TRUEDEM: Trust in European Democracies
2023-2025
European Commission Grant No 101095237

D8.2. QUALITATIVE STUDIES (1)
FOCUS GROUP INTERVIEWS

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Purpose and scope of the deliverable:

The

Contents

Summary

About the project

TRUEDEM is a 3-year multinational research project funded by the Horizon program of the European Commission with several core objectives. TRUEDEM aims to design and implement a complex research effort to collect comprehensive evidence on the perceptions of trust and judgments of trustworthiness in a range of European states. The project will create a robust and comprehensive knowledge base on long-term dynamics and predictors of trust in political institutions of representative democracy (parties, executives, parliaments, judiciary etc.) in the EU. TRUEDEM will examine the role of new patterns of electoral behavior, impact of socioeconomic transformations, the erosion of old and emergence of new political cleavages for the inclusiveness, representativity and legitimacy in European democracies, and political trust. TRUEDEM will identify strategies to address the demands and needs of citizens expressed via both electoral and non-electoral forms of political participation as means to enhance active engagement and inclusion and thus booster inclusive and responsive decision-making and governance in Europe. TRUEDEM will distinguish clusters of values that can hinder or foster pro-democratic values and attitudes and thus contribute to the barriers and opportunities to re-invigorating and enhancing representative democratic systems. Finally, TRUEDEM will develop a comprehensive and transparent toolbox of policy interventions including recommendations, toolkits and methodologies for enhancing trust in political institutions, boosting transparency inclusiveness of representative systems. TRUEDEM is coordinated in Austria with partners in Czech Republic, France, Germany, Greece, Italy, Poland, Romania, Slovakia, Slovenia, Sweden, and Ukraine. The three-year program runs from January 2023 to December 2025.

Annotation of the Deliverable (D8.2)

The deliverable D8.2 entitled "Qualitative Studies: Methodological Guidelines and Data" comprises a qualitative dataset accompanied by methodological instructions and tools for its collection. It forms part of Work Package 8 (WP8) and contains transcripts of focus group discussions (FGDs), elite interviews, and consultations with civil society organizations (CSOs) conducted across twelve European countries. These datasets are intended to support future analyses and serve as a resource for examining trust dynamics and trustworthiness perceptions in diverse political and social contexts.

The document begins with a conceptual framework that underpins qualitative studies. It explores the relational and situational nature of political trust and trustworthiness, drawing on established theories of trust. The framework identifies key themes for investigation, including who trusts whom and for what reasons, how context influences trust dynamics, and the underlying models of democracy shaping evaluations of institutions and political actors. It also delves into the cues and information sources used by individuals and groups to assess trustworthiness. This theoretical foundation guides the structure and design of the qualitative studies, ensuring they align with the broader project aims.

Section two presents the first component of the qualitative studies – the focus group discussions with citizens. This section details the organization and implementation of FGDs, which were conducted in six European countries: Czech Republic, France, Greece, Italy, Poland, and Romania. A total of 21 FGDs were held, with each group consisting of 6-10 participants. These FGDs targeted diverse demographic groups to capture a range of perspectives on political trust. Recruitment guidelines emphasized inclusivity and diversity, balancing factors such as age, education, and political attitudes while maintaining gender balance. The FGDs explored themes such as citizens' satisfaction with political systems, the qualities they associate with trustworthy leaders and institutions, and their perceptions of governance in specific contexts, including crises. Moderation protocols ensured that

discussions remained productive, with moderators trained to encourage participation, manage conflicts, and document key insights effectively.

Section three presents the second component of qualitative studies represented by expert and elite interviews with politicians and policymakers. These interviews sought to uncover the perspectives of those directly involved in governance and policy implementation. Elite interviews with politicians and policymakers were conducted in ten European countries: Austria, Czech Republic, France, Greece, Italy, Poland, Romania, Slovakia, Slovenia, and Sweden. These interviews targeted 10-20 informants per country (161 interviews in total). The guidelines for these interviews included detailed scripts to ensure consistency while allowing flexibility to address country-specific issues. The interviews explored topics such as institutional trust-building, challenges in fostering citizen engagement, and strategies for enhancing transparency and accountability in governance. This component aimed to capture the institutional side of trust dynamics, offering insights into the challenges and opportunities for fostering trust in democratic systems.

The third component involved consultations with leaders of CSOs, exploring their unique role as intermediaries between citizens and political institutions. Consultations with CSOs were also conducted in ten countries, following a structure similar to the elite interviews (159 consultations in total). These consultations engaged leaders of CSOs to understand their roles in trust-building and their interactions with both citizens and political institutions. The discussions explored how CSOs contribute to enhancing transparency, inclusivity, and democratic accountability, as well as the obstacles they encounter in fulfilling these roles. The methodological provisions ensured a thorough understanding of the CSO perspective, emphasizing the importance of their role in bridging gaps between citizens and political elites and in holding political institutions accountable.

Section 6 of the document describes the workplan for the qualitative studies, outlining the timeline and steps involved in their implementation. It covers the key stages of the process, including the translation of materials, recruitment of participants, data collection, quality checks, transcription, and translation of transcripts into English. Section 7 focuses on qualitative data anonymization. It provides guidelines for removing personally identifiable information to protect participants' privacy. The section emphasizes the application of full anonymization, ensuring that data cannot be linked back to any individual, even by researchers. It discusses the procedures for separating identifying details from datasets, following GDPR and national data protection laws.

The annexes included in the document provide additional resources and tools used throughout the qualitative studies. Annex 1 contains translations of the FGDs guide, ensuring that the methodology was uniformly applied across all participating countries while accommodating linguistic and cultural differences. Annex 2 includes translations of the recruitment questionnaire for focus groups, used to identify and select participants in each national context. Annex 3 provides translations of the interview guide for politicians, offering a standardized framework for conducting elite interviews in multiple languages. Annex 4 features translations of the interview guide for CSOs, enabling consistent yet culturally sensitive consultations with CSO leaders across countries. Finally, Annex 5 includes sample letters of invitation used for recruiting experts, ensuring clear and professional communication with participants during the recruitment process.

Part II of the document features the data represented by anonymized transcripts of all intreviews, with the original interviews conducted in the respective national languages and translated into English for cross-national analysis. The transcripts are organized by country and type of informant.

INTRODUCTION: AIMS AND GOALS OF WP8

The main objective of the TRUEDEM work package 8 is to deliver new empirical evidence to verify or refute the project's research hypotheses concerning the specific context in which people make decisions about trustworthiness, individual and institutional characteristics considered as the main indicators of trustworthiness, and individual and country-level factors that influence trust-building. This new empirical evidence also provides information on the specific factors and contexts in which the perceptions of trustworthiness are being formed and trust-building occurs, including voting in elections (WP2); socioeconomic changes (pandemic, digitalization of work, migration) (WP3); growing political polarization (WP5); participation through social media (WP6); information environments and media use (WP7); democratic innovations and other modes of citizens' participation to enhance trust in the political system (WPs 9-10).

To fulfil this objective, TRUEDEM WP8 consists of four components, each corresponding to a specific study distinguished based on the data collection method on one hand and the target group on the other. Component 1 deals with the design and implementation of an online quantitative survey of citizens in a number European countries[1]; component 2 concerns organization of a series focus groups with citizens in 6 European countries; component 3 includes organization of a series of 10-20 expert and elite qualitative interviews with politicians and policymakers in 10 European countries; finally, component 4 deals with the organization of a series of 10-20 consultations with the civil society organizations using the method of qualitative interview in 10 countries. For practical purposes, the work within the WP in general and each sub-study has been split into the preparatory (or design) stage (September 2023 to January 2024) and implementation stage (January/ February 2024 to June 2024). Data processing took place in July-November 2024, with the data analysis planned through the end of the project.

The data research outputs in qualitative studies of WP8 comprise a set of anonymized transcripts of qualitative interviews and focus groups. The transcripts first produced in the original language of the interview have been further fully translated into English to enable cross-country comparative analysis and collaboration. Anonymized English transcripts are available to the whole TRUEDEM consortium, with all project teams encouraged to use this qualitative data in their analysis. Primary empirical data collected in WP8 shall then inform the following project deliverables: D1.5 – Report on long term developments in political trust in EU; D2.5 – Electoral participation and political trust: policy implications; D3.5 – Consolidated report on the implications of socioeconomic transformations for democratic attitudes, political participation and trust; D6.4 – Empowered by social media? Social media and political trust; D7.3 – Role of media environment in forming trust in the EU; D9.3 – Audience-targeted recommendations on promoting democratic innovations.

In addition, findings from the consultations with CSOs shall comprise the core empirical database to validate the research hypothesis on strengthening partnership and enhancing CSO's trust towards the political system and institutions and to develop D10.2 – Policy-action plan for inclusion and trust-building of civil society organizations (short-term, mid-term, long-term) on local, national, regional and EU levels. Findings from the quantitative survey and focus groups with citizens shall provide insights for the set of policy recommendations for trust-building oriented to citizens produced in D10.1. Policy-action plan for inclusion and trust-building of citizens (short-term, mid-term, long-term) on local, national, regional and EU levels. Finally, data from the elite interviews with politicians and policymakers shall be employed to develop guidelines for policy-interventions for inclusion and trust-building in different environments and societies (D10.3). The remaining sections of this document discuss the thematic scope and methodological provisions for the organization of the qualitative studies within WP8.

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[1] Methodology and findings are presented in deliverable D8.1: https://www.truedem.eu/resources-and-deliverables

1 CONCEPTUAL FRAMEWORK OF THE STUDY[2]

The overall aim of this study is to extend and deepen the understanding of perceptions of trustworthiness and trust-building through the exploration of conceptions of and expectations towards good governance of citizens, political elites and civil society. One of the strengths of the TRUEDEM project is its systematic approach to identifying trust relations among categories of political agents or agencies with distinct expertise and experience, using a research design that builds on mixed methods (see D1.1. Conclusive section). Therefore, the qualitative survey design shall seek to maximize the comparability of the questions asked to the three major categories of selected agents. With this in mind, *the focus group discussion guide for ordinary citizens and the interview guides for politicians and CSO leaders have been structured in accordance with a common framework, following the principle of a 'mirror survey'*.

Based on the literature review, a number of overarching topics which are particularly relevant for investigating the key objectives set out by TRUEDEM have been delingated. These topics were divided in four sections, to be addressed consecutively in the qualitative studies design.

- *Who trusts whom, for what, and how?* This first section serves as a descriptive introduction. Its aim is to examine trust as a social relationship and the criteria on which trustworthiness is based. It will provide significant insight into the conceptual typology of trust relations outlined by the project.

- *How does context enhance or inhibit trust mechanisms?* The second section invites interviewees to put political trust in perspective. More specifically, it aims to address the effects of context on the mechanisms that lead to a positive assessment of trustworthiness and how contextual factors (e.g. crisis) can result in variations in trust relations (e.g., from skeptical to cynical mistrust).

- *What are the underlying conceptions of democracy?* The third section is more reflective, delving into the core of trustworthiness by questioning the preferences of interviewees for different institutional settings or processes and, more broadly, their views of political representation. This section also provides a seamless entry point for discussing the key issue of democratic innovations.

- *What kind of information and cues do agents use in their diagnosis and evaluations?* The fourth section serves a more explanatory purpose. It aims to map out the elements used by the interviewees to form their judgments of trust/trustworthiness. The interviewees are primarily viewed here as experts in the realm of political trust, whereas the first three sections also invite them to position themselves as actors in this domain.

Below, we further detail the concepts, dimensions, and underlying issues for each of these four sections. It is argued that the comparative analysis of common topics across different categories of agents is likely to bring significant scientific value.

WP8 Qualitative data collection aims to *understand how actors make decisions on the political system's trustworthiness, their judgment formation mechanisms, as well as the individual and collective factors influencing trust*. Since trust is essentially relational and situational (Van der Meer, Zmerli 2017), our qualitative research is designed to study the (respective and mutual) perceptions of the *different actors in the trust relationship: citizens, political elites and the civil society organizations*. And since political trust is often contextual and specific, our research will investigate the three dimensions contained in Hardin's (2000) formula, "A trusts B to do X". Political (mis)trust

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can be better understood by ***investigating the fabric of citizens', political elites' and CSOs' conceptions of and expectations towards the political system and towards one another***.

Among the limited number of studies that have jointly studied elite and ordinary conceptions of the political system, most have evidenced substantial differences among agents. Recent research finds that citizens' have an idea of "the good politician" (Clarke et al. 2018), that values authenticity and proximity (Valgarðsson et al. 2021), which is quite different from the roles that highly professionalized political actors actually perform - one of the explanations for the rise of anti-politics.

When it comes to views and evaluations of democracy, ***empirical studies show significant differences between policymakers, political elites and citizens, as well as among citizens themselves***, some endorsing more procedural definitions of democracy while others valuing direct democracy and/or social justice (Ceka, Magalhães 2016; Kotze, Garcia-Rivero 2017; Kriesi et al. 2016; Miller et al. 1997). Finally, civil society organizations may define themselves and operate as intermediaries in the trust relationship, endorsing roles as diverse as counterpowers, representatives, interest groups. Thus, CSOs may help bridge the gap between citizens and political elites or do just the opposite and act as democratic watchdogs casting light on the political systems' lack of trustworthiness.

It follows from the above that one approach to studying political (mis)trust is to examine the intersections and disparities in citizens, CSOs and elites' expectations and assessments of the political system. More specifically, the qualitative studies have been designed to answer the following interrelated research questions:

1. Who trusts whom, for what, and how?

First, we aim to investigate the relational nature of political trust by identifying the mechanisms behind actors' decision to trust one another. As shown in the literature, different agents have different evaluations of different institutions and actors (parliament, government, administrations, representatives, local and national governments…), and expect different things from political institutions and actors (justice, performance, transparency, equity, integrity…). They might use different criteria to evaluate the political system. Norris (2023) stresses that people might (mis)trust the political system based on informed evaluations of its objective trustworthiness, or (dis)trust it relying on cognitive and political biases (skeptical/cynical/credulous attitudes).

Consequently, interviews with ordinary citizens, political elites and CSO representatives answer these interrelated questions: ***Who trusts whom? When trust is granted, which actions and mandate does it refer to? And what are the criteria and mechanisms involved in the fabric of trustworthiness?***

2. How does context enhance or inhibit the production of political trust?

Second, we aim to understand how different contextual factors might influence the trust relationship on the side of citizens, political elites and CSOs. As Van der Meer and Zmerli (2017) argue, ***trust is contextual and should be studied by accounting for institutional factors (political regime, institutional arrangements), political context, information environments, etc., which might constitute obstacles or incentives for agents to trust one another.*** One method to identify these contextual factors is to focus, in our three types of interviews, on distinct policy domain that are characterized by different institutional arrangements and have different political salience:

- policy domains that affect citizens' lives more or less directly
- policy domains that involve the local, national or international level
- policy domains that concern crisis or more routine situations
- policy domains that relate to distributive policies or to security issues

- policy domains that are more or less open to a variety of players (CSOs, experts, politicians, citizens, counter-powers…)

These policy domains may well vary from one country to the other so as to better fit national contexts and depending on their political salience, but they are expected to fulfil these criteria so that variations can be explored in a way that allows for comparison. Relevant policy domains might be pandemic, war in Ukraine, immigration, housing policies, etc. On one hand, ordinary citizens can be prompted to express their views on the trustworthiness of political institutions/actors in these different domains. On the other hand, these thematic focuses can serve as a selection criterion for interviews with politicians and CSO leaders.

3. What are the underlying models of democracy behind actors' evaluations and expectations of the political system?

Agents' trust judgements are closely tied to their expectations towards the political system. Agents compare the way they perceive the system to work (who makes decisions, for whom, following what processes?) with the way they consider it should work. These expectations may reflect, more deeply, different conceptions of democracy, representations, and mandates, and the role that each actor (citizens, elites, intermediary bodies, experts, etc.) should play in it. *To what extent can the mechanisms of political trust be linked to preferences for certain models of democracy (liberal, populist, technocratic, etc.)? And what are the discrepancies (if any) between (different groups of) ordinary citizens', elites', and CSOs leaders' conceptions of democracy?*

Likewise, focus groups and interviews seek to understand the *links between political trust, conceptions of democracy and democratic innovations*. Who are the actors and groups demanding democratic innovations? How do citizens, political elites and CSOs conceive participatory or deliberative innovations and what roles do they expect to play in these?
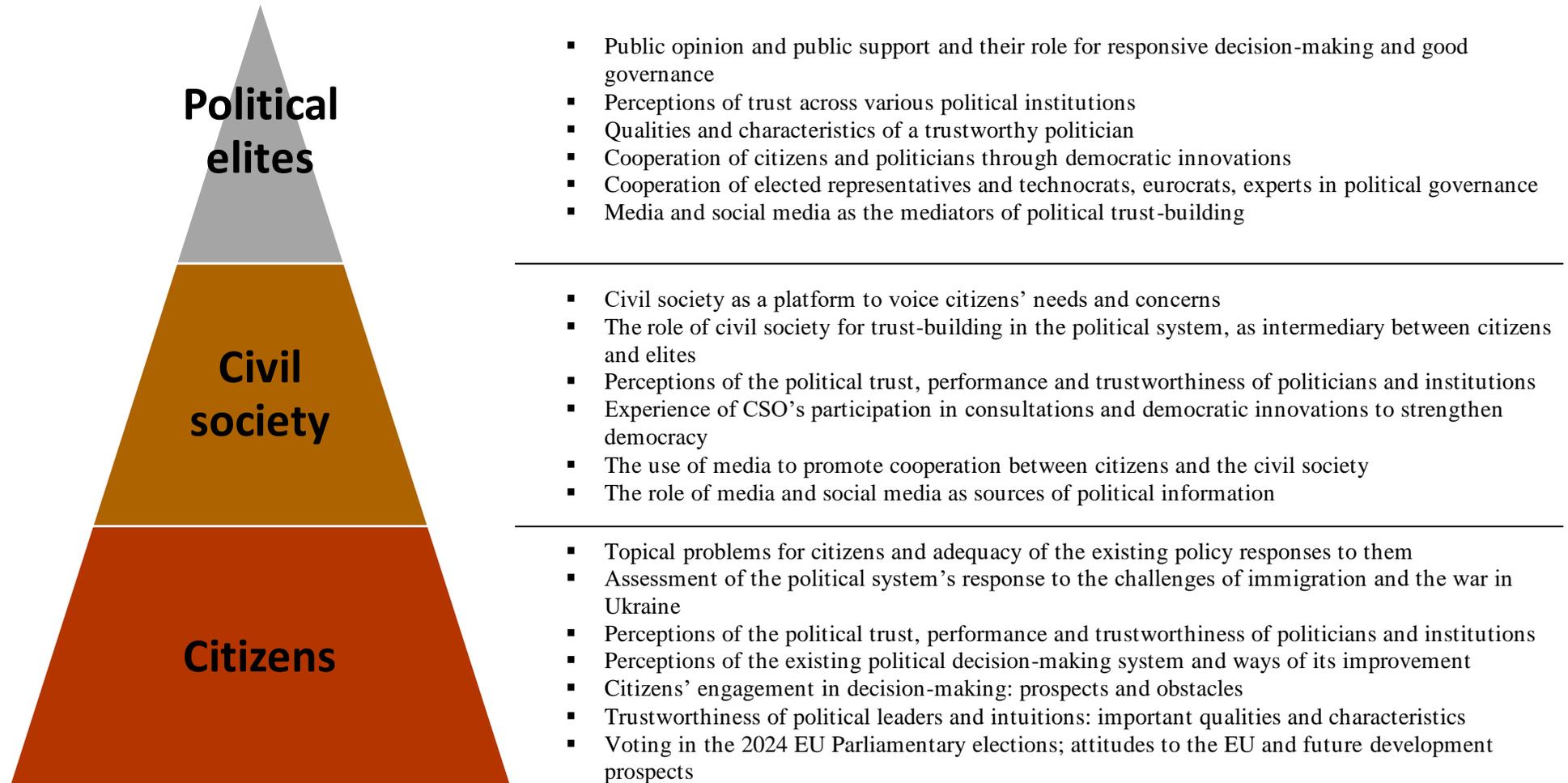
4. What kind of information and cues do actors rely on to monitor and evaluate the political system and one another?

Finally, our qualitative investigation aims to identify the types of information on which actors rely to assess the political system and decide upon their levels of political support and political trust. Democratic systems require a distribution of cognitive tasks, wherein agents delegate some or all decision-making to others, thus departing from the ideal of a fully informed citizenry. Following Rudolph (2017), political trust can be approached 'as a heuristic' allowing people to expedite their political judgements by making the most of their limited resources and will to engage in effortful, albeit accurate, thinking.

The *trust heuristic has been found to play a key role when complex policy judgments are involved*. Hetherington (2005) claims that individuals who have confidence in the government are more likely to endorse policies involving risk or support government actions in situations characterized by risk, in comparison to individuals who lack trust in the government. This is because trustful citizens are more prone to make material and/or ideological sacrifices involved by risky policy initiatives.

This also highlights the significance of understanding whether ordinary citizens and political actors inform themselves about each other, how they acquire information, and how they process the available information. Put differently, *what sources of information do ordinary citizens, political elites and CSOs use to construct their trust evaluations? How do the media, opinion surveys, social networks and other types of messages and cues inform their judgments?*

Figure 1. TRUEDEM qualitative studies research framework by target group

Political elites

- Public opinion and public support and their role for responsive decision-making and good governance
- Perceptions of trust across various political institutions
- Qualities and characteristics of a trustworthy politician
- Cooperation of citizens and politicians through democratic innovations
- Cooperation of elected representatives and technocrats, eurocrats, experts in political governance
- Media and social media as the mediators of political trust-building

Civil society

- Civil society as a platform to voice citizens' needs and concerns
- The role of civil society for trust-building in the political system, as intermediary between citizens and elites
- Perceptions of the political trust, performance and trustworthiness of politicians and institutions
- Experience of CSO's participation in consultations and democratic innovations to strengthen democracy
- The use of media to promote cooperation between citizens and the civil society
- The role of media and social media as sources of political information

Citizens

- Topical problems for citizens and adequacy of the existing policy responses to them
- Assessment of the political system's response to the challenges of immigration and the war in Ukraine
- Perceptions of the political trust, performance and trustworthiness of politicians and institutions
- Perceptions of the existing political decision-making system and ways of its improvement
- Citizens' engagement in decision-making: prospects and obstacles
- Trustworthiness of political leaders and intuitions: important qualities and characteristics
- Voting in the 2024 EU Parliamentary elections; attitudes to the EU and future development prospects

2 FOCUS GROUPS WITH CITIZNES

2.1. INTRODUCTION

Study of public opinion becomes pivotal in an investigation of phenomena such as public support for the political leaders and institutions, and public trust to them. The aim of the focus group interviews (FGDs) in TRUEDEM is to complement the quantitative analysis of public perceptions of political trust and trustworthiness of leaders and institutions by disclosing the qualitative aspects of the trust-building mechanism and providing insights into how the individuals arrive at a specific decision about trust, originating from a) their perception of existing problems and their (dis)satisfaction with the work of the current political institutions; b) their ideas about an "ideal" political leader and qualities associated with a trustworthy politician; c) any contextual factors, including preferred information sources and ways of their assessment (i.e. critical thinking), that clarify the link between performance of politicians/ institutions and citizens' (mis)trust to them. In this context, the most essential question of the FGDs in TRUEDEM is "*why?*": *citizens' justification* of the trust position (whether positive or negative), reasoning of their judgement about the trustworthiness of the political leaders and institutions in their country are the central research questions.

In addition to the primary qualitative data from FGDs to be employed as empirical evidence to validate research hypotheses in a number of project reports, FGDs become instrumental to deliver a number of project results and outputs, including:

- the critically revised theory of political trust – by deepening the understanding of citizens' political trust as the perception of the trustworthiness of political institutions and mechanisms of trustworthiness assessment.

- the comprehensive and transparent toolbox of democratic innovations including toolkits and methodologies for enhancing trust in political institutions, boosting transparency, representativeness and inclusiveness of representative systems featuring recommendations on optimal effective modes of citizens' engagement in decision-making.

- the policy briefs featuring short-, mid- and long-term policy interventions at the local, national, regional and EU levels – by helping to identify the primary domains for public policy to tackle political trust and public support.

- recommendations on the enhancement of awareness and engagement of citizens concerned with the health of liberal democracies and trustworthiness of political leaders and institutions in Europe.

- recommendations on the improvement in civic education and enhancement of knowledge on trust, institutions, and democracy of students through utilization of new education resources.

2.2. METHODOLOGY AND OVERALL APPROACH

Focus-group discussions (FGDs) are groups of 6-10 people, recruited on the basis of similar demographics, psychographics, buying attitudes, or behaviour, who engage in a discussion of a particular topic, led by a trained moderator. FGDs belong to the qualitative data collection method, enabling us to understand the qualitative characteristics of social processes and phenomena (such as "why" and "how"). Participants of FGDs are invited to share their opinion in free format which means there are no pre-defined answer options. Participants are prompted to express their thoughts by a series of open-ended questions asked by the moderator. Participants in an FGD can also be offered graphical materials, video clips, short stories that serve as a discussion trigger. Choosing to do a FGD

is not a solution to collect individual interviews more quickly, but rather are a technique to understand how people produce judgments in interactions. Moderation (questions and follow-up questions, visual materials, paper materials) aims at producing interactions through open-ended questions and incentives to participate.

2.3. PARTICIPANTS: CITIZENS

Each FGD in TRUEDEM is composed of no less than 6-10 participants to enable solid discussion and interaction. FGDs with less than 6 participants were not accepted in TRUEDEM. All project partners were recommended to recruit 9 to 12 people, accounting for the last-minute withdrawals. In their composition, the FGDs are differentiated by the age, education, and settlement type of the participants, which have proven to be significant predictors of political trust, political perceptions, and attitudes as well as voting and other forms of political participation. Given that TRUEDEM does not specifically study the political attitudes of the migrant population, and since some questions might concern choices when voting in elections, all FGDs participants were required to be citizens of the studied country. FGDs could be conducted in one city/ region or split between 2 or more territorial units in every country. At the same time, since the number of FGDs in every studies country was relatively small, there was no aim to examine differences in perceptions of citizens from East/ West/ North / South or other geographical divisions.

Political affiliation and attitudes (party preferences, position on the left-right political scale, interest in politics etc.) did not serve as a recruitment criterion to avoid a situation when only one side of the political spectrum (or only politically active citizens) were present. Instead, the information on political attitudes of volunteering participants was collected during the recruitment process and was used to create balanced groups. Every group was mixed in terms of political interest and political attitudes of the participants. In addition, each group respected the gender balance of the participants. The following FGDs were conducted in TRUEDEM:

- Group 1: young (18-29 years); tertiary education; urban/center
- Group 2: middle-aged (30-50 years); secondary education; rural/peripheric
- Group 3: senior (60 years and older); tertiary education; urban/center
- Group 4: young (18-29 years); secondary education; urban but peripheric (suburbs)

Table 2.1. Focus Groups in TRUEDEM by country

	Group 1	Group 2	Group 3	Group 4	Total
Czech Republic	(1)	(1)	(1)	-	3
France	(1)	(1)	(1)	(1)	4
Greece	(1)	(1)	(1)	(1)	4
Italy	(1)	(1)	(1)	(1)	4
Poland	(1)	(1)	(1)	-	3
Romania	(1)	(1)	-	(1)	3
Total	**6**	**6**	**5**	**4**	**21**

2.3.1. Recruitment of FGDs participants

All project partners were encouraged to recruit the participants themselves for the sake of data and findings' quality; though subcontracting of recruitment was also possible. Places such as campuses, local services, associations, etc. were targeted for recruitment. Recruitment through online advertisement was also employed. At the stage of recruitment, partners were required briefly present the purpose of the research:

▪ We are looking for participants in a research project implemented by [University name] as a part of the international research project "TRUEDEM: Trust in European Democracies" funded by the Horizon program of the EU. The research focuses on citizens' views on current political and societal matters. We wish to gather people like you to discuss these issues [*Please, give a printed version of the short version of the TRUEDEM project information sheet to all approached citizens*]

▪ We are looking for people willing to participate in a collective discussion (focus-group discussions) on these matters. The participation is voluntary and will be anonymous; your name and other personal details will be stored safely by the research team and will not be published or shared with anyone. The FGD session will be audio and video-recorded; this recording will be used by our team for internal purposes only – mainly to create a transcript. The video will be destroyed after the end of the project; the transcript will not include the names of the participants.

▪ A …€ (30 to 50) voucher will be offered at the end of the discussion to compensate for your time [*Please, be aware that, according to the European Commission regulations, incentives for the FGDs participants are not eligible expenses to be claimed from the direct costs of the TRUEDEM grant; they can only be paid from the overheads category – 25% in every partner's budget. Only participants who stayed till the end of the FGD shall receive the incentive*].

▪ If you are interested in participating, could you please fill out this quick questionnaire and give us your contact information?

▪ The discussion will take place on [date and time], at [intended place of the FGD], and will last approximately 2-2.5 hours [*date and location of the FGD shall be announced only to those 8-10 participants whom you are inviting to participate in the study and not all approached volunteers*].

At the stage of recruitemtn, the project partners were reminded of the necessity to maintain gender balance in the FGDs (each FGD should ideally include 4 male and 4 female participants). Partners were instructed that **no familiarity among the participants** was permittable (they should not be family members, relatives, friends, neighbours or accuittances). To prevent this potential familiarity, partners were requested tp avoid recruiting more than one participant at/from/through the same organization (such as one faculty at a university or college; neighbourhood community; one NGO or hobby club).

A short **recruitment questionnaire** was distributed (through social medias or any other ways) to volunteers to collection information on their demographics, interest in politics, and political attitudes, that will be used as recruitment criteria. If the respondent met the screener's criteria and the group composition's requirement, he/she was asked to participate.

This short recruitment questionnaire was handed to potential participants and collected during the recruitment process. In case of online advertisement, it was an online questionnaire (google form). The information contained in the questionnaire had two purposes:

- To help selecting the final participants in a way that matches the FGD group composition criteria (gender balance, mix in terms of political interest and political attitudes)
- To use the data gathered in the analysis of the FGDs findings.

Short project information sheet was distributed at the recruitment stage among all approached volunteers. Important information given participants at this stage:

- name of the project + partner (university) in your country
- broad topic (no need to be too specific at this stage)
- invitation for an FGD, format (group discussion), duration (2 hours)
- participation is voluntary and anonymous
- participation is retribution (voucher)
- no need to have knowledge on politics
- link to the recruitment questionnaire

Project partners were required to plan in advance as recruitment takes time. At least 2-3 weeks ahead planning was required, and one team member was nominated in every team to oversee this process. Both in person and online recruitment was employed. The recruitment strategy was further adapted to each target group: if recruiting students, partners were advised to target campuses, ask colleagues, social media; if recruiting young/unemployed/suburban, teams were encouraged to use social centres, etc. It was recommended that the recruitment questionnaire should be used to establish 2 (or 3!) lists: selected participants + supplementary list in case first ones were not available (9-12 people, to ensure no less than 6-10 come). For every selected participant in terms of their demographic and socio-political attitudes, there needed to be duplicates on the recruitment list. The aim of the recruitment process was to maximize social homogeneity (as this facilitates communication) and political heterogeneity (as this generates disagreement).

Recruited FGDs participants gave their contact information on a separate page in the recruitment form so that the teams could contact them if they were selected for the FGD. As per the research ethics regulations, contact information was stored in a separate file by the main researcher. All teams were reminded that filled in recruitment questionnaire was considered sensitive data that ought to be stored securely by the research team. This information under no circumstanced can be shared outside the research team. Recruitment questionnaires of individuals who are not invited to attend the FGDs were destroyed immediately after the respective FGD has been completed. Recruitment questionnaires of the FGDs participants were stored securely (password protected folders) and shall be destroyed after the end of the project.

The main researcher also gave his/her contact information in case participants had questions before the FGD. Upon selecting the participants for an FGD, the teamd needed to make sure that every participant received an e-version or a hard copy with the following information:

- Practical information (date, hour, where to meet)
- Reminder 2 days before the FG by mail, text, phone call or else.
- Text or a phone call the day before the FGD or in the morning on the day of FGD.
- If you consider it helpful/ appropriate, the full project information sheet can be shared with the selected participant prior to the FGD.
- The guide of the FGD was NOT to be shared with the participants.

Table 2. FGDs Recruitment Questionnaire

<div style="border:1px solid black; padding:1em;">

<div align="center">**RECRUITMENT QUESTIONNAIRE**</div>

TRUEDEM Trust in European Democracies Project
University of X
For participants in [country]

Age: ………
Gender: ……….

What is your current situation?
……………………………………………………………………………………………..

Where do you live (town and neighbourhood, not exact address)
……………………………………………………………………………………………..

What is your level of education (degree)?
…………………………………………………………………………………………….

In general, are you interested in politics in general? Place yourself on a scale, 1 being "not at all interested", 5 being "very interested":
1 2 3 4 5

On a scale of 1 to 5, with 1 being "very left-wing" and 5 being "very right-wing", where would you place yourself politically?
1 2 3 4 5

Do you agree to be contacted to contribute to this research project by participating in a 2 hour collective discussion, under the supervision of [researchers' name]?
Yes: No:

Contact information
Name: Surname:
e-mail: Phone number:

[Name and contact of researcher]

</div>

Figure 2. Example of a brief version of the project information sheet distributed at the recruitment stage

LOGO OF TRUEDEM PARTNER IN THE COUNTRY

CALL FOR PARTICIPANTS FOR A STUDY WITH RETRIBUTION

Your opinions on current political and social issues

We are looking for participants in a study being carried out by researchers from the <ORGANIZATION NAME HERE>, as part of a research team of an international project from twelve European countries. The survey focuses on **citizens' opinions on current political and social issues.** We would like to bring citizens together to discuss these issues.

Participation in the study includes a **group discussion** led by the research team. The discussion will take place on **<DATE>** in a dedicated room on the **<LOCATION>, <AT TIME>.**

Participation is **voluntary** and will be **anonymous**. Participants will receive a **<€XX> voucher at the end of the discussion**. A convivial moment will be offered at the end of the session.

For this study, we are looking for participants with a variety of backgrounds. **You don't need to be interested in politics or have any particular knowledge to take part**. If you are interested, please fill in this short **questionnaire [link]**. We will then get back to you to let you know if you are invited to take part in the group discussion.

If you have any questions about the organization of the survey, please contact

NAME OF TEAM LEADER IN COUNTRY

EMAIL OR PHONE NUMBER OF THE TEAM LEADER

Funded by the European Union

This survey is part of the TRUEDEM project, funded by the European Commission's Horizon Europe programme (Grant #01095237). For more information, see the following page.

Figure 3. Example of a brief version of the project information sheet distributed at the recruitment stage in France

APPEL À PARTICIPANTES ET PARTICIPANTS POUR UNE ENQUÊTE AVEC RETRIBUTION

Vos opinions sur des questions politiques et sociales actuelles

Nous recherchons des participantes et participants à une enquête menée par **des chercheurs de l'Université Grenoble Alpes et du CNRS, au sein d'une équipe de recherche issue de douze pays européens**[1]. Cette enquête porte sur les opinions des citoyennes et citoyens sur les questions politiques et sociales actuelles. Nous souhaitons réunir des **étudiantes et des étudiants** pour échanger sur ces enjeux.

La participation à l'enquête consiste en une **discussion collective** animée par l'équipe de recherche. La discussion aura lieu le **20 décembre à la MSH Alpes** (Maison des Sciences de l'Homme, 1221 rue des universités - Domaine universitaire, 38610 Gières), **de 16h30 à 19h30**.

La participation est **volontaire et sera rendue anonyme**. Un bon d'achat d'un montant de 50€ sera offert aux participantes et participants à l'issue de la discussion. Un moment de convivialité sera proposé à la fin de la session.

Pour cette enquête, nous recherchons des étudiantes et étudiants aux profils variés. **Il n'est pas nécessaire d'être intéressé par la politique ou d'avoir des connaissances particulières pour participer**. Si vous êtes intéressé, merci de remplir ce **court questionnaire**. Nous reviendrons ensuite vers vous pour vous indiquer si vous êtes invité à participer à la discussion collective.

Pour toute question relative à l'organisation de l'enquête, vous pouvez contacter **Céline Belot** celine.belot@umrpacte.fr

[1] Cette enquête est menée au sein du projet TRUEDEM, financé par le programme Horizon Europe de la Commission européenne (Grant #01095237). Pour plus d'informations, consulter la page suivante.

2.4. FOCUS GROUP GUIDELINES

2.4.1. PLANNING FOR FGDs

a) Date and length

The planned FGDs duration was 2 hours (or 120 minutes). Additional time was reserved by partners who wish to add sequences or extend discussions. Participants were invited to come 15 min in advance. This was important as every participant needed to read the project information sheet and sign the consent form before the FGD begins. If the discussion lasted more than 2h, teams were encouraged to plan for a short break. In all cases, drinks were offered to participants. Small snacks were offered when the FGD was taking place in the late afternoon around dinner time.

FGDs were organized at a time suitable for participants (for example, retired seniors were asked to come during the day, but for most participants, an evening during the week was the best option). When choosing a date, teams were recommended to consider national holidays, but also other important national contexts (elections, other important events).

b) Place

FGDs were organized in places that were comfortable, as neutral as possible, and easily accessible. They could be university rooms (not if the focus group was in the evening and the university was not in the city center), but different kinds of rooms suited as long as they were reachable by public transport. The rooms used were equipped with cameras and microphones. If not, arrangements were made to bring these along, as both audio and video recording of an FGD was mandatory. The locations were visited beforehand to check accessibility and other important aspects. The premises included the relevant furniture (tables, chairs, etc.) and were spacious enough but not too large at the same time.

2.4.2. TRANSCRIPTION, DATA STORAGE AND SUMMARIES

All FGDs were entirely transcribed in the national language. Automated transcription (for example, Trint software) followed by proofreading by team members was used alongside with the full human transcription. Transcriptions had to enable the identification of (anonymized) speakers, as well as non-verbal elements (silences, laughs, etc.). Each FGD transcript was then translated into English. Transcripts were produced in parallel with conducting the FGDs (February-April 2024) or afterwards (May-October 2024). Guidelines for the anonimization are included in section 10 of this document. For more information and guidelines on data storage and anonymization, please see the TRUEDEM Data Management Plan V2.0 and Project Ethics Plan and Guidelines V2.0.

2.4.3. ORGANIZATION AND MATERIAL

a) Consent forms

Consent forms translated into the national language were distributed to participants (2 copies per person) and signed just before the start of the discussion. The project did not ask for consent from every volunteer—only those who were actually selected to participate in the FGD. One team member was in charge of collecting the forms. One copy of the consent form stayed with the participant; the other one was collected by the project team. Consent forms were stored safely by the project team and shall be destroyed after the end of the project.

Participants did not need to give their real names for participation in the FGD (and could write a nickname or an invented name on their name tag). It was important, however, that the consent form used the real name of the participant and could be retrieved in case of any ethical issues or conflicts.

b) Audio and video recording

In each FGD, the team used both video and audio recording. Where possible, the project team planned two microphones (to ensure all participants were well recorded) and a second camera. One team member with the respective skills was nominated to be in charge of this equipment.

c) Vouchers/incentives for participants [to be confirmed]

Participants were offered a voucher/gift card to compensate for their time. The amount was decided in each country (appr. 30-50 euros), distributed at the end of the session, and a receipt was signed. One team member in each team was in charge of it. Teams were reminded that incentives can only be charged as overhead in the project and not as direct project costs.

d) Refreshments

During the session (or during the break), participants were offered refreshments (drinks and/or snacks); local culture determined what was provided. The teams were also free to plan to offer drinks or a meal after the session (depending on the budget).

e) Equipment to prepare for the day of the FGD

For the moderator:
- Large Post-it notes (ideally sticky)
- Post-its of a different color for flash cards (no blue ones)
- Felt pens (for Post-its)
- Magnetic whiteboard (or flipchart or white wall for post-its*) (*if you use a wall, make sure the post-its stick to it)
- Thumbnails (with sequences' main questions) and magnets
- One or two boards (2 paperboards or a black/white board)
- 1 camera to take pictures
- 1 or 2 microphones (the second as a system of security)
- 1 or 2 video cameras (the second as a system of security)
- Make sure to have a spare SD card/ spare batteries/ accumulator, depending what your camera uses

For participants:
- Pens
- 1 card with a storm flash
- A paper name plate

Documents to print and bring:
- Scenario
- Questions, images, actors and qualities printed on cardboards
- Checklist
- Questionnaires
- Printed information sheets and consent forms [make sure to adjust the size of the font that those are well readable]
- Receipts for payment
- Incentives/ vouchers (in envelopes)
- List of participants (fill in pseudonym for each)

Figure 3. Preparing the FGDs: equipment for moderation

For recording:
- 1 or 2 camera(s) (for back-up)
- 1 or 2 microphones(s) (for back-up)
- batteries/SD cards
- a phone or camera to take pictures

Other small material:
- sticky post-it notes of different colors
- felt pens
- magnets (or adhesive paste)
- pens and paper for participants
- a paper name (pseudonym) plate

+ *refreshments and snacks !*

To be printed for moderation:
- cardboards with main scenario questions
- printed cards for quoted actors, institutions, qualities
- printed "flash cards"
- printed "clock card"
- scenario (in large characters for moderator, with expected timing)

Documents to bring:
- list of participants (fill in pseudonyms for each)
- information sheets
- consent forms (2 copies each)
- post-FGD questionnaire
- Incentives/ vouchers in envelopes
- Receipts for payments/ incentives

f) Organization of the room

Participants were positioned in an arc with the moderator and a blackboard/whiteboard on the last side of the circle. Participants had (not just chairs). Camera was facing the participants. Moderators were reminded to always be aware of where the camera is so they don't stand in front of some participants. Microphones in front of the circle (possibly closer to women) (see figure 4).
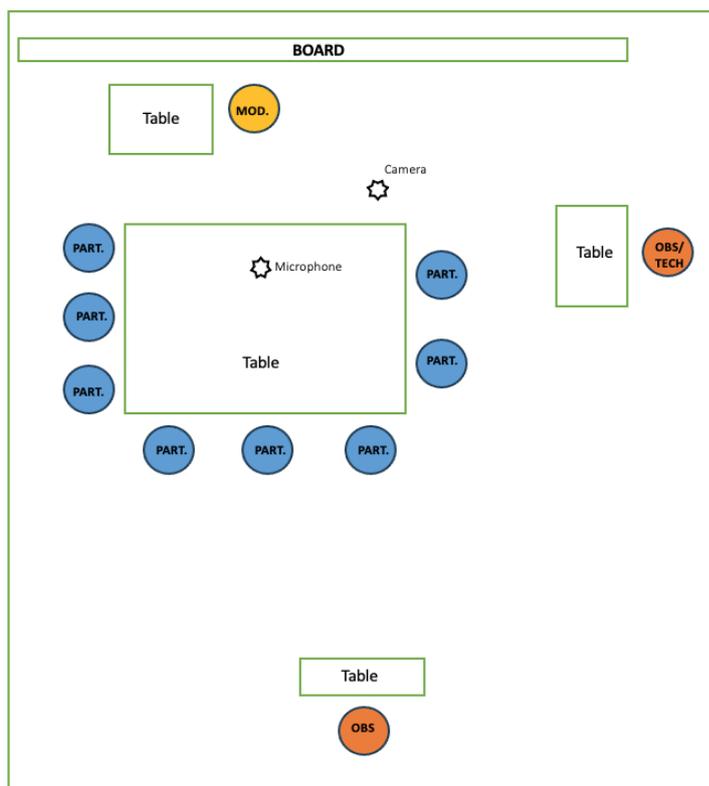

Figure 4. Organization of the room for an FGD
Recommendations:
- participants in an arc (so that they all see each other) with moderator and whiteboard/paperboard on the last side
- note-takers/observers on the side and/or behind
- camera facing participants (*make sure all participants are in the frame; do not stand in front of the camera*)
- microphones in front of the circle (*closer to women*)
- participants should have tables

2.4.4. MODERATION GUIDELINES

a) Preparing the focus-groups: be ready to moderate

- Very important to know the scenario well. Unlike with expert and elite interviews, *in an FGD it is expected that the sequence of questions as listed in the guide is followed in all countries*.

- Make sure not to be distracted by other topics raised by the participants and keep in mind the key research question (understanding trust and trustworthiness)

- First impression: very important - you need to create trust! You may have to speak to some of them before the others come up, they may have questions. Be prepared about what you want to tell and what you don't want to tell before the start (opinions about politics and society - not democracy and trust which could scared some). The two main messages: 1) We are very interested in what you have to say - we don't want to talk to experts, we want to talk with normal citizens; 2) This is very important for us and for science: European project - people are interviewed in 6 countries; we are conducting different types of groups with different people.

b) The different persons in the room

At least 3 persons from the team must be in the room during the FGD:

1) moderator;

2) moderator back up (someone who can react when the main moderator missed anything; the person should be introduced at the beginning as such and should be very well familiar with the guide) + notetaker + a person responsible for consent forms and vouchers;

3) person responsible for audio/video + notetaker.

Make sure every team member knows their role and tasks.

c) Introduction of the discussion (15min)

The session starts with a brief statement on the purpose of the exercise and signature of consent forms. The moderator explains how the discussion will proceed (*see introduction in the scenario guide*).

d) The observer/note-taker's role

The note-taker observes the discussion and takes note. He/she notes body language, emotions, oppositions. He/she also takes photos of the board to document the evolution of the discussion. He/she is in charge of distributing and collecting forms, vouchers, questionnaires.

e) The moderator's role (there could be one or two moderators)

Moderation should be done by a country's national.

The moderator asks the questions. Questions are as well written in advance on **cardboard** and when asked, he/she puts them on the top of the board.

When participants react, the moderator writes the most important words on post-it and puts them on the board. The moderator uses keywords and summarizes the statements in such a way that participants can recognize each other's point of view. It is also a way for the moderator of being active while participants talk with each other, and of stepping aside.

This visualization ensures that participants can comment on their arguments again and express new thoughts and visualize each other's arguments. At the same time, the statements are recorded on the

paperboard as belonging together and given an appropriate title. This can happen during the discussion but is also possible afterwards. The visualization also makes it immediately clear whether the moderator has underwood a contribution correctly: participants judge to what extent the written summary adequately reflects the various, possibly controversial aspects of the discussion. In practice, before moving to the next topic, the moderator repeats the various main statements that were visualized and asks if anyone would like to add anything else. Participants who do not feel that their statement is sufficiently represented will raise an objection at this point and repeat their point of view.

For participants to express dissension, which is not always easy, each participant has a card with a storm flash on it, which he or she can wave when wanting to express dissension. It helps the moderator to come back to that later in the discussion.

The moderator can as well add "actors" or "qualities" at some points when needed (if actors or institutions that we want to explore are not mentioned by participants; for example, "the EU", "experts", etc.) or qualities not mentioned for institutions or actors to be trusted.

Questions must be asked literally, and the order of the sequences should be respected. The moderator should however listen to what is said carefully in order to get the conversation going and to make participants complete their thoughts on important elements for the research project and introduce actors which were not named.

Figure 5. Examples of "card" (to be adapted to each country, and printed on cards)

The European Union

The government (Italy)

"Flash card" to express disagreement:
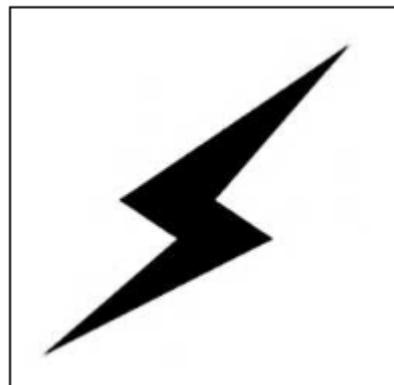
Advice for moderation

> Reformulate:

- Use sticky notes to point to contradictions

- "so you said that and then that, but on this question we did not agree. There was also a debate on…"

- "So what about this question we talked about earlier…?"

- "Yes so the advantages are…"

> 5 minutes before the break: "we will soon go to the next question, so I would like to make sure we didn't forget anything. We wrote that… Did we forget about something?"

> Let people talk, don't cut them. Even if sometimes it seems that the discussion is not relevant, they might get to it in a minute so we need to let them talk.

> Encourage people to speak up: there are often people in the group who don't express themselves as much. When asking follow-up questions, the moderator should not hesitate to give priority to these people.

> Critical moments: we need to let them talk; they will speak at the same time but those moments are very important and are best noticed on film.

> Reassure

- "There are no bad answers"

- "I want to hear what you think"

- "as if you were with friends…"

> Try to add some humour where you can

> Allow silences (to a certain extent). They are useful.

> Point at contradictions

- "I put a flash on this card"

- "Do you think we can put a flash on this one?"

- "is this the same as…"

- "I will put a flash on it"

- When contradiction is not expressed but appeared hidden, you can insist: sum up the position and ask "do you all agree on this?"

> If participants don't understand the question/ask more details

- "the question is large so you choose how you understand it"

- "we can reformulate the question together if you want"

- "we can start here…"

> If participants wait for the moderator as he/she writes or talk to him/her

- "Don't wait for me, I will catch up"

- "We can talk about it at the end, there will be a time for that"

> To change subjects

- "I will let you finish, but after that we need to move to the next question"

f) At the end of the discussion

Thank everyone and ask if they have any questions. If they had questions for the team during the discussion or the break, answer them now.

Distribute vouchers / money and collect signature of receipts. One team member is in charge and control that all receipts have been handed over before leaving the room. This is extremely important for financial reporting reasons.

Tasks for the team after the FGD:

- Ask any member of the team who was present to write notes on what happen: things said during the pause, things that happen during the FGs and before/after which you think are important to understand the interaction but might not appear when transcribing - it could be as well some notes that produce a first analysis. Could help later on.

- Note what you did wrong or what you could do better in order to take that into account in your next FGDs

- Make a scan copy of the consent forms and the vouchers acknowledgments. Make sure the digital copies are stored in the secured location.

- Enter answers to the recruitment questionnaire and follow-up FGDs questionnaires into an excel sheet.

- Copy the audio and video on a computer - on a desk with security - not on a drive, except if it's a drive from your university with high security.

2.5. FOCUS GROUP GUIDE PILOT

The pilot test of the guide of the focus group discussions (FGDs) aimed to evaluate its clarity, structure, and effectiveness in facilitating discussions, as well as the logistical and methodological preparations required for successful implementation. Below is a summary of the key findings based on the pilot.

Objectives. The primary goal of the FGDs was to explore the collective dimensions of opinions and perceptions, focusing on how individuals construct and express their views in interaction with others. Emphasis was placed on studying phenomena such as polarization, politicization, political trust, and collective representations.

Recruitment and Group Composition. Social homogeneity to facilitate communication and political heterogeneity in order to stimulate disagreement were to be emphasized during the recruitment. Homogeneous groups were to be achieved based on age, education, and location, while maintaining gender balance. Recruitment followed predefined rules, resulting in 9 participants per group, which ensured at least 7-8 active participants during discussions. Recruitment challenges included the need for targeted outreach (e.g., campuses for students or social centers for suburban participants) and multiple follow-ups via email and phone.

Focus Group Structure and Moderation. The guide was structured into three thematic sequences: (1) current concerns, (2) trust and trustworthiness of the political system, and (3) trust in the EU in the context of elections. Each sequence allowed sufficient time for in-depth discussion. The scenario required strict adherence to question order, but moderators were encouraged to listen carefully and adapt to participants' reactions without deviating from the core objectives. Moderator used pre-prepared visual aids (e.g., paperboards, post-it notes, flashcards) to enhance interaction and facilitate participation.

Logistical Arrangements. Room was arranged in a semi-circle format to promote visibility and interaction among participants. Backup equipment (cameras, microphones, batteries) proved essential for ensuring seamless recording. Refreshments were provided, helping to create a relaxed atmosphere. The pilot revealed that participants appreciated this gesture, which contributed to their engagement.

Methodological Insights. Participants responded well to open-ended questions, particularly when examples from recent events were provided to contextualize abstract concepts. The use of visual tools, such as post-it notes for summarizing key points, helped participants follow the discussion and recognize differing viewpoints. This approach also encouraged quieter participants to contribute. Moderators successfully employed reformulations to elicit deeper responses and maintain the discussion's focus on trust-related themes.

Critical Moments and Conflict Management. Instances of disagreement were effectively managed using tools like flashcards for participants to signal dissent. This method allowed moderators to address conflicts constructively while keeping the discussion on track.

Pre-Test Adjustments. Some questions, particularly in the third sequence, required clarification or rephrasing to ensure participants' understanding. Recruitment questionnaires were refined to streamline participant selection and reduce dropout rates.

Organizational Improvements. A detailed checklist was indispensable for managing the various logistical and material needs of the FGDs. Backup plans for equipment and materials were crucial. The post-discussion phase included collecting consent forms, distributing vouchers, and securely storing data. The team emphasized the importance of scanning and storing signed documents promptly.

Moderation Techniques. The moderators should focus on maintaining a balance between active listening and guiding discussions without dominating them. Specific attention should be given to drawing out contributions from less vocal participants through direct yet gentle prompts.

The pilot test demonstrated that the focus group guide and guidelines were generally effective in achieving their objectives. However, minor adjustments in the phrasing of questions and the logistical preparation process are necessary to enhance efficiency and participant engagement. These insights will be incorporated into subsequent FGDs to ensure consistent and high-quality data collection.

2.6. FOCUS GROUP GUIDE

Focus groups scenario is be built in sequences (20 to 50 minutes each).

Main questions are marked with blue color. Main questions are mandatory and need to be asked as they are, in the established sequence.

Supplementary questions are marked with black italic. Supplementary questions are variative: the team can think of different supplementary questions or moderator can decide to ask an additional supplementary question on the go, depending on the course of the discussion. In case your participants are responding actively to the main question, you might not need any supplementary questions. Essential: you certainly do not need to ask every supplementary question listed in this guide, as otherwise the FGD will last well over the indicated 2 hours.

When preparing to the FGDs, feel free to decide on the format of the printed guide – you can list additional supplementary questions to be on the safe side, you can increase space between lines to add remarks etc., you can change the fonts and colors (as long as you can clearly differentiate the main questions in the guide).

It is essential that the moderator uses the guide to remember the questions and their sequence: the moderator should not be literally reading the questions to the participants.

The nature of the questions and the need for responsive reactions require that the moderator is a Social/ Political Scientist – or at least well-informed about the national political system, current problems, issues in the country.

<div align="center">

INTRODUCTION [10 MIN]

</div>

Hello, my name is ...; I am a researcher at ….

First of all, thank you very much for agreeing to take part in this project. We have invited you today to take part in a collective discussion. Our aim with this discussion is to understand how citizens view and discuss some important social and political issues.

We will be holding several group discussions of this type for our research in 6 countries (Czech Republic, France, Greece, Italy, Poland, Romania). We've brought you together today because you are [*insert main characteristic, formulated broadly: young people under 30, retired people, people living in suburban areas, students, etc*] and we are interested in what (students, retired, etc.) think, but of course you each have different backgrounds apart from that.

All your ideas are welcome, there is no right or wrong answer, and we encourage you to express yourself freely, whether you agree or disagree with the other members of the group.

Before we begin, I'd like to briefly explain how the discussion will proceed. The discussion will last a total of around 2 hours.

As mentioned on the consent form, the discussion is anonymous, meaning that you can choose a pseudonym for the duration of the discussion, and it is this pseudonym that will be used in the research (if you don't choose a pseudonym, we'll anonymize the transcript ourselves).

The audio and video recordings will only be used to transcribe the exchanges and for research purposes. No link will be made between your identity, the chosen pseudonym, and the content of the discussion; this information is kept separate from each other.

All precisions concerning how we'll keep and use the recordings is explained in the consent form you have to sign before we start the discussion. I leave you 2 mns to read and sign it. It is important as it claims we will be bound in our use of the data we collect through our research by the European regulation on personal data.

We'll try to keep the discussion as fluid as possible. We want to hear from you and hear your own opinions, whatever they may be, and your personal experiences on the subjects we'll be discussing. This means that I won't be taking part in the conversation, I'll just be asking you a few questions to fuel your own exchanges, as well as writing your views on the board. We're not here to test you on anything - there's no right or wrong answer to any question. Our interest is in finding out more about what people think about the issues we'll be discussing in a few moments.

We hope to keep the discussion flowing, and for this reason we'll have a few rules to follow during the exchanges.

Firstly, the ideas that come out of your conversation will be written on these cards, which we'll then post on this board for everyone to see and keep in mind.

Second, no contribution should last longer than thirty seconds, so that everyone has a chance to speak and intervene. If anyone goes over the allotted time, I'll show you this sticker (time sticker), which means you have to finish your sentence and stop. If you continue, however, I won't hesitate to interrupt, and the other participants can too.

Thirdly, we'll ask you not to speak in small groups, but to speak with the whole group. Everything you have to say is interesting, so please feel free to speak up.

Finally, if you want to disagree with, react to or ask a question about something another participant has said, rather than interrupting, raise the flash card you've been given. I'll take notice of your flash and write it on the board, so we'll be able to come back to that afterwards.

Before we start, I'd like everyone to introduce themselves (giving the name they've chosen for the discussion), including the members of the research team (say what their role is too).

We'll now get started.

Sequence 1 [35-45 min]

Important problems and existing responses: satisfaction with the political system

1.1. What do you see as the most important problems and concerns we are facing at the moment?

[Moderation advice: the idea is to make participants list a few important social and political problems, but it should not take too long; the moderator should move on to question 1.2 after 5min, otherwise the list is potentially infinite]

1.2. Who is taking care of these issues? [And are they doing a good job? And why?]

If participants do not react, moderator can use actor cards, starting with the government [the government; the parliament; local governments; citizens themselves; the EU; experts; NGOs; agencies].

If the participants are sharing assessment of the work of various institutions, make sure they are accompanied by a justification, i.e. why the participants think that the government is going a good/ bad job.

1.3. Whom would you trust to take care of these issues? Why do you think they would do it differently?

Moderator can use actor cards [the government; the parliament; local governments; citizens; the EU; experts; NGOs ; agencies] and repeat the questions with other actors when not quoted.

1.4. You have/ have not quoted immigration (and refugees) as one of the main concerns. Immigration is considered by some citizens and parties as one of the main problems we are currently facing. Incumbent decision-makers are blamed for the situation. What do you think about it?

Depending on the direction of the discussion, the moderator can ask supplementary questions: Why do you think the government is doing a good/ bad job in managing the immigration issue in our country? Should citizens be consulted the government makes any decision about accepting immigrants? Should the EU policies be followed, or should every country be let to decide by themselves only? Further supplementary questions can be formulated depending on the country-specific migration situation and context.

1.5. Is there an initiative of the local or national government that you are really satisfied with, which one and why?

This sequence is first intended to open the discussion without imposing a specific topic. Questions are designed to start collecting data on (1) most important issues and problems for citizens and the country; (2) who trusts whom, what for, and how. We then focus on one concern which might or not have been quoted by the participants (Immigration). It is designed to explore (3) how context, especially crisis, might enhance or inhibit trust. Finally, we ask participants to quote a policy domain which they are satisfied with, to explore the links between political trust and outcome satisfaction/policy preferences. Observing interactions (arguments, justifications) will also enable us to gather data on the (4) cues and type of information people rely on to build and justify their trust. Introducing actors such as independent agencies might help to tackle deresponsibilization, introducing citizens (if not already quoted) might introduce issues of direct democracy or democratic innovations, etc.

Sequence 2 [50 min]

Trust and trustworthiness of the political system and institutions

2.1. Here is a list of qualities people believe politicians who represent us should possess. If you had to choose three most important qualities, what would they be?

Are there other important qualities that you expect from a politician that are not in the list?

Quality cards: skilled, qualified, efficient, honest, transparent, fair, respectful, close to people, empathetic, listening, brave, hard-working.

2.2. Here is a schema on how things are decided in [our country], according to our constitution.

(Schema drawn on cardboard with actors and arrows - other actors such as NGOs, agencies, EU, are put on the board but not in the schema. Every team needs to draw the schema for their country. The schema should not be too detailed not to confuse the participants but should list all main political actors).

- **What do you think about it?**

  Moderation advice: If trust doesn't come up in the answers, ask a more specific question on trust: **Do you trust these institutions to decide on things in our country? If not, why?**

- **And how do you think decisions should be made ideally ("by whom" and "why")?** *(change the schema according to their advice - then take a picture of the results)*

Moderation advice: when a change is proposed, ask participants if they agree; when another actor is mentioned ("we", "the people", etc.), ask what they mean by it; try to underline potential conflictual claims/propositions to make other participants react.

Same as in 1.3, here we are primarily interested to find out if some political institutions are perceived as more creditable and more trustworthy to make the decisions.

2.3. When looking for political information, who or which media do you trust? Why?

Further questions to facilitate the discussion: Do all sources can be equally trusted when they present political news and information? How do you choose which media source to use? Do you prefer one (one favourite) newspaper/ tv channel/ internet portal – or rather to compare the political news and information from various sources?

OPTIONAL. 2.4. If a citizen assembly, gathering people from different backgrounds, was to decide on important political matters, would you trust them? Would you want to participate?

*This question is quite specific compared to others. It shall not be asked if already mentioned by participants. It can as well be skipped if time is running short (**check if there has been more than 90 minutes since the start; if yes – then don't ask 2.4**).*

*This second sequence is designed to gather data on citizens' conception of the role of political elites, their own role in the political system and the nature of the representative link, to dig deeper into the relationship between expectations, conceptions of democracy, and trust. We aim at understanding, more generally, **what conceptions of democracy lie behind citizens' decision to trust or mistrust an institution/actor**.*

The initial scheme should be very simple, presenting the main democratic institutions. The moderator then guides participants by asking them to place, move or remove additional actors in the schema (citizens, CSOs, EU, experts…). At each step, the person in charge of taking notes should take a picture of the schema in order to keep a trace. This should be included in the analysis of the transcript. Please add a simple initial scheme for your country. See below example for France. **_Please, draft a similar schema for your own country and send your schema to the Project Coordinator before the FGDs begin._**

Example for France:
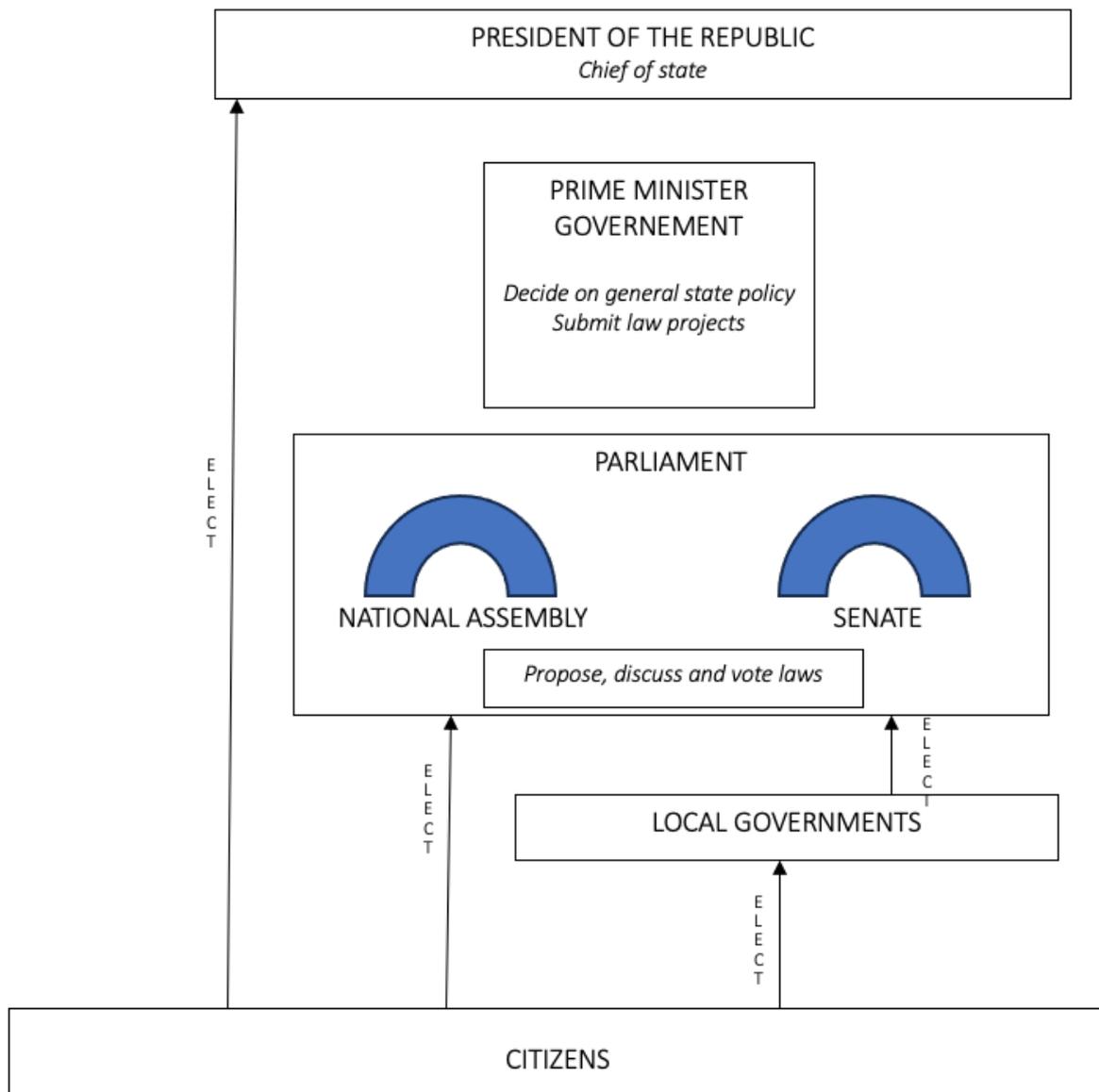
Additional actors: "a citizen assembly gathering people from different backgrounds" ; "CSOs", "trade unions", ""experts", "the EU", "the press", "judges"…

The goal is to observe how they discuss and argue to collectively (re)build the scheme.

3.1. As you may know, European elections are coming up soon in early June. Are you planning to vote in the next European election?

Ask participants to write their answer on a paper which they give to the moderator, who puts all answers on the board without saying who said what. Answers can be yes/no, or longer, written in free form, no scale set up.

3.2. According to you, what are the reasons to vote or to abstain at these elections?

3.3. These last years, our lives have been affected by international crises such as the war in Ukraine. In the following visual, the EU claims to take care of the crisis consequences for the EU citizens. Do you trust the EU to do that?

If people say yes and seem to be knowledgeable on the EU, the moderator could ask them: which EU bodies do you trust the most to handle this crisis?

Please, use the same visual in all countries. This image can be found and downloaded in all EU languages at https://you-are-eu.europa.eu/index_fr

*This sequence is intended to get participants to talk about **trust, accountability, and policy feedback processes at the European level** (+/- **at the National or local level in some national cases**), given the electoral context. It will help understand how trust and distrust are mobilized in an electoral context, and to explore:*

- *importance of election to handle current problems.*
- *choice to vote.*
- *importance of community, proximity to representative, re-allocation of power to independent agencies or experts*

2.7. INFORMATION SHEET: FOCUS GROUPS

Research project: Trust in European Democracies (TRUEDEM)

Dear participant,

We would like to invite you to participate in the study mentioned above.

Your participation in this study is voluntary. You can refuse to participate at any time, without having to give a reason, or also withdraw your agreement to participate once the study has already started. There will be no negative consequences for you if you refuse to participate or if you withdraw from this study early.

This kind of study is necessary to gain new, reliable *academic* research results. However, your written consent to participate in the study is an indispensable prerequisite for us to conduct this study. Please take time to read the following information carefully, and do not hesitate to ask questions.

Please only sign the declaration of consent

▪ if you have fully understood the type and procedure of the study,

▪ if you are willing to give your consent to participate, and

▪ if you are aware of your rights as a participant in this study.

1. What is the purpose of this study?

TRUEDEM is a multinational European research project that investigates public trust in the institutions of local, national, and European governance. The project studies how citizens evaluate their national government and parliament, the local city and village councils, and individual political leaders. We are particularly interested to learn how citizens assess the work of politicians and institutions in this country, and which information sources and media (whether printed, broadcasted or online) they use to learn about the status of public affairs. Finally, we would like to know how the latest developments in this country and in Europe (such as the corona pandemic, the war in Ukraine) have affected the work of political institutions and the life of the society.

2. Who is conducting this study?

TRUEDEM is funded by the Horizon Europe program of the European Commission and implemented by a consortium of 12 teams coming from European universities and research organizations; the project is executed in 2023 to 2025 and field-work stage is scheduled mainly for the first half of 2024. In this phase, we aim to collect information on the perceptions of trust and judgments of trustworthiness in a range of European states. The opinions of both citizens, politicians, and the civil society are studied and compared in this project.

The study is being organized by an international consortium of researchers from across Europe. In <COUNTRY NAME>, the project team is from the <ORGANIZATION NAME>, led by <TEAM LEADER NAME>. The whole project is coordinated by the Institute for Comparative Survey Research "Eurasia Barometer" (ICSR-EAB, https://www.truedem.eu/2) and led by two Principal Investigators Prof. Christian Haerpfer and Prof, Pippa Norris (https://www.truedem.eu/1). More details about the project can be found at our website www.truedem.eu.

3. What is the procedure of the study?

Today we invite you to participate in the TRUEDEM research project by joining a **focus-group interview**. A focus-group interview is a group conversation of 8-10 individuals, dedicated to a certain topic. In the case you agree to participate, a member of our research team will ask you and other participants a number of questions developed by the project team that inquire into your attitudes and perceptions about the political institutions working in this country. All participants of the focus-group can respond to these questions, and also comment on the points mentioned by others in the group. We expect this session to last for about 2 hours (with a break in between). All participants can speak at any time, but it is essential that we do not interrupt each other and speak only after the previous speaker has finished talking. Participants for the today's focus-group were recruited randomly, and don't know each other. Similar focus groups are also conducted in other countries participating in the project.

Your participation in this study is **voluntary**, and you can stop at any time without having to give a reason. If you do agree to participate, we would ask you to sign a form of consent to confirm that you do. At the beginning of the interview, you will be asked if you agree to record the conversation on an audio and video tape. This procedure will only help us to better remember the conversation. You will be free to reject this procedure, as well as to refuse to answer to some questions or to stop the interview at any time. You can also ask that anything you say that you feel uncomfortable about is not recorded.

At the end, we will ask you to give us your contact details for the purposes of quality control by the Study Supervisor. These data will be stored separately from the contents of the interview and kept at a secured location until the end of the project. After that, all personal identifiers will be destroyed. Your personal data such as name or contact details will not be included into the analytical report and will never be published in public access.

Finally, apart from your valuable time, you will not incur any costs from participating in this study.

4. What will happen to the information that you give us?

The audio and video record of the interview will be stored securely by the TRUEDEM project partner in <COUNTRY>. Only several members of the <COUNTRY> team will have access to it and have been instructed not to share this data with anyone. The audio and video records will be destroyed after the end of the project. The audio and video record will be used to prepare a transcript of the focus group interview which then will be anonymized. This procedure means that any your personal data (direct identifiers such as name) or any other details that you shared that might reveal your personality (indirect identifiers) are removed or replaced in the transcript. Therefore, it will not be possible to draw any conclusions about the participants.

Anonymized transcripts of all focus group interviews from all studied countries will be used by the international TRUEDEM project team to prepare the analytical reports. Data from focus group interview transcripts will be used in generalized format, but also the particular citations -without giving the informant's name or affiliation- will be included into the report. Instead, general characteristics of the respondents will be listed (*for example: "Male respondent, 35 years, tertiary education, manager, single from France", "Female respondent, 46 years, primary education, housewife, married from Czechia"*). Analytical reports will be submitted to the European Commission and shared in public access at the project website. Under no circumstances will the names of research participants be mentioned or revealed in the report.

All data collected in this focus group interview (and the TRUEDEM project in general) will be used only for research and scientific purposes such as production of analytical reports, policy recommendations for the European Commission, scientific publications (journal articles, books etc.). This data will not be used for unscientific publications in media, commercial purposes, or political campaigns.

In case you change your mind and no longer wish for your data to be a part of this study, please, notify the member of our research team in <COUNTRY> about it (<NAME> at <EMAIL>). Any information associated with you will then be deleted and excluded from the study and deleted (including the audio and video recording of the focus group, the anonymized transcript, and contact details) in case we receive a corresponding request from you before **July 15, 2024**.

5. What are the benefits of participating in the study?

Project's outcomes are expected both in scientific and policy domains. The project will facilitate development of a new theory of political trust that will further inform policymaking and reforms in this country that concern citizens' participation in politics and performance of political institutions to boost the transparency, representativeness and inclusiveness of the political system. As a research participant, in this study you have an opportunity to voice the demands and needs of citizens with respect to the more efficient representation of their interests thus eventually contributing to the improvement of social development and good governance in this country.

6. Risks and drawbacks

To the best of our knowledge, there is no particular risk associated with your participation in this project. However, it is possible that certain questions may provoke reflections or revive memories of an unpleasant experience. If you feel uncomfortable during the interview, you can simply decide not to take part in the discussion and even leave the room.

7. Compensation

To thank you for your participation and compensate you for your time, you will receive a gift voucher / a check worth – X euros – at the end of the meeting (only to those who participate till the end).

8. Where the results of this study can be found?

All TRUEDEM project reports are published on the project's website: www.truedem.eu, and already now you can access some of the project publications and findings produced to date. Mostly the reports are published in English, however, summaries of the most important results will be produced in all European languages and can be provided to you in <LANGUAGE>, upon request, by December 2025. In the consent form you will be asked to tick a box if you wish to be provided with the project results report in your language.

9. For further information

We do not want to do anything that will make people feel uncomfortable during the whole research process, therefore all questions, comments or suggestions that might arise are very welcome. The coordinator of this study is also happy to answer any further questions that you might have about the project. You are kindly requested to address the following contact person:

[Name of country co-ordinator]
[address]
[phone number]
[email]

Thank you very much for your time and help!

2.8. INFORMED CONSENT FORM: FOCUS GROUPS[3]

DECLARATION OF CONSENT TO PARTICIPATE IN THE STUDY

Name of the participant in block letters: _____

I agree to participate in the study conducted by the **TRUEDEM "Trust in European Democracies"** research project.

The member of the research team, <NAME> provided me with clear and detailed information about the objectives, significance and scope of the study, as well as about the requirements resulting from my participation in the study.

In addition, I have read this information sheet for participants and the declaration of consent, especially section 3 (regarding the anonymization of transcripts, data use and secure storage of my personal data till be end of the project).

The member of the research team answered all my questions sufficiently and in a comprehensible manner. I had enough time to decide whether I would like to participate in this study. At the moment, I have no further questions.

I will follow the instructions that are necessary for conducting this study. However, I reserve the right to end my voluntary participation at any time, without this being to my disadvantage. If I want to withdraw from the study, I can do so at any time by contacting <NAME> either in writing or verbally.

At the same time, I agree that my data collected in this study are audio recorded and analyzed. I agree that my data are permanently saved electronically in anonymized. Data that have not yet been anonymized are stored in a form that is only accessible to the project team in <COUNTRY> and are secured in accordance with current standards.

If I want my data to be deleted at a later time, I can arrange for it by contacting <name> at <email> by email, and without having to give a reason.

I have read and understood the information for participants. In the explanatory meeting, I had the opportunity to ask all the questions I was interested in. My questions were answered fully and in a comprehensible manner.

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[3] See for more information: Guidelines 05/2020 on consent under Regulation 2016/679 (https://edpb.europa.eu/sites/default/files/files/file1/edpb_guidelines_202005_consent_en.pdf)
The same consent form shall be used without alterations by all TRUEDEM partners. As a rule, the informed consent form shall also be submitted as a part of your Ethics Application. Compulsory elements of the consent: a) freely given (participants do not depend on the research team and do not feel under pressure to give consent); b) specific (for this particular study, with the application of the specific method); c) informed (the participants shall be informed about the aims, goals of the study, the procedure of the data collection, how the data will be used); d) listing all rights of the participant (voluntary participation, right to anonymity, right to withdraw at any time from the participation; right to request withdraw of the given data after the end of the FGD, i.e. right to withdraw from the consent).

I have received a copy of this information for participants and a copy of the declaration of consent. The original remains with the study coordinator.

	Please, tick the box:
1. I have read the TRUEDEM Project Information sheet (printed version or online). I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
2. I agree to take part in the above study.	
3. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	
4. I give permission that the focus group interview is audio- and video-recorded for the research purposes. I understand that recordings will be stored securely by the project team and will not be used in any way (other than to produce a transcript) and will not be made publicly available.	
5. I understand that the video and audio data will be stored on the password protected university or personal computer(s) and will be destroyed after the end of the project	
6. I give permission for the data (transcript) that emerges from this interview to be used by all TRUEDEM researchers only in anonymized form, with my name, affiliation, and any other personal details to be modified or removed from the transcript.	
7. I give permission to be quoted without using my real name in scientific reports or academic publications produced within the TRUEDEM project.	
8. I give permission for the anonymized transcript of this interview to be shared with other researchers, upon their request, for research purposes only.	
9. I understand that the anonymized transcript of interview will be used by the TRUEDEM researchers to produce scientific reports and policy recommendations that will be available in free public access.	
10. I would like to receive a copy of project results in the language of this country by email (_____)	

Name of the Research   Date   Signature
    Participant

_____

Name of the Researcher   Date   Signature

_____

2.9. POST-FGD QUESTIONNAIRE

Now that the session is over, we'd like you to answer this short questionnaire. It will help us to analyse the session that has just taken place. You can sign it by indicating the pseudonym you have chosen for the discussion. If you give your real name, we will make your answers anonymous, as we do with all your contributions.

Name (pseudonym) :

1. **Do you plan on voting in the new European election?**
   ● Yes
   ● No

2. **If so, which party do you plan to vote for?**
………………………..…………………….…………………………..

3. **Did you vote in the last presidential elections in 2022?**
   ● Yes
   ● No

4. **Which candidate did you vote for in the first round of the last presidential elections?/Which party did you vote for in the last parliamentary election [depending on the country's electoral system]**
………………………..…………………….…………………………..

5. **How often do you engage in the following activities:**

Voting:
   ● at all elections
   ● sometimes
   ● never

Participating in a protest:
   ● once a year or more
   ● less than once a year
   ● never

Signing a petition:
   ● once a year or more
   ● less than once a year
   ● never

Participating in a local council or consultation:
   ● once a year or more
   ● less than once a year
   ● never

Writing to a deputy:
   ● once a year or more
   ● less than once a year
   ● never

Talking politics on social media:
   ● once a year or more
   ● less than once a year
   ● never

Talking politics with family and/or friends
   ● once a year or more
   ● less than once a year
   ● never

Thank you very much for your participation!

3 WORKPLAN

As a part of the set of Qualitative studies organized within TRUEDEM WP8, there were 155 consultations with CSOs in a format of expert interviews; 155 interviews with politicians and policymakers; 22 focus groups with citizens planned. They are distributed across the TRUEDEM participating countries as presented in the table below. The number (155; 155; 22) refers to the total amount of fully completed interviews/ consultations/ FGDs; pilot, interrupted and unfinished interviews/ FGDs need to be replaced. FGDs where less than 6 participants in presence were considered incomplete and were rescheduled. Likewise, FGDs which started with a greater number of participants, but where 2, 3 or even more participants decided to leave before the end of the FGD were rescheduled. To reduce the number of interrupted interviews/ FGDs, the project teams were advised to carefully plan the recruitment stage when all potential respondents should be notified in detail on the aims of the interview/ consultation, the scope of the project, duration of the meeting etc. Project information sheet was sent in advance by email to allow the informants to study it, visit the project website and learn more about the project theme. In case an incentive was offered to FGD participants, it was provided only after the end of the FGD to ensure all participants stayed till the very end.

Table 6.1. Planned Scope of the TRUEDEM qualitative research

	Expert interviews with policymakers and politicians	Consultations with CSO leaders	FGDs with citizens
Austria	N=20	N=20	-
Czech Republic	N=15	N=15	N=3
France	N=10	N=10	N=4
Greece	N=15	N=15	N=4
Italy	N=15	N=15	N=4
Poland	N=15	N=15	N=3
Romania	N=15	N=15	N=4
Slovak Republic	N=15	N=15	-
Slovenia	N=20	N=20	-
Sweden	N=15	N=15	-
Total	**N=155**	**N=155**	**N=22**

Work on all qualitative studies within WP8 was coordinated by ICSR-AT (WP8 leader) and the Qualitative Studies Sub-Group (chaired by GAU-FR). The research process was divided into two stages: preparatory stage (October 1, 2023, to January 31, 2024), and implementation stage (February 01, 2024, to June 30, 2024). During the preparatory stage, in a series of 8 meetings of the Qualitative Group with the participation of all project partners, interview guide and methodological guidelines have been developed. The pilot of the new tools was conducted in Austria and France throughout December 2023 and January 2024, with the final texts of guides being submitted to the project teams for localization and translation on January 19, 2024. The specific sections of this document that needed to be translated into the language(s) spoken in every studied country were the Interview guides; the Project information sheets; the Informed consent forms.

In the implementation stage, training, recruitment, interviewing and transcription was organized by all project partners as parallel processes. It was recommended that for both CSOs and political elites, a list of relevant organizations/ positions/ informants was completed based on the content of this

manual and organized in two columns: primary target organization/ informant for each category and level, and a substitute organization/ informant in case the first one is not available. The list was updated as interviewing proceeded, to avoid consulting informants from the same or very similar organizations and to diversify the organizations in terms of their experience and the scope of the information to be collected there. Apart from identifying the informants, it was recommended to search for professional biographical information, what was the role and responsibility of the experts to be interviewed.

Specific techniques used to recruit the informants include desk research (search of online and printed sources, including specialized literature, on the CSOs and political institutions operating in the country) and snowballing (that is asking one of the informants to recommend one or several colleagues for an interview). Snowballing became particularly helpful in a situation when the team had no other contacts to the CSO/ political institution. Large organizations became difficult to approach as they often had one general email/ phone number on the website, which was then overwhelmed with inquiries, and the research team's correspondence remained unnoticed. When using snowballing to identify some of the informants, it became essential to reduce the bias. For example, teams could ask the politician to recommend a colleague from another political party rather than the same as he/she belongs to, or if a CSO leader said that they worked closely with the government due to similar political views, the interviewer could ask them to recommend another CSO that did not have such experience (or worked with the opposition). The overall aim was to diversify the collected knowledge through involving different types of CSOs/ political institutions (different in size, scope of work, political views etc.). Furthermore, for the TRUEDEM partners whose organizations were located in regional centres, travelling to the capital to interview experts for national/ EU/ international level of expertise was necessary. Specific communication means used for recruitment can includes emails, phone calls, and personal visits.

All teams aimed to conduct the first interview before the end of February 2024. In case any part of the work was delegated to another organisation, a public call for tenders needed to be announced in January 2024; at least three offers were to be collected, with the best value for money offer being identified by the team following the criteria established at their organization. The official period of data collection was first annouced through April 30, 2024, but later had to be extended to July 30, 2024, due to extended period required for recruitment, experts busy schedule and the campaign for the European Parliament election. During the period of data collection, all teams were contacted by the project coordinator twice with a request for an update on the status of fieldwork and the number of completed interviews. In case of any methodological, technical etc. issues that affected the quality of the fieldwork or prevented it from timely completion, the team was required to contact the coordinator immediately and inform about the problems that occurred.

Translations of the guides, consent forms and project information sheets as well as the list of expert/ informants were submitted to the Project Coordinator for review and approval. A pre-condition for the fieldwork start was the receipt of an Ethics Approval certificate by every team in their country. Copies of ethics certificates are included in the Project Ethics Plan.

Every FGD, consultation and interview were subject to a quality control check performed by another team member. Average interview duration, the completeness of the answers, interviewers' effort to help the informant comprehend difficult questions and other parameters that directly or indirectly point out the quality of the interviewing process and the quality of the collected information were controlled. Quality control checks and monitoring were performed immediately after every interview;

interviewers who conduct 2 poor quality interviews were immediately replaced and/or sent into additional training.

Table 6.2. Timeline of WP8 Qualitative Studies

Activities	Deadline
Outline of the interview guide and methodological tools	31 Oct 2023
Feedback/ input from partners	15 Nov 2023
First draft of the interview guide and methodological tools	30 Nov 2023
Feedback/ input from partners	15 Dec 2023
Pre-final version of the interview guide and methodological tools	19 Dec 2023
Translation and pilot in Austria and France	31 Dec 2023
Finalization of all tools based on the pilot results	19 Jan 2024
Translation of the guide and other materials into all project languages	31 Jan 2024
Begin recruitment of CSOs leaders and politicians, policymakers	31 Jan 2024
Call for tenders, identifying sub-contractor(s) (if applicable)	31 Jan 2024
Data collection to start (partners or subcontractors)	29 Feb 2024
Update 1 from all teams to the coordinator	29 Mar 2024
Update 2 from all teams to the coordinator	30 Apr 2024
Data collection end (partners or subcontractors)	31 Jul 2024
Quality checks	31 Aug 2024
Pseudonymized transcripts in national languages are ready	30 Sept 2024
Pseudonymized transcripts in English are ready	30 Nov 2024
Finalization of D8.2	31 Dec 2024

In September-November 2024, in the final step of the implementation stage, completion of anonymized transcripts in national language and in English was conducted. Transcripts ere mostly produced automatically using specialized software (TRUEDEM Qualitative Group recommended Trint (https://trint.com/); in some cases, transcripts were produced manually by the team or subcontractors. In case of automated transcription, a proof-reading by the team members (preferably by the interviewer) was required. English language translation was prepared immediately using the

transcript. While originally production of only English languages summaries was planned, the project team opted for the full translation of the transcripts as the original raw data provides more opportunities for analysis (as compared to a brief summary). Transcripts and summaries were prepared and submitted to the coordinator in anonymized format It was also recommended that the transcription process was taking place in parallel to the data collection to spread the effort throughout the whole period.

Contact details of all informants who participated in the study were collected by the national team. If agreed with the expert, invitations to future project event, project newsletters and other project-related materials shall be shared with these experts. Contact details of experts, including their name, affiliation, and email (=personal data), are stored safely by every TRUEDEM national team. Experts' names, contact information and affiliations are not included into the final transcripts or the translations; experts' names, contact information and affiliations are not to be listed in any project report. Transcripts will be analysed in anonymized format only.

Table 4.3. Data and documentation in the WP8 qualitative interviews/ consultations

Documentation	Language	Access mode
Manual and methodological guidelines (this document)	EN	For internal use; included in D8.2
Interview guides and translations	EN; DE; CZ; FR; GR; IT; PL; RO; SK; SI; SE	Public; at the project website
Project information sheet and translations	EN; DE; CZ; FR; GR; IT; PL; RO; SK; SI; SE	Public; at the project website
Informed consent form and translations	EN; DE; CZ; FR; GR; IT; PL; RO; SK; SI; SE	For internal use; included in D8.2
Completed informed consent forms	DE; CZ; FR; GR; IT; PL; RO; SK; SI; SE	Not for distribution; securely stored by the national teams till 2026
Audio-records	DE; CZ; FR; GR; IT; PL; RO; SK; SI; SE	Not for distribution; securely stored by the national teams till 2026
Video-records	CZ; FR; GR; IT; PL; RO	Not for distribution; securely stored by the national teams till 2026
List of informants/ FGDs participants with their names and contact details	DE; CZ; FR; GR; IT; PL; RO; SK; SI; SE	Not for distribution; securely stored by the national teams till 2026
Anonymized transcripts	DE; CZ; FR; GR; IT; PL; RO; SK; SI; SE	For internal use
Anonymized English transcripts	EN	For internal use; available to external users (researchers) upon request; included in D8.2

4 QUALITATIVE DATA ANONIMIZATION

4.1. ANONYMIZATION GUIDELINES

Data anonymization refers to a procedure when any personal identifying characteristics in the data are removed and the data subject can no longer be directly identified. The opposite to pseudonymization, which presumes that some unique identifiers and a table of correspondences can be used to match the data to the personal data of the informant (as a rule, accessible to the limited number of people that is the members of the research team), anonymization refers to a procedure when such identifying characterises in the data are removed permanently, irreversibly. As a result of full data anonymization, it is impossible, even for the researchers who carried out the project, to associate a specific person with a data in the dataset. Given the high sensitivity of the qualitative data which due its unstructured format often includes numerous personal details of one's life and professional experience, in TRUEDEM it is the full anonymization that shall be applied to the primary collected qualitative data.

Anonymization aims to protect sensitive data, concerning people's identity, but also cultural practices, political/religious opinions or social affiliations that is studied in TRUEDEM. Such data fall within the scope of GDPR and the national personal data protection laws. At the same time, anonymized data that no longer relate to identifiable persons, such as aggregate and statistical data, or data that have otherwise been rendered anonymous so that the data subject cannot be re-identified, are not personal data and are therefore outside the scope of data protection law[4]. Such data can, for example, be shared with other scientists for research purposes. To comply with the GDPR provisions, it was required that any information that could be used to identify the personality of the data subject were to be stored separately from the data and was subject to technical and organisational safety measures to ensure that the personal data were not attributed to an identified or identifiable natural person, in accordance with Article 4 (5) of Regulation (EU) 2018/1725.

While anonymised data are no longer considered personal data, anonymisation processes are often challenging, particularly when qualitative data – extensive interview transcripts containing a wide range of personal data are concerned[5].

While the data protection laws do not prescribe any particular techniques for anonymisation, anonymization can be implemented with the application of several techniques[6]. The choice of the procedure largely depends on the type of individual identifier – direct or indirect. Direct identifiers (data/ information from which a person can be immediately directly identified) need to be removed completely. Indirect identifiers refer to data/ information which can compromise data confidentiality if linked to other data (for example, single mother of five children in a small village can be easily identified, even if her name was removed from the dataset). Common anonymization techniques, which were also followed in TRUEDEM, are summarized below.

Removal of direct identifiers. First, any direct identifiers (name, telephone number, email, social security number etc.) were removed from the data completely. This concerned both the information about the informant themselves and any references to the personal data of other persons whom the information mentioned in the interview. Information that is essential for the analysis and interpretation of qualitative data was included in a generalized format. For this, every participant of

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[4] https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/ethics-and-data-protection_he_en.pdf

[5] Ibid.

[6] https://hevs-ch.libguides.com/RDM/Anonymization-pseudonymization

the focus group was described through a set of social and demographic characteristics, including gender, age group, education level, income group, urban/ rural settlement, occupation group [*For example: male, 18-35 years, tertiary education, medium-high income group, urban, manager*]. Similar to this, experts and representatives of elites can be described through a set of their professional characteristic, including gender, age group, type of political body/ CSO, level of activity [*for example: female, 36-45 years, representative of an executive body at local level; male, 46-55 years, representative of a democracy advocacy CSO at national level*].

Generalization of data. In this case individual characteristics that are important for data analysis and interpretation (for example, age, settlement name or geocodes) were not removed from the data and instead substituted with more general information. For example, the exact age was replaced with the age group (i.e. 18-25 years); the name of the settlement was replaced with the name of the district or region; geographical coordinated were rounded to one or two digits after decimals. Generalization of the data was sometimes achieved through a process of "k-anonymisation", which involves ensuring that each value relating to a data subject is shared by at least a minimum number (k) of others within the data set. This allows to choose an appropriate size for the bands of information. This technique involves reducing the granularity of data, so that only less precise data is disclosed[7].

Top-encoding of outliers. Outstanding individual characteristics that are rare or constitute outliers from a normal variable distribution in this particular region/ group of respondents/ type of data can serve as indirect data identifiers and, if analysed together with other information, can also lead to a breach of the anonymity of the data subject. Such outlying values were replaced with "Other" or intervals (for example, age group "80 years and older"; household size "6 persons or more"; income group "10 000 eur or more"). Top-encoding of outliers and generalization become most helpful in social sciences research where attribution of data subjects to broader geographical regions or social-demographic groups does not limit the possibility of data analysis.

Anonymization of qualitative data becomes a particularly challenging procedure. Qualitative data in TRUEDEM is represented by texts of interviews where direct and indirect identifiers are not allocated in a structured and predictable way (under several columns like in case of quantitative datasets) and can be distributed throughout the whole transcript. To meet the anonymization criteria, interview transcripts were carefully edited and proof-read by at least two team members. Names of people were replaced with roles (colleague, friend etc.) or pronouns; names of organizations with general type of functionality (i.e. university, political party; political institution); exact geographical locations with regions.

Table 7.1. Data anonymization guidelines

TYPE OF IDENTIFIER	ANONYMIZATION PROCESS	EXAMPLE
Direct identifier linked to respondent	Remove and replace by pseudonym (same in whole transcript)	"My name is Pierre Durand…" → "My name is [Jacques Dupont]" – choose a pseudonym which looks like the real name sociologically (when the name is from foreign origin, choose another name from the same foreign origin / when the name says something on the social

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TYPE OF IDENTIFIER	ANONYMIZATION PROCESS	EXAMPLE
		identity of the interview, choose a name which gives the same type of hints).
Names of other people	> if mentioned without personal connection: keep > if mentioned because of a personal connection (colleague, friend…): generalize	"In 2022, when President Macron launched this policy…" → keep unchanged "In 2022, when Pierre Durand, my supervisor, launched this policy…" → "In 2022, when [my supervisor] launched this policy…"
Position in a general institution	Keep if general enough to avoid respondent's identification	"National/regional Parliament" "City council" "Government" → keep
Specific position, but held by several people	keep the position but delete the identifier (sector, dates, city…)	"I am the mayor of Grenoble" → "I am the mayor of a large urban node" "I am the MP for the constituency of Paris in the Socialist Party" → "I am a MP in a center-left party" "I was the ministry of health from 2017 to 2019" → "I was the ministry of health" OR "I was ministry in the 2010s", depending on what information seems more relevant to keep.
Unique position	Generalize, for example using WP 8 Qualitative Group respondents' categories	"I work at the Interdepartmental Center for Citizen Participation in the Ministry of Civil Service" → "I am [a representative of an executive body at the national level] and I work on [citizen participation]"
Name of organization (especially for CSOs)	Generalize using WP 8 Qualitative Group respondents' categories	"I founded the association "I voted" → "I founded [the democracy advocating association]" "I am a member of the Movement of French Enterprises" → "I am a member of [an employer's Union]" "I work for the association "SOS racism" → "I work for an NGO fighting against racism"
Political parties, political affiliation	Important to keep a left-right	"I am a member of the Rassemblement National" → "I am a member of [a radical-right party]"

TYPE OF IDENTIFIER	ANONYMIZATION PROCESS	EXAMPLE
	position/affiliation (as it is a variable for political trust) → discuss the relevant categories (left, center-left, right, etc.) within your team	
Places	Delete if not relevant, or generalize what might identify the respondent's place of birth, living, or occupation	If not relevant for the analysis: "The mayor of Dijon at that time…" → "The mayor at that time" If relevant for the analysis: "The mayor of Dijon at that time…" → "The mayor of a city [between 100 000 and 300 000 inhabitants] at that time" "The mayor of Grenoble" in case it is identified as the core of a big conurbation: → "The mayor of [the agglomeration's central city]"
Names of enterprises	Generalize	"Total / Exxon Mobil" → "a large private company"
Numbers, dates	Generalize if might identify the respondent	"I am the mayor of a city of 357 000 inhabitants" → "I am the mayor of a city [between 300 000 and 500 000 inhabitants] "Our association was founded in 1898" → "Our association was founded [more than a century ago]"
Names of specific projects, initiatives, policies, in which the respondent was not personally involved	Keep unchanged	"When the Citizen Convention on Climate change was launched, I thought it was a good idea" → keep unchanged
Names of specific projects, initiatives, policies in which the respondent was personally involved (i.e launched it)	Delete if just mentioned Generalize if mentioned and used as an example to illustrate an opinion related to political	"When I was the coordinator of the Citizen Convention on Climate" → "When I was the coordinator of [a national democratic innovation]"

TYPE OF IDENTIFIER	ANONYMIZATION PROCESS	EXAMPLE
	trust or trustworthiness	
Title of publication authored by the respondent (article, book…)	Generalize or delete	"I wrote an article in the French review of political science in 2017…" → "I wrote a piece"
Identification by cross-referencing information	Delete or generalize the information that seems less relevant for the analysis → discuss within your team	A woman, from socialist party, former ministry of Higher education and from Grenoble → A woman, former ministry and from Grenoble → OR a woman, former ministry, socialist → OR a woman, former ministry of Higher Education Etc.

4.2. FURTHER PROVISIONS

The following codes for files naming have been used. For FGDs:

- FG1_Young_Tertiary education_Urban_FR
- FG2_MiddleAged_Secondary education_Rural_FR
- FG3_Senior_Tertiary education_Urban_FR
- FG4_Young_Secondary education_Suburbs_FR

Table 10.2. Matrix for the political elite informants' files names (change FR with the initials of each country)

Cluster	Level of activity	Files' name
Elected representatives of legislative bodies	Local level	POL_REP_LEG_LOC1_W_FR POL_REP_LEG_LOC2_M_FR
	National level	POL_REP_LEG_NAT1_W_FR POL_REP_LEG_NAT2_M_FR
	European level	POL_REP_LEG_EUR_W_FR POL_REP_LEG_EUR_M_FR
Representatives of executive bodies	Local level	POL_REP_EXC_LOC1_W_FR POL_REP_EXC_LOC2_M_FR
	National level	POL_REP_EXC_NAT1_W_FR POL_REP_EXC_NAT2_M_FR
	European level	POL_REP_EXC_EUR_W_FR POL_REP_EXC_EUR_ M_FR
Civil Servants	Local level	POL_CIV_SER_LOC1_W_FR POL_CIV_SER_LOC2_M_FR
	National level	POL_CIV_SER_NAT1_W_FR

Cluster	Level of activity	Files' name
		POL_CIV_SER_NAT2_M_FR
	European level	POL_CIV_SER_EUR1_W_FR
		POL_CIV_SER_EUR2_M_FR
Political party officials/ leaders	Local level	POL_PAR_LEA_LOC1_W_FR
		POL_PAR_LEA_LOC2_M_FR
	National level	POL_PAR_LEA_NAT1_W_FR
		POL_PAR_LEA_NAT2_M_FR

Table 10.3. Matrix for the CSOs informants' files names

Cluster	Level of activity	Files' name
Trade unions (social partners)	National level	CSO_TU_NAT1_W_FR
		CSO_TU_NAT2_M_FR
		CSO_TU_NAT3_W or M_FR
	European level	CSO_TU_EUR1_W_FR
		CSO_TU_EUR2_M_FR
Grassroot organizations and social movements	Local level	CSO_Grass_LOC1_W_FR
		CSO_Grass_LOC2_M_FR
		CSO_Grass_LOC3_W or M_FR
	National level	CSO_Grass_NAT1_W_FR
		CSO_Grass_NAT2_M_FR
		CSO_Grass_NAT3_W_FR
		CSO_Grass_NAT4_M_FR
Democracy advocacy organizations	Local level	CSO_Demo_LOC1_W_FR
		CSO_Demo_LOC2_M_FR
		CSO_Demo_LOC3_W or M_FR
	National level	CSO_Demo_NAT1_W_FR
		CSO_Demo_NAT2_M_FR
		CSO_Demo_NAT3_M or W_FR
	European & international level	CSO_Demo_EUR1_W_FR
		CSO_Demo_EUR2_M_FR

Transcripts' layout

CSO_TU_NAT1_W_FR

> Date of the interview: 17/01/2024
> Duration: 1h31min
> Interviewer: Women researcher PhD – 30's
> Place of the interview: respondent's office
>
> Respondent:
> Gender: female
> Age: 45-59 (Intervals - 18-29 ; 30-44 ; 45-59 ; 60 and more)
> Position: member of an employer's union at the national level, elected representative in the Economic, Social and Environmental Council

Interviewer_ Once again, thank you very much for taking the time. So, as I was saying, we contacted you as a member of the Economic, Social and Environmental Council (ESEC)[8] and a representative of [an employer's union at the national level], but also because of your previous political experience […]. So don't hesitate, I've got some fairly general questions, which you can answer as you see fit.

CSO_TU_NAT1_W_FR_Right. No, but it's true. It all adds up... I can see, even here, we were in a working committee… It's sometimes very useful to be able to take advantage of these different professional experiences.

Interviewer_Right. That's it. Now, I'm familiar with the ESEC and the [employer's union at the national level], I will not ask you to tell me their whole history, but could you start by just telling me in a few words what your mission is here, what your role is here?

CSO_TU_NAT1_W_FR_ Yes. So the Economic, Social and Environmental Council, I'm not going to go into detail. As you know, it was recently reformed, and one of the consequences of that reform is that it's now the place where the so-called organized civil society expresses itself, both the social partners, for example representatives of employers' and employees' unions, and associations that are active, whether NGOs or not, in the political field, I was going to say, but in any case on the major issues that cross our society today. I'm one of these 175 people

(…) CSO_TU_NAT1_W_FR_ Having worked for some time in the ministries, and then having... I think French people don't appreciate the quality of their organizations, and of their politicians. That's the first point. Then... Political doubt comes from... the perception of a gap between the concerns of citizens and public decisions.

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[8] The ESEC is France's third constitutional assembly, gathering representatives of employers, trade unions, and CSOs.

ANNEX 1. TRANSLATIONS OF FGD GUIDE

CZECH

Scénář fokusních skupin musí být sestaven v sekvencích (20 až 50 minut každá).

Hlavní otázky jsou označeny modrou barvou. Hlavní otázky jsou povinné a musí být položeny ve stanoveném pořadí.

Doplňující otázky jsou označeny černou kurzívou. Doplňující otázky jsou variabilní: tým může vymyslet různé doplňující otázky nebo se moderátor může rozhodnout položit dodatečnou doplňující otázku v závislosti na průběhu diskuse. V případě, že vaši účastníci aktivně odpovídají na hlavní otázku, nemusíte žádné doplňující otázky potřebovat. Podstatné: rozhodně nemusíte položit všechny doplňující otázky uvedené v této příručce, protože jinak bude FGD trvat mnohem déle než uvedené 2 hodiny.

Při přípravě na FGD se můžete rozhodnout, jakou podobu bude mít tištěná příručka – pro jistotu můžete uvést další doplňující otázky, můžete zvětšit prostor mezi řádky pro doplnění poznámek apod., můžete změnit písmo a barvy (pokud v příručce jasně odlišíte hlavní otázky).

Je důležité, aby moderátor používal průvodce k zapamatování otázek a jejich pořadí: moderátor by neměl účastníkům otázky doslova předčítat.

Povaha otázek a potřeba pohotových reakcí vyžaduje, aby moderátor byl sociologem/politologem, nebo alespoň dobře informován o národním politickém systému, aktuálních problémech a otázkách v zemi.

ÚVOD [10 MIN]

Dobrý den, jmenuji se ...; Jsem výzkumníkem na Metropolitní univerzitě Praha

Nejdříve vám velmi děkuji za souhlas s účastí na tomto projektu. Dnes jsme vás pozvali k účasti na společné diskusi. Naším cílem v této diskusi je pochopit, jak občané vnímají některé důležité společenské a politické otázky a jak o nich diskutují.

V rámci našeho výzkumu uspořádáme několik skupinových diskusí tohoto typu v šesti zemích (Česká republika, Francie, Řecko, Itálie, Polsko, Rumunsko). Pozvali jsme vás dnes proto, že jste [*vložte hlavní charakteristiku, formulovanou obecně: mladí lidé do 30 let, důchodci, lidé žijící v příměstských oblastech, studenti atd*] a nás zajímá, co si (studenti, důchodci atd.) myslí, ale samozřejmě kromě toho má každý z vás jiné zázemí.

Všechny vaše nápady jsou vítány, neexistuje správná nebo špatná odpověď a my vás vyzýváme, abyste se svobodně vyjádřili, ať už s ostatními členy skupiny souhlasíte, nebo ne.

Než začneme, rád bych stručně vysvětlil, jak bude diskuse probíhat. Diskuse bude trvat celkem asi 2 hodiny.

Jak je uvedeno ve formuláři informovaného souhlasu, diskuse je anonymní, což znamená, že si můžete po dobu diskuse zvolit pseudonym, který bude použit ve výzkumu (pokud si pseudonym nezvolíte, anonymizujeme přepis sami).

Zvukové a obrazové záznamy budou použity pouze k přepisu výměn názorů a pro účely výzkumu. Mezi vaší identitou, zvoleným pseudonymem a obsahem diskuse nebude vytvořeno žádné spojení; tyto informace jsou od sebe odděleny.

Veškerá upřesnění týkající se způsobu uchovávání a použití nahrávek jsou vysvětlena ve formuláři souhlasu, který musíte podepsat před zahájením diskuse. Nechávám vám 2 minuty na jeho přečtení a podepsání. Je důležitý, protože se v něm uvádí, že budeme při používání údajů, které shromáždíme v rámci našeho výzkumu, vázáni Evropským nařízením o osobních údajích (GDPR).

Pokusíme se udržet diskusi co nejplynulejší. Chceme od vás slyšet vaše vlastní názory, ať už jsou jakékoliv, a vaše osobní zkušenosti s tématy, o kterých budeme diskutovat. To znamená, že se nebudu účastnit konverzace, budu vám pouze klást několik otázek, které podnítí vaši vlastní výměnu názorů, a také psát vaše názory na tabuli. Nejsme tu proto, abychom vás z něčeho zkoušeli – na žádnou otázku neexistuje správná nebo špatná odpověď. Naším zájmem je zjistit více o tom, co si lidé myslí o otázkách, o kterých budeme za chvíli diskutovat.

Doufáme, že diskuse bude probíhat plynule, a proto budeme mít několik pravidel, kterými se budeme při výměně názorů řídit.

Zaprvé, myšlenky, které vzejdou z vaší konverzace, budou zapsány na těchto kartičkách, které pak zveřejníme na této nástěnce, aby je všichni viděli a měli na paměti.

Za druhé, žádný příspěvek by neměl trvat déle než třicet sekund, aby měl každý možnost promluvit a zasáhnout. Pokud někdo překročí vymezený čas, ukážu vám tuto nálepku (časovou nálepku), což znamená, že musíte dokončit svou větu a přestat. Pokud však budete pokračovat, nebudu se zdráhat vás přerušit a ostatní účastníci mohou také.

Zatřetí vás požádáme, abyste nemluvili v malých skupinkách, ale abyste mluvili s celou skupinou. Vše, co chcete říci, je zajímavé, proto se neváhejte vyjádřit.

A konečně, pokud chcete vyjádřit nesouhlas s něčím, co řekl jiný účastník, reagovat na to nebo se na to zeptat, místo abyste ho přerušili, zvedněte kartičku s bleskem, kterou jste dostali. Vašeho blesku si všimnu a zapíšu ho na tabuli, abychom se k němu mohli později vrátit.

Než začneme, chtěl bych, aby se každý představil (uvedl jméno, které si zvolil pro tuto diskusi), včetně členů výzkumného týmu (upřesněte také, jaká je jejich role).

Nyní začneme.

Sekvence 1 [35-45 min]

Významné problémy a existující odpovědi: spokojenost s politickým systémem

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1.1. Jaké jsou podle vás nejdůležitější problémy a obavy, kterým v současné době čelíme?

[Moderátorská rada: jde o to, aby účastníci vyjmenovali několik důležitých společenských a politických problémů, ale nemělo by to trvat příliš dlouho; moderátor by měl po 5 minutách přejít k otázce 1.2, jinak je seznam potenciálně nekonečný.]

1.2. Kdo se stará o tyto záležitosti? [A odvádí dobrou práci? A proč?]

Pokud účastníci nereagují, může moderátor použít karty aktérů, počínaje vládou [vláda; parlament; místní samosprávy; samotní občané; EU; odborníci; nevládní organizace; agentury].

Pokud účastníci sdílejí hodnocení práce různých institucí, ujistěte se, že je doprovází zdůvodnění, tj. proč si účastníci myslí, že vláda odvádí dobrou/špatnou práci.

1.3. Komu byste svěřili péči o tyto záležitosti? Proč si myslíte, že by to dělal/i jinak?

Moderátor může použít karty aktérů [vláda; parlament; místní samosprávy; občané; EU; odborníci; nevládní organizace; agentury] a zopakovat otázky s dalšími aktéry, pokud nebyli zmíněni.

1.4. Imigraci (a uprchlíky) jste uvedli/neuvedli jako jeden z hlavních problémů. Imigrace je některými občany a stranami považována za jeden z hlavních problémů, kterým v současnosti čelíme. Ze situace jsou obviňováni stávající odpovědní činitelé. Co si o tom myslíte vy?

V závislosti na směru diskuse může moderátor klást doplňující otázky: Proč si myslíte, že vláda odvádí dobrou/špatnou práci při řešení otázky imigrace v naší zemi? Měli by být občané dotázáni, když vláda přijímá jakékoli rozhodnutí o přijímání imigrantů? Měla by být následována politika EU, nebo by se měla každá země rozhodovat pouze sama? Další doplňující otázky lze formulovat v závislosti na migrační situaci a kontextu dané země.

1.5. Existuje nějaká iniciativa lokální, regionální nebo národní vlády, se kterou jste opravdu spokojeni, která a proč?

Cílem této sekvence je nejprve otevřít diskusi, aniž by bylo vnuceno konkrétní téma. Otázky jsou navrženy tak, aby se začaly shromažďovat údaje o (1) nejdůležitějších otázkách a problémech pro občany a zemi; (2) kdo komu, proč a jak

důvěřuje. Poté se zaměříme na jednu obavu, kterou účastníci mohli, ale nemuseli uvést (imigrace). Cílem je prozkoumat **(3), jak kontext, zejména krize, může důvěru posilovat nebo naopak brzdit.** *Nakonec žádáme účastníky, aby uvedli oblast politiky, se kterou jsou spokojeni, abychom prozkoumali souvislosti mezi politickou důvěrou a spokojeností s výsledky/politickými prioritami. Pozorování interakcí (argumenty, zdůvodnění) nám také umožní shromáždit údaje o* **(4) náznaku a typu informací, na které se lidé spoléhají při budování a zdůvodňování své důvěry.** *Zavedení aktérů, jako jsou nezávislé agentury, by mohlo pomoci* **řešit problém nejasné odpovědnosti**, *zařazení občanů (pokud již nebyli zmíněni) by mohlo zavést* **otázky přímé demokracie nebo demokratických inovací** *atd.*

Sekvence 2 [50 min]

Důvěra a důvěryhodnost politického systému a institucí

2.1. Zde je seznam vlastností, které by podle lidí měli mít politici, kteří nás zastupují. Kdybyste měli vybrat tři nejdůležitější vlastnosti, které by to byly?

Existují další důležité vlastnosti, které od politika očekáváte a které na seznamu nejsou?

Karty kvality: schopný, kvalifikovaný, efektivní, čestný, transparentní, spravedlivý, respektující, blízký lidem, empatický, naslouchající, odvážný, pracovitý.

2.2. Zde je schéma, jak se v Česku rozhoduje podle naší ústavy.

(Schéma nakreslené na tabuli s aktéry a šipkami - další aktéři, jako jsou nevládní organizace, agentury, EU, jsou umístěni na tabuli, ale nejsou ve schématu. Každý tým musí nakreslit schéma pro svou zemi. Schéma by nemělo být příliš podrobné, aby účastníky nemátlo, ale mělo by uvádět všechny hlavní politické aktéry).

- **Co si o tom myslíte?**

  Rada pro moderování: Pokud se důvěra v odpovědích neobjeví, položte konkrétnější otázku týkající se důvěry: **Důvěřujete těmto institucím, že rozhodují o věcech v naší zemi? Pokud ne, proč?**

- **A jak by se podle vás mělo rozhodovat v ideálním případě ("kdo" a "proč")?** *(změňte schéma podle jejich rady - pak si vyfoťte obrázek výsledků)*

Moderátorská rada: když je navrhována změna, zeptejte se účastníků, zda souhlasí; když je zmíněn jiný aktér ("my", "lid" atd.), zeptejte se, co tím myslí; snažte se zdůraznit potenciální konfliktní tvrzení/návrhy, aby ostatní účastníci reagovali.

Stejně jako v bodě 1.3, i zde nás především zajímá, zda jsou některé politické instituce vnímány jako důvěryhodnější pro rozhodování.

2.3., Když hledáte politické informace, komu nebo kterým médiím věříte? Proč?

Další otázky pro usnadnění diskuse: Lze věřit všem zdrojům stejně, když prezentují politické zprávy a informace? Jak si vybíráte, který mediální zdroj použít? Dáváte přednost jednomu (jednomu oblíbenému) deníku/televiznímu kanálu/internetovému portálu, nebo spíše porovnáváte politické zprávy a informace z různých zdrojů?

VOLITELNĚ. 2.4. Pokud by o důležitých politických záležitostech rozhodovalo shromáždění občanů, v němž by se sešli lidé z různých prostředí, důvěřovali byste jim? Chtěli byste se ho účastnit?

Tato otázka je v porovnání s ostatními poměrně specifická. Nebude položena, pokud ji účastníci již zmínili. Stejně tak ji lze vynechat, pokud se krátí čas (zkontrolujte, zda od začátku uplynulo více než 90 minut; pokud ano, pak se na 2.4 neptejte).

Cílem této druhé sekvence je shromáždit údaje o představách občanů o roli politických elit, jejich vlastní roli v politickém systému a povaze reprezentace, aby bylo možné hlouběji prozkoumat vztah mezi očekáváními, představami o demokracii a důvěrou. **Obecněji se snažíme pochopit, jaké představy o demokracii stojí za rozhodnutím občanů důvěřovat či nedůvěřovat dané instituci/aktérovi.**

Počáteční schéma by mělo být velmi jednoduché a představovat hlavní demokratické instituce. Moderátor pak účastníky vede tím, že je požádá, aby do schématu umístili, přesunuli nebo odstranili další aktéry (občany, organizace občanské společnosti, EU, odborníky...). V každém kroku by osoba pověřená pořizováním poznámek měla schéma vyfotografovat,

aby se zachovala jeho stopa. Ta by měla být zahrnuta do analýzy zápisu.
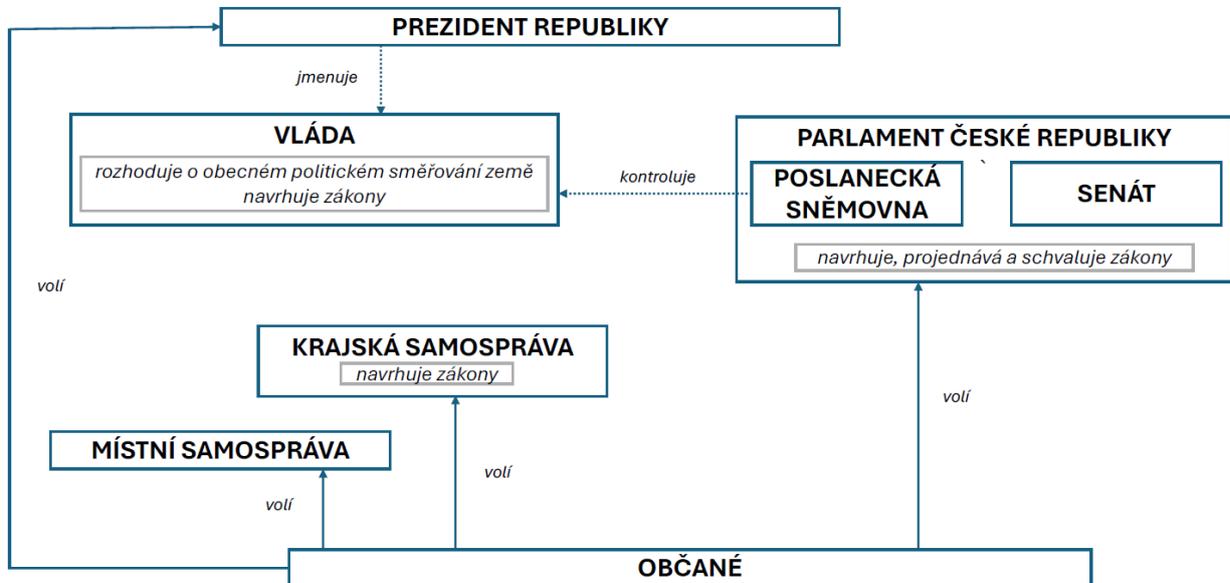
Další aktéři: "občanské shromáždění sdružující lidi z různých prostředí", "organizace občanské společnosti", "odbory", "odborníci", "EU", "tisk", "soudci" ....

Cílem je sledovat, jak účastníci FG diskutují a argumentují, aby společně (znovu) vytvořili systém.

Sekvence 3 [25 min]

Důvěra v EU v kontextu voleb do Evropského parlamentu

Pokud přibližně ve stejnou dobu probíhají i další volby, můžeme poslední tři otázky upravit tak, aby odpovídaly oběma typům voleb.

3.1. Jak možná víte, začátkem června se blíží volby do Evropského parlamentu. Plánujete se zúčastnit příštích evropských voleb?

Požádejte účastníky, aby svou odpověď napsali na papír, který dají moderátorovi, který všechny odpovědi napíše na tabuli, aniž by uvedl, kdo co řekl. Odpovědi mohou být ano/ne nebo delší, napsané volnou formou, bez nastavení škály.

3.2. Jaké jsou podle vás důvody, proč v těchto volbách volit nebo se zdržet hlasování?

3.3. V posledních letech naše životy ovlivňují mezinárodní krize, například válka na Ukrajině. V následujícím vizuálu EU tvrdí, že se postará o důsledky krize pro občany EU. Věříte, že to EU udělá?

Pokud lidé řeknou ano a zdá se, že se v otázkách EU orientují, moderátor by se jich mohl zeptat: Kterým orgánům EU nejvíce důvěřujete, že tuto krizi zvládnou?

Cílem této sekvence je přimět účastníky k diskusi o **důvěře, odpovědnosti a procesech zpětné vazby v oblasti politiky na evropské úrovni (+/- na národní nebo místní úrovni v některých vnitrostátních případech)** vzhledem k volebnímu kontextu. Pomůže pochopit, jak se důvěra a nedůvěra mobilizují ve volebním kontextu, a prozkoumat:

- význam voleb pro řešení aktuálních problémů.

- rozhodnutí jít k volbám.

- význam komunity, blízkost zastupitele, přerozdělení moci nezávislým agenturám nebo odborníkům.

FRENCH

INTRODUCTION [10 MIN]

Bonjour, je suis ...

Tout d'abord, je vous remercie d'avoir accepté de participer à ce projet. Avant de commencer, j'aimerais vous expliquer brièvement comment la discussion va se dérouler. La discussion durera au total environ 2 heures. Comme mentionné dans le formulaire de consentement, la discussion est anonyme, c'est-à-dire que vous pouvez choisir un pseudonyme pour la durée de la discussion, et c'est ce pseudonyme qui sera utilisé dans notre recherche (si vous ne choisissez pas de pseudonyme, nous anonymiserons nous-mêmes la transcription).

Les enregistrements audio et vidéo ne seront utilisés que pour la transcription des échanges et à des fins de recherche. Aucun lien ne sera fait entre votre identité, le pseudonyme choisi et le contenu de la discussion ; ces informations sont séparées les unes des autres. Toutes les précisions concernant la conservation et l'utilisation des enregistrements sont expliquées dans le formulaire de consentement. Je vous laisse 2 minutes pour le lire et le signer.

Nous essaierons de rendre la discussion aussi fluide que possible. Nous voulons entendre vos opinions, quelles qu'elles soient, et vos expériences personnelles sur les sujets que nous aborderons. Cela signifie que je ne prendrai pas part à la conversation, mais que je vous poserai quelques questions pour alimenter vos propres échanges et que j'écrirai vos points de vue sur le tableau. Nous ne sommes pas là pour vous tester sur quoi que ce soit - il n'y a pas de bonne ou de mauvaise réponse à une question. Ce qui nous intéresse, c'est d'en savoir plus sur ce que les gens pensent des questions dont nous allons discuter dans quelques instants. Nous souhaitons que la discussion reste fluide, c'est pourquoi il y a quelques règles à respecter pendant les échanges.

Tout d'abord, les idées formulées pendant votre conversation seront écrites sur ces cartes, que nous afficherons ensuite sur ce tableau pour que tout le monde puisse les voir et les garder à l'esprit.

Deuxièmement, aucune intervention ne doit durer plus de trente secondes, afin que chacun ait la possibilité de s'exprimer et d'intervenir. Si quelqu'un dépasse le temps imparti, je lui montrerai ce carton qui signifie qu'il doit terminer sa phrase et s'arrêter. Si vous continuez, je devrai vous interrompre et les autres participants pourront le faire aussi.

Troisièmement, nous vous demanderons de ne pas parler en petits groupes, mais de parler avec l'ensemble du groupe. Tout ce que vous avez à dire est intéressant, alors n'hésitez pas à prendre la parole.

Enfin, si vous souhaitez exprimer votre désaccord, réagir ou poser une question sur les propos d'un autre participant, plutôt que de l'interrompre, levez la carte "éclair" qui vous a été remise. Je prendrai note de votre éclair et l'écrirai au tableau, afin que nous puissions y revenir par la suite.

Avant de commencer, je propose que chacun se présente (en donnant le nom qu'il a choisi pour la discussion), y compris les membres de l'équipe de recherche (en précisant également leur rôle). Pour commencer, je vous propose aussi que chacun nous dise une ou deux choses qu'il aime faire de son temps libre.

Nous allons maintenant commencer.

Séquence 1 [35-45 min]

Les problèmes importants et les réponses existantes : satisfaction avec le système politique

1.1. Selon vous, quels sont les problèmes les plus importants auxquels nous sommes confrontés actuellement ?

[Conseil de modération : l'idée est d'amener les participants à énumérer quelques problèmes sociaux et politiques importants, mais cela ne doit pas prendre trop de temps ; le modérateur doit passer à la question 1.2 au bout de 5 minutes, sinon la liste est potentiellement infinie].

1.2. Qui s'occupe de ces problèmes ? [Relance : font-ils du bon travail ? Pourquoi ?]

Si les participants ne réagissent pas, le modérateur peut utiliser des cartes d'acteurs, en commençant par le gouvernement [le gouvernement ; le parlement ; les gouvernements locaux ; les citoyens eux-mêmes ; l'UE ; les

experts ; les ONG ; les agences].

Si les participants partagent leur évaluation de différentes institutions, assurez-vous qu'ils l'accompagnent d'une justification, c'est-à-dire qu'ils expliquent pourquoi ils pensent que le gouvernement fait du bon/mauvais travail, par exemple.

1.3. À qui feriez-vous confiance pour s'occuper de ces problèmes ? Pourquoi pensez-vous qu'ils agiraient différemment ?

Le modérateur peut utiliser des cartes d'acteurs [le gouvernement ; le parlement ; les gouvernements locaux ; les citoyens eux-mêmes ; l'UE ; les experts ; les ONG ; les agences] et répéter la question avec les autres acteurs si ils ne sont pas cités.

1.4. Vous avez/n'avez pas mentionné l'immigration parmi les principaux problèmes. L'immigration est considérée par certains citoyens et par certains partis comme un des problèmes principaux auxquels la société fait face. Les décideurs politiques actuels sont souvent tenus responsables de la situation. Voilà une illustration de ce type d'affirmation. Qu'en pensez-vous ?

En fonction de l'orientation de la discussion, le modérateur peut poser des questions supplémentaires : Pourquoi pensez-vous que le gouvernement fait du bon/mauvais travail dans la gestion de la question de l'immigration dans notre pays ? Les citoyens devraient-ils être consultés lorsque le gouvernement prend une décision concernant l'accueil des personnes immigrées ? Faut-il suivre les politiques de l'UE ou laisser chaque pays décider seul ? D'autres questions supplémentaires peuvent être formulées en fonction de la situation et du contexte migratoire propre à chaque pays.

1.5. Y a-t-il une initiative du gouvernement ou des collectivités locales dont vous êtes vraiment satisfait, laquelle et pourquoi ?

Cette séquence est d'abord destinée à ouvrir la discussion sans imposer un sujet spécifique. Les questions sont conçues pour commencer à collecter des données sur (1) les questions et les problèmes les plus importants pour les citoyens et le pays ; (2) qui fait confiance à qui, pour quoi et comment. Nous nous concentrons ensuite sur une préoccupation qui peut avoir été citée ou non par les participants (l'immigration). Il s'agit d'explorer (3) comment le contexte, en particulier la crise, peut renforcer ou inhiber la confiance. Enfin, nous demandons aux participants de citer un domaine politique dont ils sont satisfaits, afin d'explorer les liens entre la confiance politique et la satisfaction avec les politiques publiques/les préférences politiques. L'observation des interactions (arguments, justifications) nous permettra également de recueillir des données sur les (4) le type d'informations sur lesquels les gens s'appuient pour construire et justifier leur confiance. L'introduction d'acteurs tels que des agences indépendantes permettra d'évoquer la déresponsabilisation, l'introduction de citoyens (s'ils ne sont pas déjà cités) pourrait introduire des questions de démocratie directe ou d'innovations démocratiques, etc.

Séquence 2 [50 min]
Confiance et fiabilité du système et des institutions politiques

2.1. Voici une liste de qualités que certaines personnes attendent des élus. Y a-t-il d'autres qualités que vous attendez d'un élu, qui ne sont pas dans la liste ?

Si vous deviez choisir les trois qualités les plus importantes, lesquelles seraient-elles ?

Cartes qualités : compétent, qualifié, efficace, honnête, transparent, juste, respectueux, proche des gens, empathique, à l'écoute, courageux, travailleur

2.2. Voici un schéma qui décrit la manière dont les décisions sont prises en France, selon la constitution.

(Schéma constitué à partir des cartons avec des acteurs et des flèches - d'autres acteurs tels que les ONG, les agences, l'UE, sont inscrits sur le tableau mais ne figurent pas dans le schéma. Le schéma ne doit pas être trop détaillé, mais il doit énumérer tous les principaux acteurs politiques).

- ### Qu'en pensez-vous ?

  Conseil de modération : si la question de la confiance n'est pas mentionnée, posez des questions plus précises sur la confiance : avez-vous confiance dans ces institutions pour prendre des décisions ? Pourquoi ?

- **Et comment pensez-vous que les décisions devraient être prises idéalement (par qui ?) ? Pourquoi ?** *(changez le schéma en fonction des conseils des participants, et photographiez le résultat)*

Conseil de modération : lorsqu'un changement est proposé, demandez aux participants s'ils sont d'accord ; lorsqu'un autre acteur est mentionné ("nous", "le peuple", etc.), demandez-leur ce qu'ils entendent par là ; essayez de souligner les revendications/propositions potentiellement conflictuelles pour faire réagir les autres participants.

Comme au point 1.3, nous cherchons ici à déterminer si certaines institutions politiques sont perçues comme plus fiables et plus dignes de confiance pour prendre les décisions.

2.3. A qui, ou à quels types de médias faites-vous confiance quand vous recherchez des informations politiques ? Pourquoi ?

Pour faciliter la discussion : Toutes les sources sont-elles dignes de confiance lorsqu'elles présentent des nouvelles et des informations politiques ? Comment choisissez-vous la source médiatique à utiliser ? Préférez-vous un journal, une chaîne de télévision ou un site Internet en particulier - ou préférez-vous comparer les nouvelles et informations politiques provenant de différentes sources ?

OPTIONNEL. 2.4. Si une assemblée de citoyens, réunissant des personnes d'horizons différents, devait décider de questions politiques importantes, leur feriez-vous confiance ? Souhaiteriez-vous y participer ?

Le schéma initial doit être très simple et présenter les principales institutions démocratiques. Le modérateur guide ensuite les participants en leur demandant de placer, déplacer ou supprimer des acteurs supplémentaires dans le schéma (citoyens, OSC, UE, experts...). A chaque étape, la personne chargée de prendre des notes doit prendre une photo du schéma afin d'en garder une trace. Celle-ci devra être incluse dans l'analyse de la transcription. Veuillez ajouter un schéma initial simple pour votre pays.
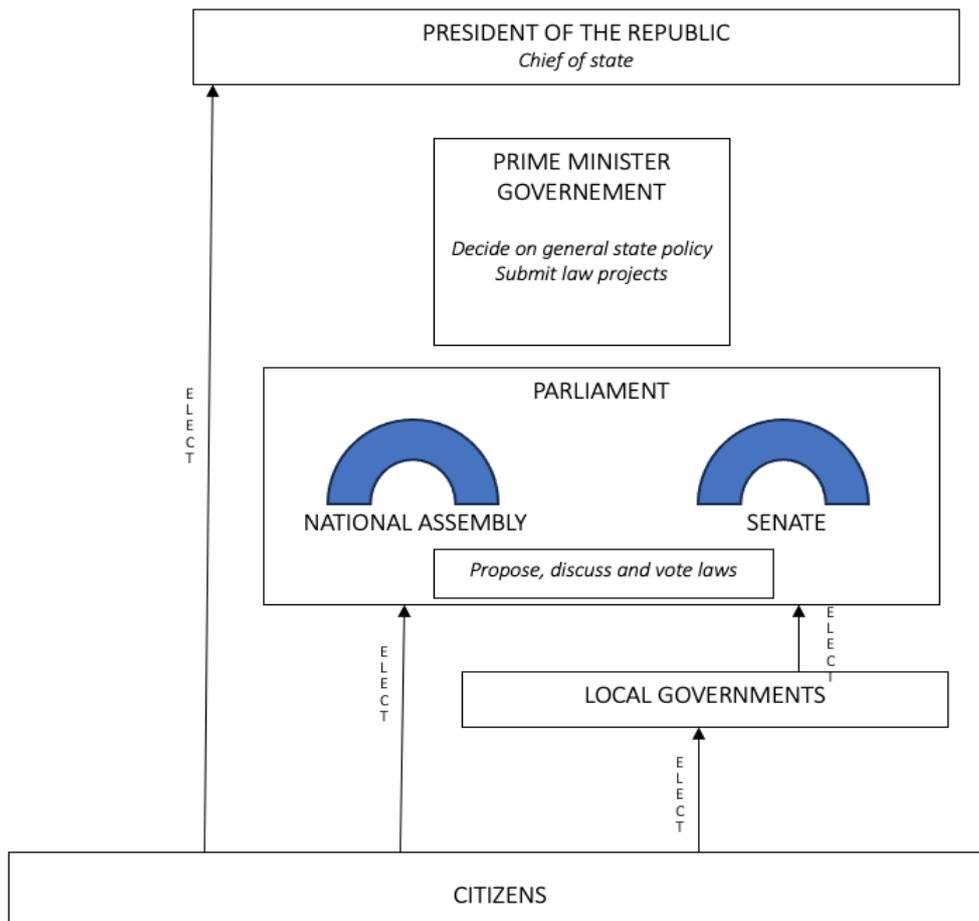
Acteurs additionnels : "une assemblée citoyenne réunissant des personnes de différents milieux", "les associations", "les syndicats", "les experts", "l'UE", "la presse", "les juges"...

L'objectif est d'observer comment les participants discutent et argumentent pour (re)construire le schéma.

Cette deuxième séquence vise à recueillir des données sur la conception qu'ont les citoyens du rôle des élites politiques, de leur propre rôle dans le système politique et de la nature du lien représentatif, afin d'approfondir la relation entre les attentes, les conceptions de la démocratie et la confiance. Nous cherchons à comprendre, plus généralement, quelles conceptions de la démocratie sous-tendent la décision des citoyens de faire confiance ou de se méfier d'une institution/d'un acteur.

Séquence 3 [25 min]
La confiance dans l'UE dans le contexte des élections européennes

3.1. Comme vous le savez peut-être, les prochaines élections européennes auront lieu en juin 2024. Prévoyez-vous de voter à ces élections ?

Demander aux participants d'écrire leur réponse sur un papier et de le donner au modérateur, qui affiche les réponses au tableau sans indiquer qui a répondu quoi.

3.2. Selon vous, quelles sont les bonnes raisons de voter ou de s'abstenir lors de ces élections ?

3.3. Ces dernières années, nos vies ont été affectées par des crises internationales comme la guerre en Ukraine. A travers cette affiche, l'UE affirme qu'elle protège les citoyens européens des conséquences de ces crises. Avez-vous confiance dans l'UE pour s'occuper de ces crises ?

Si les participants répondent oui, et si ils semblent avoir des connaissances sur l'UE, le modérateur peut demander "dans quelles institutions de l'UE avec vous le plus confiance pour gérer ces crises ?"

Cette séquence a pour but d'amener les participants à parler de la confiance et de la responsabilité au niveau européen, compte tenu du contexte électoral. Elle permettra de comprendre comment la confiance et la méfiance sont mobilisées dans un contexte électoral, et d'explorer :

- *l'importance des élections pour traiter les problèmes actuels*
- *le choix de voter.*
- *l'impact des crises sur la perception de l'UE*

GREEK

Οδηγός Συνέντευξης για Ομάδες Εστίασης

ΕΙΣΑΓΩΓΗ [10 ΛΕΠΤΑ]

Γεια σας, το όνομά μου είναι ...; Είμαι ερευνήτρια/τής στο Πανεπιστήμιο Πελοποννήσου.

Καταρχάς, σας ευχαριστώ πολύ που συμφωνήσατε να συμμετάσχετε σε αυτό το έργο. Σας καλέσαμε σήμερα να συμμετάσχετε σε μια συλλογική συζήτηση. Στόχος μας με αυτή τη συζήτηση είναι να κατανοήσουμε πώς βλέπουν και συζητούν οι πολίτες ορισμένα σημαντικά κοινωνικά και πολιτικά ζητήματα.

Θα πραγματοποιήσουμε αρκετές ομαδικές συζητήσεις αυτού του τύπου για την έρευνά μας σε 6 χώρες (Τσεχία, Γαλλία, Ελλάδα, Ιταλία, Πολωνία, Ρουμανία). Σας φέραμε εδώ σήμερα επειδή είστε [*εισάγετε κύριο χαρακτηριστικό, διατυπωμένο με ευρύτητα: νέοι κάτω των 30 ετών, συνταξιούχοι, άνθρωποι που ζουν σε περιαστικές περιοχές, φοιτητές κ.λπ*.] και μας ενδιαφέρει τι σκέφτονται (φοιτητές, συνταξιούχοι, κ.λπ.), αλλά φυσικά η/ο καθεμία/ένας σας έχει διαφορετικό υπόβαθρο εκτός από αυτό.

Όλες οι ιδέες σας είναι ευπρόσδεκτες, δεν υπάρχει σωστή ή λάθος απάντηση και σας ενθαρρύνουμε να εκφραστείτε ελεύθερα, είτε συμφωνείτε είτε διαφωνείτε με τα άλλα μέλη της ομάδας.

Πριν ξεκινήσουμε, θα ήθελα να εξηγήσω με συντομία πώς θα προχωρήσει η συζήτηση. Η συζήτηση θα διαρκέσει συνολικά περίπου 2 ώρες.

Όπως αναφέρεται στη φόρμα συγκατάθεσης, η συζήτηση είναι ανώνυμη, πράγμα που σημαίνει ότι μπορείτε να επιλέξετε ένα ψευδώνυμο για τη διάρκεια της συζήτησης και αυτό το ψευδώνυμο θα χρησιμοποιηθεί στην έρευνα (αν δεν επιλέξετε ψευδώνυμο, θα ανωνυμοποιήσουμε εμείς την απομαγνητοφώνηση).

Οι ηχογραφήσεις και οι βιντεοσκοπήσεις θα χρησιμοποιηθούν μόνο για τη μεταγραφή των συζητήσεων και για ερευνητικούς σκοπούς. Δεν θα γίνει σύνδεση μεταξύ της ταυτότητάς σας, του επιλεγμένου ψευδωνύμου και του περιεχομένου της συζήτησης. Αυτές οι πληροφορίες διατηρούνται ξεχωριστά μεταξύ τους.

Όλες οι λεπτομέρειες σχετικά με τον τρόπο με τον οποίο θα διατηρήσουμε και θα χρησιμοποιήσουμε τις ηχογραφήσεις εξηγούνται στο έντυπο συγκατάθεσης που πρέπει να υπογράψετε πριν ξεκινήσουμε τη συζήτηση. Σας αφήνω 2 λεπτά για να το διαβάσετε και υπογράψετε. Είναι σημαντικό καθώς αναφέρει ότι θα δεσμευτούμε στη χρήση των δεδομένων που συλλέγουμε μέσω της έρευνάς μας από τον ευρωπαϊκό κανονισμό για τα προσωπικά δεδομένα.

Θα προσπαθήσουμε να διατηρήσουμε τη συζήτηση όσο το δυνατόν πιο ρευστή. Θέλουμε να ακούσουμε από εσάς και να ακούσουμε τις δικές σας απόψεις, όποιες και αν είναι αυτές, και τις προσωπικές σας εμπειρίες σχετικά με τα θέματα που θα συζητήσουμε. Αυτό σημαίνει ότι δεν θα συμμετέχω στην καθαυτή συζήτηση Θα σας κάνω μόνο μερικές ερωτήσεις για να τροφοδοτήσω τις δικές σας ανταλλαγές απόψεων, καθώς και να καταγράψω τις απόψεις σας στον πίνακα. Δεν είμαστε εδώ για να σας ελέγξουμε σε οτιδήποτε - δεν υπάρχει σωστή ή λάθος απάντηση σε οποιαδήποτε ερώτηση. Το ενδιαφέρον μας είναι να μάθουμε περισσότερα για το τι σκέφτονται οι άνθρωποι για τα θέματα που θα συζητήσουμε σε λίγα λεπτά.

Ελπίζουμε να διατηρήσουμε τη ροή της συζήτησης και για το λόγο αυτό θα έχουμε μερικούς κανόνες που πρέπει να ακολουθήσουμε κατά τη διάρκειά της.

Πρώτον, οι ιδέες που προκύπτουν από τη συνομιλία σας θα γραφτούν σε αυτές τις κάρτες, τις οποίες στη συνέχεια θα αναρτήσουμε σε αυτόν τον πίνακα για να τις δουν και να τις έχετε όλοι κατά νου.

Δεύτερον, καμία παρέμβαση δεν πρέπει να διαρκεί περισσότερο από τριάντα δευτερόλεπτα, έτσι ώστε όλοι να έχουν την ευκαιρία να μιλήσουν και να παρέμβουν. Εάν κάποιος υπερβεί τον καθορισμένο χρόνο, θα σας δείξω αυτό το αυτοκόλλητο (αυτοκόλλητο χρόνου), πράγμα που σημαίνει ότι πρέπει να ολοκληρώσετε την πρότασή σας και να σταματήσετε. Αν συνεχίσετε, ωστόσο, θα πρέπει να σας διακόψω, όπως επίσης μπορούν και οι άλλοι συμμετέχοντες.

Τρίτον, θα σας ζητήσουμε να μην μιλάτε σε μικρές ομάδες, αλλά να μιλάτε με ολόκληρη την ομάδα. Όλα όσα έχετε να πείτε είναι ενδιαφέροντα, οπότε παρακαλώ να μη διστάσετε να μιλήσετε.

Τέλος, εάν θέλετε να διαφωνήσετε, να αντιδράσετε ή να κάνετε μια ερώτηση σχετικά με κάτι που έχει πει ένας άλλος συμμετέχων, αντί να την/ον διακόψετε, σηκώστε την κάρτα flash που σας έχει δοθεί. Θα λάβω υπόψη το φλας σας και θα το γράψω στον πίνακα, οπότε θα μπορέσουμε να επανέλθουμε μετά σε αυτό.

Πριν ξεκινήσουμε, θα ήθελα όλοι να συστηθούν (δίνοντας το όνομα που επέλεξαν για τη συζήτηση), συμπεριλαμβανομένων των μελών της ερευνητικής ομάδας (πείτε ποιος είναι και ο ρόλος τους).

Θα ξεκινήσουμε τώρα.

ΆΞΟΝΕΣ ΕΡΩΤΗΜΑΤΩΝ ΓΙΑ ΟΜΑΔΕΣ ΕΣΤΙΑΣΗΣ

Ακολουθία 1 [λεπτά] 35

Σημαντικά προβλήματα και υπάρχουσες απαντήσεις: ικανοποίηση από το πολιτικό σύστημα

1.1.   Ποια θεωρείτε ότι είναι τα σημαντικότερα προβλήματα και ανησυχίες που αντιμετωπίζουμε επί του παρόντος;

[Συμβουλή συντονισμού: η ιδέα είναι να κάνουμε τους συμμετέχοντες να απαριθμήσουν μερικά σημαντικά κοινωνικά και πολιτικά προβλήματα, αλλά δεν θα πρέπει να πάρει πολύ χρόνο. Ο συντονιστής θα πρέπει να προχωρήσει στην ερώτηση 1.2 μετά από 5 λεπτά, διαφορετικά η λίστα είναι δυνητικά άπειρη]

1.2.   Ποιος φροντίζει για αυτά τα θέματα; [Και κάνουν καλή δουλειά; Και γιατί;]
Εάν οι συμμετέχοντες δεν αντιδρούν, ο συντονιστής μπορεί να χρησιμοποιήσει κάρτες δρώντων, ξεκινώντας από την κυβέρνηση [την κυβέρνηση· το κοινοβούλιο· τις τοπικές κυβερνήσεις· τους ίδιους τους πολίτες· την ΕΕ· εμπειρογνώμονες· ΜΚΟ· άλλους φορείς].
Εάν οι συμμετέχοντες μοιράζονται την αξιολόγηση του έργου διαφόρων θεσμικών οργάνων, βεβαιωθείτε ότι συνοδεύονται από αιτιολόγηση, δηλαδή γιατί οι συμμετέχοντες πιστεύουν ότι η κυβέρνηση κάνει καλή/κακή δουλειά.
1.3.   Ποιον θα εμπιστευόσασταν για να φροντίσει αυτά τα ζητήματα; Γιατί νομίζετε ότι θα το έκαναν διαφορετικά;
Ο συντονιστής μπορεί να χρησιμοποιήσει κάρτες δρώντων [την κυβέρνηση· το κοινοβούλιο· τις τοπικές κυβερνήσεις· τους ίδιους τους πολίτες· την ΕΕ· εμπειρογνώμονες· ΜΚΟ· άλλους φορείς] και να επαναλάβει τις ερωτήσεις με άλλους παράγοντες όταν δεν αναφέρονται.
Έχετε / δεν έχετε αναφέρει τη μετανάστευση (και τους πρόσφυγες) ως μία από τις κύριες ανησυχίες. Η μετανάστευση θεωρείται από ορισμένους πολίτες και κόμματα ως ένα από τα κύρια προβλήματα που αντιμετωπίζουμε σήμερα. Οι εν ενεργεία υπεύθυνοι λήψης αποφάσεων κατηγορούνται για την κατάσταση. Τι πιστεύετε γι' αυτό;

Ανάλογα με την κατεύθυνση της συζήτησης, ο συντονιστής μπορεί να θέσει συμπληρωματικές ερωτήσεις: Γιατί πιστεύετε ότι η κυβέρνηση κάνει καλή/κακή δουλειά στη διαχείριση του μεταναστευτικού ζητήματος στη χώρα μας; Πρέπει να ζητείται η γνώμη των πολιτών, εάν η κυβέρνηση λάβει την όποια απόφαση σχετικά με την αποδοχή μεταναστών; Πρέπει να ακολουθούνται οι πολιτικές της ΕΕ ή πρέπει να αφήνεται κάθε χώρα να αποφασίζει μόνη της; Πρόσθετες συμπληρωματικές ερωτήσεις μπορούν να διατυπωθούν ανάλογα με την κατάσταση και το πλαίσιο της μετανάστευσης ανά χώρα.

1.5. Υπάρχει κάποια πρωτοβουλία της τοπικής ή εθνικής κυβέρνησης με την οποία είστε πραγματικά ικανοποιημένος, ποια και γιατί;

*Αυτή η ακολουθία προορίζεται για να ανοίξει τη συζήτηση χωρίς να επιβάλει ένα συγκεκριμένο θέμα. Οι ερωτήσεις έχουν σχεδιαστεί για να αρχίσουν να συλλέγουν δεδομένα σχετικά με **(1) τα πιο σημαντικά ζητήματα και προβλήματα για τους πολίτες και τη χώρα. (2) ποιος εμπιστεύεται ποιον, για ποιο λόγο και πώς**. Στη συνέχεια, επικεντρωνόμαστε σε μια ανησυχία που θα μπορούσε ή όχι να έχει αναφερθεί από τους συμμετέχοντες (Μετανάστευση). Έχει σχεδιαστεί για να διερευνήσει **(3) πώς το πλαίσιο, ειδικά η κρίση, μπορεί να ενισχύσει ή να εμποδίσει την εμπιστοσύνη**. Τέλος, ζητάμε από τους συμμετέχοντες να αναφέρουν έναν τομέα πολιτικής με τον οποίο είναι ικανοποιημένοι, για να διερευνήσουν τους δεσμούς μεταξύ πολιτικής εμπιστοσύνης και ικανοποίησης αποτελεσμάτων/πολιτικών προτιμήσεων. Η παρατήρηση των αλληλεπιδράσεων (επιχειρήματα, αιτιολογήσεις) θα μας επιτρέψει επίσης να συλλέξουμε δεδομένα σχετικά με τις **(4) ενδείξεις και τον τύπο των πληροφοριών στις οποίες βασίζονται οι άνθρωποι για να οικοδομήσουν και να δικαιολογήσουν την εμπιστοσύνη τους**. Η εισαγωγή δρώντων όπως είναι οι ανεξάρτητοι φορείς μπορεί **να βοηθήσει στην αντιμετώπιση της απο-υπευθυνοποίησης,** η εισαγωγή πολιτών (αν δεν έχει ήδη αναφερθεί) μπορεί να εισαγάγει **ζητήματα άμεσης δημοκρατίας ή δημοκρατικών καινοτομιών** κ.λπ.*

Ακολουθία 2 [λεπτά] 50

Εμπιστοσύνη και αξιοπιστία του πολιτικού συστήματος και των θεσμών

2.1. Ακολουθεί ένας κατάλογος ιδιοτήτων που οι άνθρωποι πιστεύουν ότι πρέπει να διαθέτουν οι πολιτικοί που μας εκπροσωπούν. Εάν έπρεπε να επιλέξετε τρεις πιο σημαντικές ιδιότητες, ποιες θα ήταν αυτές;

Υπάρχουν άλλες σημαντικές ιδιότητες που περιμένετε από έναν πολιτικό που δεν περιλαμβάνονται στη λίστα;

Κάρτες ποιότητας: εξειδικευμένοι, προσοντούχοι, αποτελεσματικοί, ειλικρινείς, διαφανείς, δίκαιοι, σεβαστοί, κοντά στους ανθρώπους, ενσυναισθητικοί, ακούγοντας, γενναίοι, εργατικοί.

2.2. Εδώ είναι ένα σχήμα για το πώς αποφασίζονται τα πράγματα [στη χώρα μας], σύμφωνα με το σύνταγμά μας.

(Σχήμα σχεδιασμένο σε χαρτόνι με ηθοποιούς και βέλη - άλλοι παράγοντες όπως ΜΚΟ, οργανισμοί, ΕΕ, τοποθετούνται στον πίνακα, αλλά όχι στο σχήμα. Κάθε ομάδα πρέπει να σχεδιάσει το σχήμα για τη χώρα της. Το σχήμα δεν πρέπει να είναι πολύ λεπτομερές ώστε να μην προκαλεί σύγχυση στους συμμετέχοντες, αλλά πρέπει να απαριθμεί όλους τους κύριους πολιτικούς παράγοντες).

- **Τι πιστεύετε γι' αυτό;**

   Συμβουλή εποπτείας: Εάν η εμπιστοσύνη δεν εμφανίζεται στις απαντήσεις, κάντε μια πιο συγκεκριμένη ερώτηση σχετικά με την εμπιστοσύνη:

- **Εμπιστεύεστε αυτούς τους θεσμούς να αποφασίζουν για τα πράγματα στη χώρα μας; Αν όχι, γιατί;**

- **Και πώς νομίζετε ότι οι αποφάσεις πρέπει να λαμβάνονται ιδανικά («από ποιον» και «γιατί»);**

   (αλλάξτε το σχήμα σύμφωνα με τις συμβουλές τους - στη συνέχεια τραβήξτε μια φωτογραφία των αποτελεσμάτων)

Συμβουλές συντονισμού: όταν προτείνεται μια αλλαγή, ρωτήστε τους συμμετέχοντες εάν συμφωνούν· όταν αναφέρεται ένας άλλος δρων («εμείς», «ο λαός», κ.λπ.), ρωτήστε τι εννοούν με αυτό· προσπαθήστε να υπογραμμίσετε πιθανούς συγκρουσιακούς ισχυρισμούς / προτάσεις για να κάνετε άλλους συμμετέχοντες να αντιδράσουν.

Όπως και στο σημείο 1.3, εδώ μας ενδιαφέρει πρωτίστως να μάθουμε αν ορισμένοι πολιτικοί θεσμοί θεωρούνται πιο κατάλληλοι και πιο αξιόπιστοι για τη λήψη των αποφάσεων.

2.3. Όταν αναζητάτε πολιτικές πληροφορίες, ποιον ή ποια μέσα εμπιστεύεστε; Γιατί;

Περαιτέρω ερωτήσεις για τη διευκόλυνση της συζήτησης: Μπορούν όλες οι πηγές να είναι εξίσου αξιόπιστες όταν παρουσιάζουν πολιτικές ειδήσεις και πληροφορίες; Πώς επιλέγετε ποια πηγή πολυμέσων θα χρησιμοποιήσετε; Προτιμάτε μία (μία προτιμητέα) εφημερίδα/τηλεοπτικό κανάλι/διαδικτυακή πύλη – ή μάλλον να συγκρίνετε τις πολιτικές ειδήσεις και πληροφορίες από διάφορες πηγές;

ΠΡΟΑΙΡΕΤΙΚΗ ΕΡΩΤΗΣΗ. **Εάν μια συνέλευση πολιτών, που συγκεντρώνει ανθρώπους από διαφορετικά υπόβαθρα, επρόκειτο να αποφασίσει για σημαντικά πολιτικά θέματα, θα τους εμπιστευόσασταν; Θα θέλατε να συμμετάσχετε;**

*Αυτή η ερώτηση είναι αρκετά συγκεκριμένη σε σύγκριση με άλλες. Δεν ερωτάται εάν έχει ήδη αναφερθεί από τους συμμετέχοντες. Μπορεί επίσης να παραλειφθεί εάν ο χρόνος τελειώνει (**ελέγξτε αν έχουν περάσει περισσότερα από 90 λεπτά από την έναρξη, εάν ναι - τότε μην ρωτήσετε 2.4).**

*Αυτή η δεύτερη ακολουθία έχει σχεδιαστεί για να συγκεντρώσει δεδομένα σχετικά με την αντίληψη των πολιτών για το ρόλο των πολιτικών ελίτ, τον δικό τους ρόλο στο πολιτικό σύστημα και τη φύση του αντιπροσωπευτικού συνδέσμου, για να ερευνήσει βαθύτερα στη σχέση μεταξύ προσδοκιών, αντιλήψεων για τη δημοκρατία και εμπιστοσύνης. Επιδίωξή μας είναι να κατανοήσουμε, ευρύτερα, **ποιες αντιλήψεις για τη δημοκρατία βρίσκονται πίσω από την απόφαση των πολιτών να εμπιστευτούν ή να δυσπιστήσουν απέναντι σε έναν θεσμό/παράγοντα.***

Το αρχικό σχήμα πρέπει να είναι πολύ απλό, παρουσιάζοντας τους κύριους δημοκρατικούς θεσμούς. Στη συνέχεια, ο συντονιστής καθοδηγεί τους συμμετέχοντες ζητώντας τους να τοποθετήσουν, να μετακινήσουν ή να αφαιρέσουν επιπλέον

*παράγοντες στο σχήμα (πολίτες, οργανώσεις της κοινωνίας των πολιτών, ΕΕ, εμπειρογνώμονες...). Σε κάθε βήμα, το άτομο που είναι υπεύθυνο για τη λήψη σημειώσεων θα πρέπει να τραβήξει μια φωτογραφία του σχήματος για να κρατήσει ένα αποτύπωμα. Αυτό πρέπει να συμπεριληφθεί στην ανάλυση της μεταγραφής. Προσθέστε ένα απλό αρχικό σχέδιο για τη χώρα σας. Δείτε παρακάτω το παράδειγμα για τη Γαλλία. **__Παρακαλούμε, συντάξτε ένα παρόμοιο σχήμα για τη χώρα σας και στείλτε το σχήμα σας στον Συντονιστή Έργου πριν ξεκινήσουν οι Ομάδες Εστίασης.__***

Κύριοι Δημοκρατικοί Θεσμοί
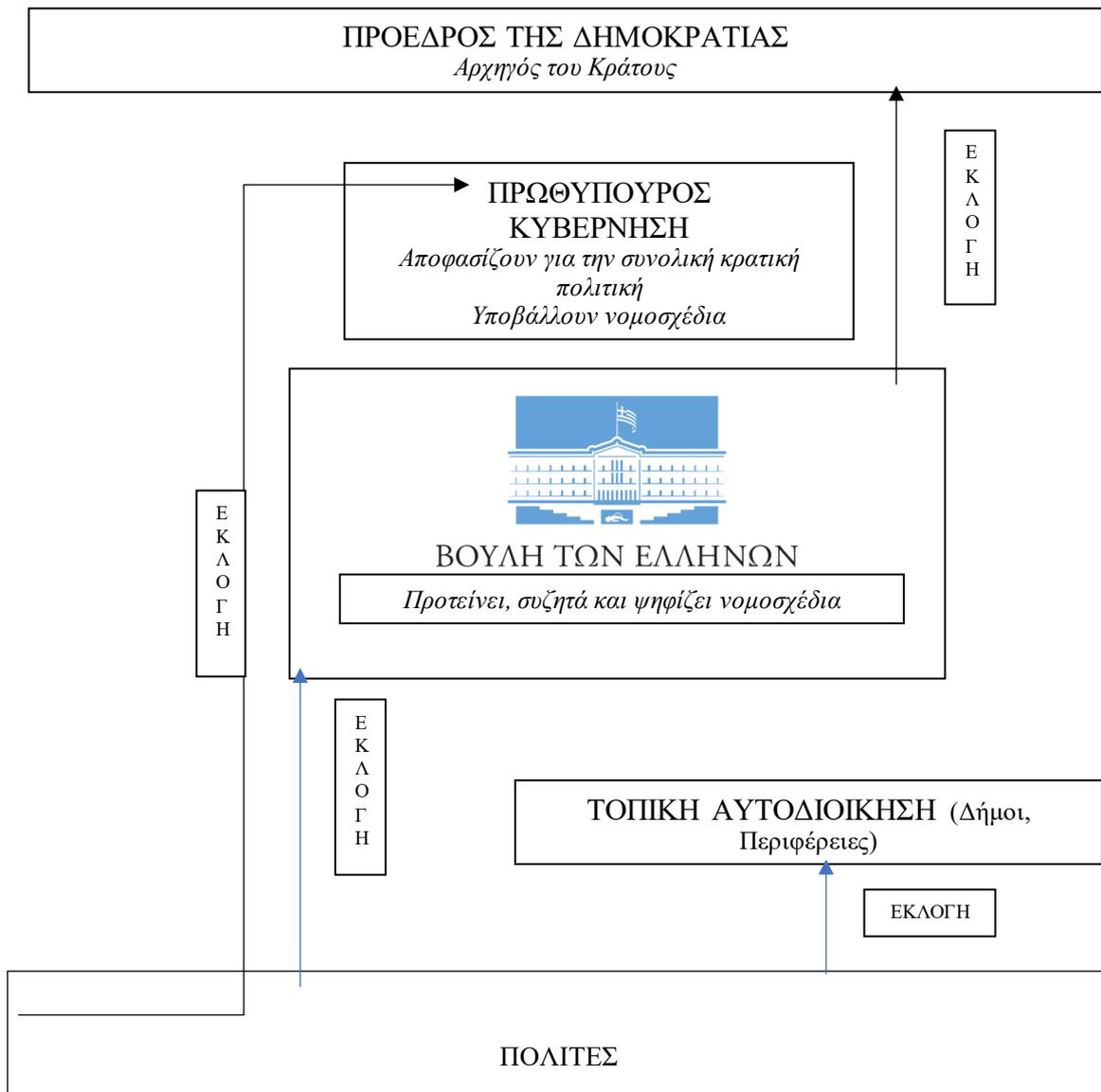
Ακολουθία 3 [25 λεπτά]
Εμπιστοσύνη στην ΕΕ στο πλαίσιο των ευρωπαϊκών εκλογών

3 .1. Όπως ίσως γνωρίζετε, οι ευρωπαϊκές εκλογές πλησιάζουν σύντομα στις αρχές Ιουνίου. Σκοπεύετε να ψηφίσετε στις επόμενες ευρωπαϊκές εκλογές;

Ζητήστε από τους συμμετέχοντες να γράψουν την απάντησή τους σε ένα χαρτί που δίνουν στον συντονιστή, ο οποίος βάζει όλες τις απαντήσεις στον πίνακα χωρίς να λέει ποιος είπε τι. Οι απαντήσεις μπορεί να είναι ναι/όχι, ή περισσότερο αναλυτικές, γραμμένες σε ελεύθερη μορφή, χωρίς ρύθμιση κλίμακας

3.2. Κατά τη γνώμη σας, ποιοι είναι οι λόγοι για να ψηφίσω ή να απόσχω από αυτές τις εκλογές;

3.3. Τα τελευταία χρόνια, η ζωή μας έχει επηρεαστεί από διεθνείς κρίσεις όπως ο πόλεμος στην Ουκρανία. Στο παρακάτω οπτικό σχήμα, η ΕΕ ισχυρίζεται ότι φροντίζει για τις συνέπειες της κρίσης για τους πολίτες της ΕΕ. Εμπιστεύεστε την ΕΕ να το κάνει αυτό;

Εάν οι πολίτες απαντήσουν «ναι» και φαίνεται ότι είναι γνώστες της ΕΕ, ο συντονιστής θα μπορούσε να τους ρωτήσει: ποια όργανα της ΕΕ εμπιστεύεστε περισσότερο για τη διαχείριση αυτής της κρίσης;

*Αυτή η αλληλουχία αποσκοπεί να κάνει τους συμμετέχοντες να μιλήσουν για **την εμπιστοσύνη, τη λογοδοσία και τις διαδικασίες ανατροφοδότησης πολιτικής σε ευρωπαϊκό επίπεδο (+/- σε εθνικό ή τοπικό επίπεδο σε ορισμένες εθνικές περιπτώσεις),** δεδομένου του εκλογικού πλαισίου. Θα βοηθήσει στην κατανόηση του τρόπου με τον οποίο η εμπιστοσύνη και η δυσπιστία κινητοποιούνται σε ένα εκλογικό πλαίσιο και στη διερεύνηση:*

- *Της σημασίας της εκλογής για την αντιμετώπιση των τρεχόντων προβλημάτων.*
- *Της επιλογή ψήφου.*
- *Της σημασία της κοινότητας, εγγύτητα με εκπρόσωπο, ανακατανομή της εξουσίας σε ανεξάρτητους οργανισμούς ή εμπειρογνώμονες*

ITALIAN

Lo scenario dei focus group deve essere costruito in sequenze (da 20 a 50 minuti ciascuna).

Le domande principali sono contrassegnate dal colore blu. Le domande principali sono obbligatorie e devono essere poste così come sono, nella sequenza stabilita.

Le domande supplementari sono contrassegnate dal corsivo nero. Le domande complementari sono variabili: il gruppo può pensare a diverse domande complementari o il moderatore può decidere di porre una domanda complementare in corso d'opera, a seconda dell'andamento della discussione. Se i partecipanti rispondono attivamente alla domanda principale, potrebbero non essere necessarie domande supplementari. Essenziale: non è necessario porre tutte le domande supplementari elencate in questa guida, altrimenti il FGD durerà ben oltre le 2 ore indicate.

Durante la preparazione dei FGD, sentitevi liberi di decidere il formato della guida stampata: potete elencare domande supplementari per essere sicuri, potete aumentare lo spazio tra le righe per aggiungere osservazioni ecc.

È essenziale che il moderatore utilizzi la guida per ricordare le domande e la loro sequenza: non deve leggere letteralmente le domande ai partecipanti.

La natura delle domande e l'esigenza di reazioni rispondenti richiedono che il moderatore sia uno scienziato sociale/politico - o almeno ben informato sul sistema politico nazionale, sui problemi attuali e sulle questioni del paese.

INTRODUZIONE [10 MIN]

Salve, mi chiamo ...; sono un ricercatore di .....

Innanzitutto, grazie per aver accettato di partecipare a questo progetto. Oggi vi abbiamo invitato a partecipare a una discussione collettiva. Il nostro obiettivo con questa discussione è capire come i cittadini vedono e discutono alcune importanti questioni sociali e politiche.

Per la nostra ricerca terremo diverse discussioni di gruppo di questo tipo in 6 Paesi (Repubblica Ceca, Francia, Grecia, Italia, Polonia, Romania). Vi abbiamo riuniti oggi perché siete [*inserire la caratteristica principale, formulata in senso lato: giovani sotto i 30 anni, pensionati, persone che vivono in aree periferiche, studenti, ecc*] e ci interessa sapere cosa pensano (studenti, pensionati, ecc.), ma naturalmente ognuno di voi ha un background diverso.

Tutte le vostre idee sono benvenute, non c'è una risposta giusta o sbagliata e vi incoraggiamo a esprimervi liberamente, sia che siate d'accordo o meno con gli altri membri del gruppo.

Prima di iniziare, vorrei spiegare brevemente come si svolgerà la discussione. La discussione durerà in totale circa 2 ore.

Come indicato nel modulo di consenso, la discussione è anonima, il che significa che potete scegliere uno pseudonimo per la durata della discussione, e sarà questo pseudonimo a essere utilizzato nella ricerca (se non scegliete uno pseudonimo, saremo noi stessi a rendere anonima la trascrizione).

Le registrazioni audio e video saranno utilizzate solo per trascrivere gli scambi e per scopi di ricerca. Non verrà fatto alcun collegamento tra la vostra identità, lo pseudonimo scelto e il contenuto della discussione; queste informazioni sono tenute separate l'una dall'altra.

Tutte le precisazioni su come conserveremo e utilizzeremo le registrazioni sono spiegate nel modulo di consenso che dovete firmare prima di iniziare la discussione. Vi lascio 2 minuti per leggerlo e firmarlo. È importante perché dichiara che saremo vincolati nell'uso dei dati raccolti attraverso la nostra ricerca dal regolamento europeo sui dati personali.

Cercheremo di mantenere la discussione il più fluida possibile. Vogliamo sentire le vostre opinioni, qualunque esse siano, e le vostre esperienze personali sugli argomenti che tratteremo. Ciò significa che non prenderò parte alla conversazione, ma mi limiterò a porvi alcune domande per alimentare i vostri scambi e a scrivere le vostre opinioni sulla lavagna. Non siamo qui per mettervi alla prova: non c'è una risposta giusta o sbagliata a nessuna domanda. Il nostro interesse è scoprire di più su ciò che le persone pensano sui temi che discuteremo tra poco.

Speriamo di mantenere la discussione fluida e per questo motivo avremo alcune regole da seguire durante gli scambi.

In primo luogo, le idee emerse dalla vostra conversazione saranno scritte su questi cartoncini, che poi pubblicheremo su questa lavagna perché tutti possano vederle e tenerle a mente.

In secondo luogo, nessun contributo deve durare più di trenta secondi, in modo che tutti abbiano la possibilità di parlare e intervenire. Se qualcuno supera il tempo assegnato, gli mostrerò questo adesivo (adesivo del tempo), il che significa che deve finire la sua frase e fermarsi. Se invece continua, non esiterò a interromperlo e lo potranno fare anche gli altri partecipanti.

In terzo luogo, vi chiederemo di non parlare in piccoli gruppi, ma di parlare con tutto il gruppo. Tutto ciò che avete da dire è interessante, quindi sentitevi liberi di parlare.

Infine, se volete dissentire, reagire o fare una domanda su qualcosa che un altro partecipante ha detto, invece di interrompere, sollevate la flash card che vi è stata data. Prenderò nota della vostra flash card e la scriverò sulla lavagna, così potremo tornare a parlarne in seguito.

Prima di iniziare, vorrei che tutti si presentassero (dando il nome che hanno scelto per la discussione), compresi i membri del gruppo di ricerca (dicendo anche qual è il loro ruolo).

Ora iniziamo.

Sequenza 1 [35-45 min]

Problemi importanti e risposte esistenti: soddisfazione per il sistema politico

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1.1. Quali sono, secondo lei, i problemi e le preoccupazioni più importanti che stiamo affrontando in questo momento?

[Consiglio di moderazione: l'idea è quella di far elencare ai partecipanti alcuni importanti problemi sociali e politici, ma non deve durare troppo a lungo; il moderatore dovrebbe passare alla domanda 1.2 dopo 5 minuti, altrimenti l'elenco è potenzialmente infinito].

1.2. Chi si occupa di questi problemi? [E stanno facendo un buon lavoro? E perché?].

Se i partecipanti non reagiscono, il moderatore può usare le schede degli attori, a partire dal governo [il governo; il parlamento; i governi locali; i cittadini stessi; l'UE; gli esperti; le ONG; le agenzie].

Se i partecipanti condividono le valutazioni sull'operato delle varie istituzioni, assicuratevi che siano accompagnate da una giustificazione, cioè dal motivo per cui i partecipanti pensano che il governo stia facendo un buon o cattivo lavoro.

1.3. Di chi vi fidereste per occuparvi di questi problemi? Perché pensate che lo farebbero in modo diverso?

Il moderatore può utilizzare le schede attore [il governo; il parlamento; i governi locali; i cittadini; l'UE; gli esperti; le ONG agenzie] e ripetere le domande con altri attori quando non sono citati.

1.4. Avete/non avete citato l'immigrazione (e i rifugiati) come una delle principali preoccupazioni. L'immigrazione è considerata da alcuni cittadini e partiti come uno dei principali problemi che stiamo affrontando. I decisori in carica vengono incolpati della situazione. Cosa ne pensate?

A seconda dell'orientamento della discussione, il moderatore può porre domande supplementari: Perché pensate che il governo stia facendo un buon o cattivo lavoro nel gestire il problema dell'immigrazione nel nostro Paese? I cittadini dovrebbero essere consultati quando il governo prende una decisione sull'accoglienza degli immigrati? Si dovrebbero seguire le politiche dell'UE o ogni Paese dovrebbe essere lasciato libero di decidere da solo? Altre domande supplementari possono essere formulate a seconda della situazione e del contesto migratorio specifico del Paese.

1.5. C'è un'iniziativa del governo locale o nazionale di cui è veramente soddisfatto, quale e perché?

Questa sequenza ha lo scopo di aprire la discussione senza imporre un argomento specifico. Le domande sono pensate per iniziare a raccogliere dati su (1) questioni e problemi più importanti per i cittadini e il Paese; (2) chi si fida di chi, per cosa e come. Ci concentriamo poi su una preoccupazione che potrebbe essere stata citata o meno dai partecipanti (l'immigrazione). L'obiettivo è quello di esplorare (3) come il contesto, in particolare la crisi, possa rafforzare o inibire la fiducia. Infine, chiediamo ai partecipanti di citare un ambito politico di cui sono soddisfatti, per esplorare i legami tra fiducia politica e soddisfazione dei risultati/preferenze politiche. L'osservazione delle interazioni (argomentazioni, giustificazioni) ci consentirà anche di raccogliere dati sulle (4) indicazioni e sul tipo di informazioni su cui le persone fanno affidamento per costruire e giustificare la loro fiducia. L'introduzione di attori come le agenzie indipendenti potrebbe aiutare ad affrontare la deresponsabilizzazione, l'introduzione di cittadini (se non già citati) potrebbe introdurre questioni di democrazia diretta o innovazioni democratiche, ecc.

Sequenza 2 [50 min]

Fiducia e affidabilità del sistema politico e delle istituzioni

2.1. Ecco un elenco di qualità che i politici che ci rappresentano dovrebbero possedere. Se dovesse scegliere le tre qualità più importanti, quali sarebbero?

Ci sono altre qualità importanti che vi aspettate da un politico e che non sono presenti nell'elenco?

Carte di qualità: competenti, qualificati, efficienti, onesti, trasparenti, corretti, rispettosi, vicini alle persone, empatici, capaci di ascoltare, coraggiosi, laboriosi.

2.2. Ecco uno schema su come si decide in [nostro Paese], secondo la nostra Costituzione.

(Schema disegnato su cartoncino con attori e frecce - altri attori, come ONG, agenzie, UE, sono inseriti nel cartellone ma non nello schema. Ogni squadra deve disegnare lo schema per il proprio Paese. Lo schema non deve essere troppo dettagliato per non confondere i partecipanti, ma deve elencare tutti i principali attori politici).

- **Cosa ne pensate?**

  Consiglio di moderazione: Se la fiducia non emerge dalle risposte, fate una domanda più specifica sulla fiducia: **Ti fidi di queste istituzioni per decidere le cose nel nostro Paese? Se no, perché?**

- **E come pensate che le decisioni dovrebbero essere prese idealmente ("da chi" e "perché")?**
  (modificate lo schema in base ai loro consigli - poi fotografate i risultati)

Consigli di moderazione: quando viene proposto un cambiamento, chiedere ai partecipanti se sono d'accordo; quando viene citato un altro attore ("noi", "il popolo", ecc.), chiedere cosa si intende con esso; cercare di sottolineare le potenziali affermazioni/proposte conflittuali per far reagire gli altri partecipanti..

Come per il punto 1.3, anche in questo caso siamo interessati a scoprire se alcune istituzioni politiche sono percepite come più affidabili e credibili per prendere le decisioni.

2.3. Quando cerca informazioni politiche, di chi o quali media si fida? Perché?

Altre domande per facilitare la discussione: Tutte le fonti possono essere ugualmente affidabili quando presentano notizie e informazioni politiche? Come scegliete quale fonte mediatica utilizzare? Preferite un solo giornale/un canale televisivo/un portale internet o preferite confrontare le notizie e le informazioni politiche provenienti da diverse fonti?

OPZIONALE. 2.4. Se un'assemblea di cittadini, che riunisce persone di diversa provenienza, decidesse su importanti questioni politiche, vi fidereste di loro? Vorreste partecipare?

Questa domanda è piuttosto specifica rispetto alle altre. Non deve essere posta se già menzionata dai partecipanti. Può anche essere saltata se il tempo a disposizione è poco (controllare se sono passati più di 90 minuti dall'inizio; se sì, non chiedere il punto 2.4).

Questa seconda sequenza è stata progettata per raccogliere dati sulla concezione che i cittadini hanno del ruolo delle élite politiche, del proprio ruolo nel sistema politico e della natura del legame rappresentativo, per approfondire la relazione tra aspettative, concezione della democrazia e fiducia. L'obiettivo è capire, più in generale, quali concezioni della democrazia sono alla base della decisione dei cittadini di fidarsi o meno di un'istituzione/attore.

*Lo schema iniziale dovrebbe essere molto semplice e presentare le principali istituzioni democratiche. Il moderatore guida poi i partecipanti chiedendo loro di inserire, spostare o rimuovere altri attori nello schema (cittadini, OSC, UE, esperti...). In ogni fase, la persona incaricata di prendere appunti dovrebbe scattare una foto dello schema per tenerne traccia. Questo dovrebbe essere incluso nell'analisi della trascrizione. Aggiungete un semplice schema iniziale per il vostro Paese. Si veda il seguente esempio per la Francia. **Si prega di redigere uno schema simile per il proprio Paese e di inviarlo al Coordinatore del progetto prima dell'inizio dei FGD.***

Esempio per la Francia:
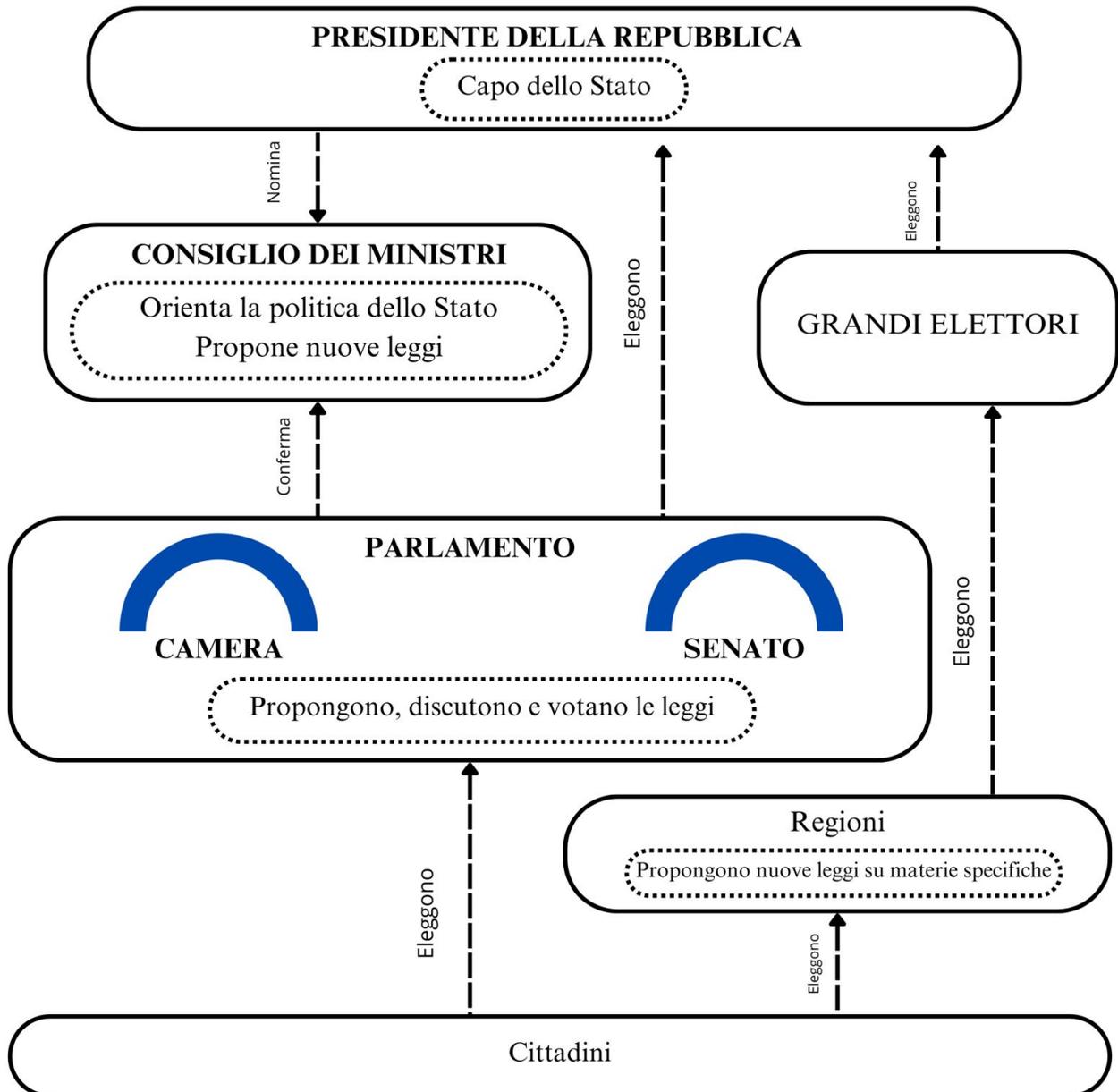
Altri attori: "un'assemblea di cittadini che riunisce persone di diversa provenienza"; "le OSC", "sindacati", ""esperti", "l'UE", "la stampa", "giudici"...

L'obiettivo è osservare come discutono e argomentano per (ri)costruire collettivamente lo schema.

Sequenza 3 [25 min]

La fiducia nell'UE nel contesto delle elezioni europee

NB: Quando si tengono altre elezioni più o meno nello stesso periodo (elezioni presidenziali in Slovacchia, elezioni locali o nazionali in Polonia), possiamo adattare le ultime tre domande in modo che si adattino ai due tipi di elezioni.

3.1. Come forse sapete, le elezioni europee si terranno a breve, all'inizio di giugno. Avete intenzione di votare alle prossime elezioni europee?

Chiedete ai partecipanti di scrivere la loro risposta su un foglio che consegneranno al moderatore, il quale metterà tutte le risposte sulla lavagna senza dire chi ha detto cosa. Le risposte possono essere di tipo sì/no o più lunghe, scritte in forma libera, senza alcuna scala di valutazione.

3.2. Secondo lei, quali sono le ragioni per votare o astenersi a queste elezioni?

3.3. Negli ultimi anni, le nostre vite sono state colpite da crisi internazionali come la guerra in Ucraina. Nella visuale che segue, l'UE sostiene di occuparsi delle conseguenze della crisi per i cittadini dell'Unione. Vi fidate che l'UE lo faccia?

Se le persone rispondono di sì e sembrano essere informate sull'UE, il moderatore potrebbe chiedere loro: di quali organi dell'UE vi fidate di più per gestire questa crisi?

Si prega di utilizzare la stessa immagine in tutti i Paesi. Questa immagine può essere trovata e scaricata in tutte le lingue dell'UE all'indirizzo https://you-are-eu.europa.eu/index_fr.

*Questa sequenza intende portare i partecipanti a parlare di **fiducia, responsabilità e processi di feedback politico a livello europeo (+/- a livello nazionale o locale in alcuni casi nazionali)**, dato il contesto elettorale. Aiuterà a capire come la fiducia e la sfiducia vengono mobilitate in un contesto elettorale e ad esplorare:*

- *importanza delle elezioni per gestire i problemi attuali.*
- *scelta di voto.*
- *importanza della comunità, vicinanza al rappresentante, riassegnazione del potere ad agenzie o esperti indipendenti*

POLISH

WPROWADZENIE [10 MIN]

Witam, nazywam się Kornelia Batko jestem pracownikiem naukowym Uniwersytetu Śląskiego w Katowicach.

Przede wszystkim bardzo dziękuję za wyrażenie zgody na udział w tym projekcie. Zaprosiliśmy Was dzisiaj do wzięcia udziału w zbiorowej dyskusji. Naszym celem jest zrozumienie, w jaki sposób obywatele postrzegają i omawiają niektóre ważne kwestie społeczne i polityczne.

W ramach naszych badań przeprowadzimy kilka tego typu dyskusji grupowych w 6 krajach (Czechy, Francja, Grecja, Włochy, Polska, Rumunia). Zebraliśmy was dzisiaj, ponieważ jesteście [wstaw główną cechę, sformułowaną ogólnie: młodzi ludzie poniżej 30 roku życia, emeryci, osoby mieszkające na obszarach podmiejskich, studenci itp.] i jesteśmy zainteresowani tym, co myślą (studenci, emeryci itp.), ale oczywiście każdy z was ma inne pochodzenie.

Wszystkie pomysły są mile widziane, nie ma dobrej lub złej odpowiedzi i zachęcamy do swobodnego wyrażania siebie, niezależnie od tego, czy zgadzasz się z innymi członkami grupy, czy nie.

Zanim zaczniemy, chciałbym krótko wyjaśnić, jak będzie przebiegać dyskusja. Dyskusja potrwa łącznie około 2 godzin.

Jak wspomniano w formularzu zgody, dyskusja jest anonimowa, co oznacza, że możesz wybrać pseudonim na czas trwania dyskusji i to właśnie ten pseudonim zostanie wykorzystany w badaniu (jeśli nie wybierzesz pseudonimu, sami zanonimizujemy transkrypcję).

Nagrania audio i wideo będą wykorzystywane wyłącznie do transkrypcji rozmów i do celów badawczych. Nie będzie żadnego powiązania między tożsamością użytkownika, wybranym pseudonimem i treścią dyskusji; te informacje są od siebie oddzielone.

Wszystkie szczegóły dotyczące sposobu przechowywania i wykorzystywania nagrań są wyjaśnione w formularzu zgody, który należy podpisać przed rozpoczęciem dyskusji. Zostawiam Wam 2 minuty na przeczytanie i podpisanie go. Jest to ważne, ponieważ stwierdza, że będziemy zobowiązani do wykorzystywania danych, które zbieramy w ramach naszych badań, zgodnie z europejskim rozporządzeniem w sprawie danych osobowych.

Postaramy się, aby dyskusja była jak najbardziej płynna. Chcemy usłyszeć wasze opinie i osobiste doświadczenia na tematy, które będziemy omawiać. Oznacza to, że nie będę brała udziału w rozmowie, a jedynie zadam ci kilka pytań, aby zachęcić cię do wymiany poglądów, a także do zapisywania swoich opinii na tablicy. Nie jesteśmy tu po to, by cię testować - nie ma dobrej ani złej odpowiedzi na żadne pytanie. Naszym celem jest dowiedzieć się więcej o tym, co ludzie myślą o kwestiach, które za chwilę omówimy.

Mamy nadzieję, że dyskusja będzie płynna i z tego powodu będziemy mieć kilka zasad, których należy przestrzegać w jej czasie.

Po pierwsze, pomysły, które pojawią się w rozmowie, zostaną zapisane na tych kartach, które następnie przykleimy na tej tablicy, aby wszyscy mogli je zobaczyć i mieć na uwadze.

Po drugie, żadna wypowiedź nie powinna trwać dłużej niż trzydzieści sekund, aby każdy miał szansę zabrać głos i się wypowiedzieć. Jeśli ktoś przekroczy wyznaczony czas, pokażę mu tę naklejkę (naklejkę czasu), co oznacza, że musi dokończyć zdanie i zakończyć wypowiedź. Jeśli jednak będziesz kontynuować, nie zawaham się przerwać, a inni uczestnicy też mogą.

Po trzecie, poprosimy Was, abyście nie rozmawiali w małych grupach, ale w ramach całej grupy. Wszystko, co macie do powiedzenia, jest interesujące, więc nie krępujcie się zabierać głosu.

Wreszcie, jeśli chcesz się nie zgodzić, zareagować lub zadać pytanie na temat wypowiedzi innego uczestnika, zamiast przerywać, podnieś kartę flash, którą otrzymałeś. Zwrócę uwagę na twój flash i zapiszę go na tablicy, abyśmy mogli później do niego wrócić.

Zanim zaczniemy, chciałabym, aby wszyscy się przedstawili (podając imię, które wybrali do dyskusji), w tym członków zespołu badawczego (powiedz też, jaka jest ich rola).

Teraz zaczynamy.

Sekwencja 1 [35-45 min]

Ważne problemy i istniejące odpowiedzi: zadowolenie z systemu politycznego

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1.1. Jakie są według Ciebie najważniejsze problemy i obawy, przed którymi obecnie stoimy?

[Porada moderatora: chodzi o to, aby uczestnicy wymienili kilka ważnych problemów społecznych i politycznych, ale nie powinno to trwać zbyt długo; moderator powinien przejść do pytania 1.2 po 5 minutach, w przeciwnym razie lista może być nieskończona].

1.2. Kto zajmuje się tymi kwestiami? [Czy dobrze wykonują swoją pracę i dlaczego?]

Jeśli uczestnicy nie reagują, moderator może użyć kart aktorów, zaczynając od rządu [rząd; parlament; samorządy; sami obywatele; UE; eksperci; organizacje pozarządowe; agencje].

Jeśli uczestnicy dzielą się oceną pracy różnych instytucji, upewnij się, że towarzyszy im uzasadnienie, tj. dlaczego uczestnicy uważają, że rząd wykonuje dobrą / złą pracę.

1.3. Komu powierzyłbyś zajęcie się tymi sprawami? Dlaczego uważasz, że zrobiłyby to inaczej?

Moderator może korzystać z kart aktorów [rząd; parlament; samorządy lokalne; obywatele; UE; eksperci; organizacje pozarządowe; agencje] i powtarzać pytania z innymi aktorami, gdy nie są cytowani.

1.4. Wymieniłeś/nie wymieniłeś imigracji (i uchodźców) jako jednego z głównych problemów. Imigracja jest uważana przez niektórych obywateli i partie za jeden z głównych problemów, przed którymi obecnie stoimy. Obecni decydenci są obwiniani za tę sytuację. Co Ty o tym sądzisz?

W zależności od kierunku dyskusji moderator może zadać dodatkowe pytania: Dlaczego uważasz, że rząd wykonuje dobrą/złą robotę w zarządzaniu kwestią imigracji w naszym kraju? Czy należy konsultować się z obywatelami, gdy rząd podejmuje decyzję o przyjęciu imigrantów? Czy należy przestrzegać polityki UE, czy też każdy kraj powinien mieć możliwość samodzielnego podejmowania decyzji? Dalsze pytania uzupełniające można sformułować w zależności od sytuacji i kontekstu migracyjnego w danym kraju.

1.5. Czy istnieje inicjatywa władz lokalnych lub krajowych, z której jesteś naprawdę zadowolony, która z nich i dlaczego?

Ta sekwencja ma na celu otwarcie dyskusji bez narzucania konkretnego tematu. Pytania mają na celu rozpoczęcie zbierania danych na temat (1) najważniejszych kwestii i problemów dla obywateli i kraju; (2) kto komu ufa, w jakim celu i w jaki sposób. Następnie skupiamy się na jednym problemie, który mógł, ale nie musiał być wymieniany przez uczestników (imigracja). Ma to na celu zbadanie (3), w jaki sposób kontekst, zwłaszcza kryzys, może zwiększać lub hamować zaufanie. Na koniec prosimy uczestników o podanie dziedziny polityki, z której są zadowoleni, aby zbadać powiązania między zaufaniem politycznym a satysfakcją z wyników / preferencjami politycznymi. Obserwacja interakcji (argumenty, uzasadnienia) umożliwi nam również gromadzenie danych na temat (4) wskazówek i rodzaju informacji, na których ludzie polegają, aby budować i uzasadniać swoje zaufanie. Wprowadzenie podmiotów, takich jak niezależne agencje, może pomóc w walce z deresponsywizacją, wprowadzenie obywateli (jeśli nie są jeszcze cytowani) może wprowadzić kwestie demokracji bezpośredniej lub innowacji demokratycznych itp.

Sekwencja 2 [50 min]

Zaufanie i wiarygodność systemu politycznego i instytucji

2.1. Oto lista cech, które zdaniem ludzi powinni posiadać reprezentujący nas politycy. Gdybyś miał wybrać trzy najważniejsze cechy, jakie by to były?

Czy są inne ważne cechy, których oczekujesz od polityka, a których nie ma na liście?

Karty jakości: wykwalifikowany, profesjonalny, wydajny, uczciwy, przejrzysty, sprawiedliwy, pełen szacunku, bliski ludziom, empatyczny, słuchający, odważny, pracowity.

2.2. Oto schemat tego, jak podejmowane są decyzje w Polsce, zgodnie z naszą konstytucją.

(Schemat narysowany na kartce z podmiotami i strzałkami - inne podmioty, takie jak organizacje pozarządowe, agencje, UE, są umieszczane na planszy, ale nie w schemacie. Każdy zespół musi narysować schemat dla swojego kraju. Schemat nie powinien być zbyt szczegółowy, aby nie zmylić uczestników, ale powinien zawierać listę wszystkich głównych aktorów politycznych.)

- **Co o tym myślisz?** *Porada dotycząca moderowania: Jeśli zaufanie nie pojawia się w odpowiedziach, zadaj bardziej szczegółowe pytanie dotyczące zaufania:* **Czy ufasz tym instytucjom, że decydują o sprawach w naszym kraju? Jeśli nie, to dlaczego?**

- **W jaki sposób decyzje powinny być podejmowane ("przez kogo" i "dlaczego")?** *(zmień schemat zgodnie z ich radą - a następnie zrób zdjęcie wyników).*

Porada moderatora: gdy proponowana jest zmiana, zapytaj uczestników, czy się zgadzają; gdy wspomniany jest inny aktor ("my", "ludzie" itp.), zapytaj, co przez to rozumieją; spróbuj podkreślić potencjalne konfliktowe roszczenia / propozycje, aby skłonić innych uczestników do reakcji.

Podobnie jak w punkcie 1.3, tutaj przede wszystkim chcemy dowiedzieć się, czy niektóre instytucje polityczne są postrzegane jako bardziej wiarygodne i godne zaufania przy podejmowaniu decyzji.

2.3. Komu lub jakim mediom ufasz, szukając informacji politycznych? Dlaczego?

Dalsze pytania ułatwiające dyskusję: Czy wszystkim źródłom można ufać w równym stopniu, gdy prezentują wiadomości i informacje polityczne? Jak wybrać źródło mediów, z którego chcesz korzystać? Czy preferujesz jedną (ulubioną) gazetę/kanał telewizyjny/portal internetowy - czy raczej porównujesz wiadomości i informacje polityczne z różnych źródeł?

OPCJONALNIE. 2.4. Gdyby zgromadzenie obywatelskie, skupiające ludzi z różnych środowisk, miało decydować o ważnych sprawach politycznych, czy zaufałbyś im? Czy chciałbyś w nim uczestniczyć?

To pytanie jest dość specyficzne w porównaniu z innymi. Nie będzie zadawane, jeśli zostało już zadane przez uczestników. Można je również pominąć, jeśli czas się kończy (sprawdź, czy od rozpoczęcia minęło więcej niż 90 minut; jeśli tak - nie zadawaj pytania 2.4).

Ta druga sekwencja ma na celu zebranie danych na temat koncepcji obywateli dotyczących roli elit politycznych, ich własnej roli w systemie politycznym i charakteru powiązania przedstawicielskiego, aby zagłębić się w związek między oczekiwaniami, koncepcjami demokracji i zaufaniem. Naszym celem jest zrozumienie, bardziej ogólnie, jakie koncepcje demokracji leżą u podstaw decyzji obywateli o zaufaniu lub braku zaufania do instytucji/działacza.

Początkowy schemat powinien być bardzo prosty i przedstawiać główne instytucje demokratyczne. Następnie moderator prowadzi uczestników, prosząc ich o umieszczenie, przeniesienie lub usunięcie dodatkowych podmiotów ze schematu (obywateli, organizacji społeczeństwa obywatelskiego, UE, ekspertów...). Na każdym etapie osoba odpowiedzialna za sporządzanie notatek powinna zrobić zdjęcie schematu w celu zachowania śladu. Powinno to zostać uwzględnione w analizie transkrypcji.
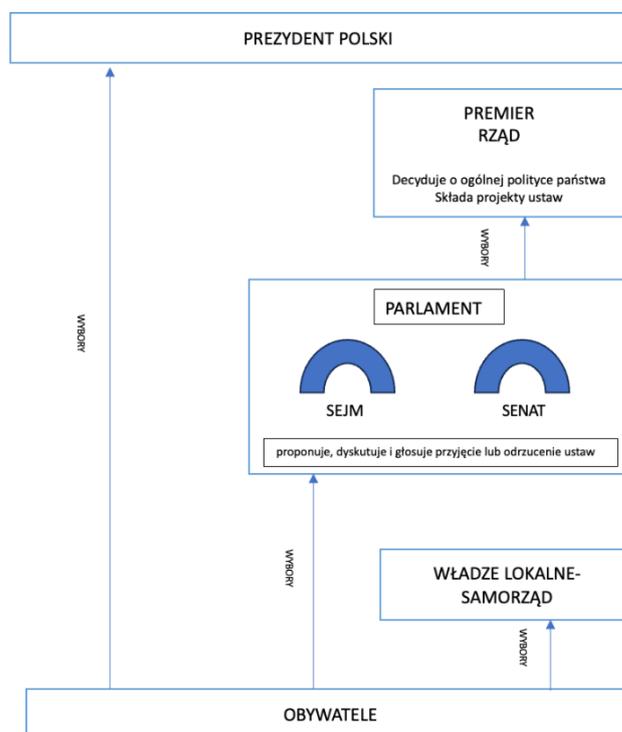
Dodatkowe podmioty: "zgromadzenie obywatelskie skupiające ludzi z różnych środowisk" ; "CSO", "związki zawodowe", ""eksperci", "UE", "prasa", "sędziowie"....

Celem jest obserwacja, w jaki sposób dyskutują i argumentują, aby wspólnie (ponownie) zbudować system.

Sekwencja 3 [25 min]

Zaufanie do UE w kontekście wyborów europejskich

Uwaga: Jeśli inne wybory odbywają się mniej więcej w tym samym czasie (wybory prezydenckie na Słowacji, wybory lokalne lub krajowe w Polsce), możemy dostosować trzy ostatnie pytania tak, aby pasowały do dwóch rodzajów wyborów.

3.1. Jak zapewne wiesz, na początku czerwca odbędą się wybory europejskie. Czy planujesz głosować w następnych wyborach europejskich?

Poproś uczestników, aby zapisali swoje odpowiedzi na kartce papieru, którą przekazują moderatorowi, który umieszcza wszystkie odpowiedzi na tablicy, nie mówiąc, kto co powiedział. Odpowiedzi mogą być tak/nie lub dłuższe, zapisane w dowolnej formie, bez ustawionej skali.

3.2. Jakie są według Ciebie powody głosowania lub wstrzymania się od głosu w tych wyborach?

3.3. W ostatnich latach na nasze życie miały wpływ kryzysy międzynarodowe, takie jak wojna na Ukrainie. W poniższej wizualizacji UE twierdzi, że zajmie się konsekwencjami kryzysu dla obywateli UE. Czy ufasz, że UE to zrobi?

Jeśli ludzie odpowiedzą twierdząco i wydają się mieć wiedzę na temat UE, moderator może zapytać ich: którym organom UE ufasz najbardziej, jeśli chodzi o radzenie sobie z tym kryzysem?

Wolność, pokój i niezależność energetyczna.
TY JESTEŚ EUROPĄ.

Ta sekwencja ma na celu zachęcenie uczestników do rozmowy o zaufaniu, odpowiedzialności i procesach informacji zwrotnej na poziomie europejskim (+/- na poziomie krajowym lub lokalnym w niektórych przypadkach krajowych), biorąc pod uwagę kontekst wyborczy. Pomoże to zrozumieć, w jaki sposób zaufanie i nieufność są mobilizowane w kontekście wyborczym oraz zbadać

- znaczenie wyborów dla rozwiązywania bieżących problemów

- wybór głosowania.

- znaczenie społeczności, bliskość przedstawiciela, ponowne przekazanie władzy niezależnym agencjom lub ekspertom.

ROMANIAN

GHIDUL DISCUȚIEI DE GRUP (FOCUS GRUP - FG)

Scenariul FG trebuie să fie construit în secvențe (20-50 de minute fiecare).

Întrebările principale sunt marcate cu culoarea albastră. Întrebările principale sunt obligatorii și trebuie să fie adresate așa cum sunt, în ordinea stabilită.

Întrebările suplimentare sunt marcate cu caractere italice negre. Întrebările suplimentare sunt variate: echipa se poate gândi la diferite întrebări suplimentare sau moderatorul poate decide să adreseze o întrebare suplimentară pe parcurs, în funcție de evoluția discuției. În cazul în care participanții dvs. răspund activ la întrebarea principală, este posibil să nu aveți nevoie de întrebări suplimentare. Esențial: nu trebuie să puneți toate întrebările suplimentare enumerate în acest ghid, deoarece altfel discuția va dura mult peste cele 2 ore indicate.

Când vă pregătiți pentru FG, puteți modifica formatul ghidului tipărit - puteți lista întrebări suplimentare, puteți mări spațiul dintre rânduri pentru a adăuga observații etc., puteți schimba fonturile și culorile (atâta timp cât puteți diferenția clar întrebările principale din ghid).

Este esențial ca moderatorul să folosească ghidul pentru a reține întrebările și succesiunea acestora, dar moderatorul nu trebuie să citească literalmente întrebările participanților.

Natura întrebărilor și necesitatea de a avea reacții de răspuns necesită ca moderatorul să fie un specialist în științe sociale/politice - sau cel puțin să fie bine informat despre sistemul politic național, problemele curente, problemele din țară.

<div align="center">

INTRODUCERE [10 MIN]

</div>

Bună ziua, numele meu este ... și sunt cercetător la ... .

În primul rând, vă mulțumesc pentru că ați acceptat să participați la acest proiect. V-am invitat astăzi să luați parte la o discuție colectivă. Scopul nostru prin această discuție este de a înțelege modul în care cetățenii privesc și discută unele probleme sociale și politice importante.

Organizăm mai multe discuții de grup de acest tip pentru cercetarea noastră în 6 țări (Cehia, Franța, Grecia, Italia, Polonia, România). V-am adunat astăzi pentru că sunteți [*inserați caracteristica principală, formulată în linii mari: tineri sub 30 de ani, pensionari, persoane care locuiesc în zone suburbane,* studenți *etc.*] și suntem interesați de ceea ce gândesc (*studenții, pensionarii etc.*), dar, desigur, fiecare dintre voi are și alte caracteristici decât cele menționate.

Toate ideile dumneavoastră sunt binevenite, nu există un răspuns corect sau greșit și vă încurajăm să vă exprimați liber, indiferent dacă sunteți de acord sau nu cu ceilalți membri ai grupului.

Înainte de a începe, aș dori să explic pe scurt cum se va desfășura discuția. Discuția va dura în total aproximativ 2 ore.

După cum se menționează în formularul de consimțământ, discuția este anonimă, ceea ce înseamnă că vă puteți alege un pseudonim pe durata discuției, iar acest pseudonim va fi utilizat în cadrul cercetării (chiar dacă nu alegeți un pseudonim, noi vom anonimiza transcrierea).

Înregistrările audio și video vor fi folosite doar pentru a transcrie schimburile și în scopuri de cercetare. Nu se va face nicio legătură între identitatea dvs., pseudonimul ales și conținutul discuției; aceste informații sunt păstrate separat una de cealaltă.

Toate precizările referitoare la modul în care vom păstra și utiliza înregistrările sunt explicate în formularul de consimțământ pe care trebuie să îl semnați înainte de a începe discuția. Vă las 2 minute să îl citiți și să îl semnați. Este important, deoarece în el se afirmă că vom fi obligați să folosim datele pe care le colectăm în cadrul cercetării noastre în conformitate cu regulamentul european privind datele cu caracter personal.

Vom încerca să lăsăm discuția să decurgă normal. Dorim să vă ascultăm și să vă auzim opiniile, oricare ar fi ele, și experiențele personale pe marginea subiectelor pe care le vom discuta. Acest lucru înseamnă că nu voi participa la conversație, ci doar vă voi pune câteva întrebări pentru a vă alimenta propriile schimburi de opinii, precum și pentru a vă scrie opiniile pe tablă. Nu suntem aici pentru a vă testa cu privire la nimic - nu există un răspuns corect sau greșit la nicio întrebare. Interesul nostru este să aflăm mai multe despre ceea ce cred oamenii despre problemele pe care le vom discuta în câteva momente.

Sperăm să menținem o discuție fluidă și, din acest motiv, avem câteva reguli de urmat.

În primul rând, ideile care reies din conversația voastră vor fi scrise pe aceste cartonașe, pe care le vom pune apoi pe acest panou pentru ca toată lumea să le vadă și să le țină minte.

În al doilea rând, nicio intervenție nu ar trebui să dureze mai mult de treizeci de secunde, astfel încât toată lumea să aibă șansa de a vorbi și de a interveni. Dacă cineva depășește timpul alocat, vă voi arăta acest carton (*cartonul de timp*), ceea ce înseamnă că trebuie să vă terminați fraza și să vă opriți. Dacă totuși continuați, nu voi ezita să vă întrerup, iar ceilalți participanți pot face la fel.

În al treilea rând, vă vom ruga să nu vorbiți în grupuri mici, ci să vorbiți cu întregul grup. Tot ceea ce aveți de spus este interesant, așa că vă rugăm să vă simțiți liberi să vorbiți.

În cele din urmă, dacă doriți să nu fiți de acord, să reacționați sau să puneți o întrebare cu privire la ceva ce a spus un alt participant, în loc să îl întrerupeți, ridicați cartonașul pe care l-ați primit. Voi lua notă de acest lucru, voi scrie pe tablă, astfel încât vom putea reveni la dv. ulterior.

Înainte de a începe, aș dori ca toată lumea să se prezinte (dându-și numele ales pentru discuție), inclusiv membrii echipei de cercetare (*spuneți și care este rolul lor*).

Acum vom începe.

Secvența 1 [35-45 min]
Probleme importante și răspunsuri existente: satisfacția față de sistemul politic

1.1. Care considerați că sunt cele mai importante probleme și preocupări cu care ne confruntăm în acest moment?

[Sfatul moderatorului: ideea este de a face participanții să enumere câteva probleme sociale și politice importante, dar nu trebuie să dureze prea mult; moderatorul trebuie să treacă la întrebarea 1.2 după 5 minute, altfel lista poate fi infinită].

1.2. Cine se ocupă de aceste probleme? [Și fac o treabă bună? Și de ce?]

În cazul în care participanții nu reacționează, moderatorul poate folosi cartonașe cu actori, începând cu guvernul [guvernul; parlamentul; guvernele locale; cetățenii înșiși; UE; experți; ONG-uri; agenții].

În cazul în care participanții împărtășesc evaluări ale activității diferitelor instituții, asigurați-vă că acestea sunt însoțite de o justificare, de exemplu, de ce cred participanții că guvernul face o treabă bună sau proastă.

1.3. În cine ați avea încredere să se ocupe de aceste probleme? De ce credeți că ar proceda diferit?

Moderatorul poate folosi carduri de actor [guvernul; parlamentul; guvernele locale; cetățenii; UE; experții; ONG-urile]. ; agenții] și să repete întrebările cu alți actori atunci când nu sunt citați.

1.4. Ați citat/nu ați citat imigrația (și refugiații) ca fiind una dintre principalele preocupări. Imigrația este considerată de unii cetățeni și partide ca fiind una dintre principalele probleme cu care ne confruntăm în prezent. Factorii de decizie în funcție sunt învinuiți pentru această situație. Ce părere aveți despre aceasta?

În funcție de direcția discuției, moderatorul poate pune întrebări suplimentare: De ce credeți că guvernul face

o treabă bună/ proastă în gestionarea problemei imigrației în țara noastră? Ar trebui ca cetățenii să fie consultați atunci când guvernul ia o decizie privind acceptarea imigranților? Ar trebui să se urmeze politicile UE sau ar trebui ca fiecare țară să fie lăsată să decidă singură? Alte întrebări suplimentare pot fi formulate în funcție de situația și de contextul migrației specifice fiecărei țări.

1.5. Există o inițiativă a guvernului local sau național de care sunteți cu adevărat mulțumit, care și de ce?

Această secvență este destinată în primul rând să deschidă discuția fără a impune un subiect specific. Întrebările sunt concepute pentru a începe să colecteze date despre (1) cele mai importante chestiuni și probleme pentru cetățeni și pentru țară; (2) cine are încredere în cine, în ce și cum. Apoi ne concentrăm asupra unei singure preocupări care ar fi putut sau nu să fie citată de participanți (imigrația). Este conceput pentru a explora (3) modul în care contextul, în special criza, ar putea spori sau inhiba încrederea. În cele din urmă, le cerem participanților să citeze un domeniu politic de care sunt mulțumiți, pentru a explora legăturile dintre încrederea politică și satisfacția rezultatelor/preferințele politice. Observarea interacțiunilor (argumente, justificări) ne va permite, de asemenea, să adunăm date despre (4) indiciile și tipul de informații pe care se bazează oamenii pentru a-și construi și justifica încrederea. Introducerea unor actori, cum ar fi agențiile independente, ar putea contribui la abordarea de responsabilizării, introducerea cetățenilor (dacă nu sunt deja citați) ar putea introduce aspecte legate de democrația directă sau de inovațiile democratice etc.

Secvența 2 [50 min]
Încrederea și fiabilitatea sistemului și instituțiilor politice

2.1. Iată o listă de calități pe care oamenii cred că ar trebui să le aibă politicienii care ne reprezintă. Dacă ar trebui să le alegeți pe cele mai importante trei, care ar fi acestea? Există și alte calități importante pe care le așteptați de la un politician și care nu se regăsesc în listă?

Carduri de calitate: priceput, calificat, eficient, onest, transparent, corect, respectuos, apropiat de oameni, empatic, ascultător, curajos, muncitor.

2.2. Iată o schemă a modului în care se iau decizii în România, cf. Constituției.

(Schema desenată pe carton cu actori și săgeți - alți actori, cum ar fi ONG-urile, agențiile, UE, sunt trecuți pe tablă, dar nu și în schemă. Fiecare echipă trebuie să deseneze schema pentru țara sa. Schema nu trebuie să fie prea detaliată pentru a nu-i deruta pe participanți, dar trebuie să enumere toți actorii politici principali).

- **Ce părere aveți despre asta?**

  Sfaturi de moderare: Dacă încrederea nu apare în răspunsuri, puneți o întrebare mai specifică despre încredere: **Aveți încredere în aceste instituții pentru a decide asupra lucrurilor din țara noastră? Dacă nu, de ce?**

- **Și cum credeți că ar trebui luate deciziile în mod ideal ("de către cine" și "de ce")?** *(modificați schema conform sfaturilor lor - apoi faceți o poză)*

Sfaturi de moderare: când se propune o schimbare, întrebați participanții dacă sunt de acord; când se menționează un alt actor ("noi", "poporul" etc.), întrebați ce înțeleg prin aceasta; încercați să subliniați eventualele afirmații/propuneri conflictuale pentru a-i face pe ceilalți participanți să reacționeze. La fel ca la punctul 1.3, aici ne interesează în primul rând să aflăm dacă anumite instituții politice sunt percepute ca fiind mai credibile și mai demne de încredere pentru a lua decizii.

2.3. Atunci când căutați informații politice, în cine sau în ce mass-media aveți încredere? De ce?

Întrebări suplimentare pentru a facilita discuția: Toate sursele pot fi la fel de credibile atunci când prezintă știri și informații politice? Cum alegeți ce sursă media să folosiți? Preferați un singur ziar/un singur canal TV/un singur portal de internet (unul preferat) sau mai degrabă comparați știrile și informațiile politice din diferite surse?

OPȚIONAL. 2.4. Dacă o adunare cetățenească, care să reunească oameni din medii diferite, ar trebui să decidă asupra unor chestiuni politice importante, ați avea încredere în ea? Ați dori să participați?

Această întrebare este destul de specifică în comparație cu altele. Ea nu va fi pusă dacă a fost deja menționată de participanți. De asemenea, se poate sări peste ea dacă timpul este scurt (verificați dacă au trecut mai mult de 90 de minute de la început; dacă da - atunci nu întrebați 2.4).

*Această a doua secvență este concepută pentru a aduna date despre concepția cetățenilor cu privire la rolul elitelor politice, propriul lor rol în sistemul politic și natura legăturii reprezentative, pentru a aprofunda relația dintre așteptări, concepția despre democrație și încredere. Ne propunem să înțelegem, în general, **ce concepții despre democrație stau la baza deciziei cetățenilor de a avea încredere sau neîncredere într-o instituție/actor**.*

Schema inițială ar trebui să fie foarte simplă, prezentând principalele instituții democratice. Moderatorul îi ghidează apoi pe participanți, cerându-le să plaseze, să mute sau să elimine actori suplimentari în schemă (cetățeni, OSC, UE, experți...). La fiecare etapă, persoana însărcinată cu luarea de notițe ar trebui să facă o fotografie a schemei. Aceasta ar trebui să fie inclusă în analiza transcrierii.
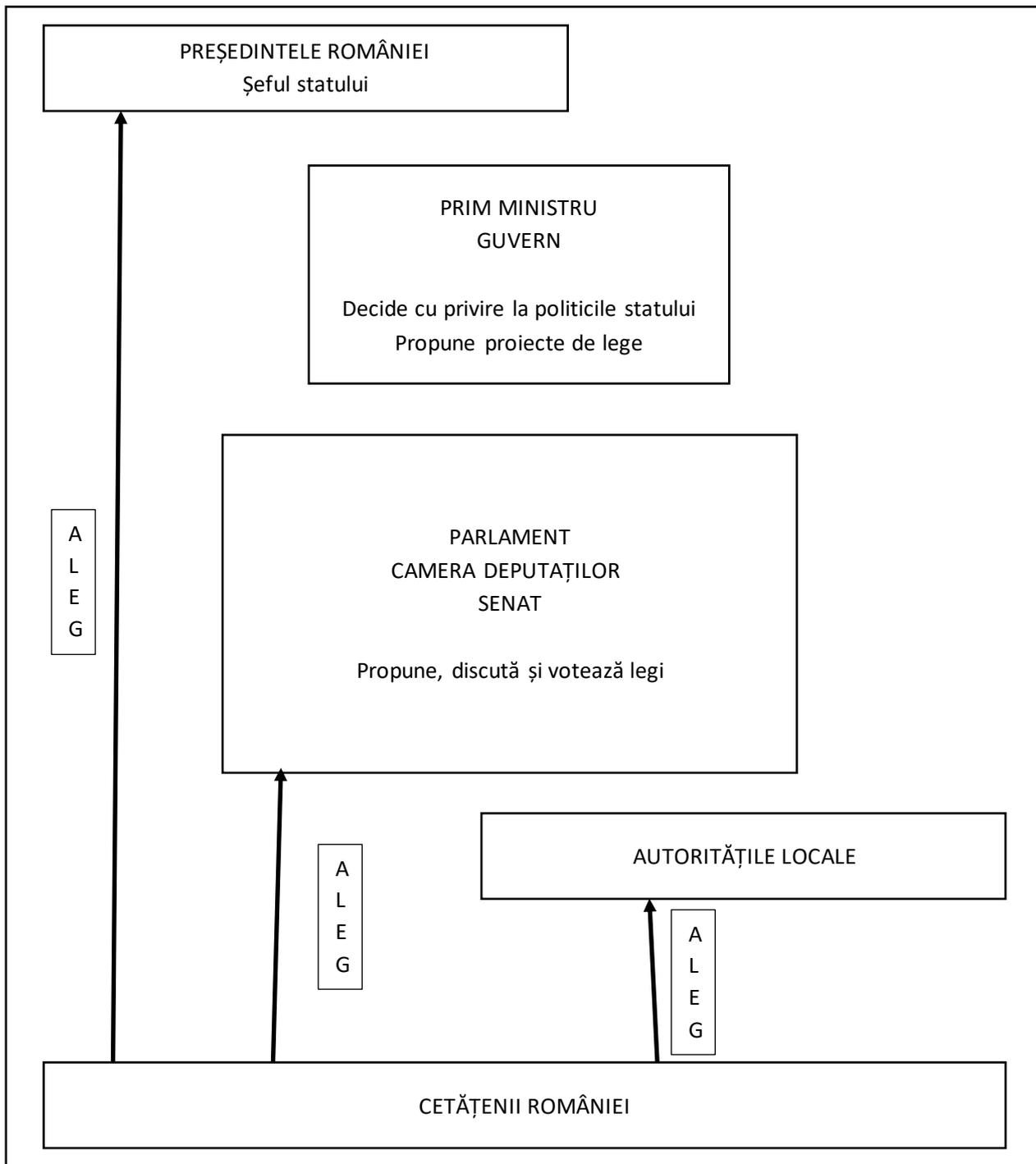
Actori suplimentari: "o adunare cetățenească care reunește persoane din medii diferite" ; "OSC-uri"."., "sindicate", ""experți", "UE", "presa", "judecători"...

Scopul este de a observa modul în care aceștia discută și argumentează pentru a (re)construi în mod colectiv schema .

Secvența 3 [25 min]

Încrederea în UE în contextul alegerilor europene

În cazul în care alte alegeri au loc aproximativ în aceeași perioadă (alegeri prezidențiale în Slovacia, alegeri locale sau naționale în Polonia), putem adapta ultimele trei întrebări încât să corespundă celor două tipuri de alegeri.

3.1. După cum probabil știți, alegerile europene vor avea loc în curând, la începutul lunii iunie. Aveți de gând să votați la următoarele alegeri europene?

Rugați participanții să își scrie răspunsul pe o hârtie pe care o dau moderatorului, care pune toate răspunsurile pe tablă fără să spună cine a spus ce a spus. Răspunsurile pot fi de tip da/nu sau mai lungi, scrise în formă liberă, fără a se stabili un barem.

3.2. Care sunt, în opinia dumneavoastră, motivele pentru care ați votat sau v-ați abținut la aceste alegeri?

3.3. În ultimii ani, viața noastră a fost afectată de crize internaționale, cum ar fi războiul din Ucraina. În următoarea imagine, UE pretinde că se ocupă de consecințele crizei pentru cetățenii UE. Aveți încredere în UE pentru a face acest lucru?

În cazul în care oamenii spun da și par a fi bine informați despre UE, moderatorul ar putea să-i întrebe: în ce organisme ale UE aveți cea mai mare încredere pentru a gestiona această criză?

*Această secvență este menită să determine participanții să vorbească despre **încredere, responsabilitate și procesele de feedback politic la nivel european** (+/- la nivel național sau local în unele cazuri naționale), având în vedere contextul electoral. Aceasta va ajuta la înțelegerea modului în care încrederea și neîncrederea sunt mobilizate într-un context electoral și la explorarea:*

- *importanța alegerilor pentru a face față problemelor actuale.*
- *alegerea de a vota.*
- *importanța comunității, proximitatea față de reprezentant, realocarea puterii către agenții sau experți independenți*

ANNEX 2. TRANSLATIONS OF RECRUITMENT QUESTIONNAIRE: FGDs

CZECH

POZVÁNÍ K ÚČASTI NA STUDII

Vaše názory na aktuální politická a společenská témata

Hledáme účastníky studie, kterou provádějí vědci z Metropolitní univerzity Praha v rámci výzkumného týmu mezinárodního projektu z dvanácti evropských zemí. Průzkum je zaměřen na **názory občanů na aktuální politické a společenské otázky**. Rádi bychom zapojili občany do společné diskuse o těchto otázkách.

Součástí účasti na studii je **skupinová diskuse** vedená výzkumným týmem. Diskuse se uskuteční <DATUM> ve vyhrazené místnosti na <MÍSTĚ>, <V ČASE>.

Účast je dobrovolná a bude anonymní. Na konci besedy budete pozváni ke společnému posezení a odměněni drobnou pozorností.

Pro tuto studii hledáme účastníky s různými zkušenostmi. Abyste se mohli zúčastnit, nemusíte se zajímat o politiku ani mít žádné zvláštní znalosti. Pokud máte zájem, vyplňte prosím tento krátký dotazník [odkaz]. Poté se vám ozveme a sdělíme vám, zda budete pozváni k účasti na skupinové diskusi.

Máte-li jakékoli dotazy týkající se organizace průzkumu, obraťte se prosím na vedoucího výzkumného týmu, prof. Ladislava Cabadu, e-mail: ladislav.cabada@mup.cz

NÁBOROVÝ DOTAZNÍK – FOKUSNÍ SKUPINY

TRUEDEM: Trust in European Democracies (Důvěra v evropské demokracie)
Metropolitní univerzita Praha
Pro účastníky z České republiky

Věk: ………

Pohlaví: ……….

Jaká je vaše současná hlavní aktivita (studium, typ povolání, rodičovská dovolená, důchod apod.)?

……………………………………………………………………………………..

Místo pobytu (místo a region, nikoli přesná adresa)

…………………………………………………………………………………….

Nejvyšší dosažený stupeň vzdělání:

………………………………………………………………………………………

Zajímáte se obecně o politiku? Zařaďte se na stupnici, kde 1 znamená „vůbec se nezajímám" a 5 „velmi se zajímám":

1 2 3 4 5

Na stupnici od 1 do 5, kde 1 znamená „velmi levicový" a 5 „velmi pravicový", kam byste se politicky zařadil/a?

1 2 3 4 5

Souhlasíte s tím, že budete osloveni, abyste přispěli k tomuto výzkumnému projektu účastí na dvouhodinové společné diskusi pod vedením [jméno výzkumníka]?

Ano: Ne:

Kontaktní informace

jméno: příjmení:

e-mail: telefonní číslo:

[jméno a kontakt na výzkumníka]

FRENCH

APPEL À PARTICIPANTES ET PARTICIPANTS POUR UNE ENQUÊTE AVEC RETRIBUTION

Vos opinions sur des questions politiques et sociales actuelles

Nous recherchons des participantes et participants à une enquête menée par **des chercheurs de l'Université Grenoble Alpes et du CNRS, au sein d'une équipe de recherche issue de onze pays européens**[9]. Cette enquête porte sur les opinions des citoyennes et citoyens sur des questions sociales et politiques actuelles. Nous souhaitons réunir des **habitants et habitantes de (à compléter)** pour échanger sur ces enjeux.

La participation à l'enquête consiste en une **discussion collective** animée par l'équipe de recherche. La discussion aura lieu **le (date) à (commune, sans préciser l'adresse exacte) de (heure) à (heure).**

La participation est **volontaire et sera rendue anonyme**. Un bon d'achat d'un montant de 50€ sera offert aux participantes et participants à l'issue de la discussion. Un moment de convivialité sera proposé à la fin de la session.

Pour cette enquête, nous recherchons des participants et participantes aux profils variés. **Il n'est pas nécessaire d'être intéressé par la politique ou d'avoir des connaissances particulières pour participer**. Si vous êtes intéressé, merci de remplir ce **court questionnaire**. Nous reviendrons ensuite vers vous pour vous indiquer si vous êtes invité à participer à la discussion collective.

Pour toute question relative à l'organisation de l'enquête, vous pouvez contacter

Céline Belot

celine.belot@umrpacte.fr

Âge: ………

Genre: ……….

Quelle est votre situation professionnelle actuelle ? (à préciser selon le groupe cible - peut-être à diviser en 2 questions)

…………………………………………………………………………………………………..

Où vivez-vous ? (quartier ou commune)

…………………………………………………………………………………………………..

Quel est votre niveau de diplôme

………………………………………………………………………………………………….

Sur une échelle de 1 à 5, êtes-vous intéressé par la politique ? (1 : pas du tout intéressé ; 5 : très intéressé)

1 2 3 4 5

Politiquement, diriez-vous que vous vous situez...

Très à gauche ; à gauche ; au centre ; à droite ; très à droite ; ni à gauche ni à droite

Cordonnées

Nom :   Prénom :

e-mail :   Téléphone :

www.truedem.eu

GREEK

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΛΟΠΟΝΝΗΣΟΥ

ΠΡΟΣΚΛΗΣΗ ΣΥΜΜΕΤΟΧΗΣ ΣΕ ΕΡΕΥΝΑ

Οι απόψεις σας για τρέχοντα πολιτικά και κοινωνικά ζητήματα

Αναζητούμε συμμετέχοντες σε μια μελέτη που διεξάγεται από ερευνητές του Πανεπιστημίου Πελοποννήσου, ως μέρος μιας ερευνητικής ομάδας ενός διεθνούς έργου με συμμετοχή από δώδεκα ευρωπαϊκές χώρες. Η έρευνα επικεντρώνεται στις **απόψεις των πολιτών σχετικά με τρέχοντα πολιτικά και κοινωνικά ζητήματα.** Θα θέλαμε να φέρουμε κοντά τους πολίτες για να συζητήσουμε αυτά τα θέματα.

Η συμμετοχή στη μελέτη περιλαμβάνει **ομαδική συζήτηση** με επικεφαλής την ερευνητική ομάδα. Η συζήτηση θα πραγματοποιηθεί στις **<θα ανακοινωθεί αργότερα>** σε ειδική αίθουσα, στην διεύθυνση **<θα ανακοινωθεί αργότερα >, <όπωςκαι η ώρα>.**

Η συμμετοχή είναι **εθελοντική** και θα είναι **ανώνυμη**.

Για αυτή τη μελέτη, αναζητούμε συμμετέχοντες με διαφορετικό υπόβαθρο. **Δεν χρειάζεται να ενδιαφέρεστε για την πολιτική ή να έχετε ιδιαίτερες γνώσεις για να συμμετάσχετε**. Εάν ενδιαφέρεστε, συμπληρώστε αυτό το σύντομο **ερωτηματολόγιο [σύνδεσμος]**. Στη συνέχεια, θα επικοινωνήσουμε μαζί σας για να σας ενημερώσουμε εάν προσκληθείτε να λάβετε μέρος στην ομαδική συζήτηση.

Εάν έχετε οποιεσδήποτε ερωτήσεις σχετικά με τη διοργάνωση της έρευνας, επικοινωνήστε με τον Καθηγητή Σωκράτη Κονιόρδο
sokratiskonio@gmail.com

Funded by the European Union

Αυτή η έρευνα αποτελεί μέρος του έργου TRUEDEM, που χρηματοδοτείται από το πρόγραμμα Horizon Europe της Ευρωπαϊκής Επιτροπής (Grant #01095237). Για περισσότερες πληροφορίες, ανατρέξτε στην ακόλουθη σελίδα.

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΣΥΜΜΕΤΟΧΗΣ ΣΕ ΟΜΑΔΕΣ ΕΣΤΙΑΣΗΣ

Truedem: **https://www.truedem.eu/**

Πανεπιστήμιο Πελοποννήσου

Για συμμετέχοντες στη Ελλάδα

Τα κοινωνικά και πολιτικά ζητήματα όπως τα βλέπουν οι πολίτες

Ηλικία: ....

Φύλο: ....

Ποια είναι η τρέχουσα κατάστασή σας;

....

Πού ζείτε (πόλη και γειτονιά, όχι η ακριβής διεύθυνση):

....

Ποιο είναι το επίπεδο εκπαίδευσής σας (πτυχίο);

....

Γενικά, ενδιαφέρεστε για την πολιτική γενικά; Τοποθετήστε τον εαυτό σας σε μια κλίμακα, 1 είναι "καθόλου ενδιαφέρον", 5 είναι "πολύ ενδιαφέρον":

1 2 3 4 5

Σε μια κλίμακα από το 1 έως το 5, με το 1 να είναι «πολύ αριστερό» και το 5 «πολύ δεξιό», πού θα τοποθετούσατε τον εαυτό σας πολιτικά;

1 2 3 4 5

Συμφωνείτε να επικοινωνήσουμε μαζί σας για να συνεισφέρετε σε αυτό το ερευνητικό πρόγραμμα συμμετέχοντας σε μια συλλογική συζήτηση 2 ωρών, υπό την επίβλεψή μου;

Ναι: Όχι:

Στοιχεία επικοινωνίας

Όνομα: Επίθετο:

e-mail: Τηλέφωνο:

[   ]

ITALIAN

Scheda informativa del progetto da distribuire nella fase di reclutamento per i FG

UNIVERSITÀ DEGLI STUDI DI SALERNO

INVITO A PARTECIPARE A UNO STUDIO
(con ricompensa)

Le vostre opinioni su questioni politiche e sociali attuali

Stiamo cercando partecipanti a uno studio condotto da ricercatori dell'Università di Salerno, come parte di un progetto di ricerca internazionale che si sta svolgendo in dodici Paesi europei. L'indagine si concentra sulle **opinioni dei cittadini su questioni politiche e sociali attuali.** Vorremmo riunire i cittadini per discutere di questi temi.

La partecipazione allo studio prevede una **discussione di gruppo** condotta da esperti del nostro gruppo di ricerca. La discussione si svolgerà il giorno **<DATA>** in una sala dedicata presso **Aletheia sas, via Torrione 97 - 84127 Salerno, <ALL'ORA>.**

La partecipazione è **volontaria** e **anonima**. I partecipanti riceveranno un **buono del valore di 50 euro al termine della discussione**. Al termine della sessione sarà offerto un rinfresco.

Per questo studio cerchiamo partecipanti con diversi profili socioculturali. Non è **necessario essere interessati alla politica o avere conoscenze particolari per partecipare**. Se siete interessati, compilate questo breve **questionario [eventuale link]**. Vi contatteremo per comunicarvi se siete stati invitati a partecipare alla discussione di gruppo.

In caso di domande sull'organizzazione dell'indagine, si prega di contattare
Prof. Domenico Maddaloni
dmaddaloni@unisa.it
prof. Felice Addeo
faddeo@unisa.it

Funded by the European Union

Questa indagine fa parte del progetto TRUEDEM, finanziato dal programma Horizon Europe della Commissione europea (Sovvenzione #01095237). Per ulteriori informazioni, consultare https://www.pacte-grenoble.fr/fr/truedem

Questionario di reclutamento per i FG

QUESTIONARIO DI RECLUTAMENTO

Progetto TRUEDEM sulla fiducia nelle democrazie europee
Università di Salerno (Italia)
Per i partecipanti italiani

Età: ....
Genere: ....

Qual è la sua attuale condizione professionale?
....

Dove vive (città e quartiere, non indirizzo esatto)
....

Qual è il suo titolo di studio?
....

In generale, quanto è interessato alla politica? Si collochi su una scala: 1 è "per niente interessato", 5 è "molto interessato":
1 2 3 4 5

Su una scala da 1 a 5, dove 1 è "molto di sinistra" e 5 "molto di destra", dove si collocherebbe politicamente?
1 2 3 4 5

Accetta di essere contattato per contribuire a questo progetto di ricerca partecipando a una discussione collettiva di 2 ore, sotto la supervisione di [nome del ricercatore]?
Sì: No:

Informazioni di contatto
Nome: Cognome:
e-mail: Numero di telefono:

[Nome e contatto del ricercatore]

ZAPROSZENIE DO UDZIAŁU W BADANIU Z NAGRODĄ

Twoje opinie na temat bieżących kwestii politycznych i społecznych

Poszukujemy uczestników badania przeprowadzanego przez naukowców z Uniwersytetu Śląskiego w Katowicach, w ramach zespołu badawczego międzynarodowego projektu z dwunastu krajów europejskich. Badanie koncentruje się na **opiniach obywateli na temat bieżących kwestii politycznych i społecznych**. Chcielibyśmy zgromadzić obywateli w celu omówienia tych kwestii.

Udział w badaniu obejmuje **dyskusję grupową** prowadzoną przez zespół badawczy. Dyskusja odbędzie się w dniu **<DATE>** w dedykowanym pokoju w **<LOCATION>, <AT TIME>.**

Udział jest **dobrowolny i anonimowy.** Po zakończeniu dyskusji uczestnicy otrzymają **voucher o wartości 200 zł.** Na zakończenie sesji przewidziany jest poczęstunek.

Do tego badania poszukujemy uczestników z różnych środowisk. **Nie musisz interesować się polityką ani posiadać żadnej konkretnej wiedzy, aby wziąć udział w badaniu.** Jeśli jesteś zainteresowany, wypełnij ten krótki kwestionariusz [link]. Następnie skontaktujemy się z Tobą, aby poinformować Cię, czy zostałeś zaproszony do wzięcia udziału w dyskusji grupowej.

W przypadku pytań dotyczących organizacji ankiety prosimy o kontakt z liderem polskiego zespołu badawczego:

Dr AGNIESZKĄ TURSKĄ- KAWĄ, Prof. US

e-mail: agnieszka.turska-kawa@us.edu.pl

KWESTIONARIUSZ REKRUTACYJNY

Projekt: TRUEDEM Trust in European Democracies (Zaufanie w europejskich demokracjach)

Uniwersytet Śląski w Katowicach

Dla uczestników w Polsce

Wiek: ....

Płeć: ....

Jaka jest Twoja obecna sytuacja?

....

Gdzie mieszkasz (miasto i dzielnica, nie dokładny adres)

....

Jaki jest Twój poziom wykształcenia (stopień)?

....

Czy ogólnie interesujesz się polityką? Umieść się na skali, gdzie 1 oznacza "w ogóle się nie interesuję", a 5 oznacza "bardzo się interesuję":

1   2   3   4   5

W skali od 1 do 5, gdzie 1 oznacza "bardzo lewicowy", a 5 "bardzo prawicowy", gdzie umieściłbyś siebie politycznie?

1   2   3   4   5

Czy zgadzasz się, aby skontaktowano się z Tobą w celu wniesienia wkładu w ten projekt badawczy poprzez udział w 2-godzinnej dyskusji zbiorowej pod nadzorem [nazwisko badacza]?

Tak: Nie:

Dane kontaktowe

Imię: Nazwisko:

e-mail: Numer telefonu:

[Nazwa i kontakt badacza]

ROMANIAN

LOGO-UL PARTENERULUI TRUEDEM
DIN ROMÂNIA

APEL PENTRU PARTICIPANȚI LA UN STUDIU

Opiniile dvs. cu privire la problemele politice și sociale actuale

Căutăm participanți la un studiu realizat de cercetători de la Universitatea din București, ca parte a unei echipe de cercetare a unui proiect internațional din douăsprezece țări europene. Studiul se concentrează pe **opiniile cetățenilor cu privire la problemele politice și sociale actuale.** Am dori să aducem cetățenii împreună pentru a discuta aceste probleme.

Participarea la studiu include o **discuție de grup** condusă de echipa de cercetare. Discuția va avea loc în **data de <DATĂ>** într-o sală situată la **<ADRESĂ>**, la ora **<ORĂ>.**

Participarea este **voluntară** și va fi **anonimă**. Participanții vor primi un **voucher de <XXX lei> la sfârșitul discuției**.

Pentru acest studiu, căutăm participanți provenind din diverse medii. **Nu este necesar să fiți interesat de politică sau să aveți cunoștințe speciale pentru a participa**. Dacă sunteți interesat, vă rugăm să completați acest scurt **chestionar [pagină separată]**. Vă vom contacta ulterior pentru a vă anunța dacă sunteți invitat să luați parte la discuția de grup.

Dacă aveți întrebări legate de organizarea sondajului, vă rugăm să contactați coordonatorul proiectului în România:

Conf. Univ. Dr. Claudiu Tufiș

claudiu.tufis@unibuc.ro

0728942341

Acest studiu face parte din proiectul TRUEDEM, finanțat de programul Orizont Europa al Comisiei Europene (Grant #01095237). Pentru mai multe informații, consultați următoarea pagină.

TRUEDEM
Trust in European Democracies

CHESTIONAR DE RECRUTARE

Proiectul TRUEDEM Trust in European Democracies
(Încrederea în democrațiile europene)
Universitatea din București

Pentru participanții din România

Vârstă: ....

Sex: ....

Care este situația dumneavoastră ocupațională actuală?
....

Unde locuiți? (orașul și cartierul, nu adresa exactă)
....

Care este nivelul dumneavoastră de educație (diplomă)?
....

În general, vă interesează politica? Unde vă plasați pe o scală de la 1, "deloc interesat", la 5, "foarte interesat"?

1	2	3	4	5
Deloc interesat				Foarte interesat

Pe o scară de la 1 la 5, unde 1 înseamnă "foarte de stânga" și 5 "foarte de dreapta", unde v-ați plasa din punct de vedere politic?

1	2	3	4	5
Foarte de stânga				Foarte de dreapta

Sunteți de acord să fiți contactat(ă) pentru a contribui la acest proiect de cercetare prin participarea la o discuție colectivă de 2 ore, sub supravegherea coordonatorului proiectului în România, Claudiu Tufiș?
Da: ....   Nu: ....

Date de contact pentru orice întrebări:
Conf. Univ. Dr. Claudiu Tufiș
e-mail: claudiu.tufis@unibuc.ro
telefon: 0728942341