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# **Migration and Development: A World in Motion**

## **Survey Training Manual**

**Maastricht Graduate School of Governance,  
Maastricht University**

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Ministry of Foreign Affairs



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## 1) Project background

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This survey is part of a research project titled *Migration and Development: A World in Motion*. The project is funded by the Dutch Ministry of Foreign Affairs and executed by the Maastricht Graduate School of Governance.

The main aim of the research project is to better understand the relationship between migration and development processes, in order to stimulate new approaches to development. This project will contribute to existing knowledge on the migration and development nexus by collecting innovative data and providing evidence-based policy advices for the Dutch government.

The research project will gather information on migration and development processes for four migrant-sending countries (Afghanistan, Burundi, Ethiopia, and Morocco) and one migrant-receiving country (the Netherlands).

In the Netherlands, a minimum of 1,000 household interviews will be conducted with members of the Afghan, Burundian, Ethiopian, and Moroccan community. This means that 250 household surveys will be done per community group. The interviews will take place between July and September 2010.

After the surveys in the Netherlands, household surveys will be conducted in Afghanistan, Burundi, Ethiopia, and Morocco. In the end, the households in the Netherlands and in the four migrant-sending countries will be matched. This will provide us valuable information on both sides of the migration and development spectrum.

The household survey in the Netherlands contains questions on, among other things, basic household information, the migration history of the household, the current situation of the household members in the Netherlands in terms of health, wealth, social status and emotional well-being, remittances, and the future migration plans of the household.

## **2) Important information**

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The contact details of the members of the *Migration and Development: A World in Motion* project are provided below. In case you are in the field and need advice, please contact a member of the project team.

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### **3) Methodology of this study**

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#### **Target groups in the Netherlands**

As described in the project description this study focuses on households from four migrant communities in the Netherlands: Afghans, Burundians, Moroccans, and Ethiopians. Within each group, a minimum of 250 surveys will be conducted.

#### **The household as the unit of analysis**

The survey is called a 'household' survey. This means that we do not just focus on individuals from the four migrant groups, but on the whole household they live in. The survey will therefore contain some questions that are to be answered for all household members, and some questions that will be answered only by the main respondent. In case not all the household members are home at the time of the interview, the main respondent will answer the questions for the other household members.

#### **The selection of households**

Households can be part of this research if there is at least one person living in the household that was born in Afghanistan, Burundi, Morocco, or Ethiopia. This means that the household contains at least one first-generation immigrant to the Netherlands.

#### **The selection of main respondents**

The main respondent is a member of the household that should have the following characteristics.

The main respondent is:

- older than 18 years
- the most knowledgeable person on household financial and social affairs

Preferably, the main respondent was born in one of the target countries (Afghanistan, Burundi, Morocco, and Ethiopia), and is a senior member of the household such as a mother/father or grandmother/grandfather. This is important because the survey contains many questions on financial matters within the household, and on, for example, the migration history of the household members.

In case several persons match the profile of the main respondent, one of them needs to be chosen. Make sure that you do not only interview men if there are women who also match the profile. If you start by interviewing a man, please assure that in the next household you interview a woman, if possible.

#### **Sampling**

It is important that the households are chosen for participation *as random as possible*. This means that the households that participate are not selected based on certain characteristics, such as their participation in community groups or organizations, the jobs the household members have, the wealth of the household, etcetera.

From the Dutch Central Bureau of Statistics (CBS) we received information on the proportion of people from our target groups living in certain neighbourhoods in the Netherlands. From this information, we selected the neighbourhoods that you will go to.

Within these neighbourhoods we go door-to-door to find households that match our study. The way we approach and interview people will be described in more detail in chapter 6 of this manual.

### **Matching of households in origin countries**

As described earlier, we will also do interviews with the family members of the households we interview here back in the origin countries. This way we can match the households we interview here with the households in the origin countries and research both sides of the migration-development impact.

In order to do this, we will ask the participant for the contact details of the household he departed from when he left his/her country. This might be a difficult question for the participants, which will therefore be asked at the end of the interview.

### **Key definitions**

There are some key definitions you need to be familiar with in order to conduct the survey. Some of these definitions were already discussed briefly above. The following box gives you a summary of the definitions that are used throughout this research. Please ensure you are very familiar with the definitions, and check with a supervisor if you are at all unsure.

#### **Box 1: Summary of definitions used in this research**

- **Household:** A group of people that live in the same house and share the same food. Households can also consist of one person.
- **Target household:** A household in which at least one person was born in one of the four focus countries (Afghanistan, Burundi, Ethiopia, Morocco).
- **Main respondent:** A person that is a member of the household, at least 18 years old, and the most knowledgeable person on financial and social matters of the household. Preferably this is a senior household member who was born in one of the target countries.
- **Migrant:** A person who currently lives in a country other than the one he/she was born in.
- **First generation immigrant:** A person that was born abroad, but moved to the Netherlands at sometime in his/her life.
- **Second generation immigrant:** A person that was born in the Netherlands, but whose parents were born abroad.
- **Third generation immigrant:** A person that was born in the Netherlands, but whose grandparents were born abroad.

### Box 1 ctd : Summary of definitions used in this research

- **Remittances:** Money or goods sent by migrants to family members or friends back in their origin country.
- **Social remittances:** The ideas, behaviors, identities, and social capital that flow from receiving to sending country communities.
- **Integration:** A theoretical concept which enables us to evaluate migrants' experiences and well-being in the residence country with regards to different domains in life, such as legal, economic, political, social and cultural.

### The survey

The survey we use is divided into different modules, each of which has a different subject. The following modules are included in the survey:

A Identification

This module serves for quick identification of when and where the survey was done, by whom it was done, time needed for the interview, the number of visits etc.

B List of household members

In this list, the main respondent will list all household members by names. In that way, each household member can be assigned an ID number.

C Household information

This module gives an overview of who lives in the household and of certain characteristics of the household members. We are interested, among others, in the education of interviewees, in their occupational status and their work environment.

D Migration history

This module only asks for information from first generation migrants (for a definition, see Box 1). We seek to know why people chose to migrate, how long it took them to come to the Netherlands, what job they had before they decided to migrate, and how they found their first job in the Netherlands.

E Current situation in the Netherlands

This module includes questions about several aspects of the interviewees' life in the Netherlands. We are interested in the interviewees' language proficiency, in their political participation as well as their well being and health integration. Moreover, we ask questions about membership in associations, about social contacts and about peoples' attitudes towards Dutch values.

- F Transnational social ties  
This module includes questions about interviewees' contacts with people in their origin country and about their connection to the origin country.
- G Economic remittances  
This module asks for information on money and goods that are sent to friends and family members abroad. We are interested in how remittances are sent and how they are used, but also in the characteristics of the people who are sending and receiving remittances.
- H Wealth  
The wealth module includes questions about the household's income, assets and expenditures. We are also interested in the economic shocks that a household experienced and how the household would react if there were financial difficulties.
- J Children well being  
The questions of this module deal with the daily environment of the household's younger members at school and with the friendships they have. Moreover, the respondent is asked how he or she feels about the Netherlands as a place to grow up for children and how this compares to the origin country.
- K Future migration  
The future migration module includes questions on whether people plan to return to their country of origin or to migrate to another country. There are several additional questions for members of Ethiopian households.
- L Migration and development  
This module provides questions about the respondent's attitude towards migration and how he or she thinks migration affects the situation in the country of origin and in the Netherlands.
- Z Contact details  
This is the last module with questions for the respondents. Here, we ask for contact details of the respondent's family in their country of origin, because, as mentioned above, we would like to interview them at a later point in time. We also ask for the address of an acquaintance in the Netherlands who would be a possible candidate for participation in the survey.

#### Interviewer observations

In this part, we ask you as the interviewer to answer a few questions after having conducted the interview. We are interested in knowing your opinion of how the interview went, whether the respondent was easy to talk to and understood the questions easily. It is also of interest if the interview was influenced or interrupted by any other people than the respondent.

#### Raven test

With this module, we aim at better understanding the cognitive ability and agency of people by introducing an intercultural valid test. The raven tests will be done with 10% of the households only. It consists of a visual test



where respondents are asked to complete the missing piece in several figures.

#### 4) The questionnaire in detail

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The following pages provide you with some more information on how to handle the questionnaire and its instructions during the interview. You will learn what kind of questions there are in the questionnaire and how to note down the answers for those different questions.

##### For whom do we need answers?

There are different sections in the survey and not all of them require answers for all household members. For example, the module D with questions on migration history only requires answers from those household members that are first generation immigrants. In contrast, the first part of module J on children well-being only asks questions for household members younger than 18. Sometimes, a whole module only requires answers for a certain category of household members (e.g. first generation migrants and module D), in other cases you will, on a single page, find different questions that each need to be answered for different categories of household members (see example of questions C12 to C15). In the questionnaire, it is clearly indicated which questions need to be asked for whom.

Example:

<b>E. CURRENT SITUATION IN THE NETHERLANDS</b>		
<b>ECONOMIC ACTIVITIES AND OCCUPATIONAL STATUS – I</b>		
QUESTIONS ON THIS PAGE MUST BE ANSWERED FOR EACH HOUSEHOLD MEMBER 18 AND OVER		
THANK YOU FOR YOUR ANSWERS, NOW WE WOULD LIKE TO ASK QUESTIONS ABOUT THE CURRENT ECONOMIC ACTIVITIES OF THE ADULT MEMBERS OF THE HOUSEHOLD		
<b>E1</b>	<b>E2</b>	<b>E3</b>
What describes best what ID has been doing in the past 30 days? <i>Choose all that apply</i>	If more than one chosen: Which one is describes the situation best?	If unemployed, what is the duration of current unemployment?

As you can see in the example above, indications on who the question should be answered for are on the top of the page in between the heading and the questions. They are written in CAPTIAL LETTERS but not in bold. The questions E1 to E3 need to be answered for each member of the household.

For some questions, we only need the answers for specific members of the household. This will also be indicated in capital letters underneath the page heading or underlined italic in the box underneath the questions. An example for the latter is provided below:

**WE WOULD LIKE TO ASK SOME MORE INFORMATION ON THE EDUCATION OF THE MEMBERS OF YOUR HOUSEHOLD**

<b>C12</b>	<b>C13</b>	<b>C14</b>	<b>C15</b>
<p>Has ID obtained any additional skills/training in the Netherlands?</p>	<p>What kind of additional skills/training has ID obtained in the Netherlands?</p> <p><i>Choose all that apply</i></p>	<p>What is ID's father's highest educational level attained?</p> <p><i>Show education level card According to the origin country</i></p>	<p>What is ID's mother's highest educational level attained?</p> <p><i>Show education level card -according to the origin country</i></p>
<p><i>Ask only to 1st generation migrants 16 and over</i></p>		<p><i>Ask only to individuals whose parents do not live in the household</i></p>	

So, in this example, questions C12 and C13 will only be asked for household members who are first generation migrants and at least 16 years old and questions C14 and C15 will only be asked for those persons whose parents do not live in the household.

**Types of questions**

The survey contains different types of questions. Here the different types of questions and the way you note the answers to those questions are explained.

Closed questions

Most questions in the questionnaire are closed questions. These present the respondent with a set of possible answers to choose from. Mostly, those questions require the interviewer to circle the respondent's answer. Here is an example:

<b>D3</b>
<p><b>Why did ID decide to leave [the origin country]?</b></p> <p><b><i>Most important motivation</i></b></p>
<p>1 Family reunification                  2 Family formation (marriage)                  3 Security/ Political                  4 Employment opportunities                  5 Education                  6 Environmental disaster                  7 Moving with family                  8 Health                  9 Other (specify below)                  88 Don't know = <b>Go to D4</b>                  99 No answer = <b>Go to D4</b></p>

In other cases, closed questions require the interviewer to enter a predefined code for the answer given by the respondent. There are different codes for different answer possibilities. An example for this is questions E43 (see below). You can see the predefined codes (1,2,3 or 4) above the questions. You need to enter the code for the answer on the right side of the question.

<b>E43</b>	
<b>How much trust do you have in each of the following institutions in the Netherlands?</b>	
<i>1 None at all, 2 Not very much, 3 Quite a lot, 4 A great deal</i>	
E43-1 Religious associations (Mosque, church)	
E43-2 The armed forces	
E43-3 Media (The press, TV)	
E43-4 Economy (Banking system)	
E43-5 The police	

In some cases, there are scales with the predefined codes for the answers on a separate sheet, which you can show to the respondent. This will make it easier for you as an interviewer and for the respondent as well. You just show the respondent the scale and he/she will tell you which number corresponds to his/her answer. The scale that is used for question E43 is the following one:

<b>Scale 6</b>
<ol style="list-style-type: none"> <li>1. None at all</li> <li>2. Not very much</li> <li>3. Quite a lot</li> <li>4. A great deal</li> </ol>

### Grid questions

Many sections in the survey include questions that need to be answered for several members of the household. In this case, a grid is provided for entering the answers. The grid includes a certain number of spaces for listing the relevant individuals. The ID of the individuals is listed on the left side of the grid so that all the answers for one individual will be written in one line.

Example of grid questions:

QUESTIONS ON THIS PAGE MUST BE ANSWERED FOR EACH HOUSEHOLD MEMBER OLDER THAN 6

WE TALKED ABOUT ECONOMIC ACTIVITIES, AND NOW WE WOULD LIKE TO TALK MORE ABOUT THE SOCIAL ASPECTS OF LIFE

	<b>E23</b>	<b>E24</b>	<b>E25</b>
<b>ID</b>	<b>How well does ID speak and understand Dutch?</b>	<b>Which language does ID speak at home?</b>	<b>Which language does ID speak at work place?</b>
	1 Not at all 2 A little bit 3 Reasonably well 4 Very well 88 Don't know 99 No Answer	1 Dutch 2 Mother tongue 3 Partly Dutch partly mother tongue 4 Other (Specify below) 88 Don't know 99 No Answer	1 Dutch 2 Mother tongue 3 Partly Dutch partly mother tongue 4 Other (Specify below) 88 Don't know 99 No Answer
			<i>Ask for those who are employed</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Questions with the option to specify the response

For some questions, there is an option to specify a response that is not listed, as you can see in the example below. Please check carefully that the answer is not listed before entering it as other specified. Write all answers clearly.

<b>H18</b>
<b>To whom would you go for financial help?</b>
1 Family member in the Netherlands 2 Friend in the Netherlands 3 Family member in origin country 4 Friend in the origin country 5 Bank 6 Church 7 Other (specify ) _____ 8 I don't have anyone to go to for financial help 88 Don't know 99 No answer

Questions with ranking

Some questions ask the respondent to rank the answers in order of importance. Usually, the top three answers will be ranked. In this case, you write the answer in the specified box underneath the questions. In box I you note the most important answer, in box II you note the second most important answer etc.

<b>G40</b>		
<p><b>What types of goods have you mainly received in the past 12 months?</b></p> <p><i>Rank top 3 (1, 2 ,3)</i></p>		
<p>1 Food                  2 Clothes/shoes                  3 Electronics (e.g. phones/computer)                  4 Medicines                  5 Books                  6 CDs/DVDs                  7 Other (specify below)                  88 Don't know                  99 No answer</p>		
G40-I	G40-II	G40-III

Questions with multiple answer possibilities: "choose all that apply"

Sometimes, underneath the question, you will find the instruction choose all that apply. In those cases it is likely that the answer contains more than one of the categories listed and you need to not *all* answers given by the respondent. You write them in the boxes underneath the questions. The instruction choose all that apply is written underneath the question in *italic and is underlined*. Find an example below (F2):

<b>F2</b>					
<p><b>How do you contact your family and friends in [the origin country]?</b></p> <p><u>Choose all that apply</u></p>					
<p>1 Telephone                  2 Skype / Internet based                  Chat/phone                  3 E-Mails                  4 Letters                  5 Visits to origin country                  6 Family visits to the NL                  88 Don't know                  99 No Answer</p>					
F2-I	F2-II	F2-III	F2-IV	F2-V	F2-VI

### Open questions

A small number of questions in the questionnaire are open questions. These do not present the respondent with a set of possible answers to choose from. Instead, the respondent is asked to come up with her/his own answer or explanation. The interviewer needs to write down the answer given by the respondent. Here is an example from the module on remittances, where interviewees are asked about the money they send to friends or families abroad:

<b>G19</b>
<b>Why did you choose this way of sending money to this person/ organization?</b>  <i><u>Open question. write in answer</u></i>

Other open questions ask for shorter answers, as you can see in the next example (G20). In this case, you need to note the respondents' answer and only if they don't answer or they do not know you circle 88 or 99.

<b>G20</b>
<b>In which year did you start sending money to this person/org.?</b>  <i><u>Write in year</u></i>
88 Don't know 99 No answer

### Questions with prompts

For some questions you may give prompts, i.e. ideas what the answer is about. For example, when you ask about the household members' ethnicity, you can give prompts what the answer could be. This is only necessary when the respondent does not know how to answer.

In case a question might need prompts, these will be written in the box underneath the question.

<b>C8</b>				
<b>How would you define ID's ethnicity?</b>				
1 Pashtun	8 Hutu	11 Amhara	17 Arab	21 Ethiopian
2 Tajik	9 Tutsi	12 Oromo	18 Berber	22 Burundian
3 Uzbek	10 Twa	13 Tigray	19 Jewish	23 Afghan
4 Hazara		14 Sidamo	20 Harratine	24 Moroccan
5 Turkmen		15 Somali		25 Other (Specify below)
6 Aimak		16 Afar		
7 Baloch				
				88 Don't know
				99 No answer
<i>Prompt if necessary</i>				

#### The 88 and 99 answer category

As a general rule, 88 is the code for the answer "don't know" and 99 is the code if the respondent does not provide an answer to the question. In the cases that we think an 88 or 99 could be the answer, they are written as answer categories. However, if there is a situation where those codes are not printed but you need them, just note them down.

#### **How to navigate through the survey**

In the following sections, there is a description of what you need to pay attention to in each of the questionnaire's modules.

#### A) Identification

In this module you note all the information that is necessary to identify the household interviewed and the survey, including the start time and the end time of the interview. You find all details about the information needed on the respective sheet.

#### B) List of household members with ID numbers

You will give the main respondent the sheet and ask him or her to fill in each of the household members in a separate line. This way, each household member will receive an ID from 1 to 10. Those IDs of the household members will be kept throughout the questionnaire. On each of the questionnaire's subsequent pages that asks for information about more than one person you need to fill in the name of the household members. Make sure that the same individual always keeps the same ID. After the end of the interview you give the list with names back to the respondent.

#### C to L) Modules with the actual questions

These are the modules with the questions that you need to ask the respondent. You will note down the answers only for those household members for whom they are required. Write down the answers in the way explained above in the section on different types of questions.

In most cases, you just ask one question after the other, i.e. question C1, then C2, then C3 etc. In some cases, however, depending on the answer of the respondent, you

need to skip the next question. Every time this is necessary, this is indicated directly behind the answer. Here is an example:

<b>D9</b>
<b>Did ID originally plan to migrate to the Netherlands?</b>
1 Yes = <b>go to D10</b> 2 No (specify below) = <b>go to D12</b> 3 Had no plan = <b>go to D12</b> 88 Don't know <b>go to D12</b> 99 No answer <b>go to D12</b>

If the answer to question D9 is (1) “yes”, you proceed as usual with the next question D10. If the answer is (2) “no” or (3) “had no plan” or (88) “don’t know” or (99) “no answer”, you skip questions D10 and D11 and continue with question D12.

### Z)

Module Z asks for the address of the household he/she departed from when leaving his/her country and the address of a friend or acquaintance in the Netherlands who would be a possible participant in the survey. In both cases, you will write down the name, the detailed address and the phone number of the person.

In case the household that the respondent departed from in the origin country does not exist any longer you should ask the respondent for an alternative household. This should be a household that is part of the family and that the household in the Netherlands is currently sending remittances to or that they have the most contact with.

If the respondent wants to give you the address of more than one household in the origin country this is fine. Write down all of the addresses the respondent is willing to share with you.

### Interviewer observations)

On the very last page of the questionnaire, we would like to get your opinion on how easy or difficult the interview was for the respondent and whether there were specific questions that could not be answered. Please make sure you answer those 9 questions directly after the survey when your impression is still fresh.

## **5) Interview Procedure: Before the survey**

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### **Where to go?**

From your project supervisor you will receive a list of the neighborhoods you will do the interviews in. You will also receive a planning of the project supervisor, which indicates *when* you should go to *which* neighborhood. Please stick to this planning,



and, in case you decide to change it, discuss this with your project supervisor. It is very important that your project supervisor knows where you are at all times!

### **What to take with you?**

Below in Box 2 is a checklist presented of all the things you should take with you when you do an interview. Please check this list every time before you go to an interview.

### **Box 2: Checklist: Things to bring to an interview**

#### **Every time you conduct an interview, please take with you:**

- this interviewer guide
- emergency contact list
  
- your identity card
- your university card (if applicable)
- the letter which explains the project and confirms that you are part of the project
  
- the letter of consent of the migrant organizations (Ethiopian households only)
  
- a household response form
- the main survey
- the informed consent forms
- answer category sheet
- flyers that you can hand out
- gifts for the respondents
- envelopes to put the questionnaire in after completing it
  
- a mobile phone so that we can always contact you, or so that you can contact us

### **Whom do you go with?**

For the field visits, you will be teamed up in pairs. So, you will always go to certain neighborhoods together with one of your team members. This is for safety reasons, but also so that you can support each other when needed. It is allowed to split up when you both can do an interview, but make sure you and your team mate are always in the same neighborhood and know where the other one is. You should exchange phone numbers and make sure you can contact each other at all times.

### **How to approach the households?**

As already described, the interviewers will go door-to-door to find households that can be interviewed. The following steps are to be taken in the process of approaching households.

## 1. Introduce yourself

When you approach a household the first thing you do is to explain who you are. You will receive an identification card from Maastricht University so that you can show the person you are talking to that you are a part of this research project. Mention that you are:

- a student in the Netherlands (if applicable)
- working for the Maastricht Graduate School of Governance

## 2. Explain the project

After introducing yourself, you explain the project you are working for. Make sure you know the research and its goals very well. You can find information on the project in the project flyer, in the introduction of this manual, and on our website: [www.maastrichtuniversity.nl/governance](http://www.maastrichtuniversity.nl/governance).

Make sure you mention the following things:

- the name of the research: *Migration and Development: A World in Motion*
- the goals of the research
- the survey that you would like to conduct with the household

## 3. Find out if the household matches the criteria of this research

As described earlier, we are interested in households in which at least one household member was born in one of our 4 focus countries (Afghanistan, Burundi, Ethiopia, and Morocco). The question you ask could be, for example:

- 'Is there anyone living in this household that was born in [Afghanistan/Burundi/Ethiopia/Morocco]?'

If no, you ask

- 'Do you know if any of your neighbours were born in [Afghanistan/Burundi/Ethiopia/Morocco]? Which house do they live in?'

In that case, you follow the directions and go to that household. Once you find a household that matches the criteria of this study, you continue with step 4.

While looking for households to interview it is important to keep track of the number of times you find households that belong to the target group but that do not want to participate. To do this, you can use the *household response form*, on which you indicate how many households want, and do not want, to participate in a certain neighbourhood. Always respect people's wishes if they decide not to participate.

It sometimes happens that you find a household that fits one of our target groups, but for which there is (a) no-one at home, or (b) not a main respondent available. It is very important that you go back to the household another time to do the interview. You can do this by going back at another time or day, or by asking the household members that are home when the senior person will be home. If on your second visit again, nobody is there, this might be due to the holiday season. In this case, you will wait for at least 2 weeks before you go for a third visit. After you made three attempts and you still were not able to do an interview, you can take the household off the list. Only in the special case that on the third visit the household members are not present but you know when they will be back, for example because a neighbour informed you about this, make a fourth visit when they are back.

The number of times you have to go back to a household are also recorded on the *household response form*.

#### 4. Ask for participation

If the household matches the criteria of this study, you ask if you can do the interview. There are three potential responses to this question:

1. The respondent says no. In this case you try to convince the respondent. You can, for example, point to the benefits of participation, and explain the importance of this research. However, if the respondent really does not want to participate, you respect his/her decision. Be respectful and sensitive to the participants' feelings.
2. The respondent says yes (see step 5)
3. The respondent says yes, but does not want to do it right now. In that case you make an appointment for another time and go back to the household to do the interview (see step 5).

These potential responses all have to be recorded on the *household response form*. In addition, as was explained before, it is very important that you don't mention the gift before the interview. This might be a wrong incentive for the participant to do the survey. We only want people to do the interview because they really want to participate. (If the respondent asks you whether they will receive a gift you should not lie. However you should not use the gift as an incentive to convince someone to participate).

#### 5. Define main respondent

In case the household wants to participate, it is time to find the main respondent. As described in the previous chapter of this manual, the main respondent is older than 18 years and the most knowledgeable person on household financial and social matters. He/she was preferably born in one of the target countries and is a senior member of the household.

## 6. Fill in the consent form

Before you start the interview, you go through the informed consent form with the respondent. Informed consent means that the household is given enough information regarding the project and the interview to make an informed decision on their participation in the survey. (In Appendix 3 you will find an informed consent form that includes all of the information that you need to share with the participant prior to the interview).

It is very important to guide the participant through the form and answer any questions that they have about the interview process. This is an important step in order to build trust with the respondent. You will then ask the participant to sign two copies of the form and you will sign both copies. Give one form to the participant to keep for their records and return the other form to your field supervisor with your other survey documents.

In case the respondent does not want to sign the consent form, but verbally tells you that they understand and are happy to participate, you write their name on the form in the participant section and sign it yourself. Then give the respondent a copy of the form.

## 7. Do the interview

After you have filled in the consent form, you ask if the participant has any more questions. If not, you can begin the interview. You can say something like:

- 'Do you have any additional questions?'
- 'Then I will now start with the survey'

How to do the interview will be explained in more detail in the next Chapter of this manual.

We expect you to do 2 surveys per day on average, i.e. 10 surveys a week. If you can do more, this is even better.

### **Confidentiality**

As already described, it is important to stress to the participant that the information you receive during the information will be treated confidentially, both by the interviewer and the researchers after the interview. This means that the information will not be used for other purposes than this study and will not be given to any other people. Convincing the respondent that the information will be treated confidentially will help you during the interview.

In case the respondent asks you whether the Dutch government will get the data of the survey you should explain that they will only get general reports but not the data itself. The data of the research will stay with the Graduate School of Governance of Maastricht University.

### **Benefits of participation**

To motivate the participant, you could explain what the ultimate purpose is of this study. You can explain that by participation in the survey respondents will:

- Help to make sending remittances to their country easier, safer, faster, more convenient and cheaper
- Help to create development in their country of origin
- Help to combat poverty and increase living standards both in the Netherlands and in their home country
- Help to have the needs of their community heard
- Help better understand the position of migrants in the Netherlands
- Help give advice to policy makers on what immigrants need and want

### **Box 3: Dos and Don'ts before conducting the interview**

#### **Always:**

- look at the checklist to make sure you have everything you need
- work in a team
- let your project supervisor know in advance which neighborhood you go to during a field visit
- discuss all problems and uncertainties you encounter with your project supervisor

#### **Never:**

- solicit or permit any unauthorized and untrained person, such as friends or acquaintances, to assist you with your work or accompany you on your visits

## **6) Procedure: Conducting the interview**

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### **Building trust**

The interviewer and the respondent are strangers to each other. One of your main tasks is to gain the confidence of the respondent so that he or she is at ease and is willing to answer the questions you are asking. Sometimes this means that you do not start the interview directly, but do some 'small talk' first. Try to be sensitive and aware of the fact that you have to build trust first.

### **Privacy**

Make sure that you interview the main respondent in a place that gives the respondent some privacy. It is not a good idea to interview the respondent, for example, in a public place where other people are around. The respondent might get distracted, or might respond differently when he/she is aware of the fact that other people can hear his/her answers. Try to exclude all external factors, such as noise, other people, etc. as much as possible.

The best place to interview respondents is in their own home. However, here you could also run into possible distractions (e.g. a television or radio that is on, kids that are running around) and influences (e.g. friends/acquaintances that are in the house at the time of the interview). Try to avoid these distractions and influences as much as possible by, for example, asking for a quiet place to do the interview. It is also okay to politely ask to turn off the TV: "Would it be all right with you if we turned off the TV?"

### **Objectivity/Neutrality**

Try to be as objective or neutral as possible during the interview. Unlike normal conversation, one person is asking all the questions and the other person is answering them all. Please refrain from giving your opinion at all times, and do not react in any way to what the respondent tells you. Never, for example, show disapproval or approval, because this will influence your respondent. It is, however, good to show interest in the answers by nodding your head or saying something like "I see" or "yes".

### **Interview behavior and professionalism**

Related to being objective and neutral is your professional attitude as an interviewer. Try to be as professional as possible and always be polite and friendly, keeping a certain 'distance'. Professionalism also means that you respect the cultural beliefs and practices of the people you are interviewing. In addition, be aware of the fact that you are a guest in people's homes and act accordingly.

Moreover, you need to make sure that you are always dressed in an appropriate way. This means that your clothes look professional and not leisure like. You should not wear anything too revealing. Moreover, you need to wear the badges at all times and put them at a visible place.

See the box of do's and don'ts at the end of this chapter for some examples of being professional as an interviewer.

### **Sensitive issues**

The survey contains several questions on issues that might be difficult for the respondents to answer. Sensitive issues might include the questions on wealth and income of the household, but also the questions on the migration history of the household members. Please approach these questions sensitively, for example by saying:

- 'would you mind telling me...?'
- 'I will now be asking you some questions on .., if that is ok with you'

If you sense that the respondent is embarrassed to answer a question because of its personal content or similar, do reassure him/her of the confidential nature of the

survey and the way in which the data will be treated. If the respondent indicates not to want to talk to you about a certain issue, respect his/her decision and indicate this appropriately on the survey response form.

If someone reacts in an emotional way or if you sense someone is emotionally stressed, you stop the survey. Stay calm and give the participant some time to handle his/her emotions. Be friendly, but professional. Continue with the survey when the respondent is ready. Again, respect the respondent's wishes not to talk about certain issues.

### **Asking questions**

The way you ask questions during a survey influences the responses you will get to your questions. This section provides you with some tips on how to ask questions.

#### *1. Prepare people for questions*

It helps to prepare people for the types of questions that you will ask, or the topics you would like to discuss. This prepares the respondent for what is coming so that he/she can anticipate on this. You could say something like:

- 'I will now ask you some questions on ... Then I would like to discuss..'

#### *2. Rephrasing questions*

Always ask the questions in the exact way that they are worded on the survey. You may occasionally need to repeat the question if you sense that the respondent has misunderstood it in any way. Always do this before attempting to rephrase or explain the question. In cases where a respondent has found it difficult to understand a question, even when it is repeated to them, you may need to reword the question. The question should be rephrased in simpler or more colloquial language. However, be very careful not to change the meaning of the question. When the question seeks for knowledge, opinions or attitudes do not rephrase the question.

#### *3. Incomplete answers and probing*

Sometimes a respondent's answer may not be as full as we need. It might be incomplete, irrelevant or the respondent may even be unable to answer the question as put to him or her. If this happens, you may have to ask some additional questions. This is called 'probing'. The probes must be worded so that they are "neutral" and do not lead the respondent in a particular direction. Some useful "neutral" probes could be:

- 'Can you explain a little more?'
- 'In what way?'
- 'I'm afraid I did not quite understand what you said; could you tell me again please?'
- 'There is no hurry. Take a moment to think about it'
- 'Can you tell me what you have in mind?'

### **Interpreting questions**

Sometimes it might be good to summarize what the participant just said, in order to check if you understand what he/she means. You can do this, for example, by saying:

- 'If I understand you correctly, you are saying that.. ?'

### **How to handle long and elaborate answers**

Sometimes participants give very long answers to your questions, even when you only expect a short answer. Try not to interrupt people in their answers and let them finish what they want to say as much as possible. Otherwise the participant might feel you are not interested in what he or she is trying to say. However, if the participant elaborates too much, in some cases it is best to politely interrupt the participant. For example, in case the participant loses track of the question you initially asked. In that case it is your job to guide the participant back to the question in a polite but direct way. In the process of doing this it is important that you always listen well to what the participant is saying. This way you avoid asking questions the participant already answered earlier in the interview.

### **How to handle socially desirable answers**

Sometimes participants have the tendency to give so-called socially desirable answers. This means that participants sometimes give you the answer what they think is socially accepted, or the answer that they think you want to hear. Try to be alert on socially desirable answers and ask for more clarification from the participant if you have doubts on whether the participant is really giving his or her opinion. An example of how to do this could be: 'So if I understand you correctly you are saying that you are very happy in your neighbourhood. Could you elaborate on this a little bit?'

### **Box 4: Dos and Don'ts during the interview**

#### **Always:**

- be polite and respectful during the interview
- respect the respondent's wishes not to talk about certain sensitive issues
- respect the respondents' privacy
- be as 'objective' and neutral as possible, meaning: keep your personal opinions on certain matters to yourself and do not let your personal opinions influence the respondent

#### **Never:**

- discuss politics or get into political arguments while talking to the respondent
- pass judgment on the respondent
- smoke in people's houses



## 7) Procedure: After the survey

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### Thank the participant

After the interview, you thank the participant and you ask again if he/she has any more questions.

### Give the gift

After the survey is done, the household receives a small gift as a token of our appreciation. It is very important that you only mention the gift after the interview is done. Otherwise, the gift might be a wrong incentive for people to participate. Only in case the respondent directly asks whether they will receive a gift you may mention it before the end of the interview.

### Seal the survey

Once you have completed the survey, place the informed consent form and the completed survey response form in an envelope and seal the envelope. You can explain to the participant that you are doing this to ensure that their responses are kept safe and confidential. Place the envelope in your bag and do not take it out at the next interview. Remember confidentiality and handle the completed survey with care!

Continue to the next house

Now you are ready to continue to the next house to begin the process again and find new participants.

### **Box 5: Dos and Don'ts after the interview**

#### **Always:**

- thank the participant
- ask if they have any further questions
- give the gift
- place the survey and consent form in the envelope and seal the envelope

#### **Never:**

- disclose to anyone, except the project supervisors, any information you received in the course of your duties as an interviewer
- let anyone, except the project supervisors, read or see the completed survey

If you are interested in reading more on interviewing and doing social research you will find some literature references in appendix 4.

## 8) Troubleshooting

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During the time of fieldwork, you may come across some problematic situations. Below you will find some outlines how to react in specific situations. Always seek the assistance of a field supervisor or a team member if you encounter additional problems.

1. The respondent refuses to participate in the research  
In case the respondents refuse to participate, do not push them to do so and do not ask them why they are refusing. You should thank the respondent for their time and leave.
2. The respondent asks for money  
It is not possible to offer respondents payment for their participation in the survey. In case a respondent asks for money, you should explain that you cannot offer this but that their participation is very valuable for the research. You may mention that a small gift is offered after the interview. Accept if they decline participation on the ground of not being offered payment for it.
3. The respondent is hesitant about giving you personal and financial information  
Always be aware that questions about the financial situation of a household and on some other personal matters are sensitive issues. Make sure that you ask those questions in a sensitive way. If respondents are concerned about giving this information, reassure them that their answers will be treated confidentially, both by the interviewer and the researchers after the interview. Explain that information will not be used for other purposes than this study and no one will know it is their information. If respondents are still uncomfortable about answering, you may consider skipping those questions. However, this should only be a very last resort since information in the financial situation is a core part of the survey.
4. The respondent is rude  
In this case, do not respond to the rudeness, but remain patient and neutral. If the respondent is being offensive and you want to end the interview, do this in a polite manner. Please let a member of the team know in case this happens.
5. The respondent does not understand a question  
Read out the question again in the way it is written in the questionnaire. In case the respondent asks for more clarification, you may rephrase the question in a simpler language. However, it is important that the meaning of the question is not changed. If the question asks for attitudes, opinions or knowledge of a respondent, you should not rephrase it.
6. The respondent asks you to stay for a drink or a meal after the interview  
You may feel that after the interview it is impolite to not accept an invitation for a drink or a meal with the respondents. However, you need to stay professional and should explain them that you are working and need to continue your work.

## 9) Completed Surveys

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All completed surveys and consent forms must be placed in envelopes and sealed. This also applies to the household response forms once they are completed. If you take these envelopes home in the evening ensure that they are in a safe and secure location, such as a desk drawer. Do not leave the surveys in a communal location, i.e. the kitchen table, where they are accessible to all of your household members and could be mistaken as mail and opened. You are responsible to ensure that the surveys remain sealed, are kept safe, and the participants confidentiality is maintained. If you do not want to take the surveys to your home, you can return them to a secure drop off point at the end of the day.

At least once a week, you must bring the sealed envelopes to a secure survey drop off point. The following locations will be survey drop off points:

Maastricht Graduate School of Governance  
Secretariat, to attention of Ms Melissa Siegel  
Kapoestraat 2  
6211 KW Maastricht  
Hours: 9:00 - 18:00 Monday - Friday

Dutch Ministry of Foreign Affairs  
To attention of Ms Winke van der Els  
DCM-MO  
Prinses Irenestraat 6  
2595 BD Den Haag  
Hours: 7:30 - 17:00 Monday - Friday

If you conduct the interviews in other locations than Maastricht or The Hague you send them to the research team at the Graduate School of Governance in Maastricht by mail at the end of each day. You also include the informed consent forms in those envelopes. Once the household response forms are completed, they also need to be sent back. You will be provided with prepared envelopes that already have the school's address and stamps. In case you need more envelopes, please ask the project team members (Michaella Vanore and Thilo Renning) for that.

### **De-Briefing**

At the end of the day you may want to talk to someone about the interviews that you have conducted or your experiences that day. Sometimes conducting interviews can be difficult and people can share information that can be difficult to manage. In this situation it can be helpful to de-brief from the days' activities. Your field supervisor and the project team are here to assist you and discuss anything that you need. You can also de-brief with a friend or family member to discuss your experiences of the day, but remember that you **MUST** ensure the confidentiality of your respondents. Under **NO** circumstances can you reveal their names, responses, or situations to anyone outside of the project team.

## 10) Safety protocol

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Your safety is of the utmost importance at all times! You must put your safety first when operating in the field and do not take risks.

1. Carry the emergency phone list with you at all times.
2. Carry a fully charged and working cell phone with you at all times.
3. Check in and check out with your field supervisor. Every time that you go into the field you must call your field supervisor prior to departure. You must confirm with your field supervisor the following information:
  - a. Where you will be going that day. (The exact neighborhood and streets you plan to cover). If you deviate from this plan you **MUST** call your field supervisor to update them on your location.
  - b. Who you will be working with.
  - c. Confirm the phone number of the cell phone that you are using.
  - d. When you expect to be done your fieldwork for the day, ie: your check-out time to say you have completed your fieldwork. You **MUST** call your field supervisor before this time! If you do not call your supervisor, they will call you. If they cannot get in touch with you within one hour after the specified time, the police will be called to report you as a missing person. **IT IS EXTREMELY IMPORTANT THAT YOU CHECK OUT WITH YOUR SUPERVISOR AT THE SPECIFIED TIME!!!**
4. **Check out with your field supervisor at the stated time!**
5. If at any time you do not feel comfortable in an interview and feel that your personal safety may be at risk, excuse yourself from the setting, thank the individual for their time, and say that we will be following up with them at a later date. If you do not feel comfortable entering a specific household, arrange a time for an interview later and another interviewer can go to the household.
6. Do not go to households before 9:00 in the morning, unless you have set up an appointment for this.
7. All fieldwork should be completed by 21:00 in the evening. Do not conduct fieldwork after 21:00 under any circumstances.
8. Do not put your personal safety at risk. Take your time and exercise caution when in the field.

## **11) Administrative matters**

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### **Travel costs**

Your travel costs will be reimbursed under certain conditions. This means that you need to choose the lowest cost situation for your travel expenses. Those interviewers that are students should have the student OV card, which will give them 40% reduction on train rides during the summer months. Those interviewers who are not students should use the OV chipcard (NS reduction card) which equally allows for 40% reduction on train rides after 9 am. In case you do not possess any of the OV cards, please discuss this with us.

### **Phone costs**

Reimbursement of phone costs will be discussed during the training session at the beginning of July.

## Appendix 1: Overview interview process and key statements

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### 1. Introduce yourself

- 'Hello, my name is ...'
- 'I am a student in the Netherlands'
- 'I am working for the Maastricht Graduate School of Governance'

### 2. Explain the project

- 'The Maastricht Graduate School of Governance is currently hosting a large research project'
- 'the name of the research project is: *Migration and Development: A World in Motion*'
- '[Afghanistan/Burundi/Ethiopia/Morocco] is one of the focus countries of this project'
- 'the goal of the research is to collect information on migration and development processes for this country'
- 'in the end, the information will be used for policy-making by the Dutch government'
- 'to collect the information we are now doing a large-scale survey amongst [Afghans/Burundians/Ethiopians/Moroccans] in the Netherlands'
- 'the information that you give will be treated confidentially and no one who is not part of the research team will know your identity'

### 3. Find out if the household matches the criteria of this research

- 'Is there anyone living in this household that was born in [Afghanistan/Burundi/Ethiopia/Morocco]?'

If yes, go to step 4.

If no, you ask:

- 'Is there a household in the neighborhood in which someone lives that was born in [Afghanistan/Burundi/Ethiopia/Morocco]?'

### 4. Ask for participation

- 'We would like to ask you to participate in our survey'

If respondent agrees, go to step 5.

If respondent agrees but does not want to do the interview right now, you ask:

- 'when can we come back to do the interview?'

If respondent does not want to participate you can say:

- 'If you do not want to participate in the survey we respect this. However, participation will help understand the position of migrants'

in the Netherlands and it will help to create development in your country of origin'

5. Define main respondent

- 'I would like to find out who in your household is the most suitable person to answer the questionnaire. We are looking for someone who has a very good overview of financial and social matters of the household and who is preferably a senior member of the household born in Afghanistan/Burundi/Ethiopia/Morocco'

If the household is willing to participate but no main respondent is present:

- 'when can we come back to talk to xx (person who was identified as main respondent) ?'

6. Fill in the consent form

- 'Before we begin the interview I would like to go through this form with you'

7. Do the interview

- 'Do you have any additional questions?'
- 'Then I will now start with the survey'

## Appendix 2: Household response form

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### Household response form

City: Neighborhood:	Interviewer: Date:
------------------------	-----------------------

Street name	House nr	1st visit*	2nd visit*	3rd visit*	Comments

- \* 0 = not home
- 1 = home, not from target group
- 2 = home, from target group, doesn't want to participate
- 3 = home, from target group, come back other time
- 4 = home, from target group, interviewed



## **Appendix 3 : Participant consent form**

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### **Participant Consent Form**

**TITLE:** IS Academy: Migration and Development: A World in Motion

#### **INVESTIGATORS:**

Melissa Siegel, Project Coordinator, Maastricht Graduate School of Governance  
Ozge Bilgili, Research Fellow, Maastricht Graduate School of Governance  
Sonja Fransen, Research Fellow, Maastricht Graduate School of Governance  
Katie Kuschminder, Research Fellow, Maastricht Graduate School of Governance  
Silja Weyel, Research Fellow, Maastricht Graduate School of Governance

This consent form is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, please ask. Take the time to read this carefully and to understand any accompanying information. You will receive a copy of this form.

#### **WHAT IS THE PURPOSE OF THE RESEARCH PROJECT?**

The purpose of the research project is to better understand the relationship between migration and development processes, in order to stimulate new approaches to development. This project will contribute to existing knowledge on migration and development by collecting innovative data that will enable the researchers to provide evidence-based policy advices for the Dutch government on how to improve the positive effects from migration.

#### **WHAT WOULD I HAVE TO DO?**

Agreement to participate in this study requires you to participate in a survey. The survey will be administered by a surveyor, may take up to one hour in time, and will occur in a mutually agreed upon location and time.

#### **WHAT ARE THE RISKS?**

There are no known risks to participating in this study.

#### **WILL I BENEFIT IF I TAKE PART?**

There is no direct benefit to participating in this study although information collected will be used to inform policies to improve the positive effects of migration and development in the Netherlands and Afghanistan, Burundi, Ethiopia, and/ or Morocco.

#### ***DO I HAVE TO PARTICIPATE?***

Your participation in the study is voluntary. You may decline to answer any of the questions and end your part in the study at anytime. Should you wish to withdraw from the study, please inform the surveyor. You also have the right to ask questions and ask for more information whenever you like.

#### **WHAT ELSE DOES MY PARTICIPATION INVOLVE?**

You will not be asked to participate in anything beyond the detailed description above.

**WILL I BE PAID FOR PARTICIPATING, OR DO I HAVE TO PAY FOR ANYTHING?**

You will not be paid to participate in this study, nor will it cost you anything to participate..

**WILL MY RECORDS BE KEPT PRIVATE?**

All information that you provide will be kept confidential. Code numbers will be used on all data. Lists of participants along with the code number will be stored separately from the data. Your participation is anonymous; that is, your answers will never be connected to your name. All other information from the study will be used only in an aggregate form; your name will never be identified. Only principal and co-investigators and research assistants will review the surveys, data files, and notes. The data file, surveys, consent forms, and all notes will each be securely stored in a locked cupboard at the Maastricht Graduate School of Governance for five years, after which they will be completely destroyed.

Results of the study will be used for publications and presentations of research information, but at no time will you be known by your name or in any other way. Anonymity and privacy will be assured as much as possible. You may have a copy of interim and final reports.

***SIGNATURES***

Your signature on this form indicates that you have understood to your satisfaction the information regarding your participation in the research project and agree to participate as a participant. In no way does this waive your legal rights nor release the investigators, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time. If you have further questions concerning matters related to this research, please contact:

Dr. Melissa Siegel

e-mail: [Melissa.siegel@maastrichtuniversity.nl](mailto:Melissa.siegel@maastrichtuniversity.nl)

phone: 043-388 46 50

\_\_\_\_\_  
Participant's Name

\_\_\_\_\_  
Signature and Date

\_\_\_\_\_  
Investigator/Delegate's Name

\_\_\_\_\_  
Signature and Date

If you would like to receive the project results and reports, please give your email address here:

\_\_\_\_\_  
Email

\_\_\_\_\_  
Signature and Date

A signed copy of this consent form has been given to you to keep for your records and reference.

## Appendix 4 : Literature on doing interviews/research for further reading

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Bloch, Alice (1999). "Carrying Out a Survey of Refugees: Some Methodological Considerations and Guidelines." *Journal of Refugee Studies* 12, 367-383.

Bryman, Alan (2008) *Social Research Methods*. Oxford University Press. (Chapter 8: Structured interviewing, 192-213).

Clark, H.H. and M.L. Schover (1994) Asking questions and influencing answers. In: J.M. Tanur (ed.) *Questions about questions. Inquiries into the cognitive basis of surveys*. New York: Russell Sage Foundation. 15- 48.

Hynes, Tricia (2003) "The issue of 'trust' or 'mistrust' in research with refugees: choices, caveats, and considerations for researchers". *New Issues in Refugee Research Working Paper No: 98*.

Jacobsen, Karen and Landau, Loren (2003). "The Dual Imperative in Refugee Research: Some Methodological and Ethical Considerations in Social Science Research on Forced Migration". *Disasters* 27, 185-206.

Leaning, J. (2001) "Ethics of Research in Refugee Populations". *Lancet*. 357, 1432-1433.

Mackenzie, Catriona, McDowell, Christopher, and Pittaway, Eileen (2007). "Beyond 'Do No Harm': The Challenge of Constructing Ethical Relationships in Refugee Research." *Journal of Refugee Studies* 20, 299-319.

Mullings, Beverly (1999). "Insider or outsider, both or neither: some dilemmas of interviewing in a cross-cultural setting". *Geoforum* 30, 337-350.