



MIGNEX Handbook Chapter

Documentation of qualitative data collection

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MIGNEX

MIGNEX (Aligning Migration Management and the Migration-Development Nexus) is a five-year research project (2018–2023) with the core ambition of creating new knowledge on migration, development and policy. It is carried out by a consortium of nine partners in Europe, Africa and Asia: the Peace Research Institute Oslo (coordinator), Danube University Krems, University of Ghana, Koç University, Lahore University of Management Sciences, Maastricht University, the Overseas Development Institute, the University of Oxford and Samuel Hall.

See www.mignex.org.



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The MIGNEX Handbook

The MIGNEX Handbook grows chapter by chapter over the lifetime of the project. It is primarily as a tool for internal information-sharing and quality assurance. The text refers to 'we' as the team members and 'you' as an individual team member reader. The handbook is public in order to ensure transparency and facilitate knowledge exchange also on issues such as project management, methodology and communication.

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11. Documentation of qualitative data collection

This MIGNEX handbook chapter documents the qualitative data and the data collection process. This includes experiences from the fieldwork, which was conducted in 26 research areas, in 10 different countries. The data was collected by MIGNEX researchers, who were working in close collaboration with local research assistants and other facilitators, who all together played indispensable roles.

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The MIGNEX qualitative data collection in 26 research areas in 10 countries, using the same methods and tools, allows reflection on collaborative research, ethical dilemmas and lessons learnt.

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The qualitative data is documented in the (internal) Research Area Interim Reports, the MIGNEX focus group data set, and with photographs of the research areas and of doors in each area.

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The metadata describing each of the 104 transcribed focus group discussions that make up the MIGNEX focus group data set, can be found in the Appendix.

1. Introduction

This purpose of this Handbook Chapter is to document the MIGNEX qualitative data, and thus also the fieldwork and data collection process. MIGNEX *Handbook Chapter 8: Qualitative data collection*, outlines the rationale for and modes of data collection, as well as the planned reporting and submission formats. This Handbook Chapter reports on how we actually implemented these plans and procedures – documenting what was done, how, by whom and when. The chapter offers a unique opportunity to reflect on the ways in which the goal of grasping often elusive ‘perspectives’ on migration, development and policy was enabled through this collective fieldwork-based effort.

The MIGNEX qualitative data was collected in 26 research areas in 10 different countries. The fieldwork was conducted, sometimes by one, but usually by two MIGNEX researchers, in close collaboration with research assistants, interpreters, and local facilitators (including drivers, key gate keepers, and others). The team sizes varied from two people – to groups of three-four and in some cases seven people – working collaboratively to implement the data collection. As we turn to in Section 2. Data collection and research areas’, documenting the scope and volume of our qualitative data, there were a number of ways in which the plans and procedures for fieldwork, data collection and data submission, had to be changed in the face of

reality. This resulted in a mode of actual implementation which was far more resource-intensive, but also more robust, than the initially, already quality-assured, plans we had.

The data collection took place between February 2020 and December 2021 and was thus significantly shaped by changing pandemic realities around the world. We return to this in [Section 7, The Covid-19 pandemic implications](#) to reflect on how pandemic adaptations came about, and the implications for data collection modes, and for our data. The MIGNEX project researchers working at institutions in the countries our research areas were located in were present on the ground, which enabled acting on windows of opportunity, even when international air travel would not have been possible. Meanwhile, qualitative data collection, of course, only took place when local pandemic realities allowed this – both from a regulatory and from an ethical perspective, including for both participant and researcher safety.

Equity in collaborative qualitative data collection?

Our point of departure was one recognising the value of qualitative data and analysis on its own terms, and as complementary to quantitative data (survey data in the case of MIGNEX), as part of a comprehensive, interdisciplinary and international approach to knowledge production. Co-production of knowledge in a large-scale collaborative research project like MIGNEX is a given – yet the dilemmas are many, and they are real. While our point of departure was – and has remained – one committed to equity and transparency, these are guiding ideals, not always universally experienced realities, in the context of a large-scale data collection and documentation exercise.

Asymmetries of power and resources, in institutional capacities, support systems and procedures, result in different practical working conditions across countries. This is an obvious point yet, it ought to be related to actively, in the concrete and nitty-gritty implementation of collaborative research, such as in the context of the MIGNEX qualitative data collection and documentation.

Some asymmetries, such as implications of passport status for access to visas to travel internationally have clear and known geographies. Other asymmetries, relate to seniority levels, or the permanence, temporariness or precarity of employment, and cut across geographic locations in diverse ways. Similarly, minority statuses and gender, have different implications in different local, national and/or institutional settings.

The question of equity in collaborative data collection – and what that might, could or should look like – has been an ongoing discussion throughout the MIGNEX qualitative data collection, in multiple settings, in the field, online in Microsoft Teams meetings, and beyond. Here we offer some overarching questions and dilemmas (Box 1), which underlie many of the very practical, mundane and nitty-gritty issues we document and discuss in this Handbook Chapter. We return to the bigger issue of co-production of knowledge which lies at the heart of these questions and dilemmas, in Section 9. Coding MIGNEX focus group data in NVivo.

Box 1. Overarching questions and dilemmas

Balancing a structured approach to large-scale qualitative (and semi-structured) data collection, with space for improvisation on the ground

Collaborative approach, yet EU funded: balancing real concerns over extractive forms of knowledge production with bottom-up, equitable interactions

Colossal investment of time and energy, competence, and interpersonal efforts going into the fieldwork – enabling and ensuring that potential to be (somehow) realised

Building on cross-cultural and interdisciplinary added value, while maintaining a streamlined approach to method, and not losing too much on the way

Co-produced knowledge – MIGNEX researchers, local research assistants, interpreters, facilitators – as well as gate keepers of various kinds – what could equity look like?

Documentation for transparency

This MIGNEX Handbook chapter documenting the qualitative data and data collection has three aims. First, within a large-scale research project like MIGNEX, there are important internal documentation needs. This functions both as a foundation for ongoing analysis and use of the qualitative data, and for research transparency reasons, which motivate and necessitate our rigorous approach (Bloemraad & Menjivar 2022; Jacobs et al. 2021). The qualitative data collection across the 26 research areas has involved more than 100 people, including researchers, research assistants, interpreters, and facilitators. Without their time, energy, and dedication to the MIGNEX project's aims and research standards, there would be little data to document. Thus, the 'internal' aim of this Handbook Chapter is inclusive and spans many people who have had different roles in relation to our data collection.

Second, our aim with this Handbook Chapter is also to reach out externally, to fellow researchers and students, whether based in Europe, or in countries across Africa, Asia and beyond. We seek to support ideals of transparency in research practice (see e.g., Bloemraad & Menjivar 2022; Hitchings & Latham 2019c), by sharing not only our plans and procedures for qualitative data collection (*MIGNEX Handbook Chapter 8*), but also documenting how this actually worked out in practice, including lessons learnt from this large-scale exercise (see e.g., Harrowell 2018; Small & Calarco 2022). The research effort invested in qualitative data collection, following the same procedures, across 26 research areas, is in many ways a methodological lab. There are reflections gained, lessons learned, and insights about methods-related questions and research ethical considerations, which we would like to share, and make accessible to anyone for whom this might be of some help in their own research efforts.

Third, this Handbook Chapter serves a particular purpose in presenting the research process which has resulted in a focus group transcript data set. The *MIGNEX focus group data set* will be made accessible to other researchers as an 'open data set', following the MIGNEX project's

completion in 2024. The Appendix to this Handbook Chapter contains the metadata describing each of the 104 focus groups, of which transcripts can be found in the data set. The metadata contains information about key characteristics of the participants, and a brief glimpse of the composition of each group, their position in relation to migration, and any methodological particularities. We hope that students, as well as researchers, not least conducting fieldwork in the same areas, or in the vicinity of the MIGNEX research areas in the future, may find the *MIGNEX focus group data set* of interest, and the documentation of the research process -from plans and procedures to real-life implementation - helpful and trustworthy.

The MIGNEX focus group data set will become accessible once the MIGNEX project ends, through an archive of qualitative data, not openly accessible online, but nevertheless accessible to students and researchers from anywhere in the world. In Section 5. Documentation of focus group data, we discuss the documentation of the focus groups; the process of creating a complete focus group data set; the ethical, logistical, and resource-related research dilemmas encountered in making an 'open' qualitative data set possible.

Box 2. Commitment to high-quality qualitative research

The MIGNEX project's commitment to high-quality qualitative research is reflected in the investment in preparation and planning (MIGNEX Handbook chapter 8), and the incredible effort of team planning for, conducting, and documenting fieldwork in 26 research areas. This Handbook Chapter documents 'what happened' and the resulting data, it foregrounds the *execution of data collection*, and not the research design or conception (Small & Calarco 2022). Taking as an inspiration the parameters for quality in qualitative data collection, set out in '*Qualitative literacy*' (ibid.) – our concern throughout has been with the soundness of our qualitative data – as assessed from a qualitative data vantage point.

MIGNEX has taken a *fieldwork-based perspective* on qualitative data collection, where *exposure* is indispensable, but challenging to quantify in meaningful ways. We nevertheless do quantify – the number of days of fieldwork in each area, preparatory trips, the number of sets of eyes, ears and minds on the ground, the degree of familiarity with the area among team members, and linguistic competence – which goes some way to document and visualise the *extent of exposure*.

The nature of exposure and encounters in the field, is no less salient – where Small & Calarco's five key words, serve this Handbook chapter's purposes very well as tools to think with: 1) *Cognitive empathy* – 2) *Heterogeneity* – 3) *Palpability* – 4) *Follow-up* – 5) *Self-awareness*.

We will reflect on these in Section 6. Implementation of data collection, where we discuss experiences from fieldwork, including efforts to try to see the world through others' eyes, recognising diversity, staying concrete, down-to-earth and tangible, embracing the unexpected, and critically reflecting on positionality.

Source: Small, M. L., & Calarco, J. M. (2022). *Qualitative literacy: A guide to evaluating ethnographic and interview research*. Univ of California Press.

From planning – to doing – to documenting

This Handbook Chapter concludes the cycle of work related to qualitative data collection in MIGNEX, as illustrated by Figure 1 below. The chapter thus reports on experiences from conducting the data collection – notably the focus groups, but also key informant interviews and field observation. It also discusses and documents the MIGNEX project’s internal initial outputs of the qualitative data collection, namely the Research Area Interim Reports, and the focus group transcripts.

A key aim is to document the focus group data set – which the Appendix containing the metadata for all 104 focus groups does. It does this together with the text in the main body of the section that reports on experiences of conducting the focus groups, as well as the process - from focus group recording to the transcript which is to be found as part of the MIGNEX focus group data set.

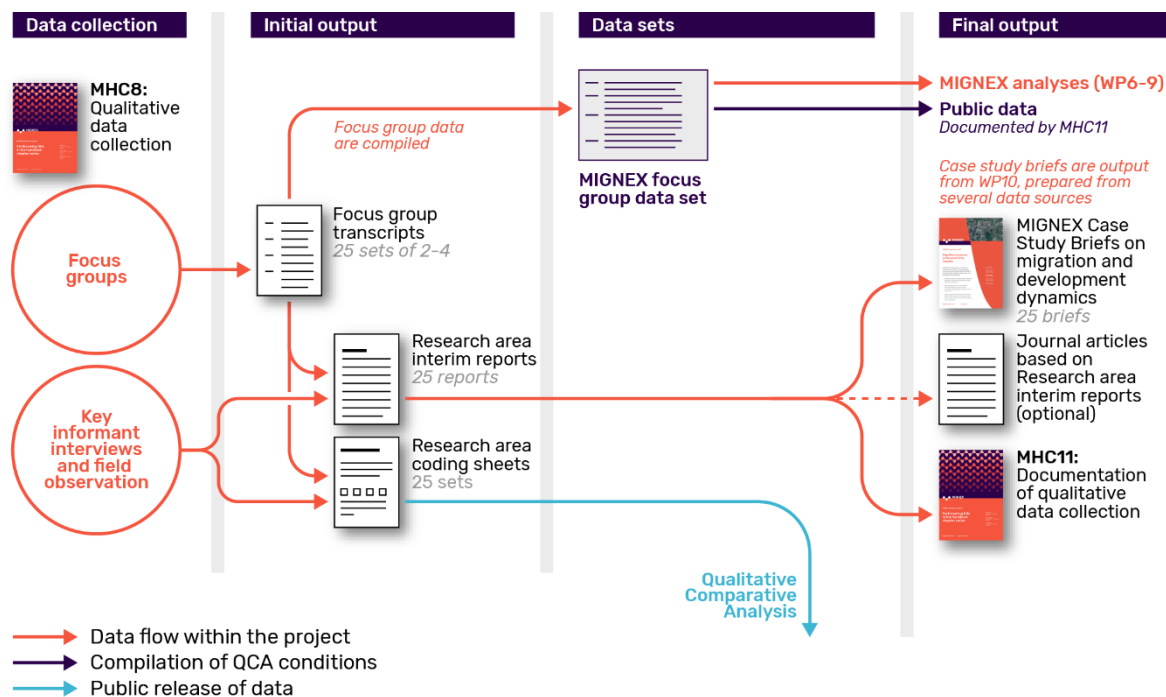


Figure 1. Overview of data processing in WP4

Note: The final number of research areas is 26, not 25 as indicated above.

Table 1 illustrates the complementary roles of the components of qualitative data collection in MIGNEX, in our aims of shedding light on different aspects of life and views in each research area, as anticipated when planning the research in late 2019 and early 2020.

Table 1. Overview of likely data sources

Topic	Coding scale	Likely data sources ¹		
		Focus groups	Key informants	Observation
Development interventions			■	○
Characteristics of public social protection			■	
Characteristics of infrastructure development	Yes		■	■
Mobile phone network	Yes			
Prominence of international tourism	Yes		○	■
Prominence of micro-level international aid	Yes		■	○
Prominence of international investment	Yes		■	○
Educational expansion	Yes		■	○
Gender relations		■	■	■
Culture and traditions		○	■	■
Religious context		○	■	■
Level of insecurity and violence	Yes		■	○
Visibility of police/military/security	Yes			■
Environmental degradation	Yes		■	○
Vulnerability to natural disasters	Yes		■	○
Change over time		■	■	
Overall atmosphere (hope/despair)	Yes	■	○	○
Characteristics of out-migration		■	■	
Characteristics of in-migration		○	■	○
Characteristics of return migration			■	○
Salience of international out-migration	Yes	■	○	○
Attitudes towards international out-migration	Yes	■	○	
Perceived feasibility of international migration	Yes	■	○	
Presence of migration information campaigns	Yes		■	○
Gender aspects of migration	Yes	■	■	
Strength of transnational ties	Yes		■	○
Importance of collective remittances	Yes		■	○

Notes: (1) ■: Most likely data source; ○: Possible data source.

The MIGNEX project adopted the use of ‘coding scales’ (see section 4. Documentation of the qualitative data) as a novel approach to making concrete and tangible the insights which fieldwork-based insights, including: observation, informal conversations, key informant interviews and focus groups. Beyond the coding scales, it is fair to say that our assumptions prior to the research being carried out had some merit, but also were not entirely correct. Instead, we find that often it is the combination of different sources of insight and information, which enable understanding - limited as that still might be, based on relatively short fieldwork periods, and often necessitating some use of interpreters. Meanwhile, the topics which were

actively raised in the focus group guide are ones where the focus group data enables relevant knowledge

The purpose of Table 2 (presented in MIGNEX Handbook Chapter 8) was to generate reflection among MIGNEX researchers about the potential complementary, unique roles – and purposes – of different qualitative methodologies – in advance of the fieldwork. This aim was reached, as we return to in Section 4. Documentation of the qualitative data, where we discuss our evolving approach to training prior to data collection.

The structure of this Handbook Chapter

The Handbook Chapter now continues with Section 2 which documents the scope and volume of the qualitative data collection, per research area. It also documents the planned vs. actual steps undertaken in the research process prior to fieldwork, during, and after. Section 3 discusses research ethics and research integrity – drawing on field-based experiences and reflections of the MIGNEX research teams. Section 4 discusses the documentation of the qualitative data overall within MIGNEX, with the ‘Research Area Interim Reports’ as our primary internal vehicle of both documentation and sharing of insights from the qualitative data. Section 5 discusses the documentation of the ‘focus group data set’, the research which led to its production, drawing on field experience, and the process of working toward the creation of an ‘open’ qualitative data set. Section 6 discusses experiences of implementation of the MIGNEX data collection, drawing on reports from the 26 fieldwork teams, and considering issues such as trust and access, seasonality, team collaboration, as well experiences specifically with key informant interviews, observation, and photography. Section 7 discusses the implications that the Covid-19 pandemic had – at different levels and in a multitude of ways – for the qualitative data collection in MIGNEX. Section 8 discusses data security and data processing, considering in particular the safeguarding of personal data in practice. Section 9 presents the approach taken to data systematisation, using NVivo software for qualitative data analysis, including code book development, coding, and preparations for further analysis of the focus group data within the MIGNEX project. Section 10 discusses experiences with and reflections on the co-production of knowledge in the context of MIGNEX qualitative data. Section 11 provides some lessons learnt and reflections which we hope may be of use for researchers undertaking smaller and larger collaborative qualitative data collection exercise in the future.

2. Data collection and research areas

The MIGNEX qualitative data collection was conducted in 26 research areas in 10 countries. The goal was to collect data in 25 research areas, so an additional area was included as a contingency.

Table 2 lists the research areas and fieldwork dates, as well as the authors of each ‘Research Area Interim Report’ (RAIR) – a MIGNEX internal report documenting the data collection process, data, and insights from the research area (see Section 3. Research ethics and research integrity). The authors include the researchers who carried out the fieldwork and, where applicable researchers who provided remote support and contributed to writing, and research assistants who were extensively involved in the research and met the criteria for co-authorship (*MIGNEX Handbook Chapter 5*).

The ways in which different MIGNEX researchers worked with local research assistants varied and was needs-based, e.g. in relation to linguistic competence and prior familiarity with the

area. Those research assistants who were not involved deeply with the work were also not involved in co-authoring the RAIR, which is why their names are not listed in the

Table 2. In six of the areas, remote-only participation of one of the team members was employed in order to mitigate pandemic-related restrictions.

Table 2. Overview of fieldwork dates and authors

Research area		Fieldwork period	RAIR authors	Remote team member Y/N
AFG1	Shahrake Jabrael	11.07.2021 - 17.07.2021	Najia Alizada	N
AFG2	Behsud	11.07.2021 - 12.07.2021	Tahmina Akakhil, Jawid Hussanzai	N
AFG3	Shahrake Mahdia	24.06-2021 - 01.07-2021	Nassim Majidi, Zabihullah Barakzai, Najia Alizada	N
CPV1	São Nicolau	16.02.2020 - 21.02.2020	Jørgen Carling	N
CPV2	Boa Vista	28.02.2020 - 10.03.2020	Jørgen Carling	N
ETH1	Kombolcha	13.06.2021 - 21.06.2021	Camille Kasavan	N
ETH2	Batu	08.06.2021 - 14.06.2021	Camilla Kasavan, Tewelde Adhanom	N
ETH3	Moyale	01.07.2021 - 09.07.2021	Tewelde Adhanom	N
GHA1	Gbane	10.03.2020 - 20.03.2020	Marie Godin, Leander Kandilige,	N
GHA2	Golf City	28.06.2021 - 09.07.2021	Marie Godin, Leander Kandilige	N
GHA3	New Takoradi	01.12.2021 - 08.12.2021	Marie Godin, Leander Kandilige	N
GIN1	Boffa	30.09.2021 - 12.10.2021	Ester Botta, Abdoulaye Sompore, Jessica Hagen--Zanker	Y
GIN2	Dialakoro	30.07.2021 - 12.08.2021	Ester Botta, Abdoulaye Sompore, Gemma Hennessey, Jessica Hagen-Zanker*	Y
NGA1	Down Quarters	28.10.2021 - 11.11.2021	Aisha Umaru Adamu, James Akpokos Amos, Jessica Hagen-Zanker*	Y
NGA2	Awe	01.11.2021 - 07.11.2021	George Genyi, Esther Angenge Gbaden, Moizza Binat Sarwar*, John Ihuman	Y
NGA3	Ekpoma	01.11.2021 - 07.11.2021	Iro Aghedo, Precious Diagboya, Moizza Binat Sarwar*, Kenneth Abudu	Y
PAK1	Chot Dheeran	03.03.2020 - 14.03.2020	Marta Bivand Erdal, Furrukh Khan, Arsalan Ahmad, Safia Mahmood	N
PAK2	Younhanabad	21.11.2021 - 28.11.2021	Marta Bivand Erdal, Furrukh Khan, Wardah Noor, Jovairiah Batool, Md Aneeb UI Hassan Qureshi, Behroz Karim, Arslan Tarar	N
PAK3	Keti Bandar	06.07.2021 - 12.07.2021	Marta Bivand Erdal*, Furrukh Khan, Rashid Memon, Sehr Nisar, Prithvi Raj, Neha Ramchand	Y
SOM1	Erigavo	14.06.2021 - 25.06.2021	Fatuma Ahmed	N
SOM2	Baidoa	31.03.2021 - 10.04.2021	Camilla Kasavan, Fatuma Ahmed	N

TUN1	Enfidha	18.02.2021 - 26.02.2021	Camilla Kasavan, Safouen Azouzi	N
TUN2	Redeyef	07.03.2021 - 17.03.2021	Camilla Kasavan, Safouen Azouzi	N
TUR1	Hopa	30.07.2021 - 10.08.2021	Pınar Ensari, Nilay Kavur	N
TUR2	Yenice	05.07.2021 - 14.07.2021	Nilay Kavur, Pınar Ensari	N
TUR3	Kilis	10.09.2021 - 22.09.2021	Pınar Ensari, Nilay Kavur	N

Source: Authors notes

The length of fieldwork in each of the areas is listed above, where many periods of fieldwork were 10-12 days, while others were around a week. There is one exception for one research area in Afghanistan, where a combination of remote phone interviews, a pre-visit and just two intensive fieldwork days were the only possible way to collect the qualitative data, in July 2021. Exposure in qualitative research is incredibly hard to quantify in meaningful ways, yet when we report on the lengths of fieldwork here, this is also a common approach. In their review of how geographers ‘present’ their ethnographic work, Hitchings and Latham (2019b) find that many refer to duration of fieldwork as one dimension of documentation of exposure.

Box 3. Calculating the length of fieldwork?

If we wanted to document the length of fieldwork based on the extent of exposure per research area which MIGNEX research teams had, we might start with the average fieldwork length, which is 9.7 days across the 26 MIGNEX research areas. But we could also calculate the number of fieldwork days in sum – accounting for participating fieldworkers.

Taking Table 2 as a point of departure, accounting for a) the fact that all research areas worked with some local assistance, thus minimum 2 sets of eyes and ears were involved in interaction with research participants and the wider community (making 2 the minimum per area, even where there was only 1 RAIR author); and b) that in the case of the 6 research areas where we had ‘remote participants’, they were not actually on the ground (subtracting them), leads to a total of fieldwork days in MIGNEX research areas = 652 (research days x MIGNEX fieldwork team members, for each area). 652 days or 93.1 weeks in total of fieldwork exposure during the qualitative data collection.

If we consider the average per research area – to gauge the extent of exposure on average – that is 25.5 days. Although there is some variation, especially as some teams were larger.

Depending on disciplinary inclination, and the objectives of a given study, that might be too little – or quite a lot. Fieldwork in the MIGNEX qualitative data context sought ethnographic insight, but without any claim to ‘doing ethnography’. Nevertheless, in relation to documenting the ways in which we have strived for quality – this is one approach to documenting the extent of exposure. We return to the nature and forms of interactions during fieldwork, which arguably are more important, in the following sections.

Further information about the rationale for choosing each of the areas, and on what basis they were selected, may be found on the MIGNEX project website, as well as in Case Study Briefs, published per research area, available on the project website.

The initially selected research areas for the MIGNEX project were subject to a few changes, whereby new areas were selected for data collection. These changes occurred at different points in time between April 2020 and till the data collection was completed. These changes do not, however, affect the data or its quality. The new research areas were selected based on the same principles as the original ones, namely assessing their relevance to the ‘specific developments’ identified by MIGNEX. Necessary desk-based preparations prior to selection, and before fieldwork, happened in similar ways for areas that were included later.

As MIGNEX Handbook chapter 8 outlines, we had clear procedures prepared for the qualitative data collection, from planning, preparing for, to during the data collection, as well as post-fieldwork. The below Table 3 compares the planned steps – and the actual steps undertaken at different stages of the research process, and specifically in relation to the qualitative data collection and its documentation.

The number of steps, in each stage, is far greater in the ‘actual’ column than it is in the ‘planned’ column. Partly this is about the Covid-19 pandemic, directly with uncertainty, delays and changes needed, and indirectly, through the stretching out in time of the planned work – which was meant to last from Feb – Dec 2020 and instead lasted from Feb 2020 – Dec 2021, thus not 11 months, but 23 months.

Table 3. Overview of fieldwork plan

Planning fieldwork	Planned	Actual
	Scheduling (scientifically based)	Pandemic & shifting schedule
		Changes in responsibilities
		Wait-and-see planning
Before data collection	Planned	Actual
	Reading MHC9	Reading MHC9
	Consortium meeting(s)	Online meetings only
	Email exchanges	Email exchanges
		Pre-fieldwork prep calls (per area)
		Online trainings (live)
		Online trainings (videos)
		Multiple-choice test (developed)
		Test follow-up (x 26 x 2-7)
During data collection	Planned	Actual
	Any critical issues	Any critical issues
		WhatsApp group
		Email exchanges
		Pandemic related discussions

Source: Authors' notes

With a stretching in time – and a related increase in the number of different people involved at different times, we found that the need for tailored follow-up per research area only increased. Furthermore, a need for online-trainings became evident, and was coupled with an online multiple-choice test, for all people involved actively in the MIGNEX qualitative data collection (including research assistants). This was an addition included already in the review of the method, following the completion of data collection in the first four research areas in Feb-March 2020 – GHA1, PAK1 and CVP1 & CVP2.

As Table 4 below documents, the phase in the research process which turned out to require the most change in approach and number of steps needed, was after data collection, and in particular in connection with data submission and quality assurance.

Table 4. Overview of post data collection

After data collection	Planned	Actual
		Informal debrief call
	Email exchanges	Email exchanges
	Project debrief video call	Project debrief video call
		Follow-up on transcription
		Follow-up on RAIR template
Data submission and quality assurance		
		Submitting presentation from call

Submission of FG transcripts	Online upload of FG transcripts	Email exchanges
		Multiple delays
		Multiple rounds of clarification
		Multiple rounds of feedback
		Online upload of FG transcripts
	Online upload of photos	Email exchanges
		Multiple technical obstacles
		Multiple delays
	Online upload RAIrs (internal)	Email exchanges
		Multiple delays
		Multiple rounds of clarification
		Multiple rounds of feedback
Securing anonymization	Completed upon submission	Careful review
		Email exchanges
		Multiple rounds of feedback
Submission consent records	Online upload consent records	Email exchanges
		Multiple delays
		Multiple rounds of clarification
		Multiple rounds of feedback
		Online upload of consent records
Consent record (CR) checks		CR vs. FG participant checks (x 104)
		CR vs. KIs checks (x 26 lists)

Source: Authors' notes

Even with highly committed MIGNEX researchers, the necessary steps from fieldwork to submitted data were many, more than anticipated. This includes: the distance from recordings of focus groups, unstructured fieldnotes and photos, the submitted and correctly labelled focus group transcripts, focus group metadata on participants and set-up, correctly labelled photographs (avoiding people's faces or other personal data), correctly labelled consent records (for all focus groups with correct numbers of people in each and for all key informant interviews, signed by researchers – not participants), and the 'Research Area Interim Report' - turned out to be significant, mainly due to the time needed to conclude these tasks in a satisfactory manner.

The necessary follow-up and quality assurance in the '*data submission*' phase became both a more time-consuming and a important task than had been planned for initially. The nitty-gritty, mundane and logistical dimensions of *implementation* constitute an enormous and significant part of qualitative data collection, not least in large-scale, international research projects. This is documented in Section 6. Implementation of data collection expands on for the fieldwork itself; [Section 4](#). Documentation of the qualitative data [for the qualitative data overall](#), and [Section 5](#). Documentation of focus group data [for the focus group data specifically](#).

In a project of the MIGNEX project's scale, the fact that data collection was a huge operation, was not a surprise, and it was well planned-for. However, the scale of the MIGNEX data collection operation, and how that was affected by three combined types of impacts of the

Covid-19 pandemic, was not something which was planned for, when data collection was first prepared in 2019.

The three combined impacts of the pandemic, as we return to in Section 7 are, more than doubled the period of time during which fieldwork was happening on and off. Second, a long period shaped by an inherent uncertainty about *when* or *whether* data collection would be possible in all research areas. Third, the natural shifts in staffing over time. While this was managed carefully by consortium members and the project leadership, it necessitated substantial additional follow-up.

3. Research ethics and research integrity

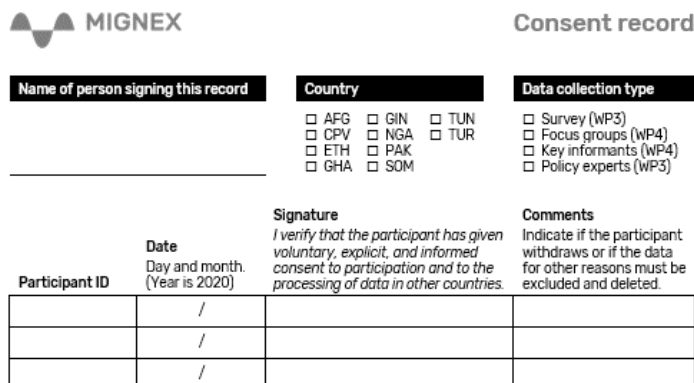
MIGNEX *Handbook Chapter 4. Documentation of the qualitative data* lays out the project's approach to research ethics as doing research with *responsibility* toward research participants, colleagues, employers, funders, and society; and of research integrity, as doing research in ways that underpin *confidence* in the results, the researchers and the research community. Drawing on this aim, and the aforementioned commitment to transparency, the below discussion also draws on reflections from the scholarship on research ethics in the context of migration research (Bloemraad & Menjivar 2022; Montero-Sieburth 2020; Van Liempt & Birger 2012; Vargas-Silva 2012) and engagement with the International Association for the Study of Forced Migration (IASFM) code of conduct in the context of research with refugees (2018).

This section discusses the implementation of data collection in relation to these research ethics and integrity ideals. It also discusses them in relation to the specific points of compliance which are a part of this, including voluntary, informed consent and the handling of personal data. We expand on data management in [Section 8. Data management](#).

Informed consent

The MIGNEX guidelines for gaining voluntary informed consent - using written information sheets, oral information (a summary text prepared by the project), and the project's consent record to document consent (signed by researchers, not participants) - were used in all research areas for the qualitative data collection. Signed consent records confirming that informed consent were obtained from each key informant interviewee (in total 516 key informant interviewees) and from each focus group participants (646 in total, across 104 focus groups), were collected from the 26 research teams, and are stored in the MIGNEX OneDrive.

Figure 2. The consent record shows the MIGNEX Consent record template, used in all data collection, and for the qualitative data for the focus groups and key informants specifically.



MIGNEX

Consent record

Name of person signing this record

Country

AFG GIN TUN
 CPV NGA TUR
 ETH PAK
 GHA SOM

Data collection type

Survey (WP3)
 Focus groups (WP4)
 Key informants (WP4)
 Policy experts (WP3)

Participant ID

Date
Day and month.
(Year is 2020)

Signature
I verify that the participant has given voluntary, explicit, and informed consent to participation and to the processing of data in other countries.

Comments
Indicate if the participant withdraws or if the data for other reasons must be excluded and deleted.

Participant ID	Date	Signature	Comments
	/		
	/		
	/		

Figure 2. The consent record

Source: MIGNEX document

The experience with using the MIGNEX consent record for documenting voluntary and informed consent was good. The fact that researchers themselves confirmed in writing that consent was obtained, recognises the fact that it is the researchers' responsibility to ensure this. Furthermore, in the majority of MIGNEX research areas, requiring written consent from all research participants directly would have been impossible, or a significant risk to the success of the research. It is also ethically dubious, given the interpretations that participants might have of this action, whatever information otherwise offered, or simply appear as rude and unfitting to the research context. The formal weight of the information sheets themselves were in some research areas reported as directly alienating to research participants – all the more so for those not literate, or only partly literate. For all these reasons, the choice of documenting consent in the MIGNEX consent record format was very strongly confirmed as appropriate.

Experiences from the fieldwork in relation to 'informed consent' cast light on three central issues, first, the value of local facilitators and research assistants. Second, the mode of providing information to research participants. Third, the universe of meaning within which potential research participants tried to place and understand a research project like MIGNEX. These are insights that resonate strongly with past fieldwork-based experiences in general, and among the MIGNEX research team specially too (see also Bloemraad & Menjivar 2022).

The huge importance of local knowledge and familiarity with research areas, and with people living and working there, for the success of MIGNEX qualitative data collection cannot be underscored sufficiently. This is closely linked to discussions on 'positionality' that shape trust and access, as well as the ways in which understanding is developed, from different vantage points, which we return to below. But in the context of obtaining informed consent, the efforts of gatekeepers, facilitators, as well as research assistants and interpreters with local familiarity, working with the MIGNEX research teams, was crucial.

The mode in which information was provided was obviously important. Given the research areas we worked in, a European-developed model of distributing long texts with relatively complicated information (even when simplified as far as this was permitted), was often experienced as totally detached from local realities, and was thus not the first point on the agenda. Instead, the MIGNEX research teams used local competence and research experience from previous fieldwork-based data collection, to adapt in necessary ways to how the research field ought to be entered, how to share information, and in which order.

As all fieldwork-based data collection, MIGNEX data collection was entirely reliant on the openness of the local population in our research areas to be willing to speak with us. In this context, reflecting on the universe of meaning within which research participants might be placing MIGNEX, on their own terms, was an essential step. Thus, actively relating to how the information that MIGNEX research teams offered, was likely to be understood by research participants.

As one of the research teams reflected in fieldnotes, about a key informant interview and visit with an NGO halfway through their fieldwork, and well after the people there had received information about MIGNEX, in various formats:

At the NGO they wanted to ask about funds. There's an assumption that we were here to help.

An experience which recurred across many research areas (not all), and with many research participants within them (not all), was that *whatever information given*, the ways in which people made sense of who the MIGNEX researchers were (with or without a white person involved, which is a separate issue), depends on what makes sense in their world. Typically, research participants might understand MIGNEX researchers, as one or a mixture of:

- NGO or other actors who would be able to offer assistance (short-term and tangible)
- Government officials with the purpose of either control or assessment
- Media with the purpose of telling stories about the area (positive/negative)
- Activists with particular agendas (combined with NGO/media interpretations)

How to communicate the MIGNEX research objectives with our presence in a given research area, thus had to be carefully navigated in relation to – as a point of departure – the assumptions people were making on their own. Clearly, no text-book answers uniformly work, but the MIGNEX research teams always adapted to the local situation – while ensuring that information about MIGNEX was given as best possible. A successful strategy, well-known from fieldwork-based data collection, was to tap into 'education' as the sphere within which MIGNEX research could be understood locally – for instance focusing on 'we're here to learn from you about this area' and when working with local universities, mobilising this as an active part of sense-making strategies, not least if working with students as facilitators or research assistants. We return to the issue of 'so what' and value of participation under 'benefit sharing' below, and to issues of 'positionality' in relation to researchers' different backgrounds and the presence of white, European researchers in the Global South, below.

A further reflection which emerged from the MIGNEX research teams was related to politeness, hospitality, and how guests are treated. This recurred in several research areas, in different countries. Researchers reflected on how sometimes participants did not enthusiastically want to participate, but were perhaps agreeing out of a sense of politeness. This was only relevant sometimes, and did not obstruct gaining informed consent, but was nevertheless a factor shaping the mode of offering information about the research project and our purposes, in order to remain attuned not just to a universe of meaning – but also to cultural norms about hospitality and interaction with strangers in different local settings.

While informed, voluntary consent was obtained from all participants, a clear reflection from the MIGNEX research teams was on the extent to which research participants really understood fully what the research they were participating in actually is, given what we know about the types of universes of meaning that are to be anticipated in particular research areas. The MIGNEX research teams therefore reflected on how ethical procedures meet with a reality

that appears often radically different from the ethical procedure formats required, even with the accommodations that were prepared in advance. Points were raised about how the required modes of obtaining informed consent might be felt as very asymmetrical, and risk being very counterproductive to building trust with research participants. Meanwhile, the uncertainty and ambivalence in this area, also meant that MIGNEX researchers sought to find new and effective modes of communicating with (potential) research participants (see also Bloemraad & Menjivar 2022; IASFM 2018).

Personal data

The qualitative data collection aimed to collect as little personal data as possible from research participants and - as soon as possible - to pseudonymise any personal data collected. Researchers took care to only store personal data when absolutely essential – which included appointments for interviews and focus groups, but the main type of personal data that was stored, were recordings of focus groups, where participants' voices constitute the personal data.

Effort was made to minimise the amount of personal data stored e.g. only a first name and a WhatsApp number, or focus group recordings which avoided the use of further personal data, beyond the voices themselves. Procedures were followed to delete the personal data as soon as possible. The recordings of focus groups were deleted as soon as transcriptions were completed, quality-assured and submitted, by the researcher(s) responsible for data collection in each of the research areas.

As we explain further in [Section 6](#). Implementation of data collection, for the focus group data, all focus group transcripts were submitted, read and re-read to double-check that no directly or indirectly identifiable personal data about participants were included. The focus group transcripts do not contain directly or indirectly identifiable personal data. This was possible with the MIGNEX focus group data set, largely for the simple reason that these are *focus group discussions* and not individual interviews. Comparatively, if we had tried to ensure anonymisation of key informant interviews in the same way, this would have rendered them meaningless, due to the removal of any such personal data – and necessary adjustments in order to ensure anonymisation, e.g., by removing detail level information, or very specific information about the person. Meaningless in the sense that we could not have referred to much about the person, without risking them being recognisable, in combination with direct quotes. The MIGNEX key informant interviews were not required to be recorded or transcribed, instead research teams made notes, and drew on these in the RAIRs, where brief summaries are to be found.

By contrast, due to their nature as dynamic and interactive, *focus group* transcripts are possible to anonymise. In some cases, details (e.g. names of businesses, street names, school names, particular family trajectories) were removed. In these cases, the transcript contains the phrase [omitted to preserve confidentiality]. Further details on *Data management* can be found in Section 8. Data management.

Benefit sharing actions

As discussed in MIGNEX Handbook Chapter 4. Documentation of the qualitative data, benefit sharing actions are a particular ethical obligation when conducting research in low- and middle-income countries (all the MIGNEX research countries apart from Turkey). A mixed strategy of working with institutions in country, as well as extensive collaboration with others locally, that could contribute to capacity-building, seeking opportunities via MIGNEX consortium members and sub-contractors to disseminate insights, was adopted. Added to this

was the perhaps most salient aspect of benefit sharing which pertains to knowledge-production about migration, development and policy interactions – which could influence the policy-development trajectories in the EU and/or particular states within and beyond the EU.

The experience from the field was, as expected, but also quite clearly, that benefit sharing actions which may be anticipated, desired or hoped for in research areas, are often far more short-term and tangible, and often coupled with a misunderstanding, whereby research is interpreted as an appraisal for immediate action, by NGOs, or public bodies, who also conduct surveys or come to listen to people's views and concerns – not dissimilar to how the MIGNEX research could be seen.

In many of the research areas, research teams were explicitly asked “what is the direct benefit of this research to us?” Reflections from MIGNEX researchers expressed a feeling that some research participants do us as researchers a favour, with no obligation to do so, and with absolutely no benefit to themselves – at least in a way that is meaningful for them. In other cases, of course, the sense that enhanced knowledge and understanding of the area, might have long-term benefits, was clearly understood and appreciated.

In the context of researcher's reflections on benefit sharing, and the limitations that are always present, it is worth also noting that in the context of fieldwork, interactions may be meaningful in their own right, to people participating somehow in the research. As Bloemraad & Menjivar note, *‘Having an empathetic listener who takes you seriously can be empowering’* (2022: 20; see also Bloemraad 2012; Menjivar 2000).

Furthermore, the challenge of how to provide insight into the findings from each research area – in formats that are accessible to research participants, was another point of reflection from many MIGNEX research teams.

The MIGNEX project produces Case Study Briefs – for each research area – which are available online. They serve as the main summary of findings for each research area. However, the project is primarily designed to produce general insights from analyses across research areas – in line with the funder's priorities. This is reflected in workflows and priorities that emphasise the compilation of project-wide data, over timely production of results for each research area. Moreover, the Case Study Briefs required input from survey data that was, in some cases, collected more than a year after the qualitative fieldwork. With added delays resulting from the pandemic, this has meant that the Case Study Briefs are published between 9 and 30 months after fieldwork was conducted. Moreover, the Case Study Briefs are, as a rule, only published in English. This is a clear limitation on the local benefits of the research in many cases, though levels of literacy and education would often also reduce the impact of a translation.

Thus, in a project like MIGNEX, where the likely most real benefits of our research are at the cumulative level, possibly for policy development in the coming decade, at other scales than the local research areas we worked in, there remain some very real dilemmas as concerns benefit sharing actions – as well as for the ways in which benefit sharing actions might be experienced and understood by research participants in particular contexts.

Data collection permits and approvals

In line with MIGNEX procedures data collection approvals were discussed with and checked by the MIGNEX Project Manager, who collected documentation from each of the 26 areas. The mode of gaining approval, the types of entities or people involved, and the possible formats of such documentation vary hugely. In some contexts, researchers in the field would identify

processes for obtaining approvals through central government or local authorities or through specialised research ethics bodies embedded in local academic institutions. In other contexts, no formal approvals would be required or even possible, prompting the research team to adapt requirements to informal processes, seeking contact with community elders and leaders to obtain access to the research area and inform of the project.

Researcher security

Researcher security – along with the security of research participants – was a key consideration in all the research areas, although very differently relevant. For each of the 26 research areas there was a discussion on risk assessment and necessary precautions and measures as regards both research security and research participant security, in conjunction with the pre-fieldwork meeting between the research teams and the WP4 lead and the MIGNEX Project Manager. Researcher security was also secured through the institutional provisions at each of the institutions where MIGNEX researchers work. While there is always some risk, not least in conducting fieldwork in research areas in very diverse parts of the world, overall researcher security was not a significant concern, and when it was – this was followed-up specifically. For example, in relation to fieldwork in Afghanistan (summer 2021), in Ethiopia (around elections 2021), or before/after the coup in Guinea (summer 2021). Localised incidents of violence or other events that might be perceived as threatening did also occur, but MIGNEX researchers were experienced and trained adequately to navigate those fieldwork situations.

Researcher security also relates to concerns about transgressive behaviour, something which is a risk during fieldwork, and can often be experienced in gender-specific ways. Incidents of transgressive behaviour and/or clear risks of such did occur, including with inappropriate sexist remarks about the researchers. These are situations which are never easy to manage, balancing different considerations, but through the set-up with pre-fieldwork calls, during fieldwork WhatsApp follow-up and post-fieldwork debriefs, an active attempt was made to create a support-network to tap into whenever needed. In such cases also colleagues working together on MIGNEX data collection could and indeed were an important source of support, in addition to institutional set-ups, where these exist.

Incidental findings

As referred to in MIGNEX Handbook Chapter 4, incidental findings in the context of MIGNEX fieldwork could have been related to:

- Information about illegal or censurable behaviour by the informant
- Information about illegal or harmful behaviour by third person
- Information about the victimization or serious vulnerability of the informant
- Information about the victimization or serious vulnerability of third person

Care was taken by MIGNEX research teams to be attentive and reflect on all information that was shared during fieldwork, including a sensitivity in relation to possible incidental findings, and how to assess whether or how to act upon any such. In practice, there were no instances with formal follow-up on any incidental findings, and no cases where this should have happened. When information was shared about behaviour breaking laws, this was typically in the past – and related to matters such as crossing international borders irregularly. Given the objectives of the MIGNEX research project – this kind of information was expected – and

constitutes a part of our research data, and was not understood within the frame of ‘incidental findings’.

Positionality

A key theme running through the reflections from experience in the 26 research areas was related to researcher ‘positionality’, or what Small & Calarco (2022) refer to as ‘self-awareness’. This is more broadly referred to as ‘reflexivity’ (Dahinden et al. 2021; Salamanca 2007), considering the whole research process, notably including analysis and publication. Here, we focus on matters concerning the data collection and documentation, specifically.

Rather than a binary approach to positionality in terms of ‘insiders’ vs. ‘outsiders’ MIGNEX teams reflected on a range of ‘third positions’ and modes of managing and negotiating positionality (Baser & Toivanen 2018; Carling et al. 2014; Irgil 2021; Pustułka et al. 2019). This refers to how you are perceived and met in a research area, so positionality vis-à-vis research participants, but reflections on this, have to be based on a critical self-awareness, on the part of individual research team members for themselves, as well as of the team collectively.

As mentioned above – who researchers are, why they are there, and what they might want research participants to think of them, is one thing. How research participants actually make sense of researchers’ presence, and how they position researchers within their own universe of meaning, is another. In many cases MIGNEX researchers actively employed self-awareness, individually and in research teams, to resolve issues and situations where positionality was central. Among recurring success factors were modes of employing some sort of ‘insider-ness’ whether linguistically, with whatever ties to the local research area, such as shared ethnic background. And simultaneously actively managing and negotiating that position.

In some cases, having a research team member from abroad, was actively mobilised in order to enhance reflection on everyone in the research team’s positionality – feeding into increased self-awareness – not just in terms of access and recruitment, but also in relation to any other impacts on what was seen and learnt.

In other cases, the presence of research team members from abroad, and specifically white Europeans, led to power dynamics between researchers and research participants that were somewhat predictable – but took different forms. For example, in some areas experienced as quite tough, in other areas perhaps remaining at a politeness level that renders real understanding challenging, and in others more ambivalent. Since the research was conducted in ‘mixed’ research teams, these positionality issues were set in a context of researchers from the same national context being present, and thus also able to navigate or negotiate positionality (to an extent) for the team. The power dynamics of positionality across the very different MIGNEX research areas, cannot of course be generalised, but the usual strategies for both rapport-building, and self-awareness, which researchers can employ, were tried out here, and generally were successful in achieving productive conditions for fieldwork and data collection.

Ethical issues and dilemmas during fieldwork

In the course of the MIGNEX fieldwork in the 26 research areas, different smaller and larger ethical issues and dilemmas occurred, and were managed in the local contexts. Some merit attention also in the context of this MIGNEX Handbook Documentation chapter.

- The set up for MIGNEX focus groups with groups that were male only or female only¹, all young adults (18-39 years old), and one group per area/gender with strong and with weak migration ties. This approach, meanwhile, meant quite a lot of operationalisation. Especially in terms of what ‘strong’ or ‘weak’ migration ties could or should mean in a given context. However, in some areas this was further complicated with multiple ethnic groups, including refugees and other migrants. When in some cases focus groups were split along ethnic/linguistic lines, there was critical reflection around how this could (inadvertently) contribute to cement lines of difference and of division.
- Working in some areas with displaced populations and/or refugees, the risk of reviving memories – and potentially re-traumatizing research participants was discussed and reflected upon by the involved researchers. The researchers working in these areas were as prepared as they could be and did their best during fieldwork, but the risk of re-opening memories when asking about the past, is real.
- Expectations of mutuality and gratitude within the different local research contexts in some cases translated into a wish for group photos at the end of fieldwork e.g., Key Informant Interviews, not least if visiting organisations, schools, or businesses, or even for focus groups. Thus, the not uncommon experience that researchers are taken a photo of – often by research participants and community members – was also encountered in our case. Balancing research ethical considerations in these contexts was done with sensitivity, while adhering to MIGNEX guidelines and commitments.
- In some areas it was very evident that there were competing interest between different groups, constellations and actors, where key informant interviews or focus groups became an arena for sharing rumours, as well as very skewed perspectives about more or less clearly delineated ‘groups’. MIGNEX research teams reflected on the normative dimensions, power dynamics and ethical dimensions – and the ways in which this was or could be relevant for the research.
- Since the MIGNEX qualitative data was collected in a fieldwork-based mode with several people working together, the value of reflection during the fieldwork period, e.g., daily debriefs, where also ethical issues were brought forward, was highlighted. This could relate both to the balancing act of combining research ethics and research integrity – of adhering to procedural requirements, while also realising necessary research ethical obligations beyond the procedural.

4. Documentation of the qualitative data

The MIGNEX qualitative data consists of a focus group data set (see Section 5. Documentation of focus group data) as well as the Research Area Interim Reports, internal to the MIGNEX consortium members. This section discusses the documentation of the qualitative data, apart from the focus groups.

¹ We recognise that dividing gender in this binary manner could present dilemmas, though due to the way in which our research was conducted, with self-identification in practice, we did not note any particular issues, for our specific research themes.

Research Area Interim Report

The Research Area Interim Reports are written or co-authored by the researcher(s) who did the fieldwork and qualitative data collection in the area. The purpose was to collect all insights about the research area in one document, and simultaneously to systematically gather documentation about the data collection process and the resulting qualitative data.

The Research Area Interim Report template set out the sections to be used, which were implemented:

- Introduction to the area
- Selected topics of relevance to MIGNEX
- Specific developments
- Fieldwork organization and experience
 - Background, overview and collaboration
 - Seasonality and other time-specific factors
 - Social and geographical contrasts within the research area
 - Focus group discussions
 - Key informant interviews
 - Observation
 - Photography
 - Research ethics
 - Photos of research activity
- Appendix
 - Overview of focus groups
 - Overview of Key Informant Interviews
 - Summary of each Key Informant Interview
 - Additional material

The Research Area Interim Reports (RAIRs) are long documents, with a lot of insight, details and reflection, both about the research areas – and the dynamics of doing research in them. In particular the section ‘*Experiences in the field*’ offers detailed accounts of the conditions under which fieldwork was conducted, and the various situations that the methodology required researchers to engage with, including challenges and opportunities.

The section on Research ethics and integrity (3. Research ethics and research integrity) in this Handbook chapter, draws heavily on the sections on research ethics in each of the RAIRs. Similarly, the experiences collected in the RAIRs are documented in Section 6. Implementation of data collection’. The two RAIR Appendixes documenting and summarising Key Informant interviews, are also essential vehicles of documentation of the qualitative data – see Table 5 – which summarises the numbers of Key Informant Interviews, as well as photographs, for each of the 26 research areas. Photographs of the research activity in each area was not a compulsory component of the data collection, which is why for some of the areas there are none.

Table 5. Key informant interviews

Research Area	Key Informants	Photographs		
		Research Area	Doors	Research Activity
AFG1	17	59	21	5
AFG2	14	34	24	0
AFG3	17	99	21	3
CPV1	18	86	49	0
CPV2	25	77	50	0
ETH1	14	50	22	5
ETH2	12	65	20	4
ETH3	17	111	41	3
GHA1	16	56	32	37
GHA2	19	43	33	16
GHA3	19	44	41	17
GIN1	10	25	45	7
GIN2	19	62	19	17
NGA1	19	71	25	6
NGA2	18	15	23	0
NGA3	19	61	26	0
PAK1	38	58	46	15
PAK2	40	29	26	28
PAK3	29	16	42	50
SOM1	12	33	24	0
SOM2	15	96	16	6
TUN1	11	104	36	10
TUN2	13	77	30	17
TUR1	26	73	16	8
TUR2	27	65	21	10
TUR3	32	67	33	7
Total	516	1576	782	271

Source: Authors' notes

The RAIRs thus are the documentation of both the qualitative data – and the data collection process – internally for MIGNEX. We turn to further details about the documentation of the focus group data set (see Section 5. Documentation of focus group data), but first summarise some experiences on our evolving approach to training and quality assurance.

Box 4. MIGNEX Coding scales

The documentation of MIGNEX qualitative data also includes the MIGNEX coding scales – which there are 21 of in the RAIR (under the section *Selected topics of relevance to MIGNEX*). The Coding scales were in an initial iteration planned as a separate set of documents, however, following review after qualitative data collection in the first four research areas, were integrated within the RAIR. For each of these, research teams together decided on a quantitative score, on a four-point scale – assessing the research area overall in relation to particular things. For instance, whether or not the mobile phone and Internet reach were good.

The MIGNEX Coding scale sections are used in two ways – first, the numerical information is used in the MIGNEX QCA (Qualitative Comparative Analysis), and second, the text which justifies and explains the rationale for the score chosen, together with the score itself, offers a clear sense of the state of things in the research area, including any variation or inconsistencies related to this assessment.

Environmental degradation

Description of the topic: Environment degradation refers to gradual negative changes to the environment, such as depletion of natural resources, destruction of habitats, and pollution. Please describe the situation in the research area, reflect on nuances, and include any comments on your interpretation of the topic in the context of this specific research area. Your text should be 100–250 words long.

Coding scale J. Environmental degradation

Environmental degradation is insignificant or has no impact on people's lives and livelihoods.	Severe environmental degradation is a widespread concern and negatively affects lives and livelihoods.	No basis
		<input type="checkbox"/>

Instructions: Check a box to assign a score (above) and provide justification and elaboration (below). Please account for the foundations for the score. Which data or other sources of information have you used? How did they lead you to conclude in this way? How would you describe the situation in the research area with respect to this condition? Are there particular uncertainties behind the score – either due to insufficient information or ambiguities in how the scale should be applied?

Evolving approach to training and quality assurance

As

Table 2, Table 3 and Table 4 in Section 2. Data collection and research areas show, the approach to training and quality assurance planned at the outset, in 2019, for the MIGNEX qualitative data collection, had to adapt to changing circumstances due to the pandemic, and by implication the more than doubling of the timespan for the data collection, and the related increase in numbers of people involved.

The approach to training and preparation, follow-up and quality assurance, evolved as time passed – and team members were in some instances replaced. The need for much closer monitoring, follow-up and support, also in the phase of documenting the data collection, reporting on this, and not least in submitting the right documents in the right OneDrive folders in a timely manner, was a process, and one which required substantial facilitation. (We return to our adapted training approach in [Section 7](#), when discussing the Covid 19 pandemic and its implications).

An example of the need for further follow-up and checks, was related to the uploading of photos – as well as consent records (signed by researchers). Therefore, resources were set aside to verify that the *consent records* for each research area (for Key Informant Interviews) were uploaded to the MIGNEX OneDrive, that the number of Key Informants reported there aligned with that reported/number in the table in the RAIR, as well as the number of summaries of separate Key Informant Interviews. Whenever anything was missing or inconsistencies emerged – the researchers responsible were contacted in order to find out what the error was, and whether it was possible to fix, and if so how and when. Similarly, a review of all photos uploaded both led to a nudge sent to researchers where no photos were uploaded, as well as a review on confidentiality and consent, in terms of checks in relation to the possible use of photos for external purposes.

- Why are the RAIRs kept internal to MIGNEX only?


This choice has been reflected on carefully, also throughout the data collection implementation phase, and in its aftermath, as reporting and documentation were ongoing. The RAIRs being internal only means that researchers are freer to both include heterogeneity of various kinds, based on their observations in the field, without worrying that these might be lifted out of their context and used or abused by anyone, and to write freely about dilemmas, choices made in the field, and managing sensitive or dangerous situations.

The MIGNEX project is committed to public communication about the research and its findings. Therefore, for each of the research areas a Case Study Brief is produced (see box 5).

Box 5. MIGNEX Case Study Briefs


The qualitative data, drawing on the Research Area Interim Report – combined with survey data, is the foundation for the MIGNEX Case Study Briefs on each of our 26 research areas. The Case Study Briefs discuss the migration and development dynamics in each area, and do not offer an exhaustive analysis, nor report from the fieldwork, but nevertheless are an output per research area, openly available on the MIGNEX website.

MIGNEX Case Study Brief



MIGNEX

Migration and development dynamics in Redeyef, Tunisia



Redeyef is a marginalised mining town; decades of job cuts and corruption have made local people feel resentful and pessimistic about future livelihood prospects. Migration is seen as a beacon of hope, though the risks and costs of migration can be high.

Most people in Redeyef (77%) have family, relatives or friends but only a third of these households receive remittances.

Most young adults would legally migrate abroad if given the chance, but with regular migration pathways becoming less available, unfulfilled migration aspirations remain high.

Irregular migration journeys have become more common, despite the risks. Half of young adults know someone who was deported or forcibly returned to Tunisia.

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Safouen Azouzi
Jessica Hogen-Zanker
Jørgen Carling
Nicole Johnson

Photos of doors (above) are taken during fieldwork but are unrelated to the research participants.

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Photo: Camille Kasavan for MIGNEX

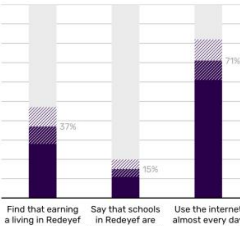
Located close to the Algerian border, Redeyef is a town centred around the mining company Compagnie de Phosphate de Gafsa (CPG). Developments in Redeyef have intimately reflected the rise and decline of the company. Significant job cuts by the CPG in 2008 led to massive protests in Redeyef – part of the run-up to the Tunisian revolution that unfolded three years later.

Compensation through the form of 10,000 positions in the gardening and environmental protection sectors has not calmed tensions. In practice these are essentially ghost jobs for those lucky or well-connected. The botched scheme has led to further resentment among the local population. The majority of our survey respondents (80%) say that corruption is a serious problem in Redeyef.

There is a general atmosphere of stagnation in Redeyef. More than three quarters of young adults (83%) say that the town is changing in mostly bad ways. Moreover, most (63%) consider it very difficult to find a good job in Redeyef. Indeed, half of young adults are either unemployed (30%) or studying (20%).

This case study brief is based on fieldwork and survey data. The MIGNEX team also did research in Enfidha and carried out a review of migration-relevant policies in Tunisia¹

Indicators of development

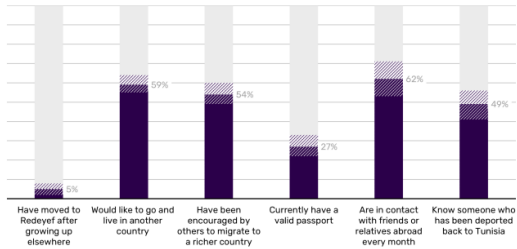


Find that earning a living in Redeyef is easy or manageable: 37%
Say that schools in Redeyef are good or very good: 15%
Use the internet almost every day: 71%

Figure 1. Indicators of development
Source: MIGNEX Survey. Hatched area: confidence interval.

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Indicators of migration dynamics



Have moved to Redeyef after growing up elsewhere: 5%
Would like to go and live in another country: 59%
Have been encouraged by others to migrate to a richer country: 64%
Currently have a valid passport: 27%
Are in contact with friends or relatives abroad every month: 42%
Know someone who has been deported back to Tunisia: 49%

Figure 2. Indicators of migration dynamics
Source: MIGNEX survey. Hatched area: confidence interval.

Migration aspirations

Despair, pessimism and hopelessness are prevalent sentiments in Redeyef. Yet, despite the difficulties and risks, the opportunities that migration can offer is seen as a source of hope and a way to counter the stagnation of Redeyef. Every second young adult (59%) would prefer to leave Tunisia in the next five years. Migration information campaigns are not common in Redeyef, but around half of young adults (44%) stated they had seen information on migration on social media.

Indeed, most young adults (72%) would migrate to a richer country if given the necessary papers and many (38%) have seriously considered going abroad in the past year. However most do not expect this to happen, instead seeing themselves as still living in Redeyef in five years' time (59%).

We do not want to live in this country because we have no role here. They announce some vacant posts, but when we apply, they reject us with the claim that we are overqualified.
Focus group participant

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Migration-development interactions



Live in a household that receives remittances from abroad: 27%
Know of migrant investment in Redeyef: 32%
Find that Tunisians abroad still contribute to Tunisia: 60%

Figure 3. Migration-development interactions
Source: MIGNEX Survey. Hatched area: confidence interval.

Links between migration and development

Transnational ties between those from Redeyef who have left and those who have stayed are strong. People keep in close touch with friends and family who have migrated, and the phenomenon of recurring summer visits ensures that those ties are kept close and have a wider impact on the town as well.

While regular contact with migrants abroad is common, a relatively small proportion of households with migrant family, relatives or friends in Redeyef (35%) received remittances. For less than 1% are remittances the most important income source in the household.

Migrants are generally seen as 'taking care of their own'. Collective remittances are rare and do not seem to have had an impact on Redeyef's development.

They do help their families and their relatives, but land they buy elsewhere. Places like Nabeul or Soussse. They do not come back here, because they always remember what happens around here.
Focus group participant

Return migration

A quarter of young adults (24%) in Redeyef have family, relatives or friends who have returned from abroad.

Return migration takes different forms. Some emigrants come back permanently while others come back on a short-term basis: every summer, the town's population grows with visiting emigrants. These summer return visits have both an economic and psychosocial impact on the town, as visiting migrants spend money on goods, restaurants, and activities, 'treating' their families.

To a lesser extent, there are also returns of those who have been deported, or forcibly returned. Almost half of young adults (49%) know someone deported from abroad, or have themselves been deported, in the past five years.

Notes

- Fieldwork consisting of key informant interviews, focus group discussions and observations was carried out by Camille Kasavan and Safouen Azouzi in February 2020. A face-to-face survey of 500 randomly selected residents was conducted by One to One for Research and Polling and Q&A in June - July 2021.

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5. Documentation of focus group data

The documentation of the MIGNEX focus group data is discussed separately, although was integrated within the fieldwork in each research area. This is simply for the reason that desiring to make this a data set which can be accessed (in an anonymised format) by students and scholars, following the MIGNEX project's end in 2024, entails a particular responsibility for carefully documenting the focus group data set. We first describe the MIGNEX Focus groups, including providing an overview of the 104 focus groups, before discussing in turn: recruitment and organisation, experiences with moderating the focus groups and success factors and challenges. Lastly, we document the production of focus group transcripts, and similarly the focus group metadata, and finally reflect on the journey toward a 'MIGNEX focus group data set'.

The MIGNEX Focus groups

The MIGNEX focus groups followed the same methodology, see Appendix 2 for *the focus group guide*. The point of departure was that focus groups offer a particular opportunity for exchange and reflection at a collective level, moving away from individual's personal experiences, feelings about and interpretations of ongoings, to a group level discussion – with space for exchange, agreement and disagreement, about views as well as descriptions of reality (Bagnoli & Clark 2010; Baker & Hinton 1999; Brown 2016; Frisina 2018; Hopkins 2007). Focus groups are neither serial interviews, nor are they meant to be a consensus-generating tool. Instead, focus groups are intended to facilitate *focused discussion*, moderated by a researcher (Kamberlis & Dimitriadis 2005; Kitzinger 1995; Skop 2006).

The MIGNEX focus groups followed a guide with four sections, first reflecting on the area and changes within it over time; and, second, with an exercise with cards with visualisations of livelihoods on them – gauging livelihood opportunities for youth leaving school, as these are perceived and normatively assessed in terms of being recommended (or not) (see Figure 3 below).



Figure 3. Cards used in focus groups

Source: MIGNEX documents

The third section of the focus groups turned to migration, and how migration is seen, as a benefit or otherwise, for the individual who migrates, and for the local community as a whole. Lastly, as part of the wrap-up of focus groups, participants were asked both whether some points were missed out in the discussion which ought to be brought in, and about what their key take away – that they would take home from the discussion, as something that stood out – or surprised them – or was worth remembering, would be.

Furthermore, as for the MIGNEX survey, participants in the focus groups were between 18-39 years old. The groups were organised with female or male participants only and operationalised based on degree or strength of exposure to or *ties to migration*. Thus, in each area there were four focus groups: male – weak ties; male – strong ties; female weak ties; female strong ties.

In the focus group metadata (see further details below, and in the Appendix) how these strong and weak ‘migration exposure/ties’ were operationalised for each of the 104 focus groups – in the context of their particular research area - is further detailed.

Table 6. Overview of focus group discussions summarises the focus groups in terms of average length, so the length in minutes the focus groups lasted, the numbers of participants and the languages used in the focus groups. The average length of the 104 focus groups was 91.8 minutes – which echoes the plans outlined in MIGNEX Handbook chapter 8 where the theme guide for focus group offered the very rough estimate of 95 minutes. Meanwhile, the very shortest focus groups lasted around half an hour, and the longest one for three hours, also indicating the need for adaptation to local and group contexts, in semi-structured qualitative data collection approaches.

The lengths of transcripts also offer a window into the focus group data set, where the average length is around 6500 words, yet with quite some variation, reflecting the distance from the shortest to the longest. In MIGNEX Handbook chapter 8 we indicated that 6-8 participants would be preferable, often fewer rather than more. The actual average number per group was 6.2 participants, thus very close to what was thought of as ideal at the planning stage.

Table 6. Overview of focus group discussions

<i>Summary of four focus group discussions per research area</i>			
Research Area	Average duration (minutes)	Average number of participants	Languages used
AFG1	87	6	Dari
AFG2	124	6	Pashtu
AFG3	90	7	Dari
CPV1	65	4	Kriolu
CPV2	72	4	Kriolu
ETH1	118	5	Amharic
ETH2	107	6	Amharic, Oromifa
ETH3	110	5	Amharic, Oromifa
GHA1	93	9	Talen, English
GHA2	81	8	English, Twe
GHA3	108	7	English, Fanti
GIN1	102	5	Sosso, French
GIN2	96	9	Madninka, French
NGA1	70	7	Hausa, English, Pidgin English
NGA2	74	8	English, Tiv, Hausa
NGA3	51	8	Esan, Bini, Pidgin English
PAK1	87	8	Urdu, Punjabi
PAK2	69	5	Urdu, Punjabi, English
PAK3	68	6	Sindhi, Urdu
SOM1	72	5	Somali, Maxaatiri
SOM2	106	5	Maay, Somali
TUN1	89	5	Tunisian Arabic, French
TUN2	103	5	Tunisian Arabic, French
TUR1	112	6	Turkish
TUR2	114	7	Turkish
TUR3	116	7	Arabic, Turkish
Average	92	6.2	
Total (all 104 focus group discussions)	159 hours	646	26 different languages

Source: Authors' notes

Recruitment and organisation

Recruiting participants for the focus groups was a challenge which research teams were prepared for in advance. The question of how to operationalise what 'strong' and 'weak' migration ties could or should mean was a discussion that started in the preparations prior to fieldwork. Only after arrival in the research areas did the teams make the final decisions on how to operationalise, taking into account any insights from the fieldwork. Often gate keepers,

community leaders, local research assistants, interpreters, or other local facilitators played a role in assisting with recruitment of focus group participants.

A lot of thought and care was taken in the focus group organisation overall – including questions of recruitment, as well as the venue, which we turn to below. For the recruitment process it was noted that the combination of age range (18-39) and the specific migration exposure or ties, and of course male and female groups, was quite complex. Notably also requiring any gate keepers and others to fully understand the set-up to be able to act as facilitators. That said, the focus groups were successfully conducted in all 26 research areas, with four in each area. Only in a few instances did we have somewhat few or somewhat many participants in a single group discussion.

Meanwhile, people above the age of 40 sometimes wanted to participate, and a common strategy was then to include these as key informant interviewees, where that was possible, as well as including them in informal interactions, feeding into the general observation part of the fieldwork. In a number of research areas, a general assumption was that the research team might benefit more from the presence of older participants. Fortunately, this was something we also planned to do, just as key informants, and not in the focus groups. A further reflection on the age aspects relates to the composition of focus groups – most groups included participants from 20-39 years, if not 18-39 years, together. In many cases this worked very well, and in some cases, extra measures were necessary to ease dynamics between participants.

However, some researchers noted that they struggled to recruit focus group member who did not have tertiary education, while others noted that ties between focus group members could be hard to map out and understand the implications of in advance. The main experience was that due to the good rapport which gate keepers and other facilitators contributed to building; recruitment went well. Meanwhile, in some research areas ethnic, linguistic and religious affiliation was a concern – where groups ended up being from one ethnic group, also for practical reasons with interpretation. However, the research thus could affirm particular boundaries between people, which was neither intentional, nor necessarily beneficial, but nevertheless was in some instances the only meaningful way to put together a focus group in a given research area.

The research teams in some areas noted that there were issues with participants not showing up at the agreed-upon times, and that coordinating so that all participants would arrive more or less at the same time, was a challenge. This was an issue which all research teams managed to overcome, using adapted solutions in each case.

Focus group discussions were conducted at a variety of locations. Private homes, hospitals, schools, hotels, and religious buildings among others were all used for focus group discussions. Based on the given research area, considerations of proximity and accessibility for participants, privacy and ultimately practicality were taken into account. With any venue chosen, the stated purpose and other potential associations to that venue can have an influence on the discussion, and thus needed to be considered during selection. In practical terms, research teams may have had limited choice in venue, and be constrained by a multitude of factors within those limits, such as timing and accessibility.

The potential influence of the venue on the discussion need not be a negative one – but it is nonetheless an important methodological consideration. For example, in one area where the venue a hospital, the focus group participants spent a lot of time discussing healthcare in their area. This was undoubtedly of relevance to the discussion and may well have been discussed to great extent no matter the venue – but it is also sensible to assume that the hospital venue

placed healthcare at the forefront of the participants minds and was therefore brought up when asked about changes and developments in the area.

This is also an important consideration when the venue was a religious building. Research teams in the cases this applied (e.g., community hall or gardens by church) did not indicate that they detected any impact on the dynamics of the discussion based on the religious venue. Meanwhile weighing pros and cons of different venues was an integral part of choosing an appropriate place and weighed up against other factors of practicality and accessibility, maintain a quiet background, and avoiding by-passers dropping in, among others.

In one research area, conducting the discussion in a public place left the focus group vulnerable to interruptions from passers-by – and this proved to be an issue in particular with the women's focus group discussions. Meanwhile in another research area, having focus groups outdoors meant it was easier to manage childcare for participating mothers. Thus, whatever the specific venue, indoors or outdoors, a private home or a place associated with a particular institution or organisation, the pros/cons have been weighed carefully, as well as with necessary pragmatism in mind. These aspects are of course also important for the analysis phase.

Experiences with moderating the focus groups

The researchers' reflections on moderating the focus groups include important points on power dynamics and facilitating a discussion which every participant could contribute to. They also underscore the necessity of detailed preparation, and constant attention throughout the running of the focus group discussion. Care was taken to both moderate the focus groups according to the MIGNEX Focus group theme guide, with its four sections, including the card exercise on livelihoods, and simultaneously to allow for sufficient space to follow-up on things which came up. An important consideration throughout methodological preparation was to seek to avoid 'serial interviews' – which largely worked out.

The researchers moderating the focus groups stress in their reflection the time and effort needed for power dynamics to not become a challenge in the focus groups, and the need for monitoring and minor interjections to re-balance the conversation where needed, usually by soliciting input by a participant who has gone silent. In some focus groups, researchers were concerned that there appeared to be too much consensus, and little actual disagreement and discussion. In other cases, concerns went the opposite way, there were heated discussions, and no agreement about particular issues.

The length of focus group discussions was sometimes a concern, where in one instance things had to be wrapped up fast, as the participants wanted to leave for Friday prayers. In another case, the exercise with cards was drawn out and there was concern that participants had not really wanted to share much in the last sections, as they would have preferred to wrap up.

Some researchers reflected on the fact that it was hard for participants to know what to expect exactly from the focus groups and what would be going on there. Again, the better prepared the moderators were, the better the focus groups generally worked – also noting that in each area there were four – and several researchers worked across areas, thus gaining experience over time with the method, caveats, and precautionary measures.

In several research areas multiple researchers and research assistants were involved in the focus groups. The experience from this was that dividing roles and tasks clearly between those involved, was very important, to avoid either something not being checked, or two people stepping on each other's toes.

The practical 'how to' guide including a list of what to bring to focus group discussions from MIGNEX Handbook chapter 8 proved very useful. There were multiple instances of recording devices stopping, breaking down, or sound quality not being good enough – and where having a back-up proved invaluable.

Box 6. Success factors and challenges – MIGNEX focus groups

Recruitment, location and timing – if planned and executed well – worked as key ingredients in focus groups becoming a success, in the sense of running to time, working in a friendly manner, yet offering space for exchange of views, and even reflection on the status quo in the research area – for participants individually – but also collectively. Similarly, any one of these three – recruitment, location and timing – or a combination of two or all of them, not working to plan or not being well-enough thought-through, including considering pros/cons and a plan B – could become a challenge. And a challenge either for the success of the focus group as it was intended, or for it to happen at all.

Preparation and improvisation – were both essential success factors in running MIGNEX focus groups. The multiple-choice online test meant that there was both a chance to test knowledge (for oneself, it was possible to re-take the test), and to ensure that anyone moderating or assisting with focus groups had the necessary preparation. As with all semi-structured methodologies, the other half to preparation, is always improvisation – where being sufficiently prepared means on-the-spot seeing ways of adapting to a situation, without drastically deviating from the focus.

Moderating focus groups - Moderating a focus group is as much an art requiring investment in performing the role in the moment, as it is a research-oriented methodological task. Simultaneously, the experience from the MIGNEX focus group moderation was also that solid preparation, and commitment to the research, goes a long way toward ensuring focus group data that are well above adequate. Conversely, it is also true that among the 104 focus groups conducted, there are instances where moderation could also have been better.

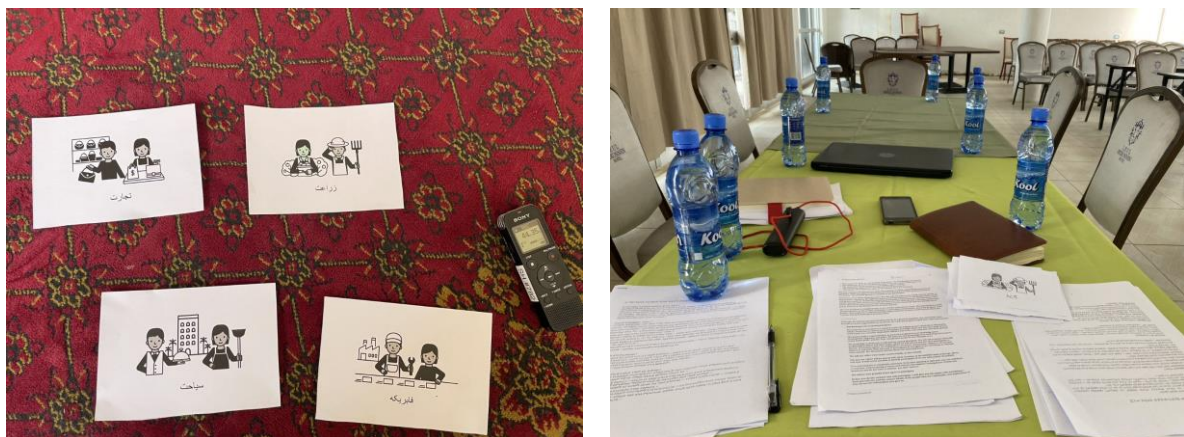


Figure 4 Focus group cards in AFG3 (left) and focus group venue in ETH1 (right)

Source: MIGNEX documents

Focus group transcripts

Focus groups were audio-recorded and then transcribed into English. While some discussions in certain research areas were conducted partly in English, all research areas used at least one (often two or three) other languages (see Table 6. Overview of focus group discussions) and thus translation was required for all 26 areas. MIGNEX standards for transcription were provided in Handbook chapter 8 and in the transcription template provided to all teams. The standards include rules for confidentiality, clarity of understanding, and formatting. Fundamentally, the speech of the researcher or interpreter had to be distinguished from each other, but the participants did not need to be distinguished from each other – instead a new paragraph was started to indicate a change in speaker.

In the majority of research areas, the process of producing transcripts in English, and of translation, went smoothly. Research teams almost always had at least one speaker of the native dialect(s) and thus were able to reliably and accurately translate the discussions into English. With varying degrees of fluency in English of the translators, and reflecting the ways in which people actually talk, i.e., in fragmented sentences, with irregular grammar, and changes of mind mid-sentence - there was, as is to be expected, a need for some post-data submission clarifications to ensure that the intended meaning is reflected in the translated version of the text.

Box 7. Can you do research in a context where you don't understand the language?

The matter of doing qualitative research across language barriers is slippery. On the one hand, one might argue that it is impossible to understand much about a place and the people living there without understanding the language they speak. This is to a significant degree true. Then, on the other hand, one might also argue that research which seeks to transcend language barriers in different ways, can also be legitimate, in particular where there are collaborative research efforts, with some team members mastering the local spoken language, and others not.

Nevertheless, how to approach quality in transcripts of focus groups conducted in one language – and submitted in an English version, should not be treated as a simple matter. In focus groups, people often utter a few words, a couple of sentences at most, before someone else speaks. Should the accurate content of what was said in each utterance be prioritised? Or should a meaning which is more interpretatively deduced be prioritised?

While all focus groups were transcribed in full – given the need for translation – this was not verbatim from what was said. Instead, the researchers or research assistants who were transcribing were asked to work 'with the language' or order to render an English version which reflected the exchange at any point in the focus group discussion.

Research teams worked closely on quality-assuring the focus group transcripts and the translation going into that process for the transcripts to reflect what participants had uttered, as well as to make it legible beyond the local context, in terms of available and known interpretative frames.

Quality assurance of all 104 transcripts was a significant undertaking centrally none the less, often with back-and-forth interactions with other MIGNEX team members. The work entailed ensuring that all transcription standards had been followed, correcting spelling and formatting issues, and conferring back and forth with research teams to clarify translation and phrasing. Similarly, it was a significant undertaking to ensure that there was no personal data – directly or indirectly risking identifying individuals in the focus group transcripts – as well as in the metadata files. Investment in the process of producing the final versions of the transcript files in English, in close collaboration with the research teams for each research area – has been an important priority, as this lays the foundation for a robust data set for analysis within and beyond MIGNEX.

Focus group metadata

The MIGNEX focus group metadata – is essentially information describing the data set, and each of its 104 constituent parts – the focus group transcripts. The metadata, as shown in the screenshots below, offers information about each focus group discussion and its participants. It is split into three sections: public presentation, participants, and description.

The public presentation is a paragraph describing the discussion, and it contains information about the methods of the discussion the group characteristics as a whole. The public

presentation section gives the reader a brief preview of the focus group discussion characteristics, as seen below.

Focus group A public presentation

Please edit the paragraph below, which will accompany the transcript when it becomes a publicly available dataset. See the two examples and follow this format and level of detail as closely as possible. Since participants will not be differentiated from each other in the transcript, the text describes the group as a whole.

This focus group discussion was held with [number] [women/men] in [research area name], [country], in [month and year]. [One sentence on the group's connections with migration.] [One sentence on the group's age composition.] [One or two sentences on the group's level of education and current activities.] The discussion was held in [language] and moderated by [name (s)/ name (s) and an interpreter]. It lasted approximately [number rounded to the nearest 10] minutes and was [audio-recorded and translated and transcribed/recorded by means of note-taking]. Information that could directly or indirectly identify participants has been removed.

Figure 5 Focus group A public presentation

Source: MIGNEX documents

The description section of the metadata contains the same key data as the public presentation, but also includes a description of how strong/weak ties to migration have been operationalised in the specific context. It also includes immediate methodological and content-based observations from the research team (where these were added), the time that the discussion started, the venue where it took place, and sometimes a photo of that venue (for internal MIGNEX use only). However, for the public sharing of the focus group descriptions we have removed the section for photos and any photos in them, in order to maintain anonymity.

Focus group A

Focus group A description

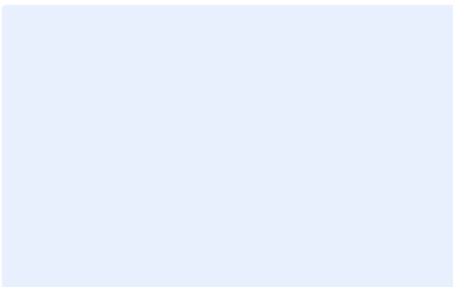
Gender of participants	Select gender
Focus group category	Select category
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	
Language(s)	
Immediate observations on the group and how it worked (method)	
Immediate observations on points not to miss (content)	
Date	Click or tap to enter a date.
Start time	
Duration of discussion	
Venue	
Photo of venue (if available)	 <p><i>Upload to 'Additions-to-MIGNEX-research-activity' with file name [Focus group ID] -venue-[photographer].jpg, e.g. PAK1A-venue-Furrukh-Khan.jpg</i></p>

Figure 6 Focus group A

Source: MIGNEX documents

The third section of the metadata provides basic data about the individual participants who make up the group. It gives an age range for each participant, educational level, number of children, principle activity or occupation, and connection with migration. Exact age was not systematically asked for, as in some contexts it may be considered rude to ask – or some may not know their exact age. In such cases, a best guess at the age range is acceptable. Number of children was also not always asked for, depending on context. The use of a ‘-’ symbol reflects that it is not known how many children the participant had. The number zero in some cases reflects that the participant was asked and reported having no children, but in other cases, particularly in focus groups with men, number of children seems to be underrepresented (majority showing ‘0’ children), and as such the zero may reflect that participants preferred not to disclose. On reflection, and considering how we will be analysing the focus group data, this information whilst something that often is openly shared, is not something which will actively be used. Instead, if and when participant discuss being parents, or concerns related to children, will of course be duly analysed, without reference to the numbers of children focus group participants specifically had.

Focus group A participants

ID	Age ¹			Educational level			No. of children ²	Principal activity/work	Connection with migration
	18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary			
Too few A1 A2 A3 A4 A5 A6 A7 A8 A9 A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Too many A11 A12 A13 A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Figure 7 Focus group A participants

Source: MIGNEX documents

The metadata was assembled within the Research Area Interim Reports (RAIR), and then later quality assured once all 26 RAIRs had been submitted. Each of the 104 sets of metadata were cross checked to ensure that all they all corresponded to the correct discussion, and that each piece of required detail had been filled in. Generally, all of the information was present and correct, but given the amount of detailed information and the fact that it will be publicly available, it was imperative for it to go through an additional level of quality assurance. The 104 sets of metadata have been assembled into one document and are attached as an Appendix to this handbook chapter.

Toward a 'MIGNEX focus group data set'

The MIGNEX focus group data set has been prepared so as to enable sharing it with students and researchers, after the end of the MIGNEX project in 2024. The intention is for the MIGNEX focus group data set to be hosted in a data repository behind a 'thin wall' – such that the data set is not available 'online' for anyone to find. Instead, it will be accessible by registering a request with name and affiliation and stating the purpose of use – e.g. for students, to see how focus groups work, or for use in their course work or in dissertations, and for scholars, e.g. as background prior to fieldwork in the same or proximate areas, or indeed for analysis purposes.

The process of moving from a data set which can be used internally within a research project, to one which is documented sufficiently for shared use as a common good, is massive, extremely labour-intensive, and close to impossible to complete without flaws. Nevertheless, the MIGNEX focus group data set has been prepared, safe-guarding anonymity of participants, and documenting the necessary metadata.

Whereas many other types of qualitative data would not be possible to share in a qualitative data archive, this is an example of a data set where this is possible, and where there are – following anonymization – benefits of potential great value.

The MIGNEX focus group data set will be available from 01.01.2025, please refer to the MIGNEX webpage for further details.

6. Implementation of data collection

In this section we document the implementation of MIGNEX qualitative data collection. We do so drawing on reports from the 26 fieldwork teams, mainly from their written input in the Research Area Interim Reports, but also leaning on our interactions with the teams' pre-fieldwork, during, and after via Microsoft Teams meetings, WhatsApp and email. Specifically, we consider team composition and collaboration, recruitment and building rapport, seasonality and time specific factors, and social and geographical contrasts within the research area, before discussing experiences with key informant interviews, observation and photography.

Team composition and collaboration

A key asset in conducting the MIGNEX fieldwork and qualitative data collection were the research teams themselves. The MIGNEX researchers themselves in many cases knew the local contexts and languages or worked together with local research assistants and people facilitating the fieldwork and data collection. Local research assistants also worked as interpreters in a few of the research areas, whereas in a majority of areas at least one MIGNEX researcher knew the local language in question, and so interpretation was within-team, if at all.

The value of local knowledge, familiarity with context and people who live there, was immense for the MIGNEX teams undertaking the work. This related to every aspect of the fieldwork, from trust and access, to the types of conversations and interactions which were likely to come about, to the recognition that sometimes the value of local knowledge and networks lies in the latent – should something happen, there are ways to navigate the situation, that are likely to work.

Box 8. Enabling fieldwork

Fieldwork and data collection in all 26 MIGNEX research areas was conducted by at least one MIGNEX researcher, but in most cases two MIGNEX researchers, in close collaboration with local research assistants and facilitators. It is fair to say that without these individuals' and their willingness to try to understand the MIGNEX research objectives – and their generosity in offering their experience, networks and local knowledge – we would not have been able to conduct the fieldwork we did, nor collect the qualitative data we have.

As we return to in the section on '*Co-production of knowledge*' the asymmetries and dilemmas in both contractual relationships, and those based on roles in the community, or otherwise, need to be handled with care and due research ethical consideration. This has been a goal and an aspiration throughout MIGNEX fieldwork and data collection, not least reflecting the fact that we realise the pivotal role of the people who enabled our research, by creating entry points, contributing to build trust, and providing platforms for interaction with research participants in various settings.

The way the MIGNEX researchers and teams organised the fieldwork was an important aspect of collaboration, as well as of securing quality. In each of the 26 research areas, different considerations were relevant to adapt to the Covid-19 pandemic realities (see also Section 7). Similarly adhering to different and changing security concerns, was an important area of team collaboration, prior to fieldwork as well as during, and afterwards. Across research teams, preparations were conducted with a mix of desk-based research using online resources accessible from afar, and in many cases, of preliminary visits by the MIGNEX researchers and/or through communication with local research assistants. Some research teams noted that it was an advantage to be conducting the data collection after the MIGNEX survey, as people were aware of the project. In other cases, the qualitative data collection happened prior to the survey data collection.

Overall team collaboration was experienced as good and included training prior to data collection (both with WP4 in MIGNEX, and the team members locally), working together in the field, and follow-up, often involving multiple people in transcription of focus group recordings, work with the photos from the research area, and the Research Area Interim Report. The composition of teams varied, and in each instance, teams had to find their way of working together in their research area, and with the skill sets and experience within their group, sometimes of two people – other times groups of 4-5-6-7 people in total, requiring a further layer of coordination.

Across and within teams there was a lot of joint reflection including on questions of positionality and reflecting on minority/majority as well as gender dynamics. This also included reflection on the roles which team composition could play when there was a foreigner present together with nationals in a given context. Notably, there were also important reflections on the roles of background, linguistically and ethnically within country – since same country, does not mean coming from the same place. Added to this were also reflections about urban/rural divides, about education, and about class and culture.

Three of the MIGNEX consortium members are located in countries we did fieldwork in Ghana, Pakistan and Turkey – these were also among the research teams reflecting the most on these dynamics – and their potential impacts for data collection, but all the more so for

interpretation and analysis. Given the high level of reflection about ‘self-awareness’ and the care taken to seek palpable information, the diverse types of different team compositions across the 26 research areas in MIGNEX, has been a strength for the data collection effort as a whole, as it will be for the analysis and writing ahead.



Figure 8 Team members in TUN1 (right) and PAK2 (left)

Source: MIGNEX team

Seasonality and other time-specific factors

Each of the 26 research teams reflected on the impact of when their fieldwork took place. Overall, seasonality and time-specific factors clearly matter, yet often it appears possible to be aware of the particular seasons – and what might be more or less visible at particular times.

For the majority of fieldwork experiences, generally weather-wise timing was good, although in some cases it was hot during the middle of the day. Some research areas had fieldwork in close vicinity to elections and in other cases the political situation clearly was an overshadowing factor, notably in the three Afghan research areas (summer 2021), and Ethiopia (spring 2021). However, with so many constraints to navigate, in terms of team availabilities and the changing regulations related to the Covid-19 pandemic, as well as - religious holidays and other local considerations, it is hard to imagine a project like MIGNEX that would have 26 instances of fieldwork under ‘optimal’ seasonal and time-specific conditions. Not least because it is hard to define what that would mean – since there is no period of time that would be the ‘neutral’ or ‘real’ time to see a place.

Thus, the emphasis in documenting the data collection process has been on bringing out the particularities of specific moments in time when the fieldwork did take place – and to reflect on the implications of those, for our data, understanding and analysis. Knowing whether fieldwork took place in a high or low season for fisheries in a coastal area, or before or after harvest in an agricultural area, or during school holidays or before an election, enables the analysis to incorporate this information adequately.

Social and geographical contrasts within the research area

Fieldwork in the 26 MIGNEX research areas had specific goals, as described in MIGNEX Handbook chapter 8, and as we discuss in this Handbook chapter, in terms of focus groups, as

well as key informant interviews, observation and photography. We also had some prior ideas about what the areas might be like, based on desk-based research and prior engagement. With these two things in mind, it was particularly important for the qualitative data collection effort to also centre on ‘heterogeneity’ and to really try to understand as much as possible of various forms of minority/majority dynamics in any area – including ethnic and religious, but also dynamics in relation to class and status, as well as gender and between generations.

Therefore, the Research Area Interim Reports, note the diversity – along different axis in the research areas, including the geographic articulations where some parts of a research area might be characterised more in a particular way, than another. In a number of research areas, people feeling alike, was also noted. Another important axis of difference among populations in research areas, was related to previous and present mobilities – as well as future migration aspirations. This type of variation was very conscientiously explored since the recruitment to focus groups relied on a sound operationalisation of what strong vs. weak migration ties/exposure meant in a given research area. In a number of research areas, across different countries, it became important for research teams to consciously plan how they would engage members of different e.g. ethnic groups in a balanced manner, so as to be able to conduct the fieldwork without causing any negative attention from local communities.

Key informant interviews

The MIGNEX key informant interviews (516 of them in total, across the 26 research areas) worked really well, across the board. The flexible format of these key informant interviews meant that they were easily combined with observation and hanging out in the research areas. The key informant interviews could be formal enough to allow access to speak to key actors in power, or holding important office, but also informal enough to engage shopkeepers or drivers or others in conversation about the research area and about their areas of experience or expertise in the area.

Among the challenges observed, despite the general success of the key informant interviews, two issues in particular can be mentioned. First that in some areas, in particular where there is or has been a high level of presence of NGOs and/or humanitarian actors, some key informants tended to talk about the research area in ways that appeared to be fitting a particular narrative, reflecting a logic of – *‘...and therefore we need support for X or Y’*. Usually MIGNEX research teams were able to navigate these types of framing, and learn about other perspectives and experiences, relevant to understanding the research area.

A second challenge, as referred to earlier, was related to the mode of acquiring informed consent, and the level of detail of information that was required to provide – which was often felt as something that actively pushed potential key informants away. Thus, the boundary between an informal chat – sliding into a larger conversation – and perhaps becoming an interview, and thus requiring asking informed consent of the participants, was one that was brought up in the contexts of several research areas as tricky to know how to appropriately navigate, balancing considerations.

Meanwhile, a clear strength with the format and style of the key informant interviews, beyond being flexible, was the clear goal of securing a broad diversity of perspectives on different aspects of the research area and life there, secured among other by the categories: grassroots or leader – in public, private, or civil society contexts. Also noting that gender was important, so having both female and male key informants, and importantly also having scope within the key informant interviews to gain the insights of people above the 18-39 years old age bracket.



Figure 9 Nilay Kavur conducting a KII in TUR1 (left), and Camille Kasavan waiting for a KI in TUN2 (right)

Source: MIGNEX team

Observation

Each of the 26 Research Area Interim Reports in their own way show the incredible value of in-person on-the-ground fieldwork in the research areas – what we otherwise might refer to as ‘exposure’. Below we share some quotes from the MIGNEX RAIRs where the researchers reflected on their experience with observation and its overall value as part of the MIGNEX qualitative data collection methodology:

Observation was a valuable supplement to interviews and focus groups. I had ample opportunity to walk around.

Observation resulted in the insight that there were huge disparities between different parts of the area – one part being well-managed and well-off, the other not at all.

Observation was a crucial part of our methodology, especially since at any given time there would be several people mainly observing, while others were interviewing, speaking with people, and organising our next steps. We therefore really stress the value of observation for gaining and understanding of the area, and for trying to find which questions to ask in subsequent key informant interviews.

Meanwhile, there were also challenges associated with observation in particular, such as in this case related to sense of security for the researchers:

The research team were not safe to wander around at will, and had to be careful not to draw too much attention. Going on drives was a safer way to observe the area.

Or in this example, where observation was hampered by local customs and closing times, without this causing any security or related threat – but nevertheless a factor that had to be considered in planning fieldwork activities every day:

Town shuts down between 12 – 16 for an extended lunch break which worked in favour and detriment. It limited observations as people were at home.

All in all, meanwhile the observation component of the research, which could be participatory, but could also be just observation, was an invaluable source of insight and opportunity for knowledge-creation. As we discussed in section 2. Data collection and research areas, when calculating the lengths of fieldwork overall and on average, there is a relationship between length of fieldwork – the size of the team involved in the fieldwork – and the extent of exposure. However, this is not necessarily a linear relationship. Nevertheless, fieldwork-based research – such as the MIGNEX qualitative data collection – is dependent on an observation component. In our case we also chose to extend this via a photography component, which we turn to now.

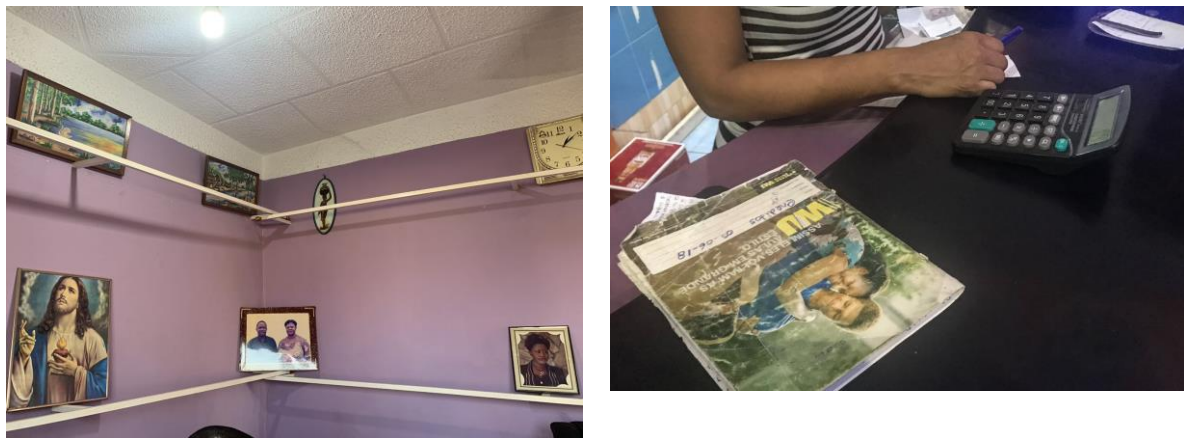


Figure 10 Observation in GHA2 (left) and CPV1 (right)

Source: MIGNEX team

Photography

Photography was a key facet of the mixed methods research design, and was an integrated part of the data collection. The images are intended to document research activity, tell a visual story about research areas, contribute to analysis, and be used in MIGNEX outputs. Research teams were required to take consistent photographs illustrating the research area and to take 15-20 photographs of doors in the area. Other photos or videos from the field and of research activity were optional. Instructions on how to provide consistent photos and rules on confidentiality and consent were provided in MIGNEX Handbook Chapter 8.

For the majority of research areas, photography went as planned and teams did not encounter any unexpected challenges. Some teams found it beneficial when a team member obviously not from the area took photos, as they were assumed to be a tourist and thus elicited less suspicion. In other cases, having someone native to the area take photographs was more beneficial, as it could be done more discreetly.

Often, taking photographs led to interesting conversations with residents which contributed to contextual knowledge and thus aided data collection. This also turned out to be an effective way of recruiting key informants, in some research areas.

For a few research areas the security situation had to be taken into account, and it was not safe for the researchers to wander around and visibly take photographs. To mitigate this, in two areas photography was done from inside vehicles in order to be as discrete and as safe possible. Keeping a low profile was a priority, and this meant that the quality of some photos was inhibited, and teams were not able to capture photos of everything they would have otherwise. This was clearly a preferable option, though of course, not taking photographs was also an option, and at the discretion of local research teams, taking security considerations into account.

In several areas, while taking photographs was not a security risk, there was concern within research teams that it would draw negative attention and hinder the relationship between the team members and people in the area. Some residents expressed their scepticism towards photos – particularly those of doors, concerned that the photos would be used for another purpose. Research teams were able to mitigate these challenges taking extra time to explain why photos were being taken and what they would be used for, or indeed not taking photos in that particular street/location and moving on.

In six of the research areas (GIN1 – GIN2 – NGA1 – NGA2 – NGA3 – PAK3), the research team included a remote member and thus photography also served as an important means of remote communication during fieldwork.

With regard to confidentiality, two minor challenges arose. Firstly, attempting to take photographs without inadvertently capturing any people in the shots was easier said than done, though not impossible. Photos of public places which contain people unrelated to the data collection are not regulated by consent, but rather legitimate interests. Rules for assessing legitimate interest were given in Handbook Chapter 8. Extra care and consideration were thus taken to ensure that there was legitimate interest, consent was obtained, or no one was identifiable in photos.

Secondly, though of the same vein – in some areas people were very keen to be photographed, especially focus group participants. In these cases, these research participants often took photos together with one or more of the research team, and other focus group participants if they wanted to (agreed), but this was obviously not something the MIGNEX researchers did. But we also did not feel we could say no to be in the photos that people who had agreed to spend 1.5-2 hours discussing with us, really wanted to take before going home – mostly to show to their families there. The issue of being taken photos of – also often without being asked consent at all – was quite a common experience among the MIGNEX research team members.



Figure 11 Taking photographs in TUR2 (left) and PAK3 (right)

Source: MIGNEX team

Box 9. Failure in fieldwork – moving beyond ‘messiness’

Increasing reflection around transparency and research integrity as a commitment to trustworthiness as both a goal and guidance in the research process, have resulted in publications which foreground ‘failure’ in fieldwork (Fazier 2020; Harrowell et al. 2018). The point with raising ‘failure’ in fieldwork here is to move beyond the ‘messiness’ which all fieldwork inevitably involves, to do so with necessary humility (Saville 2021), and in a context where the MIGNEX qualitative data collection exercise *was successful in achieving its objectives*.

We set out to collect qualitative data in the 26 Research Areas, and both succeeded to do this and to have 26 Research Area Interim Reports submitted. Similarly, we set out to do 4 focus groups in each Research area, two with men and two with women – and we have 104 focus group transcripts, which result from exactly that. Furthermore, we had standardised procedures for the researcher’s documenting that voluntary informed consent was received, and we have all consent records for key informant interviewees and for focus group participants. Finally, we set out to also collect photographs from each research area, and here too, we have photographs from all 26 research areas.

However, the MIGNEX qualitative data collection effort was successful because of each research teams’ *competence and dedication to work through setbacks, challenges, and what might be referred to as everyday ‘failures’ during fieldwork*. Whether we want to refer to these as ‘failures’ or simply an inevitable part of fieldwork is less important – what matters more, is the transparency around how fieldwork which writ large was ‘successful’ in the end – in fact could only become so, thanks to researchers navigating relationships and challenges in their field sites with research integrity, humility and care.

Some examples of the types of setbacks or ‘failures’ encountered were: people who did not want to take part in a key informant interview, or in a focus group. Or, people who were part

of focus groups, but who never quite thawed up and engaged fully in the conversation, despite the researchers' efforts. Or, key informant interviewees' who raised themes that could or even should have been followed-up on, in hindsight, but which at the time were not picked up. Or, focus group participants in a 'weak migration ties' group who turned out to have a sibling or fiancée abroad - toward the end of the discussion. Or, contacts in the research area who did not understand the purpose of the research, after several attempts by researchers to try to explain in a clearer and more accurate way.

The MIGNEX research teams participated in a collective data collection effort, that they were well-prepared for, with semi-structured formats of research participant interactions. Even so, it is relevant to acknowledge that not all interactions went to plan. However, rather than an error, this is part of how fieldwork always proceeds, and importantly: 'Even imperfect engagement can create knowledge' (Frazier 2020: 142; see also Hyndman 2001; Katz 1994).

8.1 7. The Covid-19 pandemic implications

Risk-assessment and adaptation

The pandemic offered a lot of uncertainty, also in the context of the MIGNEX project. As a response, the MIGNEX Steering Committee met regularly to discuss and assess the situation, deciding to evaluate the feasibility of fieldwork on a case-by-case basis and adopting the principle to begin with the main fieldwork where and whenever it is possible. Preparations were put in place for the facilitation of the main fieldwork kick-off, including remote pre-fieldwork calls and preparation.

The project coordination took steps also to assess implications on the integrity of the project team, assessing whether any staffing issues could arise given the challenging situation. Natural for a project of such long duration, staff loss emerged as a risk with some turn-over present.

All in all, risk-assessment and adaptation, on a continuous basis best describes the response to the pandemic in relation to qualitative data collection. This was the case from March 2020, following the data collection in the first four research areas – and for 10 months no data collection took places, till February 2021. Ultimately the main fieldwork period, from February – through December 2021, was only two months longer, and happened exactly with a year's delay in terms of completion time.

Due to the fact that MIGNEX research team members were located in 5 of 10 countries: Afghanistan, Ghana, Pakistan, Tunisia and Turkey, it soon became clear that it would make sense to consider local and national realities, for choosing fieldwork periods in each country and research area.



Figure 12 Research team wearing masks in ETH1 (left) and a Coronavirus poster in CPV1 (right)

Source: MIGNEX team

Remote participation in fieldwork and data collection

The coordination of data collection has consisted of communication with the partners responsible for data collection in each of the 10 countries, on scheduling, staffing, and preparations for data collection in each research area. This coordination started in 2020 and was followed-up as the situation with the pandemic evolved around the world in 2021. Before data collection in each of the research areas, there has been pre-fieldwork calls on Microsoft Teams, sometimes one per research area, in other cases, discussing both research areas in two halves of the same call. During these calls research ethics and compliance with MIGNEX fieldwork safety and permits for research have been addressed. The team members conducting the fieldwork coordinated with the project manager, clarifying the necessary local requirements and/or recommendations for the conduction of data collection. Team members with expertise in the local context were able to advise on the most appropriate approaches in communication with local authorities and leaders in the cases when formal requirements were lacking. In these calls, risk assessments of the planned fieldwork were also addressed.

Prior to the pre-fieldwork calls the researchers involved in data collection took a multiple-choice test on the methodology, ranging from issues of informed consent and data storage, through the nuts-and-bolts of focus groups, to data submission in the post-fieldwork phase. Test scores were visible to those taking the tests, including explanations of correct answers, missed answers, and incorrect answers, making the test into an effective training tool, with the option of re-taking the test multiple times, if necessary. The test scores were also monitored by the WP4 lead, not as an exact measure, but as one way of assuring sufficient detail-level knowledge of the methodology used in MIGNEX, across research areas. Where needed, further follow-up on training for individuals was agreed, and the resources available on the MIGNEX resources web page were used as a tool accessible to all. These include both videos and a checklist for training.

Ultimately, remote participation in the MIGNEX fieldwork occurred in six of the research areas, with one team member only participating from afar (GIN1 & GIN2; NGA1, NGA2 & NGA2; PAK3). Here a mix of pre-fieldwork collaboration, use of WhatsApp – messages including images, - and during fieldwork, using WhatsApp for both voice messages and photos.

Because we also had researchers or research teams on the ground in each research area, the data could successfully be collected. The ‘remote researchers’, meanwhile, could participate in specific and of course limited ways.

One such mode of participation was in terms of considering and re-considering the operationalisation of weak and strong migration ties for recruitment to focus groups. Another was in contributing to asking ‘stupid’ questions and trying to summarise the understanding gained, on a daily or bi-daily basis, drawing on debrief calls (e.g. PAK3) or WhatsApp voice messages (e.g. GIN1 & GIN2). A third mode of participation was aided by the photography component of the data collection, whereby researchers in the research areas took photos and shared them e.g. via WhatsApp with small captions describing with key words what was going on – and the remote researcher could then focus only on these images, and ask follow-up questions that were sometimes easier to think of from a distance, and without the opportunity to explore with their own eyes and ears directly.

We thus refer to ‘remote participation’ in fieldwork and data collection, although we do so advisedly. The data collection was done on the ground by the members of fieldwork teams present there in person. And the participation of ‘remote’ colleagues also relied on an extra effort and time-investment on the part of the fieldwork teams on the ground. However, considering the quality of the data, insight and knowledge, it is worth reflecting on the potential value of ‘remote participants’ in the process of coming to terms with what exposure to the field site can shed light on, where explaining to someone who is *not* present, can play a productive role².

8. Data management

The qualitative data collection followed the data management guidelines set out in the MIGNEX handbook chapter Data management plan, and as detailed in MIGNEX Handbook chapter 8. This involved work at three stages: preparing for fieldwork – during fieldwork – and after fieldwork, in the context of data storage and data submission. At each stage, specific data security and data management precautions, following the MIGNEX guidelines, were taken. All the MIGNEX researchers responsible for fieldwork were familiar with the requirements regarding data management – and those involved in data collection were also trained on the matter, including with some questions in the multiple-choice test dedicated to this.

During fieldwork no specific issues were encountered as regards data management, and discussions with research teams in pre-fieldwork calls and debrief calls, indicate that the detailed level of instructions and practical tips provided in Handbook chapter 8, meant that preparations in this regard were adequate.

After fieldwork, in the context of data submission – data security and data management also did not face any specific issues of concern. The process of getting data complete for submission – and actually submitted on the OneDrive – with correct file labelling, however, was a time-consuming process. Due to the required bandwidth to operate OneDrive, it was at times a concern for researchers how to manage data submission in a timely manner. Meanwhile, these issues were resolved in dialogue with the project manager and the data collection lead.

Data submission to the MIGNEX OneDrive followed the procedures outlined in Handbook Chapter 8 – aside from delays across the board, which are in part related to technical obstacles as referred to above, and in part related to general delays resulting from researchers coping

² <https://blogs.prio.org/2021/07/what-a-year-with-no-travel-taught-us-about-the-future-of-fieldwork/>

with pandemic implications professionally and privately throughout the relevant time-period (e.g. including the illness of family members, own Covid-19 illness, and cascading deadlines on tasks on multiple projects differently impacted by the pandemic). Meanwhile, throughout delays, communication between the involved parties was maintained, and there was never any doubt about data security procedures being followed – and the data management procedures being upheld.

Box 10. MIGNEX qualitative data files – for internal project use

The MIGNEX photographs, RAIRs, consent records and focus group transcripts are all stored centrally on MIGNEX OneDrive, allowing for detailed access management by the project leadership, set specifically at the level of folders and individuals.

The files are labelled according to the procedure established and explained in the Data management and Qualitative data collection Handbooks respectively.

Photographs: [MIGNEX-information/8-MIGNEX-resources/MIGNEX-images](#)

Research Area Interim Reports (RAIRs): [MIGNEX-collaboration/WP04-collab/WP04-data-submission/RAIR](#). These are labeled to appear following the Research Area ID (e.g. AFG1, AFG2). The RAIRs are labeled according to the MIGNEX file labeling procedure, which means the file names appear like this: *ETH1-RAIR-v1p-2022-03-07*. The RAIRs include all details on key informant interviews – and summaries of these interviews. The RAIRs also include the Coding scales per Research Area. An overview of the coding per Coding scale for each Research Area can also be found in the RAIR folder.

Consent records: [MIGNEX-collaboration/WP04-collab/WP04-consent-records](#). These are labeled to appear following the Research Area ID (e.g. AFG1, AFG2). The consent records for key informant interviews and focus group participants are labeled accordingly.

Focus group transcripts: [MIGNEX-collaboration/WP04-collab/WP04-data-submission/FG transcripts](#). These are word documents, with the complete and quality-assured, *anonymised transcripts* of each focus group recording translated to English. These are saved in subfolders per country, e.g. Tunisia, Turkey etc. Within these folders, the files are labeled to appear following the Research Area ID (e.g. AFG1, AFG2) and the specific FG in question – and marked with FG to distinguish this data submission file type, e.g. *FG-AFG1A*.

The **NVivo file with all focus group transcripts coded** can be found in: [MIGNEX-collaboration/WP04-collab/WP04-NVivo-data](#). Please see below – Accessing data for further analysis – for details on access and export from NVivo for analysis within other software.

The **focus group metadata** can be found as an Appendix to this Handbook chapter and is publicly available via the MIGNEX website, along with this Handbook Chapter.

Recordings of the **video debriefs** can be found in: [MIGNEX-Information -> 7-MIGNEX-Events -> Fieldwork-Debriefs-WP4 -> Video-Call Recordings](#).

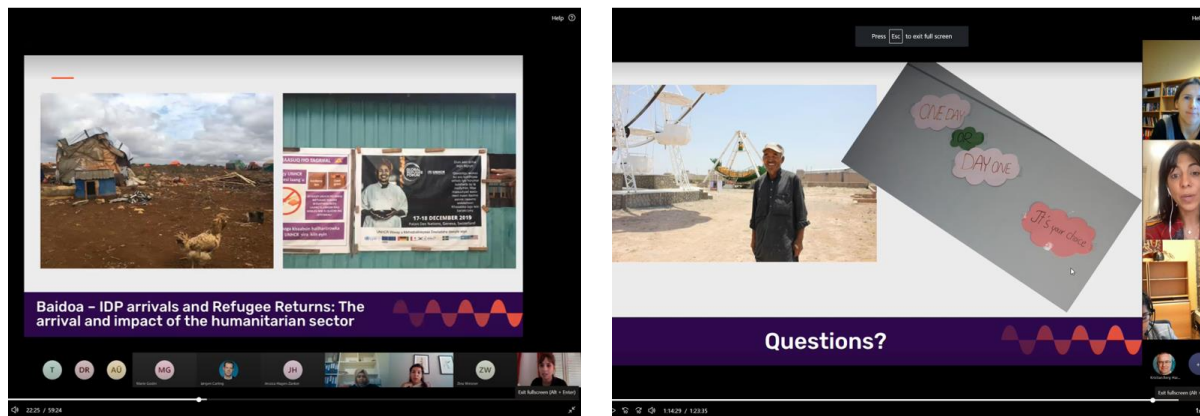


Figure 13 Debrief calls from SOM2 (left) and AFG1 (right)

Source: MIGNEX team

Accessing data for further analysis

Meetings were held early on to solicit input from researchers involved either in data collection or in analysis tasks and deliverables later in the MIGNEX project, to detail access to the data for further analysis. As described above, all MIGNEX researchers have access to the constituent parts of the qualitative data via the MIGNEX OneDrive. Access to the OneDrive is managed by the project manager.

For ease of access, regardless of preferred software – or software which institutions or individuals have licenses for – each of the 104 focus group transcripts are available as Word document files on OneDrive.

However, the full MIGNEX focus group data set has been uploaded to NVivo software for qualitative data analysis. The data set is therefore easily accessible there, in a systemised and organised fashion. The full focus group data set has been coded in NVivo, based on a codebook which was co-developed by researchers involved in data collection and the coding work (please see section 9. Coding MIGNEX focus group data in NVivo below for details). For those MIGNEX researchers who do not work with NVivo, but need or wish to engage with the coded focus group data, several options exist.

First, NVivo is compatible with **REFI-QDA**, which:

enables interoperability between Qualitative Data Analysis Software (QDAS or CAQDAS) programs. Its purpose is to enable users to exchange processed data between programs. It is an open standard, and any program can implement it, thus increasing the number of software programs that can ‘talk’ to one another.³

Second, there are further options of compatibility – if not interoperability entirely – both ways with MAXQDA and Atlas.ti ‘projects’ – please refer to the tab ‘Manage projects’ in the NVivo help pages⁴. Please screenshot below – for the type of instructions available on the NVivo help pages.

³ <https://www.qdasoftware.org/>

⁴ <https://help-nv.qsrinternational.com/20/win/Content/projects-teamwork/open-maxqda-project.htm>

🏠 Manage projects > Export project

Export project

You can select specific items in a project (or keep all items) to export to a new project in Windows, Mac, Collaboration Server or REFI-QDA format.

Export selected items to a new project

1. Open the project that contains the items you want to export.
2. On the **Share** tab, click **Export Project**.
3. Select the format you want to export to: NVivo Release 1 (Windows or Mac), Collabor location and file name for the exported file.
4. In the **Export** section, click **Select** to select the items to export [🔍 Select project items](#).

9. Coding MIGNEX focus group data in NVivo

The MIGNEX focus group transcripts have all been imported, organised and coded in NVivo. This section presents the approach taken to data systematization, using NVivo software for qualitative data analysis, including code book development, coding, and preparations for further analysis of the focus group data within the MIGNEX project.

Data systematization and organization

The focus group data is organised by research area, with four focus group discussion transcripts per area. Within each area there are two discussions with men and two with women, of which one discussion is with participants deemed, in their particular context, to have weak ties to migration, and another with strong ties to migration. The data is systematised in this way so that is possible to filter the data based on these key characteristics. We chose to add age range of focus group participants, total number of children members of the group had, and number of participants in the group as additional focus group attributes that the data can be systematised by. These additional characteristics were asked for from the participants when setting up the focus groups to ensure that all participants were within the correct age range (18-39) rather than as a key part of the analysis, however we later decided to include it in the systematisation of the data in NVivo in order to be able to utilise all of the information we have available to us, and to see if something perhaps unexpected of relevance can be illuminated from said characteristics. The screen shot below shows the focus group attributes within NVivo.

	A : Gender	B : Age	C : Migration Ties	D : Children	E : Number of participants
1 : FG-AFG1A	Male	20-39	Strong	0	4
2 : FG-AFG1B	Male	18-39	Weak	0	7
3 : FG-AFG1C	Female	18-29	Weak	0	4
4 : FG-AFG1D	Female	20-39	Strong	6	6
5 : FG-AFG2A	Female	20-39	Weak	8	6
6 : FG-AFG2B	Female	18-39	Strong	6	4
7 : FG-AFG2C	Male	18-39	Strong	11	8
8 : FG-AFG2D	Male	20-39	Weak	0	6
9 : FG-AFG3A	Male	20-29	Strong	0	5
10 : FG-AFG3B	Female	20-39	Strong	27	5
11 : FG-AFG3C	Female	20-39	Weak	6	4
12 : FG-AFG3D	Male	18-39	Weak	0	4
13 : FG-CPV1A	Female	20-39	Weak	6	5
14 : FG-CPV1B	Male	20-39	Strong	0	4
15 : FG-CPV1C	Female	18-39	Strong	0	4

NVivo Codebook development

The codebook for use in NVivo was initially developed based on codes we suspected would be relevant for the MIGNEX dataset and subsequent analysis. This built on the MIGNEX project's conceptualisation and objectives, the literature and previous research that this builds on, as well as the actual theme guide which was used in all focus groups.

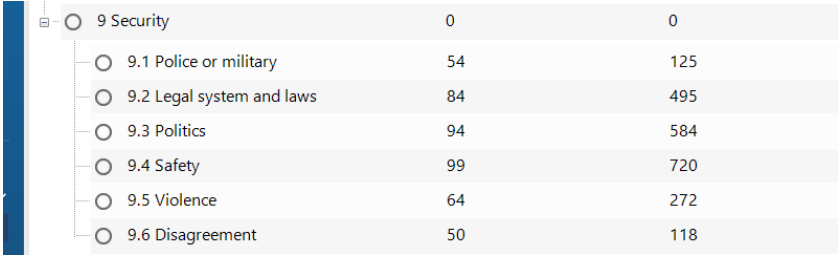
Two team members worked jointly on the codebook development, and inspiration was drawn from codebooks used in other migration focused projects that one team member had been part of. The first draft of the codebook was 'test coded' on the first focus group transcripts to be available, which at the time were PAK1 and GHA1. Following this, revisions to the codebook were made – such as adding additional codes that became of clear relevance in the research areas, and merging of multiple codes into one – where it was clear that small nuances between different codes were not going to be useful or necessary at this stage in preparing for analysis.

In the summer of 2021, the revised codebook was presented to MIGNEX team members, and then further revised before a review with the project lead. As a result, some codes were tweaked, and we further revised and detailed the full codebook document. Discussions based on intimate knowledge of different research areas – and the full overview of the data set, aided the development of a codebook that it sufficiently sensitive to local specificities, and at the same time can be used for data from across all 26 research areas.

In total, 70 nodes were used – 10 of which are heading codes used to structure the codebook, and 60 of which are sub-codes (see screenshot below). The sub-code is the level at which the focus group data is coded at, for example a statement referring to migration would never be coded at code '*2 Migration*', but rather it would be coded to one or more of the codes between *2.1* and *2.8*, and any other relevant sub-codes. The screenshot below shows the code 'labels' and how many files (out of a total maximum of 104 focus group transcripts) have content coded to this particular topic (code). The number of references indicates how many times a particular code has been used, i.e. that text has been 'coded to it'. We can see that the code '*1.1 Hopeful*' has been used in all 104 focus group transcripts, and used on 1479 occasions.

Codes		
Name	Files	References
1 Cross-cutting	0	0
1.1 Hopeful	104	1479
1.2 Un-hopeful	104	1828
1.3 Improved	102	810
1.4 Worsened	100	635
1.5 About 'this' place	102	2263
1.6 About 'other' place	97	781
1.7 Time	96	617
1.8 Internal migration	72	283
1.9 International migration	73	396
10 Gems	0	0
10.2 Quotes	96	497
10.3 Vignettes	87	284
2 Migration	0	0
2.1 Ideas about migration	104	1924
2.2 Migration experiences	88	531
2.3 Migration journey	65	227
2.4 'Failed' migration	49	88
2.5 Reasons for migration	98	709
2.6 Reasons against migration	85	354
2.7 Return	94	492
2.8 Remittances	82	243
3 Society	0	0
3.1 Culture or tradition	103	985
3.2 Social pressure	63	187
3.3 Gender	86	807
3.4 (In)equalities	93	539
3.5 Media	50	142
3.6 Trust	87	521
3.7 Money	104	1788
3.8 'development work'	86	366

○ 4 Education	0	0
○ 4.1 Ideas about education	103	945
○ 4.2 Higher education	98	935
○ 4.3 Schools	102	610
○ 5 Health	0	0
○ 5.1 Health	67	225
○ 5.2 Health Services	79	280
○ 5.3 Drugs and alcohol	36	108
○ 5.4 Food	78	249
○ 5.5 Covid 19	31	81
○ 5.6 Quality of life	94	437
○ 6 Environment	0	0
○ 6.1 Agriculture	101	917
○ 6.2 Climate	78	368
○ 6.3 Natural disasters	27	53
○ 6.4 Environmental degradation	56	166
○ 7 Infrastructure	0	0
○ 7.1 Construction	101	736
○ 7.2 Power supply	57	120
○ 7.3 Roads and transport	94	507
○ 7.4 Sanitation and water	72	261
○ 7.5 Leisure	76	630
○ 7.6 Internet or telephone	27	94
○ 8 Work	0	0
○ 8.1 Livelihood opportunities	104	3016
○ 8.2 Livelihood recommendations	103	1519
○ 8.3 Industry	78	497
○ 8.4 Mining	55	238
○ 8.5 Business	103	1007
○ 8.6 Craft	44	151
○ 8.7 Work conditions	85	372
○ 8.8 Child labour	20	29



9 Security	0	0
9.1 Police or military	54	125
9.2 Legal system and laws	84	495
9.3 Politics	94	584
9.4 Safety	99	720
9.5 Violence	64	272
9.6 Disagreement	50	118

The table below shows the codebook in full, after the rounds of revision were completed. The descriptions are used to guide the coder, and user, on which codes particular content should be found under.

Table 7. The codebook

Top level organizing labels		Description
1 Cross-cutting		
1.1	Hopeful	Any hopeful sentiment, such as: optimism, dynamism, confidence
1.2	Un-hopeful	Any un-hopeful sentiment, such as: disillusionment, resignation, despair, worry, scepticism, hopelessness, frustration
1.3	Improved	Any improvements to quality of life, infrastructure, etc [if both improved & worsened code to both, also "no change" code to both]
1.4	Worsened	Any sense of worsening/worsened conditions [if both improved & worsened code to both, also "no change" code to both]
1.5	About "this" place	Specific comments of interest about the research area, its location, geography.
1.6	About "other" place	Information or ideas about life, opportunities in other places
1.7	Time	Specific references to past or future (if key to point being made) e.g. reference to years/dates, time passed, waiting, duration
1.8	Internal migration	Specific mentions of internal migration
1.9	International migration	Specific mentions of international migration. Abroad.
2 Migration		
2.1	Ideas about migration	Ideas - past, present, future migration ALL 'narratives' on what migration is/does, hopes, desires, concerns, plans. [ref to immigrants/foreigners/strangers] including ideas about migrants
2.2	Migration experiences	ACTUAL experiences of migration as opposed to general ideas about migration. Can be experiences of family, friends, others - or own of life abroad
2.3	Migration journey	Regular/irregular journeys, types of transport, transit countries. Ref to migration regulations, passport, documents, citizenship, visas (see also 9.2). Risks, dangers.
2.4	Failed migration	Never leaving due to cancelled plans, stuck in transit country, deportation, death
2.5	Reasons for migration	Specific comments about drivers, causes, attractiveness of migration
2.6	Reasons against migration	Comments on why people should stay or have stayed, can be voluntary or involuntary. Both about causes that have occurred and reasons why people want to go. Real and perceived.
2.7	Return	Permanent or temporary return trips, holidays, visits
2.8	Remittances	Collective or individual, doesn't need to be sent from abroad - can come with returned migrant.
3 Society		
3.1	Culture or tradition	Cultural factors and practices, local traditions. Comments about family and parenting. Any comments on religious norms and practices
3.2	Social pressure	Pressure from family, friends, wider community. Competition, showing off

3.3	Gender	Gender relations, differences, segregation, gendered aspects of migration, ref to difference btw men/women and gender roles overall
3.4	(In)qualities	Both growing and shrinking. Class and caste differences, material and monetary wealth, prejudice, discrimination, xenophobia, racism.
3.5	Media	Any social media, news, popular culture, television
3.6	Trust	Trust or lack of in local services, authorities, politics, community. Accountability or lack of
3.7	'development work'	Development assistance, emergency aid, infrastructure, incl. cultural events, from NGOs, diaspora investments, collective remittances (incl. local associations)
3.8	Money	Comments on wealth or lack of, finances, money, economy, investment, poverty, debt, brokerage
4 Education		
4.1	Ideas about education	Opinions about education in general, alternative types of education e.g learning from travelling. Changing perceptions of education
4.2	Higher education	References to college or university education, home or abroad
4.3	Schools	Access, school facilities, quality, school itself, rather than ideas about education in general
5 Health		
5.1	Health	Health of the population, illness, disease and injury, mental health, death (incl. health risks of mig)
5.2	Health services	Availability, proximity to research area, opening hours, treatments available, vaccinations, quality of care. Also as a profession if combined with 8.1 or 8.2
5.3	Drugs and alcohol	Recreation, addiction (addiction to weak drugs or non drugs, e.g tobacco, also included)
5.4	Food	Quality, availability, diet, etc. Certain foods as significant to the research area
5.5	Corona Virus	Anything covid related
5.6	Quality of life	General reflections on life quality
6 Environment		
6.1	Agriculture	Rearing livestock, farming, fisheries, making a living from the land and sea/water
6.2	Climate	Comments about the natural environment of area e.g fertile, mountainous, proximity to ocean. Seasonal change, weather, changing environment
6.3	Natural disasters	Flooding, drought, earthquakes, tsunamis, volcanic eruption etc. Events beyond human control
6.4	Environmental degradation	Negative changes to the environment, gradual depletion of natural resources, destruction of habitats, pollution, litter.
7 Infrastructure		

7.1	Construction	Construction work, buildings, new houses or building improvements, (return) migrants building/repairing houses
7.2	Power supply	Any comment related to energy source, reliability, etc.
7.3	Roads and transport	Public transport, roads, pavements, vehicles. Condition of roads, reliability of buses, boats etc. Taxi/driving as a livelihood if combined with 8.1 or 8.2
7.4	Sanitation/water	Toilet facilities, latrines, drinking water, wells, water table, water quality
7.5	Leisure	Things to do, social events, include presence of tourists and tourism-oriented business and services. Sports career, football
7.6	Internet or telephone	Signal, accessibility, online studies, communication methods
8 Work		
8.1	Livelihood opportunities	Types of available jobs/income opportunities or lack of, unemployment
8.2	Livelihood recommendations	Including the card exercise. Explicitly recommended or explicitly not recommended livelihoods
8.3	Industry	Any factory type work, or comments about industry
8.4	Mining	Any reference to mining work or mining industry or its impacts
8.5	Business	Running a business, business challenges, self-employment, commerce, trade
8.6	Craft	Any work involving producing items ones self, e.g baking, weaving, tailor, photography, shoemaking, jewellers, other handicrafts.
8.7	Work conditions	Safety at work, hours in work day, treatment by employers, wages,
8.8	Child labour	Children working in research area and children who have been sent abroad to work
9 Security		
9.1	Police/military	Presence of state security, whether perceived as reassuring or threatening
9.2	Legal system and laws	Illegal or legal migration, corruption, breaking the law, crime (not violent), fraud, local or state-wide regulations such as work permits
9.3	Politics	Government, local authorities, regional or nation-state level, public institutions
9.4	Safety	Feeling safe/unsafe, non-violent crime e.g petty theft, or safety during journey, risk, danger
9.5	Violence	Threatened or actual violence including violent crime, terrorism, riots, police brutality, sexual abuse
9.6	Disagreement	Non-violent conflict, could be within family, at work, contestations over resources, business deals, or other
10 Gems		
10.1	Quotes	Specific formulations that could be used as quotes in publications
10.2	Vignettes	Short stories that can be used to illustrate something, usually needs paraphrasing

Source: Authors' notes

Coding the focus group data

Before importing the focus group transcripts into NVivo, they had to go through multiple rounds of quality assurance. Quality assurance included checking the transcripts were all formatted correctly, fixing spelling mistakes, double checking anonymisation, and adding any clarifications where need – for example abbreviations or local organisations that needed contextualising. Once coding began, the process was continually relayed back to the WP4 lead for reflection, discussion and feedback. At the midway point in the coding, the WP4 lead re-coded four of the already coded transcripts, each from a different research area. The team then conducted intercoder reliability testing to measure the extent to which two individual coders agree on the same content. The results showed a very high degree of similarity (intercoder reliability scores)– which told us that the data is being coded in a consistent and standardised manner.

The actual coding of the focus group data consisted of working through each transcript, in NVivo, and essentially highlighting sections of text to ‘tag it’ to a particular code. Multiple codes might be relevant to the same segment of text, in which these are coded to. As the screenshot below shows – this extract of focus group ETH3C is predominantly about safety, reasons against migration, it refers to ideas about migration. Simultaneously, there is an indication the situation is not hopeful, and there are things about laws and livelihoods to take note of.

<Files\Transcripts\VFG-ETH3C> - 53 references coded [5.62% Coverage]

Reference 1 - 2.72% Coverage

But I really do not recommend migration as a way to good livelihood. Maybe, if you move in a legal way by airplane that would be fine. But instead of risking your life in the water to go to someone's country, I believe you better stay, work hard here, develop in your own country and live as you want.

I agree with what my friend said [referring to another participant] about totally not recommending this as a livelihood option because you go through so much trouble to get a lot of money to go in the first place and after you find a way to get the money and pay them, they take you by boats or ships in the unhealthy environment but even after you reach Libya, another story starts since they actually poison and imprison you then ask ransom money from your family who most likely sold everything they had to get you there in the first place.

Code	Coverage
2.6 Reasons against migration	5.62%
9.5 Violence	2.72%
8.2 Livelihood recommendations	2.1%
10.3 Vignettes	1.2%
9.4 Safety	1.2%
2.1 Ideas about migration	0.9%
9.4 System and laws	0.9%

In addition to coding, the use of memos was employed in order to capture initial reflections on the data – both key emerging themes and unusual or notable content. Memos were written with two guiding questions – firstly reflecting on migration drivers in the given research area (preparing for WP6 analysis), and secondly reflecting on the impact of migration on development (preparing for further analysis in WP7). These memos will be used to aid the analysis of the data and serve as a ‘first glance’ at the content of the focus group discussion, allowing us to begin to see some emerging patterns. The nodes ‘quotes’ and ‘vignettes’ were simultaneously employed to capture points from the data that should not be missed, for example statements which exemplify well a major theme in the research area, or which are particularly interesting or striking.

Further analysis

The MIGNEX focus group transcripts will be made accessible for further analysis beyond the MIGNEX research team – after 01.01.2025. Please refer to the MIGNEX webpage for further details.

For MIGNEX internal purposes, the coded data can be accessed in WP04-collab-WP04-NVivo-Data, under the file names: *MIGNEX-v1p-NVivo.nvp* and *MIGNEX-v1p-NVivo12.nvp*. The two project files are identical in content, but the latter is compatible with NVivo12 - an earlier version of the software, while the former is compatible with the newest software. The NVivo

project cannot be edited in that location, but can be downloaded onto one's personal computer and used for further analysis. Please refer to the Data management section for how to export the NVivo file for analysis in other software for qualitative data analysis.

Based on the full coding of the MIGNEX focus group data set, it is now possible to explore the data in NVivo, e.g. by seeing all text under a particular code, or filtering all text at a particular code from research areas A, B, C, or finding all text that is coded to codes X, Y, Z simultaneously. As the above screenshot from ETH3C shows, there is a lot of rich content – and with qualitative data, the risk of drowning in the details is omnipresent. However, the existing coding can also help MIGNEX researchers easily get into the data and content as a first step toward further analysis. The coding of the focus group transcripts in NVivo, thus makes it possible to start to explore what is an absolutely massive data set, and to enable some sense of getting a bit of a birds-eye-view. This is important, as approaches that work with smaller data sets, cannot work with the scale of the focus group data set, but NVivo offers opportunities which can make analysis of the data set entirely manageable. This can also help avoid fragmented approaches to analysing the data, although it also makes perfectly good sense to analyse only e.g. focus group transcripts for select research areas, and not all 26 research areas. This can also easily be done within the NVivo project file which can be downloaded and saved for further work on MIGNEX researchers' own computers.

10. Co-production of knowledge

In the context of the qualitative data collection within MIGNEX, questions about the extent and nature of co-production of knowledge are pertinent. As a point of departure co-production or 'co-creation is at the core of multidisciplinary collaborative research' (Horst & Erdal 2018:2). By co-production of knowledge (also known as co-creation) we refer:

to an inclusive approach to creating new knowledge through interaction (...). In an interview situation, for example, co-creation would concretely imply that it is not the researcher who collects 'pure data' by creating knowledge in the interaction; it is the interaction that produces the knowledge (Horst & Erdal 2018: 2).

As such, fieldwork-based methodologies, as they are practiced across a range of disciplines, including anthropology, geography, political science and sociology, by virtue of being on the ground, and involving all senses, are potentially and most likely, characterised by some co-production of knowledge. Whether this is explicitly acknowledged or reflected upon during fieldwork, and how it is brought into further analysis and writing, varies.

However, increasing attention is being given to the idea of co-production of knowledge in general within the social sciences and beyond (see e.g., Cyr 2021; Thompson 2021). Following Holt et al. (2018) it is worth reflecting critically and soberly on the use of term such as 'participation' or indeed 'co-production' – and their reach and implications in any given context. For instance, within research methods, there may be an intention of fostering participation – but did that translate into reality? And did the 'participants' in fact experience having been heard? Often such questions remain hard to answer in verifiable ways – but asking them is an important part of efforts toward research integrity.

MIGNEX research is about development and migration, and based on fieldwork in countries located in Africa, Asia, and the Middle East, with dimensions to consider in relation to co-production of knowledge that result (Bose 2019; Godin & Dona 2022; Malone 2020). Thus, reflections from the broad field of migration studies, where drawn from research in Europe or North America are of value, yet not necessarily of direct application here. Meanwhile insights

from research with refugees in different context in the Global South, offer much insight (Clark-Kazan 2019; 2021; IASFM 2018), as do those from within development studies. Co-production of knowledge working across wealth and resource disparities, often with vulnerable populations, necessitates critical reflection on asymmetries of power and resources. This is also closely intertwined with co-production of knowledge in collaborative research projects reliant on international partnerships – which is not a new debate (Chimni 1999; Landau 2012).

Co-production of knowledge, in partnerships between researchers based in different parts of the world is often discussed in relation to inherent challenges with power asymmetries, and resource asymmetries. The MIGNEX project has in the context of qualitative data collection faced similar challenges to other research endeavours seeking to have equal and equitable research partnerships, based on shared conceptual goals. Meanwhile institutional, infrastructure, and resource realities are undeniably often a reminder of asymmetries of different kinds, which are above and beyond what individual researchers can address, but mostly also above and beyond what MIGNEX consortium member institutions alone or together can address – but continues to be a central concern.

This noted the remainder of the section focuses on matters which we could affect and shape – namely, how to make the most of the modes of co-production of knowledge which we could mobilise. Where much scholarly attention has been on co-production of knowledge – as collaboration, focusing on interactions between researchers and research participants, we will in addition foreground the tremendous role and value of within-research-team collaboration for knowledge co-production in MIGNEX.

We now review the data collection modes, to consider questions of interaction – and co-production of knowledge. Interviews, and in particular semi-structured and open-ended interviews, have increasingly been recognised as part and parcel to co-production of knowledge (Fedyuk & Zentai 2018). The MIGNEX Key informant interviews indeed often allowed for the co-production of knowledge in the interaction itself.

Visual methodologies – often including participatory activities – are also gaining ground in research about migration, especially in relation to migrants and minorities in Europe (see e.g., Nikielska-Sekula & Desille 2021, although see Frazier 2021 also for dilemmas). However, the photography component in MIGNEX was not co-creative, and instead served the purpose of extending and documenting what observation enabled, thus fostering co-production of knowledge within research teams through discussions about photos – and with the broader MIGNEX consortium – but not aiming for interactions with research participants about the photos as such. However, like observation, photography, is deeply embedded with the interactions that take place in a particular environment, as the observer notices them, relates to them, perhaps tries to fit in, and make sense of what is seen. This is also how fieldwork always in essence draws on elements of co-production with the physical and human environment the researcher finds herself in.

The MIGNEX focus groups were another methodological site, where the co-production of knowledge was evident. By nature, focus groups are interactive – and the interaction involves primarily other focus group participants, but also researchers who moderate (Puchta & Potter 2004). The MIGNEX focus groups sought to facilitate participatory interaction, through the use of the livelihoods' options cards (see Figure 3). This aspect of the fieldwork – contributed to another kind of co-production of knowledge, between research participants, and with researchers and any assistants, in somewhat secondary roles.

However, a very prominent part of interaction – happened within fieldwork teams in MIGNEX – which fed directly into the knowledge production process. Co-production of knowledge in the

case of the qualitative data collection included the hands-on engagement of MIGNEX researchers throughout the methods development phase, in testing and reviewing, and finalising the methodological tools. The interaction continued in preparations for fieldwork, more-or-less during fieldwork, and after fieldwork, as previously described. Meanwhile, there are different spheres of interaction here, which all play their role in the co-production of knowledge:

- Interactions between MIGNEX research consortium members (across institutions)
- Interactions between country-team members within the MIGNEX consortium
- Interactions between MIGNEX researchers and local research assistants – per Research Area
- Interactions between fieldwork teams and gatekeepers of formal and informal kinds
- Interactions between fieldwork teams and research area local populations

As referred to in Sections 3. Research ethics and research integrity and 6. Implementation of data collection in this MIGNEX Handbook Chapter, team composition varied between research areas. Thus, interactions within the fieldwork teams themselves could include a range of interactions.

In 15 of the 26 research areas, fieldwork was conducted by one researcher originating from Europe, and working together with a colleague who originated from the country within which the research area was located. In two areas (GIN1; GIN2) the researcher was living there permanently with family. In the areas in Ghana and Pakistan by contrast, another MIGNEX consortium member joined the research teams, resulting in constant interactions throughout fieldwork, between a foreign researcher and the MIGNEX teams locally (GHA1; GHA2; GHA3; PAK1; PAK2). Similarly, in Tunisia (TUN1; TUN2), a MIGNEX researcher from abroad worked alongside a local research assistant. In Ethiopia, in one research area (ETH1) a MIGNEX researcher from abroad worked with a MIGNEX researcher originally from Ethiopia, with further local support. In another research area in Ethiopia, the same MIGNEX researcher from abroad, was locally familiar, having lived in the region, and worked with a local research assistant to conduct the fieldwork (ETH2). In one research in Somalia (SOM2), a researcher with European origin worked alongside a researcher from Somalia, but who has been based long-term in Kenya, and they also worked with necessary local support. In one of the Afghan research areas (AFG1), a MIGNEX researcher with former experience from Afghanistan and with family background from the region, but from Europe also, was working alongside Afghan colleagues. In a further two research areas (CPV1; CPV2), interactions between a researcher traveling from abroad – though very familiar with the context and language – and a local research assistant were also the mode of fieldwork.

In the remaining Ethiopian research area (ETH3), the researcher who was originally from Ethiopia, but settled in Kenya, worked with a further local research assistant, who knew the local languages and context well. Similarly, in one of the Somali research areas (SOM1) a Somali-origin researchers, but based in Kenya, and having lived there a long time, conducted the fieldwork, again, together with local research assistant familiar with the particular specificities of each research area (including the particular Somali dialect spoken there). These insider/outsider type of researcher interactions, brought further nuance and depth to the fieldwork, and necessity for reflections about the extent and nature of interactions – with research participants, with local research assistants, and within the fieldwork teams.

In the two remaining Afghan research areas (AFG2; AFG3), the fieldwork was conducted by Afghan researchers, with linguistic and ethnic backgrounds which enabled local access. In

Turkey, the fieldwork in all three research areas (TUR1; TUR2; TUR3), was conducted by Turkish researchers, who also reflected on the differences within-country, which meant that local gatekeepers remained important. In one of the Turkish research areas, an Arab speaking colleague was also participating in the fieldwork, due to interactions with Syrian refugees living there. In the three research areas in Nigeria (NGA1; NGA2; NGA3), the research teams were composed of Nigerian researchers, who to varying degrees had local connections, thus offering some similar experiences to those from Turkey, or indeed Ethiopia too, where within-country differences are often significant enough, when considering how to facilitate interactions that can open up conversations across a great variety of backgrounds and perspectives. The third research area in Pakistan (PAK3), similarly also included a research team of Pakistanis, including four Sindhi speakers, and one non-Sindhi speaker, again underscoring the potential salience of within country diversities.

The above details serve to illustrate the broader point that it is not always straightforward to pin down positionality, familiarity, or otherwise, in binary terms of ‘insider’ vs. ‘outsider’, rather these are often more composite and reflexive issues.

Box 11. Collaborative co-production of knowledge – the role of research teams

When referring to ‘reflexive openness’ it is clear that more is at stake than researchers’ self-awareness in a strictly ‘positionality vs. research participant in the field’ sense. Rather, research integrity throughout the research process, is what it is at stake, enhancing the trustworthiness of research. For, ‘reflexive openness requires scholars to understand the relationships that underpin our research as part of an iterative process of knowledge co-production’ (Thomson 2021: 530). Furthermore, as a practice it encourages researchers ‘to embrace uncertainty and to welcome an attitude of wonder and humility to the research process while remaining committed to self-reflection as a form of personal and disciplinary accountability’ (ibid.: 532; see also Saville 2021). Interestingly, here, what is referred to is specifically collaborative co-production of knowledge *with research participants*.

Meanwhile, what emerges from the MIGNEX experience, is that some form of research collaboration took place in all of the research areas, among those conducting the fieldwork. It was – small or large, very integrated – or more on the surface – but it was there. As discussed above – interactions with research participants are of course foundational to our qualitative data, and its nature, as discussed as (somewhat) co-produced. But here, we will foreground the role of research teams in collaborative co-production of knowledge, as an important and often under-communicated complementary aspect of qualitative research.

‘At best collaborations are rewarding experiences for building human-to-human relationships and a crucial mode of social science. However, they are not without challenges and risks, and must be pursued carefully and within appropriate environments’ (Kaplan 2021: 544). The statement, again, refers to collaboration with research participants, but rings true to the experiences which have been reported by MIGNEX researchers in the RAIRs, as well as during debrief calls and other project interactions.

Reflecting on the role – and value – of collaboration within research teams as part and parcel to processes of knowledge co-production, the MIGNEX experience illustrates that:

- 1) There is a continuum of collaborative relationships within which interactions that contribute to the co-production of knowledge come about. The researcher – research participant relationship and interactions, are an indispensable foundation. However,

facilitating those for MIGNEX where collaborations within research teams. And, the boundaries between research teams – facilitators and gate-keepers – and further research participants, are of course blurred.

- 2) The ways in which collaborations within-team (in the expansive sense, as well as among e.g. two main MIGNEX researchers in a research area) worked – their extent and nature – was often quite fundamental to the success of fieldwork, both in overcoming hurdles, and in resulting in rigorous and trustworthy data. These interpersonal relationships also require investment of energy, of thought and of care, an aspect of collaborative research which is too often ignored. Meanwhile, successful fieldwork team collaborations also led to moments of joy and fun, as part of the human-to-human relationships not just involved – but often a prerequisite for managing research collaborations when things do not go to plan.
- 3) *Who is collaborating? What is the extent of collaboration? What is the nature of collaboration?* Much as these might be three questions worth asking in co-production of knowledge if thinking primarily of relationships and interactions with research participants or what sometimes is described as ‘stakeholders’ (Cyr 2021). In addition, the MIGNEX fieldwork experience underscores the indispensable roles of research teams (broadly understood), as key to collaborative co-production of knowledge.

These are experiences which are not likely to be unique to MIGNEX; but rather reflections that might be quite common across international collaborative team-based projects, yet as far as we have been able to find, not a great deal has been written about this in detail.

In terms of interactions as fundamental to the co-production of knowledge, due to the set-up of fieldwork-based teams in MIGNEX – and due to the particular methodology pursued which necessitated training, preparation and tight-coordination during fieldwork, within-team interactions in particular during fieldwork stand out as extremely salient. Meanwhile, the understanding of, and knowledge about, each research area, was evidently co-produced with people in the areas, in many ways.

The approach taken to qualitative data collection in MIGNEX was semi-structured and based on fieldwork periods of a week or a week-and-a-half. It is therefore obvious that co-production of knowledge in a completely immersive manner, was neither a goal, nor did it result. Nevertheless, based on an approach where *interactions* are central, three aspects stand out, which reflect the extent and nature of co-production of knowledge in relation to the MIGNEX qualitative data collection process:

- Interaction as the core of key informant interviews
- Interaction as key to focus groups, including explicitly participatory elements
- Interaction within the MIGNEX fieldwork teams (as well as beyond them, within MIGNEX)

This Handbook Chapter reports on and documents the qualitative data collection, including the underlying data collection process and the documentation itself. However, the co-production of knowledge in MIGNEX continues – both in analyses tasks and deliverables to be produced, as well as in relation to the MIGNEX End User Board (EUB). The EUB was also involved in the debrief video calls after fieldwork in each of the 26 research areas, which also offered a virtual interaction, with questions, comments and insights being shared, of some relevance to processes of co-production of knowledge in MIGNEX, beyond research participants and fieldwork teams too.

Box 12. Approaches to post-fieldwork collaboration with local research assistants

In line with commitments to collaborative co-production of knowledge, different and creative approaches to further engagement with local research assistants, as well as other facilitators have been pursued by research teams in the different contexts. Among other co-authored blog posts – MIGNEX Insights pieces have been pursued in several cases. In other cases, where involvement with writing the RAIR was included, research assistants have also been part of the process of producing the Case Study Briefs, offering feedback and comments.

However, a demand-driven side of the approach has been more centered on providing certificates documenting their participation and roles (which was also part of the initial MIGNEX plans but have been tailored to local needs subsequently); writing letters of reference for applications of different kinds, including for further studies or jobs; as well as being available for informal mentoring or conversations about possible professional development. Often, much of these latter efforts fall to MIGNEX researchers who are based in the country in question – and the dynamics and expectations also work differently – according to the composition of the team, where anything from personality to gender to seniority might play a role.

A quite clear insight, echoing past experiences in the MIGNEX research team, is that collaboration can of course be transactional and limited in time, yet continue to be meaningful in relation to the co-production of knowledge, as well as human-to-human relationships. However, some realism and pragmatism in terms of individuals' needs and goals in entering a collaboration, which clearly differs – and may change over time – is necessary. This can be equally true of interactions with research participants. Whereas a relational approach may rightly foreground friendship, a more tempered and pragmatic layer, might also legitimately suggest that relationships can vary in quality and nature, yet serve meaningful purposes that are (or can be, at least) mutually understood – including in the service of the co-production of knowledge.

11. Lessons learnt and reflections to share

- **Success and failure in fieldwork:** The MIGNEX qualitative data collection effort was successful because of each research teams' competence and dedication to work through setbacks, challenges, and what might be referred to as 'failures' during fieldwork. Whether we want to refer to these as 'failures' or simply an inevitable part of fieldwork is less important – what matters more, is transparency around how fieldwork which writ large was 'successful' in the end – in fact could only become so, thanks to researchers navigating relationships and challenges in their field sites with research integrity, humility and care.
- **Preparation and training:** Our approach to training and preparation adapted to the changing circumstances, including developing an online multiple-choice test, video training materials, and resources for remote training interactions. Detailed preparation meant that necessary attention could be given to the potential for complementary and unique roles – and purposes – of the different qualitative methodologies employed – in advance of the fieldwork.

- **Research ethics and integrity:** Experiences from MIGNEX fieldwork in relation to ‘informed consent’ cast light on three central issues. First, the indispensable value of the roles of local facilitators and research assistants; second, the importance of the particular modes of providing information to research participants; and third, awareness of the different types of ‘universe of meaning’ within which potential research participants tried to place and understand a research project like MIGNEX.
- **Implementation of data collection:** The nitty-gritty, mundane and logistical dimensions of implementation constitute an enormous and significant part of qualitative data collection, not least in large-scale, international research projects. This spans issues of where to hold focus groups and how to recruit participants, to those of how to navigate power hierarchies within research areas, to the often-complex negotiations within research teams, during and after fieldwork.
- **Qualitative data strengths:** Whilst the MIGNEX focus group data set will become accessible beyond the project team, and is an incredible resource of 104 transcripts of discussions in 26 research areas, on livelihoods and opportunities for young people – including questions of migration and development, complementary strengths were found in actively using observation and photography, and semi-structured interviews with very different individuals
- **Benefit sharing actions:** In a project like MIGNEX, where the likely most real benefits of our research are at the cumulative level, possibly for policy development in the coming decade, and at other scales than the local research areas in which we did fieldwork, there remain some very real dilemmas as concerns benefit sharing actions – and perceptions and reflections around these, might be experienced and understood by our research participants.
- **A global pandemic:** The Covid-19 pandemic, its implications on health and safety around the world, and on mobility internationally as well as within countries, meant that MIGNEX fieldwork was delayed, postponed, and plans had to be changed multiple times. Whilst challenging at many levels, the success in collecting the MIGNEX qualitative data during a global pandemic, is revealing of the possibilities for adaptation and adjustment that always exist, underscoring the need for both preparations and for flexibility, which a committed research team can offer.
- **Documentation for transparency:** A qualitative data collection exercise across 26 research areas, over a period of 23 months, involving a high number of people in different roles, is challenging to document. Our approach has, nevertheless, been to consistently document every informed consent, every key informant interview, every focus group and participant in it, as well a number of characteristics of each fieldwork experience. This information can be found in this publication and its Appendix. Gathering this documentation for transparency has been essential, but also required a huge effort of follow-up, support, and further follow-up, which has been very labour-intensive and resource-demanding.
- **Sharing qualitative data:** Whereas many other types of qualitative data would not be possible to share in a qualitative data archive, the MIGNEX focus group data set is an example of a data set where this is possible, and where there are – following anonymization – benefits of potentially great value to doing so, for students and scholars from around the world. The MIGNEX focus group data set will become available beyond the project 01.01.2025. The Appendix documents the metadata, describing each of the 104 focus groups, and is available with this publication.

- **Co-production of knowledge:** Three of the MIGNEX consortium members are located in countries we did fieldwork in, Ghana, Pakistan and Turkey, with further MIGNEX researcher presence in Afghanistan and Tunisia. Across MIGNEX research areas, reflections on team composition dynamics and co-production of knowledge were salient, as well as their potential impacts for data collection, interpretation and analysis. Given the high level of reflection about ‘self-awareness’ and the care taken to seek palpable information, the diverse types of team compositions across the 26 research areas in MIGNEX, has been a great strength for the data collection, as it will be for the analysis and writing ahead, in diverse and varying ways.

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⁵ <http://iasfm.org/wp-content/uploads/2018/11/IASFMResearch-Code-of-Ethics-2018.pdf>

Appendix 1: MIGNEX focus group metadata

See next page.

Focus group AFG1-A

Focus group A public presentation

This focus group discussion was held with six women in Shahrake Jabrael, Afghanistan, in July 2021. All those women were migrants in Iran along with their families more than 10 years ago. The age range for these participants was 23 – 38. The participants were educated at bachelor's degree except two of them who studied until the higher school degrees. Two of them were household wives, two were teachers, and one of them was a student. While the last one was a cloth designer. The discussion was held in Dari and moderated by Najia Alizada. It lasted approximately 1 hour and 30 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Household wife	Migrated to Iran 15 years ago
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Household wife	Migrated to Iran 16 years ago
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Teacher	Migrated to Iran 20 years ago
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Teacher	Migrated to Iran 20 years ago
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Cloth designer	Migrated to Iran 16 years ago
	A6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Student	Migrated to Iran 20 years ago
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All FGD participants have experienced migration to Iran directly.
Language(s)	Dari
Immediate observations on the group and how it worked (method)	The group was well - familiar with migration abroad and living in Shahrake Jabrael. So, they provided good answers. The proposed method was great and worked very well.
Immediate observations on points not to miss (content)	
Date	2021-07-11
Start time	09:00 AM
Duration of discussion	1 hour and 30 minutes
Venue	Shahrake Jabrael in the community leader's house

Focus group AFG1-B

Focus group B public presentation

This focus group discussion was held with six women in Shahrake Jabrael, Afghanistan, in July 2021. All the participants had a weak link with migration to outsider countries. While all of them were internally displaced people. The age range for them was 25-38. Four of the participants were either uneducated or completed primary schools while two of them were educated at bachelor's degrees. The participants in this focus group were mainly housewives, a university student, and a teacher. The discussion was held in Dari and moderated by Najia Alizada. It lasted approximately 1 hour and 20 minutes and was audio-recorded and translated and transcribed/recorded. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Household wife	Displaced from Dikundu 25 years ago
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Household wife	Displaced from Dikundu 15 years ago
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Student	Displaced from Dikundu 11 years ago
	B4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Household wife	Displaced from Dikundu 20 years ago
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Teacher	Displaced from Ghazni 8 years ago
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Household wife	Displaced from Ghor 12 years ago
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	None of the participants have experienced any kind of migration abroad. While all of them are displaced people from neighbouring provinces.
Language(s)	Dari
Immediate observations on the group and how it worked (method)	All participants actively took part in the discussion and shared information related to the questions. The targeted method worked well, and everyone was satisfied with it.
Immediate observations on points not to miss (content)	
Date	2021-07-11
Start time	11:30 AM
Duration of discussion	1 hour and 20 minutes
Venue	Shahrake Jabrael, house of a community leader

Focus group AFG1-C

Focus group C public presentation

This focus group discussion was held with seven men in Shahrake Jabrael, Afghanistan in July 2021. All FGD participants had strong links with migration. The age range for this FGD was 20 – 34 and most of them were educated at the university degrees, and two had completed secondary. All of them worked in different sectors except one of them who was jobless. The discussion was held in Dari and moderated by Najia Alizada and Ibrahim Ramazani. It lasted approximately 1 hour and 40 minutes and was audio-recorded and translated and transcribed/recorded. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Pharmacist	Migrated to Iran 2 years ago
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Shopkeeper	Migrated to Iran 4 years ago
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Jobless	Migrated to Iran 5 years ago
	C4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Shopkeeper	Migrated to Iran 8 years ago
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Employee	Migrated to Iran 20 years ago
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Teacher	Migrated to Iran 17 years ago
	C7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Student	Migrated to Iran 17 years ago
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group C description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All these FGD participants were migrants in Iran.
Language(s)	Dari
Immediate observations on the group and how it worked (method)	The group was well-motivated with the questions, and they actively took part in discussion.
Immediate observations on points not to miss (content)	
Date	2021-07-15
Start time	09:00 AM
Duration of discussion	1 hour and 40 minutes
Venue	Shahrake Jabrael, Community leader's house

Focus group AFG1-D

Focus group D public presentation

This focus group discussion was held with four men in Shahrake Jabrael, Afghanistan, in July 2021. The FGD participants had a weak link with migration and none of them have experienced it directly. The age range for this discussion was 22 – 33 and three of them were educated at higher school degrees, including one who had a bachelor's degree. Two of the participants worked for either daily wages or shop keeping, while the other two were jobless. The discussion was held in Dari and moderated by Najia Alizada and Ibrahim Ramazani. It lasted approximately 1 hour and 20 minutes and was audio-recorded and translated and transcribed/recorded. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Daily worker	No background in migration
	D2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Shopkeeper	Displaced from Dikondi 14 years ago
	D3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Jobless	Displaced from Ghor 10 years ago
	D4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Jobless	Displaced from Ghor 20 years ago
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	None of the FGD participants have directly experienced any kind of migration abroad. While three out of four are internally displaced.
Language(s)	Dari
Immediate observations on the group and how it worked (method)	The participants were motivated and well organised for the discussion. They actively took part in the study.
Immediate observations on points not to miss (content)	
Date	2021-07-15
Start time	01:00 PM
Duration of discussion	1 hour and 20 minutes
Venue	Shahrake Jabrael, community leader's house

Focus group AFG2-A

Focus group A public presentation

This focus group discussion was held with six women in Behsud district, Afghanistan, in July 2021. The women had weak migration ties and their close family members had not experienced migration. Five of the women were young, between 20-25, and one woman was in her thirties. Five of the participants were educated and had graduated from universities, one is a civil activist and another a teacher in private schools. While one woman was uneducated and a housewife. The discussion was held in Pashtu and moderated by Tahmina Akakhil. It lasted approximately 3 hours and 15 minutes and was audio-recorded. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Social Activist	Weak
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Teacher in private school	Weak
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	University student	Weak
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Housewife	Weak
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Head of women association	Weak
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Housewife	Weak
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	None of the participants had close family who migrated to foreign countries.
Language(s)	Pashtu
Immediate observations on the group and how it worked (method)	The participants were mostly educated and young women with enough knowledge about the research area.
Immediate observations on points not to miss (content)	
Date	2021-07-11
Start time	09:30 AM
Duration of discussion	3 hours and 15 minutes
Venue	Shahee restaurant, Nangarahr

Focus group AFG2-B

Focus group B public presentation

This focus group discussion was held with four women in Behsud district, Afghanistan, in July 2021. The participants themselves and their close family members experienced migration. The participants were of different ages, three of them were between 18-29 and one of them was in her thirties. Three participants were educated and one of them was uneducated. The discussion was held in Pashtu and moderated by Tahmina Akakhil. It lasted approximately 1 hour and 14 minutes and was audio-recorded, translated, and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	Strong
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Student	Strong
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Housewife	Strong
	B4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	Housewife	Strong
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The participants themselves or close family members experienced migration.
Language(s)	Pashtu
Immediate observations on the group and how it worked (method)	The women were active and had enough information about the research topic.
Immediate observations on points not to miss (content)	
Date	2021-07-12
Start time	10:15 AM
Duration of discussion	1 hour and 14 minutes
Venue	Shahee restaurant, Nangarhar

Focus group AFG2-C

Focus group C public presentation

This focus group discussion was held with eight men in Behsud district, Afghanistan, in July 2021. The participants themselves or their close family members have experienced migration, six of the participants were between 18-29 and two of them were between 30-39, and they were all educated except one of them who was farmer, the discussion was held in Pashtu and moderated by Jawid Hussanzai. It lasted approximately one hour and 49 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	School student	Strong
	C2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	School student	Strong
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	University student	Strong
	C4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	University student	Strong
	C5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	University student	Strong
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Shopkeeper	Strong
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Farmer	Strong
	C8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	University student	Strong
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The participants themselves or their close family members have experienced migration.
Language(s)	Pashtu
Immediate observations on the group and how it worked (method)	The participants were comfortable with sharing information.
Immediate observations on points not to miss (content)	
Date	2021-07-11
Start time	09:30 AM
Duration of discussion	1 hour and 49 minutes
Venue	Shahee restaurant, Nangarhar

Focus group AFG2-D

Focus group D public presentation

This focus group discussion was held with six men in Behsud district, Afghanistan, in July 2021. The participants themselves and their close family members have not experienced migration. The participants were mostly between 20-29 years old, and they were all students in universities except one of them who was a lecturer between 30-39 years old. The discussion was held in Pashtu and moderated by Jawid Hussanzai. It lasted approximately 2 hours and was audio-recorded, translated, and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	University student	Weak
	D2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	University student	Weak
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	University student	Weak
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	University student	Weak
	D5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	University student	Weak
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Lecturer	Weak
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The participants themselves and their close family members have not experienced migration.
Language(s)	Pashtu
Immediate observations on the group and how it worked (method)	The participants were interested in the topic and comfortable sharing information.
Immediate observations on points not to miss (content)	
Date	2021-07-12
Start time	09:15 AM
Duration of discussion	2 hours
Venue	Shahee restaurant, Nangarhar

Focus group AFG3-A

Focus group A public presentation

This focus group discussion was held with five men in Shahrake Mahdia, Afghanistan, in June 2021. All participants have either experienced migration abroad or currently have immediate family members in foreign countries as migrants. The age range for these FGD participant is 20-29 years old. One of the participants has completed secondary school, while the others were university students. The discussion was held in Dari and moderated by Nassim Majidi and Zabihullah Barakzai. It lasted approximately 1 hour and 50 minutes and was audio-recorded, translated, and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Student	He was deported from Iran and his family is in Iran
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Carpet waving/student	His brother is in Sweden
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Trainee in tailoring	He has a brother in Sweden and one brother in Iran
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Student	His brother is in Germany
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Student	He is a returnee from Pakistan
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Male
Focus group category	Strong link with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All FGD participants either experienced migration directly or they have their immediate family members abroad. Some of the FGD participants previously migrated to Iran and Pakistan. The brother of one of the participants is in Sweden and one of them has a brother in Iran now.
Language(s)	Dari
Immediate observations on the group and how it worked (method)	We conducted the FGD based on the planned method which worked well.
Immediate observations on points not to miss (content)	
Date	2021-06-29
Start time	09:00 AM
Duration of discussion	1 hour and 50 minutes
Venue	Shahrake Mahdia - Community leader's house

Focus group AFG3-B

Focus group B public presentation

This focus group discussion was held with five women in Shahrake Mahdia, Afghanistan, in June 2021. All participants have experienced migration directly. In addition, currently they have immediate family members in Turkey, EU countries and USA. They are all household wives and beside home chores they do some handicrafts, carpet waving, and tailoring. The age range for these FGD participants was 20-39. The participants were mostly uneducated while one of them had passed primary and another had passed secondary school. The discussion was held in Dari and moderated by Nassim Majidi and Najia Alizada. It lasted approximately 1 hour and 30 minutes and was audio-recorded, translated, and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Tailor	She migrated to Iran 15 years ago. Currently, her sister and brothers are in Iran
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Working with handicraft	She migrated to Iran
	B3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	Household wife	She migrated to Pakistan. Her aunt is in the USA
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Household wife	Her father's family is in Iran
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	Carpet waver	She was in Pakistan and her brother is in Pakistan
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Female
Focus group category	Strong link with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All participants have experienced migration directly.
Language(s)	Dari
Immediate observations on the group and how it worked (method)	All of FGD participants are from Shahrake Mahdia and they have migrated to different countries such as Iran and Pakistan. They have immediate family members in the USA and EU countries now. We conducted FGD based on the planned method.
Immediate observations on points not to miss (content)	
Date	2021-06-30
Start time	08:00 AM
Duration of discussion	1 hour and 30 minutes
Venue	Shahrak-e- Mahdia, community representative's house

Focus group AFG3-C

Focus group C public presentation

This focus group discussion was held with four women in Shahrake Mahdia, Afghanistan, in June 2021. Neither the participants themselves nor their immediate family members have experienced any kind of migration abroad. They are at the age range of 21-31 and all of them are educated at school and university degrees. One of the participants does carpet waving, while the others include a housewife, student, and one who is jobless. The discussion was held in Dari and moderated by Nassim Majidi and Najia Alizada. It lasted approximately 1 hour and 20 minutes and was audio recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Jobless	No connection with migration
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Household wife	No connection with migration
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Carpet waving	No connection with migration
	C4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Student	No connection with migration
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	FGD participants have not experienced migration, but they are internally displaced from neighbouring provinces and resided in Shahrake Mahdia more than 10 years ago.
Language(s)	Dari
Immediate observations on the group and how it worked (method)	The proposed method worked well for conducting FGD.
Immediate observations on points not to miss (content)	
Date	2021-06-30
Start time	11:00 AM
Duration of discussion	1 hour and 20 minutes
Venue	Shahrake Mahdia, community representative's house

Focus group AFG3-D

Focus group D public presentation

This focus group discussion was held with four men in Shahrake Mahdia, Afghanistan, in July 2021. The participants have a weak link with migration, and they did not experience any kind of migration abroad. The participants ranged in age from 18 to 39. They included a shopkeeper, a student, a teacher, and a man who is jobless. They were educated at high school, and one had received a bachelor's degree. The discussion was held in Dari and moderated by Najia Alizada and Zabihullah Barakzai. It lasted approximately 1 hour and 20 minutes and was audio-recorded, translated, and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Shopkeeper	Displaced from Maidan Wardak 1 year ago
	D2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Student	Displaced from Maidan Wardak 15 years ago
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Jobless	Displaced from Maidan Wardak 7 years ago
	D4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Teacher	Displaced from Maidan Wardak 8 years ago
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Neither these FGD participants nor their immediate family members have experienced any kind of migration abroad.
Language(s)	Dari
Immediate observations on the group and how it worked (method)	The planned method was quite effective, and we went through questions very well.
Immediate observations on points not to miss (content)	
Date	2021-07-01
Start time	09:00 AM
Duration of discussion	1 hour and 20 minutes
Venue	Shahrak-e- Mahdia, community representative's house

Focus group CPV1-A

Focus group A public presentation

This focus group discussion was held with five women in São Nicolau, Cabo Verde, in February 2020. Members of the group had no immediate family members abroad and no personal experience of international migration. They were all in their 30s except one who was in her 20s. The participants were educated at secondary level or above and all worked in the public sector. The discussion was held in Kriolu and moderated by Jørgen Carling and assisted by Celina Abreu. It lasted approximately 1 hour and 10 minutes and was audio-recorded, translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Teacher	No immediate
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Civil servant	No immediate
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Nurse	No immediate
	A4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Civil servant	No immediate
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Civil servant	No immediate
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	No immediate family members (parents/children/spouse) abroad and no personal experience of international migration.
Language(s)	Kriolu
Immediate observations on the group and how it worked (method)	Six persons had accepted but one had to cancel. The atmosphere was very open and friendly, and the conversation had good dynamics. One person was partly dominating, but everyone participated.
Immediate observations on points not to miss (content)	Generally optimistic about the local community and livelihood options, sceptical about the effects of migration.
Date	2020-02-16
Start time	10:30 AM
Duration of discussion	1 hour and 10 minutes
Venue	Outdoors in the garden of the Museum of Fisheries

Focus group CPV1-B

Focus group B public presentation

This focus group discussion was held with four men in Tarrafal, São Nicolau, Cabo Verde in February 2020. All participants had immediate family members abroad or personal migration experience, or both. For instance, one grew up abroad and was a teenager when his family returned; another had his parents abroad from he was an infant. They were in their 20s or 30s and all had post-secondary education. Three out of four worked in the private sector. The discussion was held in Kriolu and moderated by Jørgen Carling and assisted by Celina Abreu. It lasted approximately 1 hour and was audio-recorded, translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Teacher	Close family abroad
	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Business owner	Close family abroad
	B3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Lawyer	Close family abroad
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Business owner	Born abroad
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The participants have immediate family members abroad and/or personal experience of emigration. For instance, one grew up abroad and was a teenager when his family returned; another had his parents abroad from he was an infant.
Language(s)	Kriolu
Immediate observations on the group and how it worked (method)	Six persons had initially agreed but in the end, there were only four in the group. This was sufficient for a good conversation. The level of participation varied. There was some constructive disagreement.
Immediate observations on points not to miss (content)	Interesting about the views on negative changes over the past decade, the men pointed to the impoverishment of nightlife while the women complained of a decrease in morality and respect. Views on migration were divided.
Date	2020-02-16
Start time	06:30 PM
Duration of discussion	1 hour
Venue	Outdoors in the garden of the Museum of Fisheries

Focus group CPV1-C

Focus group C public presentation

This focus group discussion was held with four women in Vila da Ribeira Brava, São Nicolau, Cabo Verde, in February 2020. All had family members abroad and two had lived abroad. Their ages ranged from 18 to mid-30s. Two were unemployed, one was a civil servant, and one was a student. All except the youngest had some post-secondary education. The discussion was held in Kriolu and moderated by Jørgen Carling and assisted by Celina Abreu. It lasted approximately 1 hour and was audio-recorded, translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed	Has lived abroad
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed	Family abroad
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Civil servant	Family abroad
	C4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Student	Has lived abroad
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All had family abroad, some had studied abroad, and two had lived abroad for another purpose than studying.
Language(s)	Kriolu
Immediate observations on the group and how it worked (method)	Six people had confirmed but only three showed up. A fourth person (the youngest one) was recruited on the spot and brought very valuable diversity to the group. Excellent discussion.
Immediate observations on points not to miss (content)	Strikingly contrasting views on emigration, though converging on the view that it is generally good for the individual and bad for the island.
Date	2020-02-20
Start time	05:00 PM
Duration of discussion	1 hour
Venue	Public library

Focus group CPV1-D

Focus group D public presentation

This focus group discussion was held with four men in Vila da Ribeira Brava, São Nicolau, Cabo Verde, in February 2020. The participants did not have immediate family members abroad, nor personal migration experience. However, some had close family members who previously lived abroad. Their ages ranged from late teens to mid-30s; all had completed either primary or secondary school, but none had additional education. One was unemployed, one was a student, and the two others were independent professionals. The discussion was held in Kriolu and moderated by Jørgen Carling and assisted by Celina Abreu. It lasted approximately 1 hour and 10 minutes and was audio-recorded, translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Student	Distant relatives abroad
	D2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Professional	Parent lived abroad
	D3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Professional/entrepreneur	Distant relatives abroad
	D4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	Distant relatives abroad
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Without immediate family members abroad or personal migration experience. However, some had close family members who previously lived abroad.
Language(s)	Kriolu
Immediate observations on the group and how it worked (method)	Only three participants initially showed up, out of the six who had been recruited. A fourth participant was recruited on the spot. Two participants dominated the discussion.
Immediate observations on points not to miss (content)	They talked about technological changes, remarking that it had brought many benefits but also affected social life in negative ways. Discussion about migration to other islands seemed to indicate a vicious circle in which out-migration is both the cause and consequence of stagnation.
Date	2020-02-21
Start time	05:30 PM
Duration of discussion	1 hour and 10 minutes
Venue	Guesthouse

Focus group CPV2-A

Focus group A public presentation

This focus group discussion was held with five men in Boa Vista, Cabo Verde, in March 2020. All participants had come to Boa Vista from other islands, in most cases more than a decade ago. They were currently in their 30s. Some had secondary and some had post-secondary education, and all worked full time in technical or administrative positions in the public or private sector. The discussion was held in Kriolu and moderated by Jørgen Carling and assisted by Samira Vieira. It lasted approximately 1 hour and 10 minutes and was audio-recorded, translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Private sector admin.	Came from another island
	A2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Private sector admin.	Came from another island
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Public section admin.	Came from another island
	A4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Entrepreneur	Came from another island
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Public sector technical	Came from another island
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All participants were born and raised on other islands in Cape Verde. They have lived in Boa Vista for 8–18 years. Links with migration in this research area were distinguished on the basis of being a local versus being a domestic migrant.
Language(s)	Kriolu
Immediate observations on the group and how it worked (method)	Good group dynamics with reasonably well-balanced participation. Some difficulties keeping everyone's attention throughout.
Immediate observations on points not to miss (content)	The participants talked about Boa Vista with a certain sense of disillusionment, remarking that it had ended up in the hands of people with no visions or patriotism, but just monetary interests. While much has developed, important areas like health and education have not.
Date	2020-03-04
Start time	04:15 PM
Duration of discussion	1 hour and 10 minutes
Venue	Café in Sal Rei

Focus group CPV2-B

Focus group B public presentation

This focus group discussion was held with four men in Boa Vista, Cabo Verde, in March 2020. All were natives of Boa Vista, aged in their 20s or 30s. Three out of four had post-secondary education and all worked in public administration or tourism. The discussion was held in Kriolu and moderated by Jørgen Carling and assisted by Samira Vieira. It lasted approximately 1 hour and 20 minutes and was audio-recorded, translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Public sector admin.	Boa Vista native
	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Public sector admin.	Boa Vista native
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Tourism	Boa Vista native
	B4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Public sector admin.	Boa Vista native
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All were born and raised on Boa Vista. Links with migration in this research area were distinguished on the basis of being a local versus being a domestic migrant.
Language(s)	Kriolu
Immediate observations on the group and how it worked (method)	Good group dynamics with reasonably well-balanced participation. Some difficulties keeping everyone's attention, partly because the conversation tended towards serial monologues rather than discussion.
Immediate observations on points not to miss (content)	The group expressed generally positive attitudes about the development of the islands and opportunities for young people.
Date	2020-03-05
Start time	10:00 AM
Duration of discussion	1 hour and 20 minutes
Venue	Café in Sal Rei

Focus group CPV2-C

Focus group C public presentation

This focus group discussion was held with five women in Boa Vista, Cabo Verde, in March 2020. All participants were Boa Vista natives, though one has lived for many years on another island before returning a couple of years ago. They were all in their 30s. Their levels of education ranged from primary to post-secondary. All worked full time in either the private or public sector. The discussion was held in Kriolu and moderated by Jørgen Carling and assisted by Samira Vieira. It lasted approximately 1 hour and 30 minutes and was audio-recorded, translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Private sector admin.	Boa Vista native
	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Private sector admin.	Boa Vista native
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Public sector technical	Boa Vista native
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Primary school teacher	Boa Vista native
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Private sector admin.	Boa Vista native
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group C description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All were born and raised on Boa Vista, though one has lived for many years on another island before returning a couple of years ago. Links with migration in this research area were distinguished on the basis of being a local versus being a domestic migrant.
Language(s)	Kriolu
Immediate observations on the group and how it worked (method)	Lively discussion with active contribution from all participants.
Immediate observations on points not to miss (content)	The group conveyed a strong sense of nostalgia for Boa Vista the way it once was. Their account of the present was more mixed.
Date	2020-03-06
Start time	05:00 PM
Duration of discussion	1 hour and 30 minutes
Venue	Café in Sal Rei

Focus group CPV2-D

Focus group D public presentation

This focus group discussion was held with three women in Boa Vista, Cabo Verde, in March 2020. All were born and raised on other islands and moved to Boa Vista 10–15 years ago. They were all in their 30s, had post-secondary education and worked full time in the public or private sector. The discussion was held in Kriolu and moderated by Jørgen Carling and assisted by Samira Vieira. It lasted approximately 50 minutes and was audio-recorded, translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Private sector admin.	Moved from another island
	D2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Private sector admin.	Moved from another island
	D3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Public sector staff	Moved from another island
	D4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All participants migrated from other islands 10–15 years ago. One came from Santiago and two came from other Barlavento islands. Links with migration in this research area were distinguished on the basis of being a local versus being a domestic migrant.
Language(s)	Kriolu
Immediate observations on the group and how it worked (method)	The group ended up with only three participants after several last-minute cancellations and no-shows. Participation was well-balanced but did not have the same dynamism as other groups.
Immediate observations on points not to miss (content)	They valued the opportunities in Boa Vista, but also expressed frustration, repeating the statement that there has been growth, but not development.
Date	2020-03-09
Start time	05:15 PM
Duration of discussion	50 minutes
Venue	Café in Sal Rei

Focus group ETH1-A

Focus group A public presentation

This focus group discussion was held with four women in Kombolcha, Ethiopia in June 2021. The group had no migration experience and no immediate family members abroad. All of the women were in their early to mid-twenties. Three of the women had some post-secondary education; the other had completed high school. All the women were unemployed except for one who owned a small business. The discussion was held in Amharic and moderated by Medareshaw Tafesse with Camille Kasavan in attendance. It lasted approximately 1 hour and 40 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Unemployed	No migration experience, no family abroad
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed	No migration experience, no family abroad
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed	No migration experience, no family abroad
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Business owner	No migration experience, no family abroad
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	In the case of Kombolcha, weak ties with migration for both men and women are people who have no migration experience, and no immediate family members who have migrated.
Language(s)	Amharic
Immediate observations on the group and how it worked (method)	A bit reluctant to expand at first, they needed lots of prompting. Two of the women more expansive than the two others, required very active moderation to ensure full participation.
Immediate observations on points not to miss (content)	Migration viewed very negatively; industrial park viewed very positively.
Date	2021-06-17
Start time	10:25 AM
Duration of discussion	1 hour and 44 minutes
Venue	Reserved conference room at hotel Leuel Mekonnen

Focus group ETH1-B

Focus group B public presentation

This focus group discussion was held with six men in Kombolcha, Ethiopia, in June 2021. None in the group had any direct migration experience and no one had immediate family abroad. The participants were mainly in their mid to late twenties, with two participants in their early thirties. All the participants were unemployed except for one who was self-employed. Two of them had only completed primary education, one had only completed high school and three had some post-secondary schooling. The discussion was held in Amharic and moderated by Medareshaw Tafesse with Camille Kasavan in attendance. It lasted approximately 2 hours and 10 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Unemployed	No migration experience, no family abroad
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Unemployed	No migration experience, no family abroad
	B3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Self-employed	No migration experience, no family abroad
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed	No migration experience, no family abroad
	B5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed	No migration experience, no family abroad
	B6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Unemployed	No migration experience, no family abroad
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group B description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	No connection to migration – no migration experience, no immediate family members abroad.
Language(s)	Amharic
Immediate observations on the group and how it worked (method)	Very talkative, construction noises were a bit disruptive in some instances. We were concerned for the recording but when we listened to it after we could still hear.
Immediate observations on points not to miss (content)	Very negative views of migration, mixed views of the industrial park.
Date	2021-06-17
Start time	02:45 PM
Duration of discussion	2 hours and 10 minutes
Venue	Leul Mekonnen hotel conference room

Focus group ETH1-C

Focus group C public presentation

This focus group discussion was held with five men in Kombolcha Ethiopia, in June 2021. All the men had direct migration experience: two of them had migrated internally to Afar for at least two years, the other three had international migration experience to Kenya and Saudi Arabia. Most of the participants were in their early thirties, with one in his mid-twenties. Three of the participants had at least completed high school, and two had only completed primary school. Two were unemployed, and three worked as daily labourers in construction or a furniture shop. The discussion was held in Amharic and moderated by Medareshaw Tafesse with Camille Kasavan in attendance. It lasted approximately 2 hours and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed	Migration experience to Kenya and Sudan
	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	Internal migration experience to Afar for 7 years
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Construction worker	Migration experience to Kenya
	C4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Construction worker	Internal migration experience to Afar for 2 years
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Employee for a furniture shop	Migration experience to Saudi Arabia for 6 years and Djibouti for 4 years
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	For men, strong ties were mixed: they included both returnees who had migrated internationally, as well internal migrants who had moved outside of Kombolcha for at least two years and had returned.
Language(s)	Amharic
Immediate observations on the group and how it worked (method)	Before giving consent participants specifically highlighted that they did not want to talk about politics or the current situation in the country, which was fine. Otherwise very good flow, very active participation.
Immediate observations on points not to miss (content)	Mixed feelings on migration, general sentiment that it is still better to be home.
Date	2021-06-18
Start time	09:30 AM
Duration of discussion	2 hours and 17 minutes
Venue	Leuel Mekonnen Hotel Private Penthouse

Focus group ETH1-D

Focus group D public presentation

This focus group discussion was held with five women in Kombolcha, Ethiopia in June 2021. All of the women had direct migration experience – three of them had spent at least two years in Saudi Arabia, and two of them in Dubai. Three of the women were in their mid to late thirties, and two were in their mid to late twenties. Three of the women had only completed primary school, one had completed high school, and one had some post-secondary experience. The discussion was held in Amharic and moderated by Medareshaw Tafesse with Camille Kasavan in attendance. It lasted approximately 1 hour and 40 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Business owner	Spent 7 years in Saudi Arabia
	D2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Selling vegetables at market	Spent 3 years in Dubai
	D3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Selling tea/coffee	Spent 4 years in Saudi Arabia
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Government office employee	Spent 6 years in Dubai
	D5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Unemployed	Spent 2.5 years in Saudi Arabia
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All the women were returnees with migration experience to Gulf countries.
Language(s)	Amharic
Immediate observations on the group and how it worked (method)	Quiet at first, but all were more active as the discussion went on.
Immediate observations on points not to miss (content)	Views of migration was very mixed – some positive perceptions, but also many negative perceptions.
Date	2021-06-18
Start time	02:46 PM
Duration of discussion	1 hour and 40 minutes
Venue	LM Hotel penthouse

Focus group ETH2-A

Focus group A public presentation

This focus group discussion was held with six men in Batu, Ethiopia in June 2021. None of the men had any migration experience or any immediate or close family members abroad. All of the men were in their early to mid-20s. Most of the men had some post-secondary education; one of the men had only finished high school, and one had only completed primary school. The discussion was held in Amharic, with some interjections in Oromifa and moderated by Fahmi Mohammed, with Tewelde Adhanom and Camille Kasavan present. It lasted approximately 2 hours and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
	18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	University student/works in shop	None – no migration experience, no family abroad
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Metal worker	None – no migration experience, no family abroad
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Farming at family farm	None – no migration experience, no family abroad
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	University student/works in shop	None – no migration experience, no family abroad
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Student/works as electrician	None – no migration experience, no family abroad
	A6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Sports/footballer	None – no migration experience, no family abroad
Too many	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	In Batu, for men, weak ties are no migration ties at all: no migration experience, and no immediate family abroad in another country.
Language(s)	Amharic, with some Oromifa (all participants were bilingual)
Immediate observations on the group and how it worked (method)	Participants were interested and asked lots of questions. Towards the end they were getting impatient, and the discussion heated, but participants were responding and reacted to each other with ease.
Immediate observations on points not to miss (content)	Debate on the question of hope/despair, very mixed feelings on this. Insecurity, but some still think there is hope, that current problems are only temporary. "I can't imagine my life outside Ethiopia" noted one participant.
Date	2021-06-11
Start time	10:14 AM
Duration of discussion	2 hours
Venue	Castel Restaurant, private room

Focus group ETH2-B

Focus group B public presentation

This focus group discussion was held with eight women in Batu, Ethiopia in June 2021. None of the women had any direct experience with migration or any family members abroad – they had all been born and raised in the research area. The women were all in their early to mid-20s. Half had completed at least high school, and the other half had some post-secondary education, with at least two college graduates. Many of the women worked in shops or had their own “bunna bet” (small coffee shop); two were unemployed and one was a student. The discussion was held in Amharic and moderated by Tewelde Adhanom, with Camille Kasavan also present. It lasted approximately 1 hour and 50 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Unemployed	None – no direct migration experience, no family who has migrated
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Trade (vegetables)	None – no direct migration experience, no family who has migrated
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed	None – no direct migration experience, no family who has migrated
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Sells coffee (roadside coffee stand)	None – no direct migration experience, no family who has migrated
	B5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Owens shop (cosmetics)	None – no direct migration experience, no family who has migrated
	B6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Works in shop	None – no direct migration experience, no family who has migrated
	B7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	University student	None – no direct migration experience, no family who has migrated
	B8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Works in furniture shop	None – no direct migration experience, no family who has migrated
Too many	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	No direct migration experience, no immediate family members abroad, born and raised in the research area.
Language(s)	Amharic
Immediate observations on the group and how it worked (method)	Women were a bit quieter than the men. One participant arrived later, had to pause to restart informed consent. As the FGD progressed the women grew more animated and willing to expand on details.
Immediate observations on points not to miss (content)	Farming – debate about how profitable this was, a hot topic of debate for four of the women. Highlighted lack of opportunities for those who are not Oromo, feelings of insecurity. Heated debate around migration, very critical of movement to Gulf countries in particular (more open to USA or Europe if legal opportunity presented itself, but very rare).
Date	2021-06-11
Start time	03:50 PM
Duration of discussion	1 hour and 53 minutes
Venue	Castel Winery, private room

Focus group ETH2-C

Focus group C public presentation

This focus group discussion was held with four men in Batu, Ethiopia, in June 2021. All of the participants had migration experience with migrating internally and had been gone for a minimum of three years. All had returned and were now living in Batu. All the participants were in their early to mid-20s. Three of the participants had at least attended some post-secondary education, one had finished high school. All were employed: one worked as a teacher, one for an NGO, and two in construction. The discussion was held in Amharic with some interjections in Oromifa and moderated by Tewelde Adhanom. It lasted approximately 1 hour and 45 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Teacher	Returnee, internal migration
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Working for an NGO	Returnee, internal migration
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Working in construction	Returnee, internal migration
	C4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Working in construction	Returnee, internal migration
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	They were all returning internal migrants, reflecting the fact that most male migration from Batu is internal. They had all migrated internally for a minimum of three years and had been back in Batu for a minimum of one year.
Language(s)	Amharic with some Oromifa (bilingual participants)
Immediate observations on the group and how it worked (method)	Very active participants, activities worked well.
Immediate observations on points not to miss (content)	Lots of hopelessness, lack of governance. Most want to migrate again, but mainly internally. Disagreements on the impact of migration, but overall seen as mostly negative.
Date	2021-06-12
Start time	10:05 AM
Duration of discussion	1 hour and 45 minutes
Venue	Castel winery restaurant, private room

Focus group ETH2-D

Focus group D public presentation

This focus group discussion was held with five women in Batu, Ethiopia in June 2021. Three of the women had international migration experience to Gulf countries, two of them had internal migration experience of at least three years. All had returned to live in Batu. The women were all in their mid to late 20s. Two of the women had a least some post-secondary education, two had only completed primary school, and one had only completed high school. The discussion was held in Amharic and Oromifa and moderated by Tewelde Adhanom. It lasted approximately 1 hour and 30 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Working in a shop	4 years in Saudi Arabia
	D2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Working in a shop	Internal migration to Shashemene for 4 years
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Privately employed	Internal migration to Mekele for 4 years
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Unemployed	6 years in Saudi Arabia
	D5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Unemployed	5 years in Dubai
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Three of the participants had migration experience to Gulf countries for a minimum of 4 years. Two of the participants had internal migration experience.
Language(s)	Amharic and Oromifa
Immediate observations on the group and how it worked (method)	Some of the participants were shy and some tried to dominate the discussion – facilitators had to be active in ensuring that all participants participated equally.
Immediate observations on points not to miss (content)	Debate on profitability of agriculture, but generally positive feelings about Batu. Highlighted challenges of work in Saudi Arabia, “working day and night.” Unanimous that they did not recommend migration, seen as a last option.
Date	2021-06-12
Start time	01:10 PM
Duration of discussion	1 hour and 30 minutes
Venue	Castel Restaurant

Focus group ETH3-A

Focus group A public presentation

This focus group discussion was held with four men in Moyale, Ethiopia in July 2021. The group had migration experience including two men with refugee status who had studied and worked in Nairobi for more than three years. Except one in his mid-30s, all of the men were in their mid-20s. Three of them had post-secondary education including college degrees, with one who had completed secondary school. One of the male participants was unemployed, whereas the others were self-employed, or employed through governmental and non-governmental organizations. The discussion was held in Oromifa and moderated by Abreham Alemu with Tewelde Adhanom attending. It lasted approximately 2 hours and 30 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Unemployed	12 years in refugee camp in Kakuma, Kenya
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Governmental employed	Stayed and worked in Marsabet, Kenya and have local migration history
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Non-Governmental Organization employed	Studied and worked in Nairobi for 3 years
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Business owner and Governmental employed	Studied and lived in Nairobi and spent 2 years in Kakuma Refugee camp, Kenya
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	In the case of Moyale, strong ties with migration for both men and women are people who have longer migration experience including staying longer time than mere crossing the border for trade and family visit. In this group we had two migrants who had stayed in a refugee camp in Kenya with the aim to getting resettlement in the Western countries.
Language(s)	Oromifa
Immediate observations on the group and how it worked (method)	It worked well as the participants had varied experience of migration and the discussion was lively.
Immediate observations on points not to miss (content)	Agriculture as livelihood option in the drought prone areas of Moyale with less input was highly debated and irrigation is almost impossible due to lack of water resources and drought. Likewise, construction work as livelihood options was debated as some of the discussant claimed that college graduates do not have to engage in lower level of construction works. Regular migration was viewed positive as job opportunities are rare in Moyale.
Date	2021-07-04
Start time	09:00 AM
Duration of discussion	2 hours and 34 minutes
Venue	Reserved conference room, Koket Hotel

Focus group ETH3-B

Focus group B public presentation

This focus group discussion was held with five females in Moyale, Ethiopia, in July 2021. No one in the group had any direct migration experience and no one had immediate family abroad. All the participants were in their mid to late 20s. All of the participants were unemployed. All of them had post-secondary schooling, and some of them with college degrees. The discussion was held in Oromifa and moderated by Abreham Alemu with Tewelde Adhanom in attendance. It lasted approximately 1 hour and 10 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed	None – no migration experience, no family abroad
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed	None – no migration experience, no family abroad
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Unemployed	None – no migration experience, no family abroad
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed	None – no migration experience, no family abroad
	B5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Unemployed	None – no migration experience, no family abroad
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	No connection to migration – no migration experience, no immediate family members abroad
Language(s)	Oromifa
Immediate observations on the group and how it worked (method)	Very informative as they were dominantly youth, and they were freely reflecting and made important debate on the livelihood options.
Immediate observations on points not to miss (content)	Important points on the obstacle of border trade, the impact of the conflict among the two ethnic groups and negatively framed irregular migration.
Date	2021-07-04
Start time	02:00 PM
Duration of discussion	1 hour and 16 minutes
Venue	Reserved conference room, Koket Hotel

Focus group ETH3-C

Focus group C public presentation

This focus group discussion was held with six men in Moyale Ethiopia, in July 2021. None of the men had migration experience. Most of the participants were in their mid to late 20s and only one in his 30s. Two of the participants had completed high school, and four had post-secondary education. Three were unemployed, one worked as self-employed in transportation, one in a photo studio, and the last one was religion teacher. The discussion was held in Oromifa and moderated by Abreham Alemu with Tewelde Adhanom in attendance. It lasted approximately 1 hour and 50 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Unemployed	None – no migration experience, no family abroad
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed	None – no migration experience, no family abroad
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Religion teacher	None – no migration experience, no family abroad
	C4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Motorcycle driver (transportation)	None – no migration experience, no family abroad
	C5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed	None – no migration experience, no family abroad
	C6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Working in a photo studio	None – no migration experience, no family abroad
Too many	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	This group of participants had studied in Moyale and except family visits, they had not stayed long in towns in Kenya. They had not spent long-time stays in the border towns.
Language(s)	Oromifa
Immediate observations on the group and how it worked (method)	This group was very active, informative, and made good group debate on the advantage and disadvantage of migration. One of the male participants critically commented that this kind of discussion could bring the Moyale communities closer and recommended that mixing among the Somali and Oromia would have an advantage in creating social cohesion. He criticised how NGOs treat them differently.
Immediate observations on points not to miss (content)	Migration was viewed as positive and negative at the same time. They appreciated the advantages one may access in both countries but were critical of the increasing migration influx to Moyale and human trafficking.
Date	2021-07-04
Start time	08:30 AM
Duration of discussion	1 hour and 50 minutes
Venue	Reserved conference room, Koket Hotel

Focus group ETH3-D

Focus group D public presentation

This focus group discussion was held with 5 women in Moyale, Ethiopia in July 2021. All of the women had direct migration experience with some of them very strong links – one of them had spent at least five years in Saudi Arabia and Nairobi, and two of them have experienced working in border town of Kenya, another one studied in Kenya border town and continuing her college degree in Nairobi. One of the participants was 18-19 years old, two of the women were in their late 20s and two were in their mid-30s. Three of the women had less than primary education, one had only completed primary school, and one had completed high school. The discussion was held in Oromifa and moderated by Abreham Alemu with Tewelde in attendance. It lasted approximately 1 hour and 30 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Housewife	Local migration experience and spent less than 1 year in Kenyan border towns
	D2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	Small restaurant owner	Lived more than 5 years in Saudi Arabia and Nairobi. Has local migration history
	D3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11	Livestock trader	Spent more than 2 years in Nairobi
	D4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	College student	Had studied at college in Nairobi
	D5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	Traditional medicine seller	Little time spent crossing to towns in Kenya and has local migration experience
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Two of the participants had very strong links with migration as one of them had internal and international migration ties. The second one had stayed in Kenyan towns for study and in Nairobi to look for livelihood options. The other three had local migrations history and shorter stays in towns in Kenya.
Language(s)	Oromifa
Immediate observations on the group and how it worked (method)	Some of them were shy and quiet at first, but all were more active as the discussion went on and we tried to make the very shy one to get chance to reflect on the point of discussion. Unfortunately, we were forced to make it quicker at the end of the discussion as the discussants needed to go for prayer at 04:00 PM.
Immediate observations on points not to miss (content)	Views of migration was mainly negative as they saw many migrants crossing the border irregularly to Kenya. While the local community movements in their neighbourhood to Kenya and sending their children to schools in Kenyan border towns was seen as positive.
Date	2021-07-04
Start time	02:46 PM
Duration of discussion	1 hour and 30 minutes
Venue	Reserved conference room, Koket Hotel

Focus group GHA1-A

Focus group A public presentation

This focus group discussion was held with thirteen women in Gbane, Ghana, in March 2020. All participants had weak links with migration. We operationalise weak links with migration as people who might have a family member who has ever migrated, but they themselves have no migration experience. Participants ranged in age from 18 to 39. Most of the group had not completed primary education and were not in paid employment outside of their household. One woman engaged in farming. The discussion was held in Talen and English and moderated by Leander Kandilige and Marie Godin as researchers with the research assistance of Theophilus Kwabena Abutima and Maurice Korah as interpreters. It lasted approximately 1 hour and 50 minutes and was audio-recorded, translated, and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Housewife	Weak link with migration
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Housewife	Weak link with migration
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Housewife	Weak link with migration
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Housewife	Weak link with migration
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Housewife	Weak link with migration
	A6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Housewife	Weak link with migration
	A7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Housewife	Weak link with migration
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Farmer	Weak link with migration
	A9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Housewife	Weak link with migration
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Housewife	Weak link with migration
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Housewife	Weak link with migration
	A12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Housewife	Weak link with migration
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Housewife	Weak link with migration
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	We operationalise weak links with migration to mean people who might or might not have a family member who has ever migrated, but they themselves have no migration experience.
Language(s)	Talen and English
Immediate observations on the group and how it worked (method)	There were more females willing to participate in the focus group discussion than we could recruit. Eventually, we recruited quite a big number (thirteen) and then formed the rest into a second focus group depending on the links with migration. Those who could not fit into either group, but qualified to participate in the research (i.e., between 18-39 years old) were interviewed individually as key informants. We found that it is important to keep track of who's speaking, for example that one of the moderators has a list and ticks off every time someone speaks. Then it is easy to see if some participants are speaking a lot, or remaining silent, and to take the necessary steps, for the moderators.
Immediate observations on points not to miss (content)	
Date	2020-03-13
Start time	10:15 AM
Duration of discussion	1 hour and 45 minutes
Venue	Gbane, under a mango tree

Focus group GHA1-B

Focus group B public presentation

This focus group discussion was held with twelve women in Gbane, Ghana, in March 2020. All participants had strong links to migration, with all of them having migrated to Gbane from other regions in Ghana. The participants ranged in age from 18 to 39. The majority of participants had completed secondary education and were not engaged in paid employment outside of their household, apart from one teacher and one trader. The discussion was held in Talen and English and moderated by Leander Kandilige and Marie Godin as researchers with the research assistance of Theophilus Kwabena Abutima and Maurice Korah as interpreters. It lasted approximately 1 hour and 20 minutes and was audio-recorded, translated, and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	Age			Educational level				No. of children	Principal activity/work	Connection with migration
	18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Teaching	Strong links with migration (Accra)
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Housewife	Strong links with migration (Accra)
	B3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Trading	Strong links with migration (Kumasi)
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Housewife	Strong links with migration (Tamale)
	B5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Housewife	Strong links with migration (Kumasi)
	B6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Housewife	Strong links with migration (Kumasi)
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Housewife	Strong links with migration (Kumasi)
	B8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Housewife	Strong links with migration (Tamale)
	B9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed	Strong links with migration (Tamale)
	B10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed	Strong links with migration (Kumasi)
Too many	B11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	Strong links with migration (Tamale)
	B12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	Strong links with migration (Kumasi)
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	We operationalise strong links to migration to mean people who might or might not have a family member who has ever migrated but they themselves have migration experience.
Language(s)	Talen and English
Immediate observations on the group and how it worked (method)	The group was large (twelve participants), but the research team managed the conversation well. Because we had a field assistant in addition to the two researchers, managing the group dynamics was not difficult. There were some participants who were rather shy and needed to be encouraged to contribute to the discussions. We found that it is important to keep track of who's speaking, for example that one of the moderators has a list and ticks off every time someone speaks. Then it is easy to see if some participants are speaking a lot, or remaining silent, and to take the necessary steps, for the moderators.
Immediate observations on points not to miss (content)	
Date	2020-03-13
Start time	12:10 PM
Duration of discussion	1 hour and 23 minutes
Venue	Gbane, under a mango tree

Focus group GHA1-C

Focus group C public presentation

This focus group discussion was held with six men in Gbane, Ghana, in March 2020. All participants had weak links with migration. We operationalise weak links to migration to mean people who might or might not have a family member who has ever migrated but they themselves have no migration experience. The participants ranged in age between 20 and 39. They had all completed secondary education or beyond, and worked as farmers and teachers, aside from one who was unemployed. The discussion was held in Talen and English and moderated by Marie Godin and Theophilus Kwabena Abutima as researchers and Maurice Korah as interpreter. It lasted approximately 1 hour and 20 minutes and was audio-recorded and translated and transcribed/recorded by means of notetaking. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	Weak links with migration
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Farming	Weak links with migration
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Farming	Weak links with migration
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Teaching	Weak links with migration
	C5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Farming	Weak links with migration
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Teaching and Farming	Weak links with migration
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group C description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	We operationalise weak links to migration to mean people who might or might not have a family member who has ever migrated but they themselves have no migration experience.
Language(s)	Talen and English
Immediate observations on the group and how it worked (method)	The group comprised of a mixture of educated, semi-educated and illiterate participants. Some of those identified as being fluent in speaking English turned out not to be that proficient. This caused a delay in terms of allowing them more time to construct their sentences. We believe some participants felt embarrassed to admit that they were not proficient in speaking English. Only one participant admitted that he needed the support of the interpreter. We found that it is important to keep track of who's speaking, for example that one of the moderators has a list and ticks off every time someone speaks. Then it is easy to see if some participants are speaking a lot, or remaining silent, and to take the necessary steps, for the moderators.
Immediate observations on points not to miss (content)	
Date	2020-03-13
Start time	04:50 PM
Duration of discussion	1 hour and 24 minutes
Venue	Gbane, Primary School Premises

Focus group GHA1-D

Focus group D public presentation

This focus group discussion was held with six men in Gbane, Ghana, in March 2020. All participants had worked for at least one year in another town or had moved to Gbane as a child. The participants ranged in age from 18-39. They had all attended primary school, and each now worked in both mining and farming. The discussion was held in Talen and English and moderated by Leander Kandilige and Marie Godin as researchers with the research assistance of Theophilus Kwabena Abutima and Maurice Korah as interpreters. It lasted approximately 1 hour and 50 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Mining and farming	Strong links with migration. Worked in Kumasi for 4 years with porter-loading
	D2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Mining and farming	Strong links with migration. Worked in Kumasi for 8 years with loading
	D3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Mining and farming	Strong links with migration. Worked in Kumasi for 10 years in a restaurant
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Mining and farming	Strong links with migration. Born in Kumasi and came to Gbane at 12 years old
	D5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Mining and farming	Strong links with migration. Worked in Kumasi for 1 year with loading
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	Mining and farming	Strong links with migration. Worked in Kumasi for 7 years with loading
Too many	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	We operationalise strong links to migration to mean people who might or might not have a family member who has ever migrated but they themselves have migration experience.
Language(s)	Talen and English
Immediate observations on the group and how it worked (method)	There was one older participant (38 years) compared with the rest who were mostly in their twenties. This brought a different dynamic to the discussions. He offered a slightly more nuanced view on issues and sometimes challenged the perspectives of the younger group participants. We found that it is important to keep track of who's speaking, for example that one of the moderators has a list and ticks off every time someone speaks. Then it is easy to see if some participants are speaking a lot, or remaining silent, and to take the necessary steps, for the moderators.
Immediate observations on points not to miss (content)	
Date	2020-03-14
Start time	11:30 AM
Duration of discussion	1 hour and 40 minutes
Venue	Gbane, Primary School Premises

Focus group GHA2-A

Focus group A public presentation

This focus group discussion was held with eight women in Bethlehem/Golf city, Ghana, in July 2021. All the women in the FG had a connection with migration. Many of them had migrated for work to the Gulf countries (Saudi Arabia, Kuwait, Lebanon) and came back due to the pandemic. One migrated to South Africa as a tourist and is the only one with a university degree. She also had connections with people in her family who had migrated to the US/UK. The majority are in their 20s with three of them in their 30s. The level of education was quite low with two who had only completed primary education and three who attended junior high school. Only two completed secondary high school and one had a university diploma. The discussion was held in English and Twe and moderated by Leander Kandilige and Marie Godin with the assistance of Theophilus Kwabena Abutima. It lasted approximately 1 hour and 30 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Cook	She travelled to Kuwait and came back to Golf city
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Trade marketing	She was a housemate in Lebanon for 1 year and 7 months. She came back because of Covid-19 in 2020
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	E-marketing (Q-Net)	She travelled to Saudi Arabia to do housework for 2 years
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	E-marketing - Q-Net	She travelled to Lebanon and stayed for 3 years and 5 months, she came back in 2020
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	No occupation	She travelled to Saudi Arabia in 2017 until 2019 and then to Lebanon in 2019-2020. She will go again if possible
	A6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	E-Marketing (Q-Net)	She travelled to Lebanon in 2019-2020
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Cook	She travelled to South Africa to visits and has family members who travelled abroad to France/US and UK
	A8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Beautician	Her sister travelled to Qatar
Too many	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All the women in the FG had strong links with migration. Many had migrated for work in the Gulf countries (Saudi Arabia, Kuwait, Lebanon) and came back due to the pandemic. One migrated to South Africa as a tourist.
Language(s)	Four of the participants spoke English and four participants spoke Twe
Immediate observations on the group and how it worked (method)	The place we had chosen was too loud at first. It was at the school and so we had to find another place to conduct the FGD. We decided to go to an empty church, and this was much better. We made sure that we could hear everyone with the recorder. We had to translate from Twe to English. Notes were taken and the guide was used to make sure that we did cover all the topics while also keeping track of the time.
Immediate observations on points not to miss (content)	
Date	2021-07-07
Start time	10:00 AM
Duration of discussion	1 hour and 30 minutes
Venue	Local church

Focus group GHA2-B

Focus group B public presentation

This focus group discussion was held with eight men in Bethlehem/Golf city, Ghana, in July 2021. They all had a strong connection with migration either having migrated themselves (especially within Africa) or knowing someone in their family circle who has migrated (to the US/Europe). The participants were educated either having completed secondary level or above. Two were unemployed at the time of the FGD and the rest had a professional occupation. Three of the participants were involved into e-marketing (Q-Net), a new business initiative in the area. The discussion was held in English and a few occasions in Twe, it was moderated by Leander Kandilige and Marie Godin with the assistance of Theophilus Kwabena Abutima. It lasted approximately 1 hour and 30 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Businessman	Two siblings are living in the US, and he has a friend who lives in Belgium. He has been in the neighbourhood for 18 years
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	E-marketing	He has only lived in the neighbourhood for a year and has friends living abroad
	B3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Petroleum inspector	He travelled to Togo and lived there with his family for a while. He has a cousin living in the US. He has lived in the community for 20 years
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Unemployed	He had travelled to South Africa for educational purposes
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	He worked in Cameroon
	B6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	E-marketing (Q-Net)	He has an aunt in the US
	B7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	E-marketing (Q-Net)	Strong Connection with someone in his family living in the UK
	B8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	E-marketing (Q-Net)	Friends living abroad
Too many	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The group comprised of individuals who have been emigrants or have emigrants among their closest family members. Some had members of their families abroad (such as in the US or in the UK) or had travelled within Africa for work (such as Cameroon but also South Africa).
Language(s)	English was the language mainly spoken. On few occasions, Twe was used and translated during the discussion to English for all participants.
Immediate observations on the group and how it worked (method)	The FG took place in a church in Bethlehem. It started on time. There was also a nice balance between those with high level of education and those who are less educated.
Immediate observations on points not to miss (content)	Contrasting views in the group with some in favour of migrating/travelling and others completely opposed to the idea.
Date	2021-07-02
Start time	03:15 PM
Duration of discussion	1 hour and 30 minutes
Venue	Church

Focus group GHA2-C

Focus group C public presentation

This focus group discussion was held with nine men in Bethlehem/Golf city, Ghana, in July 2021. They all had a weak connection with international migration but most of them had migrated internally. None of them were born in the area. Many were from the Volta Region. They also migrated around Golf city and Bethlehem to Tema/Ashaiman before moving to the research area. However, they had developed over time a sense of belonging to the place and considered themselves as locals. Six out of nine participants were over 30 and therefore the three youth (under 30) were a minority in this group. The discussion was held in English and a few occasions in Twe, it was moderated by Leander Kandilige and Marie Godin with the assistance of Theophilus Kwabena Abutima. It lasted approximately 1 hour and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Motorcycle taxi- Okada	He has been living in Bethlehem for 3 years. He is from the Volta Region from the Jasikan District
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Teacher at the Junior High School	He has been living in the area for the last 18 years. He moved from Ashaiman to Golf city when he was young
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	He works in construction	He has been living in Golf city for the last 10 years and before that in Bethlehem for 5 years. He comes from the Volta Region and belongs to the Logba people. He first moved from the Volta region to Accra, then to a suburb of Accra and then Golf city
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Lotto writer	He has lived 10 years in Golf city and was born in Juapong, a town in the North Tongu District of the Volta Region
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Construction sector	He has been in Golf city/ Bethlem since 2006
	C6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	He has been in Golf city since 2010
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Driver	He has lived in Golf city for 5 years and is from the Volta region
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Sprayer	He has lived in Golf city for 16 years
	C9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Plumber	He has lived in Golf city for 7 years
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Individuals who have never migrated outside Ghana. Some had family members/acquaintances with an experience of international migration
Language(s)	English was the language mainly spoken. On few occasions, Twe was used and translated during the discussion to English for all participants.
Immediate observations on the group and how it worked (method)	We started with seven participants, but two additional participants arrived after it had started. Overall, there were nine participants which was not easy to manage. Some were willing to speak more than others and especially those who were more proficient in English. During the FGD some young people did pick up their phones and lost interest.
Immediate observations on points not to miss (content)	Covid-19 was mentioned as having had a huge impact on the economic activities in the research area slowing down all activities.
Date	2021-07-04
Start time	01:00 PM
Duration of discussion	1 hour and 4 minutes
Venue	Within a private school

Focus group GHA2-D

Focus group D public presentation

This focus group discussion was held with seven women in Golf city, Ghana in July 2022. None of the participants had ever migrated outside Ghana. Some had family members/acquaintances with an experience of international migration. The majority of them were in their 20s except two who were respectively 18 years old and 39 years old. The participants were educated at secondary level or above and four of them had a job at the time we conducted the FGD except two who were unemployed. The discussion was held in English and in Twe, it was moderated by Leander Kandilige and Marie Godin with the assistance of Theophilus Kwabena Abutima. It lasted approximately 1 hour and 20 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Sale assistant	She has been living in Golf city for the last 4 years. Before that she was living in the Eastern Region
	D2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Sale assistant	She has been living in Golf city for 6 years. She comes from Vakpo, a town in the North Dayi district in the Volta Region
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Hairdresser	She has been living in Golf city for the last 11 years. She comes from Kpando, a town and the capital of Kpando, Municipal District in the northern Volta Region
	D4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Trader (fruit)	She has been living in Golf city for the last 18 years. Before she used to live in Ashaiman. She is originally from the Volta Region
	D5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Attaché - HR Department	She was born in Golf city
	D6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	She was born in Golf city
	D7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Unemployed	11 years in Golf city. Before she used to live in community 4 (Tema)
Too many	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Individuals who have never migrated outside Ghana. Some had family members/acquaintances with an experience of international migration
Language(s)	English was the language mainly spoken. On a few occasions, Twe was used and translated during the discussion to English for all participants.
Immediate observations on the group and how it worked (method)	It was harder to recruit this group of women. During the focus group, most of the women were wearing the mask and sometimes it did make it hard to understand what they were talking. A lot of the women were quite young, and they were a bit shy to express their opinions then the discussion started. However, with Leander's skills to facilitate the discussions and helping them recognising the cards, it did help them to talk more. The FGD started quite late and therefore we had to speed up the process as we had to make sure that women were going to go home safely.
Immediate observations on points not to miss (content)	Covid-19 was not mentioned as having had an impact on their lives. The "commerce card" was problematic as commerce is an essential part of women's activities but the card was not easily recognised.
Date	2021-07-04
Start time	05:00 PM
Duration of discussion	1 hour and 19 minutes
Venue	Private school

Focus group GHA3-A

Focus group A public presentation

This focus group discussion was held with seven women in New Takoradi, Ghana, in December 2021. Strong links with migration were identified as having someone close to the person who migrated outside Ghana (brother/sister, mother/father, husband). All participants had close relatives abroad, though none of the women themselves had migrated. The majority, four out of seven, of the women who took part in the FGD were between 20 and 39 years old except one who was 19 years old. Their level of education was quite high but in Ghana the secondary system consists of Junior High School (3 years) and Senior High School (3 years). Two of them had completed Junior High School but not Senior High School. The majority of the women are traders with one exception that has a degree and is a Senior high school graduate teacher. The discussion was held in both English and Fanti and moderated by Leander Kandilige and Marie Godin with the assistance of Kingsley Baffoe and Kareb Ahli Edinam. It lasted approximately 1 hour and 34 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	Age			Educational level				No. of children	Principal activity/work	Connection with migration	
	18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary				
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Senior high school teacher (National Service)	Uncle moved to Valencia, Spain 30 years ago and come back from time to time; assist the family a little. He has returned once to New Takoradi	
	A2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Trader (Plastics)	Husband in Libya since June 2020
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Caterer (Pastries)	Stepfather in Spain since 2019
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Trader (Bowls)	Spouse migrated to Italy in 2015 and send remittances
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Make-up artist	Spouse moved to Spain 5 years ago and regularly send remittances
	A6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Trader (buckets)	Spouse lives in Libya, left 6 months ago and is trapped. She is not receiving remittances
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Used to sell plantain and chips but not currently	Spouse lives in Italy, left 5 years ago
Too many	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group A description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Strong links with migration were identified as having close family who migrated outside Ghana (brother/sister and/or mother/father and/or husband). All participants had close relatives abroad, though none of the women themselves had migrated outside Ghana.
Language(s)	English and Fanti
Immediate observations on the group and how it worked (method)	Some of the women attended the discussion with their small children and since it was held indoors, women could comfortably breastfeed while participating in the FG. One of the women's husband was trapped in Libya and asked for support after the discussion. One of the team put her in touch with IOM in Accra.
Immediate observations on points not to miss (content)	
Date	2021-12-04
Start time	2:00 PM
Duration of discussion	1 hour and 34 minutes
Venue	Catholic Church in New Takoradi. A room was provided inside the church

Focus group GHA3-B

Focus group B public presentation

This focus group discussion was held with six men in New Takoradi, Ghana, in December 2021. Strong links with migration were identified as those who have had an experience with migration (either through irregular and/or regular means). The participants were all in their mid to late 20s, with one in his early 20s and two in their 30s. In terms of education, the majority had completed secondary school, only one completed primary school only and one gained tertiary education after high school. All of them were working at the time of the FGD with half of them employed by local companies, one into the fishing business, one self-employed and two into local casual work. The discussion was held in English mainly and sometimes in Fanti and moderated by Leander Kandilige and Marie Godin with the assistance of Kingsley Baffoe and Karen Ahli Edinam. It lasted approximately 1 hour and 40 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	Sailor	Went to Italy for 2 months and to Spain for 7 months
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	He is a welder (spraying shop)	Went to Libya in 2016
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Businessman into perfumes	Went to Libya in 2016 and in 2017
	B4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Electrician in a timber company in Takoradi	Was in Qatar from 2016 to 2019) and in Tema (Accra) before coming to New Takoradi in 2007
	B5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Works for an oil company on Cargos (Takoradi Port)	In Angola, Morocco for labour migration from 2020 to 2021
	B6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Steal/metal bender (casual work)	Was in Dubai in 2018 for labour migration
Too many	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Strong links with migration were identified as those who have had an experience with migration (either through irregular and/or regular means).
Language(s)	English and Fanti
Immediate observations on the group and how it worked (method)	Many among the participants were first reluctant to talk to us as they felt like there are many people who come to the community to ask questions but often do not see the impact of it. After explaining the MIGNEX project and the purpose of the project they accepted to take part and engaged very well with all the topics.
Immediate observations on points not to miss (content)	
Date	2021-12-05
Start time	01:00 PM
Duration of discussion	1 hour and 43 minutes
Venue	Catholic Church, New Takoradi. The FG took in the shadow outside inside the courtyard behind the church

Focus group GHA3-C

Focus group C public presentation

This focus group discussion was held with seven men in New Takoradi, Ghana, in December 2021. Most the participants had some connection with migration (such as having a brother living in Italy, an uncle in Spain or in Germany or a friend who had left to go to Europe) but they themselves had never migrated before. One of them was 19 years old, four were 23 years old, one was 27 and the last participant was 33 years old. In terms of education, three had reached Junior High School but not carried their studies further. Three others had completed Senior High School and one had gained tertiary education. The discussion was held in both English and Fanti and moderated by Leander Kandilige and Marie Godin with the assistance of Kingsley Baffoe and Karen Ahli Edinam. It lasted approximately 2 hours and 10 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Forestry commission	His senior brother lives in Italy and left in 2015
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Taxi driver	His uncle left 6 years ago for Spain, and he is supporting the family
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Fashion designer	His uncle left for Germany, and he has friends that left Ghana to go to Italy
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Mechanic engineer (Ghacem)	Does not know anyone who migrated
	C5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Field assistant - Forestry Commission	Has a friend who went to Italy in 2017 but he is not in touch with him
	C6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Field assistant - Forestry commission	His brother has been in Spain since 2016. He is in touch regularly with him and he sends some remittances to the family
	C7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	Has a friend who went to Europe but returned from Belgium in 2016
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group C description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Most of the participants had a loose connection with migration (such as having a brother living in Italy, an uncle in Spain or in Germany or a friend who had left to Europe) but they had never migrated themselves before.
Language(s)	English and Fanti
Immediate observations on the group and how it worked (method)	The diversity within the group was interesting as some were highly educated and without a job and others had few qualifications but were equally struggling to find a job at the local level.
Immediate observations on points not to miss (content)	
Date	2021-12-05
Start time	04:00 PM
Duration of discussion	2 hours and 10 minutes
Venue	Catholic Church, New Takoradi. A room was provided inside the building of the church

Focus group GHA3-D

Focus group D public presentation

This focus group discussion was held with nine women in New Takoradi, Ghana, in December 2021. The majority of them knew someone who had migrated. Six of them were in their 20s except one who was in her late 30s and two who were respectively 18 and 19 years old. Among the participants, four had completed senior high school and one who had completed tertiary education. Four had only completed Junior High School. In terms of activities, three mentioned that they were unemployed at the time of the discussion. One was a teacher at a primary school, four were traders (fish, water, plantain) and one was running a hairdressing business. The discussion was held in English and Fanti and moderated by Leander Kandilige and Marie Godin with the assistance of Kingsley Baffoe and Karen Ahli Edinam. It lasted approximately 1 hour and 45 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	She has a brother in Spain who regularly remits to the family
	D2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Sale boiled eggs	Her friend left for Libya 3 months ago
	D3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Unemployed	No connection with migration
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed	She has an uncle in the US. He does not send remittances, but he visits from time to time
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Hairdresser	She has a friend in the UK, and he visits from time to time
	D6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Trader of clothes	She has had an uncle in Belgium for more than 25 years, but he does not send remittances. He has never been back
	D7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Primary teacher	No connection with migration
	D8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Trader of Plantain with her mum's business	Her aunt's daughter is in Germany
	D9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Fishmonger / business of water and ice	Her brother left for Accra, and she have heard about an uncle living abroad
Too many	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The majority of them had weak connection to migration or no connection with migration. They could know someone in the family that they have heard about who migrated or friends but those who left were not supporting them.
Language(s)	Fanti and English
Immediate observations on the group and how it worked (method)	One of the older participants assisted in facilitating the discussion and sometimes offered translation for women who were struggling to express themselves in English.
Immediate observations on points not to miss (content)	
Date	2021-12-07
Start time	11:00 AM
Duration of discussion	1 hour and 45 minutes
Venue	Catholic Church, New Takoradi. A room was provided inside the building of the church

Focus group GIN1-A

Focus group A public presentation

This focus group discussion was held with five young men in Boffa, Guinea, in October 2021. The participants had all studied in Conakry but had decided to come back and settle in Boffa to contribute to the development of their locality and, hopefully, to start a career as social entrepreneurs and members of civil society. Thus, they advocate for the possibility of Guinean youth to succeed in their own countries and reject the idea of migration as a solution for their problems. All participants were in their mid-20s. The discussion was held in French (with some digression in Sosso) and moderated by Abdoulaye Sompore, assisted by Ester Botta. It lasted approximately 2 hours (some of the time was spent on visiting premises and informal conversations). It was audio-recorded, transcribed in French, and translated to English. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	NGO leader	Studied in Conakry, decision to settle in Boffa
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	NGO leader	Studied in Conakry, decision to settle in Boffa
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Mobile phone network salesperson	Studied in Conakry, decision to settle in Boffa
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	NGO leader	Studied in Conakry, decision to settle in Boffa
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	NGO leader	Studied in Conakry, decision to settle in Boffa
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	In this case, we selected a group of young people who had come back to Boffa after studying in other towns. We chose them for “weak links” with migrations especially because of their life choices. Unlike many graduates, they wanted to settle in Boffa, reject the idea of migration towards Europe, and have created an NGO to show that they can succeed in their hometown and contribute to its development.
Language(s)	French and Sosso
Immediate observations on the group and how it worked (method)	The group was very happy to talk to us; some of the respondents were sociologists and they had all been involved in research activities because of the collaboration of their NGO with development institutions. Thus, they understood well what we were doing. They considered our encounter as an occasion to expand their network of acquaintances potentially useful to find contacts and opportunities. As members of the same NGO, they knew each other very well and shared a lot of opinions.
Immediate observations on points not to miss (content)	Reflections on the destiny of young graduates in Boffa. Social entrepreneurship to make a living; instead of applying for a job in mining firm, they have created a structure that can help companies to answer demands of local development. Disappointment of the expectations and negative considerations on life in Boffa but were motivated to contribute to change.
Date	2021-10-05
Start time	05:00 PM
Duration of discussion	2 hours
Venue	A yard outside the premises of the association

Focus group GIN1-B

Focus group B public presentation

This focus group discussion was held with six men. The conversation took place in the village Douminyia in the town of Boffa, Guinea, in October 2021. They were Sosso and Baga craftsmen, except from one trader. The craftsmen had been or currently were very mobile as skilled craftsmen they had contracts in several towns and some of them had workshops in two different localities. Others had spent a part of their life elsewhere in Guinea, working as mechanics, plumbers, welders, electricians, or smiths, before deciding to come back to Boffa. They were all in their late 30s and they had attended school for a short time, or not at all. The discussion was held in Sosso and moderated by Abdoulaye Sompore, assisted by Ester Botta. It lasted approximately 2 hours. The discussion was recorded, translated, and transcribed into French, then translated to English. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Welder	Spent youth in Boké, Guinea
	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Carpenter	Currently working in Boffa and Kamsar in Guinea
	B3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Trader	Doing commerce between Boffa and Dinguiraye in Guinea
	B4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Builder	Spent youth in Kindia, Guinea
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Electrician	Frequent contracts in Conakry and Kindia in Guinea
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Mechanic	Currently working in Boffa and Dubréka in Guinea
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	A group of craftsmen and traders who have spent (or are currently spending) a part of their life in other areas of Guinea. They are the famous "Sosso workers" requested everywhere in Guinea because they are thought to be particularly skilled as mechanics, electricians, welders, smiths, plumbers etc. This leads them to be mobile, to accept contracts in different towns and sometimes to have workshops in two or three localities.
Language(s)	Sosso
Immediate observations on the group and how it worked (method)	It was a challenging focus group discussion. The FGD was held with twelve men, but only six actually spoke; the others just sat and listened to the conversation. Our interests diverged: we wanted to talk about employment and migration, but they wanted to discuss their problems, but also, seemingly, to settle scores about the mismanagement of some funds. They also wanted to consult us about what they could do with the touristic sites; a long, non-recorded part of the FGD was spent on this. For the rest, people were not very talkative: maybe not a very good time of the day, on a Sunday just before lunch.
Immediate observations on points not to miss (content)	This FGD was very specific to the context of Douminy. There was a context of despair, maybe more than in other sites because fishing is forbidden, agriculture is difficult; people are deprived of their traditional livelihood and resources because of mining. There are conflicts among local people about the management of compensations. The FGD allowed us to better understand that compensations are managed in a secretive way that raises mistrust, rumours, and suspicion. Also, there are experiences with returning migrants.
Date	2021-10-10
Start time	11:00 AM
Duration of discussion	2 hours
Venue	The yard in front of the school

Focus group GIN1-C

Focus group C public presentation

This focus group discussion was held with five women. It was held in Boffa, Guinea in October 2021. Some of the women have moved to Boffa to follow their husbands, others have grown up in the area because their fathers were civil servants from Haute Guinée assigned to hospitals and schools in Boffa. The group was made by women of different statuses, ages, and social conditions. The women aged from 20 to 39. The group included a woman who had attended University, one who had finished high school, and three with less than primary education. Besides being active in local civil society groups, the participants are housewives and/or traders, and one primary school teacher. The discussion was held in Sosso and moderated by Abdoulaye Sompore, assisted by Ester Botta. It lasted approximately 1 hour and 30 minutes and was recorded, translated, and transcribed in French and then translated into English. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Trader	She left Haute Guinée for marriage
	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4	Teacher and active in a local civil society group	She came to Boffa with her family when she was a child
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	Housewife, trader, and active in media	She left Haute Guinée for marriage
	C4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Housewife and trader	She came to Boffa with her family when she was a child
	C5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Trader and fisher	She came to Boffa with her family when she was a child
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Some of the participants had recently come to Boffa following their husbands, others had arrived in their childhood.
Language(s)	Sosso
Immediate observations on the group and how it worked (method)	This focus group discussion was held with about fifteen women present, but only five spoke. Nevertheless, having many present even though they did not participate could impact the FGD. The participants knew each other well. They considered that the discussion was important. They were cheerful and optimistic.
Immediate observations on points not to miss (content)	As previously observed in our research, women seem to have different expectations than men. In a context where part of their main responsibility is to be a mother and a wife, the women are concerned with cultivating a comfortable home life and defer most financial responsibility to their husbands. They appreciate local civil society groups and solidarity, that gives them some independence from the husbands. Trading clothes is a source of empowerment. They are very negative about migration and instead value commerce and vocational training. As traders, they benefit more from the extension of the town and the presence of "foreign" customers with a high purchase power.
Date	2021-10-11
Start time	05:00 PM
Duration of discussion	1 hour and 30 minutes
Venue	Private yard

Focus group GIN1-D

Focus group D public presentation

This focus group discussion was held in Boffa, Guinea in October 2021, with four women. They had weak connections with migration, as they had spent all their life in Boffa, except for trips to Conakry to sell fish. The women who spoke were in their late 30s, without primary education, and mothers of several children. All the women sold fish. The discussion was held in Sosso and moderated by Abdoulaye Sompore. It lasted approximately 1 hour and 20 minutes and was recorded, translated into French and transcribed, then translated into English. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Wholesale fish dealer	Always lived in Boffa
	D2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Wholesale fish dealer	Always lived in Boffa
	D3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Wholesale fish dealer	Always lived in Boffa
	D4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	Wholesale fish dealer	Always lived in Boffa
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group D description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Participants have never left Boffa.
Language(s)	Sosso
Immediate observations on the group and how it worked (method)	In this FGD, more than twenty women were present, but only four of them spoke. After the initial reluctance, many women joined the discussion to listen and to take a rest from their work. Many younger women listened to the conversation without contributing, only nodding along, or confirming statements of the older women. The eldest women in their late 30s acted as spokespersons for the younger ones. A man, a trade unionist that women seem to trust a lot, also came in and joined the conversation. The younger women and the man being present can of course have implications for the FGD.
Immediate observations on points not to miss (content)	Among the people we met in Boffa, they were the ones that benefitted more from development projects (renovation of the harbour). They complained about their working conditions (lack of seed money) and of their children's and younger siblings' problems. They complained about secretive criteria for employment in mining firms. They did not condemn, but rather justified irregular migration because of the frustrations of their children and their own disappointment.
Date	2021-10-11
Start time	03:00 PM
Duration of discussion	1 hour and 20 minutes
Venue	Harbour in Boffa

Focus group GIN2-A

Focus group A public presentation

This focus group discussion was held with eight young men in Dialakoro, Guinea, in August 2021. Some of them had left Dialakoro for some years, to study or learn a trade in the main Guinean cities (Conakry, Kamsar, Kankan) but, unlike many people of their generation, they never lived abroad in neighbouring countries. They were young men from 20 to 35 years old, mostly married with children. Some of them had stable jobs as farmers or workers, but some others were just starting new entrepreneurial activities. Many were university graduates returning to the village, but there was also a farmer without primary education. The discussion was held in Maninka and French and moderated by Abdoulaye Sompore, assisted by Ester Botta Sompore and by Dougo Kpakpavogu, who was also the interpreter. It lasted approximately 1 hour 30 minutes and was audio-recorded, transcribed and translated. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Farmer	No connection with migration. Have not left Dialakoro
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Carpentry	Back to Dialakoro after apprenticeship in Conakry
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Hair dressing	No connection with migration. Have not left Dialakoro
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Unemployed	Back to Dialakoro after studying in Kankan
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Entrepreneur	Back to Dialakoro after studying in Conakry
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	Chemist	Back to Dialakoro after studying in Kankan
	A7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Engineer	Back to Dialakoro after studying in Conakry and working in Kamsar
	A8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	NGO worker	Back to Dialakoro after studying in Kankan
Too many	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group A description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	A group of young people who are living in Dialakoro, sometimes after studying in other towns, but haven't lived in neighbouring countries.
Language(s)	French and Maninka
Immediate observations on the group and how it worked (method)	An interesting discussion. Hopeful and dynamic young people, with many ideas. The participants took the FGD as an opportunity to raise their issues, but also showed the good aspects about living in the village.
Immediate observations on points not to miss (content)	They spoke about their problems and difficulties, but also showed us some of their achievements in development, such as the creation of associations and business. Families provide protection in exchange of manpower in agriculture, thus giving them the time to develop their own projects. Many university graduates are back, willing to develop the village and start business in Dialakoro.
Date	2021-08-04
Start time	09:00 AM
Duration of discussion	1 hour and 30 minutes
Venue	School yard

Focus group GIN2-B

Focus group B public presentation

This focus group discussion was held with seven women in Dialakoro, Guinea, in August 2021. All the women had spent some time outside Dialakoro, mainly for small scale gold mining, or to study in other towns where they have relatives, but none has been outside Guinea. All were very young from 18 to 24. They are all students: two in High School and five in Middle School. Four of them are also learning a trade in the afternoon. The discussion was held in Maninka and moderated by Abdoulaye Sompore, assisted by Ester Botta and Dougo Kpakpavogui as an interpreter. It lasted approximately 1 hour and was audio recorded, translated, and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Student and apprentice (dressmaking)	She has been to several mining sites in Mandiana and Siguiri
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Student and apprentice (dressmaking)	She has lived some years in Siguiri with her father before coming back to Dialakoro
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Student in Conakry	She lives in Conakry; she is in Dialakoro for holidays
	B4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Student and apprentice (dressmaking)	She has been to several mining sites in Mandiana and Siguiri
	B5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Student and she helps her mother in commerce	She has been to several mining sites in Mandiana and Siguiri
	B6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Student and apprentice (dressmaking)	She has been to several mining sites in Mandiana and Siguiri (she didn't talk and left early)
	B7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Student and she helps her mother in commerce	She has been to several mining sites in Mandiana and Siguiri (she didn't talk and left early)
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group B description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All the women we met have spent some time outside Dialakoro, for different reasons. Five of them did gold mining in different sites in the neighbouring prefecture of Siguri and in the prefecture of Mandiana. One of them spent a part of her youth in Siguri, and another one is currently in high school in Conakry.
Language(s)	Maninka
Immediate observations on the group and how it worked (method)	The group is made of seven young women that were shy. The discussion was dominated by one girl who has already followed workshops with UNICEF. Two girls left during the discussion, and two others did not say a word, despite encouragement, and just nodded and smiled. However, we thought that some important issues came out from the discussion.
Immediate observations on points not to miss (content)	Gold mining as a “dangerous” activity for women: their husbands can die, and they can easily be exposed to prostitution, as a result. Some expressed fear of marriage but feeling that hope is connected to the possibility to study and learn a trade, for a young woman.
Date	2021-08-07
Start time	10:30 AM
Duration of discussion	55 minutes
Venue	A garden

Focus group GIN2-C

Focus group C public presentation

This focus group discussion was held with eight men in Dialakoro, Guinea, in August 2021. All the participants had travelled abroad to neighbouring countries, such as Mali, Senegal, Burkina Faso, Ghana and Ivory Coast, in general to look for gold and diamonds. All were aged 29-39. One of them was a teacher in primary school who had completed University. Except from a man who had attended High School, all the rest were without primary education or had only attended two or three years in primary school. Four of them were craftsmen, but there were also two farmers, a trader, and a teacher. Occasionally, two representatives from the local government entered the discussion with some personal observations. The discussion was held in Maninka and moderated by Abdoulaye Wotem Sompore and Dougo Kpakpavogui. It lasted approximately 2 hours and was audio-recorded, transcribed, and translated in French and then in English. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	Farmer	He has lived in Mali and in the forest region in Guinea
	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Farmer	He has lived in Mali, Ivory Coast and Liberia
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Trader	He has travelled to other regions of Guinea to look for diamonds and as a farm labourer
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	Teacher	He was born in Liberia and then moved to Dialakoro. He has been to Sierra Leone, Mali, and Burkina Faso
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Mechanic	He has been to different West-African countries to look for gold
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Driver	He has been to Conakry to look for a job
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	Builder	He has spent all his life in Kankan and has just gone back
	C8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Carpenter	He has been to Bamako for some months to look for a job
Too many	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All the men in the Focus Group have travelled abroad to neighbouring countries, such as Mali, Burkina Faso, Ghana, Ivory Coast, and Senegal.
Language(s)	Maninka and French
Immediate observations on the group and how it worked (method)	There were over twelve people present, but four were silent and we did not take them into account. Others talked for a long time, especially two men who were in a prominent position: the eldest and a griot, traditionally selected to speak during public encounters. Two representatives from the local government, not invited at the beginning, joined us during the discussion. A bias is related to the fact that people see us as development agents.
Immediate observations on points not to miss (content)	Importance of the <i>projet coton (1990)</i> to increase the farmers 'purchase power: it is recalled with nostalgia. Difficulties of craftsmen. Long tradition of migration to the forest region (farmers labourers), and neighbouring countries to look for diamonds and gold.
Date	2021-08-17
Start time	08:30 AM
Duration of discussion	2 hours
Venue	Yard of the city hall

Focus group GIN2-D

Focus group D public presentation

This focus group discussion was held with eleven women in Dialakoro, Guinea, in August 2021. They had weak ties with migration as they had spent all or most of their life in Dialakoro and the immediate surroundings (except for a woman who grew up in Bamako and came back to Dialakoro for marriage) and are now living in the village. They do not have significant connections with migrants either. Most of the women were married housewives between 25 and 35 years old. They also do agriculture and one of them is a trader. Most do not have primary education, but two of them finished primary school and another one attended a vocational training institute in Kankan to become a health worker. The discussion was held in Maninka and moderated by Abdoulaye Sompore and the research assistant Dougo Kpakpavogui was the interpreter. It lasted approximately 2 hours and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Housewife, small trade, agriculture	No connection with migration. Have not left Dialakoro
	D2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Housewife, small trade, agriculture	No connection with migration. Have not left Dialakoro
	D3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Housewife, small trade, agriculture	No connection with migration. Have not left Dialakoro
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Housewife, small trade, agriculture	No connection with migration. Have not left Dialakoro
	D5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Housewife, small trade, agriculture	No connection with migration. Have not left Dialakoro
	D6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Housewife, small trade, agriculture	Born in Bamako, but came to Dialakoro for marriage
	D7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Housewife, small trade, agriculture	No connection with migration. Have not left Dialakoro
	D8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Housewife, small trade, agriculture	No connection with migration. Have not left Dialakoro
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Housewife, small trade, agriculture	No connection with migration. Have not left Dialakoro
	D10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Housewife, small trade, agriculture	No connection with migration. Have not left Dialakoro
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Housewife and trader	No connection with migration. Have not left Dialakoro
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The women we met during this FGD have spent all their life in Dialakoro. Some of them are the spouses of gold miners who extract gold in the surroundings, and they don't have close relatives who migrate.
Language(s)	Maninka
Immediate observations on the group and how it worked (method)	The discussion worked well, with an active participation of women, who were eager to speak and spoke loudly. Some of their little children were present and hanging around during the discussion.
Immediate observations on points not to miss (content)	Despite being a FDG on migration and development, gender issues were, in our opinion, the most important topic of this discussion, that disclosed a latent conflict between men and women in the village, with feeling of oppression and injustice. Women hope that their children will leave Dialakoro, looking for a better future for them and their mothers.
Date	2021-08-07
Start time	09:00 AM
Duration of discussion	2 hours
Venue	Private yard

Focus group NGA1-A

Focus group A public presentation

This focus group discussion was held with six women in Down Quarters, Nigeria, in October 2021. Four of the participants are first generation migrants while two are second generation migrants. Five of the participants were in their 30s while one was in her 20s. Two of them are Muslim while four are Christians. Three of the participants had completed primary education, two had completed secondary education while one has post-secondary school education. Three of the participants are engaged in petty trading mostly selling food items and clothing. Also, two of them are housewives and depend on their husbands for provision of basic amenities while one participant used to have a white-collar job but lost her job because of COVID-19. The discussion was held in both Hausa and English and moderated by Aisha Adamu who served as the interpreter. It lasted approximately 1 hour and was audio-recorded and translated and transcribed/recorded by means of notetaking. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Housewife	Parents and siblings live in another community, and she migrated because of marriage
	A2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Petty trader	Parents and siblings live in another community, and she migrated because of marriage
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Petty trader	Almost all her extended family live in another state, and she migrated because of marriage
	A4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	Housewife	Siblings live in another state, and she migrated from Nigeria due to terrorist attacks
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Former aid worker	Parents and siblings live in another community, and she migrated in search of a job
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Petty trader	Family resides in another state, and she moved to get an affordable accommodation
Too many	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The participants have migrated to Down Quarters during the last 10 years. Most of their extended families are residents in their former communities. They visit communities or states they have migrated from. They also receive remittances from their former place of residence.
Language(s)	Hausa and English
Immediate observations on the group and how it worked (method)	The group was multi-cultural and multi religious. The purpose of migration for the participants was diverse and thus gave a rich dimension to reasons for in-migration to Down Quarters by women. Generally, most responses seemed similar amongst the participant, but they differed in aspects of encouraging youth to migrate out of Down Quarters. It seemed that cultural and religious inclination played a role here. There was a participant with a dominant personality and two with a bit quiet disposition and these personalities determined how to manage the group dynamics. The responses in Section Two tended to be brief and not very enthusiastic. Perhaps showing the lack of ambition amongst residents of the area.
Immediate observations on points not to miss (content)	In-migration to Down Quarters is not a development the women are very positive of. The high number of in-migrants has brought about increased security threats in the area with two children being kidnapped in the past 18 months. The main reason for out-migration by women from Down Quarters is due to marriage, while for the men is for economic reasons. The reason for out-migration and the destination for migrants determines how successful they become in their new location. The participants believe international migration is a positive step and they would encourage this practise. Despite lamenting that residents of Down Quarters do not secure well-paying white-collar jobs; the participants still believe that securing a good education will improve the economic situation of youth from the area. There are contrasting views from the participants of the FGD and other key informants pertaining the security situation. While KIs and informal discussions suggested that insecurity is not a major challenge in the area, the women stated that they live in apprehension due to the high level of crime in the area. Further, the participants did not seem so enthusiastic during the discussions about the different pathways to livelihood. There were mainly two participants that really participated in this section and others seemed to echo their thoughts. This may be an indication of the lack of ambition by residents of Down Quarters.
Date	2021-10-30
Start time	03:20 PM
Duration of discussion	54 minutes
Venue	Down Quarters Primary School

Focus group NGA1-B

Focus group B public presentation

This focus group discussion was held with six women in Down Quarters, Nigeria, in October 2021. Five of the participants are third generation migrants while one is a fourth-generation migrant. Two of the participants are in their 30s, three in their 20s while one is 19 years old. All participants are Muslims from the Hausa ethnic group. Three participants have completed their primary education while two have completed secondary education, and one with some post-secondary education. Two of the participants are engaged in petty trading mostly selling food items, two participants are full-time housewives, and two participants are employed in a tailoring shop. The discussion was held in Hausa language and moderated by Aisha Adamu who served as the interpreter. It lasted approximately 1 hour and was audio-recorded and translated and transcribed/recorded. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5	Petty trading	Third generation migrant. Her paternal grandfather migrated to Down Quarters. She has some distant relatives, but they hardly visit
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Housewife	Third generation migrant. Her paternal grandfather migrated to Down Quarters
	B3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6	Petty Trading	Third generation migrant. She has siblings in other communities who she visits. She seldom receives remittances from her siblings
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Housewife	Fourth generation migrant. All her immediate family members reside in Down Quarters
	B5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Tailor	Third generation migrant. Her paternal grandfather migrated to Down Quarters. She has cousins that reside in other states, and visits occasionally
	B6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Tailor	Third generation migrant. No immediate family members residing outside Down Quarters. Brother goes to school in another state but does not send remittances
Too many	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Third or fourth generation migrants. They have most of their families in Down Quarters. They spend festive seasons such as the Eid celebrations in Down Quarters. Some have siblings who have married and moved out of Down Quarters.
Language(s)	Hausa
Immediate observations on the group and how it worked (method)	All the members of this group were of the same ethnic group and also the same religion. Some were married and some not. The married women tried to dominate the discussions and enforce their opinions on those who are unmarried. Thus, the facilitator enforced a rule to take turns to speak. The more educated participants said more than the others on Section two. This may have intimidated others, even though the moderator tried to solicit everyone's input. Overall, it was a vibrant discussion with diverse views pertaining international migrations.
Immediate observations on points not to miss (content)	<p>It appears that women with weak links to migration in Down Quarters are Hausas and Muslims. Additionally, their disposition pertaining changes that have occurred over 10 years and impressions about international migrations seems to be influenced by their marital status and educational level. The married women with children seem to be more concerned with the issue of increased number of deviants which has affected the moral standing of youth in the area. On the other hand, the unmarried women are concerned with how they are viewed by people in other parts of the state. They say they are wrongly judged and stereotyped as wayward and irresponsible.</p> <p>All participants agree that international migration for boys or men is a great step to improved standard of living. However, when it comes to women's migration, they were divided. The unmarried women believe that women should be encouraged to migrate to any destination if they have a tangible plan or reason, but the married women do not agree with this position. They feel that women should remain at home with their parents.</p> <p>The women with weak links did not seem to be very concerned about the issue of insecurity, in contrast with those who have strong links with migration.</p>
Date	2021-10-30
Start time	02:12 PM
Duration of discussion	55 minutes
Venue	Down Quarters Primary School.

Focus group NGA1-C

Focus group C public presentation

This focus group discussion was held with eight men at the only primary school in Down Quarters, Kaduna, Nigeria, in October 2021. Four of the participants are fourth generation migrants, while the other four are third generation migrants. The participants consisted of five discussants in their 30s and three in their 20s. Most of the discussants are Muslims and only two are Christians. The discussants have all completed their secondary education, two of them are still in tertiary institutions, and one teacher with post-secondary education. All the participants, except one primary school teacher, are engaged in the informal sector practicing different forms of vocations ranging from petty trading, welder, driving, tailoring etc. The language spoken in the conversation was Hausa. However, during the conversation a bit of English was introduced. The discussion was moderated by Amos James. He was assisted by Kamal Abubakar, a lecturer with the Department of Sociology Kaduna State University, who served as an interpreter and a note taker. The discussion lasted for about 1 hour and 40 minutes and was audio recorded. The audio recording was translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Petty trader	Third generation migrant. Grandfather migrated to Down Quarters. All relatives reside here
	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4	Tailor	Third generation migrant. No ties with relatives from his family's ancestral home
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	A student in tertiary institution	Fourth generation migrant. All relatives are still in Down Quarters. Has never visited his place of origin
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Teacher	Third generation migrant. All relatives live here. Few visits to distant relatives, but have not visited ancestral home
	C5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Petty trader	Fourth generation migrant. Great grandfather moved to Down Quarters. No relatives elsewhere
	C6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Student in tertiary institution	Fourth generation migrant. Grandfather born in Down Quarters. All relatives live here
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Driver	Fourth generation migrant. Great grandfather came here. Has never visited ancestral home
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Welder	Third generation migrant. Have never visited his ancestral home and never been visited by distant relatives
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group C description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Third or fourth generation migrants with majority of their immediate families and kin living in Down Quarters. They usually do not travel out of the community to celebrate major festive occasions such as Christmas or Sallah (EID) outside the community even when they have children who are married and living in some other communities other than Down Quarters.
Language(s)	Hausa and a bit of English
Immediate observations on the group and how it worked (method)	While six out of the eight discussants are Muslims and from the Hausa ethnic group, the remaining two are Christians from the Idoma and Yoruba ethnic groups. It was gathered that four of the discussants are married and the other four are not. All the discussants participated wholeheartedly in the conversations, and they were lively, generally very cooperative and showed a great deal of understanding. They made meaningful contributions to all the issues raised during the conversations. The discussion was lively and interesting especially after we had exchange pleasantries and built some sort of familiarity with each other.
Immediate observations on points not to miss (content)	The men with strong migration links in the area tend to cut across socio-cultural and religious groups. For more than one hour they freely and willingly expressed their views on the geography, people, economy, and lifestyle of residents of Down Quarters. Similarly, they shared their opinions on the importance and consequences of migration. In addition, they disclosed the types of occupations and vocation they would like to encourage youths of Down Quarters to pursue.
Date	2021-10-30
Start time	04:25 PM
Duration of discussion	1 hour and 40 minutes
Venue	Down Quarters Primary School

Focus group NGA1-D

Focus group D public presentation

This focus group discussion was held with six men in Down Quarters, Nigeria, in November 2021. All the discussants had recently migrated to Down Quarters. None of them has lived in the community for more than 10 years. Four of the respondents are within the age range of 19 to 27 years and two of the respondents are in their early 30s. Four of the discussants are Muslims and two are Christians. Out of the four who are Muslims two are from the Hausa ethnic groups, one is from the Igala ethnic group, the last from the Yoruba ethnic group. Among the two Christians, one is from the Igbo ethnic group and the other one is from the Atyap ethnic group. Five of the discussants have completed their secondary education, and only one is currently in a tertiary institution. Out of the six discussants two of them are unemployed, one is a petty trader, the other is a barber, another is a motor mechanic, and the last one is a carpenter. The discussion was largely held in the Hausa language, but a bit of English was used. Amos James served both as moderator and as the interpreter. The conversation which lasted for about 1 hour and was recorded, and the audio-recording was later translated and transcribed. In addition to the audio recording the moderator took detailed notes of the entire conversation. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Petty trading	Born in Down Quarters, moved away as a boy and then returned about 10 years ago from after ethno-religious conflict
	D2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed, doing menial jobs	Lives with his parents migrated to Down Quarters about 4 years ago
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Barber	He was born in Down Quarters, moved away as a boy, and returned 1½ years ago. All relatives reside in his hometown
	D4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Motor mechanic	He moved to Down Quarters from about 3 years ago. Parents and siblings are all in his hometown
	D5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed/ in tertiary institution	Born in Down Quarters, moved as a boy and returned 8 years ago. His relatives are still in his previous place of residence
	D6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Carpenter	He moved to Down Quarters about three years ago, but his parents still live in their hometown
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The participants have migrated to Down Quarters in the last one decade or less. All members of their extended families still reside at the migrant's place of origin, and they often visit their kin that they left behind in their hometown.
Language(s)	Hausa and a bit of English
Immediate observations on the group and how it worked (method)	The group consisted of six discussants, four from the Hausa speaking ethnic group while the remaining two are from the Igala and Igbo ethnic groups. Four are Muslims and the other two are Christians. The moderator encouraged the discussant to relax and open on all the issues raised. The moderator tried to regulate the conversation and ensure that every discussant actively contributed to the conversation. Each was given time to express his opinion, and no one was given the opportunity to dominate the conversation. Overall, the conversation was lively, interesting, and open.
Immediate observations on points not to miss (content)	<p>In the last two or so decades, Down Quarters has witnessed a considerable influx of migrants into the community. This might be connected with the downturn in the nation's economy which has led to many jobs being lost resulting from the closures of many companies in Kaduna. Majority of the unemployed and the low-income earners therefore migrate to Down Quarters, which offers cheap and affordable accommodation, which conforms to their present economic realities. The discussants proudly disclosed that one of the most interesting reasons why they love Down Quarters is because of its peaceful nature and the camaraderie relationship that exist among the residents of the area.</p> <p>On migration there was a unanimous agreement among discussants that migration from Down Quarters to other places is a good thing if those who are migrated would be gainfully employed where they migrate to, otherwise there is no need to migrate. They maintain that it is better for those thinking of migrating to stay here in Down Quarters and eked out their means of livelihood, instead of going to other places where they are unknown and there will be uncertainty of whether they will be gainfully employed. With regards to pathways to livelihood, participants collectively opined that fishing, farming, working in factories and construction site are occupations young people in Down Quarters can practice. They also hinted that several young people in the community already practice these occupations, and that these jobs have been their major means of livelihood. The discussants suggested that if the shutdown industries in Kaduna would be revitalised, it could provide employment to many and thereby reducing the reported cases of theft in the community and above all it would also stem the tide of migration.</p>
Date	2021-11-02
Start time	03:00 PM
Duration of discussion	1 hour and 12 minutes
Venue	Down Quarters Primary School.

Focus group NGA2-A

Focus group A public presentation

This focus group discussion was held with eight women in Awe, Nigeria in November 2021. Of the eight participants three had family members in other parts of Nigeria, while five had migrated at different points in time into the location currently known as old Awe from other parts of Nigeria. From informal conversations it seemed that several of the long-term residents in Old Awe had migrated from Katsina. The age composition of the group was from 18-39, they included one housewife, two farmers, one food vendor, one private school teacher, one hair weaver, one fisher and a cleaner at the health facility. Only a few of the participants had a formal education and most are self-employed. The discussion was held in Hausa language and was moderated by Esther Gbaden while Jacob Agwam assisted. It lasted approximately 40 minutes and was audio recorded. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Farming	Husband migrated to Lagos and is still there
	A2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Food vendor	Migrated from Katsina into Awe many years ago.
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Cleaner	Migrated from Kano into Awe as a young child more than 20 years ago
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Fishing	Her father migrated to a nearby village called Keana and is still there
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Farming	Migrated from Katsina into Awe many years ago
	A6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Hair weaver	Migrated from Benue into Awe
	A7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Private school teacher	Migrated from Katsina into Awe many years ago
	A8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Housewife	Her bother is currently a migrant in Igboland
Too many	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Participants are women who are migrants themselves from other parts of Nigeria into Awe or have an immediate family member who is a migrant.
Language(s)	Hausa
Immediate observations on the group and how it worked (method)	The group comprised women who showed eagerness to air their views on the subject matter. The group varied in age composition as well as the main sources of their livelihoods ranging from those engaged in petty trade to women were involved in fishing and farming. They spoke about the questions in the FGDs related to livelihoods with great interest.
Immediate observations on points not to miss (content)	In this FGD, a key topic that emerged was the negative impact of inflation on food in their lives and the lives of their family. The women also spoke about the role of government in improving the welfare of women especially in health supplies and personnel. According to them, the hospital in old Awe had a short supply of medical personnel and drugs. There was extensive discussion on situation of health because the FGD was held in a hospital, due to constraints around finding a venue where discussants could sit comfortably at the scheduled time. Despite stating that the town had improved over the last ten years, the participants were not clear about the areas of improvement and spent considerable time highlighting issues with the hospital treatment. It is possible that the use of the health care centre as a venue for the FGD drew people's attention to issues with the hospital.
Date	2021-11-02
Start time	01:40 PM
Duration of discussion	40 minutes
Venue	Nasarawa State Government Primary Health Care Centre Awe old town

Focus group NGA2-B

Focus group B public presentation

The FGD comprised eight women in Awe, Nigeria who had weak ties to migration. It was held in November 2021 in an open compound in Awe. The group composition varies along ethnicity, a few out of the women were Tiv, others were Eggon and Koro and some were Hausa. The group represented a variety of ages from 18-39. None of the participants had migrated themselves, however three out of the women had a distant relative, friend or classmate who had migrated. Most women were not formally educated, they also were mostly engaged in petty trade and in the service industry. The discussion which lasted for 1 hour was held in English and moderated by Esther Gbaden while Jacob Agwam did the interpretation and John Ihuman took notes. The discussion was audio recorded. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Business, woman leader	She was born in Awe and have lived there all her life. Over three generations of her family have lived there
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	Trader	Her grandparents moved to Awe and all family members are here. Her uncle has migrated to Keffi in the Nasarawa state
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Airtime vendor	She was not born in Awe, but has been living there for over 20 years and her family has been here for three generations
	B4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Food vendor	She was born in Awe, and has lived there all her life, same goes for 5 generations of her family, including her children
	B5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Farming	She was born in Awe and has been living there for over 20 years. 3 generations of her family have lived there
	B6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Restaurant waitress	She was born in Awe
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	Grain marketer	She was born in a neighbouring village but has lived in Awe for over 30 years. 4 generations of her family currently live in Awe
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5	Distributor of soft drinks	She was born in Awe and has stayed here
Too many	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group B description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Participants have lived in Awe for two or more generations and have no close relatives who live outside Awe. Even in the face of disasters they do not move to other places.
Language(s)	Hausa, Tiv, and English
Immediate observations on the group and how it worked (method)	The group was composed of participants of different ethnic compositions which was reflected in the multiple languages in which the FGD was conducted. The participants differed in age, and most were not well educated.
Immediate observations on points not to miss (content)	Their work in petty trade and service industry came to bear on the discussions as improvement of their sources of livelihood was a principal concern. Participants showed a tendency to shy away from engagement with issues bearing directly on the role of government, indicating a sense of unease and undue application of caution in speech. This was observed to be closely linked to their level of education with higher awareness amongst those who had more years of education.
Date	2021-11-03
Start time	11:05 AM
Duration of discussion	1 hour and 3 minutes
Venue	Open compound, Angwan Yazawa

Focus group NGA2-C

Focus group C public presentation

This focus group discussion was held with seven men in new Awe, Nigeria, in November 2021. Five of the participants were migrants from different parts of Nigeria and two participants had a family member who migrated out of Awe to another state. The farmer had a brother who migrated to Abuja and the teacher had a son who migrated to Taraba and was yet to return. The participants ranged from 18-39. They included a teacher, farmer, mason, taxi driver, fisher, trader, and one who was unemployed. The discussion was held in an open compound in Awe moderated by George Genyi with assistance from John Ihuman and Jacob Agwam as the interpreter. The discussion lasted approximately 1 hour and 30 minutes and was audio-recorded. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Farmer	He had a brother who migrated to Abuja and returned years later
	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Trader	He was a migrant from Kano state and has lived in Awe for 8 years
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Mason	He migrated from Benue state and has been in Awe for nearly 9 years
	C4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Taxi driver	He migrated from Plateau state and has lived in Awe for 4 years
	C5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Fisher	He migrated from Taraba and has lived in Awe for 8 years
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Teacher	He had a son migrate to Taraba
	C7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Porter	He migrated from Taraba State and has lived in Awe for 7 years
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group C description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Participants are migrants themselves or have an immediate family member who is a migrant.
Language(s)	English and Hausa
Immediate observations on the group and how it worked (method)	The participants differed in age and livelihoods from farming to trading, teaching and construction. These differences generated meaningful discussion on livelihood and migration. The range of experiences drove the process forward.
Immediate observations on points not to miss (content)	Farming as the main attraction for drawing people into Awe is less attractive because of rising insecurity emerging from farmer-herder conflicts.
Date	2021-11-01
Start time	05:05 PM
Duration of discussion	1 hour and 30 minutes
Venue	Open compound in Awe

Focus group NGA2-D

Focus group D public presentation

This focus group discussion was held with eight men in new Awe in November 2021. None of the participants have personal experience with migration nor have immediate family members who have migrated. The participants ranged in ages from 18-39. They included a teacher, farmers, civil servants, students, and a security guard. The discussion was held in an open compound in Awe moderated by George Genyi with assistance from John Ihuman and Jacob Agwam as interpreter. The discussion lasted approximately 1 hour and 45 minutes and was audio-recorded. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Farmer	The participant was born in Awe and the family has lived there all their lives
	D2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Student	The participant was born in Awe and the family has lived there all their lives
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Civil servant	The participant was born in Awe and the family has lived there all their lives
	D4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Civil servant	The participant was born in Awe and the family has lived there all their lives
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Farmer	The participant was born in Awe and the family has lived there all their lives
	D6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Teacher	The participant was born in Awe and the family has lived there all their lives
	D7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Student	The participant was born in Awe and the family has lived there all their lives
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Security	The participant was born in Awe and the family has lived there all their lives
Too many	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Participants have never migrated and have no immediate family members who have migrated to other parts of the Nigeria or another country.
Language(s)	Tiv, English, and Hausa
Immediate observations on the group and how it worked (method)	The absence of personal experience with migration and not having any immediate family members (with one exception) who have migrated neither, influenced the discussion on the section on migration. Participants encountered some confusion in the discussion on whether there were improvements in education in Awe with some favouring improvements in quality versus others.
Immediate observations on points not to miss (content)	Participants were opposed to migration within the country or abroad for most part of the conversation. Tertiary education was widely considered to be a viable and strong pathway for an improved life.
Date	2021-11-03
Start time	12:00 PM
Duration of discussion	1 hour and 45 minutes
Venue	Open compound in Awe

Focus group NGA3-A

Focus group A public presentation

This focus group discussion was held with six men in Ekpoma, Nigeria in November 2021. The group had strong ties to international migration because all the members except one were returnees from Europe, Niger, Algeria, and Libya. In addition to their experience, they had knowledge about the means and benefits of international migration, but felt they were constrained in actual departure by visa restrictions. They all had intentions to travel abroad and live there if they got an opportunity. Three of the participants had university educations, and the other three had attended high school. This different level of education is reflected in their jobs. While those with higher education work in the public service, those with less education performed menial construction and petty trade. However, all the participants were literate, hence the discussion was done in English. The focus group discussion was moderated by Dr Iro Aghedo and research assistant Uyi Abudu. It lasted about 35 minutes and was audio-recorded and transcribed. Information that could reveal the identity of the participants was removed.

Focus group A participants

	Age			Educational level				No. of children	Principal activity/work	Connection with migration	
	18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary				
Too few	A1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Civil servant	He was brought back to Nigeria from Libya by the International Organization for Migration (IOM)
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Bricklayer	He was repatriated from Germany for overstaying his visa
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Tiler	He returned to Ekpoma voluntarily from Algeria after his friend died in the Mediterranean Sea following an irregular migration route
	A4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Civil servant	He voluntarily returned to Nigeria after being stranded for three months after the migrant smuggler duped him and promises by his brother in the UK to send him money failed
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Policeman	He has not travelled himself, but has two brothers in Germany
	A6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Petty trader	He was repatriated from the UK for overstaying his visitor's visa
Too many	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The group consisted of men who had international migration experience because they travelled abroad before. They also intend to migrate abroad again if the opportunity is available. In addition, they have family members and friends abroad whom they interact with constantly.
Language(s)	English
Immediate observations on the group and how it worked (method)	They did not want other participants to know certain details of their migration experience as revealed by informal interaction with them.
Immediate observations on points not to miss (content)	The group members were poor hence their initial desperation for international migration by any means, regular or irregular. Their experiences of the dangers of irregular migration in the Sahara Desert, Libyan conflict, and Mediterranean Sea have changed their perspectives about international migration. But they all agreed that despite the poor availability of employment opportunities at Ekpoma, they would rather remain at home than engage in irregular international migration. The value of remittances at home and the ability for migrant to make investments were described as a main factor that convinced people in Ekpoma to migrate and to consider migrating again once they had returned. Participants perceived international migration as the surest means of poverty reduction.
Date	2021-11-02
Start time	12:00 PM
Duration of discussion	35 minutes
Venue	Jose Maria Escravias Hall

Focus group NGA3-B

Focus group B public presentation

This focus group discussion was held with nine men in Ekpoma, Nigeria in November 2021. The group had weak ties to international migration because neither of the members, except one, had travelled abroad before. However, they were familiar with local campaigns against irregular migration and human trafficking. They had no intention to travel abroad because they had no means of raising the substantial money needed for regular and safe international migration. The participants represent a variety of ages between 18 and 39 years. Five of the participants were petty traders. The other four participants included two farmers, a technician, and an unemployed person. Five of the participants had university educations, two completed secondary school, while the other two participants included one with less than primary education and one who had completed primary education. However, all of them were familiar enough with the English language to allow discussion to be conducted in the same. The focus group discussion was moderated by Dr Iro Aghedo and research assistant Uyi Abudu. It lasted about 30 minutes and was audio-recorded and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Farmer	He was born in Ekpoma as were his parents
	B2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	He is indigenous to Ekpoma
	B3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Farmer	He is born in Ekpoma. Two of his cousins are in Europe, but they never call nor send money
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Petty trader	He was born in Ekpoma
	B5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Petty trader	He travelled to Libya, but he returned home due to the conflict. He lost his friend who tried to cross into Europe
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Petty trader	No connection with migration. He does not like traveling abroad to do menial jobs no matter how profitable
	B7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Technician	No connection with migration
	B8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Petty trader	He was born in Ekpoma, but his parents migrated there from Anambra State
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Petty trader	He was born in Ekpoma and has no friends or family members abroad
Too many	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The group consisted of men who had no international migration experience and had no intention of travelling abroad. Also, some of the participants had no family members or friends abroad whom they communicate with regularly. However, one participant was discovered during the discussion to have travelled to Libya and experienced the Libyan conflict.
Language(s)	English
Immediate observations on the group and how it worked (method)	None of the group members, except one, had international migration experience. However, all of them had knowledge of the phenomenon, benefits, and dangers of migration especially irregular migration abroad which is the most common type in Ekpoma. The group was vocal in criticizing those who risked their lives to travel abroad by irregular means despite the obvious dangers involved.
Immediate observations on points not to miss (content)	Even though most of the participants had no migration experience, they were quite knowledgeable about mobility because of their exposure to campaigns against irregular migration and human trafficking. Inadequate funds are the major obstacle to many people at Ekpoma who want to migrate abroad. The cost of safe migration is too much for poor families, hence the use of irregular means. However, many people are now aware of the dangers of irregular migration because of safe migration campaigns and the knowledge of some Ekpoma people who died in the process of irregular migration. They recommended the use of regular means for those who have the means and legitimate purpose for international migration.
Date	2021-11-04
Start time	10:00 AM
Duration of discussion	30 minutes
Venue	Jose Maria Escravia Hall

Focus group NGA3-C

Focus group C public presentation

This focus group discussion was held with eight women in Ekpoma, Nigeria in November 2021. The group has strong ties to international migration. Some are returnees from Europe, others desire to go to Europe and North Africa, and other wish to go to West African countries like Senegal, Mali, Ivory Coast, and Ghana. Many go to North African countries like Libya with the aim of arriving in European countries like Italy and Spain. They have good knowledge of the routes, means, and connections to international migration, such as through irregular means on vehicles through the Sahara Desert and using inflatable boats on the Mediterranean Sea. The participants ranged in age from 18-39 years old. Although some participants dropped out of school at the primary or secondary levels, two are currently enrolled in a university, and two others have some education post-secondary. All members of the group were literate, they could speak and write English clearly; thus, the discussion was held in English. The focus group discussion was moderated by Precious and Dr.I Iro. It lasted approximately 1 hour and was audio-recorded and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	Age			Educational level				No. of children	Principal activity/work	Connection with migration	
	18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary				
Too few	C1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Student	Has siblings and friends in Italy and she intends to migrate soon to join them
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Photographer	Intends to migrate abroad soon
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Working in a beauty parlour	Returnee from Libya. She dropped out of school and left a few years ago. She was recently returned through the IOM voluntary return programme. She worked in a connection house in Libya doing sex work
	C4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Petty trader	Returnee from Libya. She went from Benin City to Libya. Prefers Ekpoma instead of Benin City because of shame of failed migration. She was detained in Libya in a camp for months. Then she went to work in a brothel.
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Working in a beauty parlour	Returnee from Spain. She was there for a few months. She has siblings and friends abroad in Senegal and Ghana and intends to migrate to the UK
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Office assistant	Has siblings and friends abroad and would travel abroad if given the opportunity
	C7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Student	Intending to migrate abroad soon to Germany since she has access to a travel agent who appears to have good connections
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Fashion designer	Has siblings and friends abroad and intends to migrate soon
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	This include women who have had international migration experience; have the intention of migrating abroad; and/or have friends and family members abroad who they are in constant contact with.
Language(s)	English
Immediate observations on the group and how it worked (method)	This group had diverse experience on international migration and knowledge about the negative effects of irregular migration as well as the possible benefits of successful migrants. Another prominent feature of this group is that most of them have been exposed to various anti trafficking and irregular migration campaigns.
Immediate observations on points not to miss (content)	Despite knowledge of the risk associated with irregular international migration, most participants still desire to travel even though they do not have the means to do so.
Date	2021-11-03
Start time	11:00 AM
Duration of discussion	1 hour and 9 minutes
Venue	Jose Maria Escravias hall

Focus group NGA3-D

Focus group D public presentation

This focus group discussion was held with eight women in Ekpoma, Nigeria in November 2021. Members of this group have weak ties to international migration: none had any international travel experience and most of them had no intention of travelling abroad. Two participants were below 20 years, three were in their 20s, and the last three were above 30 years. Although they had varying levels of education, all could express themselves in either English and/or pidgin English. The participants consisted of a housewife, one farmer, two students, one civil servant and others were engaged in petty trades. The discussion was held in English and Pidgin English and was moderated by Precious and Dr. Iro. It lasted approximately one hour and 10 minutes and was audio-recorded, translated, and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	Age			Educational level				No. of children	Principal activity/work	Connection with migration	
	18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary				
Too few	D1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Businesswoman	Has internal travel experience within Nigeria by travelling to Lagos and Onitsha (Anambra state) twice a year
	D2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Farmer	Has travelled to neighbouring villages and towns for meetings and parties
	D3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Civil servant	Internal travel experience within the Edo state in Nigeria, but she has no intention of travelling abroad

Too many	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Hair stylist	Has never travelled out of Ekpoma. Her grandparents lived in Ekpoma all their lives. She has some relatives who have migrated outside Ekpoma
	D5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Student	Internal travel experience, but no interest in travelling abroad. Her grandparents lived in Ekpoma all their lives.
	D6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Student	Internal travel experience, but no interest in travelling abroad. Her grandparents lived in Ekpoma all their lives
	D7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Baker	Has travelled to neighbouring villages and towns, but her grandparents have always lived in Ekpoma
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Housewife	Has never travelled out of Ekpoma. Her grandparents lived in Ekpoma all their lives, but she has some relatives who have migrated out of Ekpoma
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	The participants in this group have never left Nigeria, are not interested in travelling abroad, and do not have family or friends abroad that they communicate with regularly
Language(s)	English/Pidgin English
Immediate observations on the group and how it worked (method)	This group consisted of some women who have never left Ekpoma, though many have had internal migration experiences. Some said they had travelled to other neighbouring villages, towns, and states, but none of them had any international travel experience.
Immediate observations on points not to miss (content)	Most participants seem to have a sense of pride in staying back home in Nigeria.
Date	2021-11-02
Start time	04:00 PM
Duration of discussion	1 hour and 10 minutes
Venue	Jose Maria Escrivia hall

Focus group PAK1-A

Focus group A public presentation

This focus group discussion was held with six women in Chot Dheeran, Pakistan, in March 2020. All participants had someone in their household living abroad, though one of the women themselves had migrated. The participants ranged in age between 18 to 39. They included two teachers, two housemaids, a university student, and a woman who does not have paid employment outside her household. The discussion was held in Urdu and Punjabi and moderated by Safia Mahmood with assistant from Arslan Ahmad, while Furrukh Khan and Marta Bivand Erdal were also present. It lasted approximately 1 hour and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A Participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Post-grad/temporary teaching	Someone in their household lives abroad
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Post-grad/temporary teaching	Someone in their household lives abroad
	A3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Housemaid	Someone in their household lives abroad
	A4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Housemaid	Someone in their household lives abroad
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	University student	Someone in their household lives abroad
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Unemployed	Someone in their household lives abroad
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group A Description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Everyone had someone in their household who has migrated
Language(s)	Urdu and Punjabi
Immediate observations on the group and how it worked (method)	Generally, well, we started a bit late in the evening (out of our hands), and the age composition was also a bit stretched (again, we work with what we can). Otherwise, good. The further into it we got, the discussion became really good. Two women were present who were older than the age category.
Immediate observations on points not to miss (content)	There were two striking participants. There was a comment from one of them that most think outmigration is problematic, yet all have families who are part of it – which was a thought she would keep.
Date	2020-03-07
Start time	09:00 PM
Duration of discussion	1 hour and 10 minutes
Venue	At the house of a key informant

Focus group PAK1-B

Focus group B public presentation

This focus group discussion was held with seven women in Chot Dheeran, Pakistan, in March 2020. All participants had very weak ties to migration, although one had a brother-in-law living abroad. The participants ranged in age from 20 to 39. They had mixed education levels and worked as either teachers or were housewives. The discussion was held in Punjabi and moderated by Arslan Ahmad, with assistance from Safia Mahmood, while Marta Bivand Erdal and Furrukh Khan were also present. It lasted approximately 1 hour and 20 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B Participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Teacher/Head teacher	Brother-in-law lived abroad, came back three years ago
	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Teacher	No connection with migration
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Teacher	No connection with migration
	B4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Housewife	No connection with migration
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Housewife	No connection with migration
	B6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Housewife	No connection with migration
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Housewife	No connection with migration
Too many	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B Description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	None of their close family members has migrated abroad. Except one who have a brother-in-law who was abroad, but he came back three years ago.
Language(s)	Punjabi
Immediate observations on the group and how it worked (method)	It worked well apart from one respondent who was a bit shy. Good location in the school with the possibility of closing the door which created a secluded and safe space.
Immediate observations on points not to miss (content)	Migration seems to be overshadowing their perspective and perceptions of opportunities, even when these are people with weak migration ties.
Date	2020-03-08
Start time	01:45 PM
Duration of discussion	1 hour and 23 minutes
Venue	In the private trust school

Focus group PAK1-C

Focus group C public presentation

This focus group discussion was held with eight men in Chot Dheeran, Pakistan, in March 2020. The participants had generally weak ties to migration, but two of them did have a brother abroad. They were aged between 18 and 39. The participants worked in the local government, the private sector, and civil society. The discussion was held in Punjabi and moderated by Arslan Ahmad, with assistance from Safia Mahmood, while Furrukh Khan and Marta Bivand Erdal were also present. It lasted approximately 1 hour and 30 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C Participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Barber	Brother in Greece
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Goldsmith	No connection with migration
	C3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Student	No connection with migration
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Lawyer	No connection with migration
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Clerk	No connection with migration
	C6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Teacher	No connection with migration
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Government job/business	Brother in Saudi and France
	C8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Cook	No connection with migration
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C Description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	None of their close family members have migrated – but, in practice this was hard to achieve, so there was two with brothers who had gone abroad at some point.
Language(s)	Punjabi
Immediate observations on the group and how it worked (method)	It was quite hard to facilitate. The men had strong opinions, and each wanted to say a lot, except two who were quiet, one had to leave half-way, (due to an urgent phone call), so there were seven left. Cards worked fine with some adjustment.
Immediate observations on points not to miss (content)	Main views on migration were that migration should not be happening, but then they were still recommending it. Main views on prospects were a rather pessimistic outlook, with exceptions. The group was a very mixed socio-economic composition.
Date	2020-03-09
Start time	03:00 PM
Duration of discussion	1 hour and 30 minutes
Venue	The house the researchers were staying in

Focus group PAK1-D

Focus group D public presentation

This focus group discussion was held with nine men in Chot Dheeran, Pakistan in March 2020. All the participants had either close family members abroad or had lived abroad themselves. The participants were aged between 20 and 39. Most of them had completed primary school education or beyond, and worked in farming, teaching and business. The discussion was held in Punjabi and moderated by Furrukh Khan with assistance from Arslan Ahmad, while Marta Bivand Erdal and Safia Mahmood were also present. It lasted approximately 1 hour and 50 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D Participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Farming	Several cousins abroad
	D2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Teacher	Brother abroad
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Business	Brother abroad
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Farming	Several brothers abroad
	D5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Farming	Several brothers abroad
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	-	Migrant in France
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Farming	Several brothers abroad
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	-	Migrant in France
	D9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Farming	Several brothers abroad
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D Description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	People with close family member who have migrated, such as having brothers in Saudi-Arabia, in France, or elsewhere in Europe. A few had migration experience themselves. One is living partly in France and in Pakistan, has a business there, but family and most of his life in Pakistan.
Language(s)	Punjabi
Immediate observations on the group and how it worked (method)	Several of the participants were people the team had met in the area already, which made the running of this group relatively easier. Several of the participants were keen to relate to the questions being asked which also helped.
Immediate observations on points not to miss (content)	The group discussion points to ambivalence around migration, underscored by migrants who are returning or living transnationally, getting the best of both worlds. The benefits of having a migrant relative were clear – but also some discussed the human/emotional costs that are associated, not least also due to insecurity on different levels.
Date	2020-03-10
Start time	07:30 PM
Duration of discussion	1 hour and 50 minutes
Venue	The house the researchers were living in

Focus group PAK2-A

Focus group A public presentation

This focus group discussion was held with six women in Youhanabad, Pakistan in November 2021. Most of the participants had relatives abroad. Some had husbands and brothers abroad, one of them had a sister working abroad, and one had lived for several years in another country in Asia. The group consisted of people from 18-39 years old. Two young women were formally attending schools, one of them was getting informal education and the others were not educated at all. The discussion was held in Punjabi & Urdu and moderated by Wardah Noor and Jovairiah with Marta Bivand Erdal present. It lasted approximately 1 hour and 10 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Housewife/Community centre	Has lived abroad
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Housewife	Father abroad
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Housewife	Husband abroad
	A4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Housewife	Brother abroad
	A5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Student	Has lived abroad
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Housewife	Sister abroad
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus Group A Description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	This focus group consisted of women who had a strong tie with migration in the sense of having a close relative abroad: a brother, a sister, and for one of them her husband. One participant had also herself lived abroad with her family for several years. Thus, the participants had direct exposure to migration in their families.
Language(s)	Urdu, Punjabi
Immediate observations on the group and how it worked (method)	Every participant was eager to contribute, and it was very difficult to let the conversation happen smoothly without a lot of intervention from moderators. Everyone wanted to say something and there were a lot of disagreement during the discussion.
Immediate observations on points not to miss (content)	One of the participants was of the opinion that Christians can go abroad easily, while others disagreed and said it is not possible to go out that easily.
Date	2021-11-27
Start time	05:00 PM
Duration of discussion	1 hour and 10 minutes
Venue	In a home/community centre room

Focus Group PAK2-B

Focus group B public presentation

This focus group discussion was held with six women in Youhanabad, Pakistan, in November 2021. Most participants did not have immediate family members, meaning household members, abroad. However, it turned out that one of them had her fiancée abroad. The participants ranged in age between 18 - 39. The discussion was held in Urdu, English, and Punjabi and moderated by Furrukh. A Khan and Wardah Noor while Marta Bivand Erdal and Jovairiah Batool were also present. It lasted approximately 45 minutes. It was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

ID	Age			Educational level				No. of children		Connection with migration	
	18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary				
Too few	B1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Participant in vocational training	No family members abroad
	B2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Instructor	No family members abroad
	B3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Participant in vocational training	No family members abroad
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Participant in vocational training	No family members abroad
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Participant in vocational training	Weak connection with migration, but has fiancée abroad
	B6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Participant in vocational training	No family members abroad
Too many	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus Group B Description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	We had six participants in this focus group. None of the participants themselves had international migration experience and generally, none of their household members were international migrants. However, it turned out during the discussion that one participant had her fiancée in Dubai.
Language(s)	Urdu, English, Punjabi
Immediate observations on the group and how it worked (method)	The focus group discussion was held at sister malaika's place (one of the fixers), and basically it was vocational centre. The participants took turns to look at the cards to make it easy for everyone to look at cards. All of the participants energetic and participated really well. The participants were very open in the discussion, and they did not hesitate to participate and engage.
Immediate observations on points not to miss (content)	The participants were curious about the focus group activity. The discussion became interesting when a few participants shared different views about out-migration. Some favoured migration to foreign countries to get better lifestyles while two of them only partially approved migration, while their opinion was that people should use their talent and resources in their own country.
Date	2021-11-26
Start time	01:00 PM
Duration of discussion	45 minutes
Venue	Vocational centre (at a religious order)

Focus group PAK2-C

Focus group C public presentation

This focus group discussion was held with four men in Youhanabad, Pakistan in November 2021. All participants had someone in their household living abroad, and one lives abroad himself, but was back home for holiday. The participants were all between 30-39 years old. One of them had only completed secondary education while all the other members had some post-secondary education. Participants included a government hospital worker, a principal, and two private sector workers. The discussion was held in Urdu, English, and Punjabi and moderated by Furrukh Khan, Arslan Ahmed and Wardah Noor while Marta Bivand Erdal was also present. It lasted approximately 1 hour and 30 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Private job	Lives abroad was back on holiday
	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Private business	Someone in household lives abroad
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	College principal	Someone in household lives abroad
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Government worker in a hospital	Someone in household lives abroad
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	We had four participants in this focus group and all of them had some of their close family members abroad. We considered only those who had someone in their household who has migrated as persons with strong links with migration.
Language(s)	Urdu, English, Punjabi
Immediate observations on the group and how it worked (method)	Focus group was held in one of the participants' homes. Participants took turns looking at cards to make it easy for everyone to look. One of the participants were prompted to speak more while the others contributed almost equally to the discussion.
Immediate observations on points not to miss (content)	The participants were curious about the focus group as it was first of the kind happening in that area. Discussion became interesting when a few participants shared different views about out-migration. Some favoured migration to foreign countries to better their lifestyles while one of them disliked it saying that people should use their talent in their own country.
Date	2021-11-26
Start time	12:45 PM
Duration of discussion	1 hour and 30 minutes
Venue	A participant's house

Focus group PAK2-D

Focus group D public presentation

This focus group discussion was held with four men in Youhanabad, Pakistan, in November 2021. Almost none of the participants had immediate family members abroad, except one whose brother was abroad. This information was revealed towards the end of the discussion. The participants ranged in age between 20-39. One of the participants completed his bachelors and was preparing for Civil Services exams while all the other participants are working. Two of them were working in Forman Christian College Lahore. One as a janitorial staff member and another one as Lab Assistant. The discussion was held in Urdu, English, and Punjabi and moderated by Furrukh. A Khan and Arslan Ahmad while Marta Bivand Erdal and other team members Behroz Karim, Jovairiah Batool, Wardah Noor, and Aneeb Ul Hassan were also present. It lasted approximately 1 hour and 10 minutes. It was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Janitorial Staff	No family members who have migrated
	D2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Pastor	No family members who have migrated
	D3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Lab Assistant	Not migrated himself nor immediate family, except his brother who is abroad
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Student	No family members who have migrated
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus Group D Description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	We had four participants in this focus group. Three do not have immediate family members abroad except one who has his brother abroad, which was revealed towards the end of the discussion.
Language(s)	Urdu, English, Punjabi
Immediate observations on the group and how it worked (method)	Focus group was held in an office where all the participants were invited to decide on the time. Participants took turns looking at cards to make it easy for everyone to look at cards. The participants were generally energetic and participated really well, except one who seemed to follow other participants' opinion.
Immediate observations on points not to miss (content)	The participants were very open in the discussion, and they did not hesitate. Moreover, they were curious about the focus group activity. Discussion became interesting when a few participants shared different views about out-migration. Some favoured migration to foreign countries to get better lifestyles while two of them partially approved migration and held the opinion that people should use their talent and sources in their own country.
Date	2021-11-25
Start time	04:30 PM
Duration of discussion	1 hour and 10 minutes
Venue	Office owned by a shopkeeper and local political activist

Focus group PAK3-A

Focus group A public presentation

This focus group discussion was held with six women in Keti Bandar, Pakistan, in July 2021. The participants all had weak ties with migration, with no close relatives who had left or moved to this area. The women were all between 18-29 years old. Most of the women in this group were occupied with housework, however, some of them also ran businesses from their homes, one was studying, another a health worker. The discussion was held in Sindhi and moderated by Rashid Memon, assisted by Neha Ramchand. It lasted approximately 1 hour and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Housework/Studying	Weak
	A2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Housework	Weak
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Housework/Seamstress	Weak
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Polio vaccinator	Weak
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Housework	Weak
	A6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Housework	Weak
Too many	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Weak link was categorised to include those who do not have any immediate family members who had migrated.
Language(s)	Sindhi
Immediate observations on the group and how it worked (method)	They were young and energetic girls. We had them sit in a particular order (number wise) to take notes. There were some vocal women and others were a bit quiet, but the discussion was well balanced and there was no overpowering of one over the other. Even though their backgrounds were similar, they had varying opinions that they actively voiced.
Immediate observations on points not to miss (content)	
Date	2021-07-09
Start time	05:15 PM
Duration of discussion	1 hour and 2 minutes
Venue	Home of a key informant

Focus group PAK3-B

Focus group B public presentation

This focus group discussion was held with six men in Keti Bandar, Pakistan in July 2021. The participants had strong migration ties, with five of six themselves having migrated to Keti Bandar for employment reasons. The participants were in their 20s and 30s. They were all working, but unlike most locals who were engaged in fisheries, the participants worked in trade, one as a farmer, and another as a teacher. The discussion was held in Sindhi and Urdu and moderated by Furrukh Khan with the assistance of Sehr Nisar. It lasted approximately 1 hour and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Teacher	He was from Baggan
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Farming	His farming land is 10 kilometres away from Keti Bandar where he works
	B3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	Businessman	He was an economic migrant from Karachi and all his family is in Karachi
	B4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Businessman	He was an economic migrant from Karachi and all his family is in Karachi
	B5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Poultry worker	He was an economic migrant and is not from Keti Bandar
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Clerk	He was an economic migrant from Dabeji
Too many	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Five of the six participants were basically economic migrants who had their families settled elsewhere, and they themselves were posted in Keti Bandar. Two out of them were professionals coming from Karachi, one of them had his LPG Gas unit in Keti Bandar while the other was a trader. Apart from the ones from Karachi, the one at Petrol Station was from Dabeji, the farmer was from Keti Bandar Tehsil but had his lands around 10 km away from Keti Bandar where he worked. The teacher was from Baggan, who often worked as a guide for people coming from elsewhere visiting Keti. Lastly, the one who worked as a poultry worker was an economic migrant outside of Keti Bandar. They all formed a strong migration link to Keti Bandar.
Language(s)	Sindhi, Urdu
Immediate observations on the group and how it worked (method)	The group was made to sit in a particular order for ease of notetaking. One man had to leave early so certain questions were asked to him after the FGD. Some were pushed a bit more to participate. One of the questions was missed due to the man rushing to leave which was asked to the three participants later. They were a diverse group of people who made conversations interesting and had a range of takes on questions. Some concerns regarding our research were openly raised and heard.
Immediate observations on points not to miss (content)	
Date	2021-07-09
Start time	05:45 PM
Duration of discussion	55 minutes
Venue	Byco Pump/ Petrol Station

Focus group PAK3-C

Focus group C public presentation

This focus group discussion was held with six men in Keti Bandar, Pakistan, in July 2021 with weak migration links. The participants ranged in age from 18 to 39, with three in their 20s. They included fishers, as well as one man who was a shop keeper and another who did not have a job. The discussion was held in Sindhi and in Urdu and moderated by Furrukh Khan, with assistance from Sehr Nisar. It lasted approximately 1 hour and 20 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Businessman in a shop	He and his entire family lives in Keti Bandar, he works in a shop there (turned out during discussion that he came to Keti 3-5 years ago)
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Worker at a Crab Farm	Him and his entire family lives in Keti Bandar
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Fisher	Him and his entire family lives in Keti Bandar
	C4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Fisher	Him and his entire family lives in Keti Bandar
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	Fisher	Him and his entire family lives in Keti Bandar
	C6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	Unemployed	He was born and raised in Keti Bandar. Him and his entire family lives in Keti Bandar
Too many	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	All the participants live in Keti Bandar and their families belong to Keti Bandar. They did not have any immediate family outside of Keti Bandar.
Language(s)	Sindhi, Urdu
Immediate observations on the group and how it worked (method)	Participants were asked to sit in a certain order for ease of notetaking. A few were prompted to speak more. One or two more vocal participants were at times asked to wait and let others speak. One of the participants amidst the discussion told us that he came to Keti Bandar around 3-5 years back which we did not know earlier.
Immediate observations on points not to miss (content)	Major participation of fishers who, interestingly, did not want their children to become fishers. Having a young participant made the discussion interesting. Another thought-provoking bit was that none of them were in favour of moving away from Keti bandar with their families, but they said they would consider it if one moved away for work purposes while continuing to have families in Keti. They did not advocate for completely migrating from Keti Bandar by selling one's house.
Date	2021-07-10
Start time	12:45 PM
Duration of discussion	1 hour and 21 minutes
Venue	Byco Pump/ Petrol Station

Focus group PAK3-D

Focus group D public presentation

This focus group discussion was held with six women in Keti Bandar, Pakistan, in July 2021. The group's participants all had strong links with migration, whose family members had migrated or they themselves had migration experience (internal within Pakistan). These women were between 18-39 years old. Most of the women in this group were occupied with housework, however, some of them also ran businesses from their homes. The discussion was held in Sindhi and moderated by Rashid Memon, assisted by Neha Ramchand. It lasted approximately 1 hour and 10 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Housework	Strong
	D2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Housework	Strong
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Housework/Seamstress	Strong
	D4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Seamstress	Strong
	D5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Housework	Strong
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Housework	Strong (return migrant)
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group D description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Strong link was categorised to include those whose family members had migrated or those who themselves had migrated.
Language(s)	Sindhi
Immediate observations on the group and how it worked (method)	The group functioned smoothly, but the recruitment took some time. Two of the participants were not very active from the beginning, but the other four had a good flow and were equally active in voicing their answers.
Immediate observations on points not to miss (content)	
Date	2021-07-10
Start time	03:55 PM
Duration of discussion	1 hour and 13 minutes
Venue	Home of a key informant

Focus group SOM1-A

Focus group A public presentation

This focus group discussion was held with five men in Erigavo, Somaliland (former North Somalia), in June 2021. All participants had always lived in the country and had no close relatives who lived abroad. They were between the ages of 30-39 except one who was 18-19. Most of them did not finish primary school, except one who finished primary and another who finished secondary. The discussion was held in Somali and moderated by Fatuma and Ahmed Omer. It lasted approximately 1 hour and 12 minutes and was audio recorded and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Construction	Never left Erigavo. No family abroad
	A2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Teacher	Never left Erigavo. No family abroad
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Unemployed	Never left Erigavo. No family abroad
	A4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Government employee	Never left Erigavo. No family abroad
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Business	Never left Erigavo. No family abroad
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	In Erigavo, weak ties with migration for both men and women are people who have no migration experience and no immediate family members who have migrated.
Language(s)	Somali - Maxaatiri
Immediate observations on the group and how it worked (method)	The group was slightly older than we had anticipated but the discussions were open. Sometimes the respondents were speaking in general terms of the society and less on their detailed lived experience. It seemed that they did not want to open up to all group members present despite asking the questions again and asking for clarifications to get further details.
Immediate observations on points not to miss (content)	They were elaborate on the improvements that had happened in the area. The participants talked about how Erigavo has rich soil and great weather, a great geographical locale that connects Puntland and shares cost with Yemen. Tourism has not changed for the past ten years, and the Daalo Mountain parking tourism spot has not improved. A participant talked about the changes that happened during the last ten years such as road construction, infrastructure, transportation, higher education, and health facility improvements. The participants also emphasised that the biggest market in Erigavo is livestock and that has not changed in the last decade. Recommend the youth to work at farming while not letting go of education. They talk about how the construction of road has opened business to come to Erigavo, especially small shops, infrastructure material and food store facilities
Date	2021-06-16
Start time	10:00 AM
Duration of discussion	1 hour and 15 minutes
Venue	Classroom

Focus group SOM1-B

Focus group B public presentation

This focus group discussion was held with five women in Erigavo, Somaliland (former North Somalia) in June 2021. The group had either a close family member living abroad or they themselves had returned after working or studying outside of Erigavo. Most of them had no formal school education and some were involved in small business, while the others were housewives or were unemployed. The discussion was held in Somali and moderated by Fatuma and Ahmed Omar. It lasted approximately 1 hour and was audio-recorded and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Religious teacher	Sister lives abroad
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Business (shop owner)	She has moved to Erigavo from Burco. Husband works in Burco
	B3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Domestic worker	She has moved from rural areas near Erigavo
	B4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Unemployed	Brother lives abroad
	B5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Housewife	Sister lived abroad
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Most of these group participants have either lived outside of Erigavo themselves or their close family members live or have lived abroad
Language(s)	Somali
Immediate observations on the group and how it worked (method)	The group participated well in the discussion although they were hesitant to speak at first and they spoke in a very low tone. I was difficult to get them to explain details in their responses.
Immediate observations on points not to miss (content)	They said the major reason why people migrate is if they are seeking better health or want to further their education. They are optimistic about the future because of the improvement of the roads, tourism becoming popular each year, the progress of education; mining is making progress, and lastly the construction of Maydh port.
Date	2021-06-16
Start time	02:00 PM
Duration of discussion	1 hour
Venue	Classroom

Focus group SOM1-C

Focus group C public presentation

This focus group discussion was held with five men in Erigavo, in June 2021. All participants live in Erigavo, Somaliland (former North Somalia) and know of the past and present expectations of daily lives in Erigavo. Two of them have completed secondary education, one has some post-secondary education, and two have less than primary education. The age range among the participants were middle 20s to the beginning of their 30s. The discussion lasted approximately 1 hour and 20 minutes, and the participants expressed their thoughts on the topic. Participants were careful not to talk about personal opinions but kept the discussion on more general terms despite being reassured of anonymity. The discussion was audio-recorded and translated and transcribed. The discussion was held in Somali and moderated by Fatuma and Ahmed Omar. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Small business	Brother lives abroad
	A2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Government employee	Has studied abroad
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Businessman	Wife lives abroad
	A4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Unemployed	Close family abroad who send him money
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Religious teacher	Returned from Yemen where he studied
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Some of the participants had family members who live abroad or they themselves returned after studying or working outside of Erigavo.
Language(s)	Somali
Immediate observations on the group and how it worked (method)	The group were diverse in terms of connection to migration and had completely different perspectives.
Immediate observations on points not to miss (content)	They said that Erigavo has been using the same technique of farming for years and yet there is no progress. Ethiopian fruits and vegetables are abundant because they are cheap and consistent. They said that the need for agriculture courses at university is rising but they do not want to take away from the great progress the universities had made over the years. The reason why people are migrating to other regions are mainly for health and education. Irregular migration has been an issue for the youth for years, but youth who have returned, following irregular migration attempts have taught other youth the harshness of irregular migration. Tourism has not improved for the past ten years but the transportation has made great upgrades in the last ten years. They talked about how youth took part in construction and mining.
Date	2021-06-18
Start time	09:00 AM
Duration of discussion	1 hour and 24 minutes
Venue	Classroom

Focus group SOM1-D

Focus group D public presentation

This focus group discussion was held with five women in Erigavo, Somaliland (former North Somalia), in June 2021. All participants had always lived in the country and had no close relatives who lived abroad. They were between the ages of 18-35. Most of them had no formal school education. The discussion was held in Somali and moderated by Fatuma and Ahmed Omer. It lasted approximately 1 hour and was audio recorded and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Student	Her entire family lives in Erigavo. She has never left Erigavo
	A2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Housewife	Her entire family lives in Erigavo. She has never left Erigavo
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Unemployed	Her entire family lives in Erigavo. She has never left Erigavo
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	Small business	Her entire family lives in Erigavo. She has never left Erigavo
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	Unemployed	Her entire family lives in Erigavo. She has never left Erigavo
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	In Erigavo, weak ties with migration for both men and women are people who have no migration experience and no immediate family members who have migrated.
Language(s)	Somali
Immediate observations on the group and how it worked (method)	Participants were articulate but not very willing to speak. We had two participants speaking up more often and this required a more active moderation to ensure the conversation was not only happening with two people. Even with active prompting, participants kept agreeing with each other and not adding anything else.
Immediate observations on points not to miss (content)	The participants talked about how low the employment rate is in Erigavo. Majority of businesses are small shops, livestock, farming, mining, and construction. There are not many reliable jobs in Erigavo and many people live off remittances from diaspora. The infrastructure and road construction have improved the economics of the region. They highlighted the improvement of the health staff and how the accessibility of transportation has been upgraded. Improvement of the accessibility of transportation has triggered the rise of tourism. They say Erigavo is a small town but has plenty of resources like livestock, farming and frankincense. The participants talked about the improvement in education during the last 10 years. The decrease in international migration is rising because of the upgrade of education.
Date	2021-06-15
Start time	04:00 PM
Duration of discussion	1 hour and 9 minutes
Venue	Classroom

Focus group SOM2-A

Focus group A public presentation

This focus group discussion was held with six women in Baidoa, Somalia, in April 2021. The group all had direct migration experience, either as IDPs, refugee returnees, or in-migrants from Ethiopia and Kenya (of Somali descent). Three of the women were in their early to mid-20s, and three were in their early 30s. The two in-migrants (Ethiopian and Kenyan Somali) had completed post-secondary education; none of the other women had completed any schooling. The discussion was held in Somali Maay and moderated by Gedi Ahmed, with Camille Kasavan and Fatuma Ahmed present and intervening during some questions. It lasted approximately 1 hour and 40 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Humanitarian work	Came from Ethiopia
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Humanitarian work	Came from Kenya
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Owns small business (kiosk)	Recent internally displaced
	A4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	Housewife	Returned from Yemen on her own
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	Some daily labour	Returnee from Dadaab through UNHCR
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	Sells water	Returnee from Dadaab through UNHCR
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Strong migration links in Baidoa meant a mix of in-migrants (including both IDPs and international in-migrants – i.e., Somalis from Kenya or Ethiopia) as well as returnees, in particular refugee returnees.
Language(s)	Somali, Maay (local dialect)
Immediate observations on the group and how it worked (method)	The women were initially quiet, and there was some initial imbalance in participation levels which the research team remedied by clarifying that all participants must be engaged and called on people who were quieter to ask for their opinion. As the women warmed up, they spoke more.
Immediate observations on points not to miss (content)	Highlighted that Baidoa was a fairly safe and good place to live overall. But some issues, some IDPs miss their former home areas. Refugee returnees highlighted the big difference between the dependence they experienced while in refugee camps in Kenya and the independence they have now that they have returned, even if less material support/more material challenges. General discouragement of migration, seen as a last resort, encouraging people to move within Somalia first, strong sense of “home”.
Date	2021-04-07
Start time	10:00 AM
Duration of discussion	1 hour and 40 minutes
Venue	Courtyard of hotel

Focus group SOM2-B

Focus group B public presentation

This focus group discussion was held with four men in Baidoa, Somalia in April 2021. The group included two refugee returnees from Kenya, one IDP, and one in-migrant who had original ties to the research area. Two were in their mid-20s and two in their early 30s. All participants had some post-secondary education. The discussion was held in Maay (local dialect) and moderated by Gedi Ahmed, in the presence of Fatuma Ahmed and Camille Kasavan. It lasted approximately 2 hours and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Working in an NGO	IDP
	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	11	Business owner	Refugee returned from Dadaab (spontaneous)
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Working in an NGO	Came from Kenya
	B4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	Working in an NGO	Refugee returned from Dadaab (spontaneous)
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	As with the women, strong links included both IDPs and refugee returnees, as well as in-migrants who had come to Baidoa for work (who have been living in Baidoa for at least five years).
Language(s)	Somali, Maay (local dialect)
Immediate observations on the group and how it worked (method)	The FGD worked well – this was a small group which made discussion easier, all of the men were very active participants and did not require too much prompting.
Immediate observations on points not to miss (content)	The men highlighted improvements in the town, general levels of security, and good integration between townspeople and in-migrants. This also highlighted that job opportunities in Baidoa are a key draw for people coming here from elsewhere; at the same time highlighted that unemployment is a core challenge. Highlighted that out-migration is mainly internal to other parts of Somalia.
Date	2021-04-07
Start time	03:00 PM
Duration of discussion	2 hours
Venue	Café of Hotel (was empty)

Focus group SOM2-C

Focus group C public presentation

This focus group discussion was held with five women in Baidoa, Somalia in April 2021. The group were all from Baidoa, with one woman who had moved to Baidoa from a surrounding rural area for marriage. Two of the women had distant relatives abroad, and the rest had no relatives abroad. Most of the women were in their early to mid-20s, with one in her late 30s. Two of the women had no education at all, while three had high school or post-secondary education. The discussion was held in Maay (local dialect) and moderated by Gedi Ahmed, in the presence of Fatuma Ahmed and Camille Kasavan. It lasted approximately 1 hour and 30 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed	Aunt in Kenya
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Housewife	Siblings in Kenya
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	Housewife	No family abroad
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	Small business owner (kiosk)	No family abroad
	C5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	Housewife	No family abroad
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	In Baidoa, weak links with migration for women were people who had no migration experience and no immediate family members (parents and siblings) who had migrated abroad, although they could have other relatives abroad.
Language(s)	Somali, Maay (local dialect)
Immediate observations on the group and how it worked (method)	This group functioned well – some women were quieter than others, but with prompting was able to ensure that all participated. Participants also highlighted the hope in the area, despite unemployment and other material challenges.
Immediate observations on points not to miss (content)	Highlighted difficulties getting jobs, that out-migration used to be more common in Baidoa, but no longer is the case as much.
Date	2021-04-08
Start time	09:00 AM
Duration of discussion	1 hour and 30 minutes
Venue	Empty hotel café

Focus group SOM2-D

Focus group D public presentation

This focus group discussion was held with four men in Baidoa, Somalia in April 2021. The men were all from Baidoa and did not have family abroad. They were mainly in their mid-20s, and one was in his early 30s. All had completed high school. The discussion was held in Maay (local dialect) and moderated by Gedi Ahmed, in the presence of Fatuma Ahmed and Camille Kasavan. It lasted approximately 1 hour and 55 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Working in an NGO	No family abroad, no migration experience
	D2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	No family abroad, no migration experience
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	No family abroad, no migration experience
	D4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4	Youth chairman	No family abroad, no migration experience
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Men from Baidoa, no family abroad
Language(s)	Somali, Maay (local dialect)
Immediate observations on the group and how it worked (method)	The participants were active, spoke well – they got a bit tired towards the end, and had to take a break for prayer, but managed to cover all points.
Immediate observations on points not to miss (content)	Highlighted increased community trust over the past ten years, the growing population of the town and unemployment challenges. Mixed feelings on migration.
Date	2021-04-08
Start time	04:00 PM
Duration of discussion	1 hour and 55 minutes
Venue	Empty hotel café

Focus group TUN1-A

Focus group A public presentation

This focus group discussion was held with six men in Enfidha, Tunisia, in February 2021. All participants had close family members abroad (parent or sibling) and one had direct international migration experience. The participants were in their early 20s to mid-30s. All of them had completed secondary school and one had some university education. The discussion was held in Tunisian Arabic, with translation from French and moderated by Safouen Azouzi and Camille Kasavan. It lasted approximately 1 hour and 30 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Unemployed	Immediate relative (sibling) abroad
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Unemployed	Immediate relative (sibling) abroad
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed – worked in a hotel in Sousse before covid-19	Immediate relative (sibling) abroad
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Unemployed	Immediate relative (sibling) abroad
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Working in a shop	International migration experience
	A6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Unemployed	Immediate relative (sibling) abroad
Too many	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	In the context of Enfidha, where basically everyone has someone in their social network who has migrated internationally, we defined strong ties as those with either immediate family members (parents or sibling) who had migrated internationally, or who had direct international migration experience themselves.
Language(s)	Tunisian Arabic – questions were occasionally asked in French and translated.
Immediate observations on the group and how it worked (method)	While recruitment of participants for FGD-A was a challenge, once gathered they were all articulate and very willing to speak and share their experiences, not requiring too much prompting. FGD discussion did start late however, and as the youth centre was closing there was some pressure from the courtyard guards for us to wrap up. Nonetheless, we were able to complete all elements.
Immediate observations on points not to miss (content)	
Date	2021-02-24
Start time	04:31 PM
Duration of discussion	1 hour and 30 minutes
Venue	Youth Centre Courtyard (Outdoors)

Focus group TUN1-B

Focus group B public presentation

This focus group discussion was held with four men in Enfidha, Tunisia in February 2021. None of the men had immediate family members abroad, although some knew people who had gone aboard. Participants were mainly in their late 20s, with one in his early 30s. They have all completed secondary education. The discussion was held in Tunisian Arabic – questions were occasionally asked in French and then translated. The discussion was moderated by Camille Kasavan and Safouen Azouzi, with the latter translating as well. It lasted approximately 1 hour and 35 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-		No direct relatives abroad/no migration experience
	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-		No direct relatives abroad/no migration experience
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-		No direct relatives abroad/no migration experience
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-		No direct relatives abroad/no migration experience
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Given the strong migration dynamics in Enfidha, weak ties with migration were characterised as not having immediate family members (siblings or parents) abroad.
Language(s)	Tunisian Arabic – questions were occasionally asked in French and translated.
Immediate observations on the group and how it worked (method)	The group was very functional and chatty. It was a good discussion.
Immediate observations on points not to miss (content)	
Date	2021-02-25
Start time	03:30 PM
Duration of discussion	1 hour and 35 minutes
Venue	Outdoor of youth centre

Focus group TUN1-C

Focus group C public presentation

This focus group discussion was held with six women in Enfidha, in February 2021. The women had no direct relatives abroad. The women were mainly in their early to mid-30s, with two in their late 20s. All the women except for one had some post-secondary education, but all had finished high school. Most were housewives, although many had unpaid volunteer or community activities outside of the home as well. The discussion was held in Tunisian Arabic and moderated by Camille Kasavan and Safouen Azouzi, with the latter translating as well. It lasted approximately 1 hour and 10 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Housewife	No direct relatives abroad/no migration experience
	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Housewife	No direct relatives abroad/no migration experience
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Housewife – some agriculture work	No direct relatives abroad/no migration experience
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Previous healthcare worker, now housewife	No direct relatives abroad/no migration experience
	C5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Previous healthcare worker, now housewife	No direct relatives abroad/no migration experience
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Housewife	No direct relatives abroad/no migration experience
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group C description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	As with the men, and given strong transnational and migration ties throughout Enfidha, weak links with migration here were identified as those who did not have immediate family members (parents or siblings) abroad.
Language(s)	Tunisian Arabic, with questions sometimes asked in French and then translated
Immediate observations on the group and how it worked (method)	Women mostly knew each other, although they were not related. The discussion started 40 minutes late because some of the women showed up late, and the researchers felt pressure at the end to wrap up as women had to go retrieve their children from school or get home as dinner time approached – they were polite so they allowed us to ask all our questions but their answers towards the end were shorter as they clearly wanted to leave. One woman left at one point to pick up her child who was at the school down the street, returning ten minutes later with the (young) child. That being said, all were very participatory and vocal, frequently talking over each other and agreeing or disagreeing with each other.
Immediate observations on points not to miss (content)	
Date	2021-02-25
Start time	04:30 PM
Duration of discussion	1 hour and 10 minutes
Venue	Youth centre courtyard (Outdoors)

Focus group TUN1-D

Focus group D public presentation

This focus group discussion was held with four women in Enfidha, Tunisia in February 2021. All the women had an immediate relative who had migrated abroad (mainly siblings, and in one instance the participant's father). All the women had post-secondary education – three were housewives who were also engaged in community and volunteer activities, and the fourth worked at an office job with interaction with potential migrants. The discussion was held in Tunisian Arabic and moderated by Camille Kasavan and Safouen Azouzi, with the latter translating as well. It lasted approximately 1 hour and 40 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Office job with interaction with potential migrants	Sibling abroad/she frequently works with those abroad or seeking to go abroad
	D2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Volunteer at football club/housewife	Father had migrated internationally and returned
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Volunteer at football club/housewife	Brother has migrated internationally
	D4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Housewife	Brother has migrated internationally
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	We defined strong links as those with either immediate family members (parents or sibling) who had migrated internationally, or who had direct international migration experience themselves. In this case none of the women had migration experience themselves, but all had a parent or sibling who had migrated.
Language(s)	Tunisian Arabic, with translation of questions from French
Immediate observations on the group and how it worked (method)	Two of the participants were very late to show up, which put pressure on answers towards the end of the discussion, as the women had to leave to prepare lunch. While they were polite and stayed until the very end, this likely may have affected the level of detail they gave.
Immediate observations on points not to miss (content)	
Date	2021-02-26
Start time	10:30 AM
Duration of discussion	1 hour and 40 minutes
Venue	Office of one of the participants

Focus group TUN2-A

Focus group A public presentation

This focus group discussion was held with four men in Redeyef, Tunisia in March 2021. One of the group members had actual migration experience (to Europe); all the others had at least one brother abroad (all in Europe). Participants were all in their mid to late 30s, except for one in his early 20s. All participants had at least completed secondary education, and two had some post-secondary education as well; they included an electrician, a cybercafe employee who was also a university student, a daily labourer, and one who was unemployed and took on occasional daily work. The discussion was held in Tunisian Arabic, with translations or interjections in French, and moderated by Camille Kasavan and Safouen Azouzi, with the latter taking an active translation role and asking follow-up questions independently where needed. It lasted approximately 1 hour and 40 minutes and was audio-recorded, translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Electrician	Immediate relative (sibling) abroad
	A2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Daily labour	Immediate relative (sibling) abroad and has migration experience himself
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Cybercafe employee/student	Immediate relative (sibling) abroad
	A4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Daily labour/unemployed	Has migration experience himself
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	In Redeyef, due to the very high salience of international out-migration in the research area – strong links were exemplified as people who either had direct migration experience themselves or immediate family members (parents or siblings) who had migrated internationally and was still abroad.
Language(s)	Tunisian Arabic, with summary translations and questions asked in French
Immediate observations on the group and how it worked (method)	Participants were for the most part talkative, although the research team had to make explicit efforts to mitigate one particularly “leading” participant to ensure that all voices were heard. Some disagreements towards the end between participants caused some tensions (although nothing too aggressive) which the research team was able to smooth over and mitigate.
Immediate observations on points not to miss (content)	Migration very salient but with mixed views.
Date	2021-03-13
Start time	11:51 AM
Duration of discussion	1 hour and 40 minutes
Venue	Mixed Gender Café in Redeyef (privately rented, nobody but research team and participants present)

Focus group TUN2-B

Focus group B public presentation

This focus group discussion was held with seven men in Redeyef, Tunisia in March 2021. Group members had no migration experience and no immediate family (siblings or brothers) abroad, although nearly all except for one had extended family (cousins, uncle) abroad. The group included a mix of men in their mid to late 30s and mid-20s, as well as one 19-year-old. Four of the participants were unemployed/supporting themselves through occasional daily labour, one was a senior high school student and two owned small businesses. The discussion was held in Tunisian Arabic with translation in French – nearly all participants spoke a basic level of French (some more) and would make occasional interjections in French, although the bulk of the discussion was in Tunisian Arabic. This was moderated by Camille Kasavan and Safouen Azouzi, with the latter taking an active translation role and asking follow-up questions independently where needed. It lasted approximately 1 hour and 50 minutes and was audio-recorded, translated, and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Owens business	No immediate family members (extended relatives or friends abroad)
	B2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	High school student	No immediate family members (extended relatives or friends abroad)
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed/daily labour	No immediate family members (extended relatives or friends abroad)
	B4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed/Daily labour	No relatives abroad at all
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed/Daily labour	No immediate family members (extended relatives or friends abroad)
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed/Daily labour	No immediate family members (extended relatives or friends abroad)
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Small business	No immediate family members (extended relatives or friends abroad)
Too many	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Given that nearly everyone in Redeyef have some family members who have migrated internationally, weak ties were conceived as including those who do not have immediate family members abroad or who do not have international migration experience themselves. This could include those with more distant family members abroad, i.e., cousins, in-laws, and such.
Language(s)	Tunisian Arabic, with some questions and interjection translated from French
Immediate observations on the group and how it worked (method)	This group mostly knew each other, and included two brothers, although the rest were unrelated. While participants were active and eager to speak, they occasionally veered off course and had to be brought back to the main topic at hand. Participants were enthusiastic but occasionally spoke over each other; towards the end of the FGD (which lasted almost two hours) some participants had to leave and were impatient to finish.
Immediate observations on points not to miss (content)	
Date	2021-03-14
Start time	03:00 PM
Duration of discussion	1 hour and 41 minutes
Venue	Back room of a café in town

Focus group TUN2-C

Focus group C public presentation

This focus group discussion was held with four women in Redeyef, Tunisia in March 2021. Participants did not have any immediate family abroad, although some had cousins or knew neighbours who had migrated. The group was young, with two of the participants in the 18-19 age range, one 20-year-old, and another woman in her mid-20s. All the women had at least finished high school, and two were currently university students, while one had graduated university. The discussion was held in Tunisian Arabic with some French interjections and moderated by Camille Kasavan and Safouen Azouzi, with the latter taking an active translation role and asking follow-up questions independently where needed. It lasted approximately 2 hours and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Full time employment at local civil society association	No immediate relatives abroad
	C2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	University Student	No immediate relatives abroad
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed (living at home)	No immediate relatives abroad
	C4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	University Student	No immediate relatives abroad
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Given the salience of international out-migration in Redeyef, weak ties for women were conceived as those who did not have immediate relatives abroad (siblings, parents), although they might have extended family (for example cousins or in laws) who had migrated.
Language(s)	Tunisian Arabic, with some French
Immediate observations on the group and how it worked (method)	Some of the women were over an hour late to the appointed time for the FGD, resulting in a bit of a rush towards the end as dinner time crept up. The group functioned well otherwise – the small dynamic made discussion easy, and while two of the women were quieter at the beginning, with small encouragement from the moderators they participated, and all voices were able to be equally heard.
Immediate observations on points not to miss (content)	
Date	2021-03-16
Start time	03:43 PM
Duration of discussion	2 hour and 1 minute
Venue	Mixed Gender Café (privately rented out by research team for the FGD)

Focus group TUN2-D

Focus group D public presentation

This focus group discussion was held with six women in Redeyef, Tunisia in March 2021. All the participants had at least one sibling abroad, and some participants had several siblings or other relatives abroad. The group was evenly split between women in their mid/late 20s and women in their early 30s. All the women had completed high school, and half of them also had at least some post-secondary education (with two having completed their degrees completely). The group included three small business owners, one housewife, and two women who worked part time in varying roles, including as a sports coach and with community organisations. The discussion was held in Tunisian Arabic and moderated by Camille Kasavan and Safouen Azouzi, with the latter taking an active translation role and asking follow-up questions independently where needed. It lasted approximately 1 hour and 30 minutes and was audio-recorded and translated and transcribed. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Small business owner (beauty shop)	Many family members, including sibling, abroad
	D2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Small business owner (café)	Immediate family, sibling, abroad
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Part-time work	Immediate family (siblings, as well as extended family) abroad
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Part-time work (karate coach)	Immediate family, sibling, abroad
	D5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	Immediate family (sibling and other extended relatives) abroad
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Small business owner (plant shop)	Immediate family, sibling, abroad
Too many	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	In the Redeyef context, where nearly everyone has some sort of connection with international out-migration, strong links were operationalised as people who had direct relatives (siblings or parents) abroad, or migration experience themselves directly. For women the latter was less relevant, and the strong ties connection was through immediate family.
Language(s)	Tunisian Arabic, with questions asked in French
Immediate observations on the group and how it worked (method)	Most women in the group knew each other already but were not close friends either. One participant (participant D6) arrived a bit late. All participants were active in the discussion, although towards the end with the work hour reprising, answers to questions became shorter, even with prompting.
Immediate observations on points not to miss (content)	
Date	2021-03-17
Start time	02:32 PM
Duration of discussion	1 hour and 31 minutes
Venue	All women's café (privately rented by research team for the FGD)

Focus group TUR1-A

Focus group A public presentation

This focus group discussion was held with six men in Hopa, Turkey, in August 2021. Four participants do not have family members/relatives or close friends abroad. Two of them have relatives abroad, but they do not have regular communication/contact. The participants ranged in age between 19 and 36. One participant was a high school student; the rest were educated at secondary level or above. The participants included two university students, one journalist, one teacher, and one seasonal worker. The discussion was held in Turkish and moderated by Nilay Kavur with assistance from Pınar Ensari. It lasted approximately 2 hours and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Shopkeeper/University student	Distant relative abroad, rare contact
	A2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Seasonal worker	No connection with migration
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Teacher	No connection with migration
	A4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	High school student	Relative abroad, no contact
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	University student/Waiter	No connection with migration
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Journalist/Graphic designer	No connection with migration
Too many	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Participants do not have family members/relatives or close friends abroad or even if they have, there is no regular communication/contact.
Language(s)	Turkish
Immediate observations on the group and how it worked (method)	Even if there were considerable age difference between some of the participants (the youngest was 19 and the oldest one was 36), compared to Yenice, young participants were also confident and talkative. All the participants were generally respectful of each other and did not interrupt much.
Immediate observations on points not to miss (content)	Despite the wealth expansion, there is not socio-cultural development or investment in human development in the district. When young people go to other cities for university education, not studying at university, but spending some time in another city and having fun and experience are their main motivation. Even if they finish university, they generally plan to take their parents' trading/shipping business over.
Date	2021-08-03
Start time	06:30 PM
Duration of discussion	2 hours
Venue	Office of the fieldwork assistant

Focus group TUR1-B

Focus group B public presentation

This focus group discussion was held with seven women in Hopa, Turkey, in August 2021. All participants had family members/relatives and/or friends abroad with whom they are in regular contact. The participants ranged in age between 24 and 31. All participants were university graduates except for one who was a university student. They included an architect, one housewife, two teachers, one lawyer, and a university student. The discussion was held in Turkish and moderated by Nilay Kavur with assistance from Pınar Ensari. It lasted approximately 1 hour and 40 minutes and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Architect	Partner abroad
	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Housewife	Close friend in Scotland
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Unemployed	Uncle in the UK
	B4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Lawyer	Close friends in France and Poland
	B5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Teacher	Two uncles in Netherlands
	B6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Teacher	Aunt in Netherlands
	B7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	University student	Sibling and cousin in Germany
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group B description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Participants have family members/relatives and/or friends abroad with whom they are in regular contact.
Language(s)	Turkish
Immediate observations on the group and how it worked (method)	Participants were generally very respectful of each other and did not interrupt much while another participant was talking.
Immediate observations on points not to miss (content)	After the opening of the Sarp Border gate, the income level of both Laz and Hemshin people increased, but Hemshins' socio-economic standing improved more. The opening of the border gate also had an impact of family structure, as some Turkish men got a second family and wife in Georgia.
Date	2021-08-04
Start time	06:00 PM
Duration of discussion	1 hour and 40 minutes
Venue	Office of the fieldwork assistant

Focus group TUR1-C

Focus group C public presentation

This focus group discussion was held with five men in Hopa, Turkey, in August 2021. Participants had family members/relatives and/or friends abroad with whom they were in regular contact. The participants ranged in age between 19 to 36. The participants were educated at secondary level or above. They included a restaurant owner, an electrician, an engineer, a teacher, and a university student. The discussion was held in Turkish and moderated by Nilay Kavur with assistance from Pınar Ensari. It lasted approximately 2 hours and 10 minutes and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Restaurant owner	Sister and uncle in the UK
	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	Electrician	Close friend in Scotland
	C3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Teacher	Aunt abroad
	C4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	University student	Cousin in the UK
	C5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Mechanical engineer	Friends abroad
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Participants have family members/relatives and/or friends abroad with whom they are in regular contact.
Language(s)	Turkish
Immediate observations on the group and how it worked (method)	Participants were generally very respectful of each other and did not interrupt much while another participant was talking.
Immediate observations on points not to miss (content)	Hopaspor has really been something for the youth, reoccurs as a theme.
Date	2021-08-05
Start time	06:30 PM
Duration of discussion	2 hours and 10 minutes
Venue	Office of the fieldwork assistant

Focus group TUR1-D

Focus group D public presentation

This focus group discussion was held with six women in Hopa, Turkey, in August 2021. Five participants had relatives abroad, yet they were not in regular contact. One participant did not have any family member or relative abroad. The participants ranged in age between 21 and 39. They included two teachers, two university students, a salesclerk, and a manager. The discussion was held in Turkish and moderated by Pınar Ensari with assistance from Nilay Kavur. It lasted approximately 1 hour and 40 minutes and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Teacher	Relative abroad, but rare communication
	D2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Teacher	No connection with migration
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Salesclerk	Relative in UK, but rare communication
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	University student/Intern	Relative in USA, no contact
	D5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	Manager	Relative abroad, no contact
	D6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	University student	Aunt in Germany, no contact in the past 5 years
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group D description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Participants do not have family members/relatives or close friends abroad or even if they have, there is no regular communication/contact.
Language(s)	Turkish
Immediate observations on the group and how it worked (method)	Participants were generally very respectful of each other and did not interrupt much while another participant was talking.
Immediate observations on points not to miss (content)	People or companies that assist the lorry drivers to move faster from the left side and be the first in the line, came out as a prominent sector.
Date	2021-08-06
Start time	06:30 PM
Duration of discussion	1 hour 40 minutes
Venue	Office of the fieldwork assistant

Focus group TUR2-A

Focus group A public presentation

This focus group discussion was held with seven women in Yenice, Turkey, in July 2021. All participants had a background in another city. They either migrated from another city to Yenice, or are currently studying at university in another city, or finished university at another city and migrated back to Yenice. The participants ranged in age between 21 to 39. They were educated at secondary level or above. The participants included an architect, a cook, an entrepreneur, an accountant, two university students, and one unemployed. The discussion was held in Turkish and moderated by Nilay Kavur with assistance from Pınar Ensari. It lasted approximately 2 hours and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	Age			Educational level				No. of children	Principal activity/work	Connection with migration	
	18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary				
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	University student	Goes to university in another city	
	A2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	University student	Migrated to Yenice from another city. Goes to university in another city	
	A3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Unemployed	Studied at university in another city and migrated back to Yenice	
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Architect	Migrated to Yenice from another city. Studied at university in another city and migrated back to Yenice	
	A5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Cook	Migrated to Yenice through marriage
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Entrepreneur	Migrated to Yenice through marriage
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Accountant	Studied at university in another city
Too many	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group A description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Everyone had a background from another city in Turkey. They either migrated from another city to Yenice, or are currently studying at university in another city, or finished university at another city and then migrated back to Yenice.
Language(s)	Turkish
Immediate observations on the group and how it worked (method)	The FGD generally worked well. Two older women were a bit dominant, while two younger ones were a bit shy. We tried hard to give everyone a chance to talk, yet it was difficult at certain moments. Otherwise, it was a good discussion. Although the focus group discussion was conducted in a room, the windows were open, and the ongoing construction noise was a bit disturbing.
Immediate observations on points not to miss (content)	Gender inequality between men and women came out as a fundamental theme. Women are less comfortable in social life and expected to be modest. Women search for alternative economic sources, such as e-commerce; so that they can sell their handcrafts.
Date	2021-07-08
Start time	06:00 PM
Duration of discussion	2 hours
Venue	Municipality's Cultural Center

Focus group TUR2-B

Focus group B public presentation

This focus group discussion was held with nine men in Yenice, Turkey, in July 2021. All participants had a background from another city, except for one who strongly desires to go to university in another city in Turkey and live there. The rest either migrated from another city to Yenice or finished university in another city and migrated back to Yenice. The participants ranged in age between 18 to 38. They included three factory workers, two teachers, one vice-principal, one student, one civil servant, and a cook/farmer. The discussion was held in Turkish and moderated by Nilay Kavur with assistance from Pınar Ensari. It lasted approximately 1 hour and 50 minutes and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Student	Strong desire to migrate to another city
	B2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Teacher/Vice-principal	Migrated from another city
	B3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Civil servant	Lived in other cities
	B4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Vice-principal	Migrated from another city
	B5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Teacher/Principal	Studied at university in another city
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Factory worker	Migrated from another city
	B7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Factory worker	Lived in another city for university
	B8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Factory worker	Migrated from another city
	B9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Cook/Farmer	Lived in other cities
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Everyone had background from another city in Turkey, except for one. They either migrated from another city to Yenice or finished university in another city and then migrated back to Yenice. The youngest one has not lived in another city, but strongly desire to do so. So, we included him in this group.
Language(s)	Turkish
Immediate observations on the group and how it worked (method)	It was a bit difficult to run. It was the most crowded focus group with nine men. Particularly three men had strong opinions and were very talkative. On the other hand, two men were very quiet, and we had to direct some questions directly to them to be able to invite them into discussion and hear their opinions.
Immediate observations on points not to miss (content)	Interestingly, the men wanted to talk a lot on the internet infrastructure and problems around that. Moreover, the men did not raise much concern over children's education, schools' quality, and private tutors as much as the women did. High level of security was discussed for a long time. A man coming from another city was surprised and very happy to be part of such a secure community. Agroforestry was mentioned and advocated by a participant. Apparently, there is a potential for this sector in Yenice and other participants were happy to learn about this.
Date	2021-07-09
Start time	06:00 PM
Duration of discussion	1 hour 50 minutes
Venue	Municipality's Cultural Center

Focus group TUR2-C

Focus group C public presentation

This focus group discussion was held with five women in Yenice, Turkey, in July 2021. None of the participants lived outside of Çanakkale. Three of them did not even live outside of Yenice. The participants ranged in age between 22 to 36. They included a health worker intern, a pharmacy technician, a factory forewoman, a security guard, and a clerk. The discussion was held in Turkish and moderated by Pınar Ensari with assistance from Nilay Kavur. It lasted approximately 2 hours and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Health worker intern	Studied in Çanakkale center
	C2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Pharmacy technician	Studied in Lapseki, Çanakkale
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Factory forewoman	No connection with migration
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Security guard	She has not lived outside of Yenice. She has a sibling who studied in Çanakkale center
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Clerk	She has not lived outside of Yenice. She has siblings who studied in Çanakkale and Bursa
	C6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group C description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	None of the participants have lived outside of Çanakkale. Three of them did not even live outside of Yenice. One of them went to school in Çanakkale center, the other went to another district of Çanakkale. Two of them have siblings who studied in Çanakkale and Bursa (which is a city close to Çanakkale).
Language(s)	Turkish
Immediate observations on the group and how it worked (method)	The fact that there were five participants made it very easy to conduct the focus group discussion and everyone had time and opportunity to talk. We had more time to go deeper on certain topics.
Immediate observations on points not to miss (content)	Just like the other focus group with women, raising children came out as a significant theme. Women generally stated that it is good to raise a kid out in the open in Yenice until a certain age. However, they believed that the child should go out to receive better education and see other ways of living soon, since the social opportunities in Yenice are very limited.
Date	2021-07-11
Start time	06:00 PM
Duration of discussion	2 hours and 5 minutes
Venue	Municipality's Cultural Center

Focus group TUR2-D

Focus group D public presentation

This focus group discussion was held with six men in Yenice, Turkey, in July 2021. None of the participants lived outside of Yenice. Two of them migrated from Yenice's villages to the district centre. The participants ranged in age between 25 to 39. They included an accountant, a security guard, a civil servant, a manual worker, a civil servant/farmer, and a pharmacy technician. The discussion was held in Turkish and moderated by Nilay Kavur with assistance from Pınar Ensari, while Ahmet İçduygu was also present. It lasted approximately 1 hour and 40 minutes and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Accountant	Migrated from Yenice's village
	D2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Security guard	No connection with migration
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Civil servant	No connection with migration
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Manual worker	No connection with migration
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Civil servant/Farmer	No connection with migration
	D6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Pharmacy technician	Migrated from Yenice's village
	D7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group D description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	None of the participants lived outside of Yenice. Two of them had migrated from Yenice's villages to the district centre.
Language(s)	Turkish
Immediate observations on the group and how it worked (method)	We organised this focus group later than the others as some of the participants could only come after 08:00 PM. Even so, we started a bit late. The fact that there were six participants made it easy to conduct the focus group discussion. Only one participant was a bit shy, so we had to invite him to the discussion with asking him questions several times.
Immediate observations on points not to miss (content)	Auto-industry came out as another job opportunity in Yenice. In this industry, auto parts are connected and repaired. This is mostly a low-income opportunity. Construction is not a sector that young men would easily take. Men from eastern provinces of Turkey come as internal migrants to do this job.
Date	2021-07-12
Start time	08:00 PM
Duration of discussion	1 hour and 40 minutes
Venue	Municipality's Cultural Center

Focus group TUR3-A

Focus group A public presentation

This focus group discussion was held with seven women in Kilis, Turkey in September 2021. All participants were Turkish women. The participants ranged in age from 20 to 36. They included university students, a teacher, an education consultant, a housewife, and one who runs a psychotechnics centre. The discussion was held in Turkish and moderated by Nilay Kavur with assistance from Pinar Ensari. It lasted approximately 2 hours and 45 minutes, and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group A participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	A1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	University student	No connection with migration. She is from Turkey
	A2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Teacher	No connection with migration. She is from Turkey
	A3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Education Consultant	No connection with migration. She is from Turkey
	A4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	No connection with migration. She is from Turkey
	A5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	University student	No connection with migration. She is from Turkey
	A6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Owner of a psychotechnics centre	No connection with migration. She is from Turkey
	A7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Housewife	No connection with migration. She is from Turkey
Too many	A8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	A14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group A description

Gender of participants	Female
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Women who are from Turkey
Language(s)	Turkish
Immediate observations on the group and how it worked (method)	Three women, who strongly dislike that Syrians are in Kilis, dominated the discussion and often interrupted two other participants who have different, more positive opinions about Syrians. So, the moderators had some difficulty and had to interrupt the dominant participants sometimes to enable others to talk. One of the participants was generally reluctant to talk.
Immediate observations on points not to miss (content)	There was a very dominant dislike by some women towards Syrians. They continuously brought the topic back to Syrians.
Date	2021-09-16
Start time	04:00 PM
Duration of discussion	2 hours and 45 minutes
Venue	Separate room in a restaurant

Focus group TUR3-B

Focus group B public presentation

This focus group discussion was held with five men in Kilis, Turkey, in September 2021. All participants were Turkish men. The participants ranged in age from 18 to 33. The participants were educated at secondary level or above. They included an engineer, driver, teacher, university student and civil servant, and a seller in the bazaar. The discussion was held in Turkish and moderated by Pinar Ensari with assistance from Nilay Kavur. It lasted approximately 1 hour and 30 minutes, and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group B participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	B1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Engineer	No connection with migration. He is from Turkey
	B2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Driver	No connection with migration. He is from Turkey
	B3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Teacher	No connection with migration. He is from Turkey
	B4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	University student/civil servant (data processing personnel)	No connection with migration. He is from Turkey
	B5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Seller in the bazaar	No connection with migration. He is from Turkey
	B6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Too many	B11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	B14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Focus group B description

Gender of participants	Male
Focus group category	Weak links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Men who are from Turkey
Language(s)	Turkish
Immediate observations on the group and how it worked (method)	We had to start 30 minutes later than the scheduled time as most participants showed up late. We recruited seven people, but two did not come. The participants were very respectful and did not interrupt each other, which made the moderation easier. The youngest participant was a bit shy and reluctant to talk at the beginning, but later he felt more comfortable to talk and participated more.
Immediate observations on points not to miss (content)	The lack of job opportunities and limited future prospects in Kilis were dominant topics. The closure of the border gate and its impact on smuggling, which used to be the major livelihood source, were also touched upon several times.
Date	2021-09-17
Start time	05:45 PM
Duration of discussion	1 hour and 36 minutes
Venue	Separate room in a restaurant

Focus group TUR3-C

Focus group C public presentation

This focus group discussion was held with eight women in Kilis, Turkey, in September 2021. All participants were Syrian women who came to Turkey after 2011. The participants ranged in age from 18 to 39. They included housewives, a university student, a midwife, and a young woman who recently finished high school and was preparing for university entrance exams. The discussion was mostly held in Arabic. However, one participant preferred to speak in Turkish, yet she could also follow conversations in Arabic. The discussion in Arabic was moderated by Souad Osseiran, and the discussion in Turkish was moderated by Pınar Ensari. It lasted approximately 2 hours, and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group C participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Housewife	Migrated from Syria to Turkey
	C2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	University student	Migrated from Syria to Turkey
	C3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	Housewife/Handicrafts	Migrated from Syria to Turkey
	C4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	Housewife	Migrated from Syria to Turkey
	C5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	Midwife	Migrated from Syria to Turkey
	C6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Housewife	Migrated from Syria to Turkey
	C7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	Migrated from Syria to Turkey
	C8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Preparing for university entrance exam	Migrated from Syria to Turkey
	C9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	C11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	C14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group C description

Gender of participants	Female
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Women who have migrated from Syria to Turkey
Language(s)	Arabic, and Turkish with one participant
Immediate observations on the group and how it worked (method)	Some of the participants in the women's focus group spoke more than others. Not dominating the conversation per se, but more that they were more willing or engaged in the specific topic being discussed. The younger participants would speak more when the topic was of interest to them, for example if about accessing higher education. Overall, the participants did listen to each other, but in some cases, they interrupted each other. Most of the discussion took place in Arabic; however, one younger participant preferred to speak in Turkish, yet she was able to follow conversations in Arabic.
Immediate observations on points not to miss (content)	The participants had come to Turkey at different points in time with one who came in 2012. One of the participants had lived in a refugee camp in Kilis before moving to the city. The question of what was good before and what is good now confused a bit, as the respondents tended to think about the same issue (e.g. education, work, etc.) that they had mentioned as having been good before. The cards for livelihood were a little bit boring for them as the available/possible sectors for work were not so many so the section may have been a bit repetitive; however, lively discussion did emerge about construction sector for instance. In the final section, we asked if they have anything to add, and one of the participants raised the issue of return to Syria, not just to consider migration further but about migrating back. This also generated interesting responses from the participants.
Date	2021-09-18
Start time	01:00 PM
Duration of discussion	1 hour and 55 minutes
Venue	Separate room of a restaurant

Focus group TUR3-D

Focus group D public presentation

This focus group discussion was held with seven men in Kilis, Turkey, in September 2021. All participants were Syrian men who came from Syria to Turkey after 2011. The participants ranged in age from 18 to 32. They included a tradesman/translator, a medical translator, a university student/prosthetic technician, one who was unemployed, and those working in the customs sector and car trading. The discussion was held in Arabic and moderated by Ayman Abousamra while Nilay Kavur was also present. It lasted approximately 1 hour and 30 minutes and was audio-recorded, transcribed, and translated. Information that could directly or indirectly identify participants has been removed.

Focus group D participants

	ID	Age			Educational level				No. of children	Principal activity/work	Connection with migration
		18-19	20-29	30-39	Less than primary	Completed primary	Completed secondary	Some post-secondary			
Too few	D1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	Tradesman/translator	Migrated from Syria to Turkey
	D2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	Medical translator	Migrated from Syria to Turkey
	D3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Unemployed	Migrated from Syria to Turkey
	D4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	Works in the customs sector	Migrated from Syria to Turkey
	D5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Car trading	Migrated from Syria to Turkey
	D6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	University student/ Prosthetic technician	Migrated from Syria to Turkey
	D7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	University student	Migrated from Syria to Turkey
	D8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Too many	D11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	D14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Focus group D description

Gender of participants	Male
Focus group category	Strong links with migration
Operationalization <i>Describe what strong or weak links with migration means in this instance.</i>	Men from Syria who had migrated to Turkey
Language(s)	Arabic
Immediate observations on the group and how it worked (method)	The session went very smooth, started almost on time, the attendees were accurate about their answers and no answers were given that was off topic. All of them almost equally and fairly participated in the discussion. No one was interrupting the session. One participant was open to talking more than the others as he seemed more familiar with focus group discussions.
Immediate observations on points not to miss (content)	The men were eager to discuss work opportunities, and they gave accurate answers in the livelihood section, as some of them were already working in the mentioned sectors during the discussion.
Date	2021-09-19
Start time	06:00 PM
Duration of discussion	1 hour and 30 minutes
Venue	Separate room of a restaurant

Appendix 2: MIGNEX focus group theme guide

(Please always use according to MCH8 guidelines)

1. Icebreaker and opening: living in this area

1a. What is good about living in this area? [5 mins]

Tour-de-table, everyone contributes one aspect – which should be positive. Important to establish from that the discussion is not primarily about migration – but about life in the area, and considerations around improvement/deterioration/future prospects – and strategies including staying/moving and related choices.

1b. Reflecting back, some 10 years, please say how you might compare what was good then – and what is good now – and what has changed in this area? [10 mins]

Group discussion, not turn-taking around the table – moderator needs to ensure that 1-2 people don't hijack the discussion, by actively prompting the others. Keep the time in mind – and keep in mind this is not a serialinterview, everyone is not meant to give a comprehensive answer to everything, but no-one should remain silent and opt out.

1c. Would you say things have improved or deteriorated in this area since 10 years ago? What and how, specifically, please provide examples? Who agrees/disagrees with these examples, why? [10 mins]

Group discussion, not turn-taking around the table. If possible and relevant, prompts can include: Have improvements or deterioration effected different people/groups in this area in contrasting ways? E.g. more – less? For men and women? Young people and older people? Those more/less education? What about different faith groups, migrants, minorities?

2. Paths to gaining a livelihood and becoming adults

Discussion using images that represent different options for young people. For each card, one person in the group is asked to describe what they see and how they understand this path in the context of the research area. The person then places the card in one of three groups.

If you imagine someone finishing school here, they could take different paths to create a livelihood and a future. They could... [present the cards briefly as you lay them out]

With all the cards on the table it is easier for participants to talk about them as alternative options, one at a time. Lay them out in the following order:

- Any card that represents a common livelihood in the area
- [The remaining cards except the ones listed below]
- Education
- Migration
- Some other pathway

Make it clear that 'education' means pursuing further education, not working in the area of education (i.e. as a teacher). If some of the cards appear to be irrelevant or the images contrast with local realities, explain that the same cards are used in 10 countries, and therefore might be less relevant or look unfamiliar. Either give the first person a card or ask them to choose one from the table.

2a. Please talk about this path and whether it is a possibility for young people in this area. Proceed with the remaining participants and cards. [15 mins in total]

2b. Would you recommend this as a path for young people in this area to follow? Why or why not? Please place the card in one of these groups: – recommended, – more-or-less, – not recommended [15 mins in total]

Show where the cards can be placed in three groups (e.g. on different parts of the table). Encourage discussion and reactions from the others on the placement of the card. What are the arguments for or against placing a card in where it is and not in one of the two other groups? Does everyone agree? Continue with the remaining participants, asking each one talk about one card. Depending on the number of participants and the relative importance of different cards, some cards might be left on the table without being discussed.

3. Specifically about migration

Consider, based on the context, if you want to focus the discussion on emigration or out-migration from the area regardless of the destination.

3a. When someone moves away from this area [or moves to another country], do you think it is generally a good thing or a bad thing for that person? [5 mins]

One way of making this section more interactive is to ask the participants to first make up their mind and 'vote', for instance by placing a pebble or coin on a designated 'good' or 'bad' side of the table (or the ground) before discussing. Please find ways to ask for reasons – solicit agreement, disagreement, and the weight of positive or negative views about migration. Ask for examples.

3b. When someone moves away from this area [or moves to another country], do you think it is generally a good thing or a bad thing for [name of research area]? [5 mins]

The 'voting' can be repeated with respect to consequences for the area.

3c. What would be your recommendation to young people here, based on the discussion we just had? [15 mins]

Possible prompts could include: Why or why not? Migration where to? Why there and not elsewhere? Would this be more temporary or more for good? Why? If this does not come up – elicit what is at stake here – is it more about the lack of opportunities 'here' or the relatively better opportunities 'there'? Or a mix? Depending on what? Try to solicit agreement and disagreement about various iterations of advice, mindful of the fact that agreement is not an aim, rather getting a variety of views from different focus group participants.

4. Wrapping-up

4a. Anything else you would like to comment on or tell me about? [5 mins]

A chance to follow up on issues that have remained mentioned, but not really discussed, and appear relevant or important to MIGNEX research and the focus group focus on 'migration culture' and understanding views of opportunities and constraints in each Research Area.

4b. What was the one thing that you heard here, that sticks with you, and you will take with you when leaving? And why this? [10 mins]

A round where everyone is asked to contribute one eye-opener – make sure to have 1-2 mins of silence first for everyone to think and come up with something. The response "same as her" is from the outset not on the table – so even if the eye-opener someone thought of has been mentioned, everyone spells out their particular take-away. Thank you for your time and participation

Focus group image cards (used in part 2) – translated to local languages



Construction



Commerce



Farming



Fishing



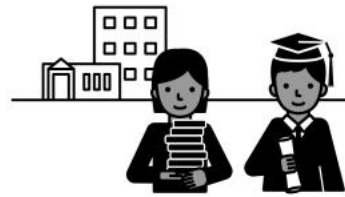
Tourism



Factory



Mining



Education



Migration



Something else