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The comparative qualitative research methodology of the EXCEPT project

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 i. to advance the knowledge base that underpins the formulation and implementation of relevant policies in Europe with the aim of enhancing the employment of young people and improving the social situation of young people who face labour market insecurities, and

 ii. to engage with relevant communities, stakeholders and practitioners in the research with a view to supporting relevant policies in Europe. Contributions to a dialogue about these results can be made through the project website http://www.except-project.eu/, or by following us on twitter @except_eu.

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Introduction

This Working Paper presents a general overview of the methodology used within the process of implementation and analysis of the qualitative interviews conducted with youth in the nine countries involved in the EXCEPT project (Bulgaria, Estonia, Germany, Greece, Italy, Poland, United Kingdom, Sweden, Ukraina). The aim is to present and discuss the innovative aspects of the comparative methodological approach elaborated in the EXCEPT research design, as well as to illustrate some specific and crucial moments and phases of its implementation during the fieldwork. The development and implementation of qualitative interviews of youth was at the center of a specific Working Package (WP3), lead by the Italian research team and co-leading by Greak team.

The comparative qualitative research approach was based on the same agreed and shared, but at the same time flexible, tools in the nine countries:

- Interview outline
- Sampling plan
- Codebook
- Synopsis
- Tools for implementation and monitoring of the entire process.

Particular attention is here paid to the description of the process that led to the adoption of common tools and methodology for the conduction, monitoring and analysis of the qualitative interviews with youth. This complex process allowed the EXCEPT qualitative researchers to build common and shared tools through a participatory process that involved all the WP3 teams and was lead by the Italian team as WP3 leader. The implementation was supported by a careful and constant monitoring and assistance guaranteed by the Italian team in order to assure that the interview implementation and then the analysis of the huge and rich empirical material collected by the nine country teams (386 qualitative interviews) were made according to common criteria, shared by all the WP3 teams.

This methodology is quite innovative with respect to other research projects based on cross-national comparative analysis of qualitative interviews carried out by different research teams. As it will better emerge during the working paper, the comparative qualitative analysis was developed by using directly the empirical material collected in each country and organized in synopses - along with country reports. This was made possible by writing the synopses, that comprehend a thematic summary of the interview plus selected quotation (see paragraph 5.1), in a common language (English), therefore granting to each researcher the access to the whole empirical body of interviews. Indeed, synopses were not only a way to organize the large empirical material collected, but also a strategy to overcome the language barrier that always emerge when designing a cross-national research that adopts the qualitative interview tool. In literature and in previous cross-national comparative researches (cfr. for example Bird et al., 2013; Hantrais, 2009;

Livingstone and Hasebrink, 2010; Quilgars et al., 2009), the most common strategy adopted in cross-national analysis is to build the comparative analysis grounding it on the analysis already performed on the empirical material of each country. In other words, a common path is to elaborate cross-national comparative report by using country specific reports as a source. Therefore, the cross-national comparative analysis results as a kind of "second-level" analysis.

We believe that the approach adopted in the EXCEPT project, while requiring a heavier and more complex work of coordination and of preparation of the empirical material before the analysis, also allows for a richer understanding and use of the qualitative data.

The EXCEPT methodological approach is described in four chapters that are organised as follows: Chapter 1 is about the overall sampling strategy; Chapter 2 describes the aims, structure and sequence of the interview outline; Chapter 3 highlights the interview implementation and monitoring process; Chapter 4 contains an overview of the qualitative interviews carried out in all the countries; Chapter 5 deals with the phase after the interviews, the coding and the analysis of the empirical material.

1. Overall sampling strategy

The first step in our comparative qualitative research process was the formulation of an overall qualitative research strategy (with timetable, topics, methods and tools). Such formulation was sustained by a specific literature review on qualitative-comparative methods and multi-disciplinary researches to understand better how to manage both comparativeness and multi-disciplinarity.

From the beginning, a participatory approach was adopted and the very first presentation and discussion of a first draft of the qualitative research design was held during the kick-off meeting of the EXCEPT project already. The aim was to share the research strategy with all the partners involved in the qualitative research, to stimulate comments and suggestions and to reach a final common view. After collecting comments about the qualitative research strategy feasibility in each national/local context, the overall qualitative research strategy was drafted and distributed, becoming the first part of the Deliverable 3.1 "Overall survey and sampling strategy" (October 2015).

Therefore a crucial step was the definition of the sampling strategy. The logic and power of the sampling lay in choosing information-rich cases for an in-depth study on issues of central importance. Therefore a selective and purposefoul sampling was proposed, in which, as starting point, the researchers involved people according to categories such as age, gender and social status. Moreover, the following aspects were taken into account

a) the specific risk groups identified in the Deliverable 1.5 *"Guidelines for construction of risk groups"*, as well as young people who took part in specific policy programmes to tackle/avoid problems of the social exclusion of youth, according to the shared objectives of the EXCEPT project;
b) the specific national/local context in each partner country.

Starting from a theoretical literature review on youth's social exclusion, Italian team reserchers drafted a sampling strategy plan following general methodological criteria and suggested specific crucial issues to discuss, such as the choice of the geographical location of the research whitin each country, the "gatekeepers", the type of channels and sources of information to identify the sample.

All the partners sent comments to the Italian team about feasibility in each national/local context to guarantee cross-national comparability of the youth qualitative research.

As a result of this process, the final sampling strategy was produced and shared in the second part of the Deliverable 3.1 "Overall survey and sampling strategy" (October 2015).

Common criteria were defined and followed in building the sample in each country, in order to include:

- temporary workers, unemployed people, NEET and non-contractual workers (also some successful stories)
- young people aged 18-30, oversampling 18-24
- all education levels, but oversampling low educated
- at least 20 young people involved in policies for each country
- an equal number of male and female
- ethnic minorities or migrant groups

Each research team respected these common criteria. At the same time, local specificities were taken into account identifying risk groups and oversampling specific categories, as identified in the Deliverable 1.5 "Guidelines for construction of risk groups" (to be chosen among NEET, immigrants, disable individuals), in each National Sampling Plan. Moreover, each research team conducted the interviews in two or more locations of the same country in order to assure a broader understanding of the forms social exclusion may take given local specificities (cfr. also paragraph 4, Table 1 and 2). The Italian team sent feedbacks and comments about each National Sampling Plan, to assure comparability and the adoption of similar standards. The result was a sample with a common and comparable basis but careful to national specificities too.

2.Interview

The outline of the qualitative interview with youth was the result of a collaborative and intersubjective process. The Italian Team produced the first draft illustrating all the topics to be covered during the interview and developed the questions for the sections concerning working experiences, the meanings and feelings related to work, and that focusing on autonomy. Indeed, the Italian team was the coordinator of both the overall qualitative methodology WP and of the Autonomy thematic WP and the related section of the interview was structured also as an example for the other topics. Contributions from the teams in charge of coordinating the analysis of other topics were necessary to propose specific questions concerning policies, health and well-being, and socio-economic consequences.

This first draft of the qualitative interview outline was discussed during the Tallinn meeting (June 2015) with the EXCEPT partners and representatives of youth organisations. After that, changes were made taking suggestions into account and integrating the questions proposed by the teams coordinating thematic WPs. After receiving the updated outline draft, in September 2015 all partners conducted a pilot interview to test the tool. Each pilot interview was transcribed, translated into English and sent to the Italian team together with comments and observations by those who performed them.

Based on the results of the pilot interviews, and the discussion held during the Turin meeting (October 2015) with the qualitative EXCEPT researchers of all the teams, the Italian team, in collaboration with the Greek team who supported it in the coordination of the analysis, made some further changes and sent the final outline version and guidelines for conducting the semi-structured interviews (available in the Deliverable 3.2 "Guidelines of the interviews") to all partners.

According to the EXCEPT project, the aims of the qualitative interviews with youths in the nine countries involved in the project were:

- to understand young people's "situations of experiencing risks of cumulative disadvantage and to come up with proposals to improve their social integration"
- to gain "an improved understanding of youth's self-perceptions of job insecurity and labour market exclusion, and related risks of social exclusion and how they try to cope with these situations" by gathering "original data on youth experiences, self-perceptions and coping strategies of various risks of social exclusion in the domains of well-being and health, autonomy, and economic and material living conditions"
- "to gain a better understanding of the situation of youth in different contexts"

The goal of the qualitative research project was to interpret the risk of exclusion in terms of process rather than in static terms. For this reason, it was structured around a life-course perspective and a dynamic approach aimed at analysing "timing, order and

causal interrelationships of youth experiences of labour market exclusion in their early career, their development of health and well-being, their processes of gaining autonomy and their accumulation of economic resources"

Given the multidimensional nature of social exclusion (and its risks and outcomes), the Interview outline covered the following main topics:

- Well-being and health
- Autonomy
- Short- and long-term economic consequences
- Coping strategies

In particular, the qualitative interviews tried to disclose:

- the meanings youth attribute to their situation
- how youth self-perceive their situation in different life domains
- youth's coping strategies: how they cope with concrete problems and risks of social exclusion
- the details of what happened: how and why interviewees experienced as they did meaningful events in their lives
- what was the decisional process, what the respondent thought and felt
- youth's emotional reactions to events.

To sum up, the focus was on the respondents' own interpretation and wording with respect to their behaviour, choices and experiences, and their motives and emotions in both the past and present, and the reasons that led them to act as they did.

The outline was divided into the following sections:

- Warm-up question
- A. Educational and working paths
- A1. Work: perceptions, feelings and satisfaction
- A2. Informal and institutional support
- B. Living conditions, economic situation and autonomy
- Conclusion of the interview, plans and future prospects
- General Information Form (filled in by the interviewer*).*

In each section of the outline there were:

- an explanation of the thematic focus of the section (aim)
- a list of suggested questions (first column). Mandatory questions were in bold, the others could be used to support the narrative flow and/or if they were consistent with the interviewees' stories
- a list of topics to be investigated during the narrative flow (second column), namely a sort of check for the interviewer

Well-being and coping strategies were considered as cross-sectional topics to be investigated throughout the whole interview.

Interviewers also used timelines to reconstruct the educational and working path with the interviewee, and to keep track of these careers all along the interview.

Each research team translated the interview outline and informed consent form and conducted interviews in its own language. About the wording of the questions, the goal was to be more like the youth of today and easy to understand. Therefore, academic language in the translation of the outline was avoided. Moreover, each research team made some adjustments in order to adapt the language of the interview and the informed consent form to its native language.

The Italian team provided all the teams with common guidelines for conducting interviews. In particular, to take into account country-specific requests and because the interview outline had to be sensitive to the social and cultural contexts from which young participants were recruited, each team was encouraged to follow the logical flow of questions consistent with the specific context in which interviews were carried out.

In addition, as the goal of a qualitative interview was to allow the interviewee to tell his/her own story on his/her own terms, the general suggestion was to follow the flow of the interviewee's narrative and to change, if necessary, the order of the questions during the interview, make adjustments to the questions, and modify the wording of some questions. The teams were however alerted to cover all the topics of the interview outline during each interview.

Italian team provided and shared with all the nine teams the same common "General transcription guidelines" The main indication given was, while transcribing, to do their best to give the reader the impression of hearing and seeing the interviewee (and the interviewer) speaking in the specific setting and situation of the interview, and including all the necessary para-linguistic and extra-linguistic elements and contextual information that would be useful in the analysis phase of the empirical material.

In order to contextualise each interview, it was also raccommended to report the following information at the beginning of each interview transcription:

- Date of interview
- Country
- Research Team
- No. of interview
- Alias (invented interviewee name for privacy)
- Duration

3. Implementation and monitoring

Before starting the interview implementation process in all nine countries, the Turin meeting (October 2015) was held with the goal to perfectionate the interview ouline, as mention before, but also to share common guidelines of interview conduction and interaction with the interviewees, to train all the qualitative researchers in the carrying out of the interviews, and, in so doing, to ensure comparability of the qualitative empirical material in all countries. The interview outline and focus were carefully discussed, tools and strategies to support the interviewees' narration were identified and a common understanding of the qualitative strategy, interview features and following research steps was reached.

Particular attention was paid to the ethical issues: the document "Ethical interview guidelines" detailed the correct procedure for the project presentation, the use of the informed consent and the management of the interview. The interviewers were recommended to conduct the interviews in accordance with the ethical standard prepared and shared by an internal team devoted to this crucial aspect[1].

In particular, there should be no discrimination based on age, disability, gender, sexual orientation, social class, ethnic origin, culture and atheism/religion of participants. Their physical and mental health, safety and dignity should not be compromised during the scientific investigation or as a long term consequence of the scientific investigation. Each EXCEPT research team ensured that the interviews were going to be conducted by persons with appropriate training, qualification and experience. For the fieldwork period of primary data collection a risk-management plan was developed to explain how interviewers should behave in case "something goes wrong" in order to minimize/avoid any harm to the interviewee. Individual data were collected only if it is adequate, necessary and not excessive with regard to the research purposes.

Regarding the interaction interviewer-participant, it was recommended all teams to interact with participants with complete respect and care; in particular, some points of discussion during the Turin meeting (October 2015) were:

- "How to contact people"
- "Questions the interviewer should be prepared to answer"
- "Preliminary contacts"[2]

During the meeting, it was also discuss the first contact with the perspective participant, considered a relevant research moment already. The interviewer should already start to put the participant at ease and create a trustworthy relationship. In that sense, was

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[1] The guidelines were distributed with the Deliverbale 3.5 "Report on Ethical standard", the documents "Ethical interviewer guidelines" and "Except ethical guidelines".
[2] Source: *WP3 - Sampling Strategy - Task 3.2,* power point slides prepared and presented by the Italian team during Turin meeting.

suggested to all the teams that, as a common strategy, the person contacting the participants would also be the one interviewing them.

Moreover, attention was given to the following aspects as relevant in preparing the interview:

- anticipating the objective of the research to the perspective interviewees before the interview
- making the interviewee choose the place and time of the interview
- choosing a quiet environment
- paying attention to details such as the best time of day to contact the participant and considering his/her specific situation, also providing concrete examples (e.g. maybe a young mother with children, which had to be taken into account, making the appointment when it would be comfortable for her)
- being trasparent: communicate in advance the expected length of the interview (at least 1½ hours)
- reassuring the participant about the anonymity, protection of privacy and confidentiality of personal information
- requiring confirmation on the correspondence of the contact with the sample characteristics
- managing patiently any postponements of the appointment and not interrupting the relationship

Discussions among qualitative researchers was also devoted to problematic issues in conducting the interviews; sensitive issues that the outline touched upon; and the necessary sensitivity that the interviewer had to show. These points were discussed too:

a. Outline sequence

b. Formulation of questions (i.e. adaptation to interviewee language and interview context, examples of questions that might be problematic, rephrasing, avoiding evaluative language)

c. Conduction strategies (i.e. give light feedback, not reading the questions, break as little as possible the flow of speech, how to act in case of misunderstanding, expressing understanding in case of sensitive topics).

The power point presentation of this (and the other) meeting, and the minutes were made available to all the groups in order to share and consolidate the participatory process that led to the construction of analysis tools. Furthermore, power point presentations and minutes were available for the interviewers who had not participated in the training but were involved in the fieldwork in their countries.

In addition to the above-mentioned indications given, the Italian team sent all teams the final interview outline and interview guidelines containing the following "Tips for Interviewing" (Box 1).

Box 1 Tips for Interviewing

Before the interview
- Transparency: when contacting participants, anticipate the objective of the research and inform them about the expected interview duration (as agreed in the Turin meeting, around 1½ hours); make sure they are available for it
- Interview setting: try to choose a quiet environment
- EXCEPT presentation: introduce the research project to the interviewee (for this purpose please use the general introduction included in the "Informed consent form")
- Informed consent: ask the participant to fill in and sign the Informed Consent. Please see instructions enclosed in power point presentation "WP3_T3.3.6_Informed consent_translation and use" in order to manage it (please, remember to store it)
- Interviewee's involvement: make aware the interviewee that he/she can interrupt the interview at any moment and withdraw his/her participation to research project until the very end of the interview

Conducting the interview following the "Ethical interviews guidelines"
- Keep in mind that the interview is an interpersonal encounter: the relationship the interviewer establishes with the interviewee is crucial. Conducting a qualitative interview must be made with a friendly approach: social skills of warmth, attentiveness and consideration are essential for good interviewing
- Show genuine care, concern and interest for the person in front of you. Use active listening techniques at your disposal: pay attention to what is said as well as how it is said and what is not said in order to understand the interviewee fully
- Since the interviewees are young people at risk of social exclusion, it is very important that the interviewer transmits acceptance for their way of life and their choices
- Follow the flow of speech, follow what the interviewee says
- Follow up the information the interviewee gives without losing sense of where you are in the interview. Obviously, do not lose control of the interview (this may occur when respondents stray to another topic). Provide transition between major topics e.g. "we've been talking about (some topic) and now I'd like to move on to (another topic)"
- You can change the order of questions by using what the interviewee has said, to move back and forth through the outline
- If the interviewee has already mentioned an issue, you can anticipate the relative questions that come later in the outline or ask it later, but remember what the interviewee said before
- You can use further questions such as *"You mentioned before that your current job is… Tell me more about…"*
- You can use feedback: summarise key ideas and themes to the interviewee to ensure you have a proper understanding of their meaning, but also to transmit acceptance
- You should also be prepared to reframe and/or re-think questions in order to follow the flow of the conversation
- Given the semi-structured nature of these interviews, it is essential that the interviewer knows the outline thoroughly and has an extensive knowledge of the interview themes.
- Since all topics must be covered, calibrate time for each topic area
- Remain neutral: don't approve or disapprove
- Pose clear, simple and short questions; speak distinctly and understandably. Do not use academic or professional language when talking with youths at risk of exclusion
- Frequently, the interviewer asks questions that the participant has never spent time thinking about, so let the interviewees proceed at their own pace of thinking and speaking and allow them to finish what they are saying
- Encourage interviewees to trust you as an interviewer. Your interviewing style should help them feel they are helping you to understand something important about their lives
- Try to encourage interviewees to expand on their answers and give as many details as possible

- Clarify and deepen the meanings of the interviewee's statements throughout the interview
- At the end of each section/topic area, summarise briefly what the interviewee has said in order not to miss any important information. The summaries help to deepen a theme already emerged and construct continuity in the interview.
- If you realize in the verbal or non-verbal reactions of the respondents any signs of illness, stress or psychological illness or temporary collapse take immediate actions. Interrupt the interview and ask about the situation of the respondent. Offer support and advice for external help. Clarify in cooperation with the respondent whether further action or support is needed. In case of the risk that the respondent is not able to fully self-assess the situation take actions yourself and call external help.
- You must tell to the interviewer that if she/he feels uncomfortable during the interview situation she/he can decide on his/her own whether he/she wants to interrupt or stop the interview. There is no obligation to finish an interview if the interviewer feels uncomfortable.
- In case of threats, verbal or physical attacks by the respondent interviewers must immediately stop the interview, leave the place of the interview and look for a secure place. In severe cases the police needs to be contacted and legal actions will be taken.

Concluding the interview

It is recommendable to conclude the interview reminding interviewees of the EXCEPT Facebook page, the dissemination activities addressed to young people (e.g. photo competition), and giving them informative materials on useful offices, associations and initiatives about local policies and programmes.

After the Interview: interviewer's comments and notes, transcription and other materials to be produced.

Once the interview is over remember to:

1) Fill in the *"General information form"* that must be sent (English version) to the Italian team and write as soon as possible to them.

2) Keep notes of the main interviewees' socio-demographic characteristics (and of the contacts made). On the next page, there is an example of table that may be useful for this purpose.

Transcribe the interview.

Contextualise each interview by reporting the following information at the beginning of each interview transcription:

· Date of interview
· Country
· Research Team
· No. of interview
· Alias (invented interviewee name for privacy)
· Duration

While transcribing, do your best to give the reader the impression of hearing and seeing the interviewee (and the interviewer) speaking in the specific setting and situation of their interview. Transcripts may require researchers to include all the necessary para-linguistic and extra-linguistic elements and contextual information regarding silence or pauses in conversation.

Monitoring and support were ensured by the Italian team also throughout the whole process of interview implementation. After the validation of the definitive interview outline, the first two interviews done by each national team were transcribed and

translated into English and sent to the Italian team. In order to ensure comparability and a common approach to the interviews in the different countries, the Italian team read them all and gave specific comments and feedback to each country team.

In order to ensure quality control of the data and the comparability of the qualitative national youth research, as required in the project, Italian researchers also gave permanent support to each partner for contingent problems. A monthly check was carried out with each team by skype calls and further exchanges were scheduled in case of doubts or problems. Moreover, Italian researcher in charge of this issue asked all partners involved in the qualitative fieldwork to send the following material of each interview, according to an agreed timetable:

- transcription (in original language)[3]
- signed informed consent (in original language)
- general information form (in English, submitted through an on-line form)
- Interviewer's comments and notes (in English).

After each deadline of the agreed timetable (about once a month), the Italian team sent comments (if any) about sample construction and transcription, especially to deal with problems in the interview implementation process.

The Italian team also monitored the implementation process (sampling and interviews) by means of the an Excel file, which was used it to collect the following information:

- Interview code-number
- Interviewee's alias
- Type of access point (institutional or informal)
- Date of interview
- Interviewee's involvement in Policies (yes/no)
- Gender
- Education (ISCED)
- Date of birth
- City where interviewee lived
- Geographical context
- Legal status (national citizenship/other)
- Belonging to national specific risk group (yes/no)
- Occupational status (NEET, unemployed, secure job, temporary job, non-contractual job)
- Living in parental house (yes/no)
- Interviewer code

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[3] The audio-files of the interviews are stored (in anonymous form and in secure servers) by each country partner according to the procedures defined in the ethical standard (Deliverable 3.5).

Whenever needed, the interviewers could contact each other and the Italian team via e-mail or skype calls to address specific problems. While the monitoring and support process has been often complex and surely time-consuming, it ensured a real coordination between the qualitative researches, allowing to build a truly comparable body of interviews and to establish mutual learning and exchanges.

# 4. Overview of the interviews in the 9 countries

According to the project, in each of the nine countries at least 40 face-to-face qualitative interviews were scheduled to take place with people aged 18-30. Altogether, 386 interviews were carried out. The average duration of each interview was 1-1½ hours. For many countries, one of the main difficulties in the fieldwork was to reach young people with a low education level (in some cases also because of national laws, that established a relative high minimum level of education) and NEET. In Figures 1 and 2 here below, the main characteristics of the young people involved in the qualitative research are outlined.

Figure 1 Interviewees by sex, educational level, occupational status, involvement in policies and living conditions – %
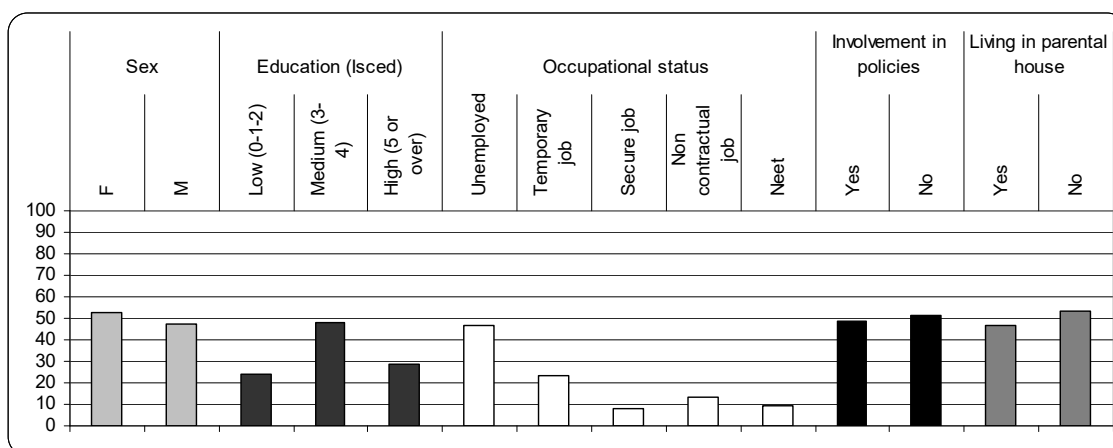
Source: *Our elaboration on the national overviews of the interviews. Percentages were calculated net of missing information.*

Figure 2 Interviewees by access point, geographical context, legal status and belonging to national specific risk groups – %
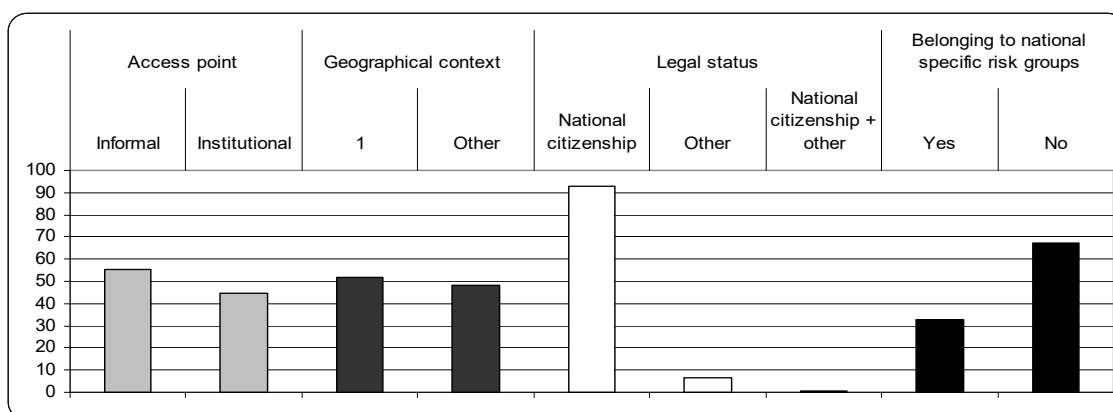
Source: *Our elaboration on the national overviews of the interviews. Percentages were calculated net of missing information.*

As can be seen from the Figures above, the sample covered a wide range of disadvantaged (at risk) people, as planned: they constituted one third of the overall EXCEPT sample. NEET represented 9% of the total sample, unemployed 46%, and youth with precarious jobs (temporary or non-contractual) one third. There were also some permanent workers since it was decided this could be useful to disentangle successful trajectories from precarious to permanent jobs and to individuate protective factors againsts social exclusion and labour market exclusion.

The 49% of interviewees were involved in policy measures (active and passive labour market policies, Youth Guarantuee Programme, Empleyement Offices services, Income support, programmes for disadvantaged youth and so on).

About one third of the overall sample of young interviewees was tertiary educated, about 47% had secondary-level education and a quarter low-level education, with significant differences between the national samples. In particular, in the Ukrainian and UK samples tertiary educated people were over half; in the German and Estonian samples, the situation was the opposite, the greater part of the sample being low educated (55% and 44%). In all the other cases, the larger group in the national sample was that of young medium educated.

As also shown in the Table 1 below, three countries out of nine conducted more interviews than the agreed target of 40: Bulgaria 43, Estonia 53, and Italy 50. All the national samples were generally well balanced from a gender point of view but in two countries, Bulgaria and the UK, there was some overrepresentation of female interviewees. People involved in targeted policies were less than the (agreed) half of the sample in the UK and a quarter in Sweden. There were no interviewees with successful stories in two countries: Greece and Sweden. For many countries, as declared in the D3.3 A methodological report "one of the main difficulties in the fieldwork was to reach the young people with a low educational level because of national rules, which was partially overcome by institutional channels (in sampling), and to reach NEET". Concerning people involved in the sample who belonged to risk groups, in all countries except two (Poland and Ukraine), part of them were immigrants or people of ethnic minorities; in five countries (Bulgaria, Estonia, Italy, the UK, Sweden) NEET; in two cases (Greece and Germany), unemployed people; in two countries (Poland, and Sweden) youth with physical and mental disabilities were a part of the national risk group; in others, motherhood experienced in particular conditions exposed youth to major risks of social exclusion such as single mothers in Ukraine and young mothers in the UK. In single cases, other groups that were part of the national risk group were in Greece, youth with secondary-level education; in Germany low-educated youth and young people without apprenticeship or vocational training; in Ukraine the ex-combatants; and, in the UK, youth in foster care.

Table 1 Samples at a glance

	AUTH	BAM	IBE	ISSK	KEI	KENT	TLU	UMU	UNITO
Fieldwork (from contact to interviews)	8 months (Nov. 2015-Jun. 2016)	8 months (Nov. 2015-Jun. 2016)	9 months (Nov. 2015-Jul. 2016)	8 months (Dec. 2015-Jul. 2016)	9 months (Nov. 2015-Jul. 2016)	13 months (Nov. 2015-Nov. 2016)	8 months (Nov. 2015-Jun. 2016)	13 months (Nov. 2015–Nov. 2016)	11 months (Nov. 2015–Sept. 2016)
Number of interviews (at least 40)	40	40	40	43	40	40	53	40	50
People involved in targeted policies (at least 20)	21	20	20	21	20	17	29	11	27
Gender (balanced)	Ok	Ok	ok	ok (little over representation of females)	ok	ok (little over representation of females)	ok	ok	ok
Age (18-30)	Ok	Ok	ok	ok	ok	Ok	Ok	ok	ok
Occupational status*	ok but not successful stories	Ok	ok	ok	ok	Ok	Ok	ok but not successful stories	ok
Educational levels#	Ok	Ok	ok, but not ISCED 6	ok	ok	Ok	Ok	ok	ok

* including temporary workers, unemployed people, non-contractual workers, NEET and some successful stories
 # including ISCED 0-2, ISCED 3-4 and ISCED 5-6.
Source: *D3.3 – Methodological report on the qualitative interviews in each country, page 47.*

Table 2 National specificities

	AUTH	BAM	IBE	ISSK	KEI	KENT	TLU	UMU	UNITO
Geographical context (at least 2 areas)	Thessaloniki, rural areas of Central Macedonia, Corfu (Ionian Islands), Volos, Kavala and Alexandroupoli (Central-North Greece).	Bavaria, Baden-Wuerttemberg and Hamburg; North Rhine-Westphalia, Saxony, Saxony-Anhalt.	Warsaw, Łodź; smaller towns/rural areas.	City of Montana (Northwestern region) City of Sofia (Southwestern region).	Ternopil, Kyiv, Cherkasy.	London, County of Kent, County of Yorkshire and Humber.	Tallinn and Tartu; South-Eastern counties and Ida-Virumaa.	Umeá, Skellefteá, Stockholm, rural areas of Northern Sweden.	Turin (Piedmont, North-West); Catania (Sicily, South).
Recruitment channels (formal/informal)	Formal: local Career Counselling services. Informal: snowball sampling.	Formal: employment offices, associations; training institutions. Informal: social networks, snowball sampling.	Formal: Institute of Educational Research and Poviat Labour Office, Single Mother House. Informal: snowball sampling.	Formal: National Employment Agency, local NGO. Informal: professional recruiter, informal contacts.	Formal: employment centres, educational institutions. Informal: social network, public places, snowball sampling.	Formal: associations, local job centres, charities, colleges. Informal: snowball sampling, social media.	Formal: unemployment insurance fund; local social workers; associations. Informal: university mailing list,	Formal: labour market programs. Informal: informal contacts, snowball sampling.	Formal: employment offices, associations, training institutions, vocational schools. Informal: social networks.

								snowball sampling.		
National risk group	Unemployed, secondary educational level, immigrant groups.	Unemployed, lower secondary education, no apprenticeship/vocational training, immigrant groups.	Physical and mental disabilities.	NEET, ethnic minority groups (especially Roma).	Ex-combatants, disabilities, single mothers.	Youth in foster care, teenage/young mothers, NEET, ethnic minorities.	NEET, ethnic minorities.		Disabilities, young mothers, NEET, ethnic minorities.	NEET, immigrant groups.

Source: D3.3 – Methodological report on the qualitative interviews in each country, page 47.

5. Analysis

The reading and the analysis of the large, rich and complex EXCEPT empirical material collected by the nine country teams (386 qualitative interviews) required a sophisticated and shared methodological and conceptual apparatus. For this goal, the nine teams used two main common analytical tools in order to organise all the information:

- Synopsis
- Codebook

Coded interviews and synopses were the data-sources for the country reports, while both synopses and country reports were used for the comparative (thematic) report. As mentioned in the introduction already, the use not only of country reports but of synopses too in writing the comparative thematic reports is one of the methodological characteristics of the EXCEPT project.

As the other documents used for the qualitative fieldwork, the synopsis template and codebook were constructed through a shared process aimed at making the most of the theoretical and methodological traditions, and the competences of all the multidisciplinary teams in the EXCEPT project. The construction process of both the synopsis and codebook was collaborative, shared and intersubjective among the partners, starting from a draft elaborated by the Italian team in cooperation with the Greek team. After collecting the first two interviews with the final outline from each country, the Italian team worked in cooperation with the Greek team and in December 2015 sent a partial codebook draft to all partners involved. Then, after each country had conducted and sent the first five interviews, a proposal of codes for the three specific themes (well-being, autonomy, economic consequences) was elaborated, based on issues emerging from the literature and the interviews. After collecting the inputs by the thematic researcher teams, the Italian team sent a complete codebook draft that was discussed during the Bamberg meeting (February 2016). The initial discrepancies among the teams, due to different research approaches, study traditions and theoretical frameworks, were overcome also by means of group exercises[4]. The result was a common and simple synopsis template and codebook built up by all teams together. The Bamberg meeting was also devoted to the training of researchers on how to code interviews and implement synopsis.

The final codebook and the synopsis template were validated and shared in April 2016.

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[4] With respect to the synopsis template, the teams had the possibility of sharing ideas after the Turin meeting already (October 2015) and, with respect to the definition and use of the codebook, during the Bamberg meeting (February 2016) there was a group discussion of a coded interview (the teams checked the coding of an interview, discussed it and highlighted problems and criticisms with the final aim to commonly share the coding process).

Synopsis

The synopsis is a short report of each interview, organized in themes/boxes, containing both a summary and quotations from the interview, taking into account the interviewee's experiences, coping strategies, feelings and points of views. All the synopses were written in English, and therefore the quotations were translated too. and contains information and quotations. The synopsis template (reported in the Annex 1) is organised in the following boxes:

a. Interviewer's notes
b. Short biographical profile
c. Education and training
d. Work
e. Health and well-being
f. Autonomy (housing, economic, psychological)
g. Socio-Economic consequences
h. Policies
i. Informal social support
j. Future
k. Cumulative disadvantages and social exclusion/inclusion

For boxes "c" to "k", all the teams involved summarised the descriptive parts of the interview (*"the way the interviewee acts"*) and inserted significant quotations that express the way the interviewee thought and reflected, concerning, in particular, coping strategies, protective and/or risk factors, judgements, feelings, meanings and definitions, needs, plans, hopes and worries for the future. Particular attention was paid to report not only descriptions of interviewee's concrete life experiences but also information and quotations reflecting the individual perceptions, coping strategies, protective and risk factors related to the vulnerability and social exclusion risks. Moreover, the meanings the interviewees expressed about the relevant topics of the EXCEPT project, such as job insecurity, autonomy and adulthood were considered[5].

In order to identify relevant quotations, the teams involved coded each interview by using a shared codebook (see the following section) and software for the qualitative analysis of textual data e.g. Atlas.ti.

Differently from the above-mentioned boxes, no quotations were needed in boxes "a" and "b". In the first box (*Interviewer's notes*), the teams inserted interviewer's comments that could be useful in order to contextualise the interview and to facilitate its analysis (e.g. information about the interview setting, the interviewee's appearance and attitude toward the interviewer; and methodological information about difficulties in deepening a topic or

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[5] The Italian team provided a document written in collaboration with the Greek team containing detailed instructions on the information that all the teams should have included in each of the synopsis boxes.

on how the interview outline was being developed). In the second box (*Short biographical profile*), they summarised background data concerning the interviewee (such as age, educational level, marital status and number of children) and information about the main turning points of their biographical path.

The average length of the synopsis for each interview was between 3 and 5 pages.

Codebook

The shared codebook that all the teams used to identify relevant quotations to put in the synopsis is characterised by three different types of codes – *"thematic"*, *"cross-thematic"* and *"qualifying"* –conceived to be combined and used together.

Thematic codes	Cross-thematic codes	Qualifying codes
1. Education and training 2. Work 3. Health and Well-being 4. Autonomy 5.Socio-economic consequences 6. Policies 7. Support	A. Coping strategies B. Protective factors C. Risk factors D. Feelings E. Meanings and Judgements F. Needs G. Future	a. Positive (+) b. Negative (-) c. Formal d. Informal

The function of the thematic codes was to identify the main thematic area a certain quotation referred to, while cross-thematic codes were used to specify the issues addressed/developed within each theme. Finally, the last type of codes, the qualifying codes, aimed at qualifying, from the point of view of the interviewee, their experiences, judgements, feelings and meanings as positive or negative, and as formal or informal, e.g. reffered to the kind of support they received and the strategies adopted to cope with past/present economic and work difficulties and health problems.

Significant quotations were labelled by more than one single code: it was the combination of codes, rather the single code, which properly qualified the interview quotations. Codes were combined among and within the three columns (thematic code + cross-thematic code + qualifying code) as more than one code of the columns above were used together. Guidelines with examples on how to use the codes were given to the teams.

A parallel step-by-step process

The interviews are the empirical basis for different deliverables: synopses, country reports and thematic comparative reports. Each country had to analyse its own interviews to carry out its national analysis but at the same time, to supply data and information to support work of the thematic groups for the writing of the final thematic comparative report, by providing synopses written in English and country reports. For this reason, the informatrion had to be, at the same time, exhaustive and concise. To reach this goal, the qualitative analysis was organised step by step.

Steps of qualitative analysis	
Step 1. Read and summarise the interview in the template of synopsis	Report in each box of the synopsis the summary of interviewee's narratives and the reconstruction of his/her life courses.
Step 2. Code the interview	Label the relevant parts of the interview (quotations) with the codes of the shared codebook or creating new country-specific codes.
Step 3. Insert the quotations in the synopsis	Insert in each box of the synopsis (boxes c to k) relevant quotations. The quotations integrate and clarify the summary of the interviewee's narratives and the reconstruction of his/her life courses.

The first step of this process was to write the synopsis of each interview. Summarising and coding proceeded in parallel: researchers read and summarised the interviewee's narrative and description of relevant events/issues in each section of the synopsis template, and then re-read the interview to code it (e.g. by means of Computer Assisted Qualitative Data Analysis Software) using the codes provided and the emerging/country specific ones. Then, the most relevant quotations were inserted in the synopsis accordingly to the topic to be developed, in each box after the summary. Quotations clarified and integrated the summary, especially adding the point of view of the interviewee, highlighting how they shaped their life events and experiences, as well as the consequences of labour market exclusion and job insecurity on the various spheres of life.

National and comparative reports

This complex process allowed us to build common and shared tools through a participatory process that involved all the WP3 teams driven by the UNITO team.

Coded interviews and synopses were the data-sources for the country reports, and synopses and country reports for the comparative (thematic) reports.

Based on the synopsises of each interview and the report outlines provided by the UNITO and AUTH teams, each country team wrote a country report on each theme (Autonomy, Health and Well-being, Socio-Economic Consequences) and focused on its national institutional and cultural context where the analysis of the interviews was reported, and transcribed in the original language, and the synopses in English.

The last phase of Wp3 consisted of the analysis of the empirical material in a comparative way, starting from the tools we collected during the entire qualitative research process. We used the synopses and qualitative national reports on the three topics (Autonomy, Health and Well-being, Socio-economic consequences).

We decided to use a down-top approach, starting from the voice of young people. In this way, some topics emerged from the youth quotations.

The Unito team worked on the part on autonomy, and the Auth team on economic consequences and health and well-being.

In our analysis, the main axis in these cases was topics, subtopics and countries. The aim was to understand the feelings and mechanisms inside the specific institutional contexts of similar groups of young people with similar goals and similar phases of their life in which they became adults and faced important issues, like leaving the parental home, finding a job, managing money, planning a future and facing problems of well-being in this delicate and important phase of their life. Other parts of the project allowed us to reconstruct the institutional context (WP2) in which young people acted and the macro relations among variables (WP5, 4 and 6 quantitative analyses).

The method used for the analysis of the interview data in each country was thematic analysis, which is a categorizing strategy, a process of encoding qualitative information. Thematic analysis involves the searching across a data set (i.e., a number of interviews) to find repeated patterns of meaning (Boyatzis 1998; Braun & Clarke 2006; Grunow & Evertsson 2016). In order to identify themes (and subthemes), researchers of the EXCEPT Project were advised (a) to use both an inductive (bottom up) and a deductive (top down) way, that is, to rely both on the data (what the participants/individuals actually say) as well as on theory; (b) to use both a semantic approach (which means look at the explicit, surface meanings of the data) and a latent approach (that is, to examine underlying ideas, assumptions and conceptualizations); and finally (c) not to rely exclusively on certain questions from the interview guide.

Based on the above, the basic categories/themes that emerged in the national reports for well-being and health as well as for the socioeconomic consequences of unemployment were also followed in the two comparative part of the report prepared by AUTH teams and the categories/themes emerged for autonomy are the basis for the comparative part of the report prepared by UNITO team. The aim was to critically compare and discuss the experiences and self-perceptions of youth among the nine European countries in order to come up with similarities and differences.

Concerning the process, at the beginning, researchers read the 9 national reports on one topic, and then shared the reading of various national reports and used the synopses to integrate the contents. They used the criteria of saturation of topics with reports, text and quotations, and synopses. All the topics and subtopics emerging from the interviews were inserted in the outline of the comparative reports. In the last phase, all national reports were read again, but transversally to the reports and country, looking at specific topics in a comparative way. A table of topics and countries was created in which that topic was developed.

Some topics emerged in some countries but not in others, and the researchers decided to respect the fact that people solicited by the same stimulus, and questions on the interview outline, reacted in different ways, interpreting this as a specificity of that country. This could be linked to the cultural or institutional national context.

Then we analysed specific quotations of young people of each country relative to the different topics or subtopics, looking at the decisions and social mechanisms and feelings of young people, building groups of countries/cases on specific topics based on the common feelings of young people.

In the conclusions, we tried to reconnect these results with the institutional context of the countries, the macro level in which young people make decisions. This allowed us some considerations regarding policy recommendations.

The picture that emerged was very complex and rich. It illustrated the feeling and dynamics among different types of variables.

The challenge was the large quantity of material and the way to organise it. The use of tools and the establishment of a common procedure among researchers helped us in this analysis.

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Annex 1

1a. Synopsis template

(WP3 T3.5.1 Italian and AUTH teams)

Country	Example: Bulgaria
Interviewee's code	Example: ISSK_01
Interviewee's pseudonym for privacy	Example: Marisa
Belonging to country specific risk group?	
Date of the interview	|_D_||_D_| |_M_||_M_| |_Y_||_Y_||_Y_||_Y_|

a. Interviewer's notes

b. Short biographical profile

c. Education and training

d. Work

e. Health and Well-being

f. Autonomy (housing, economic, psychological)

g. Socio-Economic consequences

h. Policies

i. Informal social support

j. Future

k. Cumulative disadvantages and social exclusion/inclusion

1b. Synopsis guidelines

(WP3 T3.5.1 Italian and AUTH teams)

How to manage and to compile the synopsis

Here below you can find details on the kind of information that is expected to be included in each of the synopsis box.

a. Interviewer's notes

No quotations needed. This box should contain both observational and methodological interviewer's comments that could be useful in order to contextualize the interview and to facilitate its analysis. Insert here interviewer's notes on: the recruitment channel, the interview setting (for example where it has been conducted? at interviewee's home? outdoor? at the presence of other persons or not?), the interviewee's external appearance, his/her attitude toward the interviewer (collaborative or not), gestural, facial and eyes expressions, posture, speech problems (for example stuttering). You can use this box also to insert methodological interviewer's comments as, for example, information about difficulties in addressing a topic, to describe misunderstanding/lack of information on sensitive topics, notes on how the interview outline has been developed, to explain the reasons why a topic/issue couldn't be covered.

b. Short biographical profile

No quotations needed. Summarize here background data concerning the interviewee (as age, educational level, marital status and number of children) and information about the main turning points of his/her biographical path, focusing on the main steps of interviewee's transition to adulthood.

c. Education and training

This box should include description and relevant quotations about schools/training courses attended, abandoned or that the interviewee desires/desired to attend, reasons behind its choices, perceptions, feelings and satisfaction about its own educational/training path, evaluation of the impact and usefulness of the courses attended and of the education/training in general, reasons behind the decision to go back to school/training. Please pay attention to indicate if and when the interviewee has used education and training as a **coping strategy** to face period of unemployment, to improve his/her employability (in case of unemployment or temporary job, for example), his/her professional competences, or to pursue other related to work goals. Also expressions of particular needs of training by the interviewee should be inserted in this box.

d. Work

This box should include description and relevant quotations about **past and current** interviewee's **working experiences** (types of employment contract, duties, length of the experience, working environments, how the job was found and has finished, turning points, reasons behind decisions and changes) and his/her **expectations, perceptions, evaluation, satisfaction, feelings** about them (for example, best and worse work experiences, opportunities and constraints, problematic issues related to a specific working experience, coherence between education and work). Put here also description and quotations about **past and current unemployment** experiences with attention not only to the objective characteristics of unemployment experiences (duration and

frequencies, type of job searching, activities during periods of unemployment etc.) but also to the interviewee's perceptions and feelings about them, **strategies to cope with unemployment**, informal and formal support, policies and benefits. Other important aspects to take into consideration here are meanings, desires, feelings, satisfaction, expectations related to work as a sphere of life (rather than in relation to a specific job experience) and description of ideal job (in terms of type of contract, duties, working conditions, working environment, location, desires, feelings and lifestyle connected to it). Crucial are also s**ubjective perceptions** and worries **about job insecurity.** Pay also particular attention to the interviewee's discourses about his/her **coping strategies with job insecurity** at three levels: micro, macro and meso. **Micro**: when the coping with job insecurity is made through the individual's own resources, skills or means of coping; in particular, here the reference is to the *problem focused coping*: cognitive, emotional and behavioural strategies used to deal directly with the job insecurity (or unemployment) in order to resolve it; *emotion focused coping*: cognitive, emotional and behavioural strategies used to deal with negatives emotions associated to job insecurity (or unemployment); and *avoidant coping*: activities (abuse of alcohol, drugs, …) or mental states (withdrawal, denial) that keep them from directly addressing job insecurity (or unemployment). **Macro**: when the coping is made through policies and institutional support. **Meso**: when the coping is made through social support from family and or/significant others.

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e. Health and Well-being

This box should include description and quotations about the current or past health and well-being, physical or psychological, the interviewee's **positive** or **negative judgments** and **feelings** related to satisfaction or dissatisfaction, happiness (or unhappiness) with his/her overall life situation and health. Use this box also for interviewee's references to micro, macro and meso factors that he/she **consciously** considers as **protective factors** or, conversely, **risk factors** in relation to health and well-being. Please pay attention to youth's **micro, macro and meso strategies to cope with negative consequences** of job insecurity and labor market exclusion **on health and well-being** (for the meanings of micro, macro and meso please refer to the definitions above, in box c).

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f. Autonomy

This box should include description and quotations on interviewee's experiences, feelings, meanings, desires, expectations, behaviours and references to social and cultural norms related to (**the transition to) adulthood,** with special attention to **three dimensions of autonomy: housing, economic and psychological**. Please pay particular attention to youth's **micro, macro and meso strategies to cope with negative effects of job insecurity on autonomy** (for the meanings of micro, macro and meso please refer to the definitions above, in box c.). Use this box also for interviewee's references to micro, macro or meso factors that he/she considers as **protective factors** or r**isk factors** in relation to autonomy.
It is worth to pay attention, in particular, to the following aspects:
- current, past and present **housing** situation and living arrangement (people with whom the interviewee lives, personal spaces and conditions within housing situation, housing related expenses); perceptions, feelings, evaluation and satisfaction about it; experiences and reasons for leaving parental home or for returning to it, (formal and informal) support received in leaving parental home; feelings, perceptions and meanings related to the experience of leaving (and returning, if that's the case) the parental home.

Also information on meanings, feelings, values, norms, expectations, desires, plans related to housing autonomy as concept/sphere of life (rather than related to actual experience) should be included in this box. This would also include expectations by and discussion with relevant others on this issue, comparison of his/her own situation with situation or experience of relevant others.

- experiences, evaluation, satisfaction, feelings about **economic** autonomy (other resources other than salary), to have (or not) sufficient income to face the expenses in everyday life, on the occasion of particular "transition markers" such as parenthood or career changes; strategies to cope with irregularity or lack of income; family inter-generational transfers (from and to), as well as transfer from and to social networks or public/private institutions. This box is also about perception, meanings, desires, expectations, feelings about economic autonomy in the future. Also expectations by and discussion with relevant others on this issue, as well as comparison of his/her own situation with situation or experience of relevant others have to be inserted in this box.

- **psychological** autonomy, that refers to interviewee's discourses about desire/perceptions to self-organize experience and behaviour and to decide in freedom for themselves; the effective possibility to act in accord with their authentic interest, values and desires.

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g. Socio-Economic consequences

The box should include description and quotations about the social and **economic consequences of unemployment, precarious and temporary employment or labour market exclusion**, both in terms of **short-term** deprivations, impoverishment, and disadvantages (for example, when interviewee says that low income, poverty or financial insecurity affects his/her everyday living conditions, expenses, savings, debts etc.) and **long-term** consequences (for example, when interviewee says that low income, poverty or financial insecurity may affect individual's future savings, debts, retirement plans, pension schemes etc.). Also information and quotations about how the present **material** conditions and economic deprivations affect (or could affect in the future) **psychosocial** aspects of the individual's life in general (for example, if the low income, poverty or financial insecurity at present affects the individual's psychological condition, well-being as well as his/her intimate relationships, friendships, family relations, leisure time, hobbies, etc.) have to be inserted in this box. Use this box also for interviewee's references to micro, macro or meso factors that he/she considers as **protective factors** or r**isk factors**. Please pay attention to youth's **micro, macro and meso strategies to cope with socioeconomic consequences of job** insecurity and labor market exclusion (for the meanings of micro, macro and meso please refer to the definitions above, in box c.).

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h. Policies

This box should include description and quotations about interviewee's **knowledge, involvement, evaluations, expectations, perceptions, feelings and suggestions** about **labour, housing and income** support **policies or programs**. Pay attention to reasons behind the decision to take part (or not), source of information, kind of support expected and received, evaluation and satisfaction about the program, possible future improvements, impact of the policy on their life, reasons behind of non-involvement in specific programs (lack of knowledge/lack of interest/lack of prerequisites/ lack of trust). Concerning **labour policies**, take into account interviewee's references both to **active** (which aim at removing barriers to the entry in the labour market - for example: public employment services, training schemes to help the unemployed to improve their

vocational skills and hence increase their employability, employment subsidies either in the public or private sector directly create jobs for the unemployed) and **passive** policies (which aim at protecting income loss experience during unemployment spells - for example, unemployment benefits) and labour legislation (minimum wage, personal income taxation, etc.). Regarding **housing policies**, the reference is to interviewee's affirmations about interventions such as government allowance towards household tax, rent benefit, council housing and housing based on municipality agreements, benefits for access to credit relater to mortgage (e.g. governmental funds of guarantee). As concern the **income support policies**, the reference is to those policies that are not included in the labour and housing policies that aim at compensating income loss due to reduced access to paid employment or reduced capacity to work (sickness, pregnancy, maternity, taking care of a child, invalidity, etc.) and at reducing or alleviating the risk of poverty (social assistance). Means-tested or not, the interventions in this field take form of cash and in-kind benefits (social services): for example, policies of minimum income, family/children related allowances, disability benefits, survivor benefits, old-age benefits, sickness benefits, education-related allowances.

i. Informal social support

This box should include descriptions and quotations about social support received from **personal networks** (family, friends, neighbours, associations etc. at local, national and transnational level), expectations of support, kind of support received or expected (emotional, informational, material), mismatches between support expected and received, perceptions of availability and use, perceptions and evaluation of the impact and usefulness of the support, satisfaction and feeling, expressed needs of support, **coping strategies** related to the use of a particular type of support.

j. Future

This box should include descriptions and quotations about wishes, expectations and/or concrete plans about their own future in regard with personal, family, educational and working life, reasons holding him/her back, opportunities and constraints. Please insert also references to how the interviewees perceive their own situation in five years.

k. Cumulative disadvantages and social exclusion/inclusion

Insert in this box your (researcher's) overall considerations about cumulative disadvantages and objective and subjective dimensions of social exclusion. Specifically, include considerations about the factors and their combination that may affect youth's subjective well-being and health, autonomy and economic situation, and that can involve risks of poverty, material deprivation and lack of social security. Please also include also factors that, at the contrary, work as protective factors that may avoid risks of social exclusion. Social exclusion involves not only the lack of adequate resources, but the inability to fully participate in one's own society. It allows us to focus also on relational issues: inadequate social participation, lack of social integration, lack of power.
Please insert here also quotations of aware references by the interviewee to protective factors/risk factors (e.g.: coded with the codes protective factors or risk factor, accordingly combined with the thematic codes).