

THEMES CHECKLIST [5th February 2013 FINAL]

General instructions and the research approach:

This checklist is a tool for addressing our primary research question: what do mobile phones mean to young people and how does their use shape young people's lives?

The approach taken is a *story-based* one. Use the checklist to help young people tell their stories about their own life-worlds, in their own words. The focus is on detail and the particularities of each young person's experiences and stories, not on generalisation. A whole interview may even be based just round discussion of ONE phone call and its significance for the caller and the recipient.

Structure of the checklist:

- Section A provides basic data on context – essential for every interviewee.
- Section B probes for additional detail on phone use.
- Section C offers suggestions about how to start getting 'phone stories', which should form the basis for the rest of the interview.
- Section D is a list of themes. You should decide on which **theme(s)** will be most relevant for discussion with the respondent, to match their likely knowledge, experience or interests.
- Sections E-L provide checklists for each theme. These should be used as a guide to the kinds of questions and probes you might use; they are not intended to be used as a rigid schedule.
- Section M [final notes] must *always* be completed at the end of each interview.

Note-taking and recording:

- Responses should be reported in full, giving a direct English translation of the person's words, even if their responses seem self-evident, irrelevant or wrong.
- For important terms where there is no direct English translation, use the local term but explain in a note at the end of the interview.
- Prompt as necessary to obtain further detail, but avoid over-prompting' and putting words into people's mouths. Wherever questions or prompts are used, these should also be reported so that it is clear how the response relates to this.
- If you don't manage to write everything down during the interview, leave space for additional detail, then review and revise immediately afterwards.
- You may try making audio recordings, especially if your handwriting speed is slow, as a back-up, to check on specific points made, or to allow you to cite story detail in full where there is rich material. *Recording must be approved by the interviewee beforehand.*
- Notes should be typed up as soon after the interview as possible.

INTRODUCTION [For those under 18 years, obtain guardian/carer permission before proceeding]

Good morning/afternoon/evening. I am from ...[university]. We are conducting a study with Durham University in UK and other African universities about young people and mobile phones in Africa.

My university first came here 6 years ago to research children and young people's transport and mobility problems. Young people were just starting to use mobile phones, and this was beginning to affect their travel and other aspects of their lives. We are now revisiting all the places we worked before, to try to discover how mobile phone use has grown and what benefits and problems have emerged for young people as a result.

We will take our findings to the community and to other policy makers so they will know about the benefits and problems and the need to help young people find ways of solving any negative impact and about promoting positive impacts.

Please could you give me a little time to participate in our study? If you are unhappy about the questions, you can tell me at any time and we will stop.

We will not use your name in any way in this research. If you need any further information, we are staying at while we are here.

A. BASIC DATA REQUIRED, ALL INTERVIEWS *[to match the typing template]*

- 1) Date of interview:
- 2) Name of interviewer:
- 3) Name of study settlement:

Basic demographic information on respondent

- 4) Name of interviewee [first name or nick name is sufficient]:
- 5) Age:
- 6) Sex:
- 7) Ethnic group:
- 8) Religion:
- 9) Any disability? [just observe]:

Location and residence:

- 10) Place interview conducted [e.g. home, school, market]:
- 11) Location of interviewee's residence [e.g. in settlement centre, isolated farmstead]:
- 12) Length of residence in settlement:

Household and family composition

- 13) Household composition i.e. who else currently resident in household here [eating from same cooking pot]: Parents? Grandparents? Siblings (indicate if younger/older)? Partner? Own children?
- 14) Key family members living elsewhere [e.g. parents, siblings, own children]– Who [relationship to respondent]? Where?

Livelihood Activities/Occupations

- 15) Occupation(s) of respondent [i.e. livelihood activities, including any cash or subsistence farming or casual day labour]:
- 16) Parents' / carers' economic activities:
- 17) Who else is working in the current household? [economic activities of each one]
- 18) Any other contributions to household finance [e.g. grants, pension, remittances]?

Schooling level

- 19) Respondent's school level (if any) achieved [grade]; currently in-school? Literacy level – can read texts?

Phone ownership and use

- 20) Has the respondent *ever* owned a phone?
- 21) Does the respondent *currently* own a phone?
- 22) Does the respondent *use* a phone? [ever / currently]
- 23) Ownership of phones by other household members - who [relationship to respondent]?

From this point in the interview it is important to (i) obtain as much detail as possible and follow the story; (ii) record responses in full and, where relevant, questions and prompts.

B. PHONE USAGE

Phone Use: Main uses of phone [own or loaned] in rank order [e.g. send personal voice calls; send texts; receive calls/texts; money transfer; access social network sites; internet google for info; photos]

Phone ownership: How long has the respondent owned a phone? How many phones has (s)he ever owned? Any significant periods where no phone owned and impacts?

Non-owners: Respondent's phone usage [on any phone] - Every day? Most days? Only occasionally? Never? Whose phone used, any constraints [e.g. time/budget constraints on use]?

Non-users: Why not? Peer attitudes to non-use? Any disadvantages?

C. PHONE STORIES

These can be used at any point in an interview where it is slow or difficult. Using them at this early stage can help identify an appropriate theme if none has yet emerged. If you start with a good/bad phone story, please ensure that you then develop one or two key themes from the story, **using the relevant check list.**

- 1. Story about a good experience with a mobile phone**
- 2. Story about a bad experience with a mobile phone**
- 3. Story about a recent important phone call (made or received)**
- 4. Any areas where personally mobile phone usage has been crucial:**
Probe in areas relevant to respondent's life, e.g. Keeping in touch with family/relatives? Keeping in touch with friends? Renewal/revival of old friendship? Help plan out-migration [nationally, internationally]? Make money? Find a job? Safety? Emergency ?
- 5. Any ways in which owning/using a mobile phone has been personally a bad thing?**
E.g. debt; new obligations ; increased expectations; unwanted / unsolicited calls or texts; demands by other people to borrow/ use your phone; phone envy; bullying; surveillance; theft / attack; unwelcome material; exploitation; evil numbers. How has the respondent dealt with bad experiences? [who told, action taken, impact of actions].
- 6. Any memories of what life was like before cellphones?**
If so, ask for respondent views re cell phone impacts on youth culture/lifestyles [e.g. the way young people behave], especially:
 - Changes in **gender** relations?
 - Changes in **inter-generational** relations?

D. NOW CHOOSE A KEY THEME FOR THE INTERVIEW:

Select whichever theme appears most relevant for the particular interviewee [details on relevant page]:

- **Education → Section E**
- **Job search [past or current] → Section F**
- **Livelihoods - phone use in work → Section G**
- **Transport and travel → Section H**
- **Health and well-being → Section I**
- **Religion and politics → Section J**
- **Gender, sexuality, surveillance, safety, crime → Section K**
- **General phone use – past phones, expenditure, relationship impacts → Section L**

In every case, follow the story and obtain as much detail as possible.

E. EDUCATION

In every case, follow the story and obtain as much detail as possible. You might start by asking the respondent for a good or bad story about phone use related to their schooling.

Use of phone [last month / last year / ever], for example for:

- **Obtaining a school place** ** *Tell the story*
- **Requesting school fees and/or associated expenses** e.g. subsistence/snacks at school, books, uniform, etc. – who from, when, how much money, consequences? ** *Tell the story*
- **Earning money for schooling expenses** e.g. direct [selling airtime, charging phones, etc.] or indirect [using phone to facilitate other income generation for schooling] ** *Tell the story*
- **Helping / being helped by others in schoolwork** e.g. Learning new things; Finding information; e-learning specifically through internet access [e.g sites via google]
- **Maintaining social/family links while at school** e.g. Boarders keeping connection with family members [at home and elsewhere]; contact associated with undertaking activities required by family ; contact with friends in school; contact from friends elsewhere? ** *Tell the story*
- **Conducting romantic attachments inside/outside school -** e.g Impact on schooling of boyfriend phone gifts – poor performance? Pregnancy? Drop-out? ** *Tell the story*
- **Interactions with school authorities associated with phone use:**
Regulations in own school re mobile phone use; confiscations/punishments for use
- **Disruptions in class associated with own use/ other pupils' use** ** *Tell the story*
- **Disruption in class associated with teachers' use** ** *Tell the story*
- **Calling teacher on phone** ** *Tell the story*
- **Teacher calling pupils on phone** [self and others, e.g. exploitation re sexual favours etc.]
- **Night calls [free calls?] and sleep disruption?** ** *Tell the story*
- **Phone-related bullying [face-to-face/ phone bullying/ through social network sites etc.]**
and other exploitation by peers ** *Tell the story*
- **Organising child care [own child or others] when need to be at school.** ** *Tell the story*
- **Emotional support/advice** – about relations with co-pupils, teachers, family, other school worries, other worries e.g. romance? ** *Tell the story*

F. JOB SEARCH [PAST OR CURRENT]

In every case, follow the story and obtain as much detail as possible.

You might start by asking the respondent for a good or bad story about phone use related to their job search.

Use of phone to:

- **Build personal contacts for job** *** Tell the story*
- **Learn of potential openings** *** Tell the story*
- **Contact with potential employers** *** Tell the story*
- **Build monetary resources to start business** *** Tell the story*
- **Organise child care [own or others' children] while looking for work etc.** *** Tell the story*
- **For emotional support during job search:** *** Tell the story*
- **Organise change of residential location or migration for job search/work** [local, rural-urban, national, international] *** Tell the story*
- **Phone versus other routes to job search [is face-to-face more important?]** *** Tell the story*

G. LIVELIHOODS - PHONE USE IN WORK

In every case, follow the story and obtain as much detail as possible.

You might start by asking the respondent for a good or bad story about phone use related to their working life.

If directly employed in, or own, any type of PHONE-RELATED BUSINESS [selling units, phone accessories, renting out phones, repair, charging phones] *** Tell the story*

- Details of business type? Year started? Own/employed status? If employed, relationship to employer?
- Details of employment –how got the job, remuneration, other benefits, everyday pattern of work.
- Any changes in phone business environment e.g. business decline or re-orientation because of more personal phone ownership?

If employed in, or own, a business which is NOT directly phone-related *** Tell the story*

- Phone as facilitator of work arrangements with boss or co-workers
- Phone as facilitator of own or owner's (micro)enterprise [specify which] e.g. For taking orders; placing orders; organising transport
- Any change in tasks through phone use;
- Any change in suppliers through phone use;
- Use of phone to find new markets;
- Phone for building other business contacts;
- Use of phone for information gathering; reminders/messages to customers, e.g. birthday greetings, appointments

If employed in TRANSPORT-RELATED work e.g. as bicycle-taxi driver

Details of how phone used at work – no. of passengers calling by phone, advantages, disadvantages. If not used at work, why not? *** Tell the story*

GENERAL QUESTIONS FOR ALL LIVELIHOOD TYPES

- **Phone impact on business travel** [less or more travel]? Implications of phone as opposed to physical travel in business [costs, face-to-face significance etc.] *** Tell the story*
- **Overall expansion or no change in business through use of phones?** *E.g. face-to-face still important for trust building or less so? ** Tell the story*
- **Use of phone to build monetary resources** [for pre-work education, business start-up]
 - Loans [from whom (generation, gender, relationship), when, how, where?]
 - Remittance oversight [from whom (generation, gender, relationship), when, how, where?];
 - Eliciting occasional gifts [from whom (generation, gender, relationship), when, how, where] *** Tell the story*
- **Use of phone in business to build network capital [i.e. people links]** – Locally, regionally, internationally? *** Tell the story*

- **Phone leading to loss of livelihood/well-being?** E.g. Household members spending money on phones instead of food etc.; loss of business to competitors with phones; robbery/theft; exploitation- sexual or otherwise] ** *Tell the story?*
- **Use of phone to organise child care during work time** ** *Tell the story*
- **Use of phone in work emergencies** ** *Tell the story*
- **Use of phone for emotional support/advice** – about relations with work mates, boss, employees ** *Tell the story*
- **Phone use related to migration for work:** – permanent or temporary, where phone use played a strong role [where from, where to, why, when]]** *Tell the story*

H. TRANSPORT AND TRAVEL

In every case, follow the story and obtain as much detail as possible.

You might start by asking the respondent for a good or bad story about phone use related to their travel.

[N.B. for young people **OPERATING** transport equipment go to relevant section of LIVELIHOODS theme.]

- **Travel relating to phone use** e.g. to obtain network reception, for charging, for units/airtime purchase, for money transfer [sending or receiving], for secrecy in phone discussions i.e. search for privacy when making calls? – ***Tell the story*
- **Phone use to call transport services** [eg motorbike taxi]. Who, when, why? Advantages? Disadvantages? *** Tell the story of one journey from phone call to destination.*
- **Phone numbers of transport operators kept in address book/call register** [transport type, who, how obtained number, how often used?] ***Tell the story*
- **Phone usage when travelling** –*benefits, problems.* ***Tell the story*
- **Phone usage to organise child care prior to or during travelling.** *** Tell the story*
- **Any fewer or shorter journeys now because of cell phone use [including walking]? –** Which type of journeys (mode, purpose, distance), why fewer now? Impact good or bad? Impact on face-to-face interaction? Compare detailed costs of travel versus phone calls. *** Tell the story*
- **Any longer or more numerous journeys now because of cell phone use? -** which journeys (purpose, distance) why more now? Probe for cost, time, travel dangers, versus importance of face-to-face interaction. Impact good or bad? *** Tell the story*
- **Migration – permanent or temporary – related to phone use in some way? -** where from, where to, why, when? *** Tell the story*

I. HEALTH +WELL-BEING

In every case, follow the story and obtain as much detail as possible.

You might start by asking the respondent for a good or bad story about phone use related to their own or others' health.

Use of phone for dealing with personal illness [tell the story**]:**

- Has the interviewee ever used a phone because (s)he was ill?
- When? What was the illness? How serious? How unexpected?
- Use of phone, for example, for informing others of illness, money for transport, money for medicines / hospital fees, arranging transport to health facility, calling someone for advice, calling healthcare provider to arrange appointment, calling employer, etc.

Use of phone for dealing with someone else's illness [tell the story**]:**

- Has the interviewee ever used a (mobile) phone because someone else was ill?
- Who was ill (i.e. relationship to respondent)? What was the illness? When?
- Use of phone, for example, for informing others of illness, money for transport, money for medicines / hospital fees, arranging transport to health facility, calling someone for advice, calling healthcare provider to arrange appointment, etc.

Use of phone in connection with pregnancy and/or childbirth [tell the story**]:**

- Has the interviewee ever used a phone in connection with pregnancy or childbirth (own or someone else's)?
- Details and the story...

Phoning healthcare providers [tell the story**]**

- [Include formal and informal sector, including traditional/herbal/faith healers, chemists, etc.]
- Does the interviewee have (stored) the number(s) of any healthcare providers [formal or informal sector]. Which? How did they get the numbers?
- Has the interviewee ever *phoned* a healthcare providers [formal or informal sector]. Which? Why? (i.e. for advice, to arrange an appointment, follow-up call, social call...)

Phoning for transport to get to healthcare [taxi, etc.]? – emergency or routine [tell the story**]**

Lack of phone and healthcare [tell the story**]**

- Has there been an occasion where **not** having a phone (or not having phone credit, no charge, phone not working, no signal/reception, etc.) has been a problem re getting healthcare?
- E.g. needing to someone else because of illness and not being able to?
- Consequences: what happened? Why?

Using a phone to get health[care] information [tell the story**]**

- Has the respondent ever used a phone to get information on a health / healthcare issue?
- What kinds of information/issue? (e.g. specific symptoms, medicines, healers / healthcare providers, etc; contraceptive advice, pregnancy/abortion advice, information on HIV/AIDS or other STIs, etc.)

- How was the phone used? (e.g. phoning someone (who?); Internet/Google, etc.)
- How successful? How useful, trustworthy, etc. was the information? Was it acted upon?

Using formal phone-based health services *【tell the story】*

- E.g. ‘Dial-a-doctor’, receiving automatic appointment reminders, etc.
- Experiences and evaluation

Radio/TV phone-in shows on health issues *【tell the story】*

- Aware of such shows? Ever listen/watch?
- Ever called in or tried to call in? *【Get the story】*

Use of phone to check for counterfeit drugs? *【tell the story】*

Receiving ‘health tips’ on phone *【tell the story】*

- Ever heard of this service? Currently / ever received health tip SMSs?
- View, experiences... trustworthiness? worth paying for? ever acted on?

Phone-based advertising *【tell the story】*

- Ever received (unsolicited) adverts on phone for healers, clinics, medicines, etc.?
- Views and experiences...

Wider reflections *【tell the story】*

- Have mobile phones benefitted own health/wellbeing in any way? [e.g. emotional support]
- Have mobile phones benefitted the health/wellbeing of anyone you know in any way?
- Has NOT having a phone / being able to use a phone been a problem for health in any way?
- Can mobile phones be bad for health in any way? *【Tell the story】*
 - E.g. observed phone addiction among friends/peers? Impacts?

J. RELIGION, POLITICS, SOCIAL MOVEMENTS

In every case, follow the story and obtain as much detail as possible. You might start by asking the respondent for a good or bad story about phone use related to this theme.

PHONE USE AND RELIGIOUS LIFE

- **Phone role in keeping in touch** with local church/mosque fellowship? [pastor/imam; church colleagues, e.g. practical issues re organising meetings, transport to church]**
Tell the story
- **Phone use in relation to funerals, weddings, other rituals e.g. initiation rites?**
- **Phone and wider religious/spiritual life** ***Tell the story*
 - Calls to religious phone-in programmes;
 - Spiritual/inspirational messages?
 - Use of phone apps to help remind re prayer times etc.?
- **Any guidance / instruction from religious leaders about phone use?**
Are these things discussed in church or church-based groups? ** *Tell the story*
- **Phone use as a threat to religious / spiritual life** ** *Tell the story*
- **Use of religious phone call tunes/texts etc. to let OTHERS know religious identity/to inspire others?** ** *Tell the story*
- **Phone usage/phone bans in initiation schools? Impacts of any ban? Views re life without a phone during initiation school** ** *Tell the story*

PHONE USE re COMMUNITY ORGANISING, POLITICS, SOCIAL MOVEMENTS

- **Phone use in community/youth organising [who, why, when, where, impacts?]****
- **Phone use to contact local or national government authorities? [who, why, when, where, impacts?]**** *Tell the story*
- **Phone use to contact local or national politicians/labour movements etc? [who, why, when, where, impacts?]**** *Tell the story*
- **Phone use to obtain information about political/social movement events? [who, why, when, where, impacts?]**** *Tell the story*
- **Phone use to organise political events [elections, protests etc.] [who, why, when, where, impacts?]**** *Tell the story*
- **Phone contact from politicians/community/union organisers for electioneering or other purposes? [mode e.g. text , who, why, when, where, impacts?]**** *Tell the story*

K. GENDER, SEXUALITY, SURVEILLANCE, SAFETY, CRIME

In every case, follow the story and obtain as much detail as possible. You might start by asking the respondent for a good or bad story related to this theme.

Perceived gender patterns

- **Are males and females equally able to use phones in this settlement?** If not, why not? ***Tell the story?*
- **Other perceived gender differences in phone ownership and access** re, e.g. Phone ownership? Money available to buy credit / charge? Reliance on other people for money? Time available to phone [time poverty]? Mobility constraints [to reach network, to charge, buy credit, etc.]? Fear of bullying / receiving unwanted communication / jealousy? Fear of exploitation / surveillance? Fear of theft / attack? ***Tell the story?*

Surveillance

- **Use of phone to get round parental controls [personal situation or re other people]**
- **Use of phone for making secret assignments [romantic or otherwise] with friends to avoid parental/family rulings on who/where/when can meet?** Which people, context, strategy, events, impacts] ***Tell the story*
- **Use of phone to keep check on location of others - girlfriends, boyfriends, children** [personal situation or re other people - people, context, strategy, events, impacts] ***Tell the story*
- **Partner or parent checks on phone address book** [personal situation or re other people]. Who, when, what happened? *** Tell the story*
- **Use of phone to report on activities of others** e.g. poor child care; secret assignments, arrival of strangers etc. *** Tell the story*

Sexual relationships / favours given in exchange for phones / airtime Personal situation or re other people - people, context, strategy, events, impacts] ***Tell the story*

Phone as instrument of bullying/oppression

- Personal experience of phone-related bullying/oppression ***Tell the story*
- Knowledge of phone-related bullying/oppression in this settlement ***Tell the story*

Security/safety

- **Use of phone to improve personal safety?[personal situation or re other people** Context where phone has been important to improve personal safety – e.g. in another house, during travel, in stranger community? Arrangements made with whom, when, where? Who initiated the plan? Was the phone used to call for help? ***Tell the story*
- **Phone as encouragement to attack, theft?**
 - Personal experience of phone theft or phone-related attack - when e.g. night/day, where, how, who [gender age of attackers], impacts ***Tell the story*
 - Knowledge of phone-related attacks in this settlement - when e.g. night/day, where, how, who [gender/age], impacts ***Tell the story*

L. GENERAL PHONE USE: - PAST PHONES, EXPENDITURE, RELATIONSHIP IMPACTS

Personal phone ownership and usage

- *Phone owners*: How many owned currently, year obtained. Source e.g. gifted by whom /purchase? Any reciprocity expected? - what? ** *Tell the story*
- Any previous phones owned [year first phone obtained, how acquired, what happened to old phones– ** *tell the story*
- Network subscribed to and why [multiple sim cards?] ** *Tell the story*
- Sharing with anyone [whom, sharing conventions/problems/tensions] ** *Tell the story*
- Phone communication types most used/preferred – eg. Texts or calls or social networks or buzzes/flashes/beeps? Why? ** *Tell the story*

Expenditure related to phone use

- Estimate of weekly spend [priority re spending on phone versus other cost, problems eg. debt.] ** *Tell the story*
- Who pays mostly? [self, parents, boyfriend?]– how does this work? – beeping, any controls / constraints / expected reciprocity? impact on relationships? ** *Tell the story*

Impact on relationships

- Has use of the mobile phone enabled respondent to build more/better relationships with people?
 - Who?
 - Quality versus quantity?
 - How/why important?
- Has use of the mobile phone had a negative impact on respondent relationships with any people? *E.g.* More cut off from people without phones
 - Changed quality of existing relationships for the worse
 - e.g. less face-to-face contact
 - e.g. spend less time with those around you
 - Resulted in new pressures / expectations
 - Unwanted contacts with people
 - Jealousies/demands around phone use / ownership
- Is there anyone respondent see less often face-to-face [or for less time] because phone them instead?
 - Details?
 - Does it matter? Why?

M. FINAL NOTES

- Ask the interviewees whether there is **anything else they want to tell you** about phones / phone use that has not been covered so far.
- Do they have any **questions for you**?

THANK THE RESPONDENT

NOW ADD EXTRA NOTES:

- **Socio-economic status:** estimate whether average/above/below *for this settlement*
- **Observation re presence/use of phone in interview:** did the interviewee keep the phone in their hand as they talked to you? Keep watching it? Answer calls/texts? Make calls/texts?
- **Others present? Did they have any impact on the interview?**
- **Review your notes and add any additional points that you were unable to write down during the interview.**
- **Go back to the start of your notes for this interview and note its key theme(s). When you type up the transcript please ensure you have noted which key theme(s) were pursued in the interview.**