

WorkFREE

ERC - 2018 - StG – 805425

Research Design and Research Tools

Introduction

This document aims to provide an overview of the WorkFREE Research Design and to present its research tools. Research tools include surveys, individual interviews, focus groups, participatory exercises, participatory action research, and ethnography. Each tool will be used multiple times and to explore many different research themes. Necessarily, the precise content of each tool will evolve as findings emerge and research foci are sharpened. What is presented below, therefore, should be seen both as a guiding framework and as a first iteration to be deployed in Round 1 of data collection. All tools are being translated into Telegu.

Principle Research Themes and Questions

WorkFREE focusses on a number of interlinking themes. The table below presents these themes, alongside the research questions to which they relate and the mixture of tools that will be used to explore them. Research tools will be elaborated by theme in the coming sections.

Table 1: Research Themes

Theme	Sub Theme	Aims and Objectives	Main Research Questions	Research Methods
Labour	Labour relations	What happens to labour under conditions of unconditional cash transfers (UCTs) and participatory action research (PAR)?	<i>How do labour relations change under conditions of UCTs and PAR?</i>	Primarily qualitative (Interviews, Focus Groups, Participatory Exercises, PAR, Ethnography). Supported by data from Surveys.
	Labour migration		<i>How does labour migration change under conditions of UCTs and PAR?</i>	
	Social relations		<i>How do social relations change under conditions of UCT and PAR?</i>	
	Long-term changes		<i>Are changes sustainable beyond the end of UCT and PAR delivery?</i>	



Theme	Sub Theme	Aims and Objectives	Main Research Questions	Research Methods
Key Concepts and Values	Freedom and Exploitation	Unfreedom and Exploitation	<i>How do participants conceptualise unfreedom and exploitation?</i>	Primarily qualitative (Interviews, Focus Groups, Participatory Exercises, PAR, Ethnography). Supported by data from Surveys.
	Coercion, consent, vulnerability, emancipation and (in)decent work	To advance conceptual clarity around coercion, consent, vulnerability, emancipation and (in)decent work	<i>How do participants conceptualise coercion, consent, vulnerability, emancipation and (in)decent work?</i>	
	Values	To understand how values (and what participants consider important) changes	<i>What do people value?</i>	
			<i>How do values change under conditions of UCTs and PAR?</i>	
	Agency	To investigate what happens to people's ability / freedom to do what they value under conditions of UCTs and PAR	<i>How does the intervention impact people's ability to do what they value?</i>	
			<i>How does the intervention impact freedom / agency (as understood by participants (particularly focussing on women))?</i>	
Debt	To explore the impact of debt on labour and freedom	<i>How does the intervention impact debt relations?</i>		



Theme	Sub Theme	Aims and Objectives	Main Research Questions	Research Methods
Collective Action & Civic Engagement	Civic engagement	To explore what happens to within-community civic engagement in the community and beyond under conditions of UCTs and PAR.	<i>How does the intervention impact within-community civic engagement (as understood by participants)?</i>	Primarily qualitative (Interviews, Focus Groups, Participatory Exercises, PAR, Ethnography). Supported by data from Surveys
	Collective organising and action	To explore what happens to extra-community collective organising and action under conditions of UCTs and PAR.	<i>What impact does the PAR have on extra-community collective action?</i> <i>What affect do UCT payments have on extra-community collective action?</i>	
Human Needs	N/A	To investigate what happens to the ability of the community to meet their fundamental human needs under conditions of UCTs and PAR.	<i>What do people identify as their basic needs?</i> <i>To what extent are UCTs and PAR seen to contribute towards meeting those needs?</i> <i>How does this differ by gender, age, caste etc?</i>	Strong mixture between data from Surveys and Interviews/Focus Groups
Wellbeing	Subjective wellbeing	To investigate what happens to subjective wellbeing under conditions of UCTs and PAR.	<i>How does the intervention impact participants' subjective wellbeing?</i> <i>How does this differ by gender, age, caste etc?</i> <i>How does it change aspirations?</i>	Strong mixture between data from Surveys and Interviews/Focus Groups



Theme	Sub Theme	Aims and Objectives	Main Research Questions	Research Methods
Dignity	Ascriptive Identities	To investigate what happens to subjective understandings of dignity under conditions of UCTs and PAR.	<i>What is the impact of the intervention on aspects of dignity for people traditionally placed in undignified and tainted positions?</i>	Interviews, Focus Groups, Participatory Activities
	Occupationalism			
PAR, Relationality, Transformation	PAR	To advance understandings of effective PAR processes.	<i>What is the impact of PAR on participants' lives?</i>	Interviews, Focus Groups, Participatory Activities
	Relationality	Unpacking the black box of relationality	<i>To what extent is effectiveness of PAR related to the meeting of needs, in particular for respect and recognition?</i>	
Consumption	Changes in the scale of consumption	To examine implications for the scale and composition of material consumption	<i>What are the impacts of the intervention on the scale and composition of material consumption?</i>	Primarily Surveys, Some Interviews
	Changes in the composition of consumption			
	Changes in diet and food consumption			
Time-use	Work time	To explore changes in time-use patterns of participants	<i>What impacts do UCTs and PAR have on how participants spend their time?</i>	Primarily Surveys, Some Interviews and Focus Group
	Leisure time			

Overview of Research Tools

This section will provide an outline of the research tools to be used in the project. The following section will go into detail and give concrete examples of those tools.

Qualitative

Individual Interviews

Individual interviews will form a bedrock of the WorkFREE methodology. Most interviews will be semi-structured and open-ended, with the specific content likely to vary based on the key research themes and stories emerging from the other methods used. Interviews will be conducted with a variety of participants, including young people, adults, influential members of the community, and so on. Interviews are expected to last for around 60-90 minutes.

Focus Group Discussions

As with the interviews, focus groups will be of critical importance and will be conducted with a variety of participants, primarily identified by positionality. Focus groups are especially useful for discussion of collective perceptions and experiences, since they can reveal shared or dissonant understandings. We anticipate using them to triangulate our findings and each will last up to two hours.

Participatory Exercises

WorkFREE's qualitative research will include participatory exercises of various kinds, in conjunction with more traditional methods like interviews and focus groups. Examples of such exercises include the generation of life stories, visual elicitation, and collective drawing. In each case, the researchers will work in pairs and combine observation with facilitation aimed at prompting and supporting reflection and discussion.

Ethnography

One of the unique elements of this research design is its incorporation of ethnography. WORKFREE is fortunate to have three PhD students whose PhD projects will involve ethnographic engagement with WorkFREE participants and their experiences of the WorkFREE intervention. Ethnographic fieldwork will likely take place in stages, over two or three multi-month visits during which students live nearby to the participant communities and spend their days engaged in participant observation, with a focus on the critical research themes outlined above.

PAR

PAR involves people asking themselves and each other what issues they face and what potential solutions may exist; planning and acting towards those solutions; then analysing, learning from, and refining further actions. PAR typically begins when an external facilitator brings people together to initiate a cycle of learning and action, facilitating meetings until processes emerge and self-facilitation is possible. It will be a central pillar of the WorkFREE intervention, led by the project's social partner. In this respect, PAR will be a significant object of analysis for the WorkFREE research team using all of the methods documented above. However, as a research method in its own right, PAR will also generate data and analysis (led by WorkFREE participants) which will form part of the overall empirical

picture that the project builds.

Quantitative

Initial census

An initial census will be undertaken before the beginning of the cash transfers and PAR exercises in order to map participant communities. It will collect basic information about all households.

Periodic surveys

Periodic surveys will be undertaken at midline, endline and after the end of the intervention. They will collect information about key outcomes, such as working conditions, levels of indebtedness, time use and so on, as well as on more subjective elements such as perceptions of wellbeing and freedom. Preliminary findings emerging from these surveys will also be used for informing the sample that is included in the qualitative research.

Qualitative Tools, Organised by Theme

Research Theme 1: Labour

Individual Interviews

Individual interviews will be conducted by WorkFREE researchers and with one participant at a time in a location of the participant's choosing. Informed consent will be sought before the interview begins and re-confirmed as the interview progresses. Interviews will last no longer than 90 minutes and aim to be semi-structured – that is, interviewers will have a core list of open questions to ask and topics to discuss, but the flow of the conversation can and will be open, guided in large part by what the interviewee wishes to share. It is expected that interview data will be gathered at multiple points across the life of the project, and certainly around baseline and endline.

Indicative Questions

What work do you do to earn money? Can you describe that work to me – what does it involve? What does a typical working day look like?

Why do you do this work?

What alternatives do you have?

Who do you work with?

Who is powerful in this work?

What do you enjoy about your work?

What do you dislike? What would you like to change?

How is this work viewed by society?

How do you wish this work to be viewed by society?

If you could work as anything, what would it be and why?

What would be a 'good' job?

What conditions would a good job include?

...

What work do migrants do round here?
Why?
What is their experience?
Why?

....

What has been the impact of the cash you are receiving from MSI?
How has it changed your work, if at all?
How has it changed your livelihood/life more generally?
What of the PAR?
If you could give one message to powerful politicians about your life and work, what would it be?

Focus Group Discussions and Small Group Discussions

Focus groups and small group discussions will be facilitated by WorkFREE researchers in pairs and likely with groups of around six participants. The time, place and focus will be agreed in advance. Informed consent will be gathered at the outset and checked repeatedly. Researchers will aim to ensure that all who wish to speak can speak and that the conversation is inclusive. A small number of key questions will be asked to the group and the researchers will facilitate rather than lead the discussion. The researcher not facilitating will observe and take notes.

Indicative Questions

What is good about the work that you do?
What is bad?
What would make it better?
Who is powerful in the work that you do? How?
What would really nice work look like?
How do people get nice work?
Why do some have nice work and others do not?

Participatory Exercises

There are often practical overlaps between participatory research exercises and focus groups/small group discussions, since many participatory exercises evolve into discussions amongst participants that explore the content generated by the exercise. We anticipate this happening within WorkFREE and will ensure that the overall time set aside for any given participatory exercise plus accompanying discussion lasts no more than two hours.

Process

Gather together approximately six participants in a place and at a time of their choosing. Ensure informed consent in the usual fashion. Two researchers should be present to support each other and the participants, ensuring one facilitator and one observer/note-taker.

Formally begin the exercise by inviting everybody to sit in a circle around a large sheet of flip-chart paper, in the centre of which a worker has been drawn. Explain that this worker represents them, the participants. Give all participants a pen and ask them to draw everybody they can think of who is in some way involved with their work. You may give examples to help people begin their drawing, such

as households from which trash is collected, or children who are fed as a result of the money made. Encourage discussion amongst participants as you collectively seek to build the most complete picture possible. Once all are finished, open a conversation with simple questions – How do you feel when you look at this picture? What strikes you about this?

In the second half of this exercise, take another sheet of flip-chart paper, possibly two. Explain to participants that their task now is to map everyone they have drawn in relationship to each other, with the most powerful at the top and the least powerful at the bottom. Arrows can be drawn to denote connection. Again, after the exercise comes to a natural stop, invite conversation – What do you think of this picture? What do you notice that you didn't notice before? How do you feel? What would you like to change?

Ethnography

By its very nature, ethnography is an ongoing, immersive process during which the researcher aims to continually walk the line between participant and observer. This is a delicate balance and will vary according to the setting, research focus, and researcher. What remains constant is the intention to connect with participants and understand their lifeworlds. Given the complexity of that task, it is difficult to say exactly how each day of research will proceed. What is clear, however, is that, different research foci will require participant observation within different activities. When it comes to understanding labour, for example it will involve WorkFREE ethnographers accompanying participants during their work day, 'shadowing' and talking with people about their experiences of what they do. It will involve observation of key interactions, noting moments of celebration and frustration, discussing hopes and disappointments.

Research Theme 2: Key Concepts and Values

Individual Interviews

The format for interviews will be as outlined above. Given the difficulty that many of us in have discussing abstract concepts, participants will be encouraged to relax in the face of uncertainty and be comfortable 'thinking aloud' as they work through their answers. Again, interviews related to this theme will be conducted at differing points throughout the project.

Indicative Questions

What does freedom mean to you? Can you give examples?
What helps you be free?
What prevents you from being free?
Who do you look at and think they are free?
Who is especially unfree? Why?
What of loans – how, if at all, are these related to people's freedom?

...

What does exploitation mean to you? Can you give examples?
When you think of exploitation, what other words come to you? Can you tell me about them?
What do you think it feels like to be exploited?
Who exploits? Why? How?

...

What does it mean to have a good life, in your opinion?
What are the things which matter most to you? (Further probe answers)

...

Can you tell me how the cash you have been receiving from MSI affects your freedom? Does it make you more or less free? In what ways? Why?
How has the PAR impacted your freedom?
Have these changed how you see yourself? Or how others see you? In what ways?

Focus Group Discussions and Small Group Discussions

The structure of these will be as outlined above, with questions differing according to thematic focus.

Indicative Questions

How do you understand freedom?
Can you list all the words that relate to freedom? Please explain how and why.
Who in your community is most free? Who is unfree?

...

What does exploitation mean to you? Can you give examples?
When you think of exploitation, what other words come to you? Can you tell me about them?
What do you think it feels like to be exploited?
Who exploits? Why? How?

Participatory Exercises

Gather together approximately six participants in a place and at a time of their choosing. Ensure informed consent in the usual fashion. Two researchers should be present to support each other and the participants, ensuring one facilitator and one observer/note-taker.

Formally begin the exercise by inviting everybody to sit in a circle around a large sheet of flip-chart paper, in the centre of which is the word 'freedom'. Give all participants a pen and ask them to draw everything they associate with this word. If people are literate, also offer them the chance write all of the words that they associate with freedom. If they are not literate but would like to add words/concepts, offer to write what they would like recorded or to place a symbol that is meaningful to them.. Once all are finished, open a conversation with simple questions – How do you feel when you look at this picture? What strikes you about this? What do you notice that you didn't notice before? What would you like to change?

Ethnography

As discussed, ethnography is an ongoing, immersive process, the practice of which cannot be clearly delineated in the way that one can delineate survey or interview questions. What can be identified in advance are thematic foci and possible opportunities for exploring them. One obvious opportunity for

such exploration will be the informal, unstructured conversations that are core to ethnographic research. These will likely reveal key trends in the way people refer to, think of, or experience concepts like freedom. And those trends will go on to guide ethnographer observation. For example, in a highly patriarchal place such as Hyderabad, it is likely that the experience of freedom will be heavily gendered. If this is the case, men and women will narrate and experience their freedom differently, for instance in terms of their access to and inhabitation of public space. Ethnographers who are attuned to this and seeking to explore it, will observe, note, discuss the differences and their implications.

Research Theme 3: Collective Action

The aim of this theme is to investigate how the intervention affects the scale and type of collective organisation and action for addressing social and environmental problems faced by the community.

Overview

The aim of this theme is to investigate how the intervention affects the scale and type of collective organisation and action for addressing social and environmental problems faced by the community. When studying changes in collective action from the intervention, it is important to include structures, i.e. collective / community institutions; conduct, i.e. the actions undertaken by these institutions; and performance, i.e. the outcomes of these actions. It is also important to consider feedback loops and how each of these aspects affects the others. The primary methods employed to address the research questions will be qualitative: observation, interviews, focus groups and PAR, as this is a useful starting point for studying collective action.

Baseline

Ethnography and Observation

- What community institutions exist?
- How is healthcare, education and other public services delivered?
- How are resources managed and allocated?

Interviews and Focus Groups

With community leaders (identified by community liaison):

- What services exist in the community?
- What community (non-state, non-private) institutions exist in the community?
- What informal community groups exist? Do they galvanise around any specific issues?
- What roles do formal and informal institutions play in the community?
- What power, influence and status do they have?
- How successful are they at fulfilling their roles? Examples of outcomes.
- What would increase their effectiveness?

With community members – 3x focus groups, one female, one male, one mixed:

- What are the main challenges faced by people living in this community?
- How do you, and people you know overcome these challenges?
 - Present scenarios based on the challenges given.
 - For example, you and neighbours face food shortage, or impacts from flooding. How do you respond?

- How often do you meet with other members of the community?
- Would you feel comfortable asking your neighbour for help? Can you say elaborate?
- Would you feel comfortable asking community groups for help? Can you say elaborate?
- What role(s) do you have in your community?
- When did you last get together with neighbours to resolve an issue?
- How should disputes be resolved? E.g. resources preserved, shared, infringements punished.

Focus groups or key informant interviews to cross-check / triangulate observed changes.

Endline

Ethnography and Observation

- What changes have occurred regarding the existence of community institutions?
- What changes have occurred regarding how healthcare, education and other public services are delivered, and resources managed?
- Changes in social norms, rules and attitudes.

Focus Group Discussions and Interviews

Repeat these to determine any changes since the baseline. Specific focus on:

- How are community institutions viewed in community? What influence do they have?
- Would people resolve problems in a more individualistic, or community-based way?
- How has people's relationship with their neighbours changed?

Focus groups or key informant interviews to cross-check / triangulate observed changes.

PAR

PAR is itself a specific form of collective action. PAR processes will therefore provide a treasure trove of potential empirical material for WorkFREE researchers, which will be explored **ethnographically** and using **interviews** and **focus groups**. Researchers will seek to understand how and to what extent community members have been engaged in PAR processes and with what impacts.

Civic/Political Engagement

A sub-theme of the focus on collective action is that on civic and political engagement. Exploration of this sub-theme will follow a similar structure and similar timeline to the above. The focus here will be threefold – on participants' experiences of social, political and civic citizenship; on their understanding of the role of civic and political structures in their lives; and on the extent to which a sense of 'citizenship' impacts their civic and political engagement. This will be studied using interviews, FGDs and participatory activities, combined with ethnographic participant observation. These will be conducted with participants, as well as key local civic/political actors.

Ethnography and Observation

- What is the sense of citizenship operative here?
- How do participants experience/interact with agents of the state?
- How does the state view them?

Interviews and Focus Groups

Indicative Questions for Community Members

- How important is the government as an actor in your life?
- How important are you to the government? Are you heard by the government?
- Do you vote in every election? Do you think that helps you?
- Are you aware of some of the government schemes applicable in this area and to you?
- How often do you access these schemes? Do you find this process easy and useful?
- What is the nature of political action or activism that currently happens in the area?
- Who are the more/most active members in political action in the area? Who are the least?
- Who are the more/most active members in civic/collection action in the community? Who are the least?
- How often do you interact with government actors?
- How do you approach the government? Can you share examples/incidents?
- What actors do you go to when making claims on the government?
- Are you aware of the different ways you can approach different actors?
- For what sort of issues do you approach the government?
- How regularly do people in the community get together for some issue that impacts them?
- When you face an issue who do you first go to report it to?
- How much time have you spent in community-based activities or governmental engagement in the last year?
- When people do come together, what sort of methods do they use to collectivise and get themselves heard? Why this choice of method?
- How are issues/conflicts in the community resolved?
- What are the biggest support/challenges currently in engaging in civic or political action?
- Who/what is the biggest ally/detractor to civic/political action in the area?
- *Does any of this change with the introduction of UCTs/PAR*

Indicative Questions for CSOs/local actors/governmental authorities

- How aware are people in these areas about their rights and entitlements?
- How often do they approach you for support?
- Who and how often do you reach out to in these communities for welfare/support?
- What tools do they use to approach you? Is it direct or mediated?
- How sustained or powerful is this voice?
- How are issues/conflicts in the community resolved?
- What are the biggest support/challenges currently in engaging in civic or political action?
- Who/what is the biggest ally/detractor to civic/political action in the area?
- Who are the more/most active members in political action in the area? Who are the least?
- Who are the more/most active members in civic/collection action in the community? Who are the least?
- Does any of this change with the introduction of UCTs/PAR

Participatory Methods

Participatory methods like role-plays are useful for bringing out past experiences as well as significant events that do not occur on an everyday basis, like civic/political engagement. They are also fun and allow participants to use their own forms of expression to explore complex realities.

Process

Gather a group of 10-12 young people. Explain to them that we are going to create, direct and enact a short skit on a protest that members of this community lead to demand a better service. Allow them to create the central conflict, characters, moral and political dilemmas as well as dialogues and arcs of the skit's storylines. Engage in a constructive (but not distracting) dialogue trying to understand why they make the choices they do. Support them then perform this skit for an appropriate audience. Once the skit is performed, facilitate a reflective debrief conversation, asking participants to discuss, for example:

- why they created this setup,
- what guided their decisions,
- its similarity to reality,
- what they liked or disliked about the situation,
- how they would like to change it,
- what could bring about a change,
- what would lead to the success or failure of collective action/civic and political engagement.

Ask them to link this back to their reality but also their imagination for a better individual and collective voice.

Research Theme 4: Human Needs

As this research theme overlaps significantly with Research Theme 7 on PAR and Relationality, in this section we will cover only the tools used to explore the impact of UCTs on human needs and their satisfaction, not PAR. Methods again will be mixed.

Interviews

Semi-structured individual interviews will be carried out with participants in order to elicit local understandings and in-depth narrative data regarding their fundamental human needs. Following with work of Manfred Max-Neef, the needs we seek to explore analytically will include: subsistence, protection, affection, understanding, participation, rest, creation, identity and freedom. Fully formed consent will be sought before each interview begins, and the interviews will last a maximum of 90 minutes.

Indicative questions

The following questions will be asked at various points during the research, including baseline, midline and endline. Necessarily those questions relating to the impact of the UCTs will only be asked after UCTs begin. For clarity, these are italicised below.

1) Need for subsistence: (shelter, living environment, food, physical health, mental health, work)

Shelter and living environment:

- How do you feel about where you live? What's your neighbourhood like?
- What are the homes that people live in like?
- And what about your home? How would you describe your home?
- How does being inside your home usually make you feel?
- Would you like to change it in any way?

- *How has the cash transfer impacted your living conditions?*

Work (also links to need of need for 'creation')

- Tell me about your work, how is it for you?
- What do you think of your work?
- How does your work make you feel?
- Do you feel like you get to express yourself in your work?
- Are there any things you would like to change about your work?
- What are the bad things about your work?
- What are the good things about your work?
- *In what ways has the cash transfer impacted your work?*

Food:

- Can you tell me about the food that you eat?
- Is it a good quality? (Prompt question: 'do you feel like you have enough food?')
- Would you rather eat something else? What and why?
- *Has the cash transfer impacted the food that you eat? In what ways?*

Physical health: (Last question links to need for protection)

- How would you describe your physical health?
- What about the health of your family?
- And the health of your friends?
- If someone has bad physical health, who will normally help them?
- *What impact has the cash had on people's health?*

Mental health (links to wellbeing)

- And what about your mental health?
- What do you feel good about in your life?
- What do you feel bad about in your life?
- Do you feel satisfied with your life overall?
- Do you feel happy with your life overall?
- Can you tell me about any things that you would like to change about your life?
- How do you normally feel about the future?
- *What impact do you think that cash has had on your mental health? And what about other people in the community?*
- *Has how you feel about yourself changed?*
- *Has how you feel about your life changed?*
- *Why have things changed?*
- *What is it about the UCT which has helped this happen?*
- *Has this impacted anyone else you know?*
- *Has anything else also helped?*
- *Has anything else got in the way?*
- *How do you think you would feel if you hadn't got the cash transfer?*
- *What do you think you would be doing?*

2) Need for rest/play:

- What do you like to do to have fun?
- How much free time do you usually have in your week?
- What do you normally like to do to relax?
- Do you feel like you have enough time to relax?

- Do you feel like you have enough time to have fun?
- *Has the cash impacted this in any way?*

3) Need for protection, affection, participation and identity:

Family and friends:

- How would you describe your marriage, if you have one?
- What's your relationship with your family like?
- How do you feel about expressing your true opinions with your family?
- Do you feel a sense of belonging in your family?
- Do you feel like people in your family care for you when you need to be cared for?
- In what ways do you take care of other people?
- How would you describe the friendships that you have?
- What impact do they have on your life?
- How do you feel about expressing your true opinions with your friends?
- Do you feel a sense of belonging in your friendships?
- Do you feel like your friends support you when you need support?
- Do you support them?
- Do you feel a sense of solidarity with people who you are close with?
- Do you feel like there are people in your life who love you and who you love in return?
- Do you feel like there are people who you are close with who protect you? If so, who?
- What about respect? In what ways do you feel like people respect you and you respect others?
- In what ways do you feel appreciated?
- In what ways do you not feel appreciated?
- Are there other people who *you* appreciate?
- In what ways do you care for other people?
- In what ways do you feel like you are cared for?

Community:

- And what about the wider community, who do you think of as part of your community?
- How would you describe your relationships with other people in your community?
- What impact do these relationships have on your life?
- Do you feel like there are people in the community who support you?
- Do you support others in the community?
- Do you feel like there are people in the community who protect you?
- Do you feel a sense of solidarity with your community?
- How do you feel about expressing your true opinions with the community? (Are there certain people you would not tell your true opinions to?)
- In what ways are you involved with the community? (Do you go to any community groups?)
- *Has your relationship with the community changed since receiving the cash transfer?*
- *Is the way you engage with the community different since getting the cash? If so, in what ways?*

Wider society:

- What about people who are outside of your community in the wider society, what do you think of these people?
- What do they think of you?

- Do you feel like the wider society recognises that you have rights?
- Do you feel appreciated by the wider society?
- Are there people outside of your community who are supportive?
- *Has any of this changed since getting the cash transfer?*

Nature:

- What about the natural world? Do you spend time in nature?
- What do you think about nature?

4) Understanding and creation:

- In your daily life, can you describe any new things that you learn?
- Do you enjoy learning new things?
- What kind of skills do you use in your daily life?
- *Has the cash transfer impacted this in any way?*

5) Freedom:

- Do you have the opportunity to make decisions that you want to make?
- Do other people make decisions for you? (If so, how does that make you feel?)
- In what ways do you feel like you have control over what happens in your life?
- *How has the cash transfer impacted this?*

6) Last thoughts

- Are there any other thoughts that you would like to add?
- Are there any of the points you spoke about that you would like to go back to clarify?

Focus Group Discussions

We anticipate collective methods such as focus groups being especially useful for teasing out general levels of need awareness and satisfaction among participants, and for establishing shared understanding of the strategies for and obstacles to need satisfaction. Focus groups will thus proceed as articulated above, with six or more participants and two facilitators/note-takers. The topics covered in the focus group will be the same as those covered in the individual interviews conducted for this research theme, but with fewer questions asked and more observation of group conversation as answers are offered and discussed.

Participatory Methods

A range of different participatory workshops will be conducted during this research, drawing on the Human Scale Development approach of Max-Neef. Each workshop will involve around 6-8 participants, some with a mix of men and women, others with just men or just women.

Process

There will be two workshops at baseline:

- 1) The first workshop will be on supporting community members to identify what their fundamental human needs are, this is to enable them to identify their own needs in their own language without imposing our list of human needs upon them.
- 2) The second workshop will be on assessing levels of need satisfaction / deprivation before the

UCTs and PAR.

The other workshops will be run at midline and endline:

- 3) The third workshop will be to assess the levels of need satisfaction / deprivation after the UCTs and PAR have been implemented.
- 4) The fourth workshop will be to support the participants to find solutions to meet any needs which remain unmet.

Indicative Workshop 1: identifying needs

- **Who:** 6-8 participants per workshop, who are a mix of men and women (adults). 2 facilitators.
- **How many workshops:** 6 in total, 3 with members of one community and 3 with members of the other community. One with men, one with women and 1 with community leaders.
- **Purpose:** to develop a shared understanding of needs as identified by participants in their own words. This workshop will explore the importance of needs being met as a prerequisite for wellbeing / feeling good / quality of life.

Workshop 1: Outline

1. Introduction

Welcome and introduction to the workshop.

2. Identifying needs

Participants will be split into groups of three people to discuss the following question:

- What are your fundamental human needs?

They will be asked to write or draw these needs onto a piece of paper to report back to the larger group afterwards. These will then be put onto the white board by the facilitator, and clustered into themes with the input of the group. If the list of needs is not yet comprehensive and there are parts which are missing, the group will be asked:

- Are any of these needs which you have identified actually strategies to meet needs, rather than needs themselves? Explore the difference between need and strategy.
- Are there any other needs that you think are missing from this list?

3. Visionary reflection

Ask participants to close their eyes and think about the following question for two minutes:

- What would you feel like if all of these needs were met?
- Would anyone like to feedback feelings that this brought up?

4. Wrapping up the workshop:

- Any last questions or thoughts?

Bring the workshop to a close.

Research Theme 5: Wellbeing

Wellbeing measures have traditionally been dominated by the field of psychology and economics, using quantitative tools such as surveys to obtain data. However, as people tend to describe their wellbeing through feelings and often in figurative terms, qualitative tools have been gaining in importance and will also be deployed in this study.

Interviews

Individual interviews will be used to understand the experiential aspects of wellbeing, i.e. how community members perceive their own lives, using a person-centred approach. Three key aspects of subjective wellbeing will be examined:

1. Hedonic wellbeing (experience of pleasure and happiness)
2. Eudaemonic wellbeing (experiencing a virtuous life) and,
3. A sense of meaning and purpose.
4. Questions regarding future aspirations will also be asked.

Again, italicised questions are those which will be asked only after the intervention has begun.

Indicative Questions

1. Impact of cash on happiness, satisfaction and meaning / purpose

- What brings you happiness?
- What do you do for pleasure or to have fun?
- *Have these things changed since the cash transfer?*
- What do you feel good about in your life?
- *What did you feel good about before the cash transfer?*
- Do you feel satisfied with your life overall? Which aspects do you feel unsatisfied with?
- *What impact do you think that cash has had on how good you feel about your life?*
- Do you feel a sense of purpose or meaning in your life? If so, why?
- *Has this changed since receiving the cash? In what ways?*

2. Negative feelings

- What do you feel is bad in your life?
- What causes you distress?
- *Has this also changed since the cash transfer?*
- What would improve the way you feel?

3. Relational aspects of wellbeing

- How would you describe your marriage, if you have one?
- What is your relationship with your family like?
- *Has your relationship with your family changed since receiving the cash transfer?*
- How do you feel about expressing your true opinions with your family?
- How cared for do you feel in your family when you need to be cared for?
- In what ways do you take care of other people?
- How would you describe the friendships that you have?
- What impact do they have on your life?
- How do you feel about expressing your true opinions with your friends?
- How do your friends support you when you need support?

- And vice versa?
- Who can you draw on for support in your life?
- Do you feel like there are people in your life who love you and who you love in return?
- What about respect? In what ways do you feel like people respect you and you respect others?
- *Has your relationship with your friends changed since receiving the cash transfer? If so, in what ways?*
- Do you feel like there are people who you are close with who protect you? If so, who?
- In what ways do you feel appreciated?
- In what ways do you not feel appreciated?
- Are there other people who *you* appreciate?
- In what ways do you care for other people?
- In what ways do you feel like you are cared for?

4. Other people

- Do you think that people who are close to you live a good life? And feel good about their lives?
- And what about other people in the community? Can you elaborate?
- What other things do you think would improve how the people who are close to you feel?
- *Do you think the intervention has impacted them? In what ways?*

5. Aspirations

- How do you feel about the future?
- *How did you feel about the future before the intervention?*

Participatory Methods

This group discussion, which includes a 'Wellbeing Draw-and-Tell', will be used to understand what community members consider to be a good life, and will be done with 6-8 community members.

Process

Visualisation

The workshop begins with a focusing activity which encourages participants to start to think about wellbeing. Participants will be asked to visualise someone who they know of who is doing well and who they believe experiences 'wellbeing'. They are then asked to visualise someone who does not look like they are doing well (who is experiencing 'ill-being').

Drawing

Participants will then be asked to draw one person who is doing well, and to do the same for someone who is not doing well.

As part of their drawing they are asked to consider where this person is, who they are with, what they are doing, what they have, etc.

Group discussion

This drawing is followed by a group discussion about what they saw in their mind's eye and what they drew on paper. Participants will be asked to explain their drawings and the processes behind them. Why did they choose what they chose?

Questions for discussion:

- What would a really good life involve?
- What does wellbeing mean to you? Could you give examples?
- Who has a good life in your community?

- What makes it good?
- What does it feel like when you are experiencing wellbeing?

Research Theme 6: Dignity

The aim of this theme is to explore how dignity is conceptualised by participants and to examine the strategies they use to maintain and claim it. This is in a context where dignity is structured by at least major forces – caste identity, class position, and occupation (in this case, waste picking, which is associated with both social and physical shame). Over the course of the intervention, the aim is also to examine the extent to which UCTs and PAR impact the participants' self-concept and sense of dignity.

Interviews

Semi structured interviews will be used to understand participants' perceptions of themselves with regards to their engagement with 'dirty work', their caste and class positionality and diverse experiences of unfreedom and exploitation.

Indicative Questions

1. What does caste mean to you? How do you experience your caste?
2. How does this relate to your work?
3. What does a typical day look like?
4. How do others treat you? How is this affected by your caste/class?
5. What do you think the general public's view of you and your work is?
6. To what degree do people value your work? (Ask them to cite examples of interactions and experiences)
7. What does dignity mean to you? Where do you experience it?
8. How do you feel in your heart when you feel dignified/undignified?
9. What do dignified lives look like to you?
10. How does dignity relate to dirt? And to shame?
11. Can you give examples? From the past or present?
12. How do you view yourself?
13. What impact, if any, has the PAR had on this for you?
14. What about the cash?
15. In what ways has this changed your general understanding of what dignity is?

Focus Group Discussions

For the reasons articulated above, FGDs are especially advantageous when seeking to establish socially-held norms and perceptions, with which dignity is intimately related. They also allow for participants to take ownership over the content and engage in the dialogical construction of shared meanings. As such, we intend FGDs to be a central pillar in the exploration of this theme.

Indicative Questions

1. What do you understand by the word dignity?
2. Who is a dignified person? What are the aspects of a dignified life?
3. Who do you see as undignified people? What are the aspects of an undignified life?

4. In what situations do you experience (in)dignity?
5. Among the actors/institutions that you interact with on an average day, who treats you with (in)dignity?
6. In what spaces/situations do you feel a sense of (in)dignity?
7. On what markers, issues, aspects do you feel a sense of (in)dignity?
8. How have these changed at different stages of your life (childhood, youth, before/after marriage, before/after having children, old age, formal/informal employment etc.)?
9. Have you ever walked out of/protested against a situation of (in)dignity?
10. What would you need to achieve more dignity in life?
11. How do you motivate yourself to engage in work (public/private) where you feel undignified?
12. Have you ever raised the issue of your dignity/respect with any member of your family or work environment? Can you share that experience?
13. How does receiving the cash transfer make you feel? Has this experience changed over the last few months?

Participatory Methods

It is worth noting that both our interviews and FGDs on dignity will be conducted in participatory fashion, allowing participants to guide the conversation with their understanding of the word and their own subjective experiences of its manifestations in their lives. In addition, some visual and/or participatory methods will be useful to help express aspects of dignity (at work, in public spaces, in the household) which might be tougher to articulate or pin-point in the spoken word.

Sample Exercise

Gather all participants (in groups of 5 or 6, categorised on age, sex, gender, occupation), with a piece of paper and multiple pens of black, green and red colour. Ask participants to depict (by drawing with the black pen) a certain interaction that occurs in daily life. Examples could include the process of picking up and segregating waste from a household, selling the waste at the end of the day and/or more personal/domestic settings like cooking and serving a meal for the family or cleaning the house. Reassure participants that the quality or accuracy of the drawing is unimportant. If required facilitate the start of this depiction by following their instruction, but soon pass the pen back to them. Ask them to then explain the scene they have drawn, using the green pen to circle all situations, emotions, dialogues or moments where they feel happy, satisfied, respected and dignified and a red pen to signify all the ones where they do not. Follow this exercise up with facilitating a conversation trying to better understand what it is about those specific incidents, interactions or feelings that make them feel dignified and undignified, and how they understand this both personally and relationally.

Ethnography

Ethnography lends itself particularly well to research that requires 'meaning-making'. Embedded forms of participant observation will allow for the study of the construction, enactment and management of concepts like 'dignity'. In the context of this research theme, researchers will spend time with participants in work and non-work settings. Conversations will revolve around the nature of their work, their perceptions of their 'selves', their caste and class positionality, their labour, its positive and negative aspects, and their interactions with people within and beyond their community. Researchers will observe the experiences, reactions and coping strategies in situations of stated 'indignity'. Importantly, ethnographers will also observe PAR activities, which may well be sites of increased dignity through agency and collective power.

Research Theme 7: PAR, Relationality, Transformation

Development scholars are increasingly exploring relational approaches to the creation of effective, sustainable solutions to social problematics. WorkFREE is one of these in that a pillar of the social experiment that it will create and analyse is PAR, which is highly relational. But how does 'relationality' work? Which elements work better or worse? And how does that relate to human needs? Research Theme 7 aims to answer these questions by unpacking the 'black box' of relationality at the heart of PAR, through interviews, focus group discussions, and ethnographic work amidst PAR processes.

Interviews

Individual interviews will be conducted with PAR participants and with members of the community who have experience of state or civil society intervention. Both sets of interviews will explore the quality of people's experiences and aim to generate reflections on the extent to which this relates to the satisfaction (or not) of human needs. Since the focus of this research theme is very specific and also exploratory, the number of questions asked will be limited and instead interviewers will aim to facilitate very open-ended conversations

Indicative Questions

What have been your experiences of NGO/state intervention in your community?
Can you tell me about them?
What worked about these?
What didn't?
Why?
How did this relate to needs?
To what extent did you experience respect, being in control, being understood?
What would be the ideal way you'd like to receive support from the state/NGOs?
How would you like to be treated in that interaction?
Why is it/ isn't it usually like that?

...

What have been your experiences of the PAR intervention in your community?
What worked about it?
What didn't?
Why?
How did this relate to needs?
To what extent did you experience respect, being in control, being understood?
What have you learned from the PAR process?
Do you believe that the PAR has added anything more above the impact of the UCTs? Can you give examples?

Focus Group Discussions

Focus Group Discussions will likely take three forms. First, with members of existing PAR groups and with a view to facilitating self-reflective dialogue about how that group is or is not working and why. Second, with non-members of PAR groups, to assess 'external' opinion on the nature and effectiveness of PAR processes. Third, with a mixed group of community members who have experience of

NGO/State interventions to assess their nature and effectiveness and explore needs and relationality within them. For now, we propose asking people broadly the same questions as the interview questions to serve the goal of triangulation.

Ethnography

WorkFREE ethnographers will conduct participant observation within PAR processes themselves. This will also involve informal conversations and exchanges in peripheral spaces around the PAR process. The key focus of analysis will be on what factors lead to PAR processes working or not, and to what extent this relates to human needs.

Research Theme 8: Consumption

The aim of this research is to examine how the intervention impacts on participants' consumption patterns, including changes in the scale and composition of consumption. This is because one strand of the project is concerned with understanding the environmental sustainability of UCT+ interventions compared with other development interventions. This will primarily be explored through quantitative surveys which will examine individual consumption patterns at baseline, midline and endline. However, some qualitative work will be used to deepen understanding.

Interviews and Small Group Discussions

We anticipate conducting individual and small group interviews to explore this theme, likely with members of the same or closely connected households. This is because such group interviews will likely provide more accurate and comprehensive information about household consumption, since different members will have different levels of awareness about what goods and services are used. The questions for individual and group interviews will likely be the same.

Indicative Questions

Could you tell me what things you use during a typical day? What do you eat? What energy do you use? What goods do you use for housework and in daily life? Outline your typical consumption during
How does this contribute to your wellbeing?

What additional things do you believe you need in order to improve your wellbeing?

What would additional cash allow you to consume?

How much do you consider the environmental impact of the things you use?

What are the environmental impacts of your daily life?

...

How are the UCTS/How have the UCTs changed what you eat and use?

What has increased?

What has decreased?

Why?

How and in what ways has this affected your wellbeing?

How have the environmental impacts changed?

On balance, what is your view of the role cash plays in wellbeing?

Participatory Methods

This research theme will also be explored using group workshops which draw their design inspiration from Human Scale Development.

Process

A group of 6-8 participants will be introduced to the concepts of human needs and needs satisfiers. Participants will then be asked to consider their material resource use on any given day – energy, transport, food, clothing, leisure etc – and to map this against a framework of needs; i.e. what needs do these resources satisfy. This will be collectively visualised on a wall chart. The group will note where needs remain unmet, where certain resources do not satisfy any particular need, or where multiple goods meet the same need.

Participants will then be encouraged to consider how materials could be differently used to meet needs. For example, could duplication be avoided? Could goods be shared where participants use similar goods to meet the same needs? Could one good meet multiple needs (a “synergistic satisfier”)? Could some needs be met without material goods, by changing behaviours or norms?

Finally, participants will be asked to repopulate the framework, using minimal resources, in a contextually appropriate way.

Throughout and at the end of this workshop, the facilitator will prompt reflection and conversation among participants, asking them how they feel, what they are learning, what they enjoy or dislike about this process.

Research Theme 9: Time Use

This research theme will examine how participants’ time use changes during and after the intervention – including time spent working, at leisure and engaged in community activities. This will have implications for the impact of the intervention on wellbeing, need satisfaction and the environment. As with the last research theme, the majority of the data on this theme will be gathered through quantitative surveys. These surveys will help understand the aggregate changes in time use by the community – the number of hours spent working, number of hours at ‘leisure’ and the type of leisure activities undertaken. However, qualitative methods will also be used to delve further into the motivations behind time use changes, and therefore determine whether and how interventions such as WorkFREE’s can support less exploitative, more socially beneficial and less resource intensive lives. Much of the research undertaken within this research theme will overlap with Research Themes 1 to 5, as well as 8.

Time Use Diaries and interviews

Semi-structured interviews will be conducted with various members of the community at baseline, midline and endline where the changes in their time use can be assessed and the motivations explored. At each stage, participants will be asked to record their time use over a week and then discuss these diaries with the researchers. Questions will include:

- What led you to spend more / less time working?
- How do you feel about the time you spend working? Does it feel like an obligation, or a choice?
- Do you feel any changes in your obligations – how you feel you should be spending your time?

- How has your free time changed? Do you feel you have more time to yourself?
- How have you chosen to spend your free time and why?
- What activities give you the most personal satisfaction?
- How have your relationships with your family, friends, community changed?
- Have you personally noticed a change in your material consumption as a consequence of changes in time use? Why do you think this has / has not occurred?

Quantitative Tools, Covering All Themes

Please see attached Excel file for the full survey.