

MODULE 7: CHANGES IN BEING AND INEQUALITY

Objectives:

- 1. To explore how local ways of thinking about subjective being and quality of life have changed since the 1960s.**
 - 2. To explore how experiences of ‘being’ or ‘quality of life’ have changed since the 1960s.**
 - 3. To explore how local criteria for class (wealth, poverty, destitution), status (high and low) and power (high and low) have changed since the 1960s.**
 - 4. To explore how experiences of class (wealth, poverty, destitution), status (high and low) and power (high and low) have changed since the 1960s.**
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Areas of concern

Ways of thinking about and experiences of:

Community quality of life
Household quality of life
Subjective ‘being’
Class
Status
Power

Methods

Protocol 1: Reported Changes in Ways of Thinking about Subjective Being/Quality of Life
Protocol 2: Reported Changes in Actual Experiences of Subjective Being/Quality of Life
Protocol 3: Changes in Criteria of Class, Status and Power
Protocol 4: Changes in Experiences of Class, Status and Power

Outputs

WeD (Ethiopia) papers on local understandings and experiences of subjective being and QoL
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 7: PROTOCOL 1F – REPORTED CHANGES IN WAYS OF THINKING ABOUT SUBJECTIVE BEING/QUALITY OF LIFE

There are 4 Units in this protocol: use the same groups of respondents for each Unit, but break off and return later if research fatigue sets in.

Respondents:

Group of young adult women – column NOW

Group of adult women young during early 1980s – DERG

Group of adult women young during 1960s – IMPERIAL TIMES

Unit 1. Changes in ways of thinking about community quality of life since the 1960s.

Q1. Find the answers provided to Module 6 Unit 1 Protocol 1 Question 7 by **(1) Better-off women** and **(2) Worse-off women** on the criteria by which the quality of the community’s life should be judged.

Insert the criteria provided by both groups in the column headed ‘Local language’

Read the list to the respondents and ask if they want to add anything.

Q2. We want to know how the relative importance of these criteria has changed. The boxes headed NOW, DERG, and IMPERIAL REGIME should be completed with either **VI** (very important), **QI** (quite important) or **NVI** (not very important).

Q3. The Column headed ‘Now’ should be completed first with the help of a group of young women. Go through the list of criteria in order asking how important each is now.

Q4. The Column headed ‘Derg’ should be completed second with the help of a group of women who were young in the early 1980s. Go through the list of criteria in order asking how important each was during the Derg era.

Q5. The Column headed ‘Imperial times’ should be completed third with the help of a group of women who were young in the 1960s. Go through the list of criteria in order asking how important each was during late Imperial times.

Q6. Complete the English translation column.

Criteria for good community quality of life		Now	Derg	Imperial times
Local language	English			

Criteria for good quality of life/subjective wellbeing		Now	Derg	Imperial times
Local language	English			

Unit 4. Changes in ways of experiencing subjective illbeing or suffering since the 1960s.

Q1. Find the answers provided to Module 6 Protocol 1 Unit 3 Question 7 by (1) **Better-off women** and (2) **Worse-off women** on the criteria by which the subjective well-being a woman should be judged.

Insert the criteria provided by both groups in the column headed ‘Local language’

Read the list to the respondents and ask if they want to add anything.

Q2. We want to know how the relative importance of these criteria has changed. The boxes headed NOW, DERG, and IMPERIAL REGIME should be completed with either **VI** (very important), **QI** (quite important) or **NVI** (not very important).

Q3. The Column headed ‘Now’ should be completed first with the help of a group of young women. Go through the list of criteria in order asking how important each is now.

Q4. The Column headed ‘Derg’ should be completed second with the help of a group of women who were young in the early 1980s. Go through the list of criteria in order asking how important each was during the Derg era.

Q5. The Column headed ‘Imperial times’ should be completed third with the help of a group of women who were young in the 1960s. Go through the list of criteria in order asking how important each was during late Imperial times.

Q6. Complete the English translation column.

MODULE 7: PROTOCOL 2F – REPORTED CHANGES IN ACTUAL EXPERIENCES OF QUALITY OF LIFE

You can use the same groups of respondents as in Protocol 1M, though make sure to break off if research fatigue has set in.

Respondents:

Group of young adult women – column NOW

Group of adult women young during early 1980s – DERG

Group of adult women young during 1960s – IMPERIAL TIMES

Unit 1. Changes in ways of experiencing community quality of life since the 1960s.

Q1. Complete the ‘Local language’ column with the criteria that you have just used for community quality of life in Protocol 1.

Q2. We want to know about how experiences in relation to these criteria have changed. The boxes headed NOW, DERG, and IMPERIAL REGIME should be completed with either G (good), JAR (just all right) or B (bad).

Q3. The Column headed ‘Now’ should be completed first with the help of a group of young women. Go through the list of criteria in order asking how good or bad life is now in relation to each.

Q4. The Column headed ‘Derg’ should be completed second with the help of a group of women who were young in the early 1980s. Go through the list of criteria in order asking how good or bad life was in relation to each during the Derg era.

Q5. The Column headed ‘Imperial times’ should be completed third with the help of a group of women who were young in the 1960s. Go through the list of criteria in order asking how good or bad life was in relation to each during late Imperial times.

Q6. Complete the English translation column.

Criteria for good community quality of life		Experiences of quality of life		
Local language	English	Now	Derg	Imperial

Criteria for subjective wellbeing		Experiences of subjective wellbeing		
Local language	English	Now	Derg	Imperial

Unit 4. Changes in ways of experiencing subjective illbeing or suffering since the 1960s.

Q1. Complete the ‘Local language’ column with the criteria in Protocol 1 by which the subjective ill-being or suffering of a woman’s life should be judged.

Q2. We want to know about how experiences in relation to these criteria have changed. The boxes headed NOW, DERG, and IMPERIAL REGIME should be completed with either G (good), JAR (just all right) or B (bad).

Q3. The Column headed ‘Now’ should be completed first with the help of a group of young women. Go through the list of criteria in order asking how good or bad life is now in relation to each.

Q4. The Column headed ‘Derg’ should be completed second with the help of a group of women who were young in the early 1980s. Go through the list of criteria in order asking how good or bad life was in relation to each during the Derg era.

Q5. The Column headed ‘Imperial times’ should be completed third with the help of a group of women who were young in the 1960s. Go through the list of criteria in order asking how good or bad life was in relation to each during late Imperial times.

Q6. Complete the English translation column.

Changes in experiences of illbeing and suffering since the 1960s.

Criteria for illbeing and suffering		Experiences of quality of life		
Local language	English	Now	Derg	Imperial

MODULE 7 PROTOCOL 3F – CHANGES IN CRITERIA OF CLASS, STATUS AND POWER

You can use the same groups of respondents as in Protocols 1M and 2M, though make sure to break off if research fatigue has set in. If necessary choose other respondents.

Respondents:

Group of young adult women – column NOW

Group of adult women young during early 1980s – DERG

Group of adult women young during 1960s – IMPERIAL TIMES

Unit 1. Changes in ways of thinking about wealth.

Q1. Find the answers provided to Module 6 Protocol 6 Unit 1 Question 3 by **(1) an older rich woman, (2) a younger rich woman, (3) an older poor woman** and **(4) a younger poor woman** on the criteria for wealth.

Insert the criteria provided by all four in the column headed ‘Local language’ (if criteria are repeated just write once).

Read the list to the respondents and ask if they want to add anything.

Q2. We want to know how the relative importance of these criteria has changed. The boxes headed NOW, DERG, and IMPERIAL REGIME should be completed with either **VI** (very important), **QI** (quite important) or **NVI** (not very important).

Q3. The Column headed ‘Now’ should be completed first with the help of a group of young women. Go through the list of criteria in order asking how important each is now.

Q4. The Column headed ‘Derg’ should be completed second with the help of a group of women who were young in the early 1980s. Go through the list of criteria in order asking how important each was during the Derg era.

Q5. The Column headed ‘Imperial times’ should be completed third with the help of a group of women who were young in the 1960s. Go through the list of criteria in order asking how important each was during late Imperial times.

Q6. Complete the English translation column.

Criteria for Wealth		Now	Derg	Imperial times
Local language	English			

Criteria for Poverty		Now	Derg	Imperial times
Local language	English			

Unit 3. Changes in ways of thinking about destitution.

Q1. Find the answers provided to Module 6 Protocol 6 Unit 1 Question 9 by (1) **an older rich woman**, (2) **a younger rich woman**, (3) **an older poor woman** and (4) **a younger poor woman** on the criteria for destitution.

Insert the criteria provided by all four in the column headed ‘Local language’ (if criteria are repeated just write once).

Read the list to the respondents and ask if they want to add anything.

Q2. We want to know how the relative importance of these criteria has changed. The boxes headed NOW, DERG, and IMPERIAL REGIME should be completed with either **VI** (very important), **QI** (quite important) or **NVI** (not very important).

Q3. The Column headed ‘Now’ should be completed first with the help of a group of young women. Go through the list of criteria in order asking how important each is now.

Q4. The Column headed ‘Derg’ should be completed second with the help of a group of women who were young in the early 1980s. Go through the list of criteria in order asking how important each was during the Derg era.

Q5. The Column headed ‘Imperial times’ should be completed third with the help of a group of women who were young in the 1960s. Go through the list of criteria in order asking how important each was during late Imperial times.

Q6. Complete the English translation column.

Criteria for Destitution		Now	Derg	Imperial times
Local language	English			

Criteria for High Status		Now	Derg	Imperial times
Local language	English			

Unit 5. Changes in ways of thinking about low status.

Q1. Find the answers provided to Module 6 Protocol 6 Unit 2 Question 4 by **four respondents** on the criteria for low status.

Insert the criteria provided by all four in the column headed ‘Local language’ (if criteria are repeated just write once).

Read the list to the respondents and ask if they want to add anything.

Q2. We want to know how the relative importance of these criteria has changed. The boxes headed NOW, DERG, and IMPERIAL REGIME should be completed with either **VI** (very important), **QI** (quite important) or **NVI** (not very important).

Q3. The Column headed ‘Now’ should be completed first with the help of a group of young women. Go through the list of criteria in order asking how important each is now.

Q4. The Column headed ‘Derg’ should be completed second with the help of a group of women who were young in the early 1980s. Go through the list of criteria in order asking how important each was during the Derg era.

Q5. The Column headed ‘Imperial times’ should be completed third with the help of a group of women who were young in the 1960s. Go through the list of criteria in order asking how important each was during late Imperial times.

Q6. Complete the English translation column.

Criteria for Low Status		Now	Derg	Imperial times
Local language	English			

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

MODULE 7 PROTOCOL 4F – CHANGES IN EXPERIENCES OF CLASS, STATUS AND POWER

You can use the same groups of respondents as in Protocols 1M, 2M and 3M, though make sure to break off if research fatigue has set in. If necessary choose other respondents.

Respondents:

Group of young adult women – column NOW

Group of adult women young during early 1980s – DERG

Group of adult women young during 1960s – IMPERIAL TIMES

Unit 1. Changes in experiences of wealth.

Q1. Complete the ‘Local language’ column with the criteria for wealth that you have just used in Protocol 3.

Q2. We want to know about how experiences in relation to these criteria have changed. The boxes headed NOW, DERG, and IMPERIAL REGIME should be completed with either G (good), JAR (just all right) or B (bad).

Q3. The Column headed ‘Now’ should be completed first with the help of a group of young women. Go through the list of criteria in order asking how good or bad life is now in relation to each.

Q4. The Column headed ‘Derg’ should be completed second with the help of a group of women who were young in the early 1980s. Go through the list of criteria in order asking how good or bad life was in relation to each during the Derg era.

Q5. The Column headed ‘Imperial times’ should be completed third with the help of a group of women who were young in the 1960s. Go through the list of criteria in order asking how good or bad life was in relation to each during late Imperial times.

Q6. Complete the English translation column.

Criteria for wealth		Experiences of wealth		
Local language	English	Now	Derg	Imperial

Criteria for poverty		Experiences of poverty		
Local language	English	Now	Derg	Imperial

Unit 3. Changes in experiences of destitution.

Q1. Complete the ‘Local language’ column with the criteria for destitution that you have just used in Protocol 3.

Q2. We want to know about how experiences in relation to these criteria have changed. The boxes headed NOW, DERG, and IMPERIAL REGIME should be completed with either G (good), JAR (just all right) or B (bad).

Q3. The Column headed ‘Now’ should be completed first with the help of a group of young women. Go through the list of criteria in order asking how good or bad life is now in relation to each.

Q4. The Column headed ‘Derg’ should be completed second with the help of a group of women who were young in the early 1980s. Go through the list of criteria in order asking how good or bad life was in relation to each during the Derg era.

Q5. The Column headed ‘Imperial times’ should be completed third with the help of a group of women who were young in the 1960s. Go through the list of criteria in order asking how good or bad life was in relation to each during late Imperial times.

Q6. Complete the English translation column.

Criteria for destitution		Experiences of destitution		
Local language	English	Now	Derg	Imperial

Criteria for low status		Experiences of low status		
Local language	English	Now	Derg	Imperial

Unit 6. Changes in experiences of power.

Q1. Complete the ‘Local language’ column with the criteria for power that you have just used in Protocol 3.

Q2. We want to know about how experiences in relation to these criteria have changed. The boxes headed NOW, DERG, and IMPERIAL REGIME should be completed with either G (good), JAR (just all right) or B (bad).

Q3. The Column headed ‘Now’ should be completed first with the help of a group of young women. Go through the list of criteria in order asking how good or bad life is now in relation to each.

Q4. The Column headed ‘Derg’ should be completed second with the help of a group of women who were young in the early 1980s. Go through the list of criteria in order asking how good or bad life was in relation to each during the Derg era.

Q5. The Column headed ‘Imperial times’ should be completed third with the help of a group of women who were young in the 1960s. Go through the list of criteria in order asking how good or bad life was in relation to each during late Imperial times.

Q6. Complete the English translation column.

Criteria for power		Experiences of power		
Local language	English	Now	Derg	Imperial

Criteria for powerlessness		Experiences of powerlessness		
Local language	English	Now	Derg	Imperial