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Working paper

Methodological guidebook to study public services from an Receiver, Doer and Judge perspective, giving due place to capability for voice and capacity to aspire

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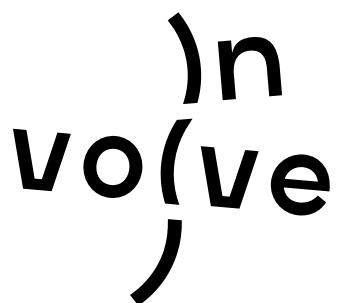


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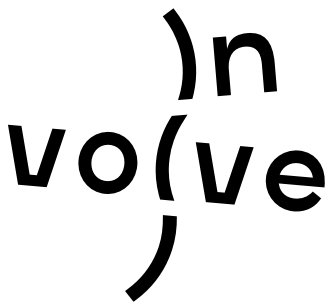
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Methodological guidebook to study public services from an Receiver, Doer and Judge perspective, giving due place to capability for voice and capacity to aspire

Introduction

The aim of this report is to develop an analytical grid for our empirical research, with a special focus on its qualitative component. This report is conceived as an “evolving document” which we can update and ameliorate throughout the duration of the project. Also, we tried to be short as well as to avoid specialised jargon and unnecessary details, with a view to making this report of practical use.

The report translate the theoretical framework and the rather abstract analytical questions into more concrete terms, providing a questionnaire for the qualitative research.

(Interview grids

Preamble

This paper concretizes the analytical questions related to the theoretical framework on which the Involve project is based. This paper aims to translate them into a language more suitable for a qualitative interview with so-called "vulnerable" populations. This is a particularly important step in our research. Indeed, the interviews make it possible to collect a set of crucial information to better understand the representations and experiences of the people interviewed with regard to the RDJ framework, as well as their relationship to social services, institutions, or even the political sphere. In this respect, the relevance of the questions and their formulation constitute a decisive issue since they to a large extent determine the quality of the data collected.

Several elements are important to take into consideration for the smooth running of the interviews. The people interviewed are, among other things, asked to talk about their lives and topics that can sometimes be sensitive. It is therefore essential to be able to create a relationship of trust with them. To do this, it is important to explain to all the individuals concerned the objectives of the research prior to the interviews (e.g. in the form of a presentation session of the research intended for both the institutions and their beneficiaries), as well as at the beginning of the interviews. In addition, the fact of carrying out one or more days of observation in the field can also represent an appropriate way to create a first contact, favoring the development of a trustful relationship. Equally, it is essential to clarify to the respondents before the start of the interview that their anonymity is guaranteed and to ask them for permission to record the interview, specifying that the audio file will be used only for research and subsequently destroyed. Moreover, it is also appropriate to start the interview by reminding the persons concerned that there are no right or wrong answers and with rather general questions in order to "break the ice".

On a formal level, the duration of the interviews should be between 45 minutes and one hour. This duration appears to be the most appropriate in order not to overload the respondents with information and requests and thus guarantee the quality of the exchanges. As far as possible, two interviews should be carried out with each person in order to cover all (or at least most) of the relevant thematic fields within the framework of the Involve research project. If the time available proves to be insufficient to cover all the themes, the interviews should then focus primarily on the field of education, work and participation. The first interview focuses on the biographical trajectory of individuals, including their educational and professional backgrounds, their housing conditions and their state of health. As for the second interview, it focuses mainly on the relationship that individuals have with politics, public/social institutions and their services. In addition, a questionnaire has been developed, which should be completed at the end of the first interview with the interviewee in order to collect, in a systematic and standardized manner, general information such as their age, nationality(ies), civil status, etc.

(Finally, for each interview guide detailed in the following pages, the questions are subdivided into two categories: main questions (in black) and follow-up questions (in green). The first aim to guide respondents on the themes to be explored. They are deliberately broad in order to give them the opportunity to express themselves and respond in the way they wish. The follow-up questions are intended to collect important additional information that would not have been addressed spontaneously by the person herself. Clearly, the lists of questions below are very extensive and they have not to be asked systematically. They are rather meant as a kind of vademecum to be used with judgment and not mechanically. Note that in cases where the respondents are talkative, follow-up questions might very well not be asked at all. It often comes down to the extent to which you need to be “pushy” to sustain the exchange or not. Furthermore, it is important to emphasize that the questions require contextualization and/or reformulation by the research teams due to the diversity of national contexts and populations studied. One keyword when you translate these questions in your own language: keep them simple and understandable!

Besides, you may consider passing the quantitative survey prepared by the KUL among the beneficiaries of the investigated institutions. So that it may be seen how they compare with the overall population.

1. Interview guide n°1 (overall individual situation)

Reminder:

- Make sure you are in a quiet and suitable place for the interview
- Introduce yourself
- Present the objectives of the research and interview
- Present the course of the interview
- Remind the guarantee of anonymity
- Ask permission to record the interview
- Make sure the interviewee understands that this is an open discussion, that there are no right or wrong answers
- The formulation of the main (in black) and follow-up (in green) questions is a suggestion but need not be spoken exactly like written here. Always adapt to the context and flow of the conversation.
- There is no need to ask every single follow-up question. These are just suggestions to keep the conversation going when people are not much talkative. Just keep them in mind when you ask the main question in case you need the person to go further. In most cases, interviewees will cover them spontaneously after you asked the main question. So don't rush into follow-up question and let the interviewee time to figure out what they want to answer to the main question. Knowing what spontaneously comes to their mind or not is a valuable information for us.

Ice-breaker

- 1) Thank you for coming... How are you today?
 - Is this the first time you are giving an interview? How do you feel about being interviewed?
 - Before we begin, do you have any questions?

Education

- 2) Could you tell me about your educational background?
 - What training have you done?
 - Are you currently in training?
 - How have you come to choose this/these training(s)?
 - Are there people who have particularly influenced you in your choices? If yes, who and how? Were they inspiring figures or did they press you into this training?
 - Suppose you could start everything again would you make the same educational choices? Why (not)? What would you do differently? What advice would you give to the child you were then?
- 3) In general, how would you describe your experience of school?

- Generally, is school a good or bad memory for you? Why? Any example?
- Has your relationship to school changed over time? If yes, how and why? Are there one or more events in particular that explains this change? Which ones?
- If you were having difficulties at school, were there people that could support you?
 - If yes, who? What did they do that helped you or that was important to you?
 - If not, how did you overcome these difficulties? Whose help would you have liked to have? Would you do something differently today? How would it make a difference?

4) And what about your experience of higher studies/professional training?

- Is it a good or bad memory? Why? Any example?

5) If you think back of when you were younger, what did you want to do when you grow up? (I'm aware that not everyone has clearly defined wishes or aspirations so don't worry if nothing specific comes to your mind. These could be related to work but also to any other areas of life. It can also be about values or things you would have liked to accomplish, etc.)

- How did you come up with this idea? What aspects of your wishes/aspirations have remained the same/changed since then? What made you change your mind? Were there any events or people that contributed to this?
- Did you have any professional dreams? Which ones?
- Did you have any other important desires/aspirations? Which ones? In what ways have your desires/aspirations changed/remained? Were there any events or people that contributed to this?

6) To what extent did school help you identify your goals/aspirations and support you in achieving them?

- What could they have done differently that would have been important to you?
- Did you find support elsewhere? If so, who helped you and how?

7) Do you still have such projects for your future?

- If yes, what has been important to help you maintain this/these project(s)? What else would be helpful today in this respect?
- If not, why?
- Do you consider training or retraining a desirable/necessary option for your future? Why (not)? Do you already have ideas in mind? How did you come up with this idea?
- What do you think you need to do differently in the future (regarding your education)? Why?

Work (NB. If interviewees have no professional experience whatsoever, take more time to focus on education)

8) Could you tell me about your professional background?

- What were the most meaningful experiences for you? How were they important to you? How did they influence the rest of your career and/or your (professional) aspirations/desires?
- Did you have any bad professional experience? Why (working conditions, hours, salary level, etc.)? How long did you keep this/these job(s)? Did you have any alternatives? What could have helped you overcome these difficulties?

9) How is your work situation at the moment?

- **If you are employed**, what job(s) do you have? For how long? Does this situation suit you? Why (not)?
- **If you are employed**, how do you feel in this/these job(s)? Does this/these job(s) match your expectations? If you could change some aspects of your job(s), what would you change and why? Have you ever considered changing jobs? If so, what would you like to do? How did you come up with this idea? Does this seem feasible to you in the near future? What would you need to achieve this?
- **If you are employed**, how does your professional situation allow you to match work and family life? What childcare facilities do you use (if relevant)? How did you choose this particular type of care? Are you satisfied with it? Why (not)? Did you have any other alternatives? What would you need to better balance your work and family life?
- **If you are NOT employed**, are you currently looking for a job? If not, why? If yes, what kind of job are you looking for? How long have you been looking for? How would finding a job impact your life? Are you helped in your research? If so, how do you experience this help?

10) How would you describe your ideal job? (It doesn't have to be a specific job. These can simply be relatively broad criteria such as the field of activities, a job close to your home, flexible hours, etc.)?

- What aspects do you value most for a job? For what reason?
- Do you feel this is reachable in the near future? What could be helpful to get closer to this ideal?
- Are there people who inspire you professionally? Why? Have they had an influence on your career choices? How?

11) How do you see your professional situation evolving in the next few years? Why?

- Do you have any professional goal/aspiration? Which one? What are the main obstacles to reach it?
- What would you need to achieve your goals/aspirations? Why?
- In general, what could be done to help people find a suitable job?

Housing

12) Could you tell me about your housing/accommodation situation?

- How did you find this accommodation? How much of a hassle was it?
- To what extent is the house you live in today better or worse than in the past? What was different in your life then?
- Did you have to change housing often? If so, why?
- Have you experienced being without a house for periods of time? Why? How did you get out of it?

13) Could you tell me about any issues you might face with this accommodation?

- Are you satisfied with your neighborhood? If not, in which way is it problematic? Have you already tried to do something about it? What happened?
- Does your rent seem appropriate to you? Why (not)? What do you think would be the appropriate rent for this place?
- How long does it take you to get to work/training? Does this seem like a suitable duration to you? How do you get to work/training? Why?
- What would you need to improve your housing conditions? What differences would that make in your life? Do you think this is realistic in the near future?

14) Do you see yourself still living in your current home in a few years? Why (not)?

- If not, where would you like to be? In what kind of accommodation/situation? What are the possible obstacles to it?

Health

15) Could you tell me about your health? How do you generally feel?

- In general, how would you rate your state of health (physical and mental)? Why?
- Do you encounter any health issues that you would like to talk to me about? Are you getting help with this problem? From whom? How does it help you? What more would you need?
- Do you have health insurance? If not, why not? If yes, do you get financial support to pay it? From whom? Is it sufficient?

16) What would you need to improve your physical and/or mental health?

- Among the things you mentioned, what is the most important for you? Why?
- How do you see your state of health evolving in the upcoming years? Why?

17) What do you think should be the state's priority to improve people's health? Why?

Overall economic situation

18) How would you describe your material/financial situation? Can you tell me about it?

- Do you find your income fair? Why? In your opinion, how much should you receive for it to be appropriate?
- To what extent is your income sufficient or not? What does it allow or prevent you from achieving?
- Do you have any debts? If so, do you receive support to manage your debts? How do you experience this help?

19) In case of financial difficulties, what would you do?

- When was the last time you remember it happening? How did you handle the situation?
- Can any friend or family help you financially? Anyone else or any other forms of support available?

20) What are your wishes/aspirations in terms of material well-being?

- Do you think you will be able to reach that in the next few years?
- What would need to be changed to meet them?

Political participation

21) What would you say makes you most angry in society? What would you like to change? Why?

- Generally speaking, do you have an optimistic or pessimistic vision of the future? Why?
- Are there any topics (social, economic, environmental, etc.) that you feel particularly concerned about? Why?
- Do you sometimes feel anxious about it? How do you deal with it?
- On the contrary, are there elements that make you happy and confident about the future? Which ones and why?

22) To what extent do you keep yourself informed about what is going on in the world?

- How do you keep yourself informed? Why do you use this medium in particular?
- Would you say you are more interested in local news (Geneva, Switzerland,...), another country/region or wider/global news?

23) Generally speaking, are you interested in politics? Why (not)?

- If yes, when and how did you first get interested in it? Any special event?
- Do you ever talk about politics with those around you? In which contexts do you usually do it? What is the last topic related to politics that you discussed?
- What would help to increase your interest in politics?

- Do you have confidence in your own ability to participate in politics? Why (not)?

24) Would you consider yourself to be politically engaged in any form? (Why not)?

- If yes, in what kind of ways are you engaged? (elections, protests, associations/unions, petitions, etc.)
- If you are engaged in an organization (party, association, etc.), for how long? Were there any particular events that led you to get involved? Which ones?
- If you participated in punctual events (petitions, protests, social media, boycott etc.), what kind of events? How many times? When was the last time?
- Would you like to be more politically engaged or to participate more? If so, what would you need in order to do it?
- Do you usually vote? Why (not)? Do you think voting can influence political decisions? Why (not)?
- What do you think is the best way to motivate people to get involved in politics in general? What would you tell them if you had the chance?

25) In general, would you say that you trust politicians and the state? Why (not)?

- Would you say there is a difference for you in terms of trust between local, regional, national or European level? Why?
- Which public (social, political, etc.) institution would you say you trust the most? Why?
- And the least? Why? How do you think it should be changed?
- In general, what characteristics should a public institution have so that it inspires you confidence?

We are coming to the end of our conversation. Would you like to add, clarify or comment on something?

2. Interview guide n°2 (relationships to institutions)

Reminder:

- Make sure you are in a quiet and suitable place for the interview
- Introduce yourself
- Present the objectives of the research and interview
- Present the course of the interview
- Remind the guarantee of anonymity
- Ask permission to record the interview
- Make sure the interviewee understands that this is an open discussion, that there are no right or wrong answers.
- The formulation of the main (in black) and follow-up (in green) questions is a suggestion but need not be spoken exactly like written here. Always adapt to the context and flow of the conversation.
- There is no need to ask every single follow-up question. These are just suggestions to keep the conversation going when people are not much talkative. Just keep them in mind when you ask the main question in case you need the person to go further. In most cases, interviewees will cover them spontaneously after you asked the main question. So don't rush into follow-up question and let the interviewee time to figure out what they want to answer to the main question. Knowing what spontaneously comes to their mind or not is a valuable information for us.

Ice breaker

How have you been doing since our last interview?

- Are there any points you would like to come back to or to add regarding the last interview?
- Have there been any significant events/developments/changes in your life? If so, which ones?

This time, we would like to know about your relationship with public institutions and public services.

- 1) Could you tell me which were the main institutions/services/programs with which you have been in contact over the past few years? (These may be public institutions such as schools, foster homes, social insurances (unemployment, disability, etc), welfare or associations).
 - Think about the field of education/work/income support/housing/health, have you been in contact with institutions/organizations/programs that had an impact on your life?
 - Are you still in contact with these institutions/services/programs?
- 2) Among the institutions/services/programs you mentioned, with which one would you say you had a particularly good/bad experience with? Why?
 - Could you explain what features of this/these institutions/services/programs made this a good/bad experience?

NB: Since the questions below cannot be answered for each and every institution the person has been in contact with, the interview should focus on the experience with one institution/service/program that has been particularly noticeable for the person. The interviewer should then encourage the interviewee to make comparison between this experience and others with other institutions in order to grasp a wider range of the interviewee's experiences.

Information about the service/program

NB: Based on what has been said until then, choose an institution/service/program to focus on for the interview. Discuss your choice with the interviewee if relevant.

3) Can you describe the context that led you to be in contact with this service/program?

What was your general situation at this time in terms of education/work/housing/health/material situation?

4) How did you find out about this service/program?

- Where did you first find information about it? Was it easy to find?
- Was the information you found clear enough? If not, why?
- Was the service you received different from what you expected based on the information gathered? How?
- Any comparison with other services/programs?

Claiming the service

5) Did you wait before contacting this service/program? If yes, why and for how long?

- Did you hesitate to contact them? Why?

6) If you think about it, how did you feel when you claimed this service/program (grateful, ashamed, etc.)? Why?

7) How were you received by the people in charge of delivering the service/program?

- How did this impact you?
- Any comparison with other services/programs?

Administrative procedures

8) What kind of administrative procedures did you have to go through (forms, digital procedures, etc.) to claim it?

- How much of a hassle was it? Can you describe it?
- How long did you wait before you benefited from the service effectively?
- What could have been done to help you in this process?

- Any comparison?

Service (receiver)

- 9) Concretely, what did the service/benefit you received include?
- 10) Would you say that the service you received was adapted and enough to fulfill your needs? Why (not)?
- 11) Were there alternative services available? Which ones?
 - And what influenced you to choose that service (people, access to transport, etc.)?
- 12) Are you still benefiting from it? For how long have you been benefiting?

Service (doer)

- 13) When benefiting from this service/program, were you able to participate in some training/develop new qualifications? How?
 - Have you had the chance to be an “actor” in any sort of way?
 - Do these new skills seem useful for what you want to do?
- 14) If so, did you feel free in choosing the kind of activity/training? Why (not)?
 - What kind of activity/training would you have liked?
- 15) Did the service have particular expectations towards you or did they condition their support in any sort of way? If so, which ones?
 - How do you feel about that?
 - What happened if you didn't meet these expectations? Does that seem fair to you? Why (not)?
 - What would be the most appropriate/fair expectations in your opinion?

Support (Judge)

- 16) To what extent do you feel that you were able to express your expectations/aspirations regarding the terms and conditions of the service/program you benefited from?
 - Were people available/accessible to listen to you? Who could you speak to? What attitudes did these people have?
 - Were there moments specifically dedicated to listening to your expectations/ideas? In what context did this take place?
 - Have your expectations/ideas been taken into consideration? Could you give examples?

- Any comparison or contrast with other institutional experiences?

17) Have you been asked to give a feedback on the support you received?

- Have you been asked for recommendations/suggestions to improve this support?
- If so, what did you recommend? Do you think they have been taken into account? Why (not)?

Impact of service

18) In a general manner, how satisfied would you say you are with the service you received? Why?

- To what extent has this program/benefit/service been successful? To what extent did it fail and how?
- Would you recommend this/these service to friends? Why? What would you say to them?
- Any comparison or contrasting experience?

19) How do you think this support could be improved? For what reasons?

- What was missing in your view?

20) How would you say this service has impacted your life?

- How has the program influenced you on a personal level? What was more helpful and what was less helpful to you?

21) If you think more precisely about your objectives and aspirations, to what extent has this service/program impacted them? If you think about it, how would your life have been different if you did not claim this service program?

- Did you have the same objectives/aspirations before your participation in the program/service? What changed? How? What hasn't changed? Why?
- To what extent did the service/program allow you to elaborate new aspirations and try to implement them? If not, what could be improved?
- In your opinion, what are the main obstacles that would prevent you from achieving these objectives?

22) Does benefiting from this service allow you to imagine a better world or future? Why? How? Can you tell me a little more about that?

- After benefiting from this service/program, did you feel more self-confident and more daring to express your personal viewpoints?
- Did you want to get involved in projects useful to society? If so, what were your plans? Why did this seem important to you?
- Did the service/program support you in this project? How? Did you find other support?
- Do you still have this type of project? If no, what made you change your mind?

Perceptions of institutions

23) In general, would you say that benefiting from this service/program influenced your perception/trust of public institutions/the state? How?

- How did your experiences influence your perception/trust in politics?

24) To what extent would you say that benefiting from this service/program made you want to be involved in politics in any kind of form? How?

- Since you received this support, have you participated in civic or political activities in which you would not have taken part otherwise? If so, which ones?

25) Taking everything we said into account, what would you say the public services of tomorrow should look like?

What should change? (Think about the administrative procedures, the conditions of support, the level of support, the types of support, the participation of beneficiaries, are there anything that seems particularly important to you?)

26) We are coming to the end of our conversation. Would you like to add, clarify or comment on something?

3 Socio-demographic information

Note: This questionnaire aims to systematically collect socio-demographic data from respondents. It must be completed with the person concerned at the end of the first interview. Note that it is possible that certain questions have already been addressed during the interview. If so, it is not necessary to ask them again so as not to overburden the respondent. Finally, some questions come with a “specify” space, intended to allow the interviewer to complete the answers whenever this seems important.

Date of interview: __. __. __. __. __.

Pseudonym:

1. Gender: Man Woman Other

2. Date of birth:

3. Nationality(ies):

4. Residence permit:

- 1. National
- 2. Non-national permanent
- 3. Non-national fixed term
- 4. Provisionally admitted
- 5. Without status

5. Housing: Are you:

- 1. Owner
- 2. Tenant
- 3. Tenant in a social housing
- 4. Subtenant
- 5. Stay with relatives/flatsharing
- 6. In emergency accommodation
- 7. Other

Specify:

6. What type of household do you currently live in (multiple answers possible)?

- 1. Alone
- 2. Alone with child(ren)
- 3. Couple without children
- 4. Couple with child(ren)
- 5. With other family members (parents, brothers, sisters, etc.)
- 6. With people outside the family (roommate, etc.)

7. What is your position in the household?

- 1. Mother/father
- 2. Daughter/son
- 3. Relative

8. How many people live in your household permanently (you included)?

.....

9. How many room(s)/space(s) does your home have (kitchen included)¹?

.....

10. Approximately how much is your rent per month?.....

11. Number of children (and year of birth):

12. If relevant, number of dependent children (and year of birth):.....

13. Do you pay child support (if relevant)? Yes No

How much is this alimony?

14. What level of education did you achieve?

- 1. Without diploma
- 2. Primary school
- 3. Lower secondary degree (e.g.vocational training)
- 4. Upper secondary degree (e.g. high school)
- 5. Tertiary degree (bachelor, master or equivalent)

15. What level of education did your parents achieve?

- 1. Without diploma
- 2. Primary school
- 3. Lower secondary degree (e.g.vocational training)
- 4. Upper secondary degree (e.g. high school)
- 5. Tertiary degree (bachelor, master or equivalent)

16. What is your professional situation (multiple answers possible)?

- 1. Fixed-term contract
- 2. Permanent contract
- 3. Odd jobs
- 4. Self-employed
- 5. Unemployed
- 6. Undeclared employment
- 7. Student
- 8. Retired
- 9. Other

Specify:

17. Number of jobs and occupation rate:

18. Job(s) title:

19. Do you receive any of the following social benefit (multiple answers possible)?

- 1. I do not receive any additional income
- 2. Social assistance
- 3. Housing subsidies
- 4. Unemployment insurance benefits

¹ Bathrooms should not be included in the count.

- 5. Alimony
- 6. Childcare allowance
- 7. Disability insurance benefits
- 8. Health insurance subsidies
- 9. Other transferts income

Specify:

20. If it's not too intrusive, how much money does your household approximately have each month?

- 1. Low income (until X euros) ²
- 2. Average income (between X and X euros)
- 3. High income (above X euros)

21. Comments/remarks

.....

² Precise income brackets should be defined in each national context and for each household composition.

4 Ethics

As we know, we need to treat vulnerable groups with caution: they may live in greater (economic and social) insecurity, they experience much more unequal power relations, and they may have suffered traumatic experiences (e.g. refugees). In response, we aim to apply ethical principles with specific ethical reflections for research with vulnerable people. The first step is to be sure that their participation is voluntary; the next step is informed consent (see also Clark-Kazak, 2017).

Voluntary participation

The key is voluntary participation. Only then is a more equal relationship between researcher and participant possible.

Voluntary participation is sometimes difficult when participants are recruited through an NGO or service. Therefore, an agreement with the NGO or service on voluntary participation is needed. Voluntary participation is also uncertain when participants are invited with fees and other rewards. Consequently, their willingness to participate depends on the compensation. This may reduce the quality of participation. Fees should therefore not be used as enticement.

Informed Consent

Informed consent shares all relevant research details so that the participant can make an informed decision about whether to participate in the study. Subsequently, the participant is given the chance to stop participating in the research at any stage and for any (or no) reason.

Nevertheless, especially when working with migrants and/or people speaking different languages, an oral explanation of the research project is unavoidable.

Informed consent also addresses information regarding anonymization and the use of the audio recording (e.g. only for my and if team based research our colleagues' ears to transcribe it)

Consent Form

If consent forms are used, they should be written in easy language and including the first language of the research participant. This is necessary to avoid the feeling of signing something you don't understand which wouldn't be helpful for a trustful relationship.

Sometimes research participants don't want to sign any official forms, consequently the use of oral consent on the audio recording working with non-native speakers and vulnerable groups is an alternative.

Protecting Research Participants

Researchers are responsible not to endanger anonymity, especially when the sample size is small. Six major key anonymization areas are: names of individuals, locations, religious or cultural background, occupation, family relationships, and other potentially identifying information (Surmiak 2018).

Each time balance must be struck between protecting the identity of participants and maintaining data integrity. Therefore, we should discuss with our colleagues and with respondents what should be anonymized. There is no "one" way to do it in all research settings. In emancipatory and participatory research the idea of collaboration with research participants is crucial, therefore confidentiality should not be "imposed but negotiated" with participants. For example disclosing participants' identities can have an empowering effect in specific situations, particularly in the case of people who are marginalized or vulnerable and whose voices have not yet been heard (Aldrige, 2015).

Researchers additionally use different methods than deleting characteristics such as age etc. to ensure that the reader does not recognize the research participant. Give an approximate age of the participants or provide only general data about the place of work or research. Commonly used methods include: using only short quotes of statements (to avoid absorbing too much information), assembling narratives told by research participants (especially in biographical studies) in vignettes, sometimes these strategies include some fictionalization, and using generalizations (generalize some sensitive, intimate, or highly identifiable narratives of participants).

We believe that the researcher is in charge of keeping the information safe both while the research is in progress and after it is finished. To ensure that participant privacy is protected, it is essential to answer these questions: What may be revealed and to whom? Who should be kept safe? And why? What are the strategies that should be used to protect information during research?

Further Readings

Aldridge, Jo. 2015. *Participatory Research: Working with Vulnerable Groups in Research and Practice*. Bristol: Policy Press.

Clark-Kazak, Christina. 2017. "Ethical Considerations: Research with People in Situations of Forced Migration." *Refuge: Canada's Journal on Refugees / Refuge : Revue Canadienne Sur Les Réfugiés* 33(2):11–17. doi: 10.7202/1043059ar.

Surmiak, Adrianna. „Confidentiality in Qualitative Research Involving Vulnerable Participants: Researchers' Perspectives“. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* 19, Nr. 3 (o. J.): Art. 12. <http://dx.doi.org/10.17169/fqs-19.3.3099>.

5 Letter of Informed Consent

Interview in the framework of the EU Horizon Europe project "Involve".

Research project: INVOLVE. FOR TRUSTFUL, PARTICIPATORY AND INCLUSIVE PUBLIC POLICIES

Conducted by:

Information about the project:
Involve Democracy (involve-democracy.eu)

Interviewers:

I hereby agree to participate in an interview as part of the above research project. I agree that the interview will be recorded and saved as an audio file. The transcript will be stored anonymously, i.e., without names and personal details. Interview excerpts can be anonymously incorporated into reports, policy briefs and other publications and can be presented in the context of "Cross Talks". For the scientific evaluation, all information that could lead to an identification of the person is changed or removed from the text. In scientific publications, interviews are only quoted in excerpts to ensure vis-à-vis third parties that the emerging overall context of events cannot lead to an identification of the persons.

My participation in the interview and the research project as well as my consent to the use of the data are voluntary. I have the possibility to revoke my consent at any time. I will not suffer any disadvantages because of refusal or revocation. I have the right to information, correction, blocking and deletion, restriction of processing, objection to further processing and data portability of my personal data.

Place, Date

Signature

Name (in block capitals)

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involve

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