

DEEP RESEARCH Phase 3, Fieldwork 1: Adults' Lives: Research Instruments

Purpose

To obtain an initial understanding of the life courses of a number of men and women in different social situations in our study sites.

Protocol 1: Resources, activities, relations and satisfaction: a life course approach

1. Open-ended discussion
2. Residence history
3. Work history
4. Learning history
5. Standard of living history
6. Health history
7. Social history
8. Cultural history
9. Life satisfaction chart

Selection of informants

14 men and 14 women, 20 selected from the diary households and 8 to be identified.

Selected from:		Men		Women
The diary hhs	1	Elite man	1	Elite wife
	2	Destitute man	2	Destitute wife
	3	Small wealthy household - man	3	Small wealthy household - wife
	4	Large wealthy household - man	4	Large wealthy household - wife
	5	Small middle-wealth hh - man	5	Small middle-wealth hh - wife
	6	Large middle-wealth hh man	6	Large middle-wealth hh wife
	7	Small poor hh – man	7	Small poor hh - wife
	8	Large poor hh – man	8	Large poor hh - wife
			9	Woman heading household - poor
			10	Elderly woman living alone
			11	Elite female-headed
			12	Destitute female-headed
RANQ/ERHS*	9	Man living alone	13	Woman heading hh – middle wealth
			14	Woman heading household – poor
The community	10	Religious leader		
	11	Male servant/labourer		
	12	Male traditional healer		
	13	Kebele leader		
	14	Male ex-soldier		
		Total = 14		Total = 14

We have not had time to identify these three people from the ERHS/RANQ data – find the Survey guide and ask if he can direct you to this type of person who completed the big survey in May/June/July of this year.

Anticipated time requirement

Two hours – perhaps split into two visits. If the interview is going well and there is no time pressure, carry on. However you should split the interview if you think the quality of the information would be improved by stopping and returning later.

Description of method

After explaining the purpose of the interview you should begin with an open-ended discussion about the respondent's life. This is followed by a series of guided histories to explore the respondent's life experiences in the following domains: residence, work, learning and education, standard of living, health, social relations, cultural status, and life satisfaction.

The interview should provide:

- the respondent's life story and experiences in general
- the meanings/interpretations that s/he assigns to the resources, relations, events and activities in the different domains described, plus an evaluation of their effects on his/her subjective wellbeing

1. Purpose of the interview

If appropriate use the Message from the Ethiopia WeD Research team to explain the overall purpose of the research. Then explain this particular protocol.

For example

In this part of our research project we are wanting to explore what has happened to you, your household and your community in the past and your hopes and plans for the future. We would like you to tell us the story of your life.

2. Open-ended discussion

Use your research skills (e.g. empathy, listening, supportive prompting, waiting and allowing silences) to get your respondent to tell you the story of his/her life in his/her own way.

3. Domain histories

For each of these domains a Timeline Sheet is attached; for the histories of standards of living and life satisfaction there is also a chart. Do not rush these discussions but allow the respondent time to think and to remember. It does not matter if there is fuzziness about the time when something happened, or the self-categorisation of wealth and life satisfaction. Each timeline can be completed in any order, for example starting with birth/first memories or with the most important item in the particular history.

Researchers who have piloted this methodology elsewhere reported that it was helpful throughout the interview to keep filling in the different timelines and to keep each of them on display as this helped respondents to remember and to make connections between happenings in the different domains of respondents' lives.

For each topic the Timelines should show the relevant key events, factors, and processes. It often helps to identify timing in relation to some major event in the area such as a drought, a change of government etc. Use the community and country Timelines to provide timing prompts if they are necessary. Memories may become clearer as the interview progresses and you may need to return to a Timeline you thought was completed.

Explain how you want to record important happenings in the respondent's life on the Timelines. Ask when the respondent was born, if necessary using the community and or country timelines. We are not looking for exact accuracy.

**PLEASE MAKE SURE TO WRITE THE NAME OF THE RESPONDENT ON EVERY
TIMELINE SHEET**

You should expand on the questions provided under each heading if the conversation brings out new things or we have left something out of the protocol.

i) Residence history

The first timeline (T1: residence) covers the different places and households you have lived in since you were born.

- In what locality (name) and household (e.g. parents') were you born?
- Ask about subsequent moves and, for each, ask (1) where s/he moved (2) when s/he moved and (3) why s/he moved (3) what happened when they got there
- Do you plan to stay here or to move? Why? (*add to Timeline after the 'now' line – do this for all topics*)

ii) Work history

The second timeline (T2: work) covers the different kinds of work you have done during your life so far. This includes **all work** – paid and unpaid, in and outside the home.

- When did you start work? What did you do? Who made the decision as to when you should start work and what you should do?
- Ask about subsequent changes of work and, for each, ask (1) when they changed work and (2) why
- Ask if they plan to continue doing their current work or to do something else? What? Why? Where?

iii) Learning history

The third timeline (T3: learning) is about the learning you have done during your life.

- What have been the most important educational opportunities in your life (e.g. formal schooling, training, informal apprenticeship including from parents). Where? When?
- What problems have you faced in relation to your education/learning?
- Ask if they plan to undertake in learning in the future. What? Where? When?

iv) Standard of living history

The fourth timeline (T4: standard of living) explores changes in your standard of living during your life.

- How would you describe the household that you were born into (use the distinctions in the Standard of Living chart in T4 – The richest in the community etc.)
- Ask about subsequent changes in wealth status, and for each change ask (1) when and (2) the reasons for it.
- Ask how they think their wealth status might change in the next year or so.

v) Health history

The fifth timeline (T5: health) concerns your health. We are interested in **serious** illness, accidents and disabilities.

- What was the first serious health problem you suffered? When? What was the cause? What were the consequences?
- Ask about subsequent health problems and for each ask (1) what they were (2) when they occurred (3) what was the cause? (4) the length of illness/problem (5) any long-term effects
- Ask how they anticipate their health to be in the next year or so.

vi) Social history

The sixth timeline is about the important social relationships in your life.

- Family – what relationships with close members of your family have been most important? Ask about childhood, adolescence, young adulthood, when first married, when household had young children/older children, etc. throughout the life

Who? (e.g. spouse, older brother, daughter..etc) , When? What was/is important about the relationship? *(ask about good and bad relationships)*

- What family events have had a big impact on your life – e.g. marriage, birth of children, deaths
- Other kin – what relationships with other kin have been most important? Ask about childhood, adolescence, young adulthood, when first married, when household had young children/older children, etc. throughout the life
Who? (e.g. brother, daughter) , When? What was/is important about the relationship? *(ask about good and bad relationships)*
- Friends and neighbours - what relationships with friends and neighbours have been most important? Ask about childhood, adolescence, young adulthood, when first married, when household had young children/older children, etc. throughout the life
Who? When? What was/is important about the relationship? *(ask about good and bad relationships)*
- People you have worked with - what relationships with employers/employees/co-workers or anyone else connected to work have been most important? Ask about childhood, adolescence, young adulthood, when first married, when household had young children/older children, etc. throughout the life
Who? When? What was/is important about the relationship? *(ask about good and bad relationships)*
- Are there any other relationships that have had an impact on your life? Who? When? What was/is important about the relationship.
- What organisations/networks have been important to you at different times of your life? In what ways?

vii) Cultural history

The seventh timeline is about your beliefs and values and how they might have changed as you have grown older and as beliefs and values in the community have been affected by change.

- If you think back over your life what experiences have brought the most meaning to your life? What, when, why?
- Describe any changes in your religious beliefs and practices since your childhood. What? When? Why?
- Are your current beliefs and values the same as those you were taught as a child? If not record changes and their timing on the timeline. Why have they changed?
- What are the differences in beliefs and values between those you hold now and those your father (for man)/ mother (for woman) held at the age you are now?
- For people with children – what are the differences in the way you are bringing up your children compared with the way that you were brought up?
- When you look at the values and beliefs of the community now compared with when you were a child/adolescent which of them do you think are better and which worse?
- Do you identify yourself with any particular community group? If so what changes in identity have there been throughout your life? When and Why?

viii) Life satisfaction chart

Finally I'd like to ask you about your life satisfaction.

- What was the highest point in your life? What, when, why was it good etc
- When were the other good times in your life? What, when, why were they good?
- What was the lowest point in your life? What, when, why was it bad etc
- When were the other bad times in your life? What, when, why were they bad?
- What about the times in between?

Analysis

The write up should detail the person's understandings and interpretations of their lives. The write up should contain:

- The person's life story and principal experiences in general and the main characteristics of his/her life **now**
- Identification, and detailed explanations of, the key factors and processes involved in changes in living standards and life satisfaction (as reported now). In this analysis reproduction of each of the 8 timelines should be accompanied by a detailed description of what happened in each of the eight life domains.
- A combined timeline constructed from the 8 timelines
- Identification of combinations, interactions, and sequencing among the events and factors
- Any commentary of your own