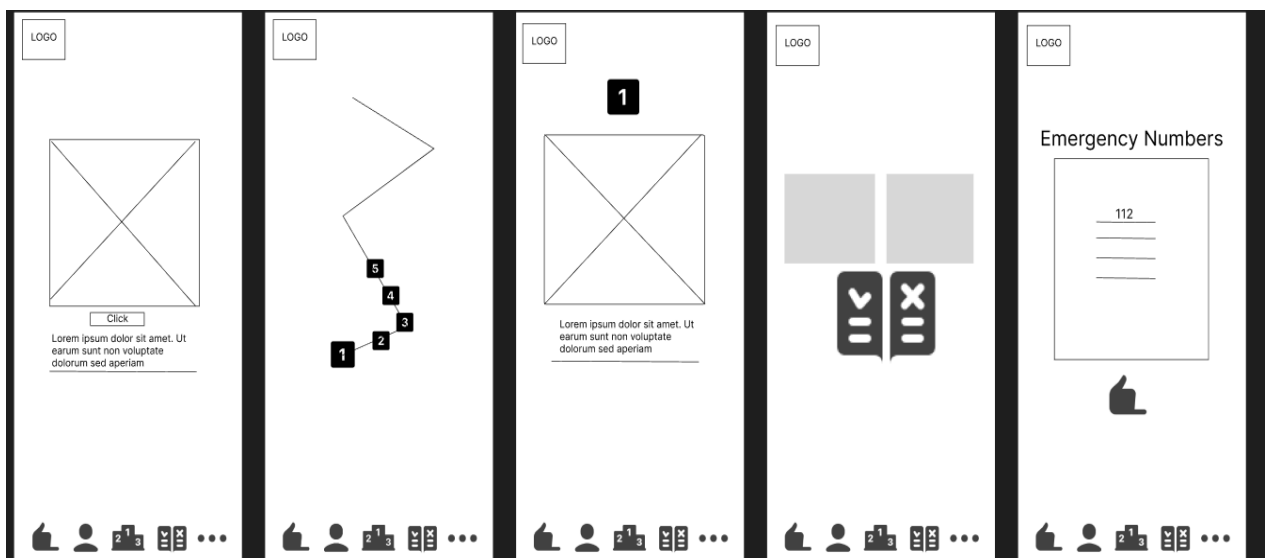


Figure 3: Represents the low-fi prototype created in Figma by Pakezea Anwar.

### User test two (low fidelity: first iteration)

Another test Think-aloud Protocol was conducted with a low-fidelity prototype to be able to identify problems and to be able to improve and iterate the idea based on the answer. However, the tester's first impression was positive, responding, "My first thoughts about this prototype were a gamified application with different reward systems, but icons used in low-fi prototypes were not easy to understand." Responses from user tests have been noted and followed in order to iterate the idea through the design process.

### User test three (low fidelity: second iteration)

After iterating the design, we tested it again. During this round of testing, users commented on poor colour contrast in the text, which affected readability.

Additionally, one tester mentioned that the interface had too much white space. Please refer to figure 4 & 5 for more information.



Figure 4: Represents the low-fi prototype star page. Figure 5: Represents the low-fi prototype levels page.



### User test three (A/B testing, low fidelity: third iteration)

A/B testing was conducted to compare two design proposals based on their appearance and colour. Users were asked to choose which design they preferred. The feedback indicated that Alternative A's bright colour had poor contrast, while Alternative B looked better and had better contrast.



Figure 6: Test 3, Alternative A.



Figure 7: Test 3, Alternative B

### User test four (high fidelity prototype: fourth iteration)

Based on feedback from previous user tests, we tested high-fidelity prototypes that included various functions, colour, and illustrations. See figures 8, 9 & 10.

The user was confused in the first round of the high-fidelity prototype because not all answer options were clickable. The users attempted to answer a quiz question by selecting an incorrect answer option, but they were unable to click on it. They questioned why the answer options were not clickable. They suggested that having all answer options clickable would enhance the interaction between the user and the game. However, the user was pleased to discover a hidden information page with content available in multiple languages, including Persian.

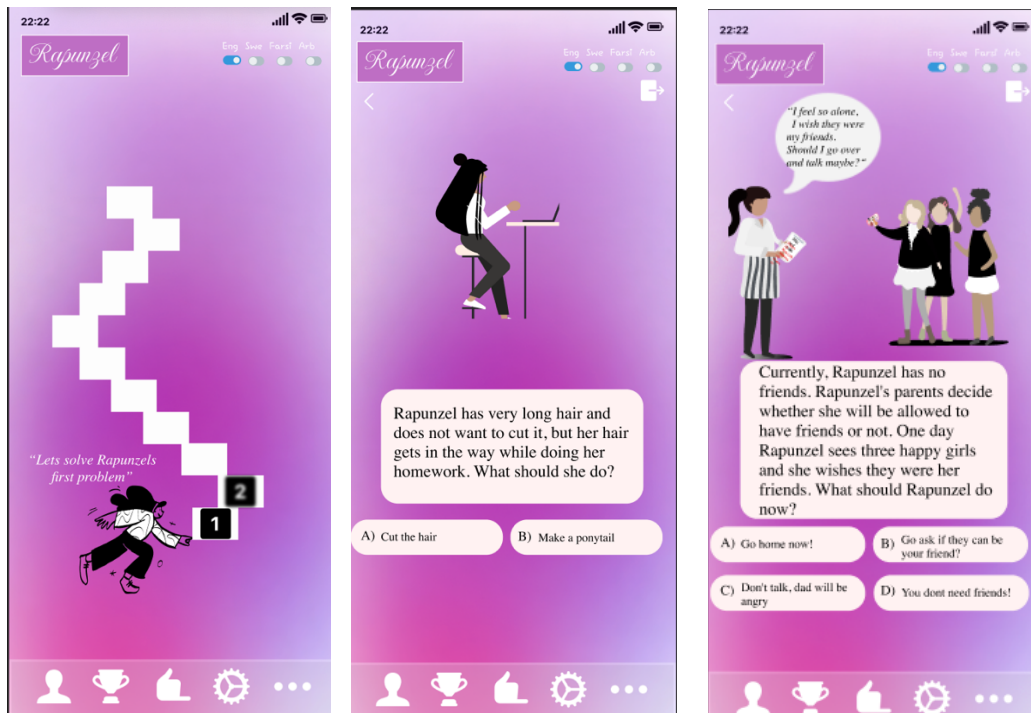


Figure 8, 9 & 10: Represents the first high fidelity prototype – fourth iteration.

## User test five (high fidelity prototype: fifth iteration)

Based on results from the first user tests, there have been some changes made to the features and in the next iteration all the answer options are clickable. The user feedback was positive; they found the design easy to interact with and free from the previous frustration or confusion. When asked about their thoughts on the interface, one user commented that it was "very simple and minimalistic" and appreciated the use of illustrations. The same user confirmed they would use the game app to learn about honour-related problems and how to report them, due to the hidden purpose and functions. However, they also expressed a desire for more quiz questions. Additionally, the user liked the "feminine feel" of the interface's colour (because it was added functions not the image figure 8, 9, & 10 are still relevant).

## User test six (high fidelity prototype: sixth iteration)

During the sixth prototype test, a child interrogation expert who is also part of the police's network for honour-related crimes provided feedback. They were impressed with the design concept but expressed security concerns. Specifically, they asked how the app would verify that the person using it is a victim of honour violence. This was new feedback that had not been brought up in previous tests. To address this concern, the expert recommended adding a personal code to confirm the user's identity and prevent unauthorized individuals from taking the quiz. This recommendation has been noted, and for enhanced security, a personal code has been added after the initial question in the prototype. Additional details regarding the prototype will be discussed in a chapter of the *Design proposal*.

# Design proposal

*This chapter will cover the designing of the Low-fidelity prototype, iterations, and the high-fidelity prototype, of the design. Additionally, the various theories principles of design and game elements used to create the prototype will be discussed here as applied to the design.*

## **Low- fidelity Prototype**

After all the collected data in the pre-study phase, the sketching phase began to capture ideas in the design process. Different simple sketches (see figure 3) of the upcoming prototype made it easier to develop several different ideas in prototyping. The low-fidelity prototype was created on the design tool Figma where a simple design of an interactive gamified app was visualized. Low-fidelity prototype black and white icons used as different features, in creating the Low-fi prototype, the focus was mainly on how the various functions could be used and how users understand the design, and how they interact with the prototype and not on colour or aesthetics which can be distracting.

## **High-fidelity prototype Game Elements**

### **Aesthetics:**

The aim is an understandable and easy interface that everyone even those with different abilities can use, here the universal design principle "Simple and Intuitive Use " has been followed as described by Preiser & Smith (2010, p.60).

The illustrations visualize the story of the “Rapunzel” character as the user’s guide her through the game. The feminine colour are designed to appeal to the target group (young women and girls). Pink and shades of pink are often considered feminine colour (Adobe, 2023). See figure 11.

### **Mechanics:**

This game's mechanics are different quiz questions; by answering correctly the user gets coins (rewards) and levels up to the next level. Rewards: be able to change appearance, change hair colour, buy clothes to the character of the game. See figure 12.

### **Story:**

The narrative in this game is about a girl who is trying to escape from honour-related problems; users' answers help her to get freedom. The purpose of the game hides behind the story. The aim of the design is to provide information to young women and prepare them mentally to report if they have honour-related problems.

**Technology:** A smartphone is needed to be able to play this quiz game.



Figure 11: Represents high fidelity prototype and final colour scheme

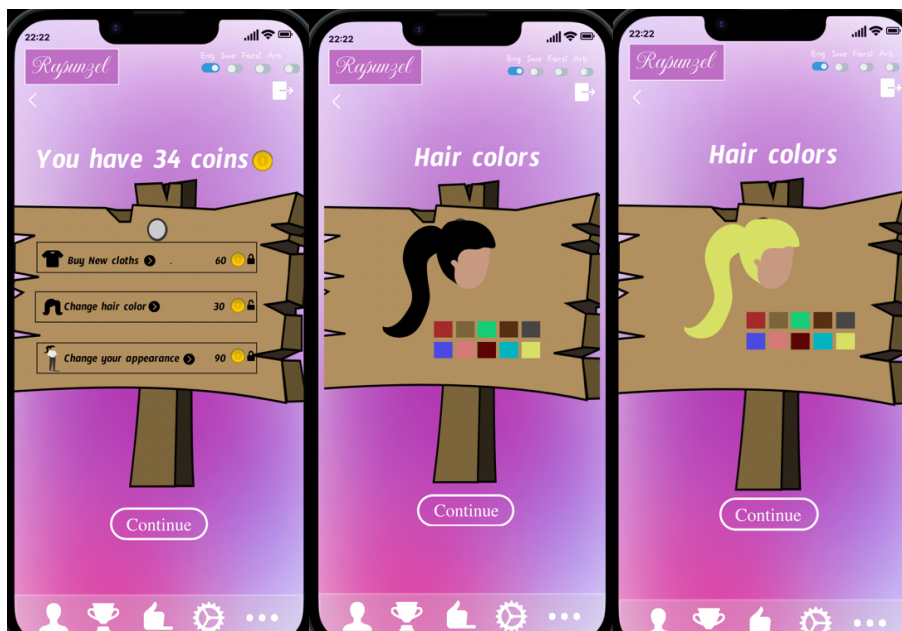


Figure 12: Represents some game functionality/mechanics.

## Receiver and Purpose

According to Eriksson (2017), how a message is interpreted depends on the context the receiver is in. For example, the design in this study is aimed at young women exposed to honour-related problems. They should interpret the message in this game based on their own experiences. The true purpose of this game app is hidden, but a person who has experienced the experience that the character in the game experiences will understand the message of this game. This gamified app aims to help young women and girls to be more included in society by teaching them how to take action in vulnerable situations. The help of various animations and quiz questions and answers makes it possible for the information to reach the girls. All information and procedures in this game are based on information available at the National Board of Health and Welfare and the Police's official website. In this way the goal of this design should also contribute to achieve the UN global goal of 2030 an inclusive fair society for all (United Nations, 2023).

## The Interaction design principles

*This is how the interaction design principles applied to the design.*

**Visibility:** The prototype has been designed in a visible way where all functions, text, and colour are visible; some functions are designed larger to increase visibility and to make them usable.

**Feedback:** The game has been designed to offer an interactive gaming experience with thoughtful responses. To achieve this, every answer to the question alternatives is clickable, enabling seamless interaction between the user and the game.

**Constraints:** All necessary features in the game are clickable. However, the Quiz game has limited answer options to ensure user clarity.

**Consistency:** This game incorporates design elements from previous game apps to provide users with a clear understanding of its features and easy interaction with the interface. The game includes familiar options such as a next button, a back button, language functions, and a panic button commonly found in other apps or games.

**Affordance:** Various clickable question alternatives have been implemented to enable interaction between the game and the user. Additionally, text on buttons facilitates user understanding of what actions to take, such as "Click here to start" at the beginning of the game See figure:11.

## Universal design principles

*This is how the Universal design principles applied to the design.*

**Equitable Use:** The game is designed to be accessible to people with diverse abilities. It includes language functions, sight interpretation, and voice-over to ensure accessibility.

**Flexibility in Use:** Interacting with this game is easy for users, as every page has back and panic buttons. This makes the game flexible and user-friendly.

**Simple and Intuitive Use:** The game has a user-friendly interface that is easy to understand and use.

**Perceptible Information:** All the important information about the game's storyline has been provided, and there's a page within the game that explains how users can report any issues related to honour.

**The tolerance for error:** In this game, users can change their answer using the "Go back button." This feature is included to provide users with flexibility and allow for a margin of error.

**Low Physical Effort:** Within the game, there is a page dedicated to providing information on various methods for reporting issues faced by girls. This page consolidates all necessary contact numbers to avoid the need for searching through multiple sources.

**Size and Space for Approach and Use:** The game can be used by people with varying mobility, size, and posture thanks to its adaptable features.

## Final Prototype

### *The start page*

When a player starts the game, a woman who acts as a narrator tells the player about Rapunzel's challenging life. The narrator continues by saying. " You can begin playing by clicking on the start button." See figure 11.

### *Levels*

Once the player clicks on "start," they will be taken to a new page where they can choose from various game levels. The player should select the first quiz question on this page since the second one is currently locked and can only be accessed by correctly answering the first question.

### *Next Levels (Personal code)*

During the design process, a highly qualified expert from the police competence network specializing in honour-related crimes made a valuable contribution by suggesting a safety code specifically for girls. The suggestion was thoroughly reviewed and revised multiple times before a personal code was included in the final prototype. This personal code is a crucial safety feature that ensures only the intended person can access sensitive information related to honour-related questions. The addition of this personal code was a proactive measure aimed at prioritizing girls' safety and preventing any unauthorized access to their private and sensitive information. They pick the personal code themselves after completing the first level. In the game, a personal code is required after the first question because question two is more related to honour issues. See image 13.



Figure: 13: represents the personal code page of the game created by Pakezea Anwar.



### *Quiz The questions and the answer*

The quiz continues with some essential questions that examine the girl's reaction if exposed to Rapunzel's honour related problem. The questions are typically honour related, and the answers reflect how the user should react based on collected data available from support organizations. All the answers are clickable to make the interaction between the game and the player possible. See figure 14.



Figure 14 represents the some of quiz question pages in the game created by Pakezea Anwar.

### *Emergency and important numbers*

By answering the quiz questions, the user enter a page where they find all the information that is important to know if they are exposed to honour-related violence, and they find all the important numbers on this page. These numbers are also found under the menu hidden behind the icon that looks like "thumbs up." The player must enter the personal code for security reasons to get to this information page. There is also a panic button that the user can click and return to the introduction page to ensure no suspicions are created in the girl's family. See figure 15.



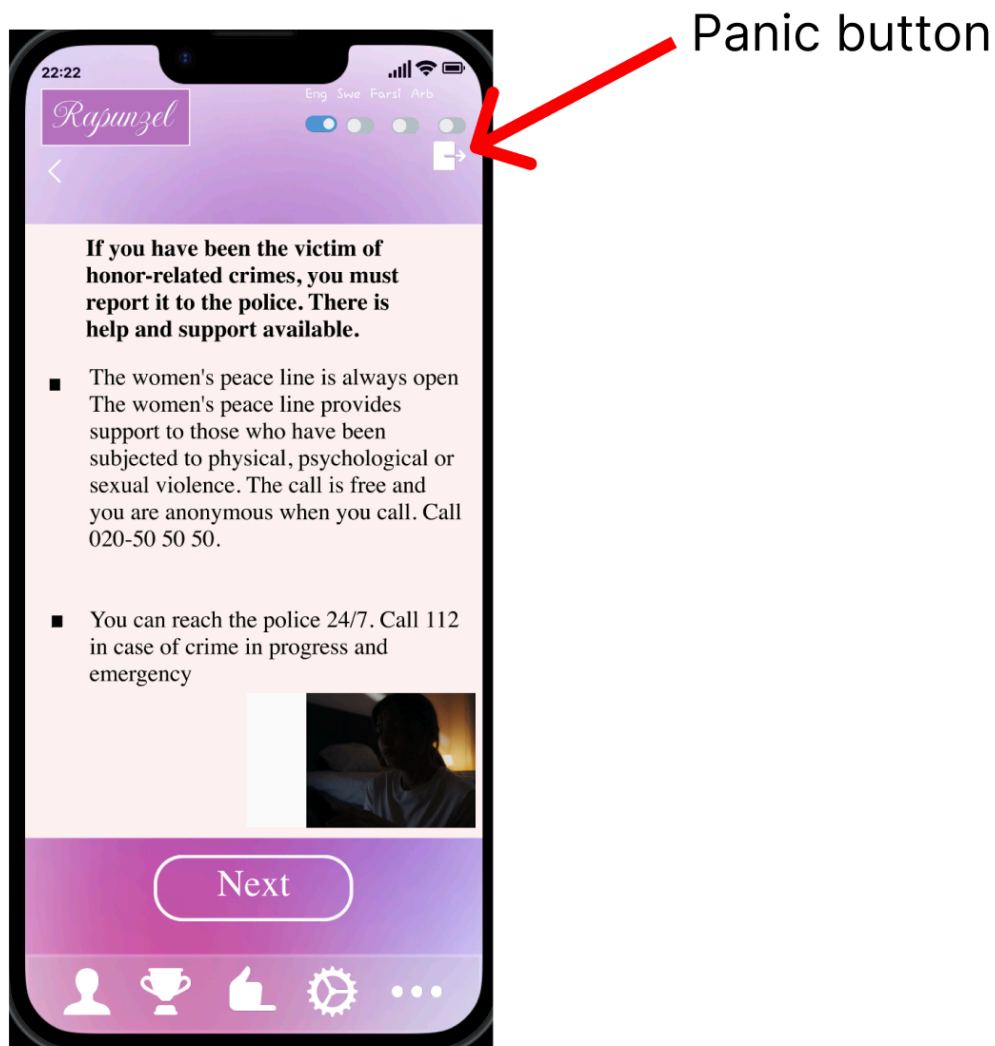


Figure 15 Emergency and important numbers page created by Pakezea Anwar.

### Rewards

To encourage the player to answer the questions, there is a reward system; each correct question gives a certain point, and with this point, the player has the opportunity to buy clothes for their character, change his hair colour, or change the player character completely, see figure 12.

### Accessibility

In order to comply with the WCAG guidelines, certain functions such as, speech synthesis, and different language options have been added, see figure 16. In the creation of the design, the colour have also been chosen to create a good contrast between background and text to create good readability. The Persian language option is clickable on the information page itself. See figure 17.



Figure 16: represents the accessibility page.



Figure 17: Represents Farsi information page.

To Interact with the prototype follow this link: [Link to Figma prototype](#)

(Full link in Attachment 8).

# Discussion

The biggest investment of this study was the interviews and collecting data, because this is a qualitative study, and the design development is based on information from the interview responses and from the various literature. However, it was very instructive to investigate how the design process can be used to design an interactive accessible application that provides information on how to proceed when girls are exposed to honour-related problems. Investigating specifically the issue of honour was very challenging for an interaction designer because it is a very sensitive issue.

This study aimed to investigate how Human Centered Design process can be used to design an interactive, accessible application that supplies information on who to contact and how to proceed when young women and girls are subjected to honour-related problems. The first research question was: How can HCD design process be used to design an interactive accessible application that supplies information on how to proceed to girls at risk for honour-related problems? HCD process put strong focus on the users and their needs, the responses from the five respondents' interviews and their participation in the user studies helped this study develop ideas, that have been iterated throughout the design process.

The second research question was: What features does that interactive application need to have, and what needs should it satisfy? The interview with Expert 1 has helped this study a lot because they are very familiar with the field of honour, and therefore the interview was beneficial for this study. Their advice on using a game to disguise the true purpose of the app was central to the design concept. Expert 2 is a highly qualified expert from the police competence network who works as an investigator/child interrogator, their suggestion to add a safety code was a feature of the final prototype, crucial for the user's safety.

According to Expert 2, who tested the prototype "This gamified app can be useful even for girls at younger ages." The target group of this study is girls between ages 16-25; I chose to focus on this specific target group because, according to Riksdagen (2009), girls between ages 16-25 have bigger risks of getting married without their own will. However, Expert 2 continued "girls in the younger ages also face honour-related problems without knowing it because of their young ages". The final prototype included a personal code, according to Expert 2 a personal code minimizes the risks of being caught by a suspicious family member. This may help protect younger girls even though they were not the target group of the study.

Another goal of this study was the United Nations sustainable development goal 16. Goal 16 is about building a more inclusive, just, and peaceful world for all. Therefore, focus on young woman and girls within ethnic minority families subjected to honour-related problems in Sweden is relevant to this goal. Also, relevant is the aim of being able to include those girls more freely in society by

helping them to find information on how they should react, where to seek support, and even how they should report honour violence.

A suggestion for further research would be a wider study with a larger number of participants where the prototype could be effectively tested over a longer period of time. Also, more languages for example Farsi, Uzbek, Arabic could be included. A focus on effects of honour-related problems on boys and how to solve it with a similar application could also be beneficial in a future study.

## Conclusions

Based on the collected qualitative data and iterative design and testing, insights and solutions have been developed on how an interactive, and accessible application could supply valuable but sensitive information through a gamified application and reduce the risk of anyone in the user's family discovering it.

The game's design targets girls by using specific colour schemes and female characters. This is done to promote inclusion and encourage girls to immerse themselves in the game's story and this leads them to information, this also functions as a disguise.

The app's different game features make it possible to hide the real purpose of the app behind its animated characters, quiz, and different questions. Moreover, there is some serious questions/story-points in the app, based on young girls' real-life experience, which the user should be able to relate to. This part of the app is accessible to users only by entering a personal code they have chosen; this safety feature has been developed and iterated carefully with the advice of experts who work in this problem area.

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# Attachments

## Attachment 1

Transcript of interview with Expert 1. Original interview, in swedish.  
2023.05.03.

**Expert 1:** Bara en gång till förklara, hur tänker du använda mig om våran intervju i din uppsats?

**Intervjuare:** Eftersom du har jobbat med sådana frågor hedersrelaterade frågor, så har du säkert varit med tjejerna som har blivit utsatt för en sån situation och du känner igen ämnet så jag vill skapa något utifrån min kvalitativa studie. Från din intervju vill jag fördjupa mig mer in i min prototypskapande. Typ vilka funktioner, vilka liksom egenskaper ska min prototyp ha? Ska jag skapa ett gränssnitt? Eller hur kan jag underlätta för dessa tjejer.

**Intervjuare:** Ja så om jag börjar lite med mina frågor så jag har sett på din liksom på diva portalen att du har gjort intervjuer med 11 tjejer som är mellan 16 och 20 åldern alltså. Du har intervjuat dem och du har skrivit om deras heders utsatthet kan du berätta lite kortfattat hur de har upplevt och vad de har upplevt?

**Expert 1:** Jag använder ju inte begreppet heder när jag gjorde urvalet utan för att jag gjorde. Jag gjorde det första gången, men då blev det som att den tjejen. Det här var alltså tvåtusenfyra och det var ju inte så vanligt då med det här begreppet och på det sättet de kategoriserar sig själva, inte som jag är utsatt för hedersrelaterat våld och förtryck, utan det är de så och det som var min urval var ju då att att man lever med begränsningar och kontroll av sitt sociala liv och sin sexualitet.

**Expert 1:** Det som var jag träffar de flesta av när jag jobbade på en ungdomsmottagning då i ort x var det ju genom att man barnmorskorna eller eller kuratorn och man pratar om att de kom för preventivmedel eller så att man inte fick ha en pojkvän att att föräldrarna inte visste om det. Så det var ofta så var en ingång. Sen fick jag nog igenom senare också genom sociala tjänster som var placerade på skyddat boende och så.



**Expert 1:** Familjerna jag beskriver dem som patriarkala, alltså det det var pappan bestämmer, men mamman hade ju också en del att säga till. Det var inte så att hon var helt utan makt eller någonting, men den var annorlunda och så och en del mammor använder också olika former av våld, till exempel emotionell utpressning. Snälla, du var snäll mot pappa nu åtminstone för min skull säger åtminstone god morgon gör nu så pappa blir glad, följ med här nu, så kommer lite bra att man vädjade till deras. Skuld känslor och och att man ska vara en. Bra dotter helt enkelt lyda är ju väldigt centralt, speciellt då för kvinnorna men också för barnen gentemot föräldrarna och kvinnorna. Tjejerna gentemot männen då?

**Intervjuare:** Men vilken från vilka länder var dessa tjejer? Vad var det för språk de pratade?

**Expert 1:** Ja jag kallat det från ett utvidgat Mellanöstern område.

**Intervjuare:** Mellanöstern området, okej.

**Expert 1:** Men ett utvidgat, så det är inte bara liksom om du tänker det här närmaste Mellanöstern, Israel och araberna och liksom, utan det är liksom hela bort mot Asien också runt omkring där jag har valt att inte lägga ut namnen på på länderna.

**Intervjuare:** För mig är det viktigt att veta språket. Jag kommer ha flera språk alternativ i min gränssnitt.

**Expert 1:** Och det här var flera olika språk, men samtidigt är de jag pratar med pratar ju svenska. Jag hade ingen tolk, de hade bott mellan familjen hade bott mellan 6 och 20 år i Sverige, så det var inga nytilkomna och det är också intressant att se att det ända som de familjer som har bott här i 20 år.

**Expert 1:** Tjejerna såg det igenom hur föräldrarna pratar om andra.

**Expert 1:** Vad de tyckte om och inte när det gällde andra familjer och förstod döttrarna så här ska man vara eller inte vara? Man hänvisar ibland kulturella tradition eller till religion.

**Intervjuare:** Blev tjejerna kontrollerad hemma? Isåfall hur?

**Expert 1:** Nästan var att de de beskrev de hade datorer och där fanns ju också restriktion papporna. Bröderna gick in och tittar och kollade på mobilen och såg hade de då raderat ganska nyligen. Vad har du raderat? Och de gick igenom så att sådana saker fanns med. Det fanns också berättelse om en pappa som kom på sin dotter och att hon satt och chattade med någon om det var någon pojke eller nåt på nätet och han blev så arg så han slängde datorn i väggen så att det det här är.

**Intervjuare:** Typ på sociala medier liksom de kunde inte vara offentlig, eller hur?

**Expert 1:** Nej nej nej.

**Expert 1:** Sen på skyddat boende de som som bor och haft kontakt med några som som lever, skyddat och som är lite ja drygt 20, så så är det ju också.

**Intervjuare:** Saknade de inte sina föräldrar?

**Expert 1:** Problem har man då gärna vill ha kontakt med sina föräldrar? Du kommer och sina syskon, men där där där man också då utsätter sig för hot och risker för att på nytt utsättas för våld, för man är ju då har ju en skyddsplats dering av någon anledning att unna sig ett hot.

**Intervjuare:** Men vad den här tjejen är födda här eller hade de liksom kommit senare i Sverige när de var typ 4, 5 år gammal?

**Expert 1:** Det var olika några var födda i Sverige och jag tror att den som var äldst var nog säkert runt 9, 10 år när hon kom till Sverige.

**Expert 1:** Att de var en ändå liksom inte så integrerade i Sverige, och jag menar även föräldrarnas hade ju var ju olika några. Någon pappa var ingenjör och mamma tror jag var sjuksköterska hade ett stort hus. Och andra någon var hemma eller vad arbetslös och någon var pensionär och sjukpensionär så att det var väldigt variation också på utbildning och vad man kommer i från det inte. Där fanns det heller någon.

**Expert 1:** Kan du berätta om din ide?

**Intervjuare:** Jag har börjat att undersöka kring ämnet och hedersproblematiken har brainstormat ideer fick bara någon någon typ av interaktiv digital plattform där de här utsatta tjejer som utsätts för sådana typer av hat kan socialisera sig med varandra fast på ett anonymt sätt och men motsatsen omvärlden kan vara liksom vanligt med tjejerna som är utsatta. Videosamtal och ringa varandra fast tjejerna anonym alltså. En typ av sociala medier? så att ingen av tjejens pappa eller bröder kommer liksom misstänka, men först måste jag intervjua tjejerna sedan med hjälp av insamlade data kommer jag att undersöka och skapa designlösningar.

**Expert 1:** Öron är det här för anonymt innebär ju också att andra kan gå in och vara spela tjejer och och skapa kontakter för att och lurar. De har många av de här tjejerna också utsatta för som som lever skyddat och så längtar efter närhet längtar efter sina familjer, träffa en pojkvän på nätet. Alltså förstår du det här är och utsätts för nya övergrepp och våld. Det är inte alls ovanligt att de hamnar i dåligt sällskap i det för de de har. Här är behöver skydda sig och där man inte lärt sig att skydda sig själv ordentligt i detta. Så så, så att här får man ju också vara försiktig i sådana sådana sådana delar.

**Intervjuare:** Noterar

**Expert 1:** Att polisens och så ska vara kopplat i själva hemsidan, liksom om det blir nödläge så kommer de liksom ringa direkt till. Har du pratat med polisen och och ett men det det kan du göra ändå så.

**Intervjuare:** Jag kommer att boka ett möte med någon i polisen som jobbar med just hedersfrågor.

**Expert 1:** För jag ser ju flera risker med just det här med anonymiteten och hur man kan speciellt idag när många även troll och annat är ute på nätet och skapar. Nya, berättelser och lögner och och sånt för att.

**Intervjuare:** Så du tycker det kan vara farligt att skapa anonym social app eller hemsida där tjejerna kan socialisera sig?

**Expert 1:** Ja, Att tjejerna. Det som är viktigt är ju att tjejerna själva har ett säkerhetstänk.

Jag ska säga att jag är ju inte så inne på sociala medier jag använder på det där sättet. Men Snapchat och alla andra liksom grej på det den generationen.

**Expert 1:** Och vem och och det är ju fullt möjligt att att bröder och och pappor, men även andra illasinnade man så att säga kan få tag på de här apparna och och gå in och och skapa kontakt med tjejerna och då kan det ju den här anonymiteten vara.

**Intervjuare:** Vad tycker du om dejting app för hedersutsatta tjejer?

**Expert 1:** Ja och jag tänker väl att det skulle väl vara jag menar man skapade en app för de som vill vara otrogna då söker sig de som dit som vill vara otrogna dit och skapar man en möjlighet. Här har du, för jag menar, hur ska man marknadsföra dem? Här finns tjejer som utsätts för hedersrelaterat våld som vill ha en kille. Eller hur tänker du att förstå då? Jag provocerar det nu för att få dig att tänka?

**Expert 1:** men jag tänker också att om du vänder på det så kan det också skapa en en öppning för folk. Andra som är onda illvilliga att få tillgång till tjejerna.

**Expert 1:** Så att de säkra aspekterna måste du fundera över.

**Intervjuare:** Ja, jag kommer definitivt fundera och iterera mina idéer baserad på insamlade data

**Expert 1:** Om man skulle kunna utforma något spel eller någon slags som som hjälper tjejerna att börja tänka i säkerhetsband för att hur man ska skydda sig faror att äta och sådana saker hur man kan tänka kring.

**Intervjuare :** Ja, intressant typ informera om säkerhetsbandet hur man kan skydda sig

**Expert 1:** Genom att lära sig att skydda sig själv. Man lär sig genom att spela för det finns så tänker vi förstår.

**Expert 1:** Också göra den här spelet behöver ju inte vara att man gör tjejer och killar. Det kan ju vara genom djur eller eller figurer på att hitta det, men att man

ändå känner igen.

**Intervjuare:** Det är väl intressant idé. Jag har inte tänkt på det. Ja.

**Intervjuare:** Gud vad intressant.

**Expert 1:** Nu måste jag nästan gå,

**Intervjuare:** Juste, tiden är slut, tack så mycket för din värdefulla tid.

**Expert 1:** Tack, ska du ha lite och hör gärna av dig, så jag får se hur det blir.

**Intervjuare:** Det går, ja, jag hör av mig alltså. Jag har ju din mail så jag kommer mejla dig under min process.

## Attachment 2

Transcript of interview with Respondent 1. Original interview, in Swedish.. Eskilstuna  
2023.05.05.

**Intervjuare:** Hej och välkommen till min intervju. Jag ska först berätta lite kortfattat vad jag ska göra. Det är så att jag skriver min c uppsats och jag vill skapa något interaktiv till tjejer som har blivit utsatt för hedersrelaterat problem. Så jag ska ställa till dig några frågor med. Innan dess har jag fixat en samtyckesblankett som jag vill att du ska skriva under med här och med. Jag vill garantera att allt som pratas här ska stannas här och du ska vara anonym i uppsatsen, så här är blanketten.

**Intervjuare:** Så att du känner dig tryggt. Här kan du skriva under och datum för idag.

**Respondent 1:** Okej.

**Intervjuare:** Okej, vi kan börja med att du ska berätta lite kortfattat om dig själv. Hur gammal är du? Hur lever du idag?

**Respondent 1:** Så jag är 21, jag bor hemma med min familj, ed min mamma, min pappa och mina syskon.

**Respondent 1:** Jag är född här i Sverige men mina föräldrar xx land.

**Intervjuare:** Så du har xx rötter.

**Respondent 1:** Ja det stämmer bra.

**Intervjuare:** Så kan du se vilka sociala medier använder i dagsläget.

**Respondent 1:** Jag använder mest Instagram och Snapchat.

**Intervjuare:** Okej, är de privata eller offentligt konto?

**Respondent 1:** Privata, jag får inte ha offentliga konto pga familj och släkten.

**Intervjuare:** Har du blivit offer för en hedersrelaterat problem eller våld?

**Respondent 1:** Ja.

**Intervjuare:** Vilken typ av hedersproblem eller våld?

**Respondent 1:** Jag utsätts för psykiskt våld hemma om jag vidtar en viss typ av åtgärder. Jag måste ta konsekvenserna

**Respondent 1:** En gång såg min pappa mig chatta med en kille från skolan och min pappa slängde telefonen för att han blev riktigt förbannad. Efter denna incident kollar han min mobiltelefon dagligen för att se om jag chattar med någon kille eller söker hjälp.

**Intervjuare:** Hur hanterar du sån situation?

**Respondent 1:** Genom att gråta

**Intervjuare:** Varför inte berätta till dina vänner?

**Respondent 1:** Tolerera på grund av familjens rykte, vill inte smutskasta familjens rykte

**Intervjuare:** Okej, vad har du för hobbies?

**Respondent 1:** Läsa böcker, spela candy crush

**Intervjuare:** Varför just Candy Crush?

**Respondent 1:** Det är roligt och njutbart

**Intervjuare:** Jag förstår, jag gillar Candy crush själv, tillbaka till hedersfrågor, varför söker du inte hjälp när du utsätts för psykiskt våld?

**Respondent 1:** Jag vet inte hur processen går men jag vet ungefär att det är en lång process och jag tolererar det på grund av min familjs rykte.

**Intervjuare:** Om det fanns en app som skulle förklara processen steg för steg hur processen går till att anmäla, skulle du använda den appen?

**Respondent 1:** Kanske, vet riktigt inte än.

**Intervjuare:** Tack för din tid, har inte fler frågor.

**Respondent 1:** Tack själv

### **Attachment 3**

Transcript of interview with Respondent 2. Original interview, in swedish. 23.5.19. Eskilstuna



**Intervjuare:** Välkommen till min intervju. Jag ska först berätta lite kortfattat vad jag ska göra. Det är så att jag skriver min kandidat uppsats och jag vill skapa något interaktiv till tjejer som har blivit utsatt för hedersrelaterat problem. Jag ska ställa till dig några frågor med. Innan dess har jag fixat en samtyckesblankett som jag vill att du ska skriva under med här och med. Jag vill garantera att allt som pratas här ska stannas här och du ska vara anonym i uppsatsen, så här är blanketten.

**Intervjuare:** Så att du känner dig tryggt. Här kan du skriva under och datum för idag.

**Respondent 2:** Absolut

**Intervjuare:** Perfekt, kan du berätta lite om dig själv och din situation.

**Respondent 2:** Så jag är 17, och bor hemma med mina föräldrar och en bror.

**Respondent 2:** Jag flyttade till Sverige år xx.

**Intervjuare:** Men du pratar jättebra svenska.

**Respondent 2:** Tack jag försöker

**Intervjuare:** Vilka sociala medier använder i dagsläget?

**Respondent 2:** Jag använder Tiktok och snap

**Intervjuare:** Okej, är de privata eller offentligt konto?

**Respondent 2:** Privata,

**Intervjuare:** Varför är de privata?

**Respondent 2:** På grund av mina kusiner

**Intervjuare:** Har du blivit offer för en hedersrelaterat problem eller våld?

**Respondent 2:** Ja, fysiskt våld flera gånger

**Intervjuare:** Varför anmäler du inte?

**Respondent 2:** Vågar inte, jag är under kontroll

**Intervjuare:** Okej, vad har du för hobbies?

**Respondent 2:** Spela spel, jag mår inte så bra, kan vi avsluta intervjun här och nu?

**Intervjuare:** Absolut, tack för din tid.

## **Attachment 4**

Transcript of interview with Respondent 3. Original interview, in Swedish. Eskilstuna  
2023.05.05

**Intervjuare:** Välkommen till min intervju. Jag ska först berätta lite kortfattat vad jag ska göra. Det är så att jag skriver min kandidat uppsats och jag vill skapa något interaktiv till tjejer som har blivit utsatt för hedersrelaterat problem. Jag ska ställa till dig några frågor med. Innan dess har jag fixat en samtyckesblankett som jag vill att du ska skriva under med här och med. Jag vill garantera att allt som pratas här ska stannas här och du ska vara anonym i uppsatsen, så här är blanketten.

**Intervjuare:** Här kan du skriva under och datum för idag.

**Respondent 3:** Yes,

**Intervjuare:** Toppen, kan du börja beskriva lite om dig själv.

**Respondent 3:** Jag är 23 år, bor med familjen, och 3 syskon.

**Respondent 3:** Min svenska är inte så jättebra, men försöker förklara situationen så mycket jag kan.

**Intervjuare:** Okej, vissa delar kan du säga på persiska sedan översätter jag.

**Respondent 3:** Okej, tack.

**Intervjuare:** Vilka sociala medier använder i dagsläget?

**Respondent 3:** Jag använder Facebook, Instagram mycket.

**Intervjuare:** Okej, brukar du lägga ut bilder? är de privata eller offentliga?

**Respondent 3:** Privata!

**Intervjuare:** Varför är de privata?

**Respondent 3:** Jag har väldigt stränga bröder, enligt de jag får inte.

**Intervjuare:** Har du blivit offer för ett hedersrelaterat problem eller våld?

**Respondent 3:** Ja, det är vanliga i våra hemländer och jag hatar detta.

**Intervjuare:** Varför anmäler du inte? I dagsläge finns det många digitala plattformar som du kan vända dig till.

**Respondent 3:** Jag vågar inte; vad händer om någon i familjen ser mig söka hjälp eller stöd via internet? Då kan jag få stora konsekvenser.

**Intervjuare:** Okej, vad har du för hobbys?

**Respondent 3:** Spela spel,

**Intervjuare:** Varför just spela spel?

**Respondent 3:** Det är det enda sättet att koppla av och glömma allt, glömma att jag fortfarande inte kan leva min frihet trots min ålder.

**Intervjuare:** Mm, det är väldigt sorgligt, har du några framtida planer?

**Respondent 3:** Jag vill vara fri och leva mina drömmar utan att skada familjens rykte eftersom trots allt älskar jag min familj. Jag vill också kunna bestämma med vilken person kommer jag att gifta mig med.

**Intervjuare:** Om det idag fanns en app för tjejer som utsätts för hedersrelaterat våld som vägleder er hur ni ska gå tillväga, skulle du använda appen?

**Respondent 3:** Ja, om de leder mig till min frihet.

**Intervjuare:** Tack så mycket för din tid

## Attachment 5

Transcript of interview with Respondent 4. Original interview, in Swedish. Eskilstuna

2023.05.08

**Respondent 4:**

**Intervjuare:.** Jag ska först berätta lite vad jag ska göra. Det är så att jag skriver min kandidat uppsats och jag vill skapa något interaktiv till tjejer som har blivit utsatt för hedersrelaterat problem. Jag ska ställa till dig några frågor med. Innan dess har jag fixat en samtyckesblankett som jag vill att du ska skriva under med här och med. Jag vill garantera att allt som pratas här ska stannas här och du ska vara anonym i uppsatsen, så här är blanketten.

**Intervjuare:** Här kan du skriva under och datum för idag.

**Respondent 4:** Okej, vad spännande

**Intervjuare:** Om vi börjar med att kan du börja beskriva lite om dig själv.

**Respondent 4:** Jag är 25 år, och bor förfarande med mina föräldrar

**Intervjuare:** Använder du sociala medier? Isåfall vilka

**Respondent 4:** Ja, Instagram för de mesta

**Intervjuare:** Okej, är kontot privat på insta?

**Respondent 4:** Ja, måste ha privat

**Intervjuare:** Varför är de privat?

**Respondent 4:** Mina släktingar finns överallt, vill inte att de hittar mig på sociala medier och ifrågasätter mina bilder.

**Intervjuare:** Har du blivit offer för ett hedersrelaterat problem eller våld?

**Respondent 4:** Ja, Jag får inte bestämma vem jag ska dejta med, mina föräldrar bestämmer till och med vilka vänner jag får ha.

**Intervjuare:** Varför anmäler du inte? I dagsläge finns det många digitala plattformar som du kan vända dig till.

**Respondent 4:** Jag vill hitta ett sätt att anmäla de utan att riskera något.

**Intervjuare:** Okej, vad har du för hobbys?

**Respondent 4:** Läsa böcker, ibland spela

**Intervjuare:** Läsa är kul, men varför spela spel?

**Respondent 4:** Tycker det är kul

**Intervjuare:** Har du några framtida planer?

**Respondent 4:** Jag vill studera i framtiden och stå på egna ben och sedan kunna försvara mig mot hedersnormer.

**Intervjuare:** Om det idag fanns en app för tjejer som utsätts för hedersrelaterat våld som vägleder er hur ni ska gå tillväga, skulle du använda appen?

**Respondent 4:** Ja, utan tvekan.

**Intervjuare:** Tack så mycket för din tid

## Attachment 6

Transcript of interview with Respondent 5. Original interview, in Swedish. Eskilstuna  
2023.05.08

### Respondent 5

**Intervjuare:** Jag ska först berätta lite vad jag ska göra. Det är så att jag skriver min kandidat uppsats och jag vill skapa något interaktiv till tjejer som har blivit utsatt för hedersrelaterat problem. Jag ska ställa till dig några frågor med. Innan dess har jag fixat en samtyckesblankett som jag vill att du ska skriva under med här och med. Jag vill garantera att allt som pratas här ska stannas här och du ska vara anonym i uppsatsen,

**Intervjuare:** Här under kan du skriva namn:

**Respondent 5:** Ja, absolut. Så länge jag är anonym.

**Intervjuare:** Om vi börjar med första frågan kan du börja beskriva lite om dig själv.

**Respondent 5:** Jag 19 år , och bor i en x bostad med min familj, föräldrar och syskon.

**Intervjuare:** Varför bor du kvar med familjen?

**Respondent 5:** I vår kultur, tjejer får absolut inte flytta hemifrån innan äktenskap (giftemål).

**Intervjuare:** Är du okej med det?

**Respondent 5:** Nej, men jag kan inte göra så mycket än att bara acceptera. Jag får inte heller bestämma min framtida partner.

**Intervjuare:** Varför anmäler du inte? I dagsläge finns det många digitala plattformar som du kan vända dig till.

**Respondent 5:** Jag är rädd för konserverna,

**Intervjuare:** Vilka typer av konsekvenser?

**Respondent 5:** Jag lever under hedersnormer, om jag bryter mot normerna finns det risker att jag blir bortgift utan min vilja.

**Intervjuare:** Sorgligt, om vi byter ämnen, vad har du för hobbys?

**Respondent 5:** Älskar att spela quzikampen,

**Intervjuare:** Åh vad kul

**Intervjuare:** Har du några framtida planer?

**Respondent 5:** Jag vill bara hitta ett sätt att fly från allt detta, utan att få konsekvenser.

**Intervjuare:** Om det idag fanns en app för tjejer som utsätts för hedersrelaterat våld som vägleder er hur ni ska gå tillväga, skulle du använda appen?

**Respondent 5:** vet inte kanske?

*Avslutning*



## Attachment 7

Transcript of interview with Expert 2. Original interview, in swedish.  
Eskilstuna  
2023.05.19.

**Intervjuare:** Så första frågan du som jobbar inom detta ämne tycker du att den angivna appen är ett bra sätt att vägleda och lära sig hur de ska reagera när de utsätts för hedersrelaterade problemet?

**Expert 2:** Tycker jag.

**Intervjuare:** På vilket sätt tycker du att det är bra?

**Expert 2:** Det var ju när man om man svarade fel fick man vägledning på vad som är bättre alternativ.

**Expert 2:** Och att den inte är spårbara att man kan tro att det är det handlar om det just utifrån att många blir kontrollerade.

**Intervjuare:** Just vad tycker du om de olika funktionerna?

**Expert 2:** Men det är bra och panikknapp är bra att ha så man snabbt kan stänga ner om det är någon som kommer.

**Intervjuare:** Yes.

**Expert 2:** Är det något lösenord för att komma in i appen när man har telefonen.

**Intervjuare:** Den aspekten har jag inte tänkt på, men det kan vara liksom för att förstå. Frågorna är sådana frågor som ingen kommer misstänka, att det är hedersrelaterat som första frågan .

**Expert 2:** Kommer in, så ska det inte vara någon fara.

**Intervjuare:** Och frågorna var begränsade för att inte göra prototypen för stort, men de är begränsade. Frågan är skapade för att ge en inblick av appen? Vad tyckte du om själva frågorna?

**Expert 2:** Nej, men då tycker dom var bra. Det är ju lite typiska heders.

**Intervjuare:** Så syftet med appen var att vägleda och informera tjejer om hur de ska söka hjälp när de upplever hedersrelaterat våld. Men syftet var dolt bakom en design. Så vad tycker du om den här delen? Att den var dold bakom en design?

**Expert 2:** Men det är bra eftersom att de blir kontrollerades och föräldrarna går igenom eller familjen går igenom telefonen så är det bra att man kan få information som är dold.

**Intervjuare:** Yes.

**Intervjuare:** Farligt, liksom. Jag kan ju inte dela ut service på mina sociala medier om det här ämnet för att det är känsligt vem som helst kan nå mig och liksom hota mig eller mina liksom användare. Så hur ska jag tänka på den aspekten liksom när alltså när jag har liksom när jag datainsamlings liksom fasen, hur ska jag hantera data?

**Expert 2:** Tänker på hur du ska hantera det jag nu ska ta in.

**Intervjuare:** Ja

**Expert 2:** Och hur det ska hantera det? Jag tänker att man får av personifiera det som man inte liksom kan härleda till till någon viss person utan att det är generellt. Och pratar man heller så finns det ju väldigt mycket generella saker man kan använda tänker jag också.

**Intervjuare:** Men tidigare har du sett någon liknande app som kan som denna att syftet är dold bakom design?

**Expert 2:** Nej, men skulle du den tro att den här appen kan vara användbar för just tjejer som utsätts för hedersrelaterat våld?

**Expert 2:** Ja, men det tänker väl att det kan vara alltså de är ju på sina telefon, alltså? Ungdomar lever på sin telefon så att absolut.

**Intervjuare:** Och övriga kommentarer om själva designen.

**Expert 2:** Nej, men det den var ju väldigt lättanvänd och så, hur tänker du om riskfaktorer?

**Intervjuare:** riskfaktorer?

**Expert 2:** Ja, finns det några personliga koder? som kan säkerställa användarnas säkerhet, att vem som helst inte kan komma åt på hedersfrågorna

**Intervjuare:** Denna del har jag inte tänkt på än, men jag noterar att någon slags personligt kod vore bra.

**Speaker 2:** Ja, men så är det ju det, menar jag är barnledare också, så jag har ju hållit förhör med många av de här barnen ur fickorna som som jag varit utsatta som blivit placerade och som som man som aldrig kan gå tillbaka till sin familj. Det är liksom ett stort steg. Många går tillbaka för att man man är. Man är uppvuxen i den här kontrollerade miljön så att när man blir placerad så blir man väldigt ensam. Man behöver ett annan tillhörighet då som oftast man inte får på en gång och då är det väldigt många som går tillbaka och tycker att nej, men det är bättre att jag.

**Expert 2:** Jag tänker att även de som är yngre än 16 kommer säkert använda, din design för att lära sig.

**Intervjuare:** Det för att det är en specifierad app, så.

**Expert 2:** Precis och jag menar vi, de som de som jag hört har ju varit alltifrån, 12 år uppåt typ kanske.

**Intervjuare:** Åh,

**Expert 2:** Din design ändå så att de första frågorna att man inte kan förstå att det handlar om hjälp i heders relaterat våld så är det ju minskar ju risken tänker jag. Och om man kan ha något lösenord för att kunna logga in också så är det.

**Intervjuare:** Juste, ska notera och prova lägga till någon slags kod, tack för din tid.

**Expert:** Tack, Då ska jag följa med dig ner.

*Avslutning.*

## Attachment 8

Link to prototype in Figma:

<https://www.figma.com/proto/tPUNmIkbXDdXeVvhi1o4YW/Untitled?page-id=0%3A1&type=design&node-id=1-5&viewport=29%2C487%2C0.31&scaling=scale-down&starting-point-node-id=1%3A5>