

The content of this summary sheet summarizes the methodology and avenues explored by the qualitative component (interviews) for the first wave of interviews that took place from May to October 2018.

PORTRAIT OF THE INTERVIEW PROCESS AFTER THE FIRST WAVE

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The methodological approach of the qualitative component of the project is important to know as it contributes directly to the development of data collection tools, is used to analyze the results of the interviews conducted as part of the UNIE-LGBTQ Research Partnership project and influences the scientific value that will be given to these results. Indeed, the methodology developed for a research project is used to produce scientific knowledge and the rigor of the approach (method) will have a direct impact on the scientific value of the results obtained and the analyses that will be drawn from those results. Consequently, in a desire for transparency and scientific rigor, the team in charge of the interviews considers it important to produce a summary sheet that details the approach developed for each step in the implementation of this component: from the development of the interview guide to the identification of the cleavage axes and the choice of participants, including the use of the life calendar during the interviews. Here is where we are after the first wave of interviews.

Main themes of the interviews

The UNIE-LGBTQ research aims to understand the inclusion and exclusion of LGBTQ+ people in Quebec by collecting information in three specific areas of life: family, work and social networks (entourage). The interviews are part of an objective aiming to produce scientific knowledge in order to understand the experiences of inclusion and exclusion related to these three life areas. This is carried out in two stages: a first meeting with the participants, during which they are asked to retrace their life course, and a second during which they reflect and identify their experiences of inclusion and exclusion.

Thus, the first interview aims to **learn about the participants' life story events**, i.e. the main events and stages of life of the participant. Following the interview and based on the answers given, the interviewer completes a life calendar that is a summary of the main events and stages of life in relation to family, work, social networks in relation to sexual orientation and gender identity. The primary objective of the interviewer

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is to generate a life story by asking open-ended questions such as "tell me, talk to me about" in order to allow the participants to express themselves widely and to gather their experiences.

The second interview has three main purposes. First, it is used to **validate the life calendar** previously completed by the interviewer; to ensure that it accurately respects and represents the life course of the participants. Second, in this session, participants are asked to **identify and describe** what they consider to be **turning points in their lives**, i.e. an event, experience or series of experiences, or a period that has led to a significant change with long-term consequences for their family, work or social networks. Third, respondents are asked to **explore their experiences of inclusion and exclusion**, experiences that will be analyzed by the research team according to seven dimensions: symbolic, identity, socio-political, institutional, economic, interpersonal and territorial (Billette et al., 2012).

Summary of the life course approach and of the life calendar

The qualitative research team uses a life-course approach and uses the life calendar to conduct interviews. This approach is preferred to others because it allows for an understanding of human development as a whole, both from a societal perspective, i.e. the way in which society organizes and constructs human life, and from an individual perspective, i.e. the set of trajectories specific to each individual and experienced at the family, conjugal, educational, professional and residential levels (Cavalli, 2007; Gaudet, 2013). Five basic principles structure the life course paradigm:

1) biological, psychological and social development are not limited to childhood, but continue throughout life; 2) life courses fit into a specific place, context and historical period, and people living in different periods and places will be presented with specific opportunities and face specific constraints that influence their life course in a distinct way; 3) lives develop according to a certain temporality, i.e. life experiences influence subsequent development; 4) lives are interconnected and networked, so that one person's actions will have an impact on others in his or her environment and vice versa; 5) individuals should not be seen as passive beings, but as social actors with the reflective capacities to act on opportunities and social constraints. For more details on the life course approach and life calendar, consult the research brief "Life-Course Approach in Qualitative Research" developed by the UNIE-LGBTQ research team on the subject.

With this approach, different data collection tools can be used, including, among others, the life calendar, a tool selected by the research team. As part of the UNIE-LGBTQ research project, the use of the life calendar makes it possible to better understand the contexts in which events take place and to study experiences of exclusion and social inclusion in relation to sexual orientation and gender identity. Moreover, this method allows participants to express themselves in their own language and actively participate in data collection. The life calendar is based on the notion that people's life histories are composed of trajectories and transitions. This method uses a visual calendar of events and turning points in people's lives and includes an

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assessment by individuals to improve retrospective recall (Fisher, 2013). By important events and turning points, we are referring to: 1) promote or hinder the development of opportunities; 2) lead to long-term changes in the person's social environment and 3) lead to a redefinition of personal identity, beliefs or expectations about life (Hutchinson, 2014). There are generally two main dimensions to a life calendar: the domains of investigation, namely events or variables

of interest, and the time units that correspond to a specific period (Fisher, 2013).

Choice of participants: Cleavage axes

The research team held three reflective workshops consultations in June 2017, covering the three main areas of the research: family, workplace and social networks. During these workshops, the research team consulted its community partners to collect information about their experiences or those of people they know, in order to co-construct knowledge. The purpose of these workshops was to gather knowledge from the partners of the UNIE-LGBTQ research project on the seven dimensions of inclusion and exclusion. The cleavage axes that differentiate the reported pathways and experiences were identified from these workshops. A cleavage axis can be understood as an attribute that differentiates the experiences of different social groups.

Thus, following exercises of interjudge agreement, the research team agreed on 10 cleavage axes, namely: age, self-identification (with respect to sexual orientation and gender identity), place of residence (urban area or not), parenthood or not, ethnocultural background, socio-economic status, education level, divulgation of sexual orientation or gender identity trajectories at work, job security, and language (French or English).

Sociodemographic portrait of the participants

For the first wave of interviews, the objective was to interview 30 participants. To do this, a short survey regarding the cleavage axes was used to select participants with varied experiences. Through internet and social medias, a total of 105 people responded to the call, but 7 participants were not selected because they were under 18 years of age. A chart was created to classify respondents according to cleavage axes. The purpose of this chart was to see how the participants positioned themselves in relation to the cleavage axes. As a result, the chart highlighted unique and rare profiles, which were selected first to ensure the presence of varied experiences in the study. Ultimately, this chart was also used to select participants so that they would reflect the diversity of all LGBTQ communities. After four waves of selection, the team arrived at a sample of 31 respondents for the first wave of interviews.

This sample of 31 people included people who identified as lesbian (9), gay (5), bisexual (5), pansexual (4), queer (5) and homosexual (3), belonging to different age categories: under 30 (11 people), 30 to 49 (12 people) and over 50 (8 people). It should be noted that respondents over the age of 50 were mainly in their fifties and sixties. Within the sample, 12 people identified as trans or non-binary and 19 people identified themselves as cisgender. The majority of the selected people were single, 5 people were in a monogamous relationship, one person in a polyamorous relationship and 3 people were married. Twelve of the participants were parents. The majority of the sample lived in urban areas (27 people), while 4 participants lived outside metropolitan areas. However, 22 participants lived outside an urban area for more than five years. In terms of belonging to a racialized group, the majority of respondents were white/European (23 people), 2 were Arab, 4 belonged to First Nations peoples¹ and 2 are Latinx. Similarly, 24 participants were born in Canada, 2 in France and one in Israel, one in Brazil, one in Morocco and one in Algeria, with 6 first-generation immigrants and one second generation. In the sample, 8 people reported having a diagnosed invisible disability, 2 reported having a self-diagnosed invisible disability, and 3 people reported having a diagnosed visible disability. Nineteen people had a university education; 9, a college education; 2, a secondary education; and one person had

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¹ Abénakis, Algonquins, Atikamekw, Cris, Malécites, Hurons-Wendat, Innu, Inuits, Mi'gmaq, Mowhawks and Naskapis

a primary education. In terms of work, 13 of the respondents received an annual salary of less than \$20,000, while 7 had an annual salary between \$20,000 and \$39,000, 5 had a salary between \$40,000 and \$59,000 and 6 had an annual salary of over \$80,000. Of these, 11 worked full-time; 6 worked part-time; and 6 were self-employed. The majority disclosed their sexual orientation at work (20 people) and 4 participants with a trans or non-binary trajectory disclosed their gender identity at work. Finally, 12 of the respondents versus 19 had experienced a period of unemployment in the last 2 years.

The next steps in the interview component of the UNIE-LGBTQ research project include an adjustment of the collection tools and of the recruitment method in order to conduct 120 other interviews across Quebec, as well as the thematic and monographic analysis of the stories collected.

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For more information on the Understanding Inclusion and Exclusion of LGBTQ People (UNIE-LGBTQ) Project of the Chaire de recherche sur l'homophobie of the Université du Québec à Montréal (UQAM):

savie-lgbtq.uqam.ca

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