# MODULE 6F: GROUNDING WED-RELATED CONCEPTS

## Objective:

**To explore relevant local 'cultural repertoires': ways of thinking and experiencing related to key WeD-related concerns**

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## Areas of concern

**Cultural repertoires relating to subjective wellbeing, illbeing, quality of life and 'development'**

**Cultural repertoires relation to 'harm' and 'suffering'**

**Cultural repertoires relating to 'human needs'**

**Cultural repertoires relating to 'resources'**

**Identification of local WeD-defined resources which meet local WeD-defined human needs**

**Cultural repertoires relating to 'class' (including wealth, poverty and destitution), 'status', 'power', and 'inequality'**

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## Methods

Protocol 1: 'Wellbeing', 'illbeing' and 'development'

Protocol 1: 'Harm' and 'suffering'

Protocol 1: 'Human needs'

Protocol 1: Identifying WeD-defined resources which meet WeD-defined human needs

Protocol 1: 'Class', 'status', 'power' and 'inequality'

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## Outputs

Information to inform Module 7
WeD (Ethiopia) paper on the relation between 'the universal' and 'the local' in Ethiopia.
Grounding information to inform 4-site study.
Use of data in Ethiopian country study.
Data for other people to use – in particular the IFPRI/CSAE/AAU economists.
If successful revised protocols for others to adapt for use.

**MODULE 6: PROTOCOL 1F – WELLBEING, ILLBEING AND DEVELOPMENT**

**Respondents:**
(1) 2 or 3 better-off women          (2) 2 or 3 worse-off women

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**RESPONDENTS 1: BETTER-OFF WOMEN**

**Unit 1. Community quality of life**

**Q1.** What are the good things about living in this community?

**Q2.** What are the bad things about living in this community?

**Q3.** Compared with other local communities you know is it a good community? Please explain.

**Q4.** What changes would you like to see?

**Q5.** What things would you like to stay as they are?

**Q6.** In the local language what are the possible translations of the English concept of 'quality of life' when applied to the **community**? What are the connotations of the local term(s) which may be different from the English concept?

**Q7.** What are the criteria by which the quality of the community's life should be judged? [Get as long a list as possible]

## Unit 2. Household quality of life

**Q1.** What are the characteristics of a household which lives well?

**Q2.** What are the characteristics of a household which lives well?

**Q3.** In the local language what are the possible translations of the English concept of 'wellbeing' when applied to the **household**? What are the connotations of the local term(s) which may be different from the English concept?

**Q4.** What are the criteria by which the quality of a household's life should be judged? [Get as long a list as possible]

## Unit 3. Personal wellbeing and illbeing

**Q1.** What are the characteristics of a woman who lives well?

**Q2**. What are the characteristics of a woman who lives badly?

**Q3.** In the local language what are the possible translations of the English concept of 'quality of life' when applied to the **person**? What are the connotations of the local term(s) which may be different from the English concept?

**Q4.** In the local language what are the possible translations of the English concept of 'subjective wellbeing' ? What are the connotations of the local term(s) which may be different from the English concept?

**Q5.** In the local language what are the possible translations of the English concepts of 'illbeing' and 'suffering'? What are the connotations of the local term(s) which may be different from the English concept?

**Q6.** What are the positive criteria by which the quality of life or subjective wellbeing of a woman should be judged? [Get as long a list as possible]

**Q7.** What are the negative criteria by which the quality of life, subjective illbeing or suffering of a woman should be judged? [Get as long a list as possible]

## Unit 4.  Development

**Q1.** What are the local terms which describe improvement in the state of the community?

**Q2.** What are the local terms which describe decline in the state of the community?

**Q3.** What is the local term for 'development'?

**Q4.** What are the local connotations?

**Q5.** What are the good things about 'development'?

**Q6.** What are the bad things about 'development?

**David Clark's questions**

ASK **ONE** OF THE RESPONDENTS ONLY TO ANSWER THESE QUESTIONS

**Say: Think about the most basic aspects of life. These are the <u>bare essentials</u> without which a PERSON cannot <u>cope or manage</u> <u>at all</u>, and without which <u>life is unbearable</u>. These can be aspects of life that people <u>have</u>, or <u>don't have</u> and need.**

**Q1.** What are the most basic aspects of life?

*(Provoke until you have at least FOUR answers. Do <u>not</u> suggest possible answers. Record the respondent's answers in the grid on the next page).*

**Say: Think about how important each of these aspects of life is.**

**Q2.** Please give a mark out of ten for each of the aspects of life you have mentioned.
*(Ask question 2 for each of the aspects of life the respondent has mentioned. Record the respondent's answers in the grid on the next page).*

**Say: Think about the aspects of life that you have mentioned. For each of these, think about what kinds of things and how much of each are necessary for a person to (a) just get by; and (b) live well.**

*Ask question 3.1 and question 3.2 for each aspect of life the respondent has mentioned in response to question 1)*

3.1 HOW MUCH and/or WHAT KIND OF [whatever] do you think A PERSON needs to JUST GET BY?
*(Probe but do not prompt. Allow for multiple answers. Record the respondent's answers in the grid on the next page).*

3.2 HOW MUCH and/or WHAT KIND OF [whatever] do you think A PERSON needs to LIVE WELL?
*(Probe but do not prompt. Allow for multiple answers. Record the respondent's answers in the grid on the next page).*

| Q1 Basic Aspects of Life | Q2 Marks out of ten | Q3 Amount or Type of [the aspect of life] to just get by | Q4 Amount or Type of [the aspect of life] to live well |
|---|---|---|---|
| 1 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 2 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 3 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 4 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 5 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |

*(If necessary continue on the next page)*

| Q1 Basic Aspects of Life | Q2 Marks out of ten | Q3 Amount or Type of [the aspect of life] to just get by | Q4 Amount or Type of [the aspect of life] to live well |
|---|---|---|---|
| 6 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 7 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 8 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 9 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 10 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |

**RESPONDENTS 2: WORSE-OFF WOMEN**
**Unit 1. Community quality of life**

**Q1.** What are the good things about living in this community?

**Q2.** What are the bad things about living in this community?

**Q3.** Compared with other local communities you know is it a good community? Please explain.

**Q4.** What changes would you like to see?

**Q5.** What things would you like to stay as they are?

**Q6.** In the local language what are the possible translations of the English concept of 'quality of life' when applied to the **community**? What are the connotations of the local term(s) which may be different from the English concept?

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## Unit 2. Household quality of life

**Q1.** What are the characteristics of a household which lives well?

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**Q3.** In the local language what are the possible translations of the English concept of 'wellbeing' when applied to the **household**? What are the connotations of the local term(s) which may be different from the English concept?

**Q4.** What are the criteria by which the quality of a household's life should be judged? [Get as long a list as possible]

**Unit 3. Personal wellbeing and illbeing**

**Q1.** What are the characteristics of a woman who lives well?

**Q2**. What are the characteristics of a woman who lives badly?

**Q3.** In the local language what are the possible translations of the English concept of 'quality of life' when applied to the **person**? What are the connotations of the local term(s) which may be different from the English concept?

**Q4.** In the local language what are the possible translations of the English concept of 'subjective wellbeing' ? What are the connotations of the local term(s) which may be different from the English concept?

**Q5.** In the local language what are the possible translations of the English concepts of 'illbeing' and 'suffering'? What are the connotations of the local term(s) which may be different from the English concept?

**Q6.** What are the positive criteria by which the quality of life or subjective wellbeing of a woman should be judged? [Get as long a list as possible]

**Q7.** What are the negative criteria by which the quality of life, subjective illbeing or suffering of a woman should be judged? [Get as long a list as possible]

## Unit 4. Development

**Q1.** What are the local terms which describe improvement in the state of the community?

**Q2.** What are the local terms which describe decline in the state of the community?

**Q3.** What is the local term for 'development'?

**Q4.** What are the local connotations?

**Q5.** What are the good things about 'development'?




**Q6.** What are the bad things about 'development?




**David Clark's questions**

ASK **ONE** OF THE RESPONDENTS ONLY TO ANSWER THESE QUESTIONS

**Say: Think about the most basic aspects of life. These are the <u>bare essentials</u> without which a PERSON cannot <u>cope or manage</u> <u>at all</u>, and without which <u>life is unbearable</u>. These can be aspects of life that people <u>have</u>, or <u>don't have</u> and need.**

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**Say: Think about how important each of these aspects of life is.**

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*(Ask question 2 for each of the aspects of life the respondent has mentioned. Record the respondent's answers in the grid on the next page).*

**Say: Think about the aspects of life that you have mentioned. For each of these, think about what kinds of things and how much of each are necessary for a person to (a) just get by; and (b) live well.**

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| Q1 Basic Aspects of Life | Q2 Marks out of ten | Q3 Amount or Type of [the aspect of life] to just get by | Q4 Amount or Type of [the aspect of life] to live well |
|---|---|---|---|
| 1 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 2 | | 1 | 1 |
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| 3 | | 1 | 1 |
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| | | 4 | 4 |
| | | 5 | 5 |
| 4 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 5 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |

*(If necessary continue on the next page)*

| Q1 Basic Aspects of Life | Q2 Marks out of ten | Q3 Amount or Type of [the aspect of life] to just get by | Q4 Amount or Type of [the aspect of life] to live well |
|---|---|---|---|
| 6 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 7 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 8 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 9 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |
| 10 | | 1 | 1 |
| | | 2 | 2 |
| | | 3 | 3 |
| | | 4 | 4 |
| | | 5 | 5 |

**Use this space to comment on the Protocol – does it work? any problems? suggestions for improvement**

## MODULE 6: PROTOCOL 2F – ILLBEING, HARM AND SUFFERING

**Respondents:**
(1) 2 or 3 better-off women          (2) 2 or 3 worse-off women

These could be the same as in Protocol 1 but if so make sure that there is no research fatigue – stop and make another appointment if necessary.


## RESPONDENTS : BETTER-OFF WOMEN

### Unit 1. Harm
**Q1.** Tell me all the ways in which a woman can be harmed.




**Q2.** Tell me all the ways in which a man can be harmed.




**Q3.** Tell me all the ways in which a girl child can be harmed.




**Q4.** Tell me all the ways in which a boy child can be harmed.




**Q5.** Tell me all the ways in which a baby can be harmed.

**Q6.** In the local language what are the possible ways of saying that people can be 'harmed' as a result of their personal needs not being met?

**Q7.** What are the connotations of the local terms which may be different from the English concept?

**Q8.** What are the local terms related to the idea that people can be 'harmed' as a result of the actions of other people?

**Q9.** What are the connotations of the local terms which may be different from the English concept?

## RESPONDENTS 2: WORSE-OFF WOMEN

### Unit 1. Harm
**Q1.** Tell me all the ways in which a woman can be harmed.

**Q2.** Tell me all the ways in which a man can be harmed.

**Q3.** Tell me all the ways in which a girl child can be harmed.

**Q4.** Tell me all the ways in which a boy child can be harmed.

**Q5.** Tell me all the ways in which a baby can be harmed.

**Q6.** In the local language what are the possible ways of saying that people can be 'harmed' as a result of their personal needs not being met?

**Q7.** What are the connotations of the local terms which may be different from the English concept?

**Q8.** What are the local terms related to the idea that people can be 'harmed' as a result of the actions of other people?

**Q9.** What are the connotations of the local terms which may be different from the English concept?

| Use this space to comment on the Protocol – does it work? any problems? suggestions for improvement |
| --- |
|  |

**MODULE 6: PROTOCOL 3F – HUMAN NEEDS**

**Respondents:**
(1) 2 or 3 better-off women   (2) 2 or 3 worse-off women

These could be the same as in Protocol 1 but if so make sure that there is no research fatigue – stop and make another appointment if necessary.

**A 'human need' relates to different aspects of a person as s/he moves from birth to death. The <u>form</u> these 'needs' takes will vary by sex and age. They relate to:**

*Dimensions of the person*
**The <u>body</u> e.g. need for health, strength, physical skills, satisfying biological drives..**

**The <u>mind</u> e.g. need for mental health, cognitive development, emotional development, moral development**

**The <u>soul</u> e.g. need for a meaning in life and death**

*The whole person*
**<u>Relationships</u> e.g. need for caring, sharing ..**

**<u>Status</u> e.g. need for identity, dignity ....**

**<u>Autonomy</u> - to be able to make choices and pursue goals suitable for the person's age and sex within the local cultural context**

**Start with a discussion of these concept of 'human need' in order to arrive at an understanding of what we are getting at.**

**WE ARE <u>NOT</u> ASKING ABOUT 'BASIC NEEDS' – SUCH AS FOOD, HEALTH SERVICES ETC. WE ARE DEFINING THESE AS <u>NEEDS-SATISFIERS</u> OR <u>RESOURCES</u> AND ASKING ABOUT THEM IN MODULE 6.4.**


**RESPONDENTS 1: BETTER-OFF WOMEN**

**Q1.** In the local language what are the possible translations of the English concepts related to 'human need'? What are the connotations of the local terms which may be different from the English concept?

| | Local terms | Connotations |
|---|---|---|
| **Human need of the body**<br>[health, strength, physical skills, satisfying biological drives] | | |
| **Human need of the mind**<br>[mental health, cognitive development, emotional development, moral development] | | |

|  | **Local terms** | **Connotations** |
|---|---|---|

**Human need of the soul**
[for meaning in life and
death]

**Human need for relation**
[for caring, sharing etc]

**Human need for status**
[identity, dignity etc]

**Human needs for autonomy**
[able to make choices and pursue
goals suitable for age and sex
within local cultural context]

**Q2. Tell me what the human needs of a WOMAN are?**

Human needs of the body:

Human needs of the mind

Human needs of the soul

Human needs for relationship

Human needs for status

Human need for autonomy

**Q3. Tell me what the needs of a MAN are?**

Human needs of the body:

Human needs of the mind

Human needs of the soul

Human needs for relationship

Human needs for status

Human need for autonomy

**Q4. Tell me what the needs of a GIRL CHILD are?**

Human needs of the body:

Human needs of the mind

Human needs of the soul

Human needs for relationship

Human needs for status

Human need for autonomy

**Q5. Tell me what the needs of a BOY CHILD are?**

Human needs of the body:

Human needs of the mind

Human needs of the soul

Human needs for relationship

Human needs for status

Human need for autonomy

**Q5. Tell me what the needs of a BABY are?**

Human needs of the body:

Human needs of the mind

Human needs of the soul

Human needs for relationship

Human needs for status

Human need for autonomy

**RESPONDENTS 2: WORSE-OFF WOMEN**
**Q1.** In the local language what are the possible translations of the English concepts related to 'human need'? What are the connotations of the local terms which may be different from the English concept?

|  | **Local terms** | **Connotations** |
| --- | --- | --- |
| **Human need of the body**<br>[health, strength, physical skills, satisfying biological drives] |  |  |
| **Human need of the mind**<br>[mental health, cognitive development, emotional development, moral development] |  |  |

|  | **Local terms** | **Connotations** |
| --- | --- | --- |
| **Human need of the soul**<br>[for meaning in life and death] |  |  |
| **Human need for relation**<br>[for caring, sharing etc] |  |  |
| **Human need for status**<br>[identity, dignity etc] |  |  |
| **Human needs for autonomy**<br>[able to make choices and pursue goals suitable for age and sex within local cultural context] |  |  |

**Q2. Tell me what the human needs of a WOMAN are?**

Human needs of the body:

Human needs of the mind

Human needs of the soul

Human needs for relationship

Human needs for status

Human need for autonomy

**Q3. Tell me what the needs of a MAN are?**

Human needs of the body:

Human needs of the mind

Human needs of the soul

Human needs for relationship

Human needs for status

Human need for autonomy

**Q4. Tell me what the needs of a GIRL CHILD are?**

Human needs of the body:

Human needs of the mind

Human needs of the soul

Human needs for relationship

Human needs for status

Human need for autonomy

**Q5. Tell me what the needs of a BOY CHILD are?**

Human needs of the body:

Human needs of the mind

Human needs of the soul

Human needs for relationship

Human needs for status

Human need for autonomy

**Q5. Tell me what the needs of a BABY are?**

Human needs of the body:

Human needs of the mind

Human needs of the soul

Human needs for relationship

Human needs for status

Human need for autonomy

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**MODULE 6: PROTOCOL 4F – RESOURCES**

**Respondents:**
(1) 2 or 3 better-off women        (2) 2 or 3 worse-off women

These could be the same as in Protocol 1 but if so make sure that there is no research fatigue – stop and make another appointment if necessary.

**RESOURCES: These can be used (1) to satisfy the human needs described above or (2) to obtain other resources. In practice people use them simultaneously; here we are asking them to describe the following different types of resource separately:**

**(1) 'things' – anything which occupies space – (solid, liquid, gas) – including natural things (physical, plant, animal) and man-made things – includes cash -  MATERIAL/NATURAL RESOURCES**

**(2) aspects of one's self – e.g. health, skills etc – HUMAN RESOURCES**

**(3) relationships/exchanges with other people, social roles and/or memberships of groups and organisations – SOCIAL RESOURCES**

**(4) cultural values, rules and beliefs – e.g. entitlement to use material resources such as land, types of food, etc**

## RESPONDENTS 1: BETTER-OFF WOMEN

## Unit 1. Material/natural resources

**Q1.** What are the key 'things' (natural – including animals etc and man-made) which men in this community use in order to **SURVIVE?** Ask about (1) farmers/farmers' wives and then about (2) women who are not farmers/farmers' wives.
*Note 1: a 'thing' is anything which is solid or liquid*

**Farmers**

**Non-farmers**

**Q2.** What are the key 'things' (natural and man-made) which women in this community use in order to **PROSPER**?

**Farmers**

**Non-farmers**

**Q3.** What are the local terms that refer generally to the 'things' (including cash and natural resources) that people use in their daily lives to survive and/or prosper

       **Local term**          **Connotations**  (which may be different from English concept)

## Unit 2. Human resources

**Q1.** What are the key personal attributes that women in this community use in order to **SURVIVE**? Ask about (1) farmers/farmers' wives and then about (2) women who are not farmers/farmers' wives.
*Note: a 'personal attribute' is a quality of a person*

**Farmers**

**Non-farmers**

**Q2.** What are the key personal attributes that women in this community use in order to **PROSPER?**

**Farmers**

**Non-farmers**

**Q3.** What are the local terms that refer generally to the attributes that people use in their daily lives to survive and/or prosper?

**Local term**        **Connotations** (which may be different from English concept)

## Unit 3. Social resources

**Q1.** What are the key social positions, relations and memberships that women in this community use in order to **SURVIVE**? Ask about (1) farmers/farmers' wives and then about (2) women who are not farmers/farmers' wives.
*Note: a 'social position' is a role with obligations and rights; 'relations' includes exchanges and joint activities with other people of similar or different social positions; memberships may be of social networks or groups or more formal organisations.*

**Farmers**

**Non-farmers**

**Q2.** What are the key social positions, relations and memberships that women in this community use in order to **PROSPER**?

**Farmers**

**Non-farmers**

**Q3.** What are the local terms that refer generally to the social positions, relations and memberships that women use in their daily lives to survive and/or prosper?

        **Local term**           **Connotations** (which may be different from English concept)

## Unit 4. Cultural resources

**Q1.** What are the key cultural values, rules and beliefs that women must be seen to conform to in this community in order to **SURVIVE**? Ask about (1) farmers/farmers' wives and then about (2) women who are not farmers/farmers' wives.
*Note: cultural values, rules and beliefs prescribe what people in different social positions are expected to do/say if they are to survive and/or prosper.*

**Farmers**

**Non-farmers**

**Q2.** What are the key cultural values, rules and beliefs that women must be seen to conform to in this community in order to **PROSPER?**

**Farmers**

**Non-farmers**

**Q3.** What are the local terms that refer generally to the cultural values, rules and beliefs that women must be seen to conform to in order to survive and/or prosper?

     **Local term**         **Connotations** (which may be different from English concept)

**RESPONDENTS 2: WORSE-OFF WOMEN**

## Unit 1. Material/natural resources

**Q1.** What are the key 'things' (natural – including animals etc and man-made) which women in this community use in order to **SURVIVE?** Ask about (1) farmers/farmers' wives and then about (2) women who are not farmers/farmers' wives.
*Note 1: a 'thing' is anything which is solid or liquid*

**Farmers**

**Non-farmers**

**Q2.** What are the key 'things' (natural and man-made) which women in this community use in order to **PROSPER**?

**Farmers**

**Non-farmers**

**Q3.** What are the local terms that refer generally to the 'things' (including cash and natural resources) that people use in their daily lives to survive and/or prosper

**Local term**          **Connotations**  (which may be different from English concept)

## Unit 2. Human resources

**Q1.** What are the key personal attributes that women in this community use in order to **SURVIVE**? Ask about (1) farmers/farmers' wives and then about (2) women who are not farmers/farmers' wives. *Note: a 'personal attribute' is a quality of a person*

**Farmers**

**Non-farmers**

**Q2.** What are the key personal attributes that women in this community use in order to **PROSPER?**

**Farmers**

**Non-farmers**

**Q3.** What are the local terms that refer generally to the attributes that people use in their daily lives to survive and/or prosper?

        **Local term**          **Connotations** (which may be different from English concept)

## Unit 3. Social resources

**Q1.** What are the key social positions, relations and memberships that women in this community use in order to **SURVIVE**? Ask about (1) farmers/farmers' wives and then about (2) women who are not farmers/farmers' wives.

*Note: a 'social position' is a role with obligations and rights; 'relations' includes exchanges and joint activities with other people of similar or different social positions; memberships may be of social networks or groups or more formal organisations.*

**Farmers**

**Non-farmers**

45

**Q2.** What are the key social positions, relations and memberships that women in this community use in order to **PROSPER**?

**Farmers**

**Non-farmers**

**Q3.** What are the local terms that refer generally to the social positions, relations and memberships that women use in their daily lives to survive and/or prosper?

      **Local term**            **Connotations** (which may be different from English concept)

## Unit 4. Cultural resources

**Q1.** What are the key cultural values, rules and beliefs that women must be seen to conform to in this community in order to **SURVIVE**? Ask about (1) farmers/farmers' wives and then about (2) women who are not farmers/farmers' wives.
*Note: cultural values, rules and beliefs prescribe what people in different social positions are expected to do/say if they are to survive and/or prosper.*

**Farmers**

**Non-farmers**

**Q2.** What are the key cultural values, rules and beliefs that women must be seen to conform to in this community in order to **PROSPER?**

**Farmers**

**Non-farmers**

**Q3.** What are the local terms that refer generally to the cultural values, rules and beliefs that women must be seen to conform to in order to survive and/or prosper?

        **Local term**                 **Connotations**  (which may be different from English concept)

| Use this space to comment on the Protocol – does it work? any problems? suggestions for improvement |
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## MODULE 6: PROTOCOL 5F – IDENTIFYING WED-DEFINED RESOURCES WHICH MEET WED-DEFINED NEEDS

We are asking you to ask questions to enable us to complete the table below which relates to an important element of the WeD framework.

**You will have learned about 'HUMAN N EEDS' from Protocol 6.3.**

**You will have le arned about 'RESOURCES' from Protocol 6.4.**

**Here we are concerned to identify the particular resources necessary to meet the 7 types of human need identified earlier.**

### Resources and Human Needs in the WeD Framework

| Category | Material | Human | Social | Cultural |
|---|---|---|---|---|
| **Resources** | 'things' which people have rights of access to | personal attributes | social relationships and memberships | cultural rules and understandings |
| **Human needs components** | | | | |
| Health | Question 1 | Q2 | Q3 | Q4 |
| Physical capabilities | Q5 | Q6 | Q7 | Q8 |
| Mental health | Q9 | Q10 | Q11 | Q12 |
| Mental competences | Q13 | Q14 | Q15 | Q16 |
| Meaning | Q17 | Q18 | Q19 | Q20 |
| Relationships | Q21 | Q22 | Q23 | Q24 |
| Autonomy | Q25 | Q26 | Q27 | Q28 |

**Respondents:**
(1) 2 or 3 better-off women        (2) 2 or 3 worse-off women

These could be the same as in Protocol 1 but if so make sure that there is no research fatigue – stop and make another appointment if necessary.

## RESPONDENTS 1:  BETTER-OFF WOMEN

**Q1.** Describe the material resources (natural and man-made) which women and girls need access to in order to prevent and to cope with physical illnesses and accidents.

**Q2.** Describe the human resources (personal attributes) which women and girls need to have in order to prevent and to cope with physical illnesses and accidents.

**Q3.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to prevent and to cope with physical illnesses and accidents.

**Q4.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to prevent and to cope with physical illnesses and accidents.

**Q5.** Describe the material resources (natural and man-made) which women and girls need access to in order to acquire the physical skills necessary for making a living in your community.

**Q6.** Describe the human resources (personal attributes) which women and girls need to have in order to acquire the physical skills necessary for making a living in your community.

**Q7.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to acquire the physical skills necessary for making a living in your community.

**Q8.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to acquire the physical skills necessary for making a living in your community.
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**Q9.** Describe the material resources (natural and man-made) which women and girls need access to in order to prevent and to cope with mental illnesses and accidents.

**Q10.** Describe the human resources (personal attributes) which women and girls need to have in order to prevent and to cope with mental illnesses and accidents.

**Q11.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to prevent and to cope with mental illnesses and accidents.

**Q12.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to prevent and to cope with mental illnesses and accidents.

**Q13.** Describe the material resources (natural and man-made) which women and girls need access to in order to acquire the mental skills necessary for making a living in your community.

**Q14.** Describe the human resources (personal attributes) which women and girls need to have in order to acquire the mental skills necessary for making a living in your community.

**Q15.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to acquire the mental skills necessary for making a living in your community.

**Q16.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to acquire the mental skills necessary for making a living in your community.

**Q17.** Describe the material resources (natural and man-made) which women and girls need access to in order to live a life that is full of meaning.

**Q18.** Describe the human resources (personal attributes) which women and girls need to have in order to live a life that is full of meaning.

**Q19.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to live a life that is full of meaning.

**Q20.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to live a life that is full of meaning.

**Q21.** Describe the material resources (natural and man-made) which women and girls need access to in order to engage in social relationships, attain an acceptable social position, and join local organisations.

**Q22.** Describe the human resources (personal attributes) which women and girls need to have in order to engage properly in social relations.

**Q23.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to engage properly in social relations.

**Q24.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to engage properly in social relations.

**Q25.** Describe the material resources (natural and man-made) which women and girls need access to in order to ensure that decisions that affect their lives are in their best interests.

**Q26.** Describe the human resources (personal attributes) which women and girls need to have in order to ensure that decisions that affect their lives are in their best interests.

**Q27.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to ensure that decisions that affect their lives are in their best interests.

**Q28.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to ensure that decisions that affect their lives are in their best interests.

## RESPONDENTS 2: WORSE -OFF WOMEN

**Q1.** Describe the material resources (natural and man-made) which women and girls need access to in order to prevent and to cope with physical illnesses and accidents.

**Q2.** Describe the human resources (personal attributes) which women and girls need to have in order to prevent and to cope with physical illnesses and accidents.

**Q3.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to prevent and to cope with physical illnesses and accidents.

**Q4.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to prevent and to cope with physical illnesses and accidents.

**Q5.** Describe the material resources (natural and man-made) which women and girls need access to in order to acquire the physical skills necessary for making a living in your community.

**Q6.** Describe the human resources (personal attributes) which women and girls need to have in order to acquire the physical skills necessary for making a living in your community.

**Q7.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to acquire the physical skills necessary for making a living in your community.

**Q8.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to acquire the physical skills necessary for making a living in your community.
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**Q9.** Describe the material resources (natural and man-made) which women and girls need access to in order to prevent and to cope with mental illnesses and accidents.

**Q10.** Describe the human resources (personal attributes) which women and girls need to have in order to prevent and to cope with mental illnesses and accidents.

**Q11.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to prevent and to cope with mental illnesses and accidents.

**Q12.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to prevent and to cope with mental illnesses and accidents.

**Q13.** Describe the material resources (natural and man-made) which women and girls need access to in order to acquire the mental skills necessary for making a living in your community.

**Q14.** Describe the human resources (personal attributes) which women and girls need to have in order to acquire the mental skills necessary for making a living in your community.

**Q15.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to acquire the mental skills necessary for making a living in your community.

**Q16.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to acquire the mental skills necessary for making a living in your community.

**Q17.** Describe the material resources (natural and man-made) which women and girls need access to in order to live a life that is full of meaning.

**Q18.** Describe the human resources (personal attributes) which men and girls need to have in order to live a life that is full of meaning.

**Q19.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to live a life that is full of meaning.

**Q20.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to live a life that is full of meaning.

**Q21.** Describe the material resources (natural and man-made) which women and girls need access to in order to engage in social relationships, attain an acceptable social position, and join local organisations.

**Q22.** Describe the human resources (personal attributes) which women and girls need to have in order to engage properly in social relations.

**Q23.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to engage properly in social relations.

**Q24.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to engage properly in social relations.

**Q25.** Describe the material resources (natural and man-made) which women and girls need access to in order to ensure that decisions that affect their lives are in their best interests.

**Q26.** Describe the human resources (personal attributes) which women and girls need to have in order to ensure that decisions that affect their lives are in their best interests.

**Q27.** Describe the social resources (social positions, relations and memberships) which women and girls need access to in order to ensure that decisions that affect their lives are in their best interests.

**Q28.** Describe the cultural resources (values, rules and beliefs ) which women and girls must conform to in order to ensure that decisions that affect their lives are in their best interests.

**Use this space to comment on the Protocol – does it work? any problems? suggestions for improvement**

**MODULE 6: PROTOCOL 6F –CLASS, STATUS, POWER, AND INEQUALITY**

# Unit 1. Class

**Respondents:**
1 older economic notable or wife – e.g. rich farmer, pastoralist or entrepreneur
1 young economic notable or wife – e.g. rich farmer, pastoralist or entrepreneur
1 older economic sufferer – e.g. very poor farmer or wife
1 young economic sufferer – e.g. very poor farmer or wife

**RESPONDENT 1:**

Social position including rough age......................................................

**Q1.** Provide all the local terms which are used to describe women who are rich or wealthy? (translated into Amharic and English)

**Q2.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q3.** The criteria for wealth - what is it that wealthy women are, have or do that makes them wealthy? (get as long a list as possible – keep prompting)

**Q4.** Provide all the local terms which are used to describe women who are poor? (translated into Amharic and English)

**Q5.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q6.** <u>The criteria for poverty</u> – what is it they <u>are/are not</u>, <u>have/don/t have</u> or <u>do</u> that makes them poor? (get as long a list as possible – keep prompting)

**Q7.** Provide all the local terms which are used to describe women who are destitute? (translated into Amharic and English)

**Q8.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q9.** <u>The criteria for destitution</u> – what is it they <u>are/are not</u>, <u>have/don/t have</u> or <u>do</u> that makes them poor? (get as long a list as possible – keep prompting)

**Q10.** What terms are used to describe women in between? (translate into Amharic and English)

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**RESPONDENT 2:**

Social position including rough age.......................................................

**Q1.** Provide all the local terms which are used to describe women who are rich or wealthy? (translated into Amharic and English)

**Q2.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q3.** The criteria for wealth - what is it that wealthy women are, have or do that makes them wealthy? (get as long a list as possible – keep prompting)

**Q4.** Provide all the local terms which are used to describe women who are poor? (translated into Amharic and English)

**Q5.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q6.** The criteria for poverty – what is it they are/are not, have/don't have or do that makes them poor? (get as long a list as possible – keep prompting)

**Q7.** Provide all the local terms which are used to describe women who are destitute? (translated into Amharic and English)

**Q8.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q9.** <u>The criteria for destitution</u> – what is it they <u>are/are not</u>, <u>have/don/t have</u> or <u>do</u> that makes them poor? (get as long a list as possible – keep prompting)

**Q10.** What terms are used to describe women in between? (translate into Amharic and English)

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**RESPONDENT 3:**

Social position including rough age.......................................................

**Q1.** Provide all the local terms which are used to describe women who are rich or wealthy? (translated into Amharic and English)

**Q2.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q3.** <u>The criteria for wealth</u> - what is it that wealthy women <u>are</u>, <u>have</u> or <u>do</u> that makes them wealthy? (get as long a list as possible – keep prompting)

**Q4.** Provide all the local terms which are used to describe women who are poor? (translated into Amharic and English)

**Q5.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q6.** <u>The criteria for poverty</u> – what is it they <u>are/are not</u>, <u>have/don/t have</u> or <u>do</u> that makes them poor? (get as long a list as possible – keep prompting)

**Q7.** Provide all the local terms which are used to describe women who are destitute? (translated into Amharic and English)

**Q8.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q9.** <u>The criteria for destitution</u> – what is it they <u>are/are not</u>, <u>have/don't have</u> or <u>do</u> that makes them poor? (get as long a list as possible – keep prompting)

**Q10.** What terms are used to describe women in between? (translate into Amharic and English)

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**RESPONDENT 4:**

Social position including rough age......................................................

**Q1.** Provide all the local terms which are used to describe women who are rich or wealthy? (translated into Amharic and English)

**Q2.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q3.** <u>The criteria for wealth</u> - what is it that wealthy women <u>are</u>, <u>have</u> or <u>do</u> that makes them wealthy? (get as long a list as possible – keep prompting)

**Q4.** Provide all the local terms which are used to describe women who are poor? (translated into Amharic and English)

**Q5.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q6.** <u>The criteria for poverty</u> – what is it they <u>are/are not</u>, <u>have/don't have</u> or <u>do</u> that makes them poor? (get as long a list as possible – keep prompting)

**Q7.** Provide all the local terms which are used to describe women who are destitute? (translated into Amharic and English)

**Q8.** Explain the differences between the categories. We are specially interested in whether they can be hierarchically distinguished.

**Q9.** <u>The criteria for destitution</u> – what is it they <u>are/are not</u>, <u>have/don/t have</u> or <u>do</u> that makes them poor? (get as long a list as possible – keep prompting)

**Q10.** What terms are used to describe women in between? (translate into Amharic and English)

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# Unit 2. Status

**Respondents:**
1 social notable or wife – e.g. notable elder,
1 cultural notable or wife – e.g. ritual leader
1 social sufferer or wife – e.g. disabled person
1 cultural sufferer or wife – e.g. craftworker

**RESPONDENT 1:**

Social position including rough age........................................................

**Q1.** What local terms are used to describe women who have high status – are highly respected?

**Q2.** <u>The criteria for high status</u> - what is it they <u>are</u>, <u>have</u> or <u>do</u> that gives them high status? (get as long a list as possible – keep prompting)

**Q3.** What local terms are used to describe women who have low status – are looked down on and/or socially excluded?

**Q4.** <u>The criteria for low </u>status – what is it they <u>are</u>, <u>have</u> or <u>do</u> that gives them low status? (get as long a list as possible – keep prompting)

**Q5.** What terms are used to describe women in between? (translate into Amharic and English)

**RESPONDENT 2:**

Social position including rough age......................................................

**Q1.** What local terms are used to describe women who have high status – are highly respected?

**Q2.** The criteria for high status - what is it they are, have or do that gives them high status? (get as long a list as possible – keep prompting)

**Q3.** What local terms are used to describe women who have low status – are looked down on and/or socially excluded?

**Q4.** The criteria for low status – what is it they are, have or do that gives them low status? (get as long a list as possible – keep prompting)

**Q5.** What terms are used to describe women in between? (translate into Amharic and English)

**RESPONDENT 3:**

Social position including rough age......................................................

**Q1.** What local terms are used to describe women who have high status – are highly respected?

**Q2.** <u>The criteria for high status</u> - what is it they <u>are</u>, <u>have</u> or <u>do</u> that gives them high status? (get as long a list as possible – keep prompting)

**Q3.** What local terms are used to describe women who have low status – are looked down on and/or socially excluded?

**Q4.** <u>The criteria for low</u> status – what is it they <u>are</u>, <u>have</u> or <u>do</u> that gives them low status? (get as long a list as possible – keep prompting)

**Q5.** What terms are used to describe women in between? (translate into Amharic and English)

**RESPONDENT 4:**

Social position including rough age.......................................................

**Q1.** What local terms are used to describe women who have high status – are highly respected?

**Q2.** <u>The criteria for high status</u> - what is it they <u>are</u>, <u>have</u> or <u>do</u> that gives them high status? (get as long a list as possible – keep prompting)

**Q3.** What local terms are used to describe women who have low status – are looked down on and/or socially excluded?

**Q4.** <u>The criteria for low</u> status – what is it they <u>are</u>, <u>have</u> or <u>do</u> that gives them low status? (get as long a list as possible – keep prompting)

**Q5.** What terms are used to describe women in between? (translate into Amharic and English)

# Unit 3. Power

**Respondents:**
1 older political notable or wife – e.g. elder
1 young political notable or wife– e.g. young *kebele* leader
1 older political sufferer or wife – e.g. ex-*Derg* leader
1 young political sufferer or wife – e.g. young dissident

**RESPONDENT 1:**

Social position and rough age .......................................................

**Q1.** What local terms are used to describe women who are organisationally powerful – whose decisions and actions have a big impact on other women?

**Q2.** The criteria for power –what is it they are, have or do that makes them powerful? (get as long a list as possible – keep prompting)

**Q3.** What local terms are used to describe women who are organisationally without power – who have to go along with decisions of other women which affect them even if they don't want to?

**Q4.** The criteria for powerlessness – what is it they are/are not, have/don't have or do/don't do that makes them powerless? (get as long a list as possible – keep prompting)

**Q5.** What terms are used to describe women in between? (translate into Amharic and English)

**RESPONDENT 2:**

Social position and rough age .......................................................

**Q1.** What local terms are used to describe women who are organisationally powerful – whose decisions and actions have a big impact on other women?

**Q2.** <u>The criteria for power</u> –what is it they <u>are,</u> <u>have</u> or <u>do</u> that makes them powerful? (get as long a list as possible – keep prompting)

**Q3.** What local terms are used to describe women who are organisationally without power – who have to go along with decisions of other women which affect them even if they don't want to?

**Q4.** <u>The criteria for powerlessness</u> – what is it they <u>are/are not</u>, <u>have/don't have</u> or <u>do/don't do</u> that makes them powerless? (get as long a list as possible – keep prompting)

**Q5.** What terms are used to describe women in between? (translate into Amharic and English)

**RESPONDENT 3:**

Social position and rough age ........................................................

**Q1.** What local terms are used to describe women who are organisationally powerful – whose decisions and actions have a big impact on other women?

**Q2.** <u>The criteria for power</u> –what is it they <u>are,</u> <u>have</u> or <u>do</u> that makes them powerful? (get as long a list as possible – keep prompting)

**Q3.** What local terms are used to describe women who are organisationally without power – who have to go along with decisions of other women which affect them even if they don't want to?

**Q4.** <u>The criteria for powerlessness</u> –  what is it they <u>are/are not</u>, <u>have/don't have</u> or <u>do/don't do</u> that makes them powerless? (get as long a list as possible – keep prompting)

**Q5.** What terms are used to describe women in between? (translate into Amharic and English)

**RESPONDENT 4:**

Social position and rough age ......................................................

**Q1.** What local terms are used to describe women who are organisationally powerful – whose decisions and actions have a big impact on other women?

**Q2.** <u>The criteria for power</u> –what is it they <u>are</u>, <u>have</u> or <u>do</u> that makes them powerful? (get as long a list as possible – keep prompting)

**Q3.** What local terms are used to describe women who are organisationally without power – who have to go along with decisions of other women which affect them even if they don't want to?

**Q4.** <u>The criteria for powerlessness</u> –  what is it they <u>are/are not</u>, <u>have/don't have</u> or <u>do/don't do</u> that makes them powerless? (get as long a list as possible – keep prompting)

**Q5.** What terms are used to describe women in between? (translate into Amharic and English)

# Unit 4. Inequality

**Respondents:**
Group of mixed notable women
Group of mixed women sufferers

**RESPONDENT GROUP 1: NOTABLES**

Describe members of group

**Q1.** What are the local terms related to 'fairness' and or 'justice'?

| Term | Local connotations |
|------|--------------------|

1.

2.

3.

4.

**Q2.** Are there local terms for women having too much? – being 'too rich'? or 'too powerful'
Describe their full meaning.

**Q3.** Is there a local term for women not having enough? – being 'too poor'? or 'too oppressed'? Describe their full meaning

**Q4.** What is the local term for equality?

**Q5.** What the local connotations?

**Q6.** What is the local term for inequality?

**Q7.** What are the local connotations?

**Q8.** Are there women in this community who have 'too much'? If so roughly how many?

**Q9.** Are there women in this community who do not have enough? If so roughly how many?

**Q10.** Which inequalities in the community would you regard as justified?

**Q11.** Are there any inequalities which think should be reduced?

**RESPONDENT GROUP 2: SUFFERERS**

Describe members of group

**Q1.** What are the local terms related to 'fairness' and or 'justice'?

| Term | Local connotations |
|------|--------------------|

1.

2.

3.

4.

**Q2.** Are there local terms for women having too much? – being 'too rich'? or 'too powerful' Describe their full meaning.

**Q3.** Is there a local term for women not having enough? – being 'too poor'? or 'too oppressed'? Describe their full meaning

**Q4.** What is the local term for equality?

**Q5.** What the local connotations?

**Q6.** What is the local term for inequality?

**Q7.** What are the local connotations?

**Q8.** Are there women in this community who have 'too much'? If so roughly how many?

| Use this space to comment on the Protocol – does it work? any problems? suggestions for improvement |
| --- |
| |

**Q9.** Are there women in this community who do not have enough? If so roughly how many?

**Q10.** Which inequalities in the community would you regard as justified?

**Q11.** Are there any inequalities which think should be reduced?