WORLD BANK GROUP

ID4D
IDENTIFICATION FOR DEVELOPMENT

WORKING DRAFT

Understanding People's Perspectives on Identification: A Qualitative Research Toolkit

July 2020

- Translated transcripts

Before starting a study, the project director or prinicipal investigator MUST establish the data system into which all data will be stored after it is entered into a computer. The following actions and decisions are critical to establishing an organized and secure data storage system:

- ✓ All stored data should be "de-identified" (i.e., without personal information) so that if someone gains unauthorized access (or even for authorized people), they would not be able to identify any of the participants or connect responses to a real-world individual.
- ✓ A sign-in and sign-out protocol should be developed, and responsibility for maintaining it assigned, so that at any point in time it is possible to keep track of any piece of data and who may be using it.
- ✓ The project director or principal investigator needs to decide the following:
    - Who has access to which pieces of data to facilitate analysis while maintaining confidentiality of respondents?
    - What is done to written records after data are digitalized: are these records destroyed? By whom and at what point in the study? If stored for a while, where, how, and under whose supervision?
    - Who should maintain control of the data in the long run?
    - Will the de-identified data be made public?

9. ANALYZING AND USING QUALITATIVE DATA FOR PROGRAMS AND POLICY MAKERS

Analysis of qualitative data, when conducted properly, is a systematic, organized, and rigorous process. There are several steps to analyzing qualitative data:

- Coding qualitative data
- Finalizing main themes of the 'story' to be told about people's attitudes, experiences, barriers, and expectations related to ID
- Presenting results visually and as a narrative

It is critical to understand, however, what qualitative data can and cannot tell us about ID systems and credentials and how people use them (Figure 13).

Figure 13: What qualitative data can and cannot tell us about ID

What qualitative data CAN tell us	What qualitative data CANNOT tell us
Nuanced information on motivations and reasons for people's choices about ID	The prevalence of the population that has an ID
Answers to question of Why? How? Under what circumstances? would people be willing to register for an ID	Trends in ID awareness or registration over time
Rich contextual analysis	Finding about IDs that are generalizable to a larger population
People's own perspectives of how IDs relate to their lives, in their words	Key determinants of awareness or registration for IDs across a large population
People's perceptions and experiences of marginalization and how they relate to their ID experience	The ability to track use of IDs in accessing related services
The journey to get or use an ID	
Potential solutions to barriers to IDs	

9.1 Coding qualitative data

Creating a qualitative coding scheme is akin to creating variable names in quantitative research. The codes assign text—be it words, phrases, sentences or paragraphs—to particular themes of interest to the researchers. Moreover, each segment of text can be assigned more than one code. This coding—which can be envisioned as "tagging" certain words, phrases, etc.—can be considered similar to defining the values of different variables for different observations in quantitative analysis.

Depending on the amount of data collected and the aims and questions of the study for which data were collected, it can be coded manually or using software. Manual coding is simplest but also least versatile. In manual coding, researchers read transcripts and manually extract meaning and themes from the transcripts. However, this is unlikely to be sufficiently rigorous for all but the smallest studies. Thus, ***even though coding with software is time-consuming and adds to the budget, it is the only way to rigorously analyze qualitative data.***

There are four core steps to coding qualitative data and analyzing coded transcripts:

1. Creating a codebook
2. Coding transcripts
3. Establishing inter-coder reliability of coding
4. Extracting coded text

9.1.1 Creating a codebook and coding transcripts

In its simplest form, a codebook is a reorganization of a research guide used for an FGD, IDI, KII, or direct observation that translates textual questions into "variables." Just as variables in quantitative data can have multiple response categories per variable, codes in qualitative data can have multiple subcodes attached to one "main" or "nodal" code. Box 11 provides an example of creating and using codes from a question asked in a study to examine gender differentials in registration for IDs in Nigeria; the KII in question sought to get views from community leaders about gender differentials in registration.

Box 11: Example of coding qualitative data—ID study in Nigeria

A study to examine gender differentials in registration for IDs included this question in the KII guide for interviews with community leaders:

Why do you think no/few women have registered for the ID in this community?

The table below illustrates one way in which codes can be created to capture the entire range of possible information that can be elicited from participants for this question.

Theme and subthemes	Main code	Subcode 1	Subcode 2
Why no or few women have registered for the ID?	NoFemID		
• No time		NoTime	
○ Works in the market			WorkMkt
○ Takes care of children			CareKids
• Lack of awareness		NoAware	
• No permission from husband		NoPermission	
• Center too far		CenterFar	

- *Theme and subthemes*: this column converts the open-ended question typical of a KII guide into a series of "nodes" that can be coded. While this looks like a question in a quantitative survey, the difference is that the nodes are derived from the data itself, by reading the field notes and expanded field notes. In other words, <u>nodes in qualitative data are inductive, not pre-determined.</u> Also, one piece of "data" or text can be coded with multiple codes, introducing added flexibility into analysis.
- *Main code*: this column contains a short code or "variable name" for the main question, in this case why few women in the community have registered for the ID.
- *Subcodes 1 and 2*: these columns contain codes for the next two levels of "node" related to the reasons given.

The transcript recorded the question and response as follows:

`INTERVIEWER 1: Thank you Sir, from you point of view why do you think the women have not turned out for registration as the men have?`

`RESPONDENT: They are very busy, if they work in the market. It can also be that the awareness is not enough, if the awareness is effective they will leave whatsoever they are doing to register.`

The respondent's answer can be coded in multiple ways, as follows:

- `they are very busy` can be assigned the codes NoFemID and NoTime
- `if they work in the market` can be assigned the codes NoFemID, NoTime, and WorkMkt
- `it can also be that the awareness is not enough, if the awareness is effective they will leave whatsoever they are doing to register` can be assigned the codes NoFemID and NoAware

9.1.2 Establishing inter-coder reliability

Different coders may understand and code the same transcript in different ways because both the transcript and the codes are words, and words can have multiple meanings (Miles and Huberman 1984). The extent of "inter-coder reliability"—i.e., the reproducibility of coded data, or the extent to which different coders using the same codebook could code the transcript in the same way—is important in establishing the objectiveness of coding. There is no universal level of agreement that is considered the gold standard, but typically researchers try to reach at least 90 percent agreement between coders.

Inter-coder reliability has to be calculated for each code used in an analysis. The simplest way to calculate reliability for a code is to divide the number of text units that two coders code similarly with a code by the total number of text units coded with that code. That is: divide the agreement by the sum of the agreement and disagreement (Miles and Huberman 1984). Doing so manually can be a very time-consuming process, however, and thus most qualitative software provides commands for calculation of inter-coder reliability. ***It is recommended that coders discuss any differences in coding that imply different understanding of the meaning of codes, and recode one or two transcripts, until such time as they achieve an inter-coder reliability of 90 percent or more. Only then should coders proceed to code all the transcripts for an entire study.***

9.1.3 Extracting coded data

Once transcripts are coded, software can be used to extract selective portions of text that have been coded with a particular code or combination of codes. Qualitative software performs both the coding and extraction functions. Using the example in Box 10 for illustration purposes, let us assume that the researcher wanted to analyze the time-related constraints that respondents suggested were responsible for women not registering. They would extract data with the codes "NoFemID" and "NoTime." The text segments thus extracted would include "they are very busy" and "they work in the market."

9.1.4 Coding and analysis to highlight experiences of specific subgroups

An important aspect of qualitative research is to use the data to identify differences in people's perceptions, experiences, behavior, and preferences based on a range of factors such as sex, minority group status, poverty, age, or other demographic characteristics or group identities. It is therefore critical to identify contextually relevant subgroups and create independent "markers," one for each group characteristic of interest, that allows the researcher to extract responses for particular subgroups only. Differential experiences—e.g., marginalization or gender discrimination—can be elicited through the data collection process in several ways:

- The entire data collection exercise is conducted with person(s) of only one particular characteristic, such as gender (e.g., only men or only women) or from one type of marginalized group (e.g., IDPs)—for this case, the name of the relevant transcript file should indicate whether the group or individual focused only on that minority characteristic (Table 13).
- In a group discussion, some individuals are from the group of interest, for instance, a marginalized community (e.g., some people with disabilities as part of a group of village women).
- The participant(s) are not themselves part of the group(s) of interest or have the characteristics in question, but they talk about the experience of that group (e.g., men talking about women's rights).

Table 13 provides some examples on how to code so as to elicit experiences of discrimination or marginalization from all three types of situations above. This table focuses on coding to highlight gender differentials, but the basic logic applies to any particular subgroup.

Table 13: Coding to highlight gender differentials and marginalization in IDs: an example

Marginalized groups and possible codes: women (W), child brides (ChildBride), adolescents (Adol); IDPs (idp), refugees (refugee); pastoralists (pastoralist); low-caste individuals (loCaste)

Occurrence in transcripts across different locations, in one study on access to IDs	How to code
#1. An FGD where the discussion group comprises child brides among a refugee population talking about their own access.	Make sure the NAME of the transcript clearly states that this was an FGD conducted with that group. Thus, the relevant words ("women," "child bride," "adol," "refugee," etc.) should be part of the file name
#2. A KII with a village leader where he talks about the experience in his village of men and women, and individuals of different caste groups.	• Any text about women: add *W* to codes used • Any text about low-caste: add *loCaste* to codes used • Any text about low-caste women: add *W* and *loCaste* to codes used
#3. An FGD where the group comprises a mixed group of men and women, among them some are unmarried adolescent girls, others are child brides; there are also two young women who are recent refugees. They are talking about access to IDs among a range of individuals in their state, including (but not limited to) women and marginalized communities.	Regardless of who makes the comment, code as follows: • Any comments about women: add *W* to codes used • Any comments about unmarried adolescents: add *W* and *Adol* to codes used • Any comments about child brides: add *W*, *Adol*, and *ChildBride* to codes used • Any comments about refugees: add *refugee* to codes used • Any comments about refugee child brides: add *refugee* and *ChildBride* to codes used and so on . . .

Examples of using these codes in an analysis:

- If you want to look at experiences of refugee child brides in relation to access to IDs:
  - Use software to extract all text for which the relevant codes have additionally been qualified with *refugee* and *ChildBride*.
  - Resulting text will include any comments about refugee child brides from transcripts #1 and #3. Researchers will get all the information about this group's access to IDs as well as quotes from the extracted text.
  - Pull out transcripts of interviews or discussions conducted specifically with refugee child brides and skim transcripts to look for any additional comments or nuances (such as interviewer notes about body language or permissions) that would add to the analysis.

9.2 Presenting qualitative analysis

Qualitative analysis can be presented in multiple visual, graphic, and narrative ways, which is another aspect of its richness. Typically, a report with qualitative analysis on ID would use a combination of visual and narrative methods for the full story, although the structure of the final product depends on its purpose, and on the time and financial and human resources available. Researchers need to map out their different audiences, time and resources available, and design their final product accordingly, using the vast range of output types that qualitative data analysis offers. For instance:

- A research paper is likely to be most effective if structured as a narrative, with quotes used as supporting data and judicious use of visuals like photographs and infographics.
- A report for policy makers is likely to be most effective with visuals such as profiles or journeys to make findings seem more "real."
- People developing or managing ID programs would benefit from a shorter combination of narrative, summary graphics, and a few profiles.
- Presentations or other products designed to take back to communities are likely to be most effective with emphasis on visuals.

9.2.1 Narrative reports

A narrative qualitative research report should be structured the same way as any report would, with sections on backgrounds, study aims, methods, samples, and results. What is unique about a qualitative narrative report is the extensive use of participant quotes to support the themes and analyses described in the report. However, it is important to use quotes selectively and appropriately for them to be effective (Figure 14). A qualitative report must use language that describes participants' experiences without making it sound like these are generalizable or representative outside the study, since qualitative samples are typically not generalizable, random samples. Thus,

Figure 14: What quotes should and should not be used for

Quotes SHOULD be used to:

- Provide rich contextual nuance to narrative analyses
- Support analyses and themes
- Emphasize key points with particularly arresting words
- Insert participant voices into research
- Provide an opportunity for policy makers to hear directly from individuals and communities
- Highlight experiences of minority or marginalized groups, or gender inequality

Quotes SHOULD NOT be used to:

- Make conclusive, generalized statements
- Identify particular individuals or communities
- Ridicule or otherwise minimize particular opinions or experiences
- Take the place of or be used instead of narrative analysis

qualitative researchers need to be extremely careful when drawing any policy, programmatic, or research implications from qualitative data analysis. Finally, all narrative reporting needs to ensure confidentiality, which includes using only pseudonyms or other anonymized descriptives, and only using pictures for which informed consent was received. Additionally, narrative reports should include graphics and illustrations that visualize themes.

9.2.2 Visualizing themes

Profile. An effective way to describe different experiences with IDs is to create a profile of a "real" person and their experience. This profile can be derived from FGDs, IDIs, or KIIs. A profile may be an actual participant whose information has been anonymized for the profile, or an individual from a persona exercise of the kind explained earlier in this Toolkit. Figure 15 is an example of a profile created in a study conducted by GSMA on using mobile providers to address the gender gap in identity (GSMA 2017b).

Figure 15: Example of an ID profile in Côte D'Ivoire

PROFILE 1

Akissi, Côte D'Ivoire

'Going forward my name and age on my documents will be incorrect, but that is not a problem.'

Akissi is nineteen years old and lives in Abidjan with her grandparents and cousins. In 2012, at the age of 14, Akissi left her rural village and moved to the city so that she could continue her studies and lay a foundation for a successful future. *'I want to be a big person, maybe a doctor or nurse so that I can buy a big house and car. I like the beautiful life – beautiful things. I would like to build a big house in my village'.*

On a few occasions Akissi has had to repeat an academic year. This means that she hadn't completed her education by the time she passed the age of eighteen, at which point she became ineligible to attend school. Like many of her peers, Akissi was able to navigate this problem by asking her parents to buy her a new birth certificate that provided her with a new name and an eligible age. Within a few weeks, Akissi owned a new certificate which said she was only seventeen years old, and used this document to re-register at her school, obtain a new student ID card and pay her school fees. *'Going forward my name and age on my documents will be incorrect, but that is not a problem. Things are so fast and easy once I have my student ID'.* In situations where a government-issued ID is required to access services, such as at a health centre, Akissi must bring her mother so that she can show her ID on Akissi's behalf.

Akissi loves her phone. She uses mobile money services from time to time, but has trouble completing transactions unless her sister or a mobile agent is there to help her. *'I prefer [mobile money] to the bank – this is more simple, you only have to give your mobile number. Banks are more complex'.* However, she is very uncomfortable registering SIM cards using her own personal details, saying that she would prefer to use ID documents that belong to a classmate or family member. Like many young women in Abidjan, she is worried that providing her personal details would allow someone to trace or harass her. *'I don't like the idea of registering your SIM. I only want to give my name to a mobile operator, and I don't really want to give that.'*

Presentations or short films. These forms of visualizing themes may be particularly appealing both to participant communities (some of whom may be illiterate), as well as to policy makers (who may not have the time to read a report).

Journey map. Often researchers need to learn about the entire journey that individuals take in order to get an ID card. Qualitative research can capture such a journey, and the resulting data can be visualized as a journey map.

Word clouds. Qualitative software can also be used to create graphics and 'word clouds' that display the dominance of selected themes and words (Figure 16). One World Bank-funded study in an East Asian country used a word cloud to represent the populations they studied as part of their qualitative research on people's experience with IDs.

Figure 16: Example of a word cloud

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Source: A qualitative study on ID done by the World Bank in an East Asian country

CONCLUSION

The methods, tools, and suggestions in this Toolkit are derived from a large literature and body of experience in conducting qualitative research for a range of outcomes across the global South. It is hoped that programmers, policy makers, and researchers can adapt and use this information to enhance understanding of people's perspectives, attitudes, experiences, barriers, and suggestions for improvement in ID programs. This Toolkit is a living document, which will be modified and added to as methodology develops and as ID programs increasingly recognize the invaluable benefits of listening to and incorporating people's voices in developing IDs for all.

PART III.
SAMPLE TOOLS AND FORMS

This section includes examples of the forms, tools, and questionnaires discussed in Parts I and II. This includes materials adapted for or developed as part of World Bank and partner qualitative studies on ID, as well as some more general resources. It is followed by a list of key references.

Read this section when you want examples of materials used in ID-related studies, including:

- Terms of reference for a qualitative research study
- Training agendas and exercises
- Discussion and interview guides and sample questions for FGDs, KIIs, and IDIs
- Participatory tools and activities
- Forms for organizing and managing data and logistics

DISCLAIMER: The following materials are provided for illustrative purposes only and are not intented to be used as blueprints. The precise design of a study and its materials—including methods used, sample size and sampling strategy, timeline, forms, discussion guides, consent language, training materials, procedures, terms of reference, etc.—must be adapted to the study obectives and local context.

10. EXAMPLE TERMS OF REFERENCE (TOR) FOR A STUDY ON ID

The following TOR was used for a qualitative study on ID in an African client country of the World Bank. It had been modified slightly to remove country specifics.

10.1 Background

The ability to prove one's identity is often a requirement for accessing social and economic inclusion services and exercising rights, such as opening a bank account, registering a SIM card, voting, or traveling across international borders. The introduction of civil registration and ID systems that are robust, inclusive, and responsible is therefore critical for accelerating inclusive development. Digital ID systems—which facilitate the authentication of identity and the provision of electronic signatures in person *and* over the Internet—are also a powerful driver of digital government and the digital economy and service delivery by enabling transactions to move from face-to-face to online platforms. It is for these reasons that the government, jointly with development partners, is committed to advancing progress toward achievement of "legal identity for all, including birth registration" by 2030 through Sustainable Development Goal (SDG) target 16.9. The World Bank Group supports this SDG through its cross-sectoral initiative on Identification for Development (ID4D) launched in 2014.

With the emergence of the digital economy and service delivery, traditional paper-based civil registration and national ID systems are increasingly giving way to interoperable digital identity systems with electronic signature and other trust service capabilities. A growing number of developing countries are now seeking to roll out new or upgrade existing digital ID and civil registration systems to capitalize on the promise of the digital economy. This can enable improved service delivery especially to the poor and vulnerable who often face constraints in accessing services due to lack of proper identification.

Robust digital identification systems are also associated with advancing a range of rights and other development outcomes, including by supporting comprehensive social safety nets, primary health, and education services; streamlining public administration; fostering financial inclusion; and empowering women and girls. However, no African country currently has a true digital identity system that enables its people to securely and seamlessly transact online—let alone across borders. Most African countries, including *Country,* currently rely on the national ID card to verify the identities of their people.

As *Country* embarks on a journey to introduce next generation digital ID and digital birth registration, it is important to understand people's perspectives on: critical services which require an ID and/or birth certificate, obstacles faced in obtaining these documents or using them to access services, the privacy of their personal data when used to access services, and the most desired form of birth certificates by various layers of the population. These perspectives will inform the government's efforts to create a robust identity ecosystem aimed at improving the lives of its people and enhancing human capital outcomes.

10.1.1 Current state of ID ecosystem in *Country*

[Summary of the chosen Country's ID system] has one of the strongest national ID systems in Africa, including a national population registry that covers roughly 99% of the population. The national ID card (NID) and number (NIN) generated during birth registration are required for accessing most services, including health care, higher education, taxation, pensions, social protection, financial services, and SIM registration. The NID is accepted as a valid travel document by neighboring countries, and vice versa. The NID agency also issues ID cards to registered refugees and legal residents.

10.2 Objective of this assignment

This assignment is for a firm with key personnel based in *Country* who can be quickly mobilized to carry out a qualitative research study to understand experiences, attitudes, and behavior of people toward the use of the national ID and birth certificates. In addition, the study will seek to understand the current and expected obstacles in obtaining identity documents and their ability to use them to access government services.

The results of this qualitative research will help government decision makers to:

- Understand the incentives and potential barriers for the user in leveraging the national ID and birth certificates, especially in the context of accessing services, in order to address missing links to service delivery, such as:
  - Digitalizing payments in a variety of government programs
  - Ensuring poor households have easy access to the national IDs and birth certificates to receive a variety of social benefits
  - Supporting health, education, and agricultural programs
- Inform the rollout of ID and birth registration and associated public awareness campaign that will be required to increase uptake and use.
- Understand privacy and potential cultural concerns and implications on users, and how these can be addressed or incorporated into policy and program design.
- Understand any gender-based barriers to accessing IDs or birth certificates and understand men's and women's potentially different perceptions of how to use IDs/birth certificates to access services, and which services are a priority.
- Understand the user journeys and perceptions of the general population as well as marginalized and vulnerable groups (e.g., rural poor, women and girls, persons with disabilities, orphans and vulnerable children, the elderly, government program beneficiaries, internally displaced persons, refugees, historically marginalized populations, etc.).

10.3 Scope of work

The research should be national in nature. The methodology should adequately address all of the different circumstances and target groups in *Country*. The research should make use of ID4D's end-user research guide and employ a combination of qualitative research methods, such as Focus

Groups Discussions (FGDs), Key Informant Interviews (KIIs) (with government, experts, community leaders, etc.), individual interviews, user journey maps, etc.

The sampled population should represent men and women of different age groups and data will be gathered in a way that allows for it to be disaggregated by gender and age. It should include a variety of important social groups, such as: rural poor, women and girls, persons with disabilities, orphans and vulnerable children (derived from their caregivers), the elderly, government program beneficiaries, displaced persons and refugees, ethnic or religious minorities, etc. Civil society, and community leaders should be engaged via KIIs.

The research should cover the entire country and all relevant subregions. Specific activities will include:

- Developing research instruments based on the qualitative toolkit to fit the local context.
- Closely coordinating with the World Bank and relevant government stakeholders on locations to be included and outreach to local authorities for clearance, as needed.
- Launching research teams across the country to ensure quick data collection, inclusive of the target groups.
- Transcribing (in English) the data collected and coding the transcripts in NVivo, Dedoose, or similar software.
- Analyzing the data and presenting findings to the World Bank and relevant government stakeholders.
- Preparing written deliverables (as described below) and addressing feedback from the supervision group.

The research will cover the following topics:

1. ***Access to and use of the current national ID and birth certificates:*** Views on the existing processes for accessing the national ID and birth certificates (e.g., user journeys of the target groups); views on the use of the national ID card and birth certificates to access public and private sector services, including obstacles currently experienced; and preferences for the evolution of the ID and birth registration system.
2. ***Differences in perceptions and use of IDs and birth certificates between men and women of different age groups and differences between social groups.***
3. ***Next generation digital birth registration:*** Present scenarios of the potential next generation digital birth registration and digital birth certificates to solicit feedback on preferences regarding the birth certificate as well as potential barriers, challenges, and enabling opportunities from a local perspective.
4. ***Motivation and/or incentives:*** Views on what would encourage individuals to enroll in the current online aunthetication ID solutions, including priority services which are critical to end users of ID. These insights will be used to inform the rollout and awareness campaign.
5. ***Privacy concerns and preferences about the use of personal data:*** Views and preferences on how personal data is maintained or used by public and private sector entities, particularly for accessing services which require the national ID or a birth certificate.

Analysis is expected to delve into the perspectives of the targeted marginalized and vulnerable groups, as well as present any gender differences as they relate to barriers to access, key services to motivate uptake of the ID, and messaging for awareness raising.

10.4 Deliverables

The deliverables of this assignment are:

1. *Inception report:* Detailing the firm's research design, methodology, sampling strategy, and timeframe.
2. *Research instruments adjusted to local context:* Discussion guides, expert interview lists, etc., adjusted to local context.
3. *Field briefings of the ongoing research to be submitted during data collection.* The supervision team should receive regular field reports during data collection; the format for the report will be agreed and documented in the Inception report.
4. *Annotated outline of the report,* to be approved by the supervision team.
5. *Draft final report.* This should be provided the World Bank and relevant government agencies for comments; a workshop may be organized to present the initial findings to the relevant stakeholders.
6. *Final report and PowerPoint presentation:* Detailing an overview of the methodology (including any weaknesses or gaps), findings, visualized user journeys, recommendations and identification of issues/topics requiring further research (report should be 50 pages maximum; presentation 50 slides maximum). Each photo planned to be used in the final report will need to be cleared by the supervision group.
7. Special attention will need to be paid to preserving the privacy and confidentiality of participants. At conclusion of the study, *all data collected should be annonomized* before turning it over to the government (represented by the National ID Agency and Ministry of Technology), in a format that does not allow for tracing answers to individuals.

10.5 Staffing requirements

Interested firms are expected to propose the following key personnel (but not limited to):

- **Project manager/Engagement lead** with prior experience in managing similar qualitative research in the country.
- **Research Coordinator,** with prior experience of managing complex qualitative studies, analyzing findings, and presenting insights in an easy to digest manner. Research Coordinator is expected to be based in *Country* for the duration of assignment.
- **Field Research Manager** with a track record of undertaking and managing field-based research and proven understanding of local context. This person is expected to be based in *Country,* should be experienced in qualitative research, and should be able to speak local languages.
- **Field research team** (moderators/interviewers/notetakers): all members of the field research team should be based in *Country,* should be experienced in qualitative research, and should be able to speak and take notes in local languages as needed. A background in gender and social sciences is preferred.

10.6 Indicative timeline

An indicative timeline for the study is provided below. Firms' proposals should address potential issues with the proposed timeline, target groups, methodology, etc.

Activity	Duration of sub-task
Contract signature	
Submission of inception report including methodology, sampling strategy, draft tools, etc.	Weeks 1–2
Training of enumerators/field staff	Week 3–4
Piloting	Week 4
Data collection	Weeks 5–9
Transcription and coding	Weeks 10–14
Annotated outline and initial findings presented to working group	Week 15
Draft report	Week 17
Final report and presentation	Week 19

11. TRAINING EXERCISES

11.1 Example training agenda

This was the training agenda used by the World Bank and local partners in the training of moderators and enumerators for a qualitative Gender "Deep Dive" study in Nigeria for the ID4D Initiative, May 2019, which included FGDs and KIIs.

DAY 1: Background and Introduction to Key Themes: ID and Gender

TIME	TOPIC/ACTIVITY	LED BY
8:30 – 9:00	• Introductions (add a small ice breaking activity) • Participants' training objectives and expectations	
9:00 – 10:00	• Brief overview of training, fieldwork plan and logistics • Ground rules • Sharing experiences of qualitative research	
10:00 – 10:15	**TEA BREAK**	
10:15 – 11:00	Understanding the NIMC and registration process journey so far	
11:00 – 11:15	Overview of World Bank's Nigeria Gender Deep Dive Study and instruments	
11:15 – 1:00	• Understanding "Gender": what is 'gender'? How is it different from biological sex (interactive exercises + slides) • Case studies—what women do; what men do (small group work plus discussion)	
1:00 – 2:00	**LUNCH BREAK**	
2:00 – 2:45	• Gender and other vulnerable groups—intersecting of identities	
2:45 – 3:45	• Overview of qualitative research • Elements of qualitative research interviews • Different qualitative interviewing skills	
3:45 – 4:00	**TEA BREAK**	
4:00 – 5:00	• Practical, role play, feedback sessions to help improve interviewing techniques • Discussion of recruitment, ethical issues, and challenging circumstances including sensitive subjects and hard-to-reach groups • Community entry	
5:00 – 5:15	End-of-day check-in and announcements for Day 2	

DAY 2: Qualitative Research and Study Research Guides

TIME	TOPIC/ACTIVITY	LED BY
8:30 – 9:00	• Recap of day 1 and agenda for day 2—any issues?	
9:00 – 10:00	• Discussion: FGD guide—starting the discussion • Turning key research areas into practical questions in the field • Introducing yourself, getting informed consent, and setting ground rules • Ice breaker and demographic information	
10:00 – 10:45	Discussion: FGD guide—Awareness and Attitudes • Detailed question-by-question discussion	
10:45 – 11:00	**TEA BREAK**	
11:00 – 11:30	• Listening skills • Practicing listening skills • Basic notetaking tips • Managing different types of participants	
11:30 – 1:00	Discussion: FGD guide—Experiences • Explaining structure of this session: Exercise B • Detailed discussion of contents/questions of exercise • Detailed discussion of questions on solutions • Language group • Moderating dynamics • Practical exercise: divide into two groups. In each group, 1 moderator, 1 notetaker, the rest are participants—mock discussions using Exercise B	
1:00 – 2:00	**LUNCH BREAK**	
2:00 – 3:00	• Big group discussion: thoughts, reactions, discussion on implementing Exercise B, and differences between men's guide and women's guide	
3:00 – 3:45	• FGD activities • Fieldwork road plan (including daily debrief and analysis plan)	
3:45 – 4:45	• Pilot day planning and objectives + roles and responsibilities • Practical sessions: Moderating and Notetaking • How to mobilize and follow up participants	
4:45 – 5:00	**TEA BREAK**	
5:00 – 5:15	End-of-day check-in and announcements for Day 3	

DAY 3: Implementing Fieldwork and Pilot Exercise #1

TIME	TOPIC/ACTIVITY	LED BY
10:00 – 5:00	• **PILOT EXERCISE**	
5:30 – Light outs	• Debrief notes with partners	

DAY 4: Pilot Exercise #2 and Debrief

TIME	TOPIC/ACTIVITY	LED BY
8:30 – 9:30	• Debrief activity • Reflection on the pilot exercises • What went well? • What were the key challenges? How do we address these in the field?	
9:30 – 10:30	• Implications for the FGD guide • Areas requiring revision: content vs. language • Areas requiring more practice	
10:30 – 10:45	**TEA BREAK**	
10:45 – 1:00	• Writing debrief and conducting a debrief session • Writing detailed field notes to facilitate translating data into answers for research questions • Transcribing from audio to transcripts • Naming conventions • Other data management protocols	
1:00 – 2:00	**LUNCH BREAK**	
2:00 – 5:10	Practice with fieldwork forms: interactive session	
5:00 – 5:15	End-of-day check-in and announcements for Day 5	

DAY 5 (half day): KII Instruments and Closing

TIME	TOPIC/ACTIVITY	LED BY
8:30 – 9:30	• FGD guides: Final implications	
9:30 – 10: 00	• KII guides • Rationale for KIIs • Choosing key informants: state and local levels • Courtesy visit vs. KII • Discussion of questions in the KIIs	
10:00 – 11:00	Mock KII practice sessions: divide into groups	
11:00 – 11:15	**TEA BREAK**	
11:15 – 12:15	Discuss experiences of mock KIIs: • Areas requiring revision: content vs. language • Difficulties, concerns, thoughts regarding finding and consenting key informants • Data management protocols: transcribing, notes, debrief, etc.	
12:15 – 1:00	• Final remarks on field research program and logistics • Evaluation of the training and closing	
1:00 – 2:00	**LUNCH**	

11.2 Illustrative gender and vulnerability training exercises

These exercises were used by the World Bank and local partners in the training of moderators and enumerators for a qualitative Gender "Deep Dive" study in Nigeria for the ID4D Initiative, May 2019, which included FGDs and KIIs. (Adapted from: Pakistan Commission on the Status of Women Sensitization Module for enumerators of a study to understand women's social and economic well-being in Pakistan; CARE Gender Equity and Diversity Training, Module 4.)

Exercise 1: Understanding "gender"—what is 'gender'? How is it different from biological sex—30–45 minutes

GOAL: to clearly set the basis for subsequent discussion on gender inequality by creating a common understanding of the role of culture, household, and other institutions in gender norms.

Materials: note cards with statements already written on them

Slide 1:

- Oxford dictionary definition of 'sex': Either of the two main categories (male and female) into which humans and most other living things are divided on the basis of their reproductive functions.
- Oxford dictionary definition of 'gender': Either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones.

Slide 2: (Facilitator to ask: So, would you all agree that we can say the following are true?)

Sex	Gender
Biologically determined at birth	Constructed by society
Universal for all human beings	Varies by culture, religion, region, country, etc., and by a person's age and stage in life

(Have a brief discussion on this to ensure that everyone agrees)

Activity 1: Roles determined by sex vs. gender

1. We will write 5–8 statements, one each on one card.
2. We'll distribute the cards to a random few participants and ask them to read them aloud.
3. After each one, we'll ask the group which statement denotes characteristics or behavior that is determined by biological sex and which is determined by socially constructed gender roles and understanding. We will request participants to explain their answers.
4. We move on to the next statement.

The statements (to be modified for each specific context) could be things like:

- Women give birth to babies, men don't.
- Care of babies is the responsibility of women.
- Men have moustaches.
- Women cannot carry heavy loads.
- Women are scared of working outside their homes at night.
- Men's voices break at puberty, women's voices don't.
- Women are emotional and men are rational.
- Most scientists are men.
- Cooking comes naturally to women, but not to men.

The session will close with a recap by the facilitator (using 1–2 slides) that these statements were meant to generate a discussion around how society promotes viewpoints of men and women, which result in gender biases. The facilitator will explain why understanding the difference between sex and gender is critical for our work*: it helps us understand that the underlying causes of inequality between men and women typically arise not from their biological characteristics, but from socially constructed attributes of men and women*. These social constructions can vary from village to village, while others can be common to whole regions or countries.

To the extent that many of the factors that make IDs less accessible or of less use to women in a country or subnational context are socially constructed, there are solutions that communities may themselves have, which respect their traditions and yet can work around the harmful social norms. The facilitator will also make sure not to undermine the significance of biological differences between men and women or to treat them as less significant. Some physical differences do require different treatment.

Exercise 2: Case Studies: What Women Do, What Men Do—1 hour

GOAL: To make Exercise 1 more specific by mapping how the same forces which create non-biologically determined division of labor between men and women affect women's ability and/or motivation to get an ID.

<u>Materials:</u> Two case studies, typed; one chart paper with pens for each of two groups.

<u>Slide 2:</u> Division of labor between men and women: reproductive, productive, community

All the tasks that keep families and communities going can be broadly divided into three types:

- *Reproductive tasks:* Childbearing, daily child rearing, and domestic tasks; work that maintains and sustains daily life.
- *Productive tasks:* Work done for pay in cash or in kind. It includes market production with an exchange value, and sustenance or home production with actual use value and potential exchange value.

- *Community tasks:* Can fall into two types:
    - Activities organized for several people in the community, such as the provision of water or electricity or services such as health care;
    - Political and decision-making activities.
- Each society divides work among men and among women according to what is considered suitable or appropriate. This is called the **Gendered Division of Labor**.
- The gendered division of labor has consequences for differences between men's and women's ability and motivation to get an ID as we'll see going forward.

Activity 2: Role of sex vs. gender in distribution of women's vs. men's work

1. Divide the participants into two groups. Each group gets a chart paper with two columns:

Activity/task or decision	Who does the task (man, woman, both)

2. Give each group one of the two case studies below and ask them to document who does each of the tasks and/or makes which of the decisions in their case study: the man, the woman, or both—15 minutes
3. Each group will put up their chart—the full group gets 10 minutes to read it all
4. Have a full group discussion with the following questions, which we can either be put up, or allow to emerge organically:
    - Which of the activities have any biological basis for the division between men and women? (Group discussion facilitator to create another column on each chart and write responses)
    - Why do we associate certain activities/roles with women, and some with men even for those activities that do not have a biological basis in this division?
    - How does gender restrict women to one type of role?
    - Is there a hierarchy in roles? Does this hierarchy extend into public spaces?
    - What happens when economic value is attached to an activity/role? (e.g., men are more likely to either do such an activity or control the income from the activity)
5. Facilitator to lead discussion of implications of some of these kinds of divisions of responsibility for women's access and motivation for an ID in southern Nigeria. Write on a chart paper on the wall the ideas that are generated. These would be things like:
    - Household chores → lack of time to go and register (both case studies)
    - Responsibility for childcare → hard to go to register (both case studies)
    - No interaction with productive activities → don't feel need for ID (case study 1)
    - No control over income → hard to get money to go to ID center, etc. (case study 2)

And so on . . .

Case studies that can be used for this exercise: one given at random to each of two groups of trainees

Case Study 1 (to be modified as needed to be true to context)

This family comprises the husband (age 40), wife (35), a boy (14), a girl (12), a boy (4), and a girl (3). The family lives in [*name of some small town to be included in fieldwork*]. The husband works in an office from 9–5 and has a regular salary. He is fond of football and therefore goes to practice or plays after the office on Tuesday, Thursday, and Saturday. The wife stays at home and looks after the house. The wife is responsible for all the chores of the house, as house help is expensive where they live. Her usual day starts at 5 in the morning to make sure that the breakfast and lunch for kids is ready timely. Her youngest daughter is often sick, and sometimes she has to be up with her the whole night. Having two youngsters at home makes it difficult for her to rest during the day. Her elder son is giving her problems and does not listen to her anymore when she asks him to study. There is a wedding in the family, and the husband asks the wife to attend the wedding on her own with the children. When she says it might be too tiring for her to handle the children on her own, the husband tells her that he is too busy, and she should represent him also. Besides, he has to attend the upcoming elections campaign at the village. At the same time, he advises her to vote only for his favorite candidate.

Case Study 2 (to be modified as needed to be true to context)

This family comprises a husband (age 35), wife (age 26), 3 boys (age 8, 6, and 1) and one girl (age 4). The family lives in a village near [*xxx town*]. They have a small piece of land and livestock and farm their land, which allows them to live decently. The husband is fond of football and regularly attends local football matches in surrounding villages. The wife is a schoolteacher and also manages livestock at home and is responsible to sell the milk for additional income. The wife also cooks and is responsible for childcare, fetching water, and helping with farming. In June she actively works with her husband in the field to cut their harvest. In September they typically are able to get a good amount of money from farming and from livestock as well. She plans to improve the condition of the house with minor repairs and maintenance, change the mud floors to concrete ones, and save the rest of the money for attending to unexpected health issues. She shares with her husband her aspirations, but he does not agree with her suggestions. He tells her that he has already deposited the amount in the bank in a bank account that he has in his name, and he intends to use the money for setting up a business.

Exercise 3: Gender and other vulnerable groups—intersecting identities—30 minutes

GOAL: To understand that all women are not the same and all men are not the same. In Nigeria there are several other vulnerable groups, such as IDPs, pastoralists, people with disabilities who may face difficulties accessing an ID; this exercise is designed to help explain the 'intersection' of these vulnerabilities and what it means and implies for IDs.

Activity: Vulnerability walk

1. We will create one gender + another identity persona for each person
2. Each person is given a card with a persona and asked to read it, not to talk about or tell anyone what is on the card.
3. All participants are asked to stand in a line in the middle of the room.

4. Instruction from facilitator: "I will read out some situations. As I read out each situation, if this applies to you, take one step forward. If it does not apply to you, take one step back."
5. When all the statements are read, ask each person to read out their persona.
6. Have a chart ready with the statements, and two columns: yes/no.
7. Enter in details of the 'yes' and 'no' personas as people read them out.
8. Discuss what picture emerges of who is more or less disadvantaged when it comes to all the things that have to happen to enable someone to register for an ID.

Examples of possible personas include:

- You are a man with a physical disability that makes it hard for you to walk. You live in a rural area with poor connectivity to the outside.
- You are an educated woman with a college degree who lives in [*name of capital city*].
- You are a market trading woman who frequently travels between states and passes several police checkpoints at borders.
- You are a married woman with five children living in an IDP camp in [*name of area*]; you have no education, no money, no husband.
- You are the third wife of the chief of a prosperous village and are 10 years younger than him. As a junior wife, you are only allowed to go outside your compound in the company of the chief or another man or boy in the house.
- You are a girl of 16 years who was just married and has moved to a new city where you know no one and you don't know where anything is located. You have to rely on your husband of 30 years of age for everything.

And so on . . . enough personas need to be created so that all the participants each have one.

Examples of possible statements include (not necessarily in this order):

- If I want to go to an ID registration office, I can take some public transport to the registration center.
- I do not need to ask anyone's permission before going to register for an ID if I want one.
- A national ID would be very useful in my life.
- I have heard about the national ID.
- I have a birth certificate and other proof of identity that I will need to use for a national ID.
- I can easily find a family member or neighbor to take care of my children so I can go and register for my ID.

And so on . . .

<u>Slide:</u> (10 min; if data are available)

After the discussion, if data are available, the training facilitator goes through a couple of slides with graphs using data to illustrate concrete examples of how this intersectionality works, and has a short discussion around this.

If no such data are available, an open discussion to close out the session is still advisable.

12. INFORMED CONSENT AND ETHICS GUIDELINES

A consent form can be used for any type of qualitative research, be it FGDs, IDIs, KIIs, or other methods. Each study needs to modify a form such as the one below to contain language that is suitable for the research context and translate the modified form into the appropriate language(s) in writing or explain it orally, depending on the study's consent procedures. Consent forms should ideally be approved by ethical review boards, but not all organizations have these.

No matter what the language of a consent form, there are certain basic ethical principles that should be followed. These principles and sample guidelines on constructing consent forms can be found in:

1. *The Belmont Report's Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf. Particularly useful in highlighting three basic ethical principles: respect for persons, beneficence (a commitment to securing well-being), and justice in research.
2. *The Economics and Social Research Council in the UK has a set of guidelines for ethics when considering grants.* While these are UK-grant specific, pp. 4–6 on principles and expectations are important. See: https://esrc.ukri.org/files/funding/guidance-for-applicants/esrc-framework-for-research-ethics-2015/
3. *The National Science Foundation Institutional Review Board (USA) has critical guidelines on human subjects, especially protecting anonymity.* See https://www.nsf.gov/bfa/dias/policy/human.jsp
4. *UNHCR Tool for Participatory Assessment in Operations (May 2006).* This resource describes additional ethical considerations for qualitative research with refugees or stateless persons. See https://www.refworld.org/docid/462df4232.html

13. FOCUS GROUP DISCUSSION GUIDES

13.1 General structure for an FGD

The precise structure of an FGD will vary based on the design and local context. However, there are basic elements that must be included:

1. **Introduction and group consent:** Observe all courtesies and introduce the research team and the purpose of the discussion. Each individual should have already gone through an informed consent process and consented to participate. However, standard practice recommends a second, shorter group consent process. Language for such group consent is provided in the example FGD guide from a study in Nigeria carried out by the World Bank and local partners, included below.

   Example intro: The purpose of this exercise is to understand people's attitudes toward identification, how they use their IDs, what barriers they face in obtaining an ID, and their reasons for not having an ID. We are interested in all your ideas, comments, and suggestions. All comments are welcome whether they are considered positive or negative.

   Please feel free to discuss and disagree with one another; no idea is right or wrong so, be respectful of the opinions of other people. We would like to have as many points of view as possible.

2. **Explain audio:** Explain the use of digital recorders and why you need to have the discussions recorded.

   Example instruction: We would also ask that you speak one at a time so that the tape recorder can pick up your voice appropriately and clearly.

3. **Set ground rules:** Set the parameters for the discussion. See example good practices in Part II, Section 8, and below in the example FGD guide from Nigeria.
4. **Discussion**

13.2 Example discussion questions on ID[6]

ACCESS TO ID

- How would you identify yourself to someone you did not know?
- What are some of the means of identification that you have in your possession or at home?
    - Probe for birth certificate, driver's license, voters' card, international passport, national ID, etc. Listen for others that may be in use in the communities.
- Which credentials do you carry with you? Which ones do you keep at home? Why?
- How long did the process take for you to obtain each of those forms of identification?
- How easy or difficult did you find the process of obtaining an ID credential?
- Have you ever been refused an ID when you went to register for it?
    - Probe: what reasons, if any, did authorities give you for refusing to issue the ID?
    - Probe for any legal reasons given to refuse ID?
- If you have ever needed to change your information on your ID, how did you find that process?
- What happens if you lose your ID?
    - Probe: How easy or difficult did you find the process of replacing a lost ID?
- Which ID would you like to get that you do not have?
    - Probe: Why do you want this ID?
- What barriers have you faced to accessing an ID?
    - Probe: For example, direct fees; indirect costs including transportation, missed work, bribes; social stigma; fear or mistrust in identification systems; lack of documents needed to apply; legal barriers.

ATTITUDE TOWARD IDENTIFICATION

- Do you think it is important to have proof of identification?
    - Probe: Why or why not?
- Why did you get an identification credential?
- Why might you NOT want an identification credential?
    - Probe: What reasons might there be for choosing to remain unidentified?
- If you had a choice, what would you prefer to show as a form of identification?

GENDER DIFFERENCES

- How does the process of obtaining an ID differ for men and women?
- How does the process of updating information on an ID differ for men and women?

6 These are illustrative examples of the types of questions likely to be most useful in a general population, in addition to some examples of the types of questions that may additionally be important in researching ID among forcibly displaced populations. Studies that include other vulnerable groups would need to modify these questions or add more questions to capture other, relevant aspects of vulnerability. These could include—but are not limited to—age, sexual orientation or gender identity, etc.

- How do the customs and traditional practices in your community affect the ability of women to register for an ID?
- How do the laws in your country affect the ability of women to register for an ID?
- Are women given more consideration than men, or men given more consideration than women when obtaining an ID?
  - Probe: Kindly explain the situation in your community.
- In a family, who keeps the credentials?

USE AND ACCESS TO SERVICES

- How do you use different forms of identification in your life?
  - Probe: What were you trying to access the last time you used your ID?
  - Probe: What ID did you use?
- If you have an ID, what rights and/or services have you been able to access by having identification?
- If you do not have an ID, what rights and/or services have you been unable to access because you lack identification?
- How do you think identification credentials have helped you or not helped you?
  - Probe: What positive or negative changes, if any, have you seen in your life after obtaining/using some form of identification?
- Can you give an example of a process which uses identification that you think is simple/easy?
  - Probe: In what ways did you find it easy?

PRIVACY

- How do you feel about giving the government your personal data, for example, for your national ID?
  - Probe for what personal data means to them; give examples if necessary.
- Have you ever been asked to give your fingerprints (or other biometrics, as relevant) for registration for any ID?
  - If Yes, probe: How did you feel about giving your fingerprints (or other biometrics, as relevant)?
- Do you feel differently about sharing your data with the government or with a company?
- Do you trust government organizations with your information?
  - Probe: Do you trust the [ID agency]?
- Are there ways the government could be better protecting your privacy or data?
  - Probe: Are there ways that the system could be made more trustworthy?

DESIGNING FOR THE FUTURE

- What improvements would you like to see, in terms of getting an ID?
- What improvements would you like to see in terms of accessing services with your ID?

- How do you think the identification credential provider (government/private) could improve communication and outreach campaigns to help increase coverage?
- Is there anything else you would like to tell us?

ADDITIONAL QUESTIONS RELEVANT FOR FORCIBLY DISPLACED PERSONS

[*Only for FGDs with individuals that have likely experienced forced displacement, either as refugees or as IDPs; see UNHCR 2006 for additional examples*]

- Is your and your family's ability to move freely affected by whether you have an ID?
  - Probe: Have you experienced harassment by law enforcement or others because you did not have an ID?
- What services or activities do you have access to?
  - Probe for those that require an ID and if so which ID; those that do not require an ID.
- What event(s) led to your and your community's displacement?
  - Probe for crises, natural disasters, etc., which might lead to displacement
  - Probe for consequences for any IDs they may have had and had to leave behind or that got destroyed.
- What type of ID is most useful for you to access services, move freely, or return to your home community?
  - How do you think the ID registration system could be improved to account for your situation?
- Have you ever been denied access to a refugee camp/IDP camp (depending on the type of displacement) because of lack of an ID?
  - Probe: What ID were you told you needed?

13.3 FGD guide for women, used in Nigeria gender deep dive qualitative study for ID4D, June 2019

Focus Group Discussion Guide

(Women in the selected communities)

Focus group number:	Date:
Location (state, LGA, town/village, ward number):	
Conducted by:	
Gender: Male Female	Age group:
Place where the interview is conducted:	
Language:	

Introduction and group consent: 10 minutes

[Moderator: Ask everyone to sit in a circle. The moderator should sit in the circle; the notetaker should sit outside the circle.]

Greetings. I am ______ and I work for _____ [*Each interviewer, notetaker and/or observer introduces himself or herself*]. The Nigerian government is seeking to expand the national identification system for verification and secure authentication of an individual's identity to enable you to access services and exercise your rights. To do so, every person who lives in Nigeria will be issued a national identification number by NIMC, the National Identity Management Commission.

We are not part of NIMC or part of the government. We are from a research organization called the Oxford Policy Management. We would like to talk with you about experiences that you and others in your communities have had related to registering for the national ID issued by NIMC. For those of you who have this ID, we'd like to talk about the process you went through to obtain it, and how you use it. For those of you who do not have a national ID from NIMC, we'd like to understand the reasons and barriers for why you have not gotten one, and whether you would like to get an ID card. Our conversation today is part of several such conversations we are having across the country that are intended to give information to the Nigerian government to improve the national identification system for you.

Earlier each of you was asked if you would be willing to participate in this group discussion. You are here because you said 'yes.' The group discussion will last about 1 hour and 20 minutes. We will be using information from this discussion to prepare a report on your experiences concerning IDs. We will be sharing this information with the government. With your permission, we would also like to take photographs of the group that we can use in our report, and to audio record the discussion so that we can later make sure that we were able to understand all the problems you share with us today. However, no one outside of this group will be told you participated, and we will not mention your name or any other details about you that could be used to point to you and say, "you said this." Any contact information that may have been collected to invite you to participate in today's discussion will be destroyed after the discussion. We will also destroy what we write down today and today's audio-recordings after we put them in a computer.

Consent:

Do you have any questions? ☐ YES ☐ NO

[*Moderator*: Wait a couple of minutes and make sure everyone in the group has time to consider if they have any questions. If anyone has questions, answer those, note down the questions and the answers you gave on a separate piece of paper and then continue.]

Do you agree to participate with this group, with the understanding that the discussions will be audio-recorded and photographed? Even if you say yes now, but if at any point during the discussion you are uncomfortable with being recorded or photographed, you can let me know and we will stop. This will not have negative consequences for you or for anyone else.

☐ YES ☐ NO

[*Moderator*: If anyone says no to any of these two things or they are not sure, please permit them pleasantly to leave the discussion, even if they had earlier given individual consent. Note down how many did not consent and continue only if there are at least six people left in the discussion.]

Ground rules: 10 minutes

Thank you very much for agreeing to talk with us. Before we begin, can you suggest what rules we should abide by during the discussion? [*Moderator: list the points below if not already suggested by participants and say, "I'd like to add a few things to the list that I hope we can all agree to."*]

1. During our discussion, let us all turn off our cell phones. [Moderator and notetaker, start by visibly turning off your cell phones and allowing time for others who have cell phones to turn them off.]
2. We are interested in all your ideas and experiences, so please feel free to say what is on your mind. If you do not agree with something I, my colleague, or any of your neighbors in this group say, it is all right. Remember, there are no right or wrong answers. We just want to hear your opinions. Please also feel free to disagree with one another. We would like to have many points of view.
3. We want this to be a group discussion, so you need not wait for me to call on you. Still, please speak one at a time so that we are all able to listen to one another and the recorder can pick up everything.
4. It is very important that you do not discuss anything that takes place during the discussion with anyone once you leave here. This means that you should not tell anyone outside of this group who was here or what they said. This will protect everyone's right to confidentiality.
5. During this discussion I would request you to please respect each other and each other's opinions expressed here. This means that, while you are free to disagree with each other, please don't single out anyone in the group for criticism or negative comments about their opinions. If either of us feels that any behavior is disrespectful or disruptive, we may interrupt the discussion.

These may seem like a lot of "rules," so does anyone have any questions before we begin? [*Take note of questions. Once all questions are answered, proceed*.]

Discussion Guide

ICE BREAKER—to pick depending on the community dynamic

AWARENESS AND ATTITUDES: 15 minutes

1. Now I'd like to start our discussion of IDs. You know in our country there are different kinds of ID cards. For example, there is the voter ID, like this [*Moderator, show your voter ID*]. Do any of you have a voter ID? [*Pause for participants to respond*]. As I mentioned earlier, the Nigerian government also has a national ID card, issued by NIMC. This is what it looks like [*show the mock NID and the national identification number (NIN) slip you have been provided; you can pass it around if people want to touch it or look at it*].
    a. Have any of you gone to an NIMC enrollment center to register for this ID? [*Notetaker: note who and how many have gone to an NIMC enrollment center.*]
        i. If yes: ask if they received anything from NIMC and what they received?
    b. [Ask everyone] Do any of you know someone who has gone to register for a national ID at an NIMC registration center? [If yes: ask who. Notetaker—note down who knows someone who has registered and who the person is who has registered—it could be a relative or someone the participants know.]

2. Who is allowed to register for a national ID from NIMC, in your knowledge? [*Probe for their ideas of who they think is allowed to or not allowed to apply for an NIMC ID. For example, whether you have to be a citizen or not to apply for an NIMC ID; whether both men and women can apply; all ages; all ethnicities; indigenes and non-indigenes; etc.*]
3. To get the national ID from NIMC the government takes your photograph, fingerprints, and other biographical details. How do you feel about giving out this information? [*Probe: How do you feel about NIMC taking your photograph? How do you feel about NIMC capturing your fingerprints? How do you feel about NIMC asking for other biographical information? Probe for any concerns about the misuse of personal data, trust or mistrust in government use of data, views on confidentiality, rumors or experience about misuse, etc.*]
4. Do you think it's important for both men and women to register for the NIMC ID? [*Probe specifically for whether they think it's more important for women or more important for men to have the NIMC ID? Why do respondents think it's more important for men or for women, for example if they think men and women do different things, such as men have to travel more, women are not allowed to do certain things, access differences, etc.*]
5. We just discussed some of the uses of the NIMC ID in your responses. What else can a national ID from NIMC be used for? [*Probe for knowledge of the NIMC ID being used for services, what services, and where; any government benefits from programs like cash transfers; security, etc. If anyone in the group has an ID card, probe if she has ever used it to access any government benefits from programs like cash transfers, etc.*]
6. For those of you who have not gone to register for a NIMC ID, would you like to register for this ID?
    a. Probes for why 'yes': need it for services (ask which ones), makes me feel proud as a Nigerian, everyone should have one, get respect, etc.
    b. Probes for why 'no': don't need it, don't want it because have other IDs such as a voter card, doesn't make a difference to my life, it's too complicated to get, other barriers; also probe for whether there is an issue of not getting permission from family members and why—norms don't allow, mobility, male staff, etc.

EXPERIENCES IN GETTING AN ID ISSUED BY NIMC: 20–30 minutes

Moderator: Now let's discuss the process and the experience in registering for an ID at NIMC, and how it could be made better for you.

Let us suppose a woman in your community wanted to go and register for an ID at an NIMC registration center. Let's give this woman a name. *Encourage participants to create a persona of a woman in their village*.

- What is her name? How old is she?
- Does she have children? How many? Girls or boys? Age?
- Is she married?
- Okay, now suppose she needs to register for an NIMC ID. What are some reasons she might need such an ID? [*Probe for needing to get government benefits, bank account, SIM card, security, etc. If no one knows, tell them about some ways an NIMC NIN number or ID can be used and discuss.*]

- In her house, would there be a discussion about her going to register for an NIMC ID? Who would decide that she should go to register, and why? Would anyone disagree? Who and why?
- Now suppose her family has agreed that she should register for this ID and she is preparing to get it. What documents would she need to take with her to register for the ID? [*If no one knows, then tell them about 1–2 of the documents that are needed, like a birth certificate or birth declaration, attestation letter from community ruler/traditional or religious leader, certificate of origin, or other ID (BVN, driver license, passport). Prompt as needed about any problems in getting any of these documents and how women would know where to get them.*]
- Where does she have to go to register for her ID? [*If no one knows, tell them where the nearest NIMC office is located. Make sure they know where the place is that you are talking about.*]
- What kinds of challenges will she have with getting there, and finding the time to go? [*Probe: distance (how far is the center?), available transport, costs, permission from husband, challenges with managing child care, work or housework, where she would leave her children, who would help with housework, etc.*]
- What problems will she face when she gets there? [*Probe as needed for issues like queues, etc.; how do you think she would be treated by the ID officer? whether she has to pay bribes, etc.*]
- Do you think she would need to go back many times to the ID office again before she got her NIN number or slip, or would the arrangements be done in one visit only? [*Probe for why once or why multiple times.*]
- How long do you think it would take before she received the NIN number or slip? [*Probe for whether they think it would arrive quickly or take a long time.*]
- Suppose she lost the NIN number or slip, or if any of the information required for the NIN number or slip changed. How would she get a replacement? [*Probe for where, who would do it, paperwork required, fees that are needed for replacement, etc.*]
- Now we've talked about the whole journey. For the whole journey, what if this woman had a disability? What additional problems, hassles, barriers would she face? [*Probe for things like mobility issues are harder, may be treated worse, etc.*]

[*Ask the whole group*]: What do you think about her experience in registering for the ID issued by NIMC? For example, if it were you, what do you think would be the hardest and what not so hard if you were to go through this process to register for an ID issued by NIMC? [*Allow some discussion; guide as needed and note what respondents find most daunting, most interesting, most strange, etc., about the process of registering for an NIMC ID.*]

SOLUTIONS: 20 minutes

Through this talk we've learned about many of the problems that women like yourselves can have if you try to register for an ID from NIMC. For example, [*read out some of the problems that were brought up*].

7. What do you think would make it easier for you to register for an ID from NIMC?

Moderator: Encourage discussion and feedback on anything that makes it easier and more possible for women to register for an NIMC ID. Make sure you cover the following kinds of barriers:

- Costs: of time spent, getting the paperwork/breeder documents, transport, childcare, wages lost, etc.
- Problems with getting breeder documents or other institutional problems
- Lack of permission or time or other reasons emanating from dynamics in the household [*Probe for what they think would make it easier to get permission, if anything.*]
- Norms that make it unacceptable or unnecessary or impossible for women to register for an ID [how to address, for example, mobility or other constraints; probe for whether there are locations where women easily go and whether it would help to have ID registration there]

8. What do you think are the best ways to spread the knowledge about this ID card to women in your community? [*Probe for types of media; locations—school, church, mosque; through traditional leaders, etc.*]
9. At the beginning of the session we asked about a range of IDs. Which ID do you prefer and why?
    a. *For those who do not prefer the NIMC ID:* Why do you not prefer the NIMC ID? What benefits would you need to get from the NIMC ID to make you prefer it?

Moderator: Encourage discussion and feedback on anything that would motivate women to make the NIMC ID the preferred general ID for them.

We've come to the end of our discussion. Thank you very much for sharing your time with us.

Do you have any questions? [*Pause and answer questions*.]

[*If no questions, or at the end*] Thank you. We will take your leave. If you think of anything else you would like to talk to us about regarding what we discussed today, you can contact me [*repeat your name*] at this number [*give them a card with moderator's or supervisor's contact information*].

14. KEY INFORMANT INTERVIEW GUIDES

14.1 Introduction

Observe all courtesies and introduce the interviewer(s) and the purpose of the visit:

> *Example intro:* My name is *XXX*. I am here with *XXX* to discuss and hear your opinion on the ID system. We hope the discussion will help improve the process of ID enrollment and use for people. We appreciate the time you are contributing to this discussion, and we would like to assure you that your views will be confidential. Interviews usually take about 45–60 minutes. You may choose to cease your participation at any time during the interview. We will be recording the session solely for documentation purposes. Do we have your consent to proceed?

- **Document consent:** In addition to the above text, ensure that the informant signs the consent form; terminate the interview if they do not.
- **Explain audio:** Explain use of digital recorder and obtain consent for recording. Activate tape recorder if consent is obtained.

14.2 Example questions for KIIs

This section presents potential questions for interviewing key stakeholders in the ID system. The particular questions asked will depend on who is being interviewed—e.g., officials at the ID agency, vs. NGOs and community leaders, vs. frontline workers (e.g., enrollment officers or SIM registration agents), etc.

General

- How long have you worked at [*organization*]?
- Could you describe to me your role at [*organization*]?

ACCESS AND USE OF ID

- What means of identification are commonly used in this country and/or community?
    - Probe for birth certificate, driver's license, voter card, international passport, national ID card
    - Listen for others that may be in use.
- What has been the experience of people when registering for the ID?
- What in your opinion are the key drivers for registration for the ID?
- What in your opinion are the key barriers to registration for the ID?
- What do you consider to be the benefits of having an ID?

- What are the concerns related to obtaining an ID?
  - Probe for people's feelings about giving their personal information and biometrics (fingerprints, iris, photo, etc.)
- What entities do people trust with their personal data?
  - Probe for government entities like the ID agency, civil registration agency, or other ministries, and probe for private sectors like banks and telecommunication companies
- What customs/traditions contribute to enabling women to register for identification?
- What customs/traditions impede women from registering for identification?
- What other factors affect women's ability to register for identification?
  - Probe for any legal barriers to women obtaining identification (relative to men), such as extra documents (e.g., marriage certificates), or requirements for the presence of a spouse or male guardian.
- What types of services do people access with these means of identification?
  - Probe for health, education, banking/mobile money, GSM/mobile phone
- How has having or not having a means of identification limited people's ability to access services?
  - Probe for which services
- What groups of people do you think have difficulty registering for identification?
  - Probe for any laws that might intentionally or inadvertently discriminate in ID registration against people based on their sexual orientation or gender identity, ethnic or caste membership, or refugee status.
- Are you aware of any discrimination for having or not having an ID?
- Are there groups in this community that may not want to be registered or may not have an ID?
  - Probe for the different groups they may be aware of, such as religious or ethnic minorities, persons with disabilities, migrants, etc.
- Are you aware of any groups that don't want to register or don't want to have an ID?
  - Probe for the perceived reasons why groups may avoid registration.
- Based on your experience in the area, what steps should government take to improve access to an ID?

POLICY, LEGAL, AND IMPLEMENTATION ISSUES (for leadership of ID/CR agencies and service providers)

- What do you consider the key policy, legal, and implementation issues around identification systems in [*country*]?
- Given your role as *X* organization, what are the specific challenges you face related to an ID?
- Which actors are shaping the conversation around identification systems in your country?
- What kind of barriers do you think individuals are having in accessing/using identification?

- What value do you think the identification system holds for a user?
    - Probe: How would you convince a user of the benefits of an ID?
- Which identity credentials do you think are most used?
    - Probe: What kind of benefits do they have?
- How does your organization approach user privacy with regards to digital data and/or identification systems?
- (*For service providers only*) How do you share information about the identification-based service you may have delivered?
- (*If user interviews have already been concluded*) We heard *X* about the barriers people experience in accessing the ID. What do you suggest people do?

FUTURE PLANNING

- How do you think the current identification systems (whether national ID, birth certificates, or other) in [*country*] can be improved?
- How do you think you could improve communication and outreach campaigns to help increase coverage?

PERSPECTIVES ON OWN ID-RELATED WORK (for frontline workers)

- How do you record people's data?
- What are the major challenges you face in completing your daily tasks?
- What do you think would help your job: (a) in terms of making your job easier (i.e., less challenging/frustrating/etc.), and/or (b) in terms of facilitating better services?

FIRST-HAND PERSPECTIVES ON PEOPLE'S KNOWLEDGE OF ID, CHALLENGES, AND BARRIERS (frontline workers)

- Do people that come to you know the process and requirements for getting an ID?
- How did they find out?
- Does anyone ask you questions about why certain information is needed?
- What are the main challenges people raise about ID-related processes and procedures?
- Are there any services that people have been unable to access, despite having an identification credential? If so, why?
- Are there specific groups that you have seen face challenges, and why?
- How do you think the identification provider (government/private) could improve communication and outreach campaigns to help increase coverage?

CONCLUSION

- Do you have any questions for us?
- Who else might you recommend we talk to?

14.3 KII guide used with local leaders in a Nigeria gender deep dive qualitative study for ID4D, June 2019

Greetings. I am ______ and I work for a research organization called ____ [*each interviewer, notetaker and/or observer introduces himself or herself*]. We are here today to request a bit of your time for a discussion on the experiences of registration for a national ID among women and men in your state. Let me start by telling you a little about the background.

The Nigerian government is seeking to expand the national identification system for verification and secure authentication of an individual's identity. To do so, every person who lives in Nigeria will be issued a national identification number by NIMC, the National Identity Management Commission. We are not part of NIMC or part of the government but are from Oxford Policy Management, as I said earlier. Our conversation with you would be one of several such conversations we are having across the country that are intended for a report. This report will provide information to improve the national identification system for everyone, especially women.

Thank you again for your permission to talk with men and women in your community about their experiences and thoughts on registering for an NIMC ID. In addition, at this time we would very much like to talk with you, as the chief/traditional leader/religious leader [*replace with correct term*] about your knowledge and perceptions regarding women's and men's experiences with registering for the NIMC ID in this state.

We will be using this information to prepare a report on your experiences. We will be sharing this information with the World Bank and possibly with the government. With your permission, we would like to audio record our conversation so that we can make sure later that we were able to fully capture our discussion. However, no one outside of this room will be told you participated, and we will not mention your name or any other details about you that could be used to point to you and say, "you said this." Any contact information that we may have in order to contact you today will be destroyed after we have completed our notes. We will also destroy what we write down today and today's audio-recordings after we put them in a computer.

<u>Consent:</u>

Do you have any questions you would like to ask us? ☐ YES ☐ NO

Do you agree to participate, with the understanding that our discussion will be audio-recorded? Even if you say yes now, if at any point during the discussion you are uncomfortable with being recorded, you can let me know and we will stop. There will have no negative consequences for you or for anyone else.

☐ YES ☐ NO

Thank you for agreeing to talk with me today. I have just a few questions and will not take up too much of your valuable time.

[Moderator, ask the following questions in a conversational way.

- The questions do not have to be asked exactly as written,
- The questions do not have to be asked in the order in which they are written below.

- These are guiding questions for you to have a conversation.
- You need to ensure, however, that you cover all the points from the questions during the course of your discussion.

The discussion should not take more than 30–40 minutes, but if your respondent is eager to continue and if you have the time and energy you may continue at your discretion. Alternatively, if the respondent is tired or flagging even before 30–40 minutes, please shorten the discussion as needed and note down where you stopped and why.]

1. How did people in this community, including you, come to hear about the NIMC ID? What could be done to further increase people's awareness?
    - [Probe: What kinds of media would be best: radio? TV? Street theater? Posters? Other?]
2. Do you feel that it would be important for men in this community to register for an NIMC ID?
    - Why or why not?
3. How about for women? Should women in the community also register for an NIMC ID?
    - Why or why not?

IF RESPONDENT SAYS WOMEN SHOULD NOT REGISTER FOR A NIMC ID, ASK: **Under what circumstances would you think it is acceptable and a good idea for women also to register for an NIMC ID?** [*Probe for changes in the registration or other related processes; or anything else that could be done*.]

END the conversation here and thank the respondent for their time.

IF RESPONDENT SAYS WOMEN SHOULD REGISTER FOR AN NIMC ID, CONTINUE:

4. In your opinion, why have women in your community not registered for an ID as much as men?
    - Probe on any barriers that came up in the FGDs that are useful to ask the chief/traditional leader/religious leader;
    - Make sure to probe for respondent's thoughts on cultural or religious barriers;
    - Legal or logistical barriers;
    - Women's attitudes or motivation to get an ID; and
    - Men's attitudes, etc.
5. What kind of role do you think respected leaders like yourself could play in increasing the awareness and value of the NIMC ID for your community, particularly for women?
    - Probe for views on the importance of and how to engage traditional leaders, and what aspects of barriers they should focus on: cultural/traditional? Other?
6. We would very much like to hear any other ideas you may have on how to make it easier and more useful for your community to register for the NIMC ID?
    - Use suggestions that came up in FGDs as probes, as needed.
    - Try and separate out for men vs. women, such as issues of spousal permission or other cultural barriers, costs, distance, knowledge, motivation, etc., that might arise for women but not for men.

Thank you very much for your time. Your input has been most valuable, and we will be sure to reflect it in our report. We will not tell anyone your name and that we have had this discussion with you. Good afternoon/evening.

14.4 KII guide used with leaders of women's organizations in a Nigeria gender deep dive qualitative study for ID4D, June 2019

Greetings. I am ______ and I work for a research organization called ____ [*Each interviewer, notetaker and/or observer introduces himself or herself*]. We are here today to request a bit of your time for a discussion on the experiences of registration for a national ID among women and men in your state. Let me start by telling you a little about the background.

The Nigerian government is seeking to expand the national identification system for verification and secure authentication of an individual's identity. To do so, every person who lives in Nigeria will be issued a national identification number by NIMC, the National Identity Management Commission. We are not part of NIMC or part of the government but are from Oxford Policy Management, as I said earlier. Our conversation with you is one of several such conversations we are having across the country that are intended for a report which will provide information to improve the national identification system for everyone, especially women.

We are going to be talking to/have talked to [depending on timing of KII] women and men in ____ communities in this LGA (local government area) about the experiences that they and others in their communities have had related to registering for the national ID issued by NIMC, such as the process they went through to register for the ID and how they use it (if they have registered); why those who have not registered have not done so; and any barriers they've faced in trying to register. In addition, we would very much like to talk with you, as a representative of the _____ [*whichever organization the respondent represents*], about your knowledge, experience, and perceptions regarding women's access to and use of the NIMC ID in this state.

We will be using this information in order to prepare a report on your perceptions of the ID situation. We will be sharing this information with the World Bank and possibly with the government. With your permission, we would like to audio-record the conversation so that we can make sure later that we were able to fully capture our discussion. However, no one outside of this room will be told you participated, and we will not mention your name or any other details about you that could be used to point to you and say, "you said this." Any contact information that we may have in order to contact you today will be destroyed after we have completed our notes. We will also destroy what we write down today and today's audio-recordings after we put them in a computer.

Consent:

Do you have any questions you would like to ask us? ☐ YES ☐ NO

Do you agree to participate, with the understanding that our discussion will be audio-recorded? Even if you say yes now, if at any point during the discussion you are uncomfortable with being recorded, you can let me know and we will stop. This will have no negative consequences for you or for anyone else.

☐ YES ☐ NO

[Moderator, ask the following questions in a conversational way.

- The questions do not have to be asked exactly as written.
- The questions do not have to be asked in the order in which they are written below.
- These are guiding questions for you to have a conversation.
- You need to ensure, however, that you cover all the points from the questions during the course of your discussion.

The discussion should not take more than 30–40 minutes, but if your respondent is eager to continue and if you have the time and energy you may continue at your discretion. Alternatively, if the respondent is tired or flagging even before 30–40 minutes, please shorten the discussion as needed and note down where you stopped and why.]

Thank you for agreeing to talk with me today. I have just a few questions and will not take up too much of your valuable time.

7. To your knowledge, what is the situation of registration for the NIMC ID in your area?
    - Probes: extent to which the population at large knows about the ID and how to register;
    - Whether a lot or only a few are registering; and
    - What people think about the ID: for example, do they think it's a good or bad idea, it helps or does not help, is useful or not useful, etc.
8. To what extent do women know about registering for the NIMC ID?
    - Probes: How about in more distant rural areas?
    - How about among poorer or disadvantaged populations?
9. What do you think are the main barriers that the women in this area face if they want to register for an NIMC ID?
    - Probe on any barriers that came up in the FGDs that are useful to ask someone from the ministry about;
    - Make sure to probe for respondent's thoughts on cultural or normative barriers of access;
    - Legal or logistical barriers;
    - Women's attitudes or motivation to get an ID; and
    - Differences between the experience of different groups of women as relevant, such as urban/rural, IDP/non-IDP, disabled/nondisabled, younger/older, married/unmarried, any other minority group.
10. We would very much like to hear any ideas you may have on how some of these barriers could be addressed for women in this state.
    - Use suggestions that came up in FGDs as probes, as needed; and
    - If needed, probe on issues of spousal permission or other cultural barriers, costs, distance, knowledge, motivation, etc.

11. Does your group (or organization) play any formal or informal role in this registration? For example, in spreading information maybe through your other programs, etc.?
12. In your opinion, could your group or organization play a role in making it easier for women to access registration for an NIMC ID, as well as increasing women's motivation to get an ID? *If yes, how? If no, why not?*
13. Do you have any other thoughts or suggestions on improving women's access and motivation for registering for the NIMC ID that you would like to share with me at this time?

Thank you very much for your time. Your input has been most valuable, and we will be sure to reflect it in our report. We will not tell anyone your name and that we had this discussion with you. Good afternoon/evening.

15. IN-DEPTH INTERVIEWS GUIDES

15.1 Introduction

Observe all courtesies and introduce the interviewer(s) and the purpose of the visit:

> *Example intro:* My name is *XXX*. I am here with *XXX* to discuss and hear your opinion on the ID system. The purpose of this exercise is to understand your experiences with IDs, including any barriers you have faced in obtaining an ID and what you use IDs for. We are interested in all your ideas, comments, and suggestions. All comments are welcome whether they are considered positive or negative.

- **Document consent:** Ensure the informant signs the consent form; terminate the interview if they do not.
- **Explain audio:** Explain use of digital recorder and obtain consent for recording. Activate tape recorder if consent is obtained.

15.2 Example questions for IDIs

1. What are some of the means of identification that you have?
   a. Probe for birth certificate, driver's license, voter card, international passport, national ID, etc.
2. Why did you get an identification credential?
3. Why might you NOT want an identification credential?
   a. Probe: What reasons might there be for choosing to remain unidentified?
4. Which IDs do you carry with you? Which ones do you keep at home? Why?
5. How did you find the process of obtaining these IDs? How long did it take?
6. What barriers have you faced in accessing an ID?
   a. Probe: For example, fees; indirect costs like transportation, missed work, bribes; social stigma; fear or mistrust in identification systems; lack of documents needed to apply; legal barriers or discrimination.
7. What happens if you lose your ID or need to change the information on your ID?
8. Which ID would you like to get that you do not have?
   a. Probe: Why do you want this ID?
9. How do you use different forms of identification in your life?
   a. Probe: What were you trying to access the last time you used your ID? (If necessary, give examples of government programs, banking, SIM registration, government to person payments, etc.)
   b. Probe: What ID did you use?

10. How do you think identification credentials have helped you or not helped you?
    a. Probe: What positive or negative changes, if any, have you seen in your life after obtaining and using identification?
11. How does the process of obtaining an ID differ for men and women?
    a. Probe: What issues do women face in accessing IDs that might be different than men?
    b. Probe for any *de jure* or *de facto* legal barriers that women—but not men—may face in trying to obtain an ID.
12. How do you feel about giving the government personal data, for example, for your national ID?
    a. Probe: What does personal data mean to you? (If necessary, give examples)
13. Have you ever been asked to give your fingerprints for registration for any ID?
    a. If Yes, probe: How did you feel about giving your fingerprints?
14. Do you trust government organizations with your information?
    a. Probe: Do you trust the [ID agency]?
15. What improvements would you like to see, in terms of getting an ID?
16. What improvements would you like to see in terms of accessing services with your ID?
17. Is there anything else you would like to tell us?

16. PARTICIPATORY TOOLS

16.1 Transaction story/intercept notes

Objective: A transaction story captures the real-world experience of someone applying for an ID and/or using their ID to access a particular service (e.g., registering for a SIM card).

Method: After receiving permission from the user and the agent offering the transaction (e.g., the registration official or the storekeeper selling a SIM card), the researcher observes the transaction and notes what takes place, how the user is treated, etc. It is not recommended to audio- or video-record, as this is likely to be in a public area. Thus, notetaking and drawing visuals is most appropriate.

Introduction: Hello, my name is *XXX* and I am conducting research to understand people's experiences for obtaining an ID or using an ID to access a particular service. I am interested in observing your experience here today. Would you be willing to participate? Do I have your permission to take notes about your experience?

Examples of what the interviewer/observer should observe and document:

Name or pseudonym of the user:

1. What is the transaction (describe the transaction, where it is taking place, etc.)?
2. What is the user's perspective? What did he/she come to do? How do they feel about being there? Do they seem comfortable/uncomfortable? What is their attitude? Any user reactions that he/she shared with you or that you observed about the experience?
3. What is the agent's perspective? What are their thoughts? Is the agent helpful/unhelpful? Do they suggest alternatives/workarounds, if needed? Do they have any reactions to or thoughts about the transaction (this specific one or in general)?
4. What are YOUR thoughts on the transaction? Particularly in relation to questions of privacy, agency, and dignity of the user? Did it seem to you that there is a power dynamic present? If so, why? Do the agent and user know each other? In your observation, was the user treated appropriately and respectfully? Did you think the agent did all they could to facilitate the transaction?

16.2 Journey mapping

Objective: To develop a written and visual "map" of the journey a person took to obtain their ID in order to understand the bottlenecks, frustrations, and opportunities for improvement. The exercise can focus on any of the prevalent IDs or the ID of most interest to the study. This exercise can be done with an individual or adapted to a group.

Method: Prepare a large flip chart paper to capture the process as the individual describes it. Be sure to note any particularly positive or negative experiences along the journey.

Ask the following kinds of questions about the chosen ID of focus:

1. On a scale of 1 to 10, how would you rate the process of getting your ID? With 1 being ‘a very easy process’ to 10 being ‘a very difficult process’.
2. Why did you rate (number)?
3. Could you describe your experience of getting your ID, step-by-step? [*Capture the participants’ description on the flipchart as they talk. Use probe questions to elicit more detail on the process the person had to follow.*]
4. [*Review the journey map you drew with the participant.*] These are all the steps and experiences you have described. Is there anything missing from this journey map?
5. Is there anything else you would like to share about your experience?

Probes that can be used to develop a journey map (modify as needed for context):

1. What were the biggest problems you encountered along the way? Why?
2. How did you know which documents you needed to obtain the ID?
    a. Which documents did you provide for the application?
    b. How did you go about gathering the required documents?
    c. Were you asked for other documents that were not mentioned on the application form [*or on the media from where they learned about the process*]?
    d. Which documents were the hardest to obtain? Why?
    e. If you were not able to show some required documents, how did you resolve this issue?
3. How was your experience recording your biometrics, such as your photo and your fingerprints [*or any additional biometrics collected*]?
    a. How many attempts did it take to record your fingerprints? How many fingers did you have to try? Could you describe the experience?
    b. Did you have any concerns with providing your biometrics or photo? Why? Could you describe your concerns?
    c. Do you know why these are being recorded?
    d. Would you prefer to have anything else in place of [*fingerprints; photo; other biometrics—whichever the respondent felt uncomfortable sharing*]? If yes, then why and what? If no, then why not?
4. What made you the most uncomfortable during the process of registering for your ID?
    a. Did any specific fields that the application asks for make you uncomfortable? [*Prompt for religion, gender, photo, etc., as needed, depending on the country context.*]
5. What was the most positive memorable experience during the process?
6. Did you face any barriers during the process? If yes, could you describe them? [*Make sure to get information on the following, including by probing as necessary.*]
    a. Did you have to pay for the application form?
    b. Did you pay anyone to help you with the process?
    c. Did you pay anyone to speed up the process?
    d. Did you need to pay any bribe? Could you describe the instance?

7. Did you have any difficulty in filling out the form? Could you describe the process?
8. Did you receive a receipt or an acknowledgment of your application at any point in the process? Could you recall when and describe what you received?
9. Once you got the actual, physical card [*for countries with physical ID cards*], what did you think of it?
    a. [*If the card is a smart card*] Do you know there is a chip inside? [*Explain what a 'chip' is if needed.*]. Do you know what the chip stores? [*Prompt if needed that it stores your data and the fingerprints.*]. How do you feel about the fact that this information is stored on your card?
    b. How do you think the design of the card could be made better?

16.3 Ranking exercise

Objective: This exercise is useful only if the majority of participants have several ID cards. The aim of this exercise is to use participatory discussion to have participants rank the importance they assign to different ID cards they possess.

Method:

1. Explain the following to the participants: "I would like to request you all to show your ID cards, and we are going to do a participatory exercise using your IDs. I recognize that your IDs have your personal information on them. Nothing will be documented about the information on your IDs. I would also request everyone in the group not to share what you see or hear with anyone outside the group."
2. Ask each participant:
    a. Do you agree to participate?
    b. Do you agree to keep what you see and hear in this discussion confidential? That means you will not discuss anything you see and hear in this discussion with anyone outside of and after this discussion?

    If anyone says 'no' to either question, respectfully ask him/her to exit the group.
3. Once you have your final group, ask the participants to show the group all their ID cards.
4. Note any differences in data across ID cards (e.g., name, birth date), where the ID cards were physically stored, etc. If the person says they have a document but cannot show it, note why (where is it, who has it, etc.).
5. Ask questions about the 1–3 most and least important IDs, depending on the overall number of IDs produced.
6. Ask them to rank their IDs from most to least important. Give them adequate time to think and change their minds as they wish.
7. After the IDs have been ranked, ask the following questions to each individual in the group:

    Why are [*the top 1–3 IDs*] most important to you? *Ask for each ID:*
    a. What are the benefits of this ID?
    b. When was the last time you used this ID? Could you describe how you used it?

c. Was it easy or hard to use this ID? Whom did you use it with?
d. Did anyone help you?
e. How was the experience of applying for and receiving the *[ID valued most by participant, that is, ranked #1]*?

8. Why are (the bottom 1–3 IDs) least important to you?
9. Where do you store your ID cards? [*Probe for on their person, at home in a safe place, etc.*]

16.4 Card sorting exercises

Objective: Card sorting exercises can be used to ascertain participants' views on and preferences for alternate types of technology, systems, and approaches to ID. These views, in turn, can help improve the effectiveness of ID system design.

Method: Moderators share a set of cards, each of which has one type of technology, system or approach about which the study is soliciting participant views. Cards with text are typically used with literate participants while images can be used with illiterate participants. Participants sort the cards in order of their preferences. This sorting is then used for a discussion about preferences, reasons, awareness, and policy and programmatic responses. The table below provides examples of some cards that can be used in a card sorting exercises and each one's aim.

Card to be sorted	Purpose of card	Information to be gained
ID usage cards	A set of cards describing reasons to use an ID from an individual's perspective (e.g., open a bank account) and that of the government (e.g., track people for taxes).	What are the reasons for having a card that resonate with people? Do they understand the needs of government requirements and their own priorities?
Tagline cards	A set of cards, each with a slogan that could be used to market and communicate ID programs.	What holds the most value for respondents? Which tone do people prefer for official communications?
Specific technology cards (e.g., biometrics)	A set of visual examples showcasing a variety of physical setups of biometric authentication methods.	What are current perceptions around biometric authentication? What are the preferences between different technologies and processes?
Communication channel cards	A series of cards with illustrations of different marketing and advertising channels, such as radio and posters.	How do people learn about new things? Which communication channels might be most effective at spreading awareness and encouraging ID registration?
ETA notification cards	A set of cards to explore with participants how to improve the lengthy waiting experience between registration and ID pickup.	Is there is a need for feedback and information during the waiting period (after registration and before ID pickup)? What type of feedback/information is desired? How should it be delivered?

16.5 Participatory methods with educated participants

The following methods can only be used with participants who have facility reading and writing at the level of at least a newspaper.

16.5.1 Letter writing

This exercise can be done as part of an FGD or an IDI. Ask respondents to either write a letter to a national ID registration office or civil registration facility, or (if an IDI) dictate what they would like to write. The aim of this letter-writing exercise is to allow participants to write in their own words their attitudes and experiences with the ID or civil registration facility in their area. Respondents could write about issues such as:

- What do you think of the institution?
- What do you think it has achieved for you as a citizen?
- How would you like it to improve—give three specific examples of what the institution could do to serve you better?

Allow respondents freedom to add other information as they wish.

16.5.2 Collages

This exercise can be included in FGDs with educated participants. Before the FGD, the moderator and notetaker should gather newspapers from the past 1–2 weeks. At an appropriate point in the FGD, ask respondents to cut out words or pictures from the newspapers that reflect their experiences and perceptions about the ID or civil registration facility in their area. This could include any challenges, opportunities, barriers, usefulness, or lack thereof, etc. In a large group, the respondents can be divided into smaller groups. The collage(s) can then be used to generate a discussion about the barriers and facilitators to using the ID system and centers in place.

16.5.3 Diaries and photo journals

Engaging participants in writing diaries or creating photo journals is a much more time-intensive process than all the others listed above to get information on transactions or events concerning identification. To our knowledge, they have not been used in qualitative ID research so far but are a potential research method with educated participants if there is enough funding and time, such as for longitudinal research, and if the study investigators deem that the time investment will not be overly burdensome for participants. An example of diaries and photo journals applicable to ID research is from a project named "Portfolios of the Poor" which followed 250 families in India, Bangladesh, and South Africa every two weeks over a two-year period, reporting on every detail of every financial transaction in that fortnight (http://www.portfoliosofthepoor.com/).

17. ORGANIZING DATA COLLECTION

17.1 Packet to collect all documentation related to each data collection exercise

Sample Envelope Label: It is recommended that the data collection team have a large, sturdy envelope or packet for each data collection exercise (e.g., one FGD or one IDI or one journey map) in which all handwritten data and audio and video devices used in that exercise will be collected and assembled before that exercise is fielded. The supervisor would then collect the envelope with written notes and recordings at the end of that exercise or day. This way the research team can make sure that all documentation and recordings related to each data collection exercise are all in one place. At the end of the day, one packet for each data collection exercise will be handed over to the field coordinator. Below is an example of the kind of label that should be used for each packet, and that can be used to cross-check the contents of the packet.

DATE OF THE DISCUSSION: ______________________________

LOCATION (state, region, etc.):______________________________

TOWN/VILLAGE/WARD:______________________________

NOTETAKER'S NAME: ______________________________

MODERATOR'S NAME: ______________________________

CONTENTS' CHECKLIST:

☐ Checklist Form

☐ Signed Informed Consent Form for each discussion participant

☐ Labelled moderator's notes (if any)

☐ Labelled, notetaker's handwritten field notes including information about participant characteristics

☐ Labelled charts, etc., used in the discussion (if any)

☐ Audiotapes and/or videotapes used during the session (if relevant)

☐ Completed Audio Tracking Log

☐ Printed copy of Completed Expanded Field Note & Debrief Form

☐ Printed copy of completed Local Language Transcript of data collection, if any (labelled with name of language)

☐ Printed copy of Completed English Translation, if any

17.2 Checklist

There must be a checklist as a reminder of what needs to be organized before, during, and after each discussion to make sure that the team has everything they need before they set off, and everyone knows what they have to do after the discussion. If the packet described above is used, the checklist can be inserted into each packet used for each data collection exercise. A sample checklist follows, but each study needs to modify it to suit their structure and needs.

SAMPLE CHECKLIST FORM

Arrangements to make—*Field coordinator should arrange*

- Transportation of field staff to discussion site
  - Leave for site at: _________ Return to office at: _________
- Private and quiet setting in which to have the discussion
- Transportation of participants to discussion site (if needed)
- Refreshments (if needed)
- Work with notetaker(s) to coordinate timing for debrief discussion
  - Debrief session at: _________

What to take to the focus group discussion site—*Field coordinator should assemble*

Materials

- 1 set of the audio equipment (recording device, microphone) and/or 1 set of video equipment as relevant (recording device, microphone)
- Spare batteries
- Field notebook and pens for moderator and notetaker
- Pens for participants for problem ranking exercise
- Any materials to be used for participatory exercises such as flip chart, ID cards, etc.
- Camera (if needed)
- Refreshments (if needed)

(*If conducting an FGD or IDI*): **An FGD/IDI packet**

- 1 labelled, large, heavy-duty envelope
- 1 copy of this checklist
- 2 copies of discussion guide in local language (1 for moderator, 1 for notetaker)
- 2 copies of discussion guide in English if needed, (1 for moderator, 1 for notetaker)
- ___ copies of informed consent (depending on size of group, if FGD)
- 1 copy of audio/video file management log form
- Participant reimbursement (if applicable)

What to place in the packet's envelope after the FGD—*Typically the notetaker should gather*

- Signed informed consent form(s)
- Labelled materials used in the discussion (chart sheets, papers, etc.)

- Labelled and completed audio/video file management log form
- Labelled handwritten field notes from notetaker
- Labelled handwritten field notes from moderator (if any)
- Labelled discussion guide (if any notes were made on the guide)

(If conducting an FGD or IDI): **What to deliver after the FGD/IDI**—Typically the notetaker should complete and deliver to the field coordinator

- Audio-/video-recording device containing recording(s) of the FGD/IDI or other data collection exercise, as relevant
- Typed field notes, including typed participant demographics information (if relevant)

(If conducting an FGD or IDI): **What to produce after the FGD/IDI**—As assigned by the field coordinator

- Local Language Transcript of the FGD/IDI
- English Translated Transcript of the FGD/IDI

17.3 Audio-/video-recording device form

The audio- and/or video-recording device used in an FGD should be returned to the field coordinator following an FGD, so that audio- and video-recordings of the FGD can be immediately retrieved from the device and saved in a central file management system. To ensure that the field coordinator and research team communicate clearly about which audio/video files correspond to which FGD, a form such as the example below can be used to keep track of which audio/video file name is associated with which data collection exercise. The study coordinator should maintain this form. All file names should follow the study's naming conventions, as discussed in Chapter 7 and illustrated in Table 12.

SAMPLE AUDIO FILE MANAGEMENT LOG

Date of discussion: ____

Start time of discussion: ____

End time of discussion: ____

Location (state, region, etc.):____

Town/village/ward:____

Folder (Circle one)	File name (on audio-/video-recorder)	File name (using study naming conventions)	Recording length
Folder A Folder B Folder C Folder D Folder E			

17.4 Field notes forms

This section may not apply to all qualitative data collection methods but applies to those that require taking notes during data collection and expanding those notes after data collection. For such methods, like FGDs, IDIs, direct observation, or even journey maps, the person(s) taking notes is typically trained to note key points and take somewhat abbreviated notes during data collection, as it can be difficult—if not impossible—to take complete, verbatim notes while collecting data or having a discussion. Each notetaker can use their own structure to record their abbreviated notes and should in fact use whichever methods work for him/her. Below is one example of a structure used to take abbreviated notes in a qualitative study in Kenya.

SAMPLE FIELD NOTE

Date of discussion: ______________________________

Start time of discussion: ______________________________

Location (state, region, etc.):______________________________

Town/village/ward:______________________________

Notetaker's name: ______________________________

Moderator's name: ______________________________

Basic demographics, in case of an FGD, and if not captured in any other way					
Respondent number	Age (in years)	Sex (note down, do not ask)	Number of living children	Main occupation (what kind of work is most of the day spent on)	Any other information deemed relevant for the study
P1.					
P2.					
P3.					
P4.					
P5.					
P6.					
P7.					
P8.					
P9.					

Question (Here the notetaker can summarize each question in the guide for this exercise; one question per row)	Responses	Notetaker's observations
Other Observations: (Here the notetaker would note any general observations about that particular data collection exercise, including outstanding findings, any problems, etc.)		

As soon as is feasible at the end of each data collection exercise, each notetaker has to expand their field notes more fully, using a similarly structured format that will provide a single structured, systematic way for all notetakers to expand field notes. An example of structuring expanded field notes follows.

EXPANDED FIELD NOTES STRUCTURE

Notetaker's name:		Moderator's name:	
Other staff present:			
Region:		State name:	
Village/town/ward:			
Date of discussion:			
Start time:	AM PM (circle one)		
End time:			

(In case of FGDs) Include the table of demographics used in the Sample Field Note (see example above), and use the serial numbers in the table to refer to comments made by participants in the remainder of this field note. Serial number 1 should be referred to as P1 for Participant 1, serial number 2 as P2, etc. Do not record any participant names or use any names in your field note.

SAMPLE EXPANDED FIELD NOTES FORM

Discussion highlights for each part of the FGD:

Topic	Participant responses	Notetaker's comments/ interpretations
ID card exercise		
Sources of knowledge of IDs		
Awareness of ID		

17.5 Form to conduct and organize daily debriefs

The firm's study coordinator should lead debriefing sessions as soon after each data collection exercise is over as is logistically feasible. This is particularly critical for methods like FGDs, KIIs, or IDIs. Conducting the debrief on the same day as the data collection, after the notetaker has completed the expanded field note, works best (if it is possible) because it allows the team to add to and refine the recap of participant responses for each topic. A debriefing session would typically last for 15–30 minutes. The debrief should include information such as in the Debrief Form below; however, this information can be recorded as the study coordinator or researchers see fit. Below is just one example of how to organize debrief notes.

SAMPLE DEBRIEF FORM

Debrief topics: Content
▪ What new or surprising information did you learn from this discussion?
How were participants' comments similar to what we have heard in past discussions?
▪ What important findings do we need more information about? How can we ask questions in the next discussion to clarify the information we have gathered? (Include any ideas about questions to add to the discussion guide.)
What unanswered questions do we have?
Debrief topics: Process
▪ Which questions, if any, made the participants uncomfortable? In what ways? How can we change the way we ask about this topic?
Which questions, if any, were difficult for the participants to understand? How can we change the way we ask about this topic?

17.6 Other forms to organize and manage logistics and data

Two other types of forms can be useful to organize and manage logistics and data collected. These forms do not need to go in the packet described earlier; rather, these (or any amended version of these) illustrate ways that the field supervisor can systematically manage logistics, and track data as it comes in.

1. **Field plan:** A field plan, as shown below, is a detailed schedule for a particular day and should be prepared the previous evening. It can be an informal document or conversation that should be discussed with the field team prior to each day's data collection exercise.
2. **Data management tracking form:** Since a data collection exercise may have multiple pieces of data being produced or processed at any one time, the study coordinator will need to have

some systematic way to track who is doing what task and what data have been produced at any given time. A Data Management Tracking Sheet, like the one below, can help keep track of who is working on what aspect of data management (e.g., data collection, transcribing, translation, etc.) for each data collection exercise. The study coordinator can update this sheet as necessary. Ideally, it should be computerized so that it can be easily updated and shared as necessary.

Below are examples of how a field plan and a data management tracking form can be structured.

SAMPLE FIELD PLAN

DATA COLLECTION LOCATION: ___Name of data collection unit

MODERATOR: _____Mod___________________________________

NOTETAKER: _______NT___________________________________

FIELD WORK DATE: May 15, 2019

Activity	Time	Place	Person responsible	Materials needed
Collect all materials	7:00 am	Firm's office	NT	Look through checklist
Leave for (location)	7:30 am	From firm's office	NT	Packet envelope; other materials in checklist
Discussion	9:00 am	Where	Mod & NT	Same as above
Return to office/ hotel	12:00	Office/hotel	NT	—
Lunch break	1:00–2:00	Office/hotel	Field coordinator	—
Expand field notes	2:00–4:00	Office/hotel	NT	Field notes; guide; expanded notes & debrief form; paper and pen
Debrief session	5:00	Office/hotel	Field coordinator	NT and moderator, with expanded notes entered into expanded notes form, field notes, data collection instrument, paper, pen
Test audio and/or video equipment	7:00	Office/hotel	NT and any IT person	Audio/video equipment
Make next day's field plan	7:30	Office/hotel	Field coordinator, mod, NT	Field plan form, paper, pen

SAMPLE DATA MANAGEMENT TRACKING SHEET

Discussion name	Date	Moderator name	Notetaker name	Transcriber name	Date transcript received	Translator name	Date translation received

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