MIGNEX

MIGNEX Handbook Chapter 8

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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Contents

Tables

Figures

MIGNEX Handbook Chapter

8. Qualitative data collection

The MIGNEX qualitative data will provide insights about each of the 25 research areas by capturing unforeseen elements and incorporating the perspectives of populations directly affected by migration dynamics. This will be achieved through focus groups, key informant interviews, observation and photographs.

The focus groups, key informant interviews and observation data will shed light on the migration dynamics and specific developments in the 25 research areas.

Data collection will result in five outputs: Research Area Interim Reports, including coding scales, focus group transcripts, photographs of the area, and photos of doors in the research area.

The qualitative data will be analysed separately but also combined with the survey data for the MIGNEX project's Qualitative Comparative Analysis, with research areas as units of analysis.

8.1 Introduction

8.1.1 The purpose of the qualitative data collection in MIGNEX

The purpose of the qualitative data collection in MIGNEX is to garner insights into contextual specificities of each research area, capture what is unpredictable, and ensure that unforeseen elements of interest to MIGNEX are included in our data and analysis. The data collection is a unique avenue to incorporate the perspectives of the populations directly affected by migration dynamics. The qualitative data will be analysed independently, but also contribute to the Qualitative Comparative Analysis (QCA) in MIGNEX (See MIGNEX Handbook Chapter 6: 'QCA conditions and measurement') combined with the MIGNEX survey data set. All MIGNEX qualitative data collection happens at research area level, in ten countries.

Output

The qualitative data collection will yield five products in each research area:

1. The **Research Area Interim Report** will summarise the researchers' findings from focus groups, key informant interviews, and observations in each research area. We term it an *interim report* because it is an internal project document that serves as input to several deliverables, including the *Case Study Briefs*, about each of the Research areas. Despite being an internal only report, it is an essential output of WP4 (See details in section 8.8).

2. There are **Coding Scales** to be filled in, as part of the Research Area Interim Report, for a number of key MIGNEX themes. These *Coding Scales* constitute a bridge from the researcher's qualitative data collection – to the research area 'truth table' which will be used in the Qualitative Comparative Analysis (QCA) in MIGNEX. Based on focus groups, key informant interviews and observations in the research area, the researcher will assign values to a set of conditions that have been specified for the QCA. These were originally conceived as separate 'coding sheets' but have been integrated in the template for Research Area Interim Reports and are therefore referred to here as coding scales. For some themes we do not have Coding Scales, but ask for a brief text to ensure we draw adequately on the WP4 data also when it is not reasonable to quantify via a Coding Scale (See 8.8.4).

3. **A set of focus group transcripts** from each research area will become part of the MIGNEX focus group data set, which is used for analysis within MIGNEX and later published as a data set (See 8.4).

4. **A set of photos illustrating each research area** will be used in the Case Study Briefs and possibly other output from the project (See 8.7.1).

5. **A set of photos of doors** provide an alternative visualization of life in each research area. The value of this photo collection will be increased by adhering to a consistent format (See 8.7.2).

Beyond these required outputs, the qualitative data collection can be considered as the *basis for journal articles*, which can go beyond the scope of MIGNEX deliverables. Journal articles can, for instance, provide comparisons across research areas in a country or region, and could include different combinations of data, for instance subsets of the focus group data and observational data. Please see MHC5 for information about writing journal articles in the context of MIGNEX.

The WP4 fieldwork also provides an opportunity for additional photography and video (See sections 8.7.3 and 8.7.4).

All the output and data from the research areas use the research area ID in file names (Table 1).

Table 1. Research area IDs

AFG1	Zindajan	**ETH3**	Moyale	**NGA2**	Awe	**TUN1**	Enfidha
AFG2	Behsood	**GHA1**	Gbane	**NGA3**	Ekpoma	**TUN2**	Al-Rudayyif
AFG3	Bagrami	**GHA2**	Golf City	**PAK1**	Chot Dheeran	**TUR1**	Artvin
CPV1	São Nicolau	**GHA3**	New Takoradi	**PAK2**	Gwadar	**TUR2**	Yenice
CPV2	Boa Vista	**GIN1**	Boffa	**PAK3**	Keti Bandar	**TUR3**	Kilis
ETH1	Qwiha	**GIN2**	Dialakoro	**SOM1**	Erigavo		
ETH2	Ziway	**NGA1**	Down Quarters	**SOM2**	Baidoa		

Note: The list contains 26 research areas where data collection is planned. In project information we nevertheless refer to '25 research areas' which is the minimum we have committed to cover.

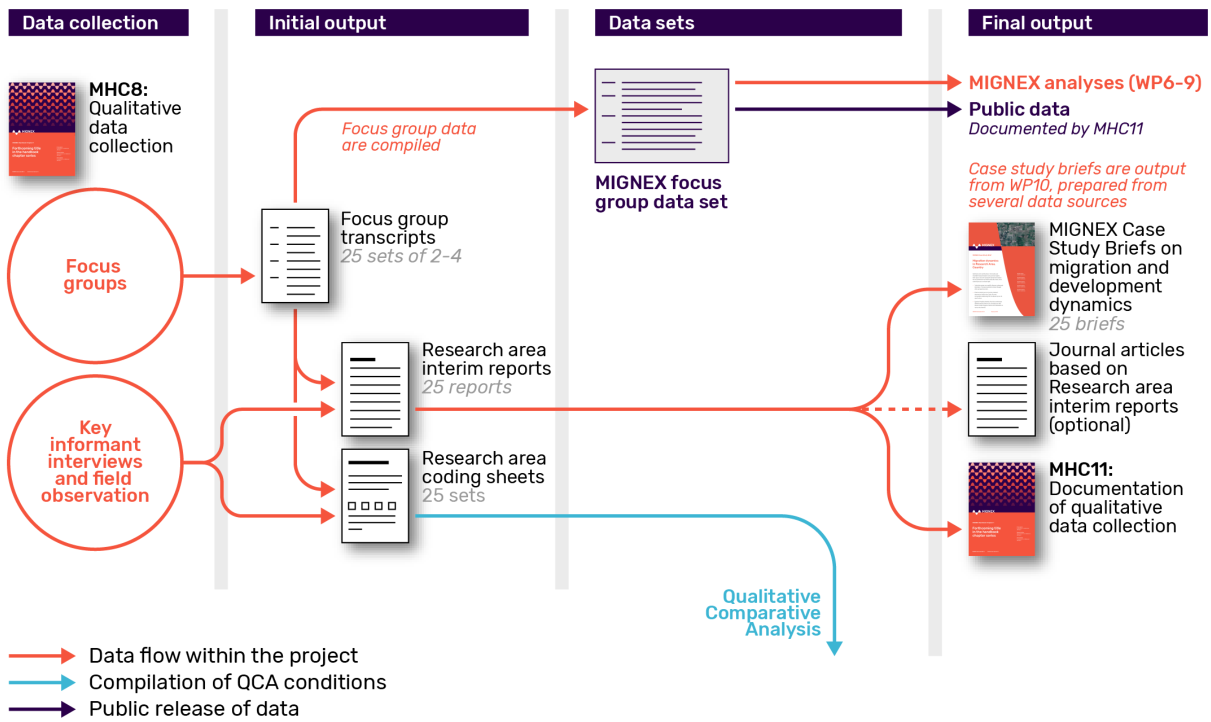


Figure 1. Overview of data processing in WP4

Data collection forms

The qualitative data collection takes three forms (in addition to photography):

- Focus group discussions
- Key informant interviews
- Observation in the research area

These are demanding forms of data collection that require qualified interaction with informants in order to pursue relevant information and adapt the data collection objectives to the context encountered. The qualitative data collection will therefore be carried out by qualified research staff—supported by interpreters and assistants when necessary, but never subcontracted or delegated to interviewers. A systematic review of experiences of fieldwork in the first four Research Areas, February-March 2020 (two in Cabo Verde, one in Ghana and one in Pakistan), has been conducted.

Figure 1 displays how the WP4 data is processed and connected with different forms of output.

8.1.2 Focus and approach

Key informant interviews and focus group discussions will be conducted in a semi-structured fashion, in which the researcher guides the conversation through a series of predefined themes, probing for elaboration or adjusting the topic based on the natural dynamics of the conversation. The themes, defined in theme guides, include the following:

- Local migration dynamics, including perceived changes over time
- Perceptions of the risks and benefits of migration, with attention to gender dimensions
- Perceived development impacts of migration and transnational practices
- The perceived impacts of specific developments on migration dynamics

- Mobility aspirations fulfilled and thwarted

Since the data collection is focused on producing the *Research Area Interim Report* and completing the coding scales within this report, it is necessary to keep the topics of the report in mind during the entire data collection. Table 2 gives an overview of the topics and the data sources that are most likely to inform each topic. A separate version of this table is available on OneDrive under the folder WP04-collab/WP04-resources for use during fieldwork. Please keep it at hand to keep track of how the different topics are being covered.

Table 2. Overview of likely data sources

		Likely data sources[1]		
Topic	**Coding scale**	*Focus groups*	*Key infor-mants*	*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.

8.2 Preparations for the qualitative data collection

The MIGNEX qualitative data collection effort, across 25 research areas, *requires a high degree of shared understanding* of what kinds of data are to be collected, how the data will be collected, and how the data will be reported on and shared within the MIGNEX consortium.

To this end, this MIGNEX Handbook Chapter details all aspects of the data collection process, from preparation, through the data collection itself, to the reporting on the data, to how the outputs from the data will function as input to various MIGNEX deliverables and publications.

This MIGNEX Handbook chapter is therefore the primary vehicle of preparation for the qualitative data collection, and it is imperative that every researcher who will be responsible for – and involved in – the qualitative data collection reads the chapter and familiarise themselves thoroughly with the content.

8.2.1 What to prepare?

Meeting the objectives of data collection in the time available requires thorough preparation. The lists below provide an overview. Some points may require input from support staff at your institution, MIGNEX colleagues, or local assistants.

Security

Before departing, you must have reviewed and completed the *Eight-point list for verification of risk assessment and risk minimisation in MIGNEX fieldwork*, available in MIGNEX-information\8-MIGNEX-resources\Fieldwork-risk-assessment. You must also formally notify the Project Manager that you have completed the list. Please be aware that some points on the below list may take substantial time to prepare.

Research management and methodology

- Overview of the data collection process from preparation to submission of data
- Thorough research-ethical reflection surrounding specifics of your data collection
- Familiarity with the focus group theme guide and details on running the focus groups
- Familiarity with themes for key informant interviews (and observation)
- Familiarity with the specific requirements for photography in the field
- Familiarity with the Research Area Interim Report template, including coding scales
- Familiarity with the template for focus group transcriptions
- Familiarity with submission of data after fieldwork, including the video debrief

Please download and save all materials on your laptop (in case of poor internet connection during fieldwork, when you will need access to them)

Training, test and pre-fieldwork virtual meeting

- After becoming familiar with the research methods and management guidance provided in this MIGNEX Handbook Chapter, please watch the training videos. See www.mignex.org/resources.
- Review the Frequently Asked Questions (FAQ) resource on the MIGNEX website which addresses issues that have come up in fieldwork so far and supplements the information in this chapter. See www.mignex.org/resources.

- Please complete the multiple-choice test on WP4 fieldwork preparation, available at www.mignex.org/resources. Multiple tries are possible. When you have passed the test, please send the certificate to the Project Manager.
- Before fieldwork in the first (of two or three) research areas in each country, a pre-fieldwork virtual meeting will be organised with the WP4 leader. This should be organised no less than two weeks before departure.
- For countries/ research areas where the use of an interpreter is necessary, a separate preparatory virtual meeting to consider specific preparations should be organised, no less than two weeks before departure.

Equipment

- Laptop computer
- Primary recording device
- Phone with sufficient memory for photos and video (as well as backup audio if needed)
- Power bank
- USB stick(s) with large capacity, especially if you cannot rely on internet backup
- Cables, adaptors, chargers, batteries and memory cards, as needed
- Camera (optional)

Technical preparation

- A scanning app such as Adobe Scan installed on your phone
- A possibility for online backup (not the MIGNEX OneDrive)
- Familiarity with your recorder
- Familiarity with your phone’s photography settings
- Familiarity with your phone’s audio recording (as backup)
- PDF user manuals for recording device and camera

Organization and logistics

- Quality-assurance and familiarity with translation of relevant documents
- Plan for printing of necessary documents before fieldwork, including consent record
- Plan for local transportation, accommodation, and other aspects of logistics in the field
- Plan for recruitment and training of assistants and interpreters
- Plan for gaining access to key informants and recruitment for focus group discussions
- Plan for communication with team members in the field (e.g. a dedicated WhatsApp group)

8.2.2 Translation of documents

Well in advance of the fieldwork, verify that you have the necessary documents translated. Translation of the following documents are the responsibility of country coordinators, as part of the overall translation work:

- Information sheet for focus group participants
- Oral summary information for focus group participants
- Information sheet for key informants
- Oral summary information for key informants
- Labels on cards used in focus group discussions
- Theme guide for key informant interviews
- Theme guide for focus group discussions

See MIGNEX Handbook Chapter 7 for details on translations.

Any additional translations must be arranged and paid for by the partner responsible for WP4 data collection in each country. However, based on the process of verifying what is needed and consulting with country coordinators, this should not be necessary.

8.2.3 Working with assistants and interpreters

While WP4 data collection is carried out by experienced researchers, working with one or more assistants, and/or interpreters, will be essential for carrying out the WP4 fieldwork, not least due to the amount of work involved in this substantial data collection exercise. An assistant can, for instance, do, or assist with, the following:

- Identifying and/or recruiting potential key informants
- Identifying and/or recruiting potential focus group participants
- Arranging a venue for focus group discussions
- Making appointments with interviewees and focus group participants
- Assisting during focus group discussions
- Organizing transportation, meals and accommodation, if required
- Assisting with unforeseen tasks that arise during fieldwork, if possible and necessary

Many of the above preparatory tasks may be started before the researcher(s) arrive(s), and in close dialogue with the responsible MIGNEX researcher, in order to ensure efficient time-use during fieldwork, and maximise our opportunities.

Recruitment of assistants and/or interpreters can draw on existing networks, and/or use extended networks and social media. You can for instance place a brief advertisement on relevant local Facebook groups in and around the research area, in order to recruit necessary assistants and/or interpreters. It is an aim to keep such recruitment up to professional standards, bearing in mind research-ethical considerations.

Depending on the person, the assistant can also be a good discussion partner in the course of fieldwork. The more the assistant is involved and understands the objectives, the easier it will be to help steer the data collection in the right direction, for instance to obtain complementary perspectives.

It is essential that assistants – as well as *interpreters* – receive training in due time before the fieldwork starts, stressing:

- Familiarity with MHC8
- Familiarity with the theme guides for the focus groups and the key informant interviews
- Understanding of the overarching goals of the MIGNEX project
- Understanding of the research-ethical standards which MIGNEX is committed to.

Ideally, the assistant should be a person who knows the community and is well-connected but is not divisive (e.g. because of political affiliations) or in a position of power vis-à-vis participants that raises ethical concerns.

If there is also a need for interpretation in the field, you may want to consider having two people assisting the fieldwork, either one assistant and one interpreter, or two people who can potentially perform both roles, as needed. If there is nobody with the necessary language skills *and* local connections, you may want to work with an interpreter plus a local assistant, with two distinct roles. The costs of such arrangements must be considered in the overall plan together with the duration of fieldwork and daily subsistence costs. If you can only afford to pay one person, you must ensure that the person recruited is able to perform all expected tasks.

Please consider whether and when it may be appropriate to offer assistants a certificate acknowledging their MIGNEX data collection work, which might be valuable for them. A template certificate is available, please contact the Project Manager to arrange this.

Please see section 8.2.1 specifically on working with interpreters in the focus groups.

8.2.4 Data management in the field

The procedures for managing different forms of data are described in later sections of this chapter and, in more general terms, in *MHC3: Data management plan*. Since there might not be reliable internet connection in many of our research areas, data management also merits consideration when you prepare for fieldwork.

While OneDrive works well when there is good internet connectivity, slow connections can make applications (e.g. Word) unresponsive and result in conflicting versions. In the field, sync-based storage and backup can therefore be a liability, and other solutions must be found.

What's essential is to consistently prevent a) unauthorised access and b) corruption or loss, e.g. as a result of hardware failure, inadvertent deletion or theft. The following procedure is a solution that is independent of reliable internet connectivity:

1. Bring a USB drive with capacity to store all your data (including photos/ video).
2. Use backup software that creates an incremental encrypted backup.[1]
3. Place all the files you edit or create in the field in separate folders on your computer.
4. Run the backup every day, or after every interview.
5. Always bring the USB drive with you if you leave your computer.
6. Always leave the USB drive if you take your computer out with you.
7. When you travel, keep the USB drive in the checked-in luggage, not with the computer.
8. When you find good WiFi, save a copy of your folder remotely for additional security.

Since mobile internet will often be faster and more reliable than local WiFi networks, consider how you can connect your laptop to the mobile network, for instance using a phone as a personal hotspot. The feasibility of backing up data in this way depends on the cost and speed of mobile data and the size of your files.

For digitizing consent records, notes and other documents, install a scanning app such as Adobe Scan on your phone before leaving. Please test the app before leaving for fieldwork.

8.2.5 Unforeseen challenges and queries in the field

Even when meticulous preparation has happened, including considering different scenarios which may occur in the field, unforeseen challenges may still arise. It is important to have a contingency plan for what to do when unforeseen situations occur. This includes e.g. what if you fall ill? What if your interpreter falls ill? What about a minor accident, which requires medical attention? What about in instances of more serious accidents? It is important that the responsible MIGNEX researcher, is aware of the formal lines of responsibility. Responsibility

[1] Incremental means that each backup skips files that are unchanged since the previous backup, and therefore takes much less time. Encryption means password protection so that a lost or stolen USB drive does not give anyone unauthorized access to the data. Recommended backup software includes Aomei Backupper Standard (free) and Acronis True Image (paid).

for the health and safety of staff lies with their employer, whereas responsibility for scientific aspects of work in the field lie with the MIGNEX project.

As part of preparations for fieldwork, it is therefore important that the responsible MIGNEX researcher finds and brings to the field relevant contact information at his or her institution, in case of emergency.

As for the scientific part, in case of unforeseen challenges in the field, the researcher should first see whether relevant information is available in MHC8, or in the FAQ resource at www.mignex.org/resources. If this is not the case, then consulting with the country team leader and WP4 leader is the next step. This can be done via email or WhatsApp, depending on what is possible and convenient.

8.3 Research ethics and research integrity

As part of preparing for the fieldwork in each area, considerations about research-ethical conduct and measures of maintaining research integrity are necessary. Please consider both aspects to which we are formally and legally bound and aspects which are necessary yet are not anchored in law. *Read MIGNEX Handbook Chapter 4: Research ethics and research integrity and MIGNEX Handbook Chapter 3: Data Management Plan to ensure that your research practice adheres to our guidelines.* The following issues are particularly important with respect to research ethics and research integrity in WP4:

- Informed consent must be obtained from all research participants, and consent must not only be informed, but also voluntary. This means sufficient information about what giving consent means – including in relation to what will happen to the data in the future – must be provided (See 8.3.1).
- Key informants and focus group participants must be given your name and contact details in case they have doubts about their role or the project, or have other questions, after your encounter with them. This is why your contact details must be on the information sheet, regardless of whether or not they are able to read it.
- Please consider your positionality when doing fieldwork in a specific research area – how is who you are, and how you might be or will be perceived by people you meet, going to affect your data collection? What measures may be taken, in order to manage your positionality in ways which are conducive to the data collection process? E.g. in terms of gender or age – or in terms of being an obvious 'insider' or 'outsider' in the context you will work in? (See also Baser and Toivanen, 2018; Carling et al., 2014; Dempsey, 2018).
- The basic principle of 'do no harm' in fieldwork is a minimum standard. In considering the degree of risk and burden involved in participation, explore ways in which participation might be a positive experience. Whilst a time-commitment and sharing knowledge and experiences is something we need from research participants, their encounter with the project is largely shaped by how they are met by us. This is an encounter which it is possible to manage, to a large extent.
- For many research participants *anonymisation* is a key concern. For some, a desire to not be anonymised, by contrast is a concern. In the Research Area Interim Reports, we will retain information about positions of key informants, as well as information about focus group participants' educational background, but *we will not save any names of participants.* In the focus group transcripts, care will be taken to not share any personal

data, and thus to anonymise participants. This may seem harsh if participants want to be acknowledged with their name, yet it is an overarching commitment to not store participants' personal data in MIGNEX.

- We *do not pay* focus group participants or key informant interviewees for their time and contribution to MIGNEX. Meanwhile, it is relevant to consider how it is meaningful to cater for e.g. focus group participants in the best way possible. Should a meal be provided? Or some cold drinks? What about transport to/ from the venue where the focus group takes place? In order for focus groups participants and key informant interviewees to be burdened less by participation, the time and place of their interaction with MIGNEX research should be carefully considered.

- MIGNEX is motivated by a desire to improve peoples' lives and future prospects, but we cannot promise that the research will produce *benefits for the residents* of the research areas. It is not given that insights from MIGNEX are implemented by policy makers, and even when they are, the benefits might appear in other countries and areas than where we collect data. The information sheets state that 'We want the new knowledge to be used by governments to create better public policies.' From a research ethics perspective, it is important not to make promises beyond this statement.

- MIGNEX places great emphasis on transparency and accessibility, with the aim that insights from the project can be *widely shared and used*. However, we do not have the necessary resources and infrastructure for project-wide provision of results in languages other than English. On a case-by-case basis, look for opportunities to share insights with the residents of the research areas or the country more generally. It is possible to use the dissemination travel budget line for this purpose, reallocate savings from other budget lines, seek additional external funding for specific initiatives, or disseminate in low-cost ways such as being interviewed by local journalists. Participants who are able to make use of the English-language information on the website should be encouraged to do so.

- Beyond potential benefits in terms of improved policies or access to results, we should strive to ensure that participation in the project is *a rewarding experience for participants*. There is value in being respected, listened to and learned from, and perhaps engage in interesting exchanges in the context of focus groups and interviews. For most participants, the question of whether participating in the project was worthwhile will likely be determined by their immediate experience of the interpersonal interaction.

- In some research areas, *issues of security* and interaction with state security agencies may become relevant. These are cases which must be handled on a case-by-case basis, liaising with the MIGNEX country coordinator, and other researchers involved in data collection in the relevant research area. It is important here to consider the security of all researchers, international and national, as well as research assistants and research participants.

- To facilitate contact and communication, MIGNEX 'business cards' can be shared with participants in focus groups, as well as key informants, as a means of securing that they have a handy and easy to keep version of our contact information (in addition to what is available on the information sheet).

8.3.1 Informed consent

Informed consent for participation in focus group discussions and key informant interviews is obtained and documented in the following way:

- The researcher gives an oral briefing (provided in the *Oral Briefing* document).
- The researcher gives the participant a copy of the *Information Sheet* (See 8.3.2).
- The researcher invites questions and obtains explicit consent.
- The researcher signs the Consent Record (*not the participant*).
- Afterwards, the researcher uploads the Consent Record to OneDrive.

The oral briefing and information sheet are available in WP04-collab\WP04-resources on OneDrive. There are separate documents for focus group discussions and key informant interviews. The Consent Record is available in the same folder.

The Information Sheet explicitly states that 'We will not collect your name, contact details, or date of birth.' However, for logistical purposes during fieldwork, we are likely to have names and phone numbers of contacts, including participants in focus groups, key informants and others. The key here is that 1) we will not store this data after the data collection period ends; and 2) there is no way in which this information can be connected with the MIGNEX focus group data set or the Research Area Interim Reports.

The oral briefing is complimentary to the written information sheet. The oral briefing covers an introduction to the project, invitation to participate, information about the purpose of the project, data collection methods and data types collected, as well as information about the consent-based processing of personal data.

Oral Briefing

Although the text for the Oral Briefing serves as a general template, the researcher must provide as much explanation as necessary for each participant to give their *informed* consent.

> **Oral Briefing for focus group participants**
>
> We invite you to contribute to a research project by helping us learn about life in [RESEARCH AREA]. The project is carried out by researchers in Europe, Africa and Asia who study 25 local areas across ten countries. [RESEARCH AREA] is one of the local areas that have been selected.
>
> The project itself is called MIGNEX. Its purpose is to generate new knowledge about development, migration and policy. We want the new knowledge to be used by governments to create better public policies. Your contribution would be very valuable to us.
>
> We would like to invite you to take part in a group discussion. We will ask questions about life in [RESEARCH AREA] and other issues, which we will ask you and the other participants to discuss. If everyone agrees, we would like to record the conversation, simply so we can later listen to it and write what was said. If participants do not agree to the recording, we will take notes instead. The discussion will last about one and a half hours.
>
> We will not collect your name, contact details, or date of birth.
>
> The data we collect will be shared with other members of the MIGNEX team in Europe, Africa and Asia. It will not be possible to identify participants from any information we publish.
>
> Your participation is completely voluntary. Even after agreeing to take part, you can withdraw at any time, without giving a reason and without any negative consequences. If there are questions you do not want to answer, you don't have to.
>
> We will be very grateful if you agree to participate.
>
> Before you decide whether you will participate, I will give you this paper with everything I have just told you and the contact details of the people who are responsible, and explanation of how we use the information you give us.

Have you understood and are you willing to participate?

Do you give us permission to share the information with our colleagues in the MIGNEX team who work in other countries?

Oral Briefing for key informants

We invite you to contribute to a research project by helping us learn about life in [RESEARCH AREA]. The project is carried out by researchers in Europe, Africa and Asia who study 25 local areas across ten countries. [RESEARCH AREA] is one of the local areas that have been selected.

The project itself is called MIGNEX. Its purpose is to generate new knowledge about development, migration and policy. We want the new knowledge to be used by governments to create better public policies. Your contribution would be very valuable to us.

If you agree, the interviewer may want to record the conversation, simply so that it is possible to listen to it later and write it down what you say.

The data we collect will be shared with other members of the MIGNEX team in Europe, Africa and Asia. It will not be possible to identify participants from any information we publish.

Your participation is completely voluntary. Even after agreeing to take part, you can withdraw at any time, without giving a reason and without any negative consequences. If there are questions you do not want to answer, you don't have to.

We will be very grateful if you agree to participate.

Before you decide whether you will participate, I will give you this paper with everything I have just told you and the contact details of the people who are responsible, and explanation of how we use the information you give us.

Have you understood and are you willing to participate?

Do you give us permission to share the information with our colleagues in the MIGNEX team who work in other countries?

Using the Consent Record

The Consent Record (Figure 2) is standardised for use across all data collection work packages. The researcher signs with reference to the following statement:

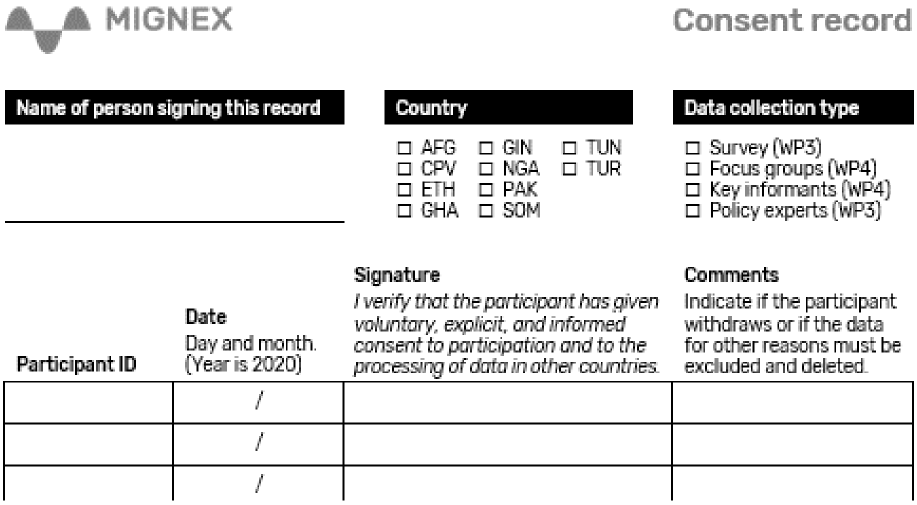
> I verify that the participant has given voluntary, explicit, and informed consent to participation and to the processing of data in other countries.

Each page of the Consent Record contains 25 lines for signatures. Each line must be completed with the participant ID, date and the *researcher's* signature. We never collect the signatures of research participants. The sheet should be signed on the spot before the interview or focus group discussion begins (if possible, if not, as soon as possible thereafter).

Participant IDs are constructed as follows:

Focus group participant:	[Research area ID][focus group letter][1-digit Informant number][2]
Example:	CPV1A3 (for the third participant in focus group A in area CPV1)
Key informant:	[Research area ID][2-digit Informant number]
Example:	CPV104 (for the key fourth informant in area CPV1)

[2] In case there are 10 or more participants in a focus group simply continue the numbering with 10, 11, etc.


MIGNEX

Consent record

Name of person signing this record	Country	Data collection type
	☐ AFG ☐ GIN ☐ TUN ☐ CPV ☐ NGA ☐ TUR ☐ ETH ☐ PAK ☐ GHA ☐ SOM	☐ 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.
	/		
	/		
	/		

Figure 2. The Consent Record

You can start a new sheet as often as needed and leave the remaining lines blank, for instance using a new sheet for each focus group and single sheet for all the key informant interviews. What is important is to have separate sheets for focus group discussions and key informant interviews.

Archiving the Consent Record

When you are finished with a sheet of the Consent Record and will not be adding additional information to it, scan or photograph it, and name the file as follows:

Format: [ID of first participant]-[ID of last participant]

Example: CPV1A1-CPV1A6.pdf (Covering six participants of focus group A in area CPV1)
Example: GHA201-GHA219.pdf (Covering 19 key informants in area GHA2)

It is best to use a mobile scanning app such as the free Adobe Scan (for iOS and Android), which automatically straightens pages, improves the contrast and allows for compiling multiple pages in a single PDF.

Upload the file to MIGNEX-collaboration/wp04-collab/wp04-consent-records. The format for file names ensures that all the consent record will be listed by country and data collection format.

Important: If you use the same sheet for several days, for instance for all the key informant interviews in a research area, scan the sheet regularly in case the original is lost or stolen. To avoid duplication, these temporary backup scans should not be uploaded to the OneDrive folder.

8.3.2 Information Sheet contents

Below is the content of the Information Sheets we give to focus group participants and key informants in translated versions:

Information Sheet for focus group participants

Would you like to participate in the project MIGNEX?

We invite you to contribute to a research project by helping us learn about life in [Research Area]. The project is carried out by researchers in Europe, Africa and Asia who study 25 local areas across ten countries. [Research Area] is one of the local areas that have been selected.

The project itself is called MIGNEX. Its purpose is to generate new knowledge about development, migration and policy. Your contribution would be very valuable to us.

Who is responsible?

The project is carried out by an international team and funded by the European Commission. The project website www.mignex.org contains more information about the project and will include all the project results. The project is scientifically led by Research Professor Jørgen Carling (jorgen@prio.org) and administratively managed by Miroslava Ivanova (miriva@prio.org), both at the Peace Research Institute Oslo, www.prio.org (+47) 22547700.

The following institutions make up the project team: Peace Research Institute Oslo, Norway; Danube University Krems, Austria; University of Ghana, Ghana; Koç University, Turkey; Lahore University of Management Sciences, Pakistan; Maastricht University, The Netherlands; Overseas Development Institute, United Kingdom; University of Oxford, United Kingdom; Samuel Hall, Afghanistan and Kenya.

What does participation entail?

We would like to invite you to take part in a group discussion. We will ask questions about life in [Research Area] and other issues, which we will ask you and the other participants to discuss. If everyone agrees, we would like to record the conversation, simply so we can later listen to it and write what was said. If participants do not agree to the recording, we will take notes instead. The discussion will last about one and a half hours.

We will not collect your name, contact details, or date of birth.

How will the information we collect be used?

The information collected in the project is handled in accordance with the data protection requirements of the European Commission. The Norwegian Centre for Research Data has judged the project's procedures to be compliant with the relevant legislation.

The data we collect will be shared with other members of the MIGNEX team in Europe, Africa and Asia.

The transcription of our group discussions will be made available for other researchers after the MIGNEX project ends in 2023. The transcriptions will not contain any names or other information that could reveal the identity of participants.

What are your rights?

Your participation is completely voluntary. Even after agreeing to take part, you can withdraw at any time, without giving a reason and without any negative consequences. If there are questions you do not want to answer, you don't have to.

For as long as you can be identified in the data, you have the right to obtain access to the personal data held about you; ask for personal data about you to be corrected; request that personal data about you be erased; receive a copy of your personal data; and complain to the Data Protection Official or the Norwegian Data Protection Authority about the handling of your personal data.

Our handling of your personal data is based on your consent.

Do you consent to participating?

We will be very grateful if you agree to participate. What you tell us will help us learn important things about [Research Area/Country].

Do you have any questions about participating in the project?

Have you understood and are you willing to participate?

Do you give us permission to share the information with our colleagues in the MIGNEX team who work in other countries?

Information Sheet for key informants

Would you like to participate in the project MIGNEX?

We invite you to contribute to a research project by helping us learn about life in [Research Area]. The project is carried out by researchers in Europe, Africa and Asia who study 25 local areas across ten countries. [Research Area] is one of the local areas that have been selected.

The project itself is called MIGNEX. Its purpose is to generate new knowledge about development, migration and policy. Your contribution would be very valuable to us.

Who is responsible?

The project is carried out by an international team and funded by the European Commission. The project website www.mignex.org contains more information about the project and will include all the project results. The project is scientifically led by Research Professor Jørgen Carling (jorgen@prio.org) and administratively managed by Miroslava Ivanova (miriva@prio.org), both at the Peace Research Institute Oslo, www.prio.org (+47) 22547700.

The following institutions make up the project team: Peace Research Institute Oslo, Norway; Danube University Krems, Austria; University of Ghana, Ghana; Koç University, Turkey; Lahore University of Management Sciences, Pakistan; Maastricht University, The Netherlands; Overseas Development Institute, United Kingdom; University of Oxford, United Kingdom; Samuel Hall, Afghanistan and Kenya.

What does participation entail?

We would like to interview you about life in [Research area]. We will talk with many people in order to get a good understanding, but when we write what we have learned, we will not indicate who has said what.

If you agree, the interviewer may want to record the conversation, simply so that it is possible to listen to it later and write down what you say.

How will the information we collect be used?

The information collected in the project is handled in accordance with the data protection requirements of the European Commission. The Norwegian Centre for Research Data has judged the project's procedures to be compliant with the relevant legislation.

The data we collect will be shared with other members of the MIGNEX team in Europe, Africa and Asia.

Interview notes and recordings will be stored with password protection and will only be accessible to members of the MIGNEX research team. They will be deleted when the project ends in 2023.

What are your rights?

Your participation is completely voluntary. Even after agreeing to take part, you can withdraw at any time, without giving a reason and without any negative consequences. If there are questions you do not want to answer, you don't have to.

For as long as you can be identified in the data, you have the right to obtain access to the personal data held about you; ask for personal data about you to be corrected; request that personal data about you be erased; receive a copy of your personal data; and complain to the Data Protection Official or the Norwegian Data Protection Authority about the handling of your personal data.

Our handling of your personal data is based on your consent.

Do you consent to participating?

We will be very grateful if you agree to participate. What you tell us will help us learn important things about [Research Area/Country].

Do you have any questions about participating in the project?

Have you understood and are you willing to participate?

Do you give us permission to share the information with our colleagues in the MIGNEX team who work in other countries?

8.4 Focus groups

- We conduct four focus groups in each research area.
- Each focus group consists of six-eight individuals, aged 18-39.
- We conduct two focus groups with men, and two focus groups with women.
- One group with each gender includes people who have *strong links* with migration, and the other group includes people who have *weak links* with migration (See 8.4.2).
- Focus groups are recorded, and the transcripts comprise the *MIGNEX focus group data set*.

8.4.1 Why focus groups?

Focus groups as a technique of qualitative data collection have gained traction across the social sciences, as well as beyond academia, such as in marketing research. Focus groups are essentially a data collection mode, which consist of a group discussion, ideally with six-eight participants, which is 'focused.' The ways in which focus groups are 'focused' varies, yet usually entail some direction provided by the researcher (or facilitator) of the focus group discussion. Such direction might include oral questions, invitations to brainstorm either using visual aids or orally, but could also include other types of interventions, including reading out quotes, showing video clips, media excerpts, or photographs, as well as inviting participants to reflect on personal experiences, discuss hypothetical scenarios, or engage in processes of ranking. Thus, focus groups are a mode of data collection which aims at capturing interpersonal, collective, and reflective processes, where it is not the individual per se, but rather the group's joint interactions and conversation, which constitutes the data to be analysed (Bagnoli and Clark, 2010; Frisina, 2018; Kitzinger, 1995).

Focus groups in general face challenges regarding power-hierarchies. If focus groups are facilitated by the researchers, that puts her or him in a near-automatic position of power, which is likely to have some effect on what is or is not said, and how. Language, interpretation and communication are a salient issue to consider and manage carefully in focus groups (Baker and Hinton, 1999; Browne, 2016).

Whilst popular, focus groups have yet to achieve a status parallel to that of the semi-structured interview, as a data collection tool which yields robust data in the social sciences. Meanwhile, focus groups hold a unique potential in participatory terms which has, for instance been mobilised in the context of development research and practice, with examples such as ‘participatory rural appraisal’, ‘participatory learning and action’, but also ‘participatory action research’. Participatory methods, of course, include other modes of data collection than focus groups. Yet, it is in the context of focus groups especially, that collective and reflective participatory data collection tools come to their fruition (Easthope and Gabriel, 2008; Hopkins, 2007; Kamberlis and Dimitriadis, 2005; Skop, 2006).

8.4.2 Focus group participants (with strong and weak links to migration)

Focus groups will be conducted with two distinct segments of the local population in each research area: *people with strong and weak personal links to migration, all aged 18–39*. The operationalization of ‘strong’ and ‘weak’ links must be adapted to the context.

- *Strong links* could include people with personal migration experience (e.g. immigrants, transit migrants, return migrants, internal in-migrants) and individuals with close family members who are (or have been) migrants.
- *Weak links* could mean no migration experience and no current or former migrant among close family members.

The purpose of this division is to facilitate discussion based on some level of shared experiences, as regards migration. While the meaning of ‘weak’ and ‘strong’ links with migration differ, we keep the distinction constant. The description of each focus group in the Research Area Interim Report includes space for specifying how ‘weak’ and ‘strong’ migration links were operationalised. As an example, Table 3 lays out how weak and strong links with migration were operationalised in Cabo Verde. You are asked to provide your operationalisation of these strong and weak links with migration, for each of your focus groups, in the Research Area Interim Report (focus group summary sheets).

Table 3. Operationalisation of strong and weak links with migration in Cabo Verde

Research area	Migration context	Operationalisation of strong links with migration	Operationalization of weak links with migration
São Nicolau (CPV1)	There has been very extensive emigration and internal out-migration; Virtually everyone has emigrant relatives. In-migration is limited.	Individuals who have been emigrants or have emigrants among the closest family members.	Individuals without ‘strong links’ as defined to the left, but most likely with emigrant relatives.
Boa Vista (CPV2)	There was considerable emigration and internal out-migration in the past, but there is now large-scale internal in-migration and substantial immigration.	Individuals from elsewhere in Cabo Verde who have migrated to Boa Vista (and may or may not have relatives abroad).	Individuals from Boa Vista who have remained on the island (and may or may not have relatives abroad).

The crucial thing is to establish which exact operationalisation of ‘strong’ and ‘weak’ migration ties makes sense in each research area, and to establish this operationalisation in writing, for use in recruitment to the different focus groups, so that the recruitment criteria are explicit and transparent. Further reflections on the operationalisation, should be shared in the Research Area Interim Report.

8.4.3 Recruiting, sampling and venue considerations

Participants for the focus groups will be recruited so as to create some level of variation among participants in terms of their education, work experience. Each group will consist of six-eight participants, ideally. In practice – less than four is too few – and more than 10-12 is hard to manage in any methodologically acceptable way.

Since part of the discussion focuses specifically on young people—in practice, people at the lower end of our age interval—it is particularly valuable to include participants in the 18–20 age range. In that way, we ensure that we talk *with* young people and not only *about* young people. It is worth reflecting on how different combinations of age groups within the focus group might work, e.g. having one 18 year-old and five 35 year-olds, would not be ideal.

Given the often uncertain arrangements about who shows up when, and whether they can stay for entirety of the focus group discussion time – even after we do everything we can to secure that all participants know the length, and the time, and the place in advance – it may be wise to over-recruit, and run the risk of having too many. But there is a limit to how many it is possible to accommodate.

- In each research area, how to ensure recordings which are possible to transcribe, and group dynamics which do not fall apart, must be planned in detail. Here you must consider the differences between groups with men and women. The question of venue also relates to e.g. whether it is an asset or a liability to take up an offer of someone hosting a focus group discussion at their house.
- There are no clear right/ wrong answers here, but such decisions must be made after considering the risks and benefits to the quality of data which they involve.
- In some of our research areas, focus groups are likely to be organised in spaces which are in some sense communal or shared, which means people might drop-by to see what is going on, or want to participate in an ad hoc manner.
- The timing of the focus group – in the day and week – should also be carefully considered. This is a consideration which needs to be made in each of the research areas specifically.
- Recruitment will happen in informal ways, drawing to an extent on ad hoc meetings, and the networks of select key informants, as well as possibly of interpreters working with us in some of the research areas.
- How recruitment happens for focus groups is less important than: 1) having groups with group dynamics that permit us to moderate a discussion – i.e. that some participants know each other is an asset, though we do not want a focus group to consist of one extended family or friendship group only; and 2) systematically collecting background information about the participants, so we can be transparent about who research participants were. See 8.3.2 for details.

If too many people show up and would like to participate, please consider including them as ‘key informants’ to speak to at another time, or if they fit another focus group for ‘strong’ or 'weak' ties invite them to join that. While uncomfortable to turn people away, knowing you may have worked hard to recruit and find a sufficient number, it is critical to maintain the participant numbers low enough for the focus group to function as intended.

8.4.4 Working with an interpreter during focus group discussions

In some research areas, the researcher responsible for conducting the research will collaborate with interpreters for data collection. Working with an interpreter in the focus group setting is challenging, not least because you cannot ask for everything to be translated to you, whilst everyone else is quiet. Therefore, when working with an interpreter during focus groups, plan in detail with the interpreter how you will manage the group dynamics, securing the content needed, whilst allowing you to come in when (or if) necessary. In practice, it makes sense that this can happen at the opening of every new section – where it is no problem that you are brought in and the interpreter can translate you introducing the new section question/ task, for instance. *The key issue is to plan this in detail with the interpreter in question*.

It will depend very much on the context, group dynamics, whether or not English or another language you as the researcher speak is somewhat understood, and whether you somewhat master the language, exactly how you do this in practice. The less you can do yourself, the more you need to be sure the interpreter – who then functions more as a researcher/ research assistant – actually *understands not just what needs to be done, but why*.

Even when working with an interpreter, with you taking a backstage role within each section to not disrupt the dynamics, there is a lot you as a researcher can and should do. E.g. monitoring and *facilitating that everyone takes part*; monitoring and taking action in *case time-management* of the different sections gets completely out of hand; managing the inevitable coming and going of people who are part of the group, or somewhat part of the group (depending on the venue, naturally, but this is a likely scenario). These are things that an interpreter, or another person who might be with you whilst doing the focus groups, should help out with, in the case you are running the focus group entirely in a language you master yourself.

For focus groups where interpreters play a role, it is important both that the transcription of the focus group clearly marks where the interpreter is saying something, and where it is focus group participants, and there should be a note – methodologically – on how this worked (or which problems were encountered) in the summary from the focus group (See Table 2). The transcriptions for focus groups using an interpreter cannot be done by the researcher immediately themselves, but should be done together with the person interpreting, as soon as possible, into English.

Finally, *key terms in the language used* (when not English) should be discussed in preparation for the first focus group – between the interpreter, researcher, and others who might be involved, so that even if you do not know the language, you are aware of key terms. For instance, words describing various aspects of *migration, remittances, return*, etc. But also, other terms which can be expected to feature. Following the first focus group, a re-cap on these terms, adding some, perhaps removing others, and discussing their use, nuances, etc. should happen, similarly after subsequent focus groups, and notes can then also be made on this in relation to the transcripts. Notes on key terms and phrases should make it into the Research Area Interim Report, to the extent and in the ways, that are appropriate for each research area context.

8.4.5 Information about focus group participants

In the process of recruitment, the researcher and any assistants will learn some background information about participants. It is important to keep track of such information, which is needed for the MIGNEX data set, and with the view to recruit participants who have 'strong' and 'weak' migration ties, both female and male (in separate, gender-divided focus groups). Please ensure that the recruitment of participants adheres to the operationalisation of 'strong' and 'weak' migration ties, established for the research area you are collecting data in. Usually, this will be established during preparations for data collection, or in the first day or two of the fieldwork, if not possible prior to the start of fieldwork.

It is important to know the ages of participants, to ensure that they are between 18-39 years old, information which we also record in the Research Area Interim Report, for the purpose of documenting the focus groups. Please ensure that information about whether or not participants have children, is also recorded, as this emerges. The information which is not gathered as part of interaction around recruitment, has to be gathered during or immediately after the focus group, adapting to what is more natural in each case.

Each focus group is given an ID consisting of the research area ID and a letter, A–D (See 8.4.9). The ID for each focus group participant is created by adding a number at the end, e.g. CPV1A4 for participant 4 in focus group A in research area CPV1. These IDs are used on the consent record and in the overview of focus group participants in the Research Area Interim Report.

The Research Area Interim Report template contains a table for each focus group. Obtain the background information about each participant—to the extent that you feel it is ethically justifiable—and complete the table. See the Research Area Interim Report template in the appendix.

8.4.6 Focus group theme guide

Cards representing paths to livelihoods

For the second part of the focus group discussion we use a set of nine cards that represent different pathways a young person can pursue towards adulthood (Figure 3). The theme guide below explains how to use the cards during the discussion, while this section accounts for the thinking behind the cards.

In many settings, it will be appropriate to relate the different pathways to the context of completing secondary school and facing a choice about what to do next. The reference point in terms of education, age or rites of passage must be adapted to the local context. The cards represent a) several lines of work that are possible to pursue without tertiary education, b) further education, c) migration, and d) a 'wild card' of other livelihood options that may be important but are not captured in the other cards.

Each card deliberately displays one male and one female person. The imagery is bound to resemble local realities more closely in some settings than in others, but the intention is for the cards to be possible to use across our 25 diverse research areas. You should therefore strongly consider explaining to participants that the same cards are used in different countries and that some things may look unfamiliar. The researchers always explain what the cards symbolise, using the relevant local word, to avoid any uncertainty or confusion about which livelihoods pathways are being referred to.

Figure 3. Cards used in focus group discussions

We have opted not to have a separate card signifying 'housewife' but recognise that paths to livelihoods are likely to be gendered – more or less, and in specific ways – in the different research areas. It is clearly relevant to shed light on the ways in which livelihoods paths are gendered, as part of the focus group discussions. Where the option of not engaging in paid employment (outside or within the house) is considered as a relevant livelihoods path – this can be accommodated as part of the *'something else'* paths. Given the emphasis on *livelihoods,* however, we have opted not to add a card which does not represent an independent mode of securing a livelihood, fully aware that often livelihoods cannot be considered on an individual basis, but instead as a family, household, collective matter.

In general, it is important to avoid leaving participants with a feeling that they are being 'tested' or that they have insufficient knowledge or sophistication. If some of the cards are difficult for participants to understand, given the context in which they live, ensure that they do not feel inadequate.

After discussions and comments, it was decided to avoid broad and abstract categories of employment and instead use specific and more easily recognisable ones. This means that the selection of cards does not cover all lines of work – hence the *'something else' card* to elicit thinking about other alternatives that are prominent in the area.

In advance, you can remove one or two cards if they are *very clearly not relevant at all* and would only be confusing or distracting. A case in point would be 'mining' in a country with no mining industry. But *as a rule, it should be left to the participants to decide what is relevant and not, and the experience from the first four areas suggests it is better not to remove any cards, but together with participants come to the conclusion that some are perhaps not relevant in this research area.* Sometimes there may be surprises, which is why it is not advisable to remove cards based on assumptions**.**

The English version of set of cards is displayed in Figure 3. Make it clear that education refers to pursuing further education, *not* working in education (as a teacher). If possible, present 'migration' in general terms and leave it up to participants to talk about internal migration, international migration or both.

Introduction to the theme guide

Please apply the following principles when you use the theme guide

- A focus group discussion is by nature semi-structured, interactive and conversational. Therefore, *there is always a need to adapt* how and when you speak, and to what extent you interrupt to move on, or prompt to elicit more.
- Every focus group will definitely be slightly different from the next one. The crucial thing is not to follow the guide to the dot, but rather *to moderate a discussion which yields data that are relevant to the core MIGNEX questions*. To this end it is imperative all focus group moderators understand the logic and intention of the focus group items.
- *The time indicated* is mostly not going to be accurate. The purpose is for you to see how time is divided in terms of what should be given weight, or less so. As well as for you to bear in mind that the time different sections take may differ, but it matters that you try to move the focus group forward, so that all items are covered, if at all possible.
- Encourage *interaction between the participants*, for instance by soliciting reactions, agreement or disagreement from the others when one participant makes a statement. Be attentive to facial expressions or other body-language hints and ask participants to explain their reaction.
- Remember that all *potentially identifying information* must be removed from the transcript (See 8.4.7). It is therefore best to avoid soliciting such information in the discussion, e.g. in the form of asking more than necessary about personal experiences.

In the guide below, the text in *italics* is information for you; the text in **bold** represents the questions to be asked. In the translated versions of the guide, only the bold text will be translated.

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 one-two people don't hijack the discussion, by actively prompting the others. Keep the time in mind – and keep in mind this is not a serial-interview, 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. Please start by showing each card in turn, placing it on the table, and explaining what each card symbolises. Please explain in-depth, regardless of whether you are using the version with or without text.

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 (Please note that you can bring several such cards, reflecting that these could be multiple 'other' pathways)*

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.

<u>Either</u> give the first person a card <u>or</u> ask them to choose one from the table.

2a. Please talk about this path and <u>whether it is a possibility</u> for young people in this area.

Proceed with the remaining participants and cards.

[15 mins in total]

2b. <u>Would you recommend this as a path for young people</u> 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? Maybe some paths are recommended for young men, and not women, and vice versa?

Continue with the remaining participants. Depending on the number of participants and the relative importance of different cards, some cards might be left on the table without being discussed.

You can also consider voting for each card under 2b; showing e.g. "farming" asking participants to raise their hands to show whether they would recommend – not recommend – or be neutral. This is an efficient way of getting the "mood" – but necessitates some prompting to get participants to say "why" something is being recommended, or not. However, the 'voting' act works well, in that it activates all participants simultaneously, and as such is recommended.

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 (i.e. internal migration might be the focus).

This question is different from question 2 – in that we are not discussing possible pathways to adulthood – we are discussing the benefits and challenges associated with migration – first, for individuals, second, for this research area and the people living here. If the discussion under 2 has already centred on migration, you need to ensure that section 3 does not feel repetitive, but instead builds on what you learned in 2, and expands the discussion to "migration impacts" and assessment thereof (which is what this section is meant to tell us something about).

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]

Please find ways to ask for reasons – solicit agreement, disagreement, and the weight of positive or negative views about migration. Ask for examples.

If you feel comfortable with this, you might try to make this section more interactive, by asking 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.

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 – to migrate or not? [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? What about gender differences? 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.

If the discussion under 2 focused on migration, you may feel 3c has been covered (the theme of 'recommending migration or not'), if so, please move to 4.

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 were 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. Adapt the follow-up to what you know is relevant in the 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. You might prompt by saying: 'When you get back home from our meeting here, what is the one thing you would like to share, which really stands out to you, from our discussion here?' There might be idioms in the area pertaining to migration, if so, this would be a good moment to follow-up on any such coming up. You might also want to ask 'based on all that has been discussed, would you describe the situation in [name of research area] as characterised by optimism and hope or frustration and despair?' as the closing question, in case asking for main impressions does not yield much.

Thank you for your time and participation!

8.4.7 Transcriptions from focus groups

All focus group discussions must be translated and transcribed in English. Providing transcriptions is the responsibility of the researcher conducting the focus group discussions. Where possible recording is recommended, since the transcriptions of these recordings will form the MIGNEX focus group data set. If recording is impossible, the next-best option is active notetaking during the focus group discussion and writing out a detailed account immediately afterwards. This requires a dedicated person who focuses exclusively on taking notes during the focus group discussion. This cannot be the person acting as the main moderator.

Ensuring confidentiality

Since the focus group transcripts will be a public data set, the standard for ensuring confidentiality is very high. *It must not be possible for anyone to connect specific statements to specific individuals who participated in the focus group discussions.* Bear in mind that such connections could be made by residents in the research area based on seemingly innocuous information such as a person's profession or the location of relatives abroad.

All potentially identifying information must be removed from the transcript. In some cases, a section might be necessary to leave out. In other cases, confidentiality can be ensured by replacing the sensitive information with something more generic or a brief explanation, indicating it in the transcript as described below.

The transcript template

Transcriptions must be done in the transcription template, which is available in WP04-collab/WP04-resources. *Please follow the instructions in the template carefully in order to ensure that the transcriptions are ready for inclusion in the dataset. Do not transcribe in another document and paste into the template afterwards.*

FG-CPV1A

[Metadata to be inserted here – leave this as it is]

1. Icebreaker and opening: living in this area

First, I would like everyone to say what is good about living here in São Nicolau.

Well São Nicolau is an island that is extremely calm. We have security, hospitality. Here you can be relaxed at any hour out in the street. You're not risk running any risk. I think these are our main characteristics compared to the other islands where violence is increasing system in the coming years if we want to develop our island but I hope that development does not bring negative characteristics like in the other islands which has to do with development.

São Nicolau, like we say, is a small island, but with a big heart. Because everyone here likes helping each other. Everyone knows each other. We feel safe, we're not worried about violence. We can go out at any hour, we leave

Figure 4. Example of transcription in the template

Transcription standards

The standards for transcription are as follows:

- The speech of the researcher (or interpreter) must be distinguished from that of the participants, but the participants need not be distinguished from each other. Start a new paragraph when a new speaker's speech is transcribed. See example in Figure 4.
- The participants' formulations should be reproduced as accurately as possible, but sentences can be edited slightly to ease comprehension and flow. For instance, if a participant says 'here in the area it was… it has always been difficult' the transcription could be changed to 'here in the area it has always been difficult'.
- If an unfinished phrase or sentence is important to leave as it is—since silence or hesitation can also be telling—indicate with an ellipsis that the participant stops mid-sentence: 'Work in construction is just… Young people have other dreams today.'
- Use square brackets to indicate omitted material or explanations. For instance, use [inaudible] if it is impossible to hear what is said. Use [omitted to preserve confidentiality] when material is left out, or place a generic substitute in square brackets, such as [European country] instead of naming the specific country, if necessary, for confidentiality reasons.

- Include explanations of terms that are not easily translatable to English, but may convey critical local perspectives. Also include contextual information that is necessary for understanding what is said in the transcript. All such explanations can be included in square brackets. For technical reasons, do not use footnotes.

Planning

Plan the transcription in advance and consider the following questions:

- Who will transcribe the focus group recordings?
- When will the transcribing happen?
- Will the protection of confidentiality be ensured by the person who transcribes?
- How will you, as the responsible researcher, quality assure the transcription?
- How can you sequence the transcription and the writing of Research Area Interim Reports (across the research areas where you do fieldwork)?

If the transcription is done by someone who is not already a member of the MIGNEX team, they must sign a confidentiality agreement, commit to storing the data in accordance with our data protection standards, and verify that any copies of the recordings have been deleted when transcriptions are completed. Transcription should not be done by someone who lives in the research area or, for other reasons, might know the participants.

8.4.8 Step-by-step process for focus groups

1. Inform participants about the project and the data collection in advance, so that they are able to confirm their informed consent at the time of the focus group discussion without spending too much of the group's time on information.

2. When arranging a time and place for the focus group, consider the conditions for recording. It is best to sit relatively close together, in a space without too much background noise or wind. Consider whether association with MIGNEX could in any way be negative for the participants, and if so, how participation could be made less conspicuous.

3. Prepare together with your assistant and clarify the assistant's roles. This could include, for instance, welcoming anyone who is delayed and obtaining their informed consent, obtaining basic personal information about anyone who has to leave early, serving drinks, and taking action to minimise noise during the discussion (e.g. closing a window if necessary).

4. If possible, test the recording conditions in the venue in advance. If you use a professional digital recorder, explore the options for different recording settings.

5. Before the focus group discussion, ensure that you have everything you need:

   - Pen and paper
   - Oral Briefing for obtaining informed consent
   - Information Sheet to give to the interviewee
   - Consent Record to be signed by you
   - Theme guide (not just on paper, but knowing it more or less by heart)
   - Cards for discussion of young people's options (a version with the labels printed, and a version with no text on, and bring several copies of the 'something else' card)
   - Coins, pebbles, beads, etc. for the 'voting' exercise

- Drinks, cups, snack
- Awareness of the coding scales you are in the process of completing
- Overview of background information to collect about each participant
- Recording equipment, checked, fully charged, and with spare batteries/ power
- An alternative solution for recording.

6. When participants are in place, give a brief explanation in order to obtain informed consent, adapting it to how much information the participants have received in advance. Give the participants a copy of the Information Sheet for focus group participants unless they have already received it in advance.

7. Obtain everyone's *explicit* consent to participate, for data to be processed in other countries, and for the discussion to be recorded. Verify that consent was given by signing the Consent Record.

8. Moderate the focus group discussion according to the theme guide (See 8.4.5).

9. Ensure that you have the necessary background information about participants to complete the list in the Research Area Interim Report (See the template in Annex).

10. Take care to avoid loss or theft of the recording and notes. As soon as possible, digitise the notes and destroy the paper, and save the recording and delete it from the recording device.

11. Enter details in the overview of focus group participants in the appendix of the Research Area Interim Report.

12. Reflect on how the focus group discussion has contributed to your overall assessments of the research area. Follow up by adding text to the thematic sections of the Research Area Interim Report and considering your rating of the coding scales. Use your insights to prepare for the remaining interviews and focus group discussions.

13. Transcribe the recording (See 8.4.7) using the template for transcripts, which is available in WP04-collab\WP04-resources, and submit the transcriptions (See 8.4.9).

8.4.9 Data storage and submission

Store digital files (scanned notes, typed notes, recordings) in a way that prevents a) unauthorised access and b) loss of data – i.e. with password protection and with an external backup. Only the finished transcripts should be stored on MIGNEX OneDrive (see details on specific locations in below sections). Notes and recordings from focus group participants, which contain potentially identifying information, must be stored elsewhere, but with the same standards for protection and backup. Recordings must be deleted when they are no longer needed for quality-assuring transcriptions.

Submission of focus group transcripts

1. Transcribe each recording as explained in section 8.4.7.

2. Go through the transcripts and remove potentially identifying information 8.4.7(within six weeks after the completion of fieldwork in the research area) (See 8.3.7).

3. Name the transcript files in the following format, one for each focus group discussion:

Formula: FG-[Research area ID][Focus group letter A–D]-v1p-YYYY-MM-DD.docx

Examples: FG-AFG1A-v1p-2020-03-20.docx
FG-GHA2D-v1p-2020-03-15.docx

The research area IDs are listed in Table 1. The focus group letters A–D can be attributed chronologically, regardless of whether they are with men or women and with weak or strong links to migration.

The ‘v1’ indicates version 1. When it is no longer a work in progress, ‘p’ is added to indicate ‘posted’, i.e. a document that will remain unchanged (as explained in MHC3). If there are subsequent additions or edits, they will form a new version (v2). (The suffix .docx is the standard file type for MS Word and may or may not show as part of the file name depending on your computer’s settings.)

4. Upload the transcripts here:

WP04-collab/WP04-data-submission

8.5 Key informant interviews

- We conduct 10–20 key informant interviews in each research area.
- The interviews differ in focus depending on the interviewee.
- ‘Key informants’ are not just people in prominent positions.

8.5.1 Who are key informants?

Key informants are individuals whose role and/ or knowledge makes them particularly valuable sources of information about migration and development dynamics *in the specific research area*. They may include local officials, community leaders, or other well-connected individuals. Interviews with local leaders have obvious relevance and may in addition be necessary for administrative or cultural reasons in order to ensure legitimacy and access. At the same time, the selection of key informants should ensure the considerations of views and experiences of marginalised groups. In some instances, it may be necessary or advisable to conduct a couple of key informant interviews outside of the research area, e.g. within the larger administrative unit within which it is geographically placed.

In practice, there will be a sliding scale between who is a key informant being interviewed, and which are the informal conversations which just occur when spending time in the area, such as with a taxi driver, at a fruit stall, at a café, or waiting for an appointment somewhere. Such more informal conversations may well yield as valuable information and often from alternative perspectives to those of people ‘in position’ somehow. There may be therefore 20 key informant interviews in a research area, including more informal conversations, or 10 key informant interviews, and the more informal conversations simply feed into the observations from the research area (please see also section 8.5).

However, please be aware of the distinction between key informant interviews and informal interaction and participant observation when it comes to informed consent. For all key informant interviews informed consent must be in place prior to the key informant interview. This can in practice take several forms:

- A key informant interview is pre-scheduled via contacts in the area, in which case at the beginning of the conversation, the Information Sheet with oral briefing are presented and informed consent is asked for, and if obtained, the interview goes ahead.

- The key informant interview develops from informal interaction. In this case, when informal interaction e.g. such as chatting to the driver or exchanging with someone in a shop, turns to your MIGNEX researcher role – this is when the question about whether an interview might be possible can emerge, e.g. could I perhaps ask you some questions about life here and your experiences of this? – and this is also when the Information Sheet with oral briefing are presented and informed consent is asked for, and if obtained, the interview goes ahead.
- A key informant interview is planned based on an informal exchange – as above – but scheduled for later. It is an advantage if you can obtain informed consent immediately, so you know before the scheduled meeting, that an interview will be possible.

8.5.2 Why semi-structured key informant interviews?

Semi-structured interviews will be conducted with 10-20 individuals in each research area. Some of the interviews might be longer, others will be shorter. In some research areas there will be 10 key informant interviews, in other 20 – both could be perfectly fine, depending on the kinds of information such interviews yield, their depth, and the breadth of perspectives of the key informants interviewed.

The key informant interviews – together with observation in the research areas – form the qualitative data which to the greatest extent *can capture the unforeseen*. It is therefore paramount that these interviews remain semi-structured, and relatively open-ended, in order to be an agile tool for qualitative data collection.

The theme guide for the key informant interviews lists the themes that must be covered in each research area. The amount of detail needed on each theme will vary from research area to research area, and the themes that are relevant to discuss will vary from interview to interview. These themes reflect the QCA conditions and the coding scales, but in the key informant interview setting we will approach them as ‘themes’ in an open-ended fashion, in order to garner relevant insights about each research area, beyond the perspectives we set out with.

The format of semi-structured interviews is purposefully selected as a good tool to collect the kinds of insights we need, and which will let us learn efficiently about the migration dynamics, specific developments, and other aspects of each of the 25 research areas in MIGNEX. We will ensure the robustness of this process of learning about each research area, through the inclusion of a wide range of voices of different kinds of key informants, with the ambition of reflecting the population of the area with regard to the presence of various minorities.

8.5.3 Recruitment and sampling considerations

The key informants will be recruited based on convenience, necessity, and purposeful selection among a list of identified potentially relevant categories of people to speak to.

Convenience, in the sense that we will have limited time in each research area. There are likely to be moments of waiting and hanging around, which can be mobilised to speak to people, some of which may turn out to become more than a chat – where we need to ask whether they agree to participate – and ensure that key aspects of the theme guide are covered.

Necessity, in the sense that there might be individuals we ought to speak to, out of respect for local hierarchies, or in relation to managing hassle-free and secure data collection. In such instances, e.g. asking the local leader or other authority persons for a key informant interview, might serve both the purpose of formally being introduced and showing respect, and collecting data via the key informant interview.

Categories of people that may be strategically good to include can be monitored to ensure a diversity of perspectives. We use a set of broad categories to describe each key informant. Table 4 lays out the categories, which are also used in the anonymised list of key informants in the Research Area Interim Report.

The broad categories are *not* quotas to fill, and individuals should not necessarily be seen to 'represent' the category they belong to. Moreover, it is necessary to consider dimensions of diversity that are not reflected in these categories such as gender, ethnic, religious, political or socio-economic differences that may be important. In some research areas there may also be geographical differences (e.g. between urban and rural communities) that must be considered.

'Leader' in this context refers to anyone in a position of substantial power or influence over others. As key informants they are probably recruited because of the position they hold. 'Grassroots' refers to individuals who do not hold such positions of power. They may still be important and respected and not particularly poor or marginalised, as in the case of teachers or doctors. The grassroots category could include well-connected people who don't identify strongly with a particular sector of employment and who are best classified as 'Other grassroots.'

Where a key informant may fit into several categories, please chose the category which best reflects the content of the interview. You can add further detail in the summary of the interview in the Research Area Interim Report (RAIR).

Table 4. Broad categories of key informants

Public sector leader	Elected official, high-level employee in local government
Civil society leader	Community organiser, opposition politician, NGO leader
Private sector leader	Business owner with employees, manager
Other leader	Religious leaders, others in leadership role that are hard to classify
Public sector grassroots	Teacher, nurse, police officer
Civil society grassroots	NGO employee, member of community organisation
Private sector grassroots	Taxi driver, hairdresser
Other grassroots	Person at the 'grassroots' level without a clear link to any sector

8.5.4 Theme guide for key informant interviews

The key informant interviews should be adapted to each interviewee so that, in total, they provide good foundations for writing the Research Area Interim Report and using the coding scales.

Before starting the data collection, it is essential that you have a clear understanding of each of the different themes for which qualitative data is critical for the MIGNEX project. Please refer to the Research Area Interim Report template, as well as other MIGNEX documentation (as necessary for you).

You should *absolutely not try to cover all themes with a single key informant*. Therefore, you should instead, have a very clear sense of what the themes are – and thus be able to quickly anticipate which themes you should be asking different key informant interviewees to tell you about.

Furthermore, as the fieldwork progresses, you need to keep a clear tab on themes you have covered and which remain to be covered, in order to ensure that the full set of key informant interviews (10-20) will enable you to address the required themes, as set out in the Research Area Interim Report.

As indicated in Table 2, key informant interviews are the *most likely* source of information on the following sections of the Research Area Interim Report. Please check these sections of the Research Area Interim Report for both descriptions of the themes – and for guidance on reporting on them:

- Development interventions
- Characteristics of public social protection
- Characteristics of infrastructure development
- Prominence of micro-level international aid
- Prominence of international investment
- Educational expansion
- Level of insecurity and violence
- Environmental degradation
- Vulnerability to natural disasters
- Characteristics of out-migration
- Characteristics of in-migration
- Characteristics of return migration
- Presence of migration information campaigns
- Gender aspects of migration
- Strength of transnational ties
- Importance of collective remittances

In addition, key informant interviews could complement focus group discussions and observation with insights on the following:

- Prominence of international tourism
- Overall atmosphere (hope/despair)
- Salience of international out-migration
- Attitudes towards international out-migration
- Perceived feasibility of international migration

Apart from the selected topic in the Research Area Interim Report, the key informant interviews can provide general background information about the area, and about dominant livelihoods, poverty and inequality.

Please note, the theme guide for the semi-structured key informant interviews is a *tool which is meant to assist and guide your data collection*. It is not a straight-jacket. Please therefore adapt the questions you choose to ask in each individual key informant interview to the individual and research area at hand. The set of key informant interviews are meant – as a total and along with the observation data and focus group data – to enable you to write *an authoritative Research Area Interim Report.*

The theme guide is available as a separate document for printing and translation (See 8.2.2).

Table 5. Theme guide for key informant interviews in each Research Area

Theme	Elaboration and suggested questions
Characteristics of the area	• What would you say characterises [name of RA]? • What are the three most salient things to know about this area? • What are the biggest changes you have seen over the past ten years?
Livelihoods	• What are the main livelihoods here? • What are the main obstacles to earning a living in this area? • What are the main changes for different livelihoods over the past ten years?
Poverty and inequality	• Are there big differences between rich and poor people here, or not? • What kinds of inequalities exist, between whom? • What are the markers of inequality (land ownership, education, etc)?
Development interventions	• What have been major development projects, if any, in recent years? • What are the roles of local government, national government and foreign aid? • What can be said about successes or failures of development projects?
Characteristics of public social protection	• What are the major programs to assist or protect vulnerable groups? • Have there been important changes or reforms in recent years? • To what extent are poor people supported, by the government or others?
Characteristics of infrastructure development	• What is the situation with respect to basic infrastructure (e.g. transportation, electricity, water, phone coverage)? Are there important insufficiencies? • Have there been major investments in infrastructure recently? If so, what?
Prominence of international tourism	• What role does tourism play in the local economy? • How do tourists and locals interact? • How has tourism changed over the past decade?
Prominence of micro-level international aid	• Do foreign development agencies have a presence in the area? • What kinds of aid is provided, and to whom? • What is the general sentiment towards such aid?
Prominence of international investment	• Is there an international investment (for profit) in the area? • If so, does it provide employment? Is it visible in other ways? • What have been new investments or closures in recent years?
Educational expansion	• What is the current situation with respect to educational provision? • How important is secondary and tertiary education for people in the area? • How has provision of education at different levels changed in recent years?
Level of insecurity and violence	• Is violence (of different forms) and insecurity a concern for residents? • How has the security situation changed in recent years? • Is insecurity an important factor for people who consider leaving the area?
Environmental degradation	• Are natural resources being depleted in ways that affect people's lives? • And does this relate to water quality or access, or to air pollution, or garbage, e.g.? • What are strategies for preventing or coping with environmental degradation?
Vulnerability to natural disasters	• Have there been natural disasters in the area over the past decades? • Is the risk of natural disasters a concern for residents?
Overall atmosphere (hope/despair)	• Would you say that the general atmosphere in the area is marked by optimism and hope or by frustration and despair? • How has this changed over the past decade? • Is it different among different groups? If so, how?
Characteristics of out-migration	• Do many people move away from the area? Has it changed over the past decade? • What are the main reasons for moving? • Where do people go, and how? Are there differences between groups?
Characteristics of in-migration	• Is this an area that people move to from elsewhere in the country, or abroad? • Where do they come from, how and why? Has it changed over the past decade? • Do people come here with the intention of moving on (transit migration)?

Characteristics of return migration	• Are there many people in the area who have come back after living elsewhere? • Where did they return from? Elsewhere in this country or abroad? • What do they do after returning (retire, invest, do what they did before leaving)?
Salience of international out-migration	• In your view, is out-migration from this area today an important aspect of life here? • And, has this changed over time do you think? • How does out-migration impact this area specifically? • Do you think out-migration to different destinations (regional in country, further away in country e.g. to big city, to neighbouring countries, further away internationally) has different impacts? If so, how and why?
Attitudes towards international out-migration	• In your view, would most people in this area want to migrate, if they had the opportunity to? If so where, internationally, regionally, to a larger city? • Do you think there is a general sentiment in the area about migration? Are there similar views, if so, what are they? • In your view, is it easy to plan and go through with migration, internationally, regionally or to the city, from this area? • Do you think the average youth in this area sees migration as something which is possible to organise, given the funding to do so? • What would be the usual ways of mobilising funds, if migration was sought after?
Feasibility of international migration	• In general, would you say that it is possible for (young) people here to migrate internationally, if they'd like to? • How is this possible in practice? • Do you think (young) people here see international migration as feasible for themselves? Why or how, or why not?
Migration information campaigns	• Are there any 'migration information campaigns' in this area now, or can you remember there having been any ever? If so what and when, and who was campaigning?
Gender aspects of migration	• Would you say those who migrate out of – and into – this area, are mainly women or men? Why? • Do you think migration has an impact on relations between women and men in this area? If yes, how? • Do you think the theme of women's and/or men's migration is sensitive in this area, e.g. in terms of absence of a mother or a father, or in other ways? How?
Strength of transnational ties	• Would you say many people in this area have family and friends abroad? - Do you often see migrants coming to visit here, or returning for shorter or longer stays? • Would you say most or few households in this area receive – or even rely on – remittances for their everyday expenses?
Importance of collective remittances	• Do you recall any examples in this area of things (projects, initiatives, schools, hospitals, programs) that have been funded through collective remittances? • Would you say that those who have left this area contribute back to the area in any way – for example by sending remittances collectively? • How do you view financial contributions of migrants who have left this area, and seek to support the area beyond their own households and family circuit?

8.5.5 Step-by-step process for key informant interviews

1. Minimise the use of names and contact details to what is necessary to arrange an interview. Always keep this information completely separate from interview notes, informant overviews and other data.

2. When arranging a time and place for the interview, consider whether association with MIGNEX could in any way be negative for the informant, and if so, how participation could be made less conspicuous. Also consider your own safety, as well as that of other researchers, research assistants and the interviewees.

3. Before the interview, ensure that you have everything you need:
   - Pen and paper
   - Oral briefing for obtaining informed consent
   - Information Sheet to give to the interviewee
   - Theme guide (not just on paper, but knowing it more or less by heart)
   - Reflections on how or why this particular interviewee can contribute
   - Awareness of the coding scales you are in the process of completing
   - If planning to record, recording equipment
   - If using an interpreter, thorough preparations
4. Explain the nature of the interview, our use of the data, and other issues that are needed for consent to be *informed* and *voluntary*. This would normally be ensured by the content of the Oral Briefing document. Give the informant a copy of the Information Sheet for key informants. Decide on a case-by-case basis how much to explain when the interview is requested versus immediately before the interview begins.
5. Obtain *explicit* consent to participate and for data to be processed in other countries. If the interview is recorded, also obtain consent for recording. Verify that consent was given by signing the Consent Record before you start the interview.
6. Carry out the interview.
7. Take care to avoid loss or theft of the interview notes (and/ or recording). As soon as possible, digitize the notes and destroy the paper. If the interview was recorded, save the recording to a secure place and delete it from the recording device.
8. Store digital files (scanned notes, typed notes, recordings) in a way that prevents a) unauthorised access and b) loss of data – i.e. with password protection and with an external backup. Do *not* use MIGNEX OneDrive (See 8.5.6).
9. Enter details in the overview of key informants in the Research Area Interim Report.
10. Write the interview summary for the Research Area Interim Report.
11. Reflect on how the interview has contributed to your overall assessments of the research area. Follow up by adding text to the thematic sections of the Research Area Interim Report and considering your rating of the coding scales. Use your insights to prepare for the next interview and/ or recruitment of additional key informants.

8.5.6 Working with interpreters in key informant interviews

If working with an interpreter for the key informant interviews (See also section 8.2.3), please ensure that both you and the interpreter are equally well-prepared and know the theme guide and the purpose of these interviews well. Make sure you and the interpreter have discussed in advance how you want the interview to function, and which role you want the interpreter to take. This will need improvisation, but you need to be prepared for different scenarios, and what needs extra attention in each of them:

- Consider whether recording the interview can be a good strategy to later assure you understood the vital points, having the recording interpreted to you again, possibly by a different person.

- The interpreter can translate bit by bit what you say, and what your key informant responds, performing a strictly translator role.

- The interpreter can also take on a role which is more expansive, e.g. by asking follow-up questions, or responding to clarification questions from the key interview informant, without translating this back and forth with you immediately. The surer you are of the interpreter's understanding of the content and purpose of the interview guide, the more it is acceptable to move into this kind of more active interpreter role.
- The function of a debrief and summing-up with the interpreter – after each interview, and certainly at the end of each day – cannot be stressed enough. This is critical both to ensure your understanding of what is gained from each interview, and to quality-assure the work which is being done.
- The summaries from key informant interviews (in the Research Area Interim Report), in cases where interpreters have participated, ought to be written together or checked with the interpreters for their views and reflections on them. In many cases, you as a MIGNEX researcher, even if you work with an interpreter and do not understand the local language, may have a clearer grasp of the MIGNEX research objectives. Hence the purpose of discussing the summaries with the interpreters is not for them to 'correct' them, but rather to expose your summary to an informed view, for you to consider, before concluding.

8.5.7 Data storage and submission

The key informant interviews will *not* form the basis of a dataset but will be directly processed by the researcher and incorporated in the *Research Area Interim Report* (See 8.8). The default approach is to take notes and write them up in greater detail immediately after the interview. Alternatively, the interview can be recorded with the explicit consent of the interviewee, and the recording can be used for writing detailed notes.

Notes and recordings from the interviews are only for your own use in writing the Research Area Interim Report. They must be stored safely with password protection and backup, but *not* on the MIGNEX OneDrive, since they are not shared project data and are not covered by our data management plan. Archive notes from each of the key informant interviews in a secure place for potential follow-up.

The Research Area Interim Report includes an anonymised list of key informant interviews and a space for brief summaries of each interview. The substantive information from the interviews underpin the thematic sections of the Research Area Interim Report and your completion of the coding scales. Use notes and quotations from the interviews extensively in writing these sections. See section 8.8.5 on how to name and submit the Research Area Interim Report.

8.6 Observation in the research area

8.6.1 The value of observational data

In each research area, one researcher, and very often further individuals, will be involved in qualitative data collection, spanning about 2 weeks. During this time, invaluable observations, often of banal, everyday situations, will occur. These observations – both of the expected and the unexpected, the banal and the exceptional, are important to make some note of – as this can provide critical information in the analysis and interpretation phase.

To illustrate the value of observational data, we can consider the amount of information a photograph yields, and the number of words and paragraphs even, which are needed to convey the same amount of information. Even more so if we consider a series of photographs, capturing whatever is going on from multiple angles, over a short period of time, and perhaps with alternative perspectives. This is – at best – what researchers doing fieldwork can observe, and therefore are able to document and report on. While the observational data in MIGNEX is neither a data set of its own, nor is it alone the basis for specific deliverables, it is a critical constituent of the Research Area Interim Reports, which will provide the basis for MIGNEX Case Briefs. Equally important are the Research Area Coding Sheets, for which observation, alongside key informant interviews, and focus group data, jointly, form the basis.

As an example of the potential for field observation on MIGNEX-related topics, see the blog post *Wayside promise: Ghanaian roads as routes to brighter futures* on the AMMODI web site.

8.6.2 Guide for observation in research areas

Observation in the research area could focus on any theme, phenomenon or object that is relevant to MIGNEX research, including the following:

- Economic opportunities
- Human development
- Inequality
- International intervention
- Culture of migration
- Migration infrastructure
- Migration information campaigns
- Transnational ties
- Remittances
- Environmental degradation
- Infrastructure (including public transport, access to electricity and Internet)

It is strongly encouraged that notes from observation in the research area be included in the appendix of the Research Area Interim Report, in addition to feeding into the research area Coding Scales and the content of the Research Area Interim Report overall.

We are deliberately not setting specific standards for observation as this has to be based on what is deemed useful and relevant in each research area. See further guidance in the Research Area Interim Report template – *which it is key to familiarise yourself with before the start of data collection.*

8.7 Fieldwork photography

Fieldwork offers great opportunities for photography, which is an invaluable resource in making our insights come alive. Our mixed-methods research design gives a unique possibility for combining survey data, images and contextual knowledge from each research area. Photography is therefore an integrated part of the data collection, and will be used in the following ways, throughout and after the end of the MIGNEX project:

- Documenting research activity
- Telling a story about research areas visually
- Contributing insights to the analysed
- Illustrating publications, website content and social media posts

Photos from the field fall into four categories, each described in greater detail below:

- Consistent research area illustrations – *Required*
- 15–20 consistent photos of doors – *Required*
- Other photos (or videos) from the field – *Optional*
- Photos (or videos) of research activity – *Optional*

Photography in each research area is the responsibility of researchers carrying out qualitative fieldwork (WP4). Team members involved in the survey data collection (WP3) are also encouraged to take photos, especially of the research activity (See MCH7). See below for issues regarding confidentiality and consent.

It is important to consider from the outset, the purpose, potential use, and effect of all MIGNEX multimedia products. These should avoid seeming emotive, promotional or 'campaigny'.

8.7.1 Consistent research area illustrations

Comparing and contrasting the 25 research areas is essential to the project. In order to visualise these analyses and bring each research area to life we need good, representative photos from each. See Figure 5 for examples that identify strengths and weaknesses

A. Relatively good representation of the area, suggesting that there are differences in standard of living. Clothes line in the foreground add depth and life, even without people in the frame.

B. Relatively good representation of the area, showing new houses being built among older ones. Moving closer to the construction activity would be good. The motorcycle is a valuable detail.

C. Too much of a pretty picture. It has atmosphere but fails to convey much about the lives of people in the research area. In general, ubiquituous subjects such as sunsets are less valuable.

D. Potentially good as a supplementary photo if the site in the foreground represents an important aspect of the area. But we can't tell whether the city in the background is poor or wealthy.

Figure 5. Annotated examples of photos of research areas

All photos: Jørgen Carling for MIGNEX

Researchers doing fieldwork for WP4 should submit several photos from each research area for this purpose. Some pointers:

- Take landscape-format ('lying'), not portrait-format ('standing') photos.
- Choose subjects that give a reasonable impression of what it is like to live in the area.
- Prioritise medium-distance scenes (neither close-up nor just a view from afar).
- Avoid subjects that are likely to elicit distracting questions ('what is he doing?').
- Include people if you wish, but not as the main subject or easily recognisable.

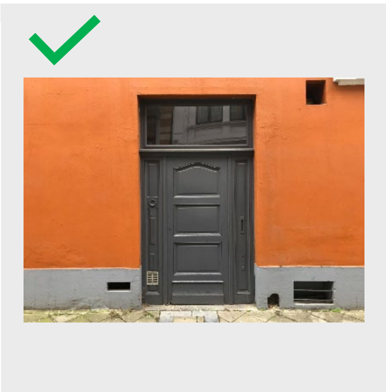
Include elements that show what is distinctive about this research area, or why it was selected, e.g. depicting 'specific developments' (more on this below).

8.7.2 Consistent photos of doors

A collection of photos of doors will give us an alternative visualisation of each research area, a way to illustrate each area that can be applied in the same way everywhere. Figure 6 shows an example. Please submit 15–20 photos of doors from each research area. Select doors on the following basis:

- Only doors of residences (individual or multi-family), not shops, offices, etc.
- Not the doors of key informants of other research participants
- A range of doors that roughly reflect socio-economic diversity in the research area.

The collection will be most valuable if the photos are consistent in style and format, and only the doors differ. Therefore, please follow these instructions:



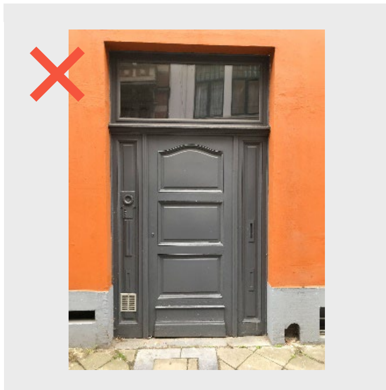
Correct format

✓ Taken straight at the door
✓ Sufficient space above and below the door
✓ Landscape format (lying)

The photos might later be cropped and edited for different uses. Landscape-format originals gives the greatest flexibility for doing so.

Don't take the photo at an angle.

Don't cut off the door



Don't take the photo in portrait format (standing).

Figure 6. An example of research area doors (CPV1)

Photo: Jørgen Carling for MIGNEX

8.7.3 Other photos (or videos) from the field

In addition to the photos representing each research area, other photos from the field are very valuable. The following are particularly relevant:

- Photos illustrating 'specific developments' (See MHC2 for explanation)
- Photos illustrating migration, directly or indirectly (e.g. migrants' houses)
- Photos related to policies or programmes that might figure in our analyses.

Such photos can also be taken outside our research areas, if relevant.

8.7.4 Photos (or videos) of research activity

It will be very valuable to have photos that illustrate the MIGNEX work itself, for instance in presentations that cover methodology. Possible subjects include the following:

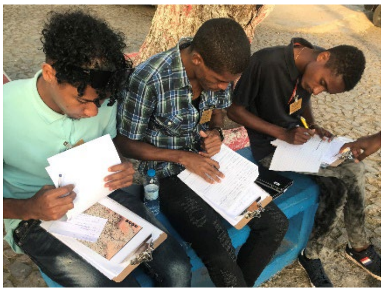
- MIGNEX team members in the field, alone or with assistants, interpreters, etc.
- Enumerators with equipment
- Debriefing sessions or discussions
- Table with cards used in focus group discussions.

Figure 7 shows examples of photos from the survey pilot in Cape Verde.

8.7.5 Confidentiality and consent

It is essential that *no photos identify research participants, directly or indirectly* (e.g. by showing their house). This applies even if they give their consent.

Enumerators, field assistants and others related to MIGNEX can be included in photos if they agree. This may be valuable for illustrating the research process.



Enumerators completing review forms at the end of the day.

Survey interview (set up for photo and video, with a person who is not an actual respondent).

MIGNEX team members in the field.

Figure 7. Examples of photos of MIGNEX research activity

Photo: Jørgen Carling for MIGNEX; Iúri Rodrigo Sousa Medina for MIGNEX

People who are unrelated to the data collection can appear in photos, but they must generally give their permission. Photography is affected by GDPR, though in less clear-cut ways than the collection and processing of research data.

Photographs of children generally require the consent of both the child and their parent or guardian. Images of children and minors who are not identifiable, in the background, at a distance or partly hidden by what is in the foreground, are generally acceptable. But please consider in each instance what the justifiable and respectful approach would be, and whether the same subject could be photographed without children in the frame.

We do not require consent in writing, and we do not use the consent record here, but there is a section in the Research Area Interim Report where we ask you to confirm that all photographs uploaded to the MIGNEX folders adhere to the confidentiality and consent requirements outlined in this section.

Photography in public places or large gatherings is usually regulated not by consent, but by *legitimate interests*.[3] It can be permissible under GDPR to photograph people 'in ways they would reasonably expect and which have a minimal privacy impact, or where there is a compelling justification'.[4] Relying on legitimate interests rather than consent means taking on extra responsibility for considering and protecting the subjects' rights and interests. Table 6 presents an assessment of 'legitimate interests' with two examples. Real cases will often sit in between these two extremes, and researchers must then make a judgement on the basis of the three questions in the table.

[3] See https://togsinbusiness.com/gdpr-photographers/ and https://petapixel.com/2018/05/30/how-bad-is-gdpr-for-photographers/.
[4] See https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/lawful-basis-for-processing/legitimate-interests/.

Table 6. Assessment of 'legitimate interests' as a basis for photography without consent

	Example A: **Photo of carnival procession and crowd of spectators**	*Example B:* **Photo of man sleeping in front of his house**
1. Is there a specific legitimate interest?	Yes; the carnival is important to the research area and described in our written output. Imagery is central to conveying what the carnival is like.	No; it is a compelling illustration of life in the community, but does not meet a specific need that cannot be met in other ways.
2. Can the subject(s) expect to be photo-graphed in this way?	Yes; there are many people taking photos in this setting, and everyone present must expect to appear on photos. It is also apparent that you are taking photos.	No; although the subject is visible from the street, it is not a setting where photography is expected. Because he is asleep, the subject has no way of knowing that he is being photographed.
3. Is there minimal impact on the subjects' rights and interests?	Yes; the subjects are in a very public setting, and aware that they are visible to many other people. The frame does not include people who are visibly drunk or otherwise in potentially embarrassing situations.	No; his rights are affected since he has no opportunity to object. His interests may be at stake if, for instance, his appearance or the fact of having fallen asleep are embarrassing.
Conclusion	*Permissible on the basis of legitimate interests.*	*Not permissible on the basis of legitimate interests.*

8.7.6 Non-MIGNEX photos during fieldwork

During fieldwork, it might be appropriate to take pictures that *cannot be used as MIGNEX outputs*. On some occasions such as when meeting with a village chief, or with people in other important positions, or just in general, there may well be an expectation to take a picture. Such photography can be essential to the dynamics of fieldwork. However, this is different from photography which we initiate for MIGNEX purposes and according to MIGNEX standards. Photos that unavoidably include participants, or any other photos that breach our guidelines, must not be uploaded to OneDrive or otherwise be used in ways that implicate MIGNEX.

8.7.7 Images to avoid?

- Images that potentially identify research participants. (See 8.7.5.)
- Other images that do not meet the confidentiality and consent requirements. (See 8.7.5.)
- Charity sector clichés that reproduce outdated narratives or stereotypes.
- Images that potentially sensationalise, discriminate against or exploit people.
- Images that could put vulnerable people at risk, even if consent is given.

8.7.8 Fieldwork photo tips

- Photos in the field should convey everyday life in area. They should tell a story about the people living in the area, what their day to day life is like, and provide a glimpse into the surrounding environment.
- Photos can highlight distinctive elements of the research area, such as geography, the layout of a community, or other features important for our research.
- For the purposes of MIGNEX field research, we foremost want medium-distance scenes. These will show elements of the research area, such as typical street layouts and building types, and may include people off in the distance.

- Photos can include people but not as main subjects. Consider shooting photos of people from behind so that they are not easily identifiable.
- Avoid distracting subjects or distracting elements in the photograph. For example, fast moving vehicles in the background.
- Take photos in the early morning or late afternoon for better lighting conditions.
- If you use a professional camera, set it to record RAW files in addition to JPG files.

While all the required photos should be landscape format, we may also need a few high-quality portrait format photos as full page illustrations in our reports – something to consider if you enjoy photography.

8.7.9 Tips for smartphone photography

- Frame and set up your shot. Is the picture straight or do buildings appear slanted or crooked when they are not in real life? If people are in the photo, are parts of their bodies unintentionally cut off (for example, the top of their head or the bottom of their feet)? If possible, also make sure that buildings or other objects are not cut off in the photo.
- Adjust the lighting, which can often be done by clicking the photo before you take a shot. If it's a sunny day, position yourself so the sun is to your back and shining light on the subject. If shooting in dark lighting, try taking some photos using flash. You can also look for other light sources, such as a lamp, to help illuminate your shot.
- Is there contrast in your shot? For example, if shooting a person against a background, try to find a background that is a different colour from what the individual is wearing. Similarly, you can play with the natural shadows or textures to create contrast in the background of your shot.
- Make sure that your photo is in focus! This can be done by clicking the subject and holding the camera or smartphone very stable. You may also want to use a tripod or rest the phone or camera against a flat, stable surface.
- Wipe the lens before you take a photo

8.7.10 Types of fieldwork videos

- Clips of conducting the fieldwork.
- Complication of short clips that provide an insight into the fieldwork.
- Short clip of asking the interview question; however, it's important that answers remain anonymous if used for external purposes. In either case, informed consent is needed to film interviewees.

8.7.11 Tips for producing good videos

- Frame the shot by shooting in landscape. If using a smartphone, and if possible, use a tripod or rest the phone on a flat and stable surface to increase stability.
- Is the shot well lit? If possible, find a sunny spot with the light to your back or use indoor lighting to focus some light on the subject (for example, use of a lamp or position the subject facing window light).
- If interviewing a person, set up the shot to be at eye height. Consider having them face slightly off camera instead of directly into the camera to make the interview more natural.
- Audio should have minimal background noise, so consider your surroundings. Find a quiet spot to record the video away from foot traffic, vehicles, or loud voices. If not possible to find complete quiet, find a spot with a consistent background noise that can easily be tuned out (i.e. café chatter, nature noises, or a low hum).

- If interviewing a person, ask the participant to repeat the question in their answer. Allow them to finish their answer with a natural pause or break in conversation in order to help with editing.
- Pay attention to the noises around you, including those you make. Try to avoid interrupting the subject or acknowledging them verbally (i.e. agreeing with a 'mhmm'). Instead, nod your head silently to keep the subject engaged without interrupting.
- Consider also filming 'B-roll' or short clips of the surrounding environment. This can be helpful to set the scene in your video.

8.7.12 Submitting images

Please include photos in the Research Area Interim Report where they provide useful illustrations to the text. Regardless of whether or not the photos are used in the report, the original image files must be submitted separately.

Upload photos directly to a USB stick or to OneDrive and avoid compressing photos over email or by embedding them directly into a Word Document.

We store all project images on OneDrive in the folder MIGNEX-images (MIGNEX-information\8-MIGNEX-resources\MIGNEX-images). **Figure 8** displays the principle of multiple sources and multiple uses, connected by a single storage place.

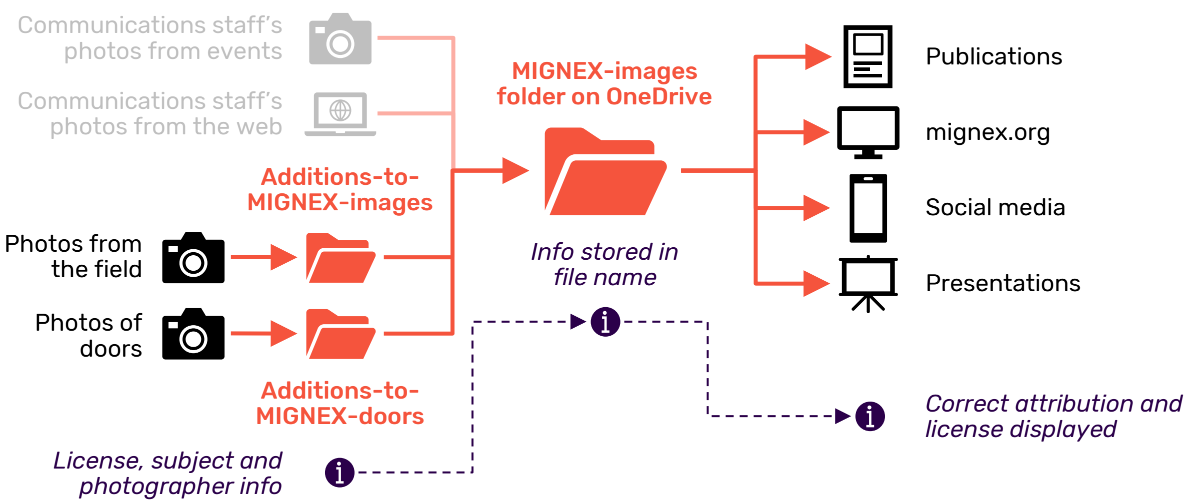


Figure 8. Sharing and using photos and other images in MIGNEX

Please note that there is a separate folder for additions to MIGNEX photos of research activity.

Submitting research area illustrations and other photos from the field

Name the files as explained in MHC3 and *MIGNEX Overview: image files.*

- Always start the file name with the research area ID
- Start with the only country ID if the photo is not from one of our research areas
- Include some form of description of the subject
- Always end with the name of the photographer
- Don't use any spaces within the file name, only hyphens
- Unless you specify otherwise, we assume that the CC-BY license applies

Examples: GHA1-Market-Joseph-Teye.jpg
AFG-Enumerator-training-Camille-Kasavan.jpg

If there is more to say about a photo than is feasible to include in the file name (e.g. details about the subject or names of people in a group photo) you can submit it in a text file with the same file name as the image.[5]

Example:	GHA1-Market-Joseph-Teye.jpg	(Photo of the market)
	GHA1-Market-Joseph-Teye.txt	(Additional information about the market)

Save the photos (and text files) here:

MIGNEX-collaboration-folder\All-collab\Additions-to-MIGNEX-images.

The Communications Manager is automatically alerted and will check the files and transfer them to MIGNEX-images.

Submitting photos of research activity

Please follow the same procedures as above, but submit these images separately, to this folder:

MIGNEX-collaboration-folder\All-collab\Additions-to-MIGNEX-research-activity.

Photos of research activity are all photos that include researchers and other project staff, photos of focus group or interview venues, etc. They are stored separately so that they can more easily be used when we need illustrations of the research as such, rather than of a specific research area.

Submitting photos of doors

For the photos of doors, we use simpler naming with only the research area ID and a number:

Example: CPV1-03

We assume that the photographer is the same as the author of the Research Area Interim Report. The photos of doors should be saved in a separate folder, here:

MIGNEX-collaboration-folder\All-collab\Additions-to-MIGNEX-doors.

Image file specifications

Submit photos in the highest possible resolution. We generally use JPG files for photos. If you use a professional camera, you can also submit RAW files, which allow for higher quality editing.

[5] To create a .txt file use the Notepad application in Windows, or use Word and select ‘Plain text (*.txt)’ as the file type when you save the file.

8.8 Research Area Interim Report and coding scales

8.8.1 What is the purpose of Research Area Interim Report?

The Research Area Interim Reports (RAIR) will not be shared outside of the MIGNEX consortium. However, they are an essential component, with the following purposes:

- Providing input to the *MIGNEX Case Study Briefs*
- Documenting, verifying, and reflecting on the 'specific developments' identified for each research area
- Documenting the assessments that are reported on in coding scales, including justifications, as well as in the text-based thematic sections, which will be used as data, in MIGNEX analyses
- Providing contextual and nuanced information that can be used in the analyses of survey data and focus group data, especially for the interpretation of findings
- Providing foundations for journal articles, as spin-off output.

The Research Area Interim Reports are tightly structured with detailed guidance. This is to make them as useful as possible for the comparative analyses, and to facilitate the production of MIGNEX Case Study Briefs. Since the qualitative data collection should also allow for going more in-depth in ways that reflect the interests of the researcher or the nature of the research area, the template includes an appendix that can include any other text or material.

The Research Area Interim Reports together with the four focus group transcripts from each research area, constitute the qualitative data in MIGNEX. Specific sections from both the RAIR and the coded focus group transcripts will be utilised in the qualitative analyses, the QCA, as well as in mixed-methods analysis combining qualitative and survey data. For these purposes, select parts of the RAIR may be exported e.g. on *change over time* or on *religious context,* for combined analysis. Therefore, it is essential that all subsections in RAIR are written so as to be comprehensible and contain all relevant information needed, without consulting the remainder of the RAIR.

Why are the Research Area Interim Reports not publications? First, since there are so many, the cost of quality assuring and producing them as publications would be very high. Second, their more technical role within the project would make them less interesting to external audiences. The *MIGNEX Case Study Briefs* resolve these issues by presenting a streamlined, user-oriented portrait of each area. The authors of the Research Area Interim Reports will be listed as co-authors of the corresponding case study briefs.

8.8.2 Photos in the Research Area Interim Report

Photos from the field can be included in the Research Area Interim Report. The template includes a table for inserting photos under each section.

- Each table can be used for one or two photos that can be described with the same accompanying text (e.g. two photos of migrant houses).
- Copy and paste the empty table to insert photos on additional subjects.
- Only use photos that are also uploaded to OneDrive (as explained in 8.7.12).
- Include the file name(s), as specified in the tables for inserting photos.
- Ensure that these file names have the format described in 8.7.12.
- Include only a limited number of photos that serve the purpose of the Research Area Interim Report, even if you submit many more to OneDrive.

8.8.3 Template for Research Area Interim Reports

The Research Area Interim Report is written in a detailed template that contains all the required sections and coding scales, as well as explanations for each. Create a new document for each research area from this template, which is available here:

WP04-collab/WP04-resources.

Use the template from the outset. Do not write the report in a separate document and try to apply the template later. The template is similar to the ones for MIGNEX Background Papers and MIGNEX Handbook Chapters. How to use these templates is explained in detail in MHC5.

The template is included as an annex to this chapter. Since it contains all the details on topics to be covered, it must be studied in detail as part of the preparation for fieldwork.

The Research Area Interim Report has the following main sections:

Introduction to the area

Summary introduction to the research area, including a basic historical background and key traits of the area (natural, political, social, economic, demographic).

Selected topics of relevance to MIGNEX

This section has one subsection for each of the following topics (also listed in Table 2):

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

All these subsections have a short explanation of what the topic includes and how it should be addressed, and most of them have a coding scale, as described below. There are guidelines for the length of the text in each subsection: 100–250 words. It is fine if the section runs over more than one page, which it may if you insert photos.

It is essential that each of these thematic sections are written to make sense as stand-alone texts that can be read independently of the context of the RAIR they are part of. This is because we will also compile all the subsections on a topic (e.g. *environmental degradation* or *gender aspects of migration*) across the 25 research areas, for analyses on these themes.

Specific developments

All things considered how would you say that the research area is characterised by the specific development(s) that were presumed when the area was selected? Are these specific developments indeed significant in the area, or are they not? Are there perhaps other specific developments that we did not presume, but which you would now say are present?

Fieldwork organisation and experience

This section will contribute to MHC11: Documentation of qualitative data collection. It includes a description of the researchers' background and collaboration arrangements in the field, plus subsections on specific aspects of the data collection and research ethics.

Appendix A: Overview of focus groups

A single-page overview of each focus group including an anonymised list of participants. The number of participants and their IDs must match the consent record (See 8.3.1). Including a brief operationalisation of 'strong' and 'weak' migration ties.

Appendix B: Overview of key informant interviews

An anonymised list of the key informants who were interviewed. The number of interviewees and their IDs must match the consent record (See 8.3.1).

Appendix C: Summary notes from each key informant interview

Brief, anonymised summaries from each interview, which serve mainly as documentation of the process. The substantive information from these interviews should primarily be used as input to the section *Selected topics of relevance to MIGNEX*.

Appendix D: Additional material

Since the report itself is so tightly structed, this appendix allows for including additional material, such as longer texts on a selected topic, or text on MIGNEX-related topics that are not included in the template itself.

Appendix D is optional.

8.8.4 Research area Coding Scales

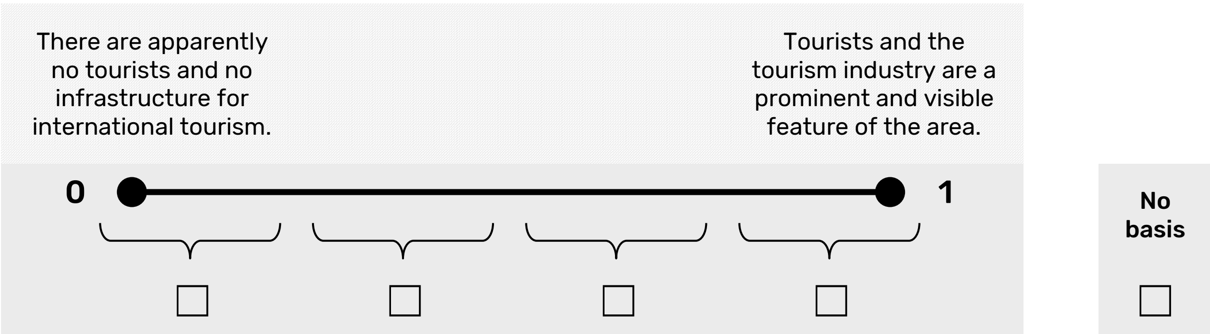
The coding scales are our tools for connecting qualitative fieldwork data with Qualitative Comparative Analysis (QCA). See *MIGNEX Background Paper* 2.1 for a full discussion of QCA methodology.

The essence of the Coding Scales is that you use the totality of your fieldwork-based knowledge to make a simplified summary assessment. Each scale represents a dimension between two extremes (0 and 1). For the scale *Prominence of international tourism*, for instance, 0 would mean that there are no tourists and no infrastructure for international tourism, while 1 would mean that tourists and the tourism industry are a prominent and visible feature of the area. Figure 9 shows how the tourism coding scale appears in the Research Area Interim Report. Like all the other scales, it includes a description of how the end points 0 and 1 should be interpreted.

Each scale has four possible scores that each cover a quarter of the distance from 0 to 1. In other words, we must imagine gradual variation between the two extremes that are described and divide this variation into four segments. Consequently, the first score does not cover only the extreme case of 0, but the quarter that is closest to 0. If the research area has very few tourists and very little tourism infrastructure, tourism is *more* prominent than the description of 0, but still seems to fall within the first of the four boxes.

If you find that you have no basis for making the assessment, select the 'No basis' box. But use the information you have to avoid this option whenever possible, since it would detract substantially from our data. If you are in doubt about your assessment, elaborate on it in the text.

Coding scale A. Prominence of international tourism



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?

Figure 9. Example of a coding scale in the Research Area Interim Report

8.8.5 Naming and submitting the Research Area Interim Report

The Research Area Interim Report for each area should be submitted **within six weeks of the end of fieldwork in the research area.** This time frame ensures that the reports reflect immediate impressions and reflections from the data collection and interaction during fieldwork. It also allows for planning the production of MIGNEX Case Study Briefs.

1. Verify that all the sections and coding scales have been completed.
2. Verify that the report does not contain any potentially identifying information
3. Give the report a name as follows:

   Formula: [Research area ID]-RAIR-v1p-YYYY-MM-DD.docx

   Example: CPV1-RAIR-v1p-2020-03-30.docx

The research area IDs are listed in Table 1. The 'v1' indicates version 1. When it is no longer work in progress, 'p' is added to indicate 'posted', i.e. a document that will remain unchanged (as explained in MHC3). If there are subsequent additions or edits, they will form a new version (v2). The suffix .docx is the standard file type for MS Word and may or may not show as part of the file name depending on your computer's settings.

4. Upload the Research Area Interim Report here:

WP04-collab/WP04-data-submission

8.9 Research area debrief and information-sharing

8.9.1 Video call debriefs

As part of the process of quality-assurance of the qualitative data collection, as well as ensuring both a proper follow-up of individual researchers and the best possible data use in MIGNEX, a video call debrief will be organised for each researcher responsible for qualitative data collection. We will organise 10 video calls, combining two research areas in a 60-90 mins call for the countries with two research areas, and in a 90-120 mins long video call for the countries with three research areas.

These will happen about one-three weeks after the end of fieldwork (in the final of the two or three research areas in the country you are collecting data in). At the time of the debrief-call the draft Research Area Interim Report should be advanced. However, it is not necessary to share the Research Area Interim Report draft prior to the debrief video calls, but if this is something you would like to do, that is of course possible. The discussion during the video call will focus on the same issues as you will report on there. The idea is that the debrief video call can help you consolidate your impressions and discuss them, for use in the Research Area Interim Report.

8.9.2 Info sharing with the MIGNEX consortium and the EUB

The purpose of the debrief video calls is mainly information sharing with MIGNEX consortium members of the EUB:

- Sharing experiences from the research areas, spanning methodological reflections, research-ethical issues, and observations pertaining to the MIGNEX research questions.
- These debrief video calls should be of interest both to MIGNEX researchers preparing for their qualitative data collection, for those responsible for work in WP3 and WP5 in the same research areas, and for those responsible for analysis of the data in WPs 6-9, as well as for members of the EUB.
- The video calls will be recorded and kept in the MIGNEX files, so as to be accessible also after the fact, for internal use only.

8.9.3 Scheduling debrief and info-sharing video calls

The debrief and info sharing video calls will be scheduled by the Project Manager, and will use BlueJeans, where all participants receive a link to take part. The date and time of each call will be agreed with the researcher/team who conducted data collection in each question.

- Invites for the video calls with a ‘required’ and ‘optional’ setting will be circulated well in advance and a calendar of the plan for video-calls will be available in the OneDrive MIGNEX folders under MIGNEX-collaboration\WP04-collab.
- The first debrief video-call was held with Jørgen Carling 25 March 11.00-12.00 (CET) – after which the format was evaluated and revised for the remaining video calls. The debrief video calls for GHA1 and PAK1 were held on 15 April, and the video recording and presentations can be accessed on the MIGNEX OneDrive folders under MIGNEX-information\7-MIGNEX-events\Fieldwork Debriefs.
- Remaining research area debriefs will be scheduled at a later point, as data collection is completed in the remaining research areas later in 2020 (corona-pandemic permitting).

8.10 References

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Annex 1. Research Area Interim Report template

See next page.