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Working paper

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



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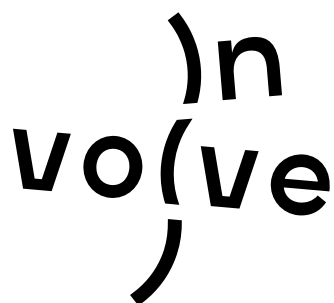
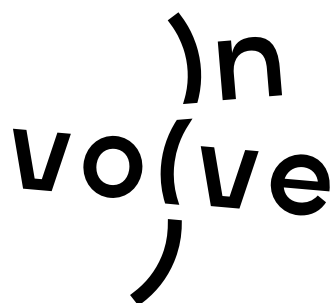


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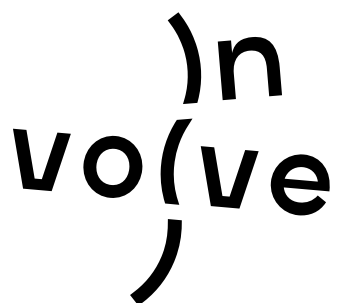
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**Methodological guidebook to study
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(1. Introduction

Involve in a nutshell

Across Europe, there is evidence of distrust in political institutions and an increasing stratification of political participation, with more vulnerable citizens having less access and influence in decision-making processes. The COVID 19 pandemic has exposed and reinforced these trends. These shifts pose a major challenge to the democratic welfare state. And this is where INVOLVE comes in. Social and public services are essential to reduce inequality, to give people the prospect of a better life, and to create solidarity. So inclusive services are needed. And not only to create a more equal society, but also for a more supported society. A supported society that everyone wants to take care of. Inclusive services are the outposts of a democratic society: in their participatory way of working, in their generous support, in their way of building community, they show that everyone is important, relevant and needed to shape society.

INVOLVE is based on three research questions: 1. What is the nature of the relationship between the welfare state, public and social services and policies aimed at tackling inequalities, on the one hand, and individuals' trust and participation in their democracy, on the other? In a broad sense, not limited to electoral participation, but including all forms of voluntary citizen activity aimed at bringing about political change. 2. How do different types of inequality affect political participation, democratic legitimacy and the structure of democratic representation? 3. How can more inclusive public and social services strengthen the trust and democratic engagement of vulnerable citizens?

The overall process of INVOLVE

In order to answer these three key questions, INVOLVE is structured into 9 highly interlinked Laboratories/Work Packages of varying size, importance and duration, which will run over a period of 48 months.

Figure 1 shows the overall structure of the work plan and the inter-linkages between the laboratories and sub-laboratories. Figure 1 also emphasizes that cross-fertilization between research and practice-oriented activities has been carefully considered. In INVOLVE, academic research is essential for aspirational and transformative activities, while the participatory process is an integral part of academic research. In INVOLVE, academic research and participation are essential to our ambitious and transformative activities. In other words, INVOLVE is a collaborative project: researchers from universities and NGOs work together with participants.

To this end, INVOLVE is developing intensive cooperation between participants in the discussion groups, researchers from NGOs, and academics. INVOLVE involves “vulnerable” people in research; empowers them through the research process; analyzes social policy, research

syntheses, and quantitative research results from their perspective; seeks common expectations together; engages in dialogue with stakeholders; and campaigns together.

The overall structure shows how all partners work together and how the various tasks and work packages are connected.

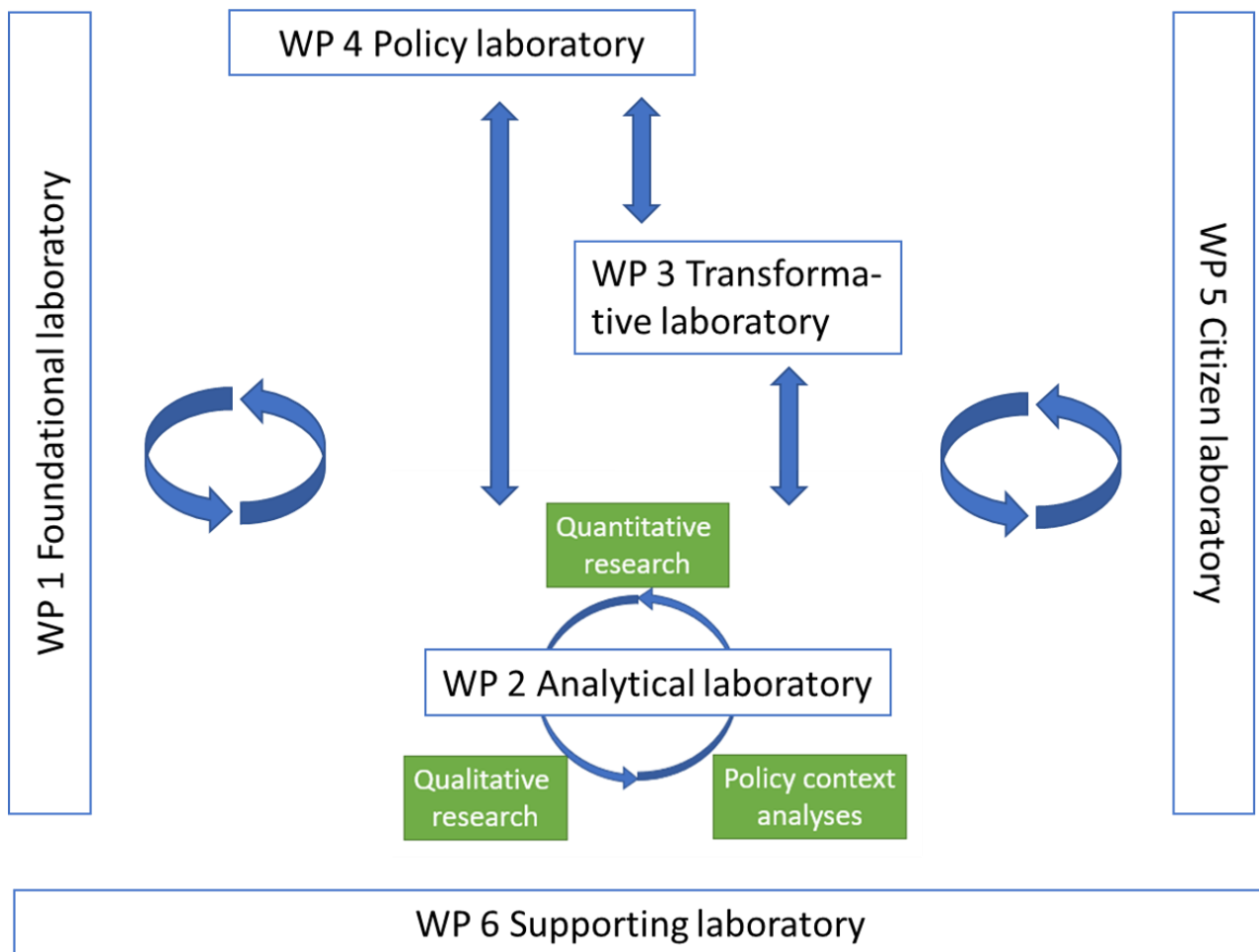


Figure 1 INVOLVE's overall structure

The general outline shows that research work is central. This research work is framed and informed by a theoretical framework (foundational lab). This is where the main question, how social and public services can strengthen democratic attitudes, is explored. To answer this question, we use a research model based on a vision of people as recipients, doers, and judges (see Del. 1.1).

The analytical work package drives the project. Its three components are the qualitative research, quantitative research (the methodology of both is detailed in the present Del. 1.2) and political research (see Del. 1.3). These three studies fertilize each other: political research provides the political and legal context for both the qualitative and quantitative work; the quantitative research provides a general picture of how Europeans view services and democracy. These images provide additional contextualization for the qualitative research.

The three research packages all work with the research framework: the RDJ framework is applied to analyze social policy and determine the questions for the survey and interviews (Figure 2).

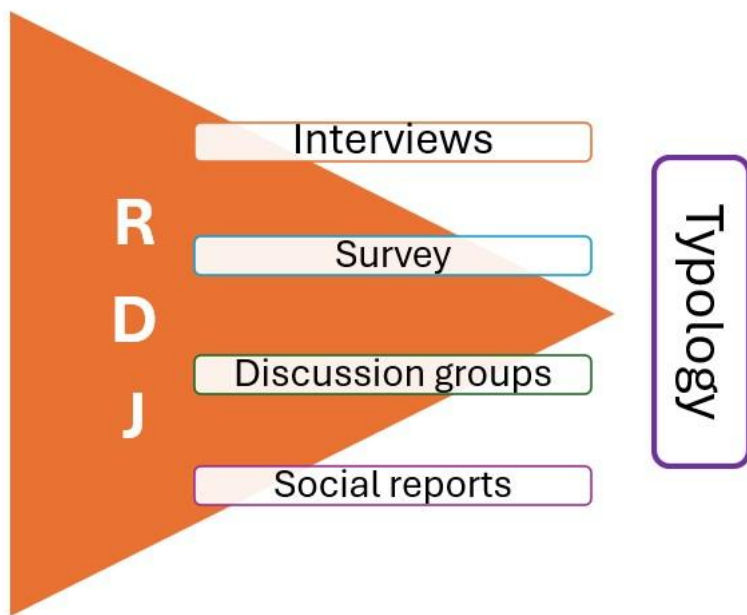


Figure 2 The impact of the RDJ framework

The following diagrams clarify the methodology. The goal is to develop a typology of social and public services that distinguishes between those that strengthen democratic attitudes and trust and those that weaken them. This typology, based on the adapted RDJ framework, identifies the underlying reasons for such distinctions and suggests how public services should be designed to create trust and participation (see Del. 4.6 for an interim report and Del 4.1 for the final version of this typology). These findings are then used to engage in dialogue with those responsible for social and public services.

Figure 3 provides an overview of the various steps in the INVOLVE project. All of these steps emphasize co-creation.

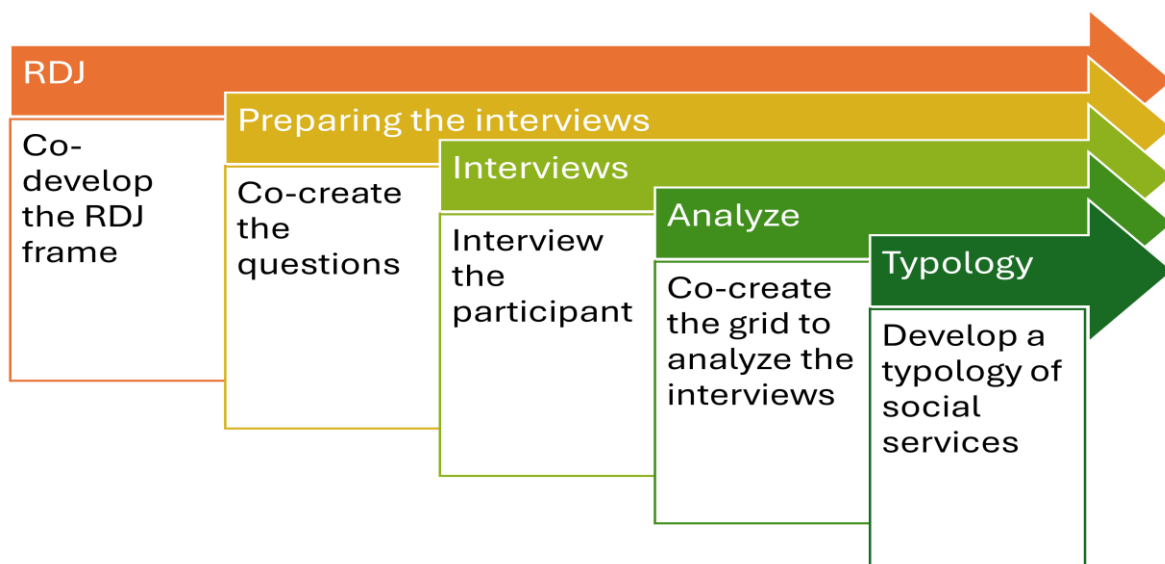


Figure 3 Overview of the analytical process of INVOLVE

The various steps lead to a typology of social services. This typology is based on the interviews, the survey and an analysis of social policies. This typology helps us to compare the different

services within and between countries. It also helps us to develop proposals for an expanded service that gives people confidence in society.

This work is done with the participants in discussion groups. The fourth figure shows the successive steps leading to a national and European campaign for inclusive services.

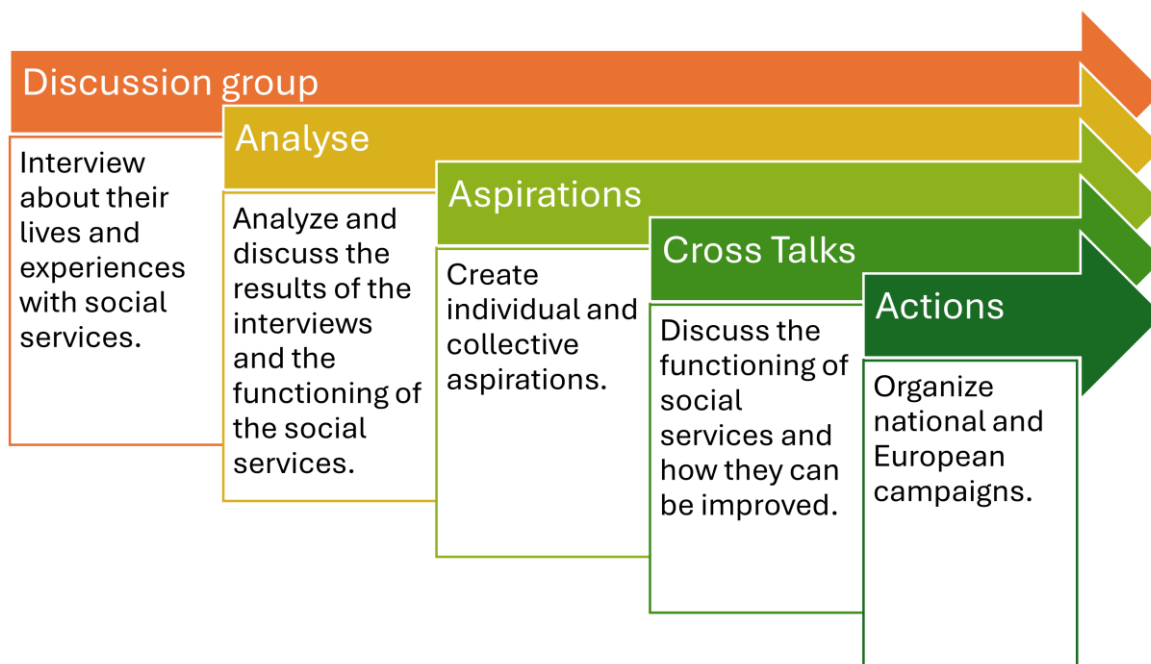


Figure 4 The tasks of the discussion groups

Participants are involved throughout the various stages. They contribute to the analysis, create shared aspirations, engage in dialogue, and participate in the campaign.

Outline of the working paper

Deliverable 1.2 focuses on the methodologies mobilized for the quantitative (ad hoc survey) and qualitative research (semi-directed interviews and discussion groups). First, the quantitative methodology is presented, with an emphasis on how the RDJ framework has been operationalised in an ad hoc survey (topics covered, recruitment processes, ethical issues, etc.). Second, the methodologies of the qualitative research are presented, regarding both semi-directed interviews (esp. recruitment processes, constitution of operational interview grids, conducting and coding interviews and ethical issues) and collective discussion groups (composition of groups, methodological background and guidelines, ethical issues, monitoring tool).

2. Design of an ad hoc quantitative survey

The quantitative empirical work of the INVOLVE project is based on a cross-national survey fielded in the 8 project participating countries. The main topics of the survey are political trust and participation, inequality perceptions, welfare attitudes, and experiences with public services. The survey also contains three vignette experiments, with one of them randomly being assigned to each participant, on citizens' evaluations of public services, their trust in public institutions, their likelihood to engage in political participation and redistributive welfare state preferences.

Recruitment

The goal was to reach 12 000 respondents, with a net sample size of 1'500 respondents in each country, through an online survey. The aim was to be representative by gender, age, and level of education of the national populations.

To this end, a tender was launched in the Spring of 2024, and the data collection was outsourced to Bilendi, a company specialised in hosting and collecting online surveys. For recruiting respondents, this company works with its own panel that consists of more than 100 000 members. From their panel, the company drew a proportionate stratified random sample. For the data collection in Ireland, Poland, and Portugal, the company cooperated with JTN Research.

Respondents were recruited using a non-probabilistic quota-sampling strategy. Potential participants were invited to fill out the survey by means of an email with a unique link to the survey. These email invitations were sent out in micro-batches to prevent the over-representation of a specific time-bound psychological or psychographic profile. Surveys could be completed on both a PC and a smartphone or other electronic device (e.g., iPad). To ensure only high-quality participation was counted to contributing to the sample, respondents had to complete the survey within a reasonable time frame, not answer more than 10% of questions with 'don't know' or 'no answer' and provide sufficient diversification of responses.

The survey was piloted (i.e., completed by 10% of the total commissioned sample) before the full launch of the field work. In this pilot, lower educated respondents were oversampled to ensure that the survey was understandable to all respondents, particularly the more vulnerable ones. In the pilot, it was further assessed if any technical errors (coding of questionnaire, etc.) occurred. The fieldwork (including the pilot phase) in Belgium and Ireland took place from the 2nd of August 2024 to the 30th of August 2024. For the other six countries, the fieldwork was ongoing between the 21st of August 2024 and the 9th of September 2024. A total of 12,123 respondents completed the survey.¹ The average response time was about 15 minutes per country.

¹ The number of respondents sampled per country was 1512 in Belgium, 1516 in France, 1522 in Germany, 1513 in Ireland, 1514 in Italy, 1517 in Poland, 1520 in Portugal, and 1509 in Switzerland. In Belgium, only data from Flanders was collected. Given that key INVOLVE policy fields such as housing, preventive healthcare, training and education fall

Importantly, as our sampling strategy is oriented towards capturing samples representative – at least in terms of age, gender, and education - of whole national populations, few highly vulnerable or extremely privileged citizens are included in the data, which is a common challenge with online probability samples (Kritzing et al., 2025; Lehdonvirta et al., 2021). Moreover, while 1'500 respondents per country does provide substantial statistical power, it is insufficient to generate generalizable insights into respondents at highly vulnerable intersections, such as low educated single mothers with a migration background living in social housing. Yet, the point of the international cross-sectional dataset is not to gain insights into these intersections, which is the scope of the qualitative research. Rather, the aim is to understand the experiences of the general population, whereby our sampling strategy enables an analysis of how the receiver, doer, and judge framework functions among residents of the project participating countries.

Ethical issues were duly considered, and the full survey design and ethical choices were approved by the KU Leuven Social and Societal Ethics Committee (SMEC) (G-2024-7962).² For instance, before starting the survey, the respondents were informed about the goals of the survey through a letter of information and were asked afterwards to provide their informed consent. All data is fully pseudonymised and stored on secure KU Leuven servers. Immediately after finalising the survey, the respondents were debriefed about the experiment. At the end of the project, the survey data (pseudonymised) will be made available through KU Leuven's RDR platform (part of Harvard Dataverse).

Survey content

The development of the survey was an iterative process with the consortium partners – versions of the questionnaires and potential items were presented and selected at the Paris (2023) and Berlin (2024) Consortium meetings and further fine-tuned through individual feedback sessions afterwards. The selected questions about services and sociodemographic questions were aligned with the qualitative questionnaires. In collaboration, questions were selected about political trust and participation, as well as on public service experiences and preferences in the field of education, housing, healthcare and employment that were meaningful for all member countries and reflective of the RDJ framework. The same holds true for the translation of the surveys into the different local languages, which was done by professional translators and verified afterwards by the local partners in each project participating country.

In that regard, the survey is structured into 5 main question blocks, that each aim to capture aspects of the RDJ framework, i.e., (1) Political questions: on political participation (doer) and trust, as well as more general attitudes towards one's democracy (judge); (2) Public service preferences about the size and scope of welfare state institutions in general, and with regard to education, healthcare, housing and employment in particular (judge); (3) Public service evaluations, about one's own experiences with public services, and the extent to which they allowed individuals to be receivers, doers and judges; (4) Vignette experiments about how public service experiences affect political trust and participation, and redistributive welfare state preferences more in general; (5) A question

under the remit of the regional governments, and that the political landscape of Belgium is divided across linguistic lines, we decided to focus on Belgium's largest region only, i.e., Flanders.

² More information on the survey can be found in its technical report, which provides full information on the questionnaire and more detailed information on the fieldwork.

(battery on the impact of digitalization (doer and judge) and more general socio-demographic questions (receiver) to capture vulnerabilities.

From the most general perspective, the survey starts by asking respondents about their level of political interest and related political attitudes, including ideological beliefs (left-right placement), social trust, (internal and external) political efficacy, and explicit trust in various political institutions. Following this, respondents are presented with a series of statements that they can (dis)agree with to capture latent orientations towards politics, which are used to capture political trust, distrust, and mistrust. Afterwards, respondents are asked to indicate whether they took part in one or more of an exhaustive list of political participation modes during the last 12 months, their willingness to take-up democratic innovations, and which political party they intend to vote for in an upcoming election. This opening section of the survey provides insight into how interested people are in politics, how much they (retro- and prospectively) engage(d) with politics, how able they think they are to engage with politics and gauges their positive and negative opinions about political institutions.³

After probing into respondents' political attitudes and participation acts, the survey continues to their potential drivers. First, the survey asks about general perceptions of the welfare state and public services. By doing so, we aim to capture public preferences regarding the scope and the size of public services to address inequalities, and to empower citizens to become receivers, doers and judges. This section opens with a battery on inequality perceptions, capturing respondents' perceptions of fairness in their society, and if they support government intervention. Following, respondents are asked how much the government should have responsibility over various public welfare services, how satisfied they are with the current state of public services, and their democracy, as well as whether they would like to see more or less government spending on these services. This survey section concludes with batteries asking respondents to indicate how much they (dis)like policy proposals that would make welfare spending more fiscally sustainable, and then whether they think these proposals are (not) necessary. This section of the survey gives a comprehensive insight into the normative judgements respondents have regarding the welfare state, both in terms of the target population's deservingness and the state's responsibility, their evaluative judgements of the current state of affairs, and the policy changes they judge as fitting. This is of particular interest to the project, as these more normative judgements are not captured in depth through the qualitative interviews.

The following section of the survey probes into personal experiences with public services. To first filter out respondents that do not have experiences with public services during the last 12 months to report on, this section opens by asking respondents to indicate whether they, or one of their closest family members, used one of ten services. Here, services were selected that are both widely used (e.g., general practitioners/family doctors, public hospitals), as well as more targeted services (e.g., public social housing, employment/labour market reintegration services) in the INVOLVE's fields of housing, education, health and employment. We included one item about immigration services too, to align it with experiences from the qualitative work with immigrants. Following this, respondents were asked to indicate how generally (dis)satisfied they were with the services that they indicated to have used (other services were not shown in the list).

Afterwards, more detailed batteries of questions were asked about the extent to which respondents were treated as receivers, doers and judges by these services, i.e., were they treated with respect,

³ Here, we also adhere to the OECD Guidelines of Measuring Trust (2017), which highlight the importance of including trust questions before surveying about potential drivers of trust.

(did they receive the desired outcome, could they have an influence on the outcome, did they feel abused, what barriers were there to access services,... Crucially, the way the statements were presented, invites respondents to reflect on their overall experiences with public services, rather than a single interaction. Unlike the measure of satisfaction with specific service use, the battery was shown only once, allowing respondents to draw on their own set of experiences. Thus, someone who had many positive encounters, but one discriminatory experience, could still indicate they were insufficiently treated as a receiver, doer, or judge by public services in general. This approach avoids the limitations of more granular designs, where answers intended to reflect one service can be confounded by other experiences.

In the fourth block of the survey, we fielded vignette experiments. The advantage of this type of method is that it allows for a more causally robust way of assessing if positive evaluations of public services indeed foster political trust, or participation, or under which scope conditions citizens indeed support public interventions in the welfare state domain. These three experiments were preregistered.⁴

The survey concludes with questions on the impact of digitalization on people's lives and with socio-demographic questions. Both aim to capture the degree of vulnerability of citizens. Socio-demographic questions were selected to reflect the education, health, employment and housing situation of the respondents, as well as their more overall economic standing and minority status, which aligns closely with the sources of vulnerability and receiver status under study in the qualitative field work.

All individual survey items and their phrasing are included in the next pages.

⁴ <https://aspredicted.org/6xhk-brn6.pdf>; <https://aspredicted.org/5v7f-ct4g.pdf>; <https://aspredicted.org/cctr-q62q.pdf>.

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A: Starting questions: Gender and Age

V001b Gender	How do you identify yourself?
1	Male
2	Female
3	In another way
4	<i>Prefer not to answer</i>

V002 Age	How old are you?
<i>Note: open numerical field, 4 digits.</i>	



B: Political interest and attitudes

V003 Political Interest	How interested are you in politics in general?
1	Very interested
2	Quite interested
3	Not very interested
4	Not at all interested
5	<i>Prefer not to answer</i>

V004 Left-Right Placement	In politics, people sometimes talk of 'left' and 'right'. Where would you place yourself, where 0 means 'left' and 10 means 'right'?
1	0
2	1
3	2
4	3
5	4
6	5
7	6
8	7
9	8
10	9
11	10
12	<i>Prefer not to answer</i>

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V005 Social Trust	Would you say that, generally speaking, most people can be trusted, where 0 means 'no trust at all in most people' and 10 means 'complete trust in most people'?
1	0
2	1
3	2
4	3
5	4
6	5
7	6
8	7
9	8
10	9
11	10
12	<i>Prefer not to answer</i>

V006 Efficacy	To what extent do you agree or disagree with the following statements?						
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	<i>Prefer not to answer</i>
V006_1	The political system allows people like me to have an influence on politics	1	2	3	4	5	6
V006_2	I have confidence in my own ability to participate in politics	1	2	3	4	5	6

C: Political trust

V007 Political Trust	On a scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely', how much do you personally trust each of the following institutions?												
	 [All questions with this symbol had a randomised item order]												
		No trust at all	1	2	3	4	5	6	7	8	9	Complete trust	Prefer not to answer
V007	The national government	1	2	3	4	5	6	7	8	9	10	11	12
V007b	The national parliament	1	2	3	4	5	6	7	8	9	10	11	12
V007c	Political parties	1	2	3	4	5	6	7	8	9	10	11	12
V007d	Politicians	1	2	3	4	5	6	7	8	9	10	11	12
V007e	The civil service (non-elected government employees)	1	2	3	4	5	6	7	8	9	10	11	12
V007f	The local government, e.g., local authorities	1	2	3	4	5	6	7	8	9	10	11	12

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V008 PolTrst Fam	To what extent do you agree or disagree with the following statements?						
							
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	<i>Prefer not to answer</i>
V008_1	I can count on the government to serve the public interest	1	2	3	4	5	6
V008_2	Political parties typically have good intentions	1	2	3	4	5	6
V008_3	Most politicians are honest and competent	1	2	3	4	5	6
V008_4	The government understands the needs of my community	1	2	3	4	5	6
V008_5	The government usually does the right thing	1	2	3	4	5	6
V008_6	It is important to judge the government's actions on a case-by-case basis	1	2	3	4	5	6
V008_7	I don't know if I should believe or doubt information from political parties	1	2	3	4	5	6
V008_8	I feel I need to double check what politicians say	1	2	3	4	5	6
V008_9	As a rule, the government is ineffective and deceitful	1	2	3	4	5	6
V008_10	Political parties typically ignore people like me	1	2	3	4	5	6
V008_11	Most politicians put their own interest before the country's interest	1	2	3	4	5	6

D: Political Participation

V009 Political Participation (I)	There are different ways of getting involved in politics. Over the last 12 months, have you done any of the following activities? Please tick ALL that apply.		
			
		Yes	No
V009_1	Contacted a politician, government, or local government official	1	0
V009_2	Attended a meeting of a trade union, political party, or political action group	1	0
V009_3	Being a member of a political association or party	1	0
V009_4	Being a trade union member	1	0
V009_5	Participated in government-provided citizen participation platforms, e.g., citizens' budgets, democracy forums, etc	1	0
V009_6	Provided input or feedback on government policy, law, or document	1	0
V009_7	Volunteered for a not-for-profit or charitable organisation	1	0
V009_8	Worn or displayed merchandise of a political party, such as a badge or sticker	1	0
V009_9	Gave money to a political party, activist, or lobby group	1	0
V009_10	Participated in a public demonstration or protest	1	0
V009_11	Signed a petition	1	0
V009_12	Voted in a referendum	1	0
V009_13	Bought or refused to consume certain products or services for political reasons	1	0
V009_14	Posted or shared anything about politics online, for example on blogs, via email or on social media such as Facebook or Instagram	1	0
V009_15	None of these	1	0
V009_16	<i>Prefer not to answer</i>	1	0

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V010 Political Participation (II)		Countries are exploring innovations to give citizens more influence in politics. On a scale from 0 'certain not to participate' to 10 'certain to participate', how likely are you to participate in each of the following if implemented?											
													
		Certain not to participate	1	2	3	4	5	6	7	8	9	Certain to participate	Prefer not to answer
V10a	Participate in a Citizen Forum	1	2	3	4	5	6	7	8	9	10	11	12
V10b	Share thoughts and policy proposals via a digital government platform	1	2	3	4	5	6	7	8	9	10	11	12
V10c	Vote in binding referenda about important national issues	1	2	3	4	5	6	7	8	9	10	11	12
V10d	Participate in participatory budgeting	1	2	3	4	5	6	7	8	9	10	11	12

Information box option 1: A citizen forum is an assembly composed of around 30 to 50 citizens, selected at random, who meet and discuss a certain topic in order to formulate a recommendation that is then transmitted to the parliament, municipal council, etc.

Information box option 3: The parliament receives the voters' opinion and is obliged to follow the decision.

Information box option 4: Participative budgeting consists of citizens deciding on a portion of the state's budget. The citizens involved meet and discuss the way in which they wish to spend that amount in order to support different specific projects.

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V011 Vote If national elections would be held tomorrow, on which party would you vote?					
V011be	Belgium	V011de	Germany	V011fr	France
1	Vlaams-Belang	1	CDU/CSU	1	La France Insoumise
2	PVDA-PTB	2	SPD	2	Le Parti Communiste Français
3	N-VA	3	Die Linke	3	Le Parti Socialiste
4	CD&V	4	Bündnis 90/Die Grünen	4	Les Ecologistes
5	Vooruit	5	FDP	5	Renaissance
6	Open VLD	6	AfD	6	Le Modem
7	Groen	7	BSW (Bündnis Sahra Wagenknecht)	7	Horizons
8	Andere partij	8	Eine andere Partei	8	Les Républicains
9	Ik zou blanco of ongeldig stemmen	9	Ich würde einen leeren oder ungültigen Stimmzettel abgeben	9	Reconquête
10	Ik zou niet stemmen	10	Ich würde nicht wählen	10	Rassemblement National
11	Geen antwoord	11	Keine Antwort	11	Debout La France
				12	Les Patriotes
				13	Lutte Ouvrière
				14	Un autre parti
				15	Je voterais blanc ou nul
				16	Je ne voterais pas
				17	Je préfère ne pas répondre

V011ie	Ireland	V011it	Italy	V011po	Poland
1	Fianna Fáil	1	Fratelli d'Italia	1	Koalicja Obywatelska (PO, Nowoczesna, Inicjatywa Polska, Zieloni)
2	Fine Gael	2	Movimento a 5 Stelle	2	Konfederacja Wolność i Niepodległość
3	Labour Party	3	Lega	3	Lewica (SLD, Wiosna, Razem)
4	Sinn Féin	4	Forza Italia	4	Prawo i Sprawiedliwość
5	Independent	5	Europa+	5	Trzecia Droga (Polska 2050, Polskie Stronnictwo Ludowe)
6	Green Party	6	Partito Democratico	6	Inna partia

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7	Solidarity – People Before Profit (Solidarity /PBP)	7	Alleanza Verdi e Sinistra	7	Oddał(a)bym głos pusty lub nieważny
8	Aontú	8	Azione	8	Nie zagłosował(a)bym
9	Social Democrats	9	Italia Viva	9	<i>Wolę nie odpowiadać</i>
10	Another party	10	Un altro partito		
11	I would cast a blank or invalid vote	11	Voterei scheda bianca o nulla		
12	I would not vote	12	Non voterei		
13	<i>Prefer not to answer</i>	13	<i>Preferisco non rispondere</i>		

V011pt	Portugal	V011ch	Switzerland
1	Bloco de Esquerda	1	Unione Democratica di Centro (UDC) // Schweizerische Volkspartei (SVP) // Union Démocratique du Centre (UDC)
2	CDS-PP Partido Popular	2	Partito Socialista Svizzero (PSS) // Sozialdemokratische Partei der Schweiz (SP) // Parti Socialiste Suisse (PS)
3	Chega	3	PLR.I Liberali Radicali (PLR) // FDP.Die Liberalen (FDP) // PLR.Les Libéraux-Radicaux (PLR)
4	Iniciativa Liberal	4	Partito Ecologista Svizzero (PES) // Grüne Partei der Schweiz (GPS) // Les Verts (PES)
5	Partido Social Democrata	5	Il Centro (LC) // Die Mitte (DM) // Le Centre (LC)
6	Aliança Democrática	6	Partito Verde Liberale (PVL) // Grünliberale Partei der Schweiz (GLP) // Parti Vert'libéral (PVL)

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7	Partido Socialista	7	Partito Borghese Democratico (PBD) // Bürgerlich-Demokratische Partei (BDP) // Parti Bourgeois Démocrate (PBD)
8	Livre	8	Partito Evangelico Svizzero (PEV) // Evangelische Volkspartei (EVP) // Parti évangélique suisse (PEV)
9	CDU - Coligação Democrática Unitária (PCP-PEV)	9	Eine andere Partei // Un altro partito // Un autre parti
10	PAN Pessoas-Animais Natureza	10	Ich würde einen leeren oder ungültigen Stimmzettel abgeben // Voterei scheda bianca o nulla // Je voterais blanc ou nul
11	Outro partido	11	Ich würde nicht wählen // Non voterei // Je ne voterais pas
12	Votaria em branco ou nulo	12	<i>Keine Antwort // Preferisco non rispondere // Je préfère ne pas répondre</i>
13	Não votaria		
14	<i>Prefere não responder</i>		



E: Welfare attitudes

V012 Inequality perception		To what extent do you agree or disagree with the following statements?					
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	<i>Prefer not to answer</i>
V012_1	Income and wealth differences in [country] are too wide	1	2	3	4	5	6
V012_2	The government should take measures to reduce income inequality	1	2	3	4	5	6
V012_3	Working people do not get their fair share of the national wealth	1	2	3	4	5	6
V012_4	Many people who get welfare do not really deserve any help	1	2	3	4	5	6

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V013 Normative gov responsibility		On a scale from 0 'not at all responsible' to 10 'completely responsible', how much do you agree that it should be the government's responsibility to...											
													
		Not at all responsible	1	2	3	4	5	6	7	8	9	Completely responsible	Prefer not to answer
V013a	Ensure a reasonable standard of living for the unemployed	1	2	3	4	5	6	7	8	9	10	11	12
V013b	Ensure a reasonable standard of living for people with physical or mental disabilities	1	2	3	4	5	6	7	8	9	10	11	12
V013c	Ensure adequate education for all	1	2	3	4	5	6	7	8	9	10	11	12
V013d	Provide decent housing for those who can't afford it	1	2	3	4	5	6	7	8	9	10	11	12
V013e	Provide healthcare for the sick	1	2	3	4	5	6	7	8	9	10	11	12
V013f	Help job seekers with finding a job and provide retraining opportunities	1	2	3	4	5	6	7	8	9	10	11	12

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V014 Satisfaction	On the whole, how satisfied are you with the current state of each of the following in [country]?						
		Extremely dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Extremely satisfied	Prefer not to answer
V014_1	Education	1	2	3	4	5	6
V014_2	Healthcare	1	2	3	4	5	6
V014_3	The economy	1	2	3	4	5	6
V014_4	Employment services	1	2	3	4	5	6
V014_5	Access to housing	1	2	3	4	5	6
V014_6	Public services in general	1	2	3	4	5	6
V017_7	The state of the democracy	1	2	3	4	5	6

V015 Social Spending Preferences	Listed below are various areas of government spending. Please show whether you would like to see more or less government spending in each area. Remember that if you say 'much more', it might require a tax increase to pay for it.												
													
		Spend much less	1	2	3	4	Maintain current spending levels	6	7	8	9	Spend much more	Prefer not to answer
V015a	Healthcare	1	2	3	4	5	6	7	8	9	10	11	12
V015b	Access to housing	1	2	3	4	5	6	7	8	9	10	11	12
V015c	Unemployment benefits	1	2	3	4	5	6	7	8	9	10	11	12
V015d	Education	1	2	3	4	5	6	7	8	9	10	11	12
V015e	Social benefits for the poor	1	2	3	4	5	6	7	8	9	10	11	12

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V017A Sustainability perceptions					
Some say that in the next 10-year period [country] will have to adjust social security and public services to changing circumstances. In the debate, several adjustment strategies have been proposed. People differ both when it comes to how much they like/dislike these proposals, but also when it comes to how necessary they think proposals are. Indicate first whether you mainly like or dislike the proposals.					
		Mainly dislike	Neither like nor dislike	Mainly like	Prefer not to answer
V017a_1	Lower the general level of social security and public policies	1	2	3	4
V017a_2	Increase the general level of taxation	1	2	3	4
V017a_3	Increase user fees and contributions for social and public services	1	2	3	4
V017a_4	Place tougher demands on recipients of social benefits when it comes to applying for and accepting new jobs	1	2	3	4
V017a_5	Improve opportunities for retraining and education for the unemployed and the sick	1	2	3	4
V017a_6	Increase taxes on the rich, such as on their assets, e.g., investment shares and owned property	1	2	3	4

V017B Now indicate whether you think the proposals will be necessary.				
		I think it will be necessary	It think it will not be necessary	Prefer not to answer
V017b_1	Lower the general level of social security and public policies	1	2	3
V017b_2	Increase the general level of taxation	1	2	3
V017b_3	Increase user fees and contributions for social and public services	1	2	3
V017b_4	Place tougher demands on recipients of social benefits when it comes to applying for and accepting new jobs	1	2	3
V017b_5	Improve opportunities for retraining and education for the unemployed and the sick	1	2	3
V017b_6	Increase taxes on the rich, such as on their assets, e.g., investment shares and owned property	1	2	3

F: Individual Use of Services

V018 Used Services	Which of the following public services (fully or partially provided by national, regional and/or local authorities) have you or your closest family used during the past 12 months? Please tick ALL that apply.		
			
		Yes	No
V018_1	General practitioner/family doctor	1	0
V018_2	Public hospital	1	0
V018_3	Long-term care/elderly care	1	0
V018_4	Public mental health services, such as a psychologist or psychiatrist	1	0
V018_5	Public creche	1	0
V018_6	Public school	1	0
V018_7	Public university	1	0
V018_8	Public social housing	1	0
V018_9	Employment/labour market reintegration services	1	0
V018_10	Immigration services	1	0
V018_11	Did not use any of the above services	1	0
V018_12	<i>Prefer not to answer</i>	1	0

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V019 Individual service satisfaction		You indicated to have used the following public services. How satisfied or dissatisfied were you in general with the service provided?					
							
	[Only the services that a respondent indicated to have used appeared here.]						
		Extremely dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Extremely satisfied	Prefer not to answer
V019_1	General practitioner/family doctor	1	2	3	4	5	6
V019_2	Public hospital	1	2	3	4	5	6
V019_3	Long-term care/elderly care	1	2	3	4	5	6
V019_4	Public mental health services, such as a psychologist or psychiatrist	1	2	3	4	5	6
V019_5	Public creche	1	2	3	4	5	6
V019_6	Public school	1	2	3	4	5	6
V019_7	Public university	1	2	3	4	5	6
V019_8	Public social housing	1	2	3	4	5	6
V019_9	Employment/labour market reintegration services	1	2	3	4	5	6
V019_10	Immigration services	1	2	3	4	5	6

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V020 Individual service experience		When thinking back to the service(s) you have used, to what degree would you agree with these statements?					
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	<i>Prefer not to answer</i>
V020_1	It was easy to find the service	1	2	3	4	5	6
V020_2	It was easy to access the service	1	2	3	4	5	6
V020_3	I felt ashamed to use the service	1	2	3	4	5	6
V020_4	Employees were helpful and listened to what I had to say	1	2	3	4	5	6
V020_5	I could influence the way the service was delivered	1	2	3	4	5	6
V020_6	I experienced difficulties in understanding how to use the service	1	2	3	4	5	6
V020_7	I could choose between different service providers	1	2	3	4	5	6
V020_8	I was treated worse than most others	1	2	3	4	5	6
V020_9	I received the service and help I was entitled to	1	2	3	4	5	6
V020_10	I received the service in a timely and efficient manner	1	2	3	4	5	6
V020_11	Receiving the service had a positive influence on my personal circumstances	1	2	3	4	5	6
V020_12	I felt discriminated while in contact with the service	1	2	3	4	5	6

V021 Service complaint		When thinking back to the service(s) you have used, did you ever make a report or complaint regarding your experience using the service?					
1	Yes						
2	No						
3	<i>Prefer not to answer</i>						

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V022 Service access barriers	When thinking back to the service(s) you have used, did you experience challenges in access for any of the following reasons? Please tick ALL that apply.		
		Yes	No
V022_1	Geographical distance	1	0
V022_2	Lack of information about the service	1	0
V022_3	Financial reasons	1	0
V022_4	Lack of accommodation	1	0
V022_5	Online access barriers	1	0
V022_6	Language barriers	1	0
V022_7	Scheduling/opening time barriers	1	0
V022_8	Waiting time barriers	1	0
V022_9	Other	1	0
V022_10	None of these	1	0
V022_11	<i>Prefer not to answer</i>	1	0

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G: Experiments

V022y	Number of experiment received
1	Experiment 1
2	Experiment 1 – Control Group
3	Experiment 2 or 3
4	Experiment 2 – Control Group

Vignette 1 Digitalisation of services, trust, and participation

Experimental Condition

Imagine the following scenario:

Your local council is changing your local services by digitalizing them. Your council is creating a digital platform where you can request documents and services, like applying for identity cards and building permits. The council will also communicate decisions to you this way, such as when you receive a fine or when your garbage will be collected.

Your local council has conducted a survey to see how people feel about the digitalization of its services. Below, you'll find two random anonymous responses from the survey. After reading them, please share your thoughts.

V023b 50% of the respondents received this option (randomised)		50% of the respondents received this option (randomised)	
1	"I support the digital platform so far. It was easy to access online, fill out my applications, and I can easily retrieve all decisions made from the website. The chat service on the website was able to quickly address concerns I had, and chat service workers were helpful and kind when I asked for information about my situation." - Anonymous resident Y.	2	"I don't support the digital platform so far. It was difficult to access it online, fill out my applications, and I can't find how to retrieve most decisions made from the website. The chat service on the website was unable to address concerns I had, and chat service workers were unhelpful and rude when I asked for information about my situation." - Anonymous resident Y.

V023c 50% of the respondents received this option (randomised)		50% of the respondents received this option (randomised)	
1	"My experience with the digital platform is positive. I don't miss having to physically search for a permit or other documents I received. Having all the documents digitally available makes them easier to find and the service more functional. Additionally, I can just stay at home to figure things out without having to go to an office for help." - Anonymous resident Z.	2	"My experience with the digital platform is disappointing. I miss the certainty of having my permits and other documents on paper. Having all the documents digitally available makes them harder to find and the service less practical. Additionally, I don't have the option anymore to go to an office for help." - Anonymous resident Z



Control condition

Imagine the following scenario:

Your local council is improving its services by digitalizing them. Your council is creating a digital platform where you can request documents and services, like applying for identity cards and building permits. The council will also communicate decisions to you this way, such as when you receive a fine or when your garbage will be collected.

Your local council has conducted a survey to see how people feel about these changes to its services. Below, you'll find two random anonymous responses from the survey. After reading them, please share your thoughts.

V023b	
3 & 4	"I'm neutral about the digital platform so far. Accessing the service online, filling out my application, and retrieving decisions was neither easier nor harder. The chat service on the website helped to answer some of my questions, and the chat service workers were somewhat helpful and not rude when I asked for information about my situation" - Anonymous resident Y

V023c	
3 & 4	"My experience with the digital platform is okay. I don't miss having to look through file drawers for permits and fines I have. Having documents digitally is a bit different from having physical files, but it's mostly the same. I can go to an office for help, or I can handle things from home." - Anonymous resident Z.

[All respondents – in the experimental condition and the control group - received these questions]

V023e Experiment Service Evaluation	How would you evaluate the digital changes to the public services in your local council?
1	As negative
2	As rather negative
3	Neutral
4	As rather positive
5	As positive
6	<i>Prefer not to answer</i>

V023f Experiment Political Trust Family	To what extent do you agree or disagree with the following statements on your local council?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	<i>Prefer not to answer</i>
V023f_1	The local council generally makes the right decisions	1	2	3	4	5	6
V023f_2	It is best to be cautious about the local council's plans	1	2	3	4	5	6
V023f_3	The local council is not acting out of its residents' best interest	1	2	3	4	5	6

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V023g Experiment Service Participation Willingness	Would you do any of the following in your municipality? Please tick ALL that apply.		
		Yes	No
V023g_1	Share opinions on the reforms with the local council	1	0
V023g_2	Participate in online discussions about the service changes on social media	1	0
V023g_3	Sign a petition to promote or stop the changes to the services	1	0
V023g_4	None of these	1	0
V023g_5	<i>Prefer not to answer</i>	1	0

V023h Manipulation Check	What was said about the chat service workers?	
1	Helpful and kind	
2	Unhelpful and rude	
3	Helpful and not rude	
4	<i>Prefer not to answer</i>	

(Vignette 2 Redistributive preferences in the face of inequality (I)

Experimental condition

Please read the following extract from an [country] newspaper article:

Rising Inequality Sparks Debate Over Social Security and Public Services Adjustments

Date: 30 June, 2024.

The gap between rich and poor people in our country is bigger than ever, with new numbers showing that economic inequality is high and rising. The differences in money and resources between very rich people, versus middle-income people or those with less money are growing. This has started a political debate about whether we should change social security and public services to help fix this issue.

Recent studies have mentioned that this gap is caused by the fact that most of the rich are rich because [Randomly add one of the elements on the rich of the table below]. Because of this, people have very different opinions about whether and how we should change things. This has caused strong reactions from various groups in society.

V024a	Random assignment of causes
Most of the rich are in their situation because:	
1	they worked hard to achieve their wealth
2	they received financial support from their families
3	they were lucky in the labour market
4	they received favourable tax and social policies
5	they have a higher drive for success and intelligence than most others

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V024c Income inequality concern	Thinking about this newspaper article, could you first indicate how concerned you are about the level of economic inequality in [country]?
1	Extremely concerned
2	Very concerned
3	Moderately concerned
4	Not concerned
5	Not concerned at all
6	<i>Prefer not to answer</i>

V024d-v024e Social Spending Preferences	Further thinking about the newspaper article, listed below are various areas of government spending. Please show whether you would like to see more or less government spending in each area. Remember that if you say 'much more', it might require a tax increase to pay for it.												
													
		Spend much less	1	2	3	4	Maintain current spending levels	6	7	8	9	Spend much more	<i>Prefer not to answer</i>
V024d	Unemployment benefits	1	2	3	4	5	6	7	8	9	10	11	12
V024e	Social benefits for the poor	1	2	3	4	5	6	7	8	9	10	11	12

V024f Taxes	Further thinking about the newspaper article, would you agree that the rich should be taxed more than they are today?
1	Strongly disagree
2	Disagree
3	Neither agree nor disagree
4	Agree
5	Strongly agree
6	<i>Prefer not to answer</i>

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V024g Manipulation Check	What was said about the level of economic inequality?
1	Higher inequality
2	Lower inequality
3	No change in inequality

Control condition

[The control group did not receive the newspaper article, and only these two questions.]

V024m Income inequality concern	How concerned are you about the level of economic inequality in your country?
1	Extremely concerned
2	Very concerned
3	Moderately concerned
4	Not concerned
5	Not concerned at all
6	<i>Prefer not to answer</i>

V024n Taxes	Would you agree that the rich should be taxed more than they are today?
1	Strongly disagree
2	Disagree
3	Neither agree nor disagree
4	Agree
5	Strongly agree
6	<i>Prefer not to answer</i>



Vignette 3 Redistributive preferences in the face of inequality (II)

Please read the following extract from an *[country]* newspaper article:

Rising Inequality Sparks Debate Over Social Security and Public Services Adjustments

Date: 5 June, 2024.

The gap between rich and poor people in our country is bigger than ever, with new numbers showing that economic inequality is high and rising. The differences in money and resources between very rich people, versus middle-income people or those with less money are growing. This has started a political debate about whether we should change social security and public services to help fix this issue.

During this political discussion, various policies have been suggested. Some ideas include asking rich people to pay more taxes and changing how help for poorer people is organised. Imagine you are a policymaker and you're dealing with this big and growing gap between rich people, versus poor and middle-income people. You need to change social security and public services to deal with this situation. You have the following reform options – which package of reforms would you choose?

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Reform scenario 1			Reform scenario 2	
Social benefits policy	V025a	(Randomly show 1 of these three options)	V025b	(Randomly show 1 of these three options)
	1	Increase spending on social benefits for the poor by 10%	1	Decrease spending on social benefits for the poor by 10%
	2	Spending on social benefits for the poor remains stable	2	Increase spending on social benefits for the poor by 10%
	3	Decrease spending on social benefits for the poor by 10%	3	Spending on social benefits for the poor remains stable
Progressive tax rates	V025c	(Randomly show 1 of these three options)	V025d	(Randomly show 1 of these three options)
	1	Keep the current level of the tax rate on the incomes of the rich	1	Increase the tax rate on the incomes of the rich by 10%
	2	Increase the tax rate on the incomes of the rich by 10%	2	Keep the current level of the tax rate on the incomes of the rich
	3	Decrease the tax rate on the incomes of the rich citizens by 10%	3	Decrease the tax rate on the incomes of the rich citizens by 10%
Wealth taxes	V025f	(Randomly show 1 of these three options)	V025g	(Randomly show 1 of these three options)
	1	Decrease taxes on wealth, such as owned houses, shares, or investments, by 10%	1	Taxes on wealth, such as owned houses, shares, or investments, remain stable
	2	Increase taxes on wealth, such as owned houses, shares, or investments, by 10%	2	Decrease taxes on wealth, such as owned houses, shares, or investments, by 10%
	3	Taxes on wealth, such as owned houses, shares, or investments, remain stable	3	Increase taxes on wealth, such as owned houses, shares, or investments, by 10%
Minimum wage	V025h	(Randomly show 1 of these three options)	V025i	(Randomly show 1 of these three options)
	1	Increase the minimum wage by 10%	1	The minimum wage remains stable
	2	The minimum wage remains stable	2	Decrease the minimum wage by 10%
	3	Decrease the minimum wage by 10%	3	Increase the minimum wage by 10%

V025j Choice	Which reform scenario would you choose?
1	Reform scenario 1
2	Reform scenario 2

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V025k Subjective liking Could you indicate whether you mainly like or dislike the suggested proposals?				
		Mainly like	Neither like nor dislike	Mainly dislike
V025k_1	Reform scenario 1	1	2	3
V025k_2	Reform scenario 2	1	2	3

Now what about if you had to choose between the following scenarios?

		Reform scenario 1		Reform scenario 2	
Social benefits policy	V025ja	(Randomly show 1 of these three options)	V025jb	(Randomly show 1 of these three options)	
	1	Increase spending on social benefits for the poor by 10%	1	Decrease spending on social benefits for the poor by 10%	
	2	Spending on social benefits for the poor remains stable	2	Increase spending on social benefits for the poor by 10%	
	3	Decrease spending on social benefits for the poor by 10%	3	Spending on social benefits for the poor remains stable	
Progressive tax rates	V025jc	(Randomly show 1 of these three options)	V025jd	(Randomly show 1 of these three options)	
	1	Keep the current level of the tax rate on the incomes of the rich	1	Increase the tax rate on the incomes of the rich by 10%	
	2	Increase the tax rate on the incomes of the rich by 10%	2	Keep the current level of the tax rate on the incomes of the rich	
	3	Decrease the tax rate on the incomes of the rich citizens by 10%	3	Decrease the tax rate on the incomes of the rich citizens by 10%	
Wealth taxes	V025kf	(Randomly show 1 of these three options)	V025kg	(Randomly show 1 of these three options)	
	1	Decrease taxes on wealth, such as owned houses, shares, or investments, by 10%	1	Taxes on wealth, such as owned houses, shares, or investments, remain stable	
	2	Increase taxes on wealth, such as owned houses, shares, or investments, by 10%	2	Decrease taxes on wealth, such as owned houses, shares, or investments, by 10%	
	3	Taxes on wealth, such as owned houses, shares, or investments, remain stable	3	Increase taxes on wealth, such as owned houses, shares, or investments, by 10%	
Minimum wage	V025kh	(Randomly show 1 of these three options)	V025ki	(Randomly show 1 of these three options)	
	1	Increase the minimum wage by 10%	1	The minimum wage remains stable	
	2	The minimum wage remains stable	2	Decrease the minimum wage by 10%	
	3	Decrease the minimum wage by 10%	3	Increase the minimum wage by 10%	

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V026 Choice	Now what about if you had to choose between the following scenarios? Which reform scenario would you choose?
1	Reform scenario 1
2	Reform scenario 2

V027 Subjective liking	Could you indicate whether you mainly like or dislike the suggested proposals?			
		Mainly like	Neither like nor dislike	Mainly dislike
V027_1	Reform scenario 1	1	2	3
V027_2	Reform scenario 2	1	2	3

V028 Manipulation Check	What was said about the level of economic inequality?
1	Higher inequality
2	Lower inequality
3	No change in inequality



H: Digital skills

V029 Digital skills To what extent do you agree or disagree with the following statements?							
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	<i>Prefer not to answer</i>
V029_1	I have sufficient digital skills for my needs	1	2	3	4	5	6
V029_2	I often find it hard to access or use public services because they are online	1	2	3	4	5	6
V029_3	I am afraid that my job will be replaced by new technologies	1	2	3	4	5	6

I: Sociodemographics

V031 Born in country	Were you born in [country]?
1	Yes
2	No
3	<i>Prefer not to answer</i>

ONLY IF V031 = 2

V032 Region of origin	Where were you born?
1	In a different European country
2	In a different country outside of Europe
3	<i>Prefer not to answer</i>

V033 Ethnic minority	Would you describe yourself as someone belonging to an ethnic minority group in [country]?
1	Yes
2	No
3	<i>Prefer not to answer</i>

V034 Domicile region type	Would you say you live in ... ?
1	I live in an urban area
2	I live in the suburbs or outskirts of a city
3	I live in a rural area
4	<i>Prefer not to answer</i>

V035 Home	What type of dwelling do you live in... ?
1	Self-owned home
2	Rented home of a private owner
3	Rented home of public social housing
4	Cost-free home, for example, living with family or friends
5	Other
6	<i>Prefer not to answer</i>

V036 What is your highest educational degree?
Educational level

V036be	Belgium	V036de	Germany	V036fr	France
1	Lager onderwijs/geen diploma	1	Kein Abschluss	1	Pas de diplôme ou d'éducation élémentaire
2	Lager middelbaar onderwijs (alle types)	2	Grundschule	2	Enseignement collège
3	Hoger middelbaar beroepsonderwijs	3	Hauptschule	3	Enseignement lycée
4	Hoger middelbaar technisch onderwijs	4	Realschule	4	Bachelier/ licence professionnel
5	Hoger middelbaar onderwijs (humaniora)	5	Gymnasium	5	Bachelier académique
6	Professionele bachelor (hoger onderwijs korte type)	6	Gesamtschule	6	Master académique
7	Academische bachelor (hoger onderwijs lange type of univ. kandidatuur)	7	Berufsschule, Fachoberschule	7	Diplôme de grande école
8	Academische master (universitair onderwijs)	8	Fachhochschule	8	Doctorat
9	Postuniversitaire opleiding (Manama, doctoraat)	9	Universität	9	Autre
10	Andere	10	Sonstige		

V036ie	Ireland	V036it	Italy	V036po	Poland
1	Primary education	1	Non ho diplomi	1	Szkoła podstawowa
2	Certificate (Level 1 or 2)	2	Diploma di licenza media	2	Gimnazjum
3	Junior Certificate	3	Diploma di istruzione liceale/tecnica/professionale	3	Szkoła zawodowa/branżowa
4	Leaving Certificate	4	Laurea	4	Technikum
5	Higher Certificate (Level 5)	5	Laurea magistrale	5	Liceum ogólnokształcące
6	Bachelor's degree	6	Diploma di specializzazione / Master / Diploma di perfezionamento	6	Szkoła policealna
7	Higher Diploma	7	Dottorato di ricerca	7	Szkoła wyższa (licencjat/inżynier)
8	Master's degree	8	Altra	8	Szkoła wyższa (magister/magister inżynier)
9	Post-Grad Diploma			9	Studia podyplomowe
10	Doctoral Degree			10	Szkoła wyższa (doktorat)
11	Prefer not to answer			11	Inne

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V036pt	Portugal	V036ch	Switzerland
1	Nenhum diploma ou ensino primário	1	Primarschule; kein Abschluss // École primaire ; pas de diplôme // Scuola primaria; nessun diploma
2	Ensino preparatório	2	Obligatorische Schule // Scolarité obligatoire // La scuola dell'obbligo
3	Ensino secundário	3	Matura // Maturité // Maturità
4	Curso profissional	4	Berufs- oder Fachmaturität //
5	Licenciatura	5	Lehre (nach Abschluss der obligatorischen Schule) // Apprentissage (après la fin de la scolarité obligatoire) // Apprendistato (dopo il completamento della scuola dell'obbligo)
6	Mestrado	6	Lehre (nach Matura) // Apprentissage (après la maturité) // Apprendistato (dopo la maturità)
7	Outros	7	Universität – Bachelor // Université – Bachelor // Università – Laurea
		8	Fachhochschule – Bachelor // Haute école spécialisée – bachelor // Università di Scienze Applicate - Laurea triennale
		9	Universität - Master/ Diplom // Université - master/ diplôme
		10	Fachhochschule - Master/ Diplom // Haute école spécialisée - master/ diplôme
		11	Universität – Promotion // Université – Doctorat // Università – Dottorato
		12	Fachhochschule – Promotion // Haute école spécialisée – Doctorat // Università

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	di Scienze Applicate – Dottorato
13	Andere // Autre // Altro

V037 Employment	Which of these descriptions best describes your situation of the past year? Please tick ALL that apply.		
		Yes	No
V037_1	Paid work full-time	1	0
V037_2	Paid work part-time	1	0
V037_3	Self-employed	1	0
V037_4	Retired	1	0
V037_5	Unemployed and looking for a job	1	0
V037_6	Unemployed and not looking for a job	1	0
V037_7	Permanently sick or disabled	1	0
V037_8	Student/trainee	1	0
V037_9	Doing housework, looking after children or other persons	1	0
V037_10	Other	1	0
V037_11	<i>Prefer not to answer</i>	1	0

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V038 Disability status	In your daily life, are you in any way hampered by a longstanding illness, disability, or mental health needs?
1	Yes
2	Sometimes
3	No
4	<i>Prefer not to answer</i>

V039 Subjective income	How difficult or easy is it for your household to make ends meet with the available income of your household?
1	Very difficult
2	Difficult
3	Rather difficult
4	Rather easy
5	Easy
6	Very easy
7	<i>Prefer not to answer</i>

V040 Objective Income **How much was the total net income (after taxes and deductions) of your household in this past month?**

Note: By household income, we mean the income of you and your other household members, such as any partner, children, other relatives, or friends. By net monthly income, we mean the money you have available to spend, after tax and deductions, and including benefits/allowances, and income from property, labour and/or replacement income.

V040be	Belgium				
v040de	Germany (v040de)				
v040fr	France (v040fr)				
v040ie	Ireland (v040ie)				
v040it	Italy (v040it)				
v040pt	Portugal (v040pt)	V040po	Poland	V040ch	Switzerland
1	Under €750	1	Under 3232 PLN	1	Moins de CHF 750
2	€750-€1499	2	3232-6461 PLN	2	CHF 750 - CHF 1499
3	€1500- €2499	3	6462-10770 PLN	3	CHF 1500 - CHF 2499
4	€2500 - €3499	4	10771-15080 PLN	4	CHF 2500 - CHF 3499
5	€3500 - €4499	5	15081-19390 PLN	5	CHF 3500 - CHF 4499
6	€4500 - €5499	6	19391-23701 PLN	6	CHF 4500 - CHF 5499
7	€5500 - €6499	7	23702-28011 PLN	7	CHF 5500 - CHF 6499
8	Over € 6500	8	Over 28011 PLN	8	CHF 6500 - CHF 7499
9	Do not know	9	Do not know	9	CHF 7500 - CHF 8499
10	<i>Prefer not to answer</i>	10	<i>Prefer not to answer</i>	10	CHF 8500 - CHF 9499
11	I do not yet have an income (because I'm studying, for example)	11	I do not yet have an income (because I'm studying, for example)	11	Plus de CHF 9500
				12	Do not know
				13	<i>Prefer not to answer</i>
				14	I do not yet have an income (because I'm studying, for example)

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V041 Household Composition	What type of household do you currently live in? Please tick ALL that apply.		
		Yes	No
V041_1	Alone	1	0
V041_2	Alone with child(ren)	1	0
V041_3	Couple without children	1	0
V041_4	Couple with child(ren)	1	0
V041_5	With other family members (parents, brothers, sisters, etc.)	1	0
V041_6	With people outside the family (roommate, etc.)	1	0
V041_7	<i>Prefer not to answer</i>	1	0



Information Letter Survey

For trustful, participatory, and inclusive public policies

Matthijs Gillissen (matthijs.gillissen@kuleuven.be), Silke Goubin silke.goubin@kuleuven.be) and Anna Ruelens (anna.ruelens@kuleuven.be). HIVA, Research Institute for Work and Society, Parkstraat 47, 3000 Leuven.

GENERAL OBJECTIVES OF THE RESEARCH

We seek to investigate the following four key research questions through this survey:

1. What is the nature of the relationship between the welfare state, public and social services, and policies aimed at tackling inequalities, on the one hand, and trust and participation of individuals in their democracy, on the other?
2. What is the nature of citizens' inequality perceptions and preferences?
3. How do different kinds of inequalities influence political participation, democratic legitimacy, and the structure of democratic representation?
4. How can more inclusive public and social services strengthen the trust and democratic engagement of citizens?

INFORMATION ABOUT THE PROCESSING OF YOUR PERSONAL DATA

As a result of your participation in this study, personal data relating to you will be collected and processed. This processing will be done in accordance with the General Data Protection Regulation (GDPR). The following categories of personal data will be processed during this study: age, gender, education level, financial status, employment position, housing and family characteristics, nationality.

In addition, data defined as “special category data” will also be collected. In particular: information about your ethnic background, your political opinions, trade union membership, health, political participation, and membership of political organizations.

Use of your personal data

Only personal data required for the purposes of this study will be collected and processed. Data collected for this study will be pseudonymized. This means that data that can identify you such as your contact details, IP address etc. will be separated from the other data in the study and replaced by a unique random code. In this way, the data can no longer easily be attributed to a specific data subject. Only the researcher can link the data to a specific individual by means of the unique code. However, this will only happen in exceptional cases, for example if you invoke your right to access or rectify your data. You will also not be identified in publications arising from the research.

The data will be processed on the basis of public interest. This means that the research will lead to advances in knowledge and generate insights that (directly or indirectly) benefit society. Ending your participation in the study means that the previously collected data can still be legally involved in the study and does not have to be deleted by KU Leuven.

Your data will be kept by the researchers for a minimum of 10 years after the end of the study at a secure storage location at KU Leuven.

Your rights

You have the right to ask for more information about the use of your data. In addition, you may exercise the right to access and the right to rectify your data unless exercising these rights would render impossible or seriously impair the achievement of the research objectives.

If you wish to invoke any of these rights, please contact the researchers:

- Silke Goubin (silke.goubin@kuleuven.be)
- Matthijs Gillissen (matthijs.gillissen@kuleuven.be)
- Anna Ruelens (anna.ruelens@kuleuven.be)

Reuse of your data

It may be possible that your pseudonymized data will be reused for scientific research by:

- Researchers and/or academic partners working with or receiving data from KU Leuven (including - under certain conditions - a master's or doctoral student),
- Belgian or other government agencies

Being able to make data available is essential for validating research findings and advancing scientific knowledge.

In case of reuse of your data, the necessary contractual arrangements will always be made to protect the personal data and determine the responsibilities and liabilities of the parties in accordance with relevant legislation.

Specifically, the data will be shared with KU Leuven's Research Data Repository which will act as the controller for the new processing / as joint controller together with KU Leuven.

In the context of re-use, your personal data may be transferred outside the European Economic Area, provided that appropriate measures have been taken to protect your personal data in accordance with the relevant legislation. In particular, such data will in principle only be transmitted in pseudonymized form, and all parties involved in the research will be obliged to respect the confidentiality of the personal data.

There will be transparent information about any reuse of your data. This will be done via Bilendi.

Any reuse will always take place in accordance with the applicable legislation and in accordance with the relevant KU Leuven policy. This policy means, among other things, that an independent body will monitor the protection of personal data and your rights.

Note that your pseudonymized data may also be made available on certain data platforms for further scientific research under strictly secured and controlled access conditions. This may happen, for example, in the context of publications of the study results. The data platform provides an access policy and undertakes to regulate access to data in accordance with applicable legislation.

It is possible that your pseudonymized data may be reused in teaching and academic readings.

Contact details

For the purposes of this research, KU Leuven is the data controller. More specifically, only Bilendi will have access to your personal data. Should you have any specific questions about this study, including the processing of your personal data, please feel free to contact them.

(For further questions and concerns regarding the processing of your personal data, please contact the Data Protection Officer for scientific research at KU Leuven (dpo@kuleuven.be). When doing so, please specify the study concerned by mentioning the title as well as the names of the researchers involved.

If, after contacting the data protection officer, you would still like to lodge a complaint about the use of your personal data, you can contact the Belgian Data Protection Authority (www.gegevensbeschermingsautoriteit.be).

Informed Consent Survey

For trustful, participatory, and inclusive public policies

Matthijs Gillissen (matthijs.gillissen@kuleuven.be), Silke Goubin (silke.goubin@kuleuven.be) and Anna Ruelens (anna.ruelens@kuleuven.be). HIVA, Research Institute for Work and Society, Parkstraat 47, 3000 Leuven.

Goal and methodology of the research:

Dear participant,

You are about to be asked a series of questions about your political preferences, social and economic circumstances, how you feel about public policies and government effectiveness, and what public policies you would like to see put in place in the future.

In this survey, there are no right or wrong answers. Perhaps you are unsure about the topic or feel that you can't choose between the different options given. We do not want to force you into picking an option that does not reflect your honest opinion. For this reason, we have provided the option to pick "Refuse to say / Don't know".

Duration of the survey:

It will take about 15 minutes to complete this survey.

I understand what is expected of me during this research.

I know that I will participate in the following test: Completing a survey on your political preferences, evaluations of public services and support for social policies.

I know that there will be a reward or compensation for my participation in the research.

I understand that my participation to this study is voluntary. I have the right to stop participating at any time. I do not have to give a reason for this, and I know that it will not have any negative repercussions for me.

I or others can benefit from this research in the following ways: There are no direct personal benefits from participation, aside from the reward or compensation. The results of this research will inform academic research, civil society, policymakers, and media.

I know that my participation may be associated to risks or discomforts: There is minimal risk of discomfort, wasted time, boredom, and fatigue.

I know that this research may involve topics or questions that are of a sensitive or personal nature: These include data about my personal opinions on politics and public policies, and my socioeconomic background.

(My personal data will be processed in line with the General Data Protection Regulation (GDPR). Only the data that are strictly necessary to achieve the research objectives will be processed. My data will be kept confidential at all times throughout the study and the researchers will take measures to protect my privacy. For example, my personal data will be pseudonymized, meaning that my data can no longer be linked to me without the use of additional information that is only accessible to the researchers. I understand that my pseudonymized data may be reused for other scientific research and possibly for teaching or academic lectures. More information about the processing of my personal data can be found in the attached information letter.

In case of further questions about the research I know that I can contact:

Silke Goubin (silke.goubin@kuleuven.be)

Bilendi (support@ivox.be)

This study has been reviewed and approved by the Social and Societal Ethics Committee (SMEC) of KU Leuven (G-2024-7962 please use this number in any communication regarding the research). In case of complaints or other concerns with regard to the ethical aspects of this research I can contact SMEC: smec@kuleuven.be

I know that I can contact the individuals below if I would experience any discomfort or difficulties as a result of some of the subjects that were the topic of this research:

Silke Goubin (silke.goubin@kuleuven.be)

Bilendi (support@ivox.be)

I have read and understood the information and I have received an answer to all my questions regarding this research. I give my consent to participate.

Respondents had to read and check the following two boxes regarding the informed consent and the information letter before proceeding to the survey:

I hereby declare that I have read and understood the informed consent.

I hereby declare that I have read and understood the information letter about the processing of my personal data.

3. Semi-directed interviews: guidelines for recruiting participants, conducting and coding interviews

The qualitative empirical work of the INVOLVE project is based on semi-structured interviews, their coding and analysis, and on discussion groups. Semi-directed interviews are conducted with two different categories of people: on the one hand, individuals in vulnerable situations who benefit from public and social services in the fields of housing, health, training or employment (depending on the specific research field selected in each country) – in the INVOLVE project, these are called “participants – and, on the other hand, people responsible for designing and/or implementing the policies and programs in favour of vulnerable people (policy-makers, managers and workers of public institutions, members of non-governmental organisations, etc.).

This section of D.1.2 provides the guidelines for the interviews with vulnerable people (the guidelines for the interviews with policy makers, public service managers, street-level bureaucrats, NGO field workers, etc. are detailed in D.1.3, while section 4 of this Deliverable is devoted to the organization of group discussions). To this purpose, this section pursues two main objectives. Firstly, it briefly presents the main stages and methodological elements related to recruiting participants, conducting interviews and coding them. Secondly, it presents good interview practices as well as the interview grids to be used for interviewing vulnerable people in all countries of the INVOLVE project.

Recruitment

To carry out semi-structured interviews, a first step lies in recruiting people from the target population. INVOLVE's recruitment process is completed with the NGO institutions that are partners in the project. Together with them, relevant programs are identified that work with vulnerable people as their beneficiaries or participants. In the INVOLVE project such programs or institutions which are directly in contact with vulnerable people are called “stakeholders”. Ad hoc meetings have been organised with their management and teams to present the research (aims, duration, various stages, etc.) and arouse their interest for working in partnership with the INVOLVE project.

When the stakeholders' interest is secured, the next step is to present the research to vulnerable people themselves and give them the opportunity to ask any questions they might have about the project. Following this presentation, they can decide to pass on (or not) their contact details to the research teams with a view to organizing the semi-directed interviews. At this stage they are explicitly told that they can leave the research process at any time without having to provide any justification. At times, the short presentation is also complemented by a period of participant observation, during which INVOLVE researchers take part in the institution's activities in the same way as participants. This process helps establish a bond of trust that is essential for gaining vulnerable people's agreement to participate in the research process. As with the initial presentation, target audiences are given the opportunity to provide their contact details if they wish to be contacted for further interviews. During the whole process, the recruitment takes place along a fully voluntary basis with the possibility to stop the process at any time. This also implies that there can be many drop-outs along the process, which require contacting many more people than the number of 15 to 20 planned interviews so as to be sure that there are enough people participating up to the end of the process.

Recruitment criteria are specific to each national team of the INVOLVE project as they heavily depend on the group targeted in each country (e.g. in Switzerland youth from 18 to 30, in France migrant women, etc.). In all countries, the objective is to include as much as possible a diversity of situations regarding the specific group targeted. The precise recruitment criteria used at national level are specified in D.4.3 where the full transcript of all interviews in the original tongue can be found. Thus, the recruitment process has to cope with three main parameters: a) free and reversible choice to participate, b) ambition to reach and include a diversity of situations, c) a low and predefined number of interviews (15 to 20) which does not allow to speak of representativeness of our samples of interviewees, but rather of significance. Significance here should not be understood in a statistical sense involving relations of inference, but rather in an ethnographic sense. The aim is to achieve a comprehensive but non-necessarily exhaustive understanding of the processes under study by comparing the different perspectives brought into play by the participants (Glaser and Strauss, 1967; Dubar and Demazière, 2004; Gros, 2017). Ensuring via the sole recruitment procedure that the saturation point is reached with only 15 to 20 interviews is not possible for all teams (in some cases, though, where recruitment is concentrated within a small program, saturation can be reached with regard to this limited context).

Conducting interviews: ethical issues

Conducting interviews with vulnerable people raises numerous issues and leads to lively discussions among and within the research teams about, among others, how to guarantee the anonymity of interviewees and to protect their personal data. As a result, it is decided that the use of transcription software is authorised only provided it can be used completely off-line, thus avoiding the risk of any transfer of data to remote servers. In addition, interviews or parts of interviews that are likely to provide information on the identity of the person in the transcripts (e.g. first names, surnames, names of programs attended, etc.) are either modified through systematic use of pseudonymisation or altogether censored. In addition, it is decided that the data collected is stored on a secure server, protected by a password in the case of digital data, or kept in a locked personal

office in the case of material data (notetaking, consent forms, etc.). Finally, it is decided that all the data collected will be destroyed when the project comes to an end in 2026.

Ethical issues, however, go beyond such questions of anonymity and data protection, they also include intricate questions pertaining to the respect of vulnerable people. Crucially, taking their viewpoints seriously is not only a matter of listening to them, but also of including them in the research process, putting them as much as possible in the driving seat and offering them perspectives for actual improvement of their situation and opportunities for flourishing. To this purpose three issues are paid particular attention: how to enhance vulnerable people's capability to aspire; how to increase their capability to voice their aspirations and make them heard; how to support them towards the experimentation and realization of their aspirations. All three issues are constantly considered together throughout the INVOLVE project: a capability to aspire without capability for voice and capability to realize aspirations makes little sense and creates more frustration than sense of self-fulfilling. Thus, all along its implementation the project strives to hold together the three notions. This is particularly important when implementing the sequence of semi-directed interviews, discussion groups, cross-talks and national campaigns.

Coding interviews

A crucial step in the qualitative analysis is the coding of the interviews. The main challenge here lies in ensuring the highest possible level of inter-coder reliability while leaving enough flexibility to pay due attention to contextual and national specificities. The INVOLVE project takes this very seriously. Once most of the interviews are completed, several collective discussions are held within the INVOLVE consortium on the issue of how to code the interviews. At first, a codebook is constructed based on the various analytical dimensions of the project and is circulated among the research teams. This gives them a first opportunity to test it with their own interviews and to give feedback on it. A webinar is organized to collect these reactions and discuss them collectively. Then, a second version of the codebook is produced, giving full consideration of these comments and suggestions. Further workshops are then held on how to ensure a common culture of coding and how to get as close as possible to an inter-coder reliability. Specific attention is also paid to specific contexts and parameters, which should also be reflected in the coding process.

Thus, the coding process is envisaged both as a top-down process (with a view to translating INVOLVE's analytical framework in an operational codebook) and a bottom-up process, where due attention is paid to the specificities of the target groups and local contexts investigated. This is a complex challenge as these objectives must be reached in a consortium of academic researchers and NGO representatives. The purpose of creating an alliance of knowledge, which is central to the INVOLVE project, requires that no partner or group of partners prevails over the others. It is in this spirit that the workshops are organized: each partner shares one's expertise with the others to build such an alliance. Thus, the numerous workshops and webinars organized along this step of the project provide a unique opportunity for all research teams to explain how they have coded their interviews and confront their diverse views on how to interpret and code interviews. On this basis, we progressively arrive at a broad and shared understanding of concepts and of how to code interviews. Such an agreement, which takes place before implementing the bulk of the coding work, leads to a first draft of common guidelines for coding that can be found in Appendix 1. This first step

is then complemented by ex post discussions on coded interviews, which take place in a new series of webinars, so as to still enhance the level of inter-coder reliability.

When completing their coding work, all partners of the INVOLVE consortium are also asked to produce summary sheets for each of their 15 to 20 interviews. These sheets follow the categories of the codebook and cover all the various analytical aspects of the INVOLVE project. They thus provide an overview of the content of the interviews and serve to ensure that all teams interpret each of the analytical dimensions in the same way. These sheets can then be used as the basis for the elaboration of the typology of public services (D.4.1 and D.4.6). The Lisbon consortium meeting in November 2024 provided an opportunity for each research team to present and discuss in depth five of those summary sheets, which helped stimulate a collective debate on the issues of analysis and coding, and consequently improve the quality of coding and consolidate the shared understanding within the consortium.

The end of the coding process is the right time for all INVOLVE teams to assess the quality of the data collected. More specifically, it is also an adequate time to evaluate whether data saturation has indeed been reached. A number of indicators are used to this purpose, such as whether the same themes are being repeated over in all conducted interviews without any added value for the analysis, or whether new categories of analysis are still emerging, or whether each of the dimensions that the INVOLVE project is seeking to study can be dealt with in a relevant way. If it turns out that saturation could not be reached, the research teams try to arrange extra time to carry out additional interviews. This was the case for Switzerland for instance. Similarly, group discussions (see next section of this deliverable) are used by the teams to fill in any gaps identified. In addition, a general reflection on possible gaps and areas of uncertainty is carried out for each of the research topics. Thus, the later stages of the research process are used as an opportunity to identify gaps and complete the data collection initiated with the semi-directed interviews.

Finally, alongside the coding process, the research teams also take steps to organise group discussions with their target audience. As explained above, most of the participants in the discussion groups had already been interviewed individually. Indeed, at the end of these interviews, respondents were given the option of pursuing the research process or, on the contrary, interrupting their participation in the project. However, the research teams could, if deemed appropriate, initiate a new recruitment process. The main aim of these discussion groups is to bring to the surface common problems with public institutions and services experienced by participants, and to get them to think together about solutions to remedy them. The objective for participants is to be able to put forward their proposed courses of action to political stakeholders at a local and/or national level. The group discussions are thus intended to be transformative. This specific step of the research project is presented in more detail in section 4 of this deliverable.

Templates for national interview grids

Preamble

The semi-structured interviews are a decisive stage in the research. They make it possible to gather a range of information that is crucial to a better understanding of the representations and experiences of the interviewees in relation to the RDJ framework, as well as their relationship with social services, institutions and the political sphere. Particular attention is therefore paid to the production of the interview guide, which is the subject of numerous discussions between all project partners. Thus the grid is the outcome of a collective effort involving actively both academic and NGO partners aiming at translating the RDJ framework in an operational interview grid. This effort took place during the whole first year of the project.

As qualitative interviews are a crucial component of the INVOLVE project, this section details good practice for conducting a quality interview and how the interview guide should be used. To be reminded: this stage of the research is implemented by both academics and NGO actors, some of them having less experience in qualitative academic research; hence, it is crucial to identify points of attention and good practices to support the efficient operationalization of the qualitative research.

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.

In addition, to ensure that interviewees feel comfortable enough to express themselves freely, research teams are encouraged to offer them the opportunity to be interviewed on the institution's premises or in another suitable location of their choice. 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 to begin 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 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

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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, gender, nationality(ies), civil status, etc. It is also important to be very sensitive to such issues, esp. gender, when conducting, coding and analyzing interviews. Both grids and the questionnaire have been elaborated with a view to documenting as fully as possible the diverse dimensions of the RDJ perspective for each interviewee.

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 category (main questions in black) 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 (in green) 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!

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 very 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 questions and let the interviewee time to figure out what they want to

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answer to the main question. Knowing what spontaneously comes to their mind or not is a valuable information for the INVOLVE project.

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?

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- 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?

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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?

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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?

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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?

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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?

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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)?

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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?

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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 | ☐ |

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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)⁵?.....

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?

⁵ Bathrooms should not be included in the count.

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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:

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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 ☐
5. Alimony ☐
6. Childcare allowance ☐
7. Disability insurance benefits ☐
8. Health insurance subsidies ☐
9. Other transfers 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) ⁶ ☐
2. Average income (between X and X euros) ☐
3. High income (above X euros) ☐

21. Comments/remarks

.....
.....

⁶ 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 transparently 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

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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?



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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4. Discussion groups: composition and general framework for discussion group sessions

This section of D1.2 presents the INVOLVE Discussion Groups, their methodological background and the methodological guidelines provided to the consortium members active. The Discussion Groups were first presented to the INVOLVE consortium at the Paris meeting (July 2023); a methodological workshop was held at the Lisbon meeting (November 2024), and an INVOLVE webinar was held in February 2025, all with a view to further elaborate the Discussion Groups methodology in collaboration between the NGOs and academic teams of the consortium.

Methodological background: Participatory Action Research (PAR)

As a key participatory component of the INVOLVE project, the Discussion Groups are inspired by Participatory Action Research (PAR). PAR is a wide stream of practices and methods at the crossroads between social science and social intervention. Compared to the even broader stream of action research, PAR emphasizes the participation of those affected by the research. As such, PAR is often associated with the work of Paulo Freire (1972) and John Dewey (social inquiry - 1946). Across the spectrum of action research methodologies, PAR filters through many different labels, including Participatory Action Research based on Human Rights and Capabilities (PAHRCA - Hearne & Murphy, 2019) and the CO-CREATE Alliance Framework (Bröer e.a, 2023), to name those featuring in the genealogy of the INVOLVE project.

In line with Rodriguez & Brown's (2009) understanding of PAR, the INVOLVE Discussion Groups are meant to be transformative, participatory and inquiry-based. This understanding of PAR makes it possible to use PAR in a way that is well suited to the study of the conditions that are unfavorable or favorable to the development of the power to act of people in vulnerable situations, and therefore compatible with the capability approach.

The INVOLVE discussion groups are also transformative in the sense that they seek to identify a common problem that makes sense to all the group members; to discover solutions to that problem; and to initiate a dialogue with the institutions at stake. The INVOLVE discussion groups are also participatory in the sense that the process of identifying the problem to be addressed starts with an examination of the participants' own experience. Located at the heart of WP4 of the INVOLVE project, the discussion groups are tasked with helping to 'provide a comprehensive analysis of the processes involved in the way in which people's lived experiences of their interactions with public services can fuel, or conversely hinder, their capacity to aspire and their capability for voice, and influence political confidence in democratic institutions and participation' (Grant Agreement INVOLVE, Annex 1). The aim is therefore to understand the relationship that participants

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have with public services - in particular those responsible for promoting their integration - by exploring the three dimensions of the relationship with public services (receiver, doer, judge - Bonvin & Laruffa, 2018 – see also D.1.1). This exploration of relationships with public services is conceived in a way that complements the INVOLVE Target group interviews and Stakeholders interviews: collective (with the emphasis on sharing and exchanging points of view), evolutionary and pro-active (moving from problem analysis to concrete proposals and recommendations for institutions).

Methodological framework: an incremental process

Concretely, PAR is organized as a group process, in which the same group of participants convene several times, so long as it takes to come up with a solution to the common problem identified at the outset. The group is recruited among those concerned by the issue and includes one or more facilitators and possibly also 'allies' (Erbstein, 2013) or 'gatekeepers'. In the case of the INVOLVE Discussion Groups, the participants are recruited among the vulnerable population identified by each local team to address issues related to one or two of the INVOLVE topics (employment – education – health – housing). On average, the Discussion groups gather 12-15 participants together and they meet 10-11 times. The process consists of three main stages which are further described below.

Firstly, the identification of a common problem that makes sense to the participants in relation to public service provision, through the sharing of individual accounts of difficulties with institutions and public services. Therefore, the first few initial meetings are aimed at analyzing the participants' experience in the area of the selected topic, and understanding, through their lived experience, the place of public institutions/services, as well as the relationship of trust or mistrust with these services. To begin with, public services may not be explicitly present in the participants' experience. It will therefore be important to understand to what extent public services are not present and why. Gradually, the discussion groups focus on identifying a common problem that makes sense to all the participants, for which they would like to look for some solution.

Secondly, once the common problem(s) on which the participants wish to work together have been identified, the second stage of the PAR process consists in developing concrete courses of action to address the identified problem. To this end, the discussion groups carry out citizen research (Appadurai, 2006), geared at generating strategic knowledge, useful to the group's framing of addressing the selected problem (see below, methodological toolbox). Along the way, the groups formulate ideas for solutions that can be transformed into concrete achievements (developing the ability to have collective aspirations) and put forward as demands (developing the ability to make one's voice heard).

Thirdly, participants are prepared to bring their views on the identified problem and the envisioned solutions to dialogue with institutions/stakeholders (cross talks) and to defend their ideas in a public campaign.

As the INVOLVE Discussion groups gradually identify a common problem to work on collectively, they differ from consensus conferences which are set up to address a particular issue identified upfront by organisers.

Recruitment & Ethical issues

In most cases, the discussion group participants belong to (or are recruited through) the particular target group of the NGO partners – hence not selected from the general population, unlike the consensus conferences. As such, they were invited to take part in INVOLVE Target group interviews. As described in

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Section B, the interviewees were informed of the Discussion groups and invited to join. Should they accept, they were required to fill in a consent form at the start of the process. In the Discussion groups, the same ethical rules for privacy, free participation and data protection hold as for the INVOLVE Target group interviews. In case of attrition, the Discussion Groups may have to recruit additional members. Existing participants are invited to contribute to (peer) recruitment. The facilitators take special care to the cohesion of the new group, ensuring that the newcomers feel welcome and that their views are fairly reflected in the discussion, together with the accumulated knowledge borne by the existing participants.

Methodological toolbox

To achieve this, all the facilitators draw on their own expertise of working with the target group and pick from the same PAR toolbox. To begin with, facilitators strive to create a cozy and respectful atmosphere, so that the participants feel at ease and gradually build a sense of ownership. This can involve, for example, providing snacks and drinks, co-constructing common rules for the meetings, “icebreaker” activities, and a fair and engaging attitude from the side of the facilitators (equally valuing all contributions, egalitarian distribution of speaking time, neutral follow-up, etc.). The identification of the common problems builds on accounts of the INVOLVE policy analysis (WP5), of the INVOLVE Target groups interviews (reflecting their experience of service provision – WP4) and of the INVOLVE Stakeholders interviews (WP5). Across the process, the facilitators decide, in collaboration with all the participants, which precise activities are best suited to move the PAR process forward. Given the diversity of the INVOLVE topics and the variety of issues that lead the participants to count as ‘vulnerable groups’, the chosen activities may vary significantly, from one group to another and from one stage to another. In all cases, the activities draw on the PAR toolbox and on citizen research.

Concretely, citizen research may consist in a community informal survey, Photovoice (Wang & Burris, 1997), theater forum (Boal, 1985), guest talk, collaborative Internet search (e.g. on existing initiatives to address the common problem). This list is not limitative, and it may be complemented, in particular by inviting the participants to share if they have any suggestion of collective activity to move the process forward. In any case, the facilitators support the participants so that they have the necessary resources at their disposal, from getting acquainted with the sort of citizen research they could carry out to providing them with suggestions of resource people to invite for a guest talk, academic research findings for back up group discussion, incl. statistical data, etc. In their citizen research, the participants may receive some light research training from the facilitators (e.g. how to design a short questionnaire for a mini survey). As such, the outputs of the citizen research carried out in the INVOLVE Discussion groups are meant to complement their knowledge of the identified problem and/or the potential solutions but not meant to fulfill scientific research norms.

While the PAR process may well include a degree of trial and error, INVOLVE facilitators were strongly advised to develop, from the outset, a provisional planning for their discussion group (including the objectives and the planned activities for each session), to ensure that the group will have moved forward to solution identification and to the INVOLVE Cross Talks within the allocated 10-11 sessions.

Monitoring progress in the Discussion Groups

To be able to account for the progress of the Discussion Groups and to foster reflexivity across the process, the facilitators fill a documenting grid at the close of each session. Inspired by the CO-CREATE Alliance 'Fieldnotes' (Broër e.a., 2023), the documenting grid was first introduced at the Lisbon consortium meeting (November 2024) and discussed and amended at the INVOLVE webinar held in February 2025.

In the case of the INVOLVE project, the agreed questions are as follows:

- 1. Composition of the group: how many target group participants? For each of them, by which channel did they come to the group? How many participants came for the first time? [you may want to provide a pseudonym for each new participant]*
- 2. What were the goals of the session?*
- 3. What kind of activities/methods have been carried out during the session? (Photovoice, role play, etc.)*
- 4. How was the atmosphere during the session?*
- 5. Did you notice any sign of trust or distrust, or tension between the target group participants? And/or between them and the facilitators?*
- 6. What did work well during the meeting?*
- 7. Did the participants meet any obstacle to reach the goals of the session?*
- 8. What did you learn about the topic [employment/education/health/housing] during the session?*
- 9. What did you learn about how participants relate to politics?*
- 10. What did you learn about the capability to aspire during the session?*
- 11. What did you learn about the receiver, doer and the judge during the session?*
- 12. Compared to last session: did the group make any progress towards identifying a common problem? Or to a solution to this common problem?*

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Appendix 1: Elements for a shared understanding of the coding process

Code	Explanation
Date, Location of the interview + duration	
1. Descriptive codes	
Type of institution in relation to which the person was met (public service? NGO? Which kind of specialisation/programme?)	
Interviewee	Pseudonym
Age	
Gender	
Administrative status and date of arrival in the country	
Family situation and household situation	
Education current status	Level of education and diploma obtained
Education and (continuous) training past and present experiences	a) How is the educational experience qualified by the interviewee: i.e. positively vs. negatively; b) context: primary school, secondary school, university, apprenticeship, etc.
Education and training aspirations	a) What are for the interviewee desirable future oriented ends with regard to education/training; b) Are these ends oriented towards the status quo (perceived as satisfactory vs. resigned) or change with regard to current situation?
Dreamed job as a child / lack of dreamed job	
Work experiences in the past	a) Past jobs; b): How are the work experiences qualified, i.e. positively vs. negatively; c) context: private/public, economic sector, type of contract etc.
Current work situation	a) Current job; b): How is the work experience qualified, i.e. positively vs. negatively; c) context: private/public, economic sector, type of contract etc.
Work aspirations	a) What are for the interviewee desirable future oriented ends with regard to work; b) Are these ends oriented towards the status quo (perceived as satisfactory vs. resigned) or change with regard to current situation?
Housing situation	How is the housing situation qualified by the interviewee: positively vs. negatively

Housing aspirations / lack of aspirations	a) What are for the interviewee desirable future oriented ends with regard to housing; b) Are these ends oriented towards the status quo (perceived as satisfactory vs. resigned) or change with regard to current situation?
Health situation	How is the health situation qualified: positively vs. negatively
Access to health care / lack of	
Aspirations in matters of health / Health care	a) What are for the interviewee desirable future oriented ends with regard to health; b) Are these ends oriented towards the status quo (perceived as satisfactory vs. resigned) or change with regard to current situation ?
Other kind of aspirations / lack of	a) What are other aspirations and b) Are these aspirations oriented towards the status quo (perceived as satisfactory vs. resigned) or change with regard to current situation?
Economic situation (income, debts, social benefits, etc.)	How is the economic situation qualified: positively vs. negatively
Economic aspirations	a) What are for the person desirable future oriented ends with regard to economic situation; b) Are these ends oriented towards the status quo (perceived as satisfactory vs. resigned) or change with regard to current situation?
Participation in public and political life, including volunteering and other forms of societal participation (indicate in which type of organization) / lack of participation	a) how is participation qualified by the interviewee: high vs. low/limited or absent (= self-perception as politically engaged or not); b) specify form(s) of participation: volunteering, protest, voting, etc.
Examples of codes for category 1	Education experiences, negative, secondary school ; Work situation, negative, private firm in cleaning; Work aspirations, change (find a new job with a higher wage); Participation, low, neither voting nor volunteering nor protest, etc.
2. Explanatory factors and consequences: reasons for the situations described above, for the state of aspirations and the forms of participation; consequences of this situation	State among the following reasons and consequences which ones account for (or relate to) the described situations, aspirations and forms of participation. Select the relevant factors in the list below (NB. Not all of them are relevant for all interviews); if necessary complete this list by adding new factors that are not yet in the list below.
Institutions or services (including NGOs) that are mentioned (with special attention to how people mention them). Specify the type of institution: public/private, territorial level, any relevant elements.	
Kind of relationship between services people navigate (including the degree of complexity or lack of relationship)	Qualify relationship with institutions: good vs. bad or absent
Quality of the institution and service/support provided: accessibility, affordability, transparency, accountability, cooperation, ...	Qualify institutions: good accessibility vs. poor accessibility; good affordability vs. poor affordability, good transparency vs. high complexity/opacity, etc.
Support / lack of support	
Empowerment / lack of empowerment	
Voice within institutions / lack of voice	

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Interviewee's perception of the other beneficiaries of the public service	
Dematerialisation of public services (digitalization)	
Justice / injustice (including sense of / feeling about)	
Power relations (including sense of / feeling about)	
Emotions that people express and the way he/she articulates it with institutions experience	
Experience of inequality	
Experience of discrimination	
Resignation	
Adaptation	
Recognition / lack of	To be seen, heard, and acknowledged. Recognition is necessary for how people maintain a good relationship with themselves, and for how they are able to develop their identity.
Collective capabilities and collective action / lack of	"Collective capabilities can be defined as those capabilities exercised by a group – or more generally by a collective subject – that acts "in order to secure a capability for the members of that group" (Robeyns 2017:116). In this regard, collective capabilities radically diverge from those capabilities that the literature has labelled as external capabilities, i.e. capabilities only accessible by direct connection or relationship with others. Indeed, external capabilities ultimately reside in the individual's capability set as both the action and the achieved functioning are individual" (Rosignoli, 2019)
Hope / lack of	Hope does not necessarily engage individuals in commitments towards desired achievements (...). One hopes for good weather or successful medical treatment of a beloved one, but one aspires to become a meteorological expert or a surgeon" (Baillergeau)
Examples of codes for category 2	[work situation, negative, private firm in cleaning], lack of recognition; [participation, low, neither voting nor...], resignation; etc.
3. Interpreting categories 1 and 2 in the light of the RDJ framework, capability for work and capability to aspire, trust	
Receiver dimension / lack of	In studying the receiver dimension, we focus on the kind of support (material, relational, emotional, etc.) that is provided and by whom it is provided (family, friends, NGOs, public rvices, etc.). Do forms of support exist for each kind of vulnerability? Are these appropriate in terms of quality, quantity and duration? Are any conditionality-criteria attached to the access to support and how do people perceive these demands? Do they take up support or not? In the latter case, is it because of a lack of "sense of entitlement"? Or are people not aware about these supports? Are they afraid of possible negative consequences of accepting the support?

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Doer dimension (including the degree of autonomy in the activity) / lack of	In studying the doer dimension, we are interested in examining the kind of activities that are supported, by whom and how. Are people allowed to pursue their own life project (participation and navigation into society, beyond productive activities) or are they constrained to pursue certain activities? Can they co-construct what counts as valuable activity/agency? Is the doer dimension conceived mostly as a matter of adapting/equipping individuals (supply-side) or is there also an action on the environment, through the creation of valuable opportunities?
Judge dimension (including critical thinking and the degree of autonomy in judging) / lack of	In studying the judge dimension, we are interested in people's values, preferences and aspirations, how they are formed and to what extent people are allowed to express them and make them count. This concerns both the degree of participation and aspirational support involved within the policy/program/support provided (by NGOs, public services, etc.) and the impact of such policy/program/support on people's participation and trust in the broader society.
Capability to aspire / lack of	This relates to how (NGO, public, etc.) programs providing support sustain (or undermine) people's "capability to aspire", i.e. their capacity to project themselves into a desirable future and imagine more emancipatory alternatives, both for themselves and for society at large. Our project focuses especially on vulnerable groups, asking to what extent the provision of such support nourishes or undermines their capability to aspire and along what mechanisms this takes place.
Capability for voice / lack of	The "capability for voice" designates the real opportunity to express one's opinion and make it count when decisions are taken. This capability refers to the possibility people have to influence the content of policies/support/programs, voicing their views, values and aspirations. From this perspective, the focus is here on how provision of support can promote people's capability for voice, acting both on the individual-internal aspects (e.g. through an education measure policy aimed at enhancing people's self-esteem and enabling them to become judges and critical thinkers) and on the contextual-external aspects (e.g. offering spaces for co-determination and co-construction in a specific intervention).
Trust / distrust (with regard to public institutions, NGOs, social services, politics etc.)	

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