



SYNCLUSIVE

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a more inclusive labour market for vulnerable groups
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Abbreviations

Abbreviation	Explanation
ANOVA	Analysis of Variance
CES-D	Center for Epidemiologic Studies – Depression scale
CMO	Context – Mechanism - Outcome
IMBP	Integrated Model for Behavioural Prediction
JSSE	Job Search Self-Efficacy
MAXQDA	Qualitative Data Analysis software with AI Integration
PHQ	Patient Health Questionnaire
PIAAC	Programme for the International Assessment of Adult Competencies

Statement of originality

This deliverable contains original unpublished work except where indicated otherwise. Acknowledgement of previously published material and the work of others has been made through appropriate citation, quotation or both.

Abstract

The Synclusive project utilizes a robust data collection and analysis framework to promote inclusivity in the labour market. Through a realist evaluation methodology, combined with a quantitative approach, the project actively engages diverse stakeholders to design targeted interventions aimed at improving employment outcomes and boosting self-efficacy for vulnerable job seekers and employees. Rigorous data management protocols ensure the collection of high-quality, reliable, and ethically sound data, reinforcing the project's objectives while contributing to broader policy and practice advancements across Europe. This document serves as a continuation of D4.1 and reflects ongoing work in progress.

Executive Summary

The Synclusive project seeks to enhance labour market inclusivity through the development and implementation of targeted interventions designed to improve employment outcomes for vulnerable job seekers and employees. This effort is supported by a comprehensive data collection and analysis framework that employs a mixed-methods approach, integrating both quantitative and qualitative methodologies within the scope of a realist evaluation.

The project employs a mixed-methods approach, integrating both quantitative and qualitative data to provide a comprehensive understanding of labour market dynamics and the effectiveness of interventions. The quantitative component measures changes in self-efficacy, skills development, and labour market mobility, using a repeated measures design. This involves collecting data at three key intervals: before the intervention (T0), immediately post-intervention (T1), and four months after the intervention (T2). The qualitative component uses in-depth interviews to gather personal narratives from participants, offering detailed insights into their experiences, motivations, and perceptions of how the interventions have influenced their career trajectories.

The project targets different vulnerable groups across four Living Lab countries. In Portugal, the focus is on young people entering the labour market, while in Finland it centres on the long-term unemployed. In Bulgaria, the target group is older women aged 55 and above, and in the Netherlands, the emphasis is on long-term unemployed young migrant women working in the childcare sector. These Living Labs serve as experimental environments where local employers, organizations, and communities collaborate to implement and evaluate tailored

interventions. Each country's Living Lab may involve multiple employers, offering diverse job opportunities based on regional and sector-specific challenges.

Data collected throughout the project spans various demographic, employment, and self-efficacy variables, with regular updates to track progress and assess long-term impacts. The data gathered enables both longitudinal analyses and cross-country comparisons, helping to identify region-specific challenges and solutions while also providing a broader view of intervention outcomes. The realist evaluation framework applied in the project ensures a structured examination of how interventions operate within different contexts. This framework is central to understanding the relationships between context, mechanism, and outcome, allowing for a more nuanced analysis of how factors such as local employment conditions, organizational support, and individual characteristics influence the success of interventions.

The quantitative analysis of intervention outcomes focuses primarily on improvements in self-efficacy, with potential secondary outcomes including skills development and labour market mobility. Depending on the availability of control groups, the analysis will use techniques such as ANOVA or regression models to assess the effectiveness of interventions. Control groups could include participants from similar departments or locations who did not receive the intervention, individuals on a waiting list for the intervention, or those who dropped out. Qualitative data collected through interviews is analyzed using tools like MAXQDA or Atlas.ti, following a structured framework that categorizes interview questions into dimensions of context, mechanism, and outcome. This approach facilitates deeper insights into how participants experience the interventions, and it helps to highlight the specific factors that contribute to improved self-efficacy, skills acquisition, and mobility.

The Synclusive project also places great emphasis on ensuring high-quality data collection and analysis. Rigorous validation procedures, regular audits, and cross-checks between data sources help maintain accuracy and reliability. However, certain challenges, such as regional variations in data availability and consistency in data collection practices, are anticipated and addressed through careful planning and collaboration among project partners.

A defining feature of this project is its commitment to knowledge dissemination. Insights gained from both the quantitative and qualitative data are shared with a wide range of stakeholders, including employers, policymakers, and community organizations. This dissemination of knowledge is designed to foster the wider adoption of successful interventions, encouraging more inclusive labour market practices across Europe. By engaging with a broad audience, the project seeks to create a sustainable impact that extends beyond the initial scope of the interventions, driving systemic change in the labour market and improving opportunities for vulnerable groups.

In conclusion, the Synclusive Project is an iterative, data-driven initiative that adapts its interventions to meet the needs of vulnerable populations in different European regions. Through its mixed-methods approach and commitment to knowledge sharing, the project aims to improve self-efficacy, skills development, and mobility among job seekers and employees, ultimately fostering greater labour market inclusion across Europe.

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Introduction

The Synclusive project is designed to enhance labour market inclusivity by examining and mitigating discrimination and supporting both the inflow of job seekers and upward mobility of employees of vulnerable groups in the labour market using the ENGINE approach to promote the inflow, mobility and further development of vulnerable groups in the labour market, considering the core targets of 50 vulnerable job seekers finding employment and 50 employees taking on new tasks, responsibilities or roles in the project implementation process.

The project has the following specific objectives:

1. To develop and consolidate a network of stakeholders in regional Living Labs along the lines of the Community Coalition Action Theory, using the ENGINE approach as the working mechanism in 4 European regions (northern, eastern, central, and southern).
2. To test the usefulness and applicability of the ENGINE approach for different vulnerable groups identified as being discriminated against to be included in the regional labour market in 4 European regions.
3. To identify drivers and barriers to the implementation of both upward or sideward mobility of employees and the inflow of vulnerable groups with all regional partners in the 4 European Living Labs resulting in an integrated intervention package to be implemented in each Living Lab, using peer learning techniques as a central educational form in the educational tooling and interventions to mitigate discrimination and promote an inclusive work environment.
4. To identify interoperable and comparative (quantitative and qualitative) indicators and standards that are relevant for the labour market inclusion of vulnerable groups, taking into account the regional, national (legislative, social security) and cultural context.
5. To assess the impact of the implemented ENGINE approach on the labour market mobility and inclusion of the vulnerable groups at a regional level within 4 European regions.
6. To identify transition pathways from the regional to the (inter)national EU policy level, using a multilevel perspective, comparing the implementation of these Living Labs, and the drivers and barriers identified for labour market inclusion of the vulnerable groups targeted, in different legal, political and cultural contexts.

These objectives address several main challenges to overcome discrimination for an inclusive labour market.

The project's structure includes data collection, analysis, dissemination, and implementation of findings across various European regions. Synclusive uses a quantitative evaluation model to test the impact of measures implemented in each of the Living Labs aimed to stimulate

improvement of inflow and mobility of the vulnerable workers in the labour market. This is complemented by a realist evaluation. Realist evaluation provides a nuanced understanding of how and why certain interventions succeed or fail in specific contexts. The participation of living labs in Portugal, the Netherlands, Bulgaria, and Finland ensures that interventions are tested and refined in real-world settings, involving key stakeholders such as employers, training institutions, policymakers, and civil society organizations. Synclusive aims to improve self-efficacy and labour market inclusion of both vulnerable job seekers and employees. The theoretical framework of Synclusive indicates that inclusion is particularly effective when organisations can link increased self-efficacy and mobility of employees to the inflow of vulnerable job seekers into the labour market.

To assess the impact of the ENGINE approach which has the goal to promote the labour market mobility and inclusion of the vulnerable groups at a regional level within 4 European regions a monitoring framework (see figure 1) was developed (Deliverable 4.1). A mixed methods approach to data collection, encompassing the gathering, analysis, and interpretation of quantitative and qualitative data is being implemented in the four Living Labs.

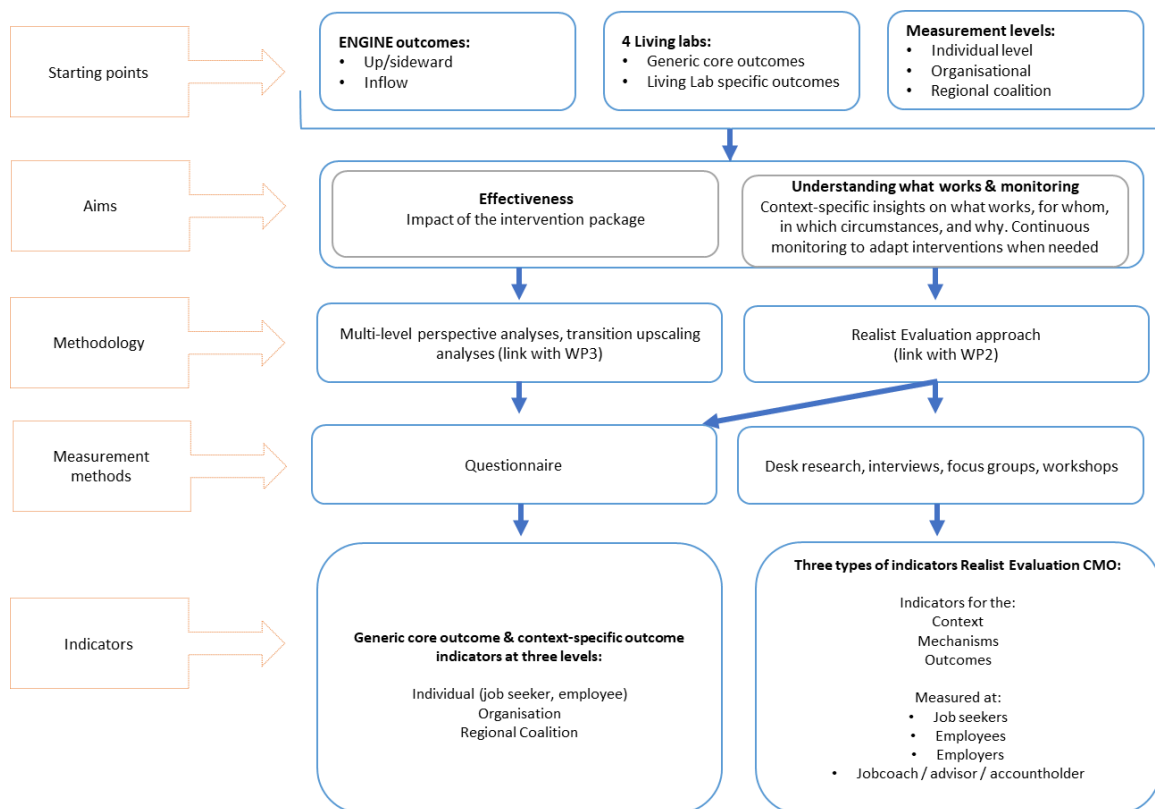


Figure 1 - Building blocks and outline of the monitoring framework (see D4.1 Report).

The monitoring framework makes it possible to understand how the ENGINE outcomes are related to the two main goals of this project: 1) stimulate the inflow of vulnerable job seekers and 2) stimulate upward and sideward mobility of vulnerable employees in the organisations

in the region. Moreover, the ENGINE is being implemented in the four living labs and the measurement is being done at the individual level (job seekers and vulnerable employees), and at the organisational level, (employer or management, to improve their attitude towards the inflow and up/sideward mobility of their employees within the organisation), and at regional level (coalition of stakeholders, in which the municipality closely works together with employers in the region and other relevant stakeholders such as training institutions and civil society organisations).

The main goals are the evaluation of the impact of the implementation packages in and across the four Living Labs and understanding what works or not, for whom, in which circumstances, and why. For the first aim, a quantitative evaluation, and for the second aim realist evaluation is being performed, with underlying methodology and indicators as expressed in Figure 1. The implementation of this methodology allows the examination of how the intervention package affects both the Living Lab-specific outcome indicators and the core generic outcome indicators, and the efficacy of the intervention packages in each of the four Living Labs is being evaluated through quantitative analysis and the qualitative analysis allows to understand the mechanisms and the reasons why particular interventions are effective or ineffective for a given individual or set of circumstances in the realist evaluation.

1. Mixed-Methods Approach – qualitative and quantitative approach, in the scope of realist evaluation

The mixed-methods approach, used within the scope of realist evaluation, integrates both qualitative and quantitative data collection methods to provide a comprehensive understanding of a given phenomenon. This approach seeks to determine what works, for whom, under what circumstances, and why, by focusing on Context-Mechanism-Outcome (CMO) configurations. Through this combination of data types, the mixed-methods approach allows for a deeper exploration of how different factors interact to produce specific outcomes.

To operationalize the project several research questions are posed to be dealt with in the different types of analyses:

Research questions related to the quantitative analysis

1. To what extent does the intervention package for job seekers influence their self-efficacy (core outcome), as well as their skills and competencies?
2. How does the intervention package for employees affect their self-efficacy (core outcome) and skills and competencies?
3. To what extent do improve self-efficacy outcomes lead to greater labour market inclusion?

4. Does the quality, strength, and collective partnership of regional stakeholders (regional coalition) have a moderating effect on the impact of the intervention package and labour market inclusion outcomes?

Research questions related to the (qualitative) realist evaluation

1. Job seekers: why did the intervention package work (or not) for these job seekers, for who did it work and for who did it not work, and why, how did it work, in which context, and for which context did it not work -> it 'works' when job seekers were effectively entering the job;
2. Employees: why did the intervention package work (or not) for these employees, for who did it work and for who did it not work, and how did it work, in which context, and for which context did it not work -> it 'works' when employees were effectively taking on new responsibilities, were effectively raking on new tasks or moved to a new position they wanted to obtain/moved upwards or sideways;
3. Did the intervention package aimed at increased mobility/increased ambition of the employees stimulate the inflow of job seekers in these organisations?
4. Did the actual increased mobility/increased ambition of the employees stimulate the inflow of employees in these organisations (through job creation)? Either directly (new vacancy) or indirectly (e.g. through more inclusive employer behaviour).

1.1. Quantitative Approach

The quantitative approach involves surveys, pre- and post-intervention assessments, skills development metrics, and self-efficacy scales, which provide measurable data on self-reported engagement, skill development, and the effectiveness of intervention on self-efficacy outcomes over time. The analysis includes exploratory data analysis, univariate, bivariate and multivariate analysis is needed for diagnosis and comparative evaluations.

According to the defined objectives, diagnosis will be made to identify the barriers and drivers to entering into the labour market, the motivation levels, attitudes for job search, and self-reported skills and efficacy. The diagnoses at each stage of the Living Lab will allow for comparison over time and evaluation of the effect of the intervention. The comparative analysis can be carried out at different levels of analysis, such as overtime, within each Living Lab, between the different Living Labs, regionally and nationally, considering the characteristics and specificities of the vulnerable groups (e.g. age, gender, education, job condition).

The quantitative data collected on the inflow and mobility of the vulnerable groups within an organisation will help to assess the impact of the ENGINE approach, in association with the qualitative analysis to be carried out.

The structure of the quantitative analysis is as follows:

1.2. Conceptual Model for Data Collection and Analysis

For the quantitative analysis, two questionnaires are designed to gather data of job seekers and employees on various aspects related to unemployment, including personal characteristics, participation in interventions, obstacles faced in work participation, self-reported skills and qualifications, job-seeking behaviour, self-efficacy, motivation, and mental health, following the measures available to Integrated Model for Behavioural Prediction (IMBP) concepts (Figure 2).

The concepts to be measured are the following:

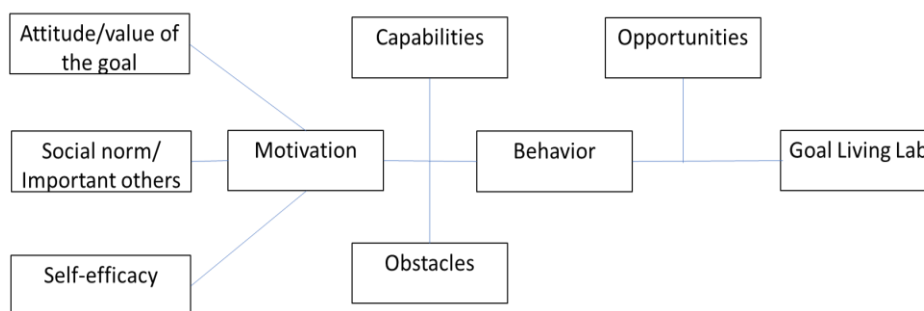


Figure 2 - Measures available to IMBP concepts.

Table 1 – Measures available to IMBP.

	Questionnaire
Personal characteristics	Not applicable (gender, age, level of education, unemployment status, years of unemployment)
Participation in courses / training etc	PIAAC (Programme for the International Assessment of Adult Competencies)
Obstacles for work participation	Adapted from Abilitator, 2023
Self-reported skill and qualification	Wanberg, C. R., Hough, L. M., & Song, Z. (2002). Predictive validity of a multidisciplinary model of reemployment success. <i>Journal of applied psychology</i> , 87(6), 1100.
Job seeking behaviour	Vesalainen, J., & Vuori, J. (1999). Job-seeking, adaptation and re-employment experiences of the unemployed: a three-year follow-up. <i>Journal of Community & Applied Social Psychology</i> , 9, 383-394. OR Wanberg C. R., Glomb T. M., Song Z., Sorenson S. (2005). Job-search persistence during unemployment: A 10-wave longitudinal study. <i>Journal of Applied Psychology</i> , 90, 411–430.

Self-efficacy for job searching	JSSE: Koen, J., van Vianen, A. E., van Hooft, E. A., & Klehe, U. C. (2016). <i>How experienced autonomy can improve job seekers' motivation, job search, and chance of finding reemployment. Journal of Vocational Behavior, 95, 31-44.</i>
Self-efficacy for future job	Lagerveld, S. E., Blonk, R. W., Brenninkmeijer, V., & Schaufeli, W. B. (2010). Return to work among employees with mental health problems: development and validation of a self-efficacy questionnaire. <i>Work & Stress, 24(4), 359-375.</i>
Motivation to work / career identity	Koen, J., Klehe, U.-C. & van Vianen, A.E.M. (2013). Employability among the Long-Term Unemployed: a Futile Quest or Worth the Effort? <i>Journal of Vocational Behaviour</i> , http://dx.doi.org/10.1016/j.jvb.2012.11.001 .
Job search attitude	Van Hooft, E. A. J., Born, M. P., Taris, T. W., & Van der Flier, H. (2004). Job search and the theory of planned behaviour: Minority - majority group differences in The Netherlands. <i>Journal of Vocational Behaviour, 65, 366-390.</i> Van Hooft, E. A. J., Born, M. P., Taris, T. W., Van der Flier, H., & Blonk, R. W. B. (2004). Predictors of job search behaviour among employed and unemployed people. <i>Personnel Psychology, 57, 25-59.</i>
Job search Subjective norm	Van Hooft, E. A. J., Born, M. P., Taris, T. W., & Van der Flier, H. (2004). Job search and the theory of planned behaviour: Minority - majority group differences in The Netherlands. <i>Journal of Vocational Behaviour, 65, 366-390.</i> Van Hooft, E. A. J., Born, M. P., Taris, T. W., Van der Flier, H., & Blonk, R. W. B. (2004). Predictors of job search behaviour among employed and unemployed people. <i>Personnel Psychology, 57, 25-59.</i>
Mental health	PHQ-9 OR CES-D

1.3. Subjects

Apart from the core subjects or target groups of job seekers and employees, we have different vulnerable groups as well as different organizations (employers) and jobs for job seekers to flow into and employees to develop their careers:

Each of the four Living Lab countries identified their own vulnerable target group.

Portugal: Young people entering the labour market

Finland: Long-term unemployed

Bulgaria: Older 55-plus women

Netherlands: long-term unemployed-> young migrant women (childcare)

In the Living Labs, we see that the target group is sometimes a bit changed due to the type of employer/sector in which the organisation participates in Synclusive. We may also see that in some of the countries we identify more than one Living Lab, since we include different employers, offering very different types of work to job seekers and

employees (this may become the case in Amersfoort/the Netherlands), sometimes also because they are located in different regions (e.g. Portugal).

For the quantitative analysis 'control data' should be collected. Preferably this data comes from a control group comparable to the group of job seekers and employees who have not been exposed to the intervention package. This may be feasible within the organisations which are participating.

For identifying 'controls. There is a 'hierarchy' of what is possible to identify control 'values' from ideal to less ideal:

- Option 1: (most preferred) is to have a control group by matching the controls (vulnerable job seekers and employees). As far as the employees are concerned, control departments or control locations could be used.
 - To be discussed with the Municipality and/or social security organisation and the employer who participates.
- Option 2: if option one is a no-go, the '*waiting list control*' is an option. Here the job seekers or employees who will take part in the study and will use or be part of an intervention will answer the questionnaires twice before they take part in the intervention... e.g. with a few weeks in between.
- Option 3: *Follow up on the dropouts* to understand why the intervention did not work for them under those circumstances and whether it would have worked under other circumstances.
- Option 4: *reference data for the questionnaires* used (preferably in the country of the Living Lab).

These options should be discussed regarding their feasibility in each of the Living Labs.

1.4. Variables

Core outcome variable of the quantitative analyses is: 'self-efficacy' (Qx for employees; Qy for job seekers).

Other potential outcomes are the quality of the skills they are trained for (Qx for employees; Qy for job seekers and possibly the mental health scale (Qx for employees; Qy for job seekers)

Moderator variable: Quality of the coalition/motivation/ambition.

1.5. Measurements design

We have a repeated measure design for the quantitative measurements.:

T0 = A measurement before the intervention for that specific target group;

T1 = A measurement after the implementation of the intervention for that target group

T2 = A measurement x (4) months after the implementation of the intervention for that target group

1.6. Plan of analysis

Assuming sample size expectations are achieved following successful data collection in the living labs; an analysis will be performed for each Living Lab. First, the impact of each intervention will be tested against self-efficacy and skills/competency improvements as outcome measures, using a straightforward analysis such as ANOVA with a repeated measures design. Then the sample will be compared to the control group using propensity score matching techniques. Finally, a multi-level analysis will be employed to examine if the ENGINE has a moderating effect on the relationship between the intervention package and self-efficacy, skills and competencies.

The analysis will also incorporate a cross-Living Lab evaluation of the ENGINE approach, incorporating both quantitative data (e.g., regression models, moderation/mediation) and qualitative insights (focus group and interviews). This will allow a triangulation that integrates quantitative findings (e.g., mobility data, regression models) with qualitative insights (e.g., interviews with vulnerable groups). This helps validate the quantitative results and enriches the interpretation of the ENGINE approach's impact.

1.7. Sample sizes:

Power analysis was used to estimate the minimum number of respondents (per analysis on either the job seekers or employees) needed in each Living Lab. Given the central issue of improving self-efficacy as a core dependent variable in the multilevel analyses, the power calculation for a one-way repeated measures model for three repeated measurements (pre - during - post enrolment), showed that when using the self-efficacy scale (and its psychometric properties), with a small to medium effect over time (Cohen's D 0.3 to 0.5), it is needed to include a net number of 36 participants in each Living Lab (and for both enrolled as well as not enrolled in the intervention).

Across Living Labs, the goal is to evaluate the broader impact of the ENGINE approach across different regions, organizations, and conditions. A comparative analysis will be performed to identify generalizable patterns and the scalability of the ENGINE approach.

1.8. Qualitative Approach

The qualitative approach is organized to operationalize realistic evaluation, ensuring an analysis focused on understanding the possible relationships established among the dimensions of context, mechanism, and outcomes. To this end, in-depth semi-structured interviews will be conducted at different stages of the intervention, collecting narratives from the individuals involved in the project, with a particular focus on participants of the training sessions held in the living lab as well as trainers implementing the interventions.

Interviews will be conducted with Job Seekers, Employees, and trainers, both structured around several key dimensions to explore different aspects of the candidates, with some specific distinctions for each group.

In the Introduction of both interviews, we aim to learn about the job seekers' and/or employee's motivations, and how their experience aligns with the desired position. For job seekers, the focus is on the desired position in the job market or within the organization, as well as their views on how the intervention aids in acquiring a job. For employees, the goal is to understand their fit with their current role and their orientation toward career development, including upward or sideways mobility. Additionally, it explores how candidates stay updated with sector trends. However, the interview with Employees includes an additional dimension of Mobility, aiming to understand what they value in working at the company, team dynamics within the department, and the growth and development opportunities available in the organisation. In the Problem-Solving and Critical Thinking dimension, interviews assess how candidates handle challenging situations and their ability to adapt to unexpected changes. This dimension is applied equally to both Job Seekers and Employees. The Teamwork and Collaboration dimension explores experiences of working in teams, conflict management, and the roles candidates typically assume in collaborative environments. This dimension is also addressed similarly in both interviews. Communication Skills are examined to understand the effectiveness of the candidates' communication, including their ability to convey complex information and handle feedback. This aspect is crucial for both Job Seekers and Employees. Finally, the Motivation dimension seeks to understand what excites candidates about the position. For Job Seekers, the focus is on how they manage time, prioritize tasks, and why they believe they are a good fit for the role. For Employees, in addition to these aspects, the aim is to understand how they view their continuous development within the company.

This articulated approach allows for a comprehensive and comparative evaluation of Job Seekers and Employees, highlighting both the similarities and specificities of each group.

With the individuals' consent, the interviews will be recorded and subsequently transcribed at the Living Lab level. The transcribed interviews will form a corpus of documents, creating a qualitative text-based database. These interviews will be conducted in the language of each partner country, and then a summary in English will be provided. This database will be constructed using, for example, MAXQDA, or Atlas.ti software, where content analysis of the interviews will be operationalized. This analysis will consider the realistic evaluation and seek to understand how context, mechanism, and outcomes are articulated based on the dimensions structuring the interview guides. Although the content analysis will focus on the textual material produced from the interview transcriptions, variables will also be included in MAXQDA, allowing for subsequent comparisons of narratives between different profiles of interviewees. These comparisons will take into account individuals' sociodemographic characteristics, as well as aspects related to their qualifications and competencies, providing a qualitative data analysis within the realistic evaluation approach. A detailed description of the step-by-step use of MAXQDA is available in this report, specifically in the Interview Protocol.

1.9. Realist evaluation

Realist evaluation provides a detailed understanding of how and why certain outcomes occur within the dataset. The data collection methods for realist evaluation includes interviews and focus groups, aiming to gather in-depth insights into participants' experiences, perceptions, and the impact of the interventions, and is achieved by examining the interactions between context, mechanism, and outcome (CMO configurations).

Mechanism 1: Trust in Program by Supporters This trust serves as a resource, creating a belief among participants that they are capable of learning and attempting new actions.

Mechanism 2: Step-by-Step Small Successes and Tangible Skills Training The incremental achievements and positive feedback act as resources, making participants feel safe to try new things. This progressively builds their confidence.

Mechanism 3: Tangible Skills Training and On-the-Job Learning This training provides the necessary skills and practice opportunities, reinforcing learning through real-world application.

Mechanism 4: Financial Stability Enabling Focus on Opportunities The absence of financial stress allows participants to concentrate on exploring new opportunities.

Mechanism 5: Perspective to a Job and Positive Experiences of Ex-Participants These factors build trust in the program and the broader system, encouraging participants to believe in their potential for finding a job.

Mechanism 6: Tailored Personal Support This tailored support boosts participants' confidence (self-efficacy) and potentially their sense of control over their job search and career development.

Mechanism 7: Learning from Role Models, Ambassadors, and Peers Observing others' success triggers social identification and belief in one's own abilities (if they can do it, I can do it too).

Intermediate Outcomes: The Impact of the intervention package (on both employees and job seekers)

- **Increasing Self-Efficacy and Skills:** Participants develop self-efficacy and acquire new skills through the mechanisms outlined. This equips them with the confidence and ability to pursue job opportunities.
- **Gaining Experience in Job-Seeking Activities:** Participants become more proficient in job-seeking activities such as networking, applications, and interviews. This is facilitated by their increased confidence, skills, and motivation.

- **Trying Out Job Promotion Activities:** Equipped with new skills and confidence, participants are more likely to engage in activities that promote job advancement, such as training for new positions or taking on additional responsibilities in their current roles.

Final Outcomes

- Labour Market Entry
- Sideward Mobility
- Upward Mobility

1.10. Integration of Realist Evaluation with quantitative approach

To integrate the Realist Evaluation with quantitative approach a systematization of the mechanisms, contexts, outcome, and quantitative and qualitative methods and technique were made (table 2).

Table 2 - Integration of Realist Evaluation with quantitative approach

Mechanism	Context	Outcome	Qualitative Methods/Techniques	Quantitative Methods/Techniques
Trust in Program by Supporters	Supporters have a high level of trust in the program due to its evidence-based nature and endorsements	Increased engagement and willingness to try new skills among participants	Interviews with participants and supporters to understand the level of trust and its impact (Job Seekers and Employees Interview Guides)	Surveys measuring engagement levels and willingness to try new skills (Questionnaire evaluation intervention - job seekers and employees)
Step-by-Step Small Successes and Tangible Skills Training	Program provides incremental achievements and positive feedback	Participants develop new skills and confidence	Interviews to explore participants' experiences with small successes and skill development	Pre- and post-intervention assessments of skill levels and confidence (Questionnaire coaches and trainers)
Tangible Skills Training and On-the-Job Learning	Access to tangible skills training and practical learning experiences	Enhanced job-related skills and proficiency	Interviews of participants who have undergone the training	Knowledge and skills assessment (interventions assessment)

Mechanism	Context	Outcome	Qualitative Methods/Techniques	Quantitative Methods/Techniques
Financial Stability Enabling Focus on Opportunities	Financial support provided by the program ensures stability	Increased focus and motivation to explore new opportunities	Interviews exploring how financial stability impacts participants' focus and motivation	Engagement metrics based on the stability of the intervention (metrics of the success and dropouts)
Perspective to a Job and Positive Experiences of Ex-Participants	Clear job prospects and positive experiences from past participants	Greater participation and effort in job-seeking activities	Narrative analysis from the interviews	Surveys assessing trust and participation rates (Job Seekers and Employee Questionnaires)
Tailored Personal Support	Personalized support from mentors or therapists	Improved self-efficacy and control over job search and career development	In-depth interviews with mentors and participants to understand the support process	Self-efficacy scales and career progress tracking
Learning from Role Models, Ambassadors, and Peers	Exposure to successful role models and peers	Increased motivation and commitment to follow successful paths	Interviews to analyse the interactions with role models	Surveys measuring commitment levels and motivational shifts

2. Data Strategy based on Living Labs Implementation

The project adopts an iterative approach, continuously refining interventions based on data and feedback. This dynamic process ensures that interventions are responsive to changing contexts and emerging needs. The project also emphasizes knowledge dissemination, sharing insights and best practices with stakeholders, policymakers, and the broader community to foster wider adoption and impact.

2.1. Datasets Characteristics

The datasets collected in the Synclusive project are comprehensive and cover various demographic and employment-related variables. The use of realist evaluation enriches the qualitative data analysis, providing insights into the contextual factors that impact labour market inclusion.

Temporal Coverage: The data spans the duration of the project, with regular updates allowing for tracking changes over time and understanding the longitudinal impact of interventions. As an exception Finland: The Finnish legislation requires from FIOH the permanent storage of all research data.

Geographical Coverage: Data is collected from living labs in Portugal, the Netherlands, Bulgaria, and Finland (figure 3). This diverse coverage allows for comparative analysis (quantitative and qualitative) and identification of region-specific challenges and solutions.



Figure 3 - Geographical coverage of the data collected, amongst the project partners.

Data Structure and Content: Meticulously organized to facilitate detailed and comparative analyses across different regions and contexts. Stored in various formats, including numerical datasets, textual summaries, and pseudonymized interview transcripts.

Volume: Substantial, encompassing qualitative insights from interviews and focus groups. This supports robust statistical analysis and deep qualitative exploration.

Variables: for job seekers and employees (based on the questionnaires), tables 3 and 4 present the main variables and the data analysis method used to reduce the multidimensionality and find the latent variables that identify underlying patterns or structures in the data.

Table 3 - Variables for Job Seekers and data analysis method (Questionnaires)

Variables - Job Seekers	Quantitative Analysis	Qualitative Analysis
Sociodemographic Gender, Year_of_Birth, Education_Level, Learning_Activities	X	
Professional status Current_Situation, Duration of Unemployment, Difficulty_in_Participating_in_Working_Life	X	
Skills_Self_reported Skills_Self_reported Skills_Self_reported – LL context	X	X
Motivation_Career_Identity	X	
Job_Search_Self-efficacy	X	
Self-efficacy_for_Performing_Intended_Work	X	
Job_Seeking_Activity_Hours		
Job_Seeking_Activity_Vacancies		
Job_Search_Attitude	X	
Work_Ability		
Mental_Health	X	

Table 4 - Variables for Employees and data analysis method (Questionnaires)

Variables employees	Quantitative Analysis	Qualitative Analysis
Sociodemographic Gender, Date_of_birth, Education_level	X	
Professional status Employer_name, Employer_sector, Main_activity, People_work, Job_title, Responsibilities, Years_with_current_employer, Employment_contract_type, Weekly_working_hours, Learning_activities_6_months	X	
Job_satisfaction_work_itself	X	
Obstacles	X	
Organisational mobility	X	
Career	X	
Skills_Self_reported – LL context		X

Self_Efficacy	X	
Job_Progression_Self-Efficacy	X	
Work_Ability	X	
Mental_health	X	

2.2. Framework for Qualitative Analysis: Interview Questions and Realistic Evaluation Matrix

The following table 5 presents a structured framework for analyzing interview questions within a qualitative approach, utilizing the principles of realistic evaluation. It categorizes the questions according to the dimensions of Context, Mechanism, and Outcome for both Job Seekers and Employees. This framework is designed to offer a comprehensive overview of how different aspects of interview questions are aligned with the realistic evaluation methodology, facilitating a deeper understanding of the factors influencing the hypothesized behaviour of employees (development of self-efficacy, skills trained, the ambition or maybe even actual upwards or sideways mobility) and job seekers (development of self-efficacy, development of skills trained and maybe even actually getting a job).

Table 5 - Qualitative Approach for Realistic Evaluation: Interview Guide by context-mechanism-outcome

Dimension	Job Seekers			Employees		
	Context	Mechanism	Outcome	Context	Mechanism	Outcome
Introduction: personal and professional background	Can you please tell me about yourself?	What motivated you to apply for this position? How does your experience align with the requirements of this intervention/role?	Understanding candidate's background	Can you please tell me about yourself?	What motivated you to apply for this position? How does your experience align with the requirements of this intervention/role?	Understanding employee's background and fit
Mobility	N/A	N/A	N/A	What do you enjoy most about working at [Company Name]?	Can you describe the team dynamics within the department? What opportunities for growth and development are available	Understanding employee's view on growth and company dynamics

					for employees in this role?	
Skills and Experience	Can you please tell me about yourself?	What relevant skills do you possess that make you a strong candidate for this position?; Can you provide examples of projects or tasks where you successfully applied these skills?; How do you stay updated with industry trends and advancements related to your field?	Identifying relevant skills and how they are applied	N/A	What relevant skills do you possess that make you a strong candidate for this position?; Can you provide examples of projects or tasks where you successfully applied these skills?; How do you stay updated with industry trends and advancements related to your field?	Identifying relevant skills and how they are applied
Problem-Solving and Critical Thinking	Describe a challenging situation you encountered at work and how you resolved it	How do you approach complex problems or tasks? ; Can you give an example of a time when you had to adapt quickly to unexpected changes?	Demonstrating problem-solving abilities and adaptability	Describe a challenging situation you encountered at work and how you resolved it	How do you approach complex problems or tasks? ; Can you give an example of a time when you had to adapt quickly to unexpected changes?	Demonstrating problem-solving abilities and adaptability
Teamwork and Collaboration	Can you share an experience where you had	How do you handle conflicts or disagreements within a	Understanding teamwork skills and conflict	Can you share an experience where you had	How do you handle conflicts or disagreements within a	Understanding teamwork skills and conflict

	to work closely with a team to achieve a common goal?	team?; What role do you usually take on when working in a team setting?	managem nt	to work closely with a team to achieve a common goal?	team? ; What role do you usually take on when working in a team setting?	managem nt
Communica tion Skills	N/A	How do you ensure effective communicati on with others? ; Give an example of a time when you had to communicate complex information. ; How do you handle feedback, both giving and receiving?	Assessing communica tion skills and feedback handling	N/A	How do you ensure effective communicati on with others? ; Give an example of a time when you had to communicate complex information. ; How do you handle feedback, both giving and receiving?	Assessing communica tion skills and feedback handling
Motivation	What aspects of this role excite you the most?	How do you prioritize tasks and manage your time effectively? ; Why do you think you would be a good fit for this position?	Understand ing motivations and time managem ent skills	What aspects of this role excite you the most?	How do you prioritize tasks and manage your time effectively? ; Why do you think you would be a good fit for this position?	Understand ing motivations and time managem ent skills

This table serves as a tool for aligning interview questions with the qualitative approach of realistic evaluation, ensuring that each dimension—Context, Mechanism, and Outcome—is thoroughly addressed. By systematically categorizing questions for both Job Seekers and Employees, it enhances the rigor and depth of the qualitative analysis. This structured approach not only aids in capturing comprehensive insights into candidates' and employees' experiences and competencies but also supports a nuanced understanding of how various factors interact to influence outcomes. Consequently, the table underpins a more informed and systematic evaluation process. Additionally, it functions as a matrix for the content analysis to be conducted with MAXQDA, and it may be adapted as the analysis of the interviews progresses, allowing for refinement and adjustment based on emerging findings.

2.3. Data Collection Methodology

The Synclusive project employs a mixed-methods approach, combining quantitative and qualitative techniques to capture a comprehensive picture of labour market dynamics.

2.3.1. Collection Techniques

- **Structured Surveys:** Collect quantitative and qualitative data from participants.
- **In-depth interviews:** Offer qualitative insights, allowing participants to share detailed personal experiences and perceptions related to labour market discrimination and inclusion.
- **Administrative Record Analysis:** Provides historical and contextual data (when available and accessible).

Integration of Mixed-Methods Approach: Ensures a comprehensive analysis. Quantitative data provides a broad overview, while qualitative data offers in-depth understanding of individual experiences and contextual factors.

2.3.2. Sampling

- **National Registries:** Obtain official records and statistical data, ensuring representativeness (when available and accessible).
- **Community Records:** Offer localized insights, capturing unique regional challenges and opportunities (when available and accessible).
- **Private Companies' Records:** Provide perspectives on employer practices and workplace dynamics (when available and accessible)..

Data Collection Frequency: Conducted periodically throughout the project to ensure up-to-date and relevant information.

- Baseline (T0),
- Immediately post-intervention (T1), and
- Four months post-intervention (T2).

2.4. Data Quality Assessment

Ensuring high data quality is a priority in the Synclusive project, with several measures in place to maintain accuracy, reliability and the homogeneity of the scales per target group, per Living Lab.

Quality Control Measures: Include rigorous data validation procedures, regular audits, and cross-checks between different data sources.

Limitations: Potential limitations include data availability, regional variations, and ensuring consistent data collection practices. Addressed through careful planning and coordination among project partners.

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Annexes

Questionnaires Jobseekers and Employees

Links:

[Synclusive - Final Versions - Todos os Documentos \(sharepoint.com\)](#)

CODEBOOKS JOBSEEKERS AND EMPLOYEES

Job Seekers Codebook

Introduction

This codebook serves as a valuable resource for researchers, policymakers, and organizations involved in workforce development, employment services, and social welfare initiatives. Through an understanding of the challenges and opportunities faced by job seekers, it is possible to formulate more targeted interventions and policies to enhance employability, facilitate integration into the labour market, and promote inclusive economic growth.

The data collection process in the Synclusive project will be framed by a set of codebooks, and in this specific case, it covers a wide range of variables, including demographic information, educational background, current employment status, duration of unemployment, self-reported skills and motivations, job search activities, attitudes, mental health, and workability. Each variable is meticulously defined, accompanied by its respective type of question, options (if applicable), and indicators.

QUESTIONNAIRE CODES

1. Country

- **Definition:** Country partner
- **Label:** Country
- **Indicator:** Indicates the name of the participating country
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. The Netherlands
 2. Finland
 3. Portugal
 4. Bulgaria

2. Living_Lab

- **Definition:** Living Lab
- **Label:** Living Lab
- **Indicator:** Identification of the Living Lab
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. LL Lisbon
 2. LL Évora

3. LL Lagoa
4. LL Digital
5. LL Finland
6. LL Netherlands
7. LL Bulgaria

3. Today_Date

- **Definition:** When questionnaire is answered
- **Label:** Today's date
- **Indicator:** Identification of the date when questionnaire was answered
- **Type of Question:** Date
- **Type of variable:** Date format (dd/mm/yyyy)

4. Moment

- **Definition:** Moment of application
- **Label:** Moment of application
- **Indicator:** Identification of the moment of application of the questionnaire
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. T0-Before the interventions
 2. T1-Immediately post-intervention
 3. T2-Four-months post-interventions

5. Email

- **Definition:** email of the participant
- **Label:** Email (T0 - Before the interventions)
- **Indicator:** email of the participant, collected at T0 (Before the interventions)
- **Type of Question:** Text
- **Type of variable:** String
- **Options:** email format

6. Phone

- **Definition:** Phone number of the participant
- **Label:** Phone number (T0 - before the interventions)
- **Indicator:** Phone number of the participant, collected at T0 (Before the interventions)
- **Type of Question:** Text
- **Type of variable:** Number
- **Options:** Phone number format

7. Gender

- **Definition:** Gender identity of the respondent.
- **Label:** Gender
- **Indicator:** Indicates the gender identity of the respondent.
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. Male
 2. Female
 3. Other

8. Year_of_Birth

- **Definition:** Year of birth of the respondent.
- **Label:** Year of Birth
- **Indicator:** Indicates the Year of Birth of the respondent.
- **Type of Question:** Numeric

- **Type of variable:** Number (0 decimals, between 1930 and 2010)

9. Education_Level

- **Definition:** The highest level of education completed by the respondent.
- **Label:** Level of qualifications
- **Indicator:** Indicates the highest level of education completed by the respondent
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. Level 1: Primary education or lower
 2. Level 2: Secondary Education
 3. Level 3: Upper Secondary Education
 4. Level 4: Post Secondary Non-Tertiary Education
 5. Level 5: Short Cycle Education Tertiary
 6. Level 6: Bachelor's Degree or Equivalent
 7. Level 7: Master's Degree or Equivalent
 8. Level 8: Doctorate or Equivalent
 9. None of the above

10. Current_Situation

- **Definition:** Current situation of the respondent.
- **Label:** Current situation
- **Indicator:** Captures the current situation of the job seeker
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. Unemployed, but I found a job
 2. Unemployed (jobseeker at employment office)
 3. Unemployed (not a jobseeker at employment office)
 4. Non-paid work, for example voluntary or charity work
 5. Community service
 6. Student or apprentice
 7. At home (stay-at-home parent or carer)
 8. On sick leave or partial sick leave
 9. I am currently employed
 10. Other, namely ...

11. Dur_Unemployment

- **Definition:** Duration of the current period of unemployment
- **Label:** Duration of unemployment
- **Indicator:** indicates the duration of unemployment of the respondent
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. Less than a year
 2. 1–2 years
 3. 3–4 years
 4. 5–7 years
 5. 8–10 years
 6. Over 10 years
 7. I have never worked
 8. I am not currently unemployed

12. Learning_Activities_1_1

- **Definition:** Activities related to learning during the last 6 months: Participated in any program, training or education leading to formal degree or certificate
- **Label:** Participated in any program, training or education leading to formal degree or certificate - Yes
- **Indicator:** Indicates that the respondent participated in any program, training or education leading to formal degree or certificate, in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

13. Learning_Activities_1_2

- **Definition:** Activities related to learning during the last 6 months: Participated in any program, training or education leading to formal degree or certificate
- **Label:** Participated in any program, training or education leading to formal degree or certificate - No
- **Indicator:** Indicates that the respondent did not participate in any program, training or education leading to formal degree or certificate, in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

14. Learning_Activities_2_1

- **Definition:** Activities related to learning during the last 6 months: Participated in courses or training of multiple days
- **Label:** Participated in courses or training of multiple days - Yes
- **Indicator:** Indicates that the respondent participated in courses or training of multiple days, in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

15. Learning_Activities_2_2

- **Definition:** Activities related to learning during the last 6 months: Participated in courses or training of multiple days
- **Label:** Participated in courses or training of multiple days - No
- **Indicator:** Indicates that the respondent did not participate in courses or training of multiple days, in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

16. Learning_Activities_3_1

- **Definition:** Activities related to learning during the last 6 months: Participated in courses, training, seminars or workshops of one day or less
- **Label:** Participated in courses, training, seminars or workshops of one day or less - Yes
- **Indicator:** Indicates that the respondent participated in courses, training, seminars or workshops of one day or less, in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

17. Learning_Activities_3_2

- **Definition:** Activities related to learning during the last 6 months: Participated in courses, training, seminars or workshops of one day or less
- **Label:** Participated in courses, training, seminars or workshops of one day or less - No
- **Indicator:** Indicates that the respondent did not participate in courses, training, seminars or workshops of one day or less, in the last 6 months.

- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

18. Learning_Activities_4_TEXT

- **Definition:** Activities related to learning during the last 6 months: Participated in other schooling or training activities, namely...
- **Label:** Participated in other schooling or training activities, namely...
- **Indicator:** Participated in other schooling or training activities, namely..., in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

19. Learning_Activities_4_1

- **Definition:** Activities related to learning during the last 6 months: Participated in other schooling or training activities, namely...
 - **Label:** Participated in other schooling or training activities, namely... - Yes
- **Indicator:** Indicates that the respondent participated in other schooling or training activities, namely..., in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

20. Learning_Activities_4_2

- **Definition:** Activities related to learning during the last 6 months: Participated in other schooling or training activities, namely...
 - **Label:** Participated in other schooling or training activities, namely... - No
- **Indicator:** Indicates that the respondent did not participate in other schooling or training activities, namely..., in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

21. Dif_Working_Life_1

- **Definition:** Degree of difficulty in participating in working life - Lack of job opportunities
- **Label:** Lack of job opportunities
- **Indicator:** Captures the difficulty in participating in working life - Lack of job opportunities
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

22. Dif_Working_Life_2

- **Definition:** Degree of difficulty in participating in working life - Commuting difficulties for example: difficult transport connections, long distances.
- **Label:** Commuting difficulties for example: difficult transport connections, long distances.
- **Indicator:** Captures the difficulty in participating in working life - Commuting difficulties for example: difficult transport connections, long distances.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**

1. Extremely difficult
2. Rather difficult
3. Somewhat difficult
4. Slightly difficult
5. Not difficult at all
6. I don't know/No answer

23. Dif_Working_Life_3

- **Definition:** Degree of difficulty in participating in working life - Lack of training and skills for example: language skills, lack of professional qualifications or outdated qualifications
- **Label:** Lack of training and skills for example: language skills, lack of professional qualifications or outdated qualifications
- **Indicator:** Captures the difficulty in participating in working life - Lack of training and skills for example: language skills, lack of professional qualifications or outdated qualifications
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

24. Dif_Working_Life_4

- **Definition:** Degree of difficulty in participating in working life - Diminished work motivation or desire to work
- **Label:** Diminished work motivation or desire to work
- **Indicator:** Captures the difficulty in participating in working life - Diminished work motivation or desire to work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

25. Dif_Working_Life_5

- **Definition:** Degree of difficulty in participating in working life - Problems connected to health
- **Label:** Problems connected to health
- **Indicator:** Captures the difficulty in participating in working life - Problems connected to health
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult

4. Slightly difficult
5. Not difficult at all
6. I don't know/No answer

26. Dif_Working_Life_6

- **Definition:** Degree of difficulty in participating in working life - Personal life situation for example: family, relatives, friends (caregiving, childcare)
- **Label:** Personal life situation for example: family, relatives, friends (caregiving, childcare)
- **Indicator:** Captures the difficulty in participating in working life - Personal life situation for example: family, relatives, friends (caregiving, childcare)
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

27. Dif_Working_Life_7

- **Definition:** Degree of difficulty in participating in working life - Other reason (namely,
- **Label:** Other reason (namely,
- **Indicator:** Captures the difficulty in participating in working life - Other reason (namely,
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

28. Dif_Working_Life_7_TEXT

- **Definition:** Degree of difficulty in participating in working life - Other reason (namely,
- **Label:** Other reason (namely,
- **Indicator:** Captures the difficulty in participating in working life - Other reason (namely,
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

29. Skills_Self_report_1

- **Definition:** Self-reported agreement with statements related to skills and qualifications - My level of education is sufficient for getting a job that I want
- **Label:** My level of education is sufficient for getting a job that I want
- **Indicator:** Indicates the skills needed by the job seeker - My level of education is sufficient for getting a job that I want
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

30. Skills_Self_report_2

- **Definition:** Self-reported agreement with statements related to skills and qualifications - My skills for doing the type of work I want to do are up to date
- **Label:** My skills for doing the type of work I want to do are up to date
- **Indicator:** Indicates the skills needed by the job seeker - My skills for doing the type of work I want to do are up to date
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

31. Skills_Self_report_3

- **Definition:** Self-reported agreement with statements related to skills and qualifications - I have enough work experience
- **Label:** I have enough work experience
- **Indicator:** Indicates the skills needed by the job seeker - I have enough work experience
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

32. Skills_Self_report_4

- **Definition:** Self-reported agreement with statements related to skills and qualifications - A boss would be impressed with my qualifications, such as diplomas, certificates or work experience

- **Label:** A boss would be impressed with my qualifications, such as diplomas, certificates or work experience
- **Indicator:** Indicates the skills needed by the job seeker - A boss would be impressed with my qualifications, such as diplomas, certificates or work experience
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

33. Skills_Self_report_5

- **Definition:** Self-reported agreement with statements related to skills and qualifications - My previous boss was content with me at work
- **Label:** My previous boss was content with me at work
- **Indicator:** Indicates the skills needed by the job seeker - My previous boss was content with me at work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

34. Skills_Self_report_6

- **Definition:** Self-reported agreement with statements related to skills and qualifications - I do not have the qualifications to get the job I want
- **Label:** I do not have the qualifications to get the job I want
- **Indicator:** Indicates the skills needed by the job seeker - I do not have the qualifications to get the job I want
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

35. Skills_Self_report_7

- **Definition:** Self-reported agreement with statements related to skills and qualifications - I need more training or education
- **Label:** I need more training or education
- **Indicator:** Indicates the skills needed by the job seeker - I need more training or education
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

36. Skills_LL_1 to Skills_LL_4

- **Definition:** Self-reported agreement with statements related to skills and qualifications specific for the Living Lab (options to be listed, not mandatory)
- **Label:** (options to be listed)
- **Indicator:** Indicates the skills needed by the job seeker for the Living Lab (options to be listed)
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Poor
 2. Fair
 3. Good
 4. Very good
 5. Excellent
 6. I don't know/No answer

37. Skills_LL_1_TEXT to Skills_LL_4_TEXT

- **Definition:** Self-reported agreement with statements related to skills and qualifications specific for the Living Lab (options to be listed)
- **Label:** (options to be listed)
- **Indicator:** Indicates the skills needed by the job seeker for the Living Lab (options to be listed)
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Poor
 2. Fair
 3. Good
 4. Very good
 5. Excellent
 6. I don't know/No answer

38. Mot_Career_Ident_1

- **Definition:** Self-reported agreement with statements related to motivation and career identity - Even if I were very rich, I would like to work somewhere
- **Label:** Even if I were very rich, I would like to work somewhere
- **Indicator:** Indicates the level of motivation and career identity of the job seeker - Even if I were very rich, I would like to work somewhere
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

39. Mot_Career_Ident_2

- **Definition:** Self-reported agreement with statements related to motivation and career identity - Having a job is very important to me
- **Label:** Having a job is very important to me
- **Indicator:** Indicates the level of motivation and career identity of the job seeker - Having a job is very important to me
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

40. Mot_Career_Ident_3

- **Definition:** Self-reported agreement with statements related to motivation and career identity - I do not/would not like to live on unemployment benefits
- **Label:** I not/would not like to live on unemployment benefits
- **Indicator:** Indicates the level of motivation and career identity of the job seeker - I not/would not like to live on unemployment benefits
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

41. Mot_Career_Ident_4

- **Definition:** Self-reported agreement with statements related to motivation and career identity - I get very bored when I have no work to do
- **Label:** I get very bored when I have no work to do
- **Indicator:** Indicates the level of motivation and career identity of the job seeker - I get very bored when I have no work to do
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

42. JobSearch_Self_Effic_1

- **Definition:** Self-reported agreement with statements related to job search self-efficacy - I can write a good application letter and create a good resume.
- **Label:** I can write a good application letter and create a good resume.

- **Indicator:** Indicates the Job Search Self-efficacy of the job seeker - I can write a good application letter and create a good resume.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer
 7. Not applicable [If question 3 = I am not currently unemployed, answer = "Not applicable"]

43. JobSearch_Self_Effic_2

- **Definition:** Self-reported agreement with statements related to job search self-efficacy - I can make a good impression during a job interview.
- **Label:** I can make a good impression during a job interview.
- **Indicator:** Indicates the Job Search Self-efficacy of the job seeker - I can make a good impression during a job interview.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer
 7. Not applicable [If question 3 = I am not currently unemployed, answer = "Not applicable"]

44. JobSearch_Self_Effic_3

- **Definition:** Self-reported agreement with statements related to job search self-efficacy - I can find new jobs through friends.
- **Label:** I can find new jobs through friends.
- **Indicator:** Indicates the Job Search Self-efficacy of the job seeker - I can find new jobs through friends.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer
 7. Not applicable [If question 3 = I am not currently unemployed, answer = "Not applicable"]

45. JobSearch_Self_Effic_4

- **Definition:** Self-reported agreement with statements related to job search self-efficacy - I can make a list of the skills I need to find work.
- **Label:** I can make a list of the skills I need to find work.

- **Indicator:** Indicates the Job Search Self-efficacy of the job seeker - I can make a list of the skills I need to find work.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer
 7. Not applicable [If question 3 = I am not currently unemployed, answer = "Not applicable"]

46. JobSearch_Self_Effic_5

- **Definition:** Self-reported agreement with statements related to job search self-efficacy - I think I can convince a boss to hire me.
- **Label:** I think I can convince a boss to hire me.
- **Indicator:** Indicates the Job Search Self-efficacy of the job seeker - I think I can convince a boss to hire me.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer
 7. Not applicable [If question 3 = I am not currently unemployed, answer = "Not applicable"]

47. Self-effic_IntWork_1

- **Definition:** Self-reported agreement with statements related to self-efficacy for performing intended work - I am able to cope with setbacks
- **Label:** I am able to cope with setbacks
- **Indicator:** Indicates the Self-efficacy for Performing Intended Work of the job seeker - I am able to cope with setbacks
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

48. Self-effic_IntWork_2

- **Definition:** Self-reported agreement with statements related to self-efficacy for performing intended work - I am able to complete my work tasks
- **Label:** I am able to complete my work tasks

- **Indicator:** Indicates the Self-efficacy for Performing Intended Work of the job seeker
- I am able to complete my work tasks
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

49. Self-effic_IntWork_3

- **Definition:** Self-reported agreement with statements related to self-efficacy for performing intended work - I am able to set my personal boundaries at work
- **Label:** I am able to set my personal boundaries at work
- **Indicator:** Indicates the Self-efficacy for Performing Intended Work of the job seeker
- I am able to set my personal boundaries at work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

50. Self-effic_IntWork_4

- **Definition:** Self-reported agreement with statements related to self-efficacy for performing intended work - I am able to perform my tasks at work
- **Label:** I am able to perform my tasks at work
- **Indicator:** Indicates the Self-efficacy for Performing Intended Work of the job seeker
- I am able to perform my tasks at work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

51. Self-effic_IntWork_5

- **Definition:** Self-reported agreement with statements related to self-efficacy for performing intended work - I am able to deal with emotionally demanding situations
- **Label:** I am able to deal with emotionally demanding situations
- **Indicator:** Indicates the Self-efficacy for Performing Intended Work of the job seeker
- I am able to deal with emotionally demanding situations
- **Type of Question:** Multiple Choice

- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

52. Self-effic_IntWork_6

- **Definition:** Self-reported agreement with statements related to self-efficacy for performing intended work - I have energy left to do other things than work
- **Label:** I have energy left to do other things than work
- **Indicator:** Indicates the Self-efficacy for Performing Intended Work of the job seeker - I have energy left to do other things than work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

53. Self-effic_IntWork_7

- **Definition:** Self-reported agreement with statements related to self-efficacy for performing intended work - I can concentrate on my work
- **Label:** I can concentrate on my work
- **Indicator:** Indicates the Self-efficacy for Performing Intended Work of the job seeker - I can concentrate on my work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

54. Self-effic_IntWork_8

- **Definition:** Self-reported agreement with statements related to self-efficacy for performing intended work - I can cope with work pressure
- **Label:** I can cope with work pressure
- **Indicator:** Indicates the Self-efficacy for Performing Intended Work of the job seeker - I can cope with work pressure
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree

2. Disagree
3. Disagree a little
4. Agree a little
5. Agree
6. Strongly agree
7. I don't know/No answer

55. Self-effic_IntWork_9

- **Definition:** Self-reported agreement with statements related to self-efficacy for performing intended work - I am able to handle potential problems at work
- **Label:** I am able to handle potential problems at work
- **Indicator:** Indicates the Self-efficacy for Performing Intended Work of the job seeker - I am able to handle potential problems at work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

56. Self-effic_IntWork_10

- **Definition:** Self-reported agreement with statements related to self-efficacy for performing intended work - I can motivate myself to perform my job
- **Label:** I can motivate myself to perform my job
- **Indicator:** Indicates the Self-efficacy for Performing Intended Work of the job seeker - I can motivate myself to perform my job
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

57. Self-effic_IntWork_11

- **Definition:** Self-reported agreement with statements related to self-efficacy for performing intended work - I can deal with the physical demands of my work
- **Label:** I can deal with the physical demands of my work
- **Indicator:** Indicates the Self-efficacy for Performing Intended Work of the job seeker - I can deal with the physical demands of my work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little

5. Agree
6. Strongly agree
7. I don't know/No answer

58. JobSeeking_Activ

- **Definition:** Number of hours spent on job search on average over the past week.
- **Label:** Hours spent on job search, on average, over the past week
- **Indicator:** Indicates the Job Seeking Activity Hours of the job seeker in the previous week
- **Type of Question:** Number
- **Type of variable:** Numeric
- **Options:** 0h to 96h or 99 [If question 3 = I am not currently unemployed answer = "99"]

59. JobSeeking_Vacancies

- **Definition:** Number of vacancies applied for during the last month.
- **Label:** Number of vacancies applied for during the last month
- **Indicator:** Indicates the Job Seeking Activity Vacancies of the job seeker
- **Type of Question:** Number
- **Type of variable:** Numeric (Range)

60. Job_Search_Attitude_1

- **Definition:** Self-reported agreement with statements related to job search attitude - I like looking for a (new) job.
- **Label:** I like looking for a (new) job.
- **Indicator:** Indicates the Job Search Attitude of the job seeker - I like looking for a (new) job.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer
 7. Not applicable [If question 3 = I am not currently unemployed, answer = "Not applicable"]

61. Job_Search_Attitude_2

- **Definition:** Self-reported agreement with statements related to job search attitude - It would be wise for me to search for a (new) job in the next four months.
- **Label:** It would be wise for me to search for a (new) job in the next four months.
- **Indicator:** Indicates the Job Search Attitude of the job seeker - It would be wise for me to search for a (new) job in the next four months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

7. Not applicable [If question 3 = I am not currently unemployed, answer = "Not applicable"]

62. Job_Search_Attitude_3

- **Definition:** Self-reported agreement with statements related to job search attitude - It is useless for me to engage in job seeking in the next four months.
- **Label:** It is useless for me to engage in job seeking in the next four months.
- **Indicator:** Indicates the Job Search Attitude of the job seeker - It is useless for me to engage in job seeking in the next four months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer
 7. Not applicable [If question 3 = I am not currently unemployed, answer = "Not applicable"]

63. Job_Search_Attitude_4

- **Definition:** Self-reported agreement with statements related to job search attitude - Most people who are important to me think that I should look for a (new) job in the next four months.
- **Label:** Most people who are important to me think that I should look for a (new) job in the next four months.
- **Indicator:** Indicates the Job Search Attitude of the job seeker - Most people who are important to me think that I should look for a (new) job in the next four months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer
 7. Not applicable [If question 3 = I am not currently unemployed, answer = "Not applicable"]

64. Work_Ability

- **Definition:** Self-reported score for the work ability - What score would you give to your current work ability
- **Label:** What score would you give to your current work ability
- **Indicator:** Score for current work ability
- **Type of Question:** Numeric
- **Type of variable:** Multiple choice
- **Scale:**
 0. Completely unable to work
 1. 1
 2. 2
 3. 3
 4. 4
 5. 5

6. 6
7. 7
8. 8
9. 9
10. Work ability at its best

65. Mental_Health_1

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I felt depressed
- **Label:** I felt depressed
- **Indicator:** Indicates the Mental Health of the job seeker - I felt depressed
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time (Less than 1 day)
 2. Some or a little of the time (1-2 days)
 3. Occasionally or a moderate amount of time (3-4 days)
 4. Most or all of the time (5-7 days)
 5. I don't know/No answer

66. Mental_Health_2

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I felt everything I did took effort
- **Label:** I felt everything I did took effort
- **Indicator:** Indicates the Mental Health of the job seeker - I felt everything I did took effort
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time (Less than 1 day)
 2. Some or a little of the time (1-2 days)
 3. Occasionally or a moderate amount of time (3-4 days)
 4. Most or all of the time (5-7 days)
 5. I don't know/No answer

67. Mental_Health_3

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - My sleep was restless
- **Label:** My sleep was restless
- **Indicator:** Indicates the Mental Health of the job seeker - My sleep was restless
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time (Less than 1 day)
 2. Some or a little of the time (1-2 days)
 3. Occasionally or a moderate amount of time (3-4 days)
 4. Most or all of the time (5-7 days)
 5. I don't know/No answer

68. Mental_Health_4

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I was happy
- **Label:** I was happy
- **Indicator:** Indicates the Mental Health of the job seeker - I was happy
- **Type of Question:** Multiple Choice

- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time (Less than 1 day)
 2. Some or a little of the time (1-2 days)
 3. Occasionally or a moderate amount of time (3-4 days)
 4. Most or all of the time (5-7 days)
 5. I don't know/No answer

69. Mental_Health_5

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I felt lonely
- **Label:** I felt lonely
- **Indicator:** Indicates the Mental Health of the job seeker - I felt lonely
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time (Less than 1 day)
 2. Some or a little of the time (1-2 days)
 3. Occasionally or a moderate amount of time (3-4 days)
 4. Most or all of the time (5-7 days)
 5. I don't know/No answer

70. Mental_Health_6

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I enjoyed life
- **Label:** I enjoyed life
- **Indicator:** Indicates the Mental Health of the job seeker - I enjoyed life
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time (Less than 1 day)
 2. Some or a little of the time (1-2 days)
 3. Occasionally or a moderate amount of time (3-4 days)
 4. Most or all of the time (5-7 days)
 5. I don't know/No answer

71. Mental_Health_7

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I felt sad
- **Label:** I felt sad
- **Indicator:** Indicates the Mental Health of the job seeker - I felt sad
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time (Less than 1 day)
 2. Some or a little of the time (1-2 days)
 3. Occasionally or a moderate amount of time (3-4 days)
 4. Most or all of the time (5-7 days)
 5. I don't know/No answer

72. Mental_Health_8

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I could not get "going"

- **Label:** I could not get “going”
- **Indicator:** Indicates the Mental Health of the job seeker - I could not get “going”
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time (Less than 1 day)
 2. Some or a little of the time (1-2 days)
 3. Occasionally or a moderate amount of time (3-4 days)
 4. Most or all of the time (5-7 days)
 5. I don’t know/No answer

Codebook Employee Questionnaire

Introduction

This codebook serves as a valuable resource for researchers, policymakers, and organizations involved in workforce development, employment services, and social welfare initiatives. Through an understanding of the challenges and opportunities faced by employee’s, it is possible to formulate more targeted interventions and policies to enhance mobility in the labour market and promote inclusive economic growth.

The data collection process in the Synclusive project will be framed by a set of codebooks, and in this specific case, it covers a wide range of variables, including demographic ones as the date, moment of application, and contact information provided by the respondents at the time of survey application. It also includes details on educational background, employment information, learning activities, job satisfaction, mental health, and team cohesion.

QUESTIONNAIRE CODES

1. Country

- **Definition:** Country partner
- **Label:** Country
- **Indicator:** Indicates the name of the participating country
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. The Netherlands
 2. Finland
 3. Portugal
 4. Bulgaria

2. Living_Lab

- **Definition:** Living Lab
- **Label:** Living Lab
- **Indicator:** Identification of the Living Lab
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. LL Lisbon
 2. LL Évora
 3. LL Lagoa

4. LL Digital
5. Finland
6. The Netherlands
7. Bulgaria

3. TDate

- **Definition:** When questionnaire is answered
- **Label:** Today's date
- **Indicator:** Identification of the date when questionnaire was answered
- **Type of Question:** Date
- **Type of variable:** Date format (dd/mm/yyyy)

4. Moment

- **Definition:** Moment of application
- **Label:** Moment of application
- **Indicator:** Identification of the moment of application of the questionnaire
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. T0-Before the interventions
 2. T1-Immediately post-intervention

5. T2-Four months post-intervention Email

- **Definition:** email of the participant
- **Label:** Email (T0 - Before the interventions)
- **Indicator:** email of the participant, collected at T0 (Before the interventions)
- **Type of Question:** Text
- **Type of variable:** String
- **Options:** email format

6. Phone

- **Definition:** Phone number of the participant
- **Label:** Phone number (T0 - before the interventions)
- **Indicator:** Phone number of the participant, collected at T0 (Before the interventions)
- **Type of Question:** Text
- **Type of variable:** Number
- **Options:** Phone number format

7. Gender

- **Definition:** Gender identity of the respondent.
- **Label:** Gender
- **Indicator:** Indicates the gender identity of the respondent.
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. Male
 2. Female
 3. Other
 4. I do not want to answer

8. Year_of_Birth

- **Definition:** Year of birth of the respondent.
- **Label:** Year of Birth
- **Indicator:** Indicates the Year of Birth of the respondent.
- **Type of Question:** Number
- **Type of variable:** Number (0 decimals, between 1930 and 2010)

9. Education_Level

- **Definition:** The highest level of education completed by the respondent.
- **Label:** Level of qualifications
- **Indicator:** Indicates the highest level of education completed by the respondent
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. Level 1: Primary education or lower
 2. Level 2: Secondary Education
 3. Level 3: Upper Secondary Education
 4. Level 4: Post Secondary Non-Tertiary Education
 5. Level 5: Short Cycle Education Tertiary
 6. Level 6: Bachelor's Degree or Equivalent
 7. Level 7: Master's Degree or Equivalent
 8. Level 8: Doctorate or Equivalent
 9. None of the above

10. Employer_name

- **Definition:** Name of the respondent's employer (optional answer)
- **Label:** Name of the employer
- **Indicator:** Captures the name of the respondent's employer.
- **Type of Question:** Text
- **Type of variable:** String

11. Employer_sector

- **Definition:** Sector name of the employer
- **Label:** Sector of the employer
- **Indicator:** Captures the name of the sector of the employer.
- **Type of Question:** Multiple choice
- **Type of variable:** String
- **Options:**
 1. Agriculture
 2. Industry
 3. Construction
 4. Trade
 5. Transport and storage
 6. Hospitality industry
 7. Information and communication
 8. Financial institutions
 9. Business services
 10. Government/public administration
 11. Education
 12. Healthcare
 13. Culture, sports and recreation
 14. Other

12. Main_activity

- **Definition:** Self-description of the main activity of work
- **Label:** Description of main activity
- **Indicator:** Captures the self-description of the main activity of work.
- **Type of Question:** Text
- **Type of variable:** String

13. People_work

- **Definition:** Self-reported number of people in total work at the workplace, that is at the local site of work
- **Label:** number of people in total work at the workplace
- **Indicator:** Measures the number of people in total work at the workplace.
- **Type of Question:** Multiple choice
- **Type of variable:** String
- **Options:**
 1. 1-4
 2. 5-9
 3. 10-49
 4. 50-99
 5. 100-249
 6. 250-499
 7. 500 and over
 8. Don't know

14. Job_Title

- **Definition:** Job title of the respondent
- **Label:** Job title
- **Indicator:** Captures the job title of the respondent.
- **Type of Question:** Text
- **Type of variable:** String

15. Responsibilities

- **Definition:** Most important responsibilities of the respondent at work
- **Label:** Most important responsibilities at work
- **Indicator:** Captures the most important responsibilities of the respondent at work.
- **Type of Question:** Text
- **Type of variable:** String

16. Years_curr_employer

- **Definition:** Time of work for the current employers - How long have you worked for your current employer
- **Label:** How long have you worked for your current employer (years and months)
- **Indicator:** Measures the time of work for current employer (years and months).
- **Type of Question:** Multiple choice
- **Type of variable:** Numeric (two numeric fields – years and months)

17. Contract_Type

- **Definition:** Type of employment contract of the respondent.
- **Label:** Type of employment contract
- **Indicator:** Identify the type of employment contract of the respondent.
- **Type of Question:** Multiple Choice
- **Type of variable:** String
- **Options:**
 1. Permanent contract
 2. Permanent contract with fixed hours
 3. Permanent contract with non-fixed hours
 4. Fixed-term contract
 5. Zero-hours contract
 6. Temporary employment agency contract
 7. Apprenticeship or other training scheme
 8. No contract
 9. Other, namely...

10.

18. Contract_Type_11_TEXT

- **Definition:** Other type of employment contract of the respondent.
- **Label:** Other type of contract:
- **Indicator:** Identify other type of employment contract of the respondent.
- **Type of Question:** Text
- **Type of variable:** String

19. Weekly_working_hours

- **Definition:** Average number of hours worked per week by the respondent
- **Label:** Average number of hours worked per week
- **Indicator:** Captures the average number of hours worked per week by the respondent.
- **Type of Question:** Number
- **Type of variable:** Numeric

20. Learning_Activities_1_1

- **Definition:** Activities related to learning during the last 6 months: Participated in any program, training or education leading to formal degree or certificate
- **Label:** Participated in any program, training or education leading to formal degree or certificate - Yes
- **Indicator:** Indicates that the respondent participated in any program, training or education leading to formal degree or certificate, in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

21. Learning_Activities_1_2

- **Definition:** Activities related to learning during the last 6 months: Participated in any program, training or education leading to formal degree or certificate
- **Label:** Participated in any program, training or education leading to formal degree or certificate - No
- **Indicator:** Indicates that the respondent did not participate in any program, training or education leading to formal degree or certificate, in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

22. Learning_Activities_2_1

- **Definition:** Activities related to learning during the last 6 months: Participated in courses or training of multiple days
- **Label:** Participated in courses or training of multiple days - Yes
- **Indicator:** Indicates that the respondent participated in courses or training of multiple days, in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

23. Learning_Activities_2_2

- **Definition:** Activities related to learning during the last 6 months: Participated in courses or training of multiple days
- **Label:** Participated in courses or training of multiple days - No
- **Indicator:** Indicates that the respondent did not participate in courses or training of multiple days, in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

24. Learning_Activities_3_1

- **Definition:** Activities related to learning during the last 6 months: Participated in courses, training, seminars or workshops of one day or less
- **Label:** Participated in courses, training, seminars or workshops of one day or less - Yes
- **Indicator:** Indicates that the respondent participated in courses, training, seminars or workshops of one day or less, in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

25. Learning_Activities_3_2

- **Definition:** Activities related to learning during the last 6 months: Participated in courses, training, seminars or workshops of one day or less
- **Label:** Participated in courses, training, seminars or workshops of one day or less - No
- **Indicator:** Indicates that the respondent did not participate in courses, training, seminars or workshops of one day or less, in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

26. Learning_Activities_4_TEXT

- **Definition:** Activities related to learning during the last 6 months: Participated in other schooling activities, namely...
- **Label:** Participated in other schooling activities, namely...
- **Indicator:** Identify other schooling or training activities, namely... that the respondent participated, in the last 6 months.
- **Type of Question:** Text
- **Type of variable:** String

27. Learning_Activities_4_1

- **Definition:** Activities related to learning during the last 6 months: Participated in other schooling or training activities, namely...
- **Label:** Participated in other schooling or training activities, namely...- Yes
- **Indicator:** Indicates that the respondent participated on other schooling or training activities, namely..., in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

28. Learning_Activities_4_2

- **Definition:** Activities related to learning during the last 6 months: Participated in other schooling or training activities, namely...
- **Label:** Participated in other schooling or training activities, namely...- No
- **Indicator:** Indicates that the respondent did not participate on other schooling or training activities, namely..., in the last 6 months.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

29. JobSatisfact_work_1

- **Definition:** Satisfaction with the work itself - The satisfaction that the work itself produces in you.
- **Label:** The satisfaction that the work itself produces in you.
- **Indicator:** Indicates the level of satisfaction with the work itself - The satisfaction that the work itself produces in you.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Very dissatisfied

2. Moderately dissatisfied
3. Slightly satisfied
4. Satisfied
5. Very satisfied
6. I don't know/No answer

30. JobSatisfact_work_2

- **Definition:** Satisfaction with the work itself - The opportunities your job provides to accomplish work/personal objectives
- **Label:** The opportunities your job provides to accomplish work/personal objectives
- **Indicator:** Indicates the level of satisfaction with the work itself - The opportunities your job provides to accomplish work/personal objectives
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Very dissatisfied
 2. Moderately dissatisfied
 3. Slightly satisfied
 4. Satisfied
 5. Very satisfied
 6. I don't know/No answer

31. JobSatisfact_work_3

- **Definition:** Satisfaction with the work itself - The opportunities your job offers to do activities you enjoy.
- **Label:** The opportunities your job offers to do activities you enjoy.
- **Indicator:** Indicates the level of satisfaction with the work itself - The opportunities your job offers to do activities you enjoy.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Very dissatisfied
 2. Moderately dissatisfied
 3. Slightly satisfied
 4. Satisfied
 5. Very satisfied
 6. I don't know/No answer

32. JobSatisfact_work_4

- **Definition:** Satisfaction with the work itself - The job-related performance objectives and targets to be achieved.
- **Label:** The job-related performance objectives and targets to be achieved.
- **Indicator:** Indicates the level of satisfaction with the work itself - The job-related performance objectives and targets to be achieved.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Very dissatisfied
 2. Moderately dissatisfied
 3. Slightly satisfied
 4. Satisfied
 5. Very satisfied
 6. I don't know/No answer

33. Obstacles_1

- **Definition:** Degree of difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Lack of training and skills
- **Label:** Lack of training and skills
- **Indicator:** Captures the difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Lack of training and skills
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

34. Obstacles_2

- **Definition:** Degree of difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Little motivation or desire to make career progression
- **Label:** Little motivation or desire to make career progression
- **Indicator:** Captures the difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Little motivation or desire to make career progression
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

35. Obstacles_3

- **Definition:** Degree of difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Problems connected to health
- **Label:** Problems connected to health
- **Indicator:** Captures the difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Problems connected to health
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

36. Obstacles_4

- **Definition:** Degree of difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Personal life situation for example: family, relatives, friends (caregiving, childcare)
- **Label:** Personal life situation for example: family, relatives, friends (caregiving, childcare)
- **Indicator:** Captures the difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Personal life situation for example: family, relatives, friends (caregiving, childcare)
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

37. Obstacles_5

- **Definition:** Degree of difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Lack of a good network of people who may help me to further develop my career
- **Label:** Lack of a good network of people who may help me to further develop my career
- **Indicator:** Captures the difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Lack of a good network of people who may help me to further develop my career
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

38. Obstacles_6

- **Definition:** Degree of difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Lack of financial resources
- **Label:** Lack of financial resources
- **Indicator:** Captures the difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Lack of financial resources
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

39. Obstacles_7

- **Definition:** Degree of difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Barriers in my organisation or company
- **Label:** Barriers in my organisation or company
- **Indicator:** Captures the difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Barriers in my organisation or company
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

40. Obstacles_8

- **Definition:** Degree of difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Other reason.... Please explain.....
- **Label:** Other reason.... Please explain.....
- **Indicator:** Identify other reason to measure the difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Other reason.... Please explain.....
- **Type of Question:** Text
- **Type of variable:** String

41. Obstacles_8_TEXT

- **Definition:** Degree of difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Other reason.... Please explain.....
- **Label:** Other reason.... Please explain.....
- **Indicator:** Captures the difficulty to take a next step in the career, or to take on a new role, new tasks, and new responsibilities at work - Other reason.... Please explain.....
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Extremely difficult
 2. Rather difficult
 3. Somewhat difficult
 4. Slightly difficult
 5. Not difficult at all
 6. I don't know/No answer

42. Org_mobility_1

- **Definition:** Self-reported agreement with statements related to organisational mobility - My employer provides me with new opportunities (e.g., new tasks, responsibilities, roles)
- **Label:** My employer provides me with new opportunities (e.g., new tasks, responsibilities, roles)
- **Indicator:** Level of agreement with statements related to organisational mobility - My employer provides me with new opportunities (e.g., new tasks, responsibilities, roles)

- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

43. Org_mobility_2

- **Definition:** Self-reported agreement with statements related to organisational mobility - My employer encourages me to ask for new opportunities.
- **Label:** My employer encourages me to ask for new opportunities.
- **Indicator:** Level of agreement with statements related to organisational mobility - My employer encourages me to ask for new opportunities.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

44. Org_mobility_3

- **Definition:** Self-reported agreement with statements related to organisational mobility - I have the training support I need from my employer.
- **Label:** I have the training support I need from my employer.
- **Indicator:** Level of agreement with statements related to organisational mobility - I have the training support I need from my employer.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

45. Org_mobility_4

- **Definition:** Self-reported agreement with statements related to organisational mobility - I have been looking for new opportunities in my current organization.
- **Label:** I have been looking for new opportunities in my current organization.
- **Indicator:** Level of agreement with statements related to organisational mobility - I have been looking for new opportunities in my current organization.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**

1. Strongly Disagree
2. Disagree
3. Disagree a little
4. Agree a little
5. Agree
6. Strongly agree
7. I don't know/No answer

46. Org_mobility_5

- **Definition:** Self-reported agreement with statements related to organisational mobility - I have applied for a (more) permanent position in my current organization
- **Label:** I have applied for a (more) permanent position in my current organization
- **Indicator:** Level of agreement with statements related to organisational mobility - I have applied for a (more) permanent position in my current organization [I you have already a permanent position, sign "I don't know/No answer"]
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

47. Career_1

- **Definition:** Self-reported agreement with statements related to career planning and adaptability - I know what I want with my career (=your work in the future)
- **Label:** I know what I want with my career (=your work in the future)
- **Indicator:** Level of agreement statements related to career planning and adaptability - I know what I want with my career (=your work in the future)
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

48. Career_2

- **Definition:** Self-reported agreement with statements related to career planning and adaptability - I have a plan to obtain my career objectives
- **Label:** I have a plan to obtain my career objectives
- **Indicator:** Level of agreement statements related to career planning and adaptability - I have a plan to obtain my career objectives
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree

4. Agree
5. Strongly agree
6. I don't know/No answer

49. Career_3

- **Definition:** Self-reported agreement with statements related to career planning and adaptability - I know what I need to do to reach my career goals
- **Label:** I know what I need to do to reach my career goals
- **Indicator:** Level of agreement statements related to career planning and adaptability - I know what I need to do to reach my career goals
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

50. Skills_Self_report_1

- **Definition:** Self-reported agreement with statements related to skills and qualifications - My level of education is sufficient for taking the next step in my career
- **Label:** My level of education is sufficient for taking the next step in my career
- **Indicator:** Indicates the skills needed by the job seeker - My level of education is sufficient for taking the next step in my career
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

51. Skills_Self_report_2

- **Definition:** Self-reported agreement with statements related to skills and qualifications - My skills are sufficient for taking the next step in my career
- **Label:** My skills are sufficient for taking the next step in my career
- **Indicator:** Indicates the skills needed by the job seeker - My skills are sufficient for taking the next step in my career
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

52. Skills_Self_report_3

- **Definition:** Self-reported agreement with statements related to skills and qualifications - My work qualifications are very good
- **Label:** My work qualifications are very good
- **Indicator:** Indicates the skills needed by the job seeker - My work qualifications are very good
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

53. Skills_Self_report_4

- **Definition:** Self-reported agreement with statements related to skills and qualifications - I need more training or education to take a next step in my career
- **Label:** I need more training or education to take a next step in my career
- **Indicator:** Indicates the skills needed by the job seeker - I need more training or education to take a next step in my career
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

54. Skills_LL_1 to Skills_LL_4

- **Definition:** Self-reported assessment with statements related to skills and qualifications specific per Living Lab (options to be listed)
- **Label:** (options to be listed)
- **Indicator:** Indicates the skills needed for this job seeker/ for the sector he/she searches for work (options to be listed)
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. None
 2. Beginner
 3. Intermediate
 4. Advanced
 5. I don't know/No answer

55. Job_Self_Effic_1

- **Definition:** Self-reported agreement with statements related to the confident of current job performance - I am able to cope with setbacks at my work
- **Label:** I am able to cope with setbacks at my work
- **Indicator:** Indicates the level of agreement with the confident to perform the current job - I am able to cope with setbacks at my work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric

- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

56. Job_Self_Effic_2

- **Definition:** Self-reported agreement with statements related to the confident of current job performance - I am able to complete my work tasks
- **Label:** I am able to complete my work tasks
- **Indicator:** Indicates the level of agreement with the confident to perform the current job - I am able to complete my work tasks
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

57. Job_Self_Effic_3

- **Definition:** Self-reported agreement with statements related to the confident of current job performance - I am able to set my personal boundaries at work
- **Label:** I am able to set my personal boundaries at work
- **Indicator:** Indicates the level of agreement with the confident to perform the current job - I am able to set my personal boundaries at work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

58. Job_Self_Effic_4

- **Definition:** Self-reported agreement with statements related to the confident of current job performance - I am able to perform my tasks at work
- **Label:** I am able to perform my tasks at work
- **Indicator:** Indicates the level of agreement with the confident to perform the current job - I am able to perform my tasks at work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree

3. Disagree a little
4. Agree a little
5. Agree
6. Strongly agree
7. I don't know/No answer

59. Job_Self_Effic_5

- **Definition:** Self-reported agreement with statements related to the confident of current job performance - I am able to deal with emotionally demanding situations at work
- **Label:** I am able to deal with emotionally demanding situations at work
- **Indicator:** Indicates the level of agreement with the confident to perform the current job - I am able to deal with emotionally demanding situations at work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

60. Job_Self_Effic_6

- **Definition:** Self-reported agreement with statements related to the confident of current job performance - I can concentrate on my work during my job hours
- **Label:** I can concentrate on my work during my job hours
- **Indicator:** Indicates the level of agreement with the confident to perform the current job - I can concentrate on my work during my job hours
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

61. Job_Self_Effic_7

- **Definition:** Self-reported agreement with statements related to the confident of current job performance - I can cope with stress-related work pressure
- **Label:** I can cope with stress-related work pressure
- **Indicator:** Indicates the level of agreement with the confident to perform the current job - I can cope with stress-related work pressure
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little

5. Agree
6. Strongly agree
7. I don't know/No answer

62. Job_Self_Effic_8

- **Definition:** Self-reported agreement with statements related to the confidence of current job performance - I can motivate myself to perform my job
- **Label:** I can motivate myself to perform my job
- **Indicator:** Indicates the level of agreement with the confidence to perform the current job - I can motivate myself to perform my job
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

63. Job_Self_Effic_9

- **Definition:** Self-reported agreement with statements related to the confidence of current job performance - I can deal with the physical demands of my work
- **Label:** I can deal with the physical demands of my work
- **Indicator:** Indicates the level of agreement with the confidence to perform the current job - I can deal with the physical demands of my work
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Disagree a little
 4. Agree a little
 5. Agree
 6. Strongly agree
 7. I don't know/No answer

64. JobProgress_SelfEffic_1

- **Definition:** Self-reported agreement with statements related to job progression - I can support myself in developing my career.
- **Label:** I can support myself in developing my career.
- **Indicator:** Indicates the level of agreement related to job progression - I can support myself in developing my career.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

65. JobProgress_SelfEffi_2

- **Definition:** Self-reported agreement with statements related to job progression - I can use friends, colleagues or other contacts to discover promising career options (/developments?).
- **Label:** I can use friends, colleagues or other contacts to discover promising career options (/developments?).
- **Indicator:** Indicates the level of agreement related to job progression - I can use friends, colleagues or other contacts to discover promising career options (/developments?).
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

66. JobProgress_SelfEffi_3

- **Definition:** Self-reported agreement with statements related to job progression - I do not have any trouble finding out all I want to know about career opportunities.
- **Label:** I do not have any trouble finding out all I want to know about career opportunities.
- **Indicator:** Indicates the level of agreement related to job progression - I do not have any trouble finding out all I want to know about career opportunities.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

67. JobProgress_SelfEffi_4

- **Definition:** Self-reported agreement with statements related to job progression - I am good at impressing potential employees with my qualifications
- **Label:** I am good at impressing potential employees with my qualifications
- **Indicator:** Indicates the level of agreement related to job progression - I am good at impressing potential employees with my qualifications
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

68. JobProgress_SelfEffi_5

- **Definition:** Self-reported agreement with statements related to job progression - Overall I think I am good at making career progression.
- **Label:** Overall, I think I am good at making career progression.
- **Indicator:** Indicates the level of agreement related to job progression - Overall I think I am good at making career progression.
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

69. JobProgress_SelfEffi_6

- **Definition:** Self-reported agreement with statements related to job progression - I am able to deal with the possible setbacks and difficulties regarding my career progression
- **Label:** I am able to deal with the possible setbacks and difficulties regarding my career progression
- **Indicator:** Indicates the level of agreement related to job progression - I am able to deal with the possible setbacks and difficulties regarding my career progression
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Strongly Disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agree
 6. I don't know/No answer

70. Work_ability

- **Definition:** Self-reported score related to work ability
- **Label:** Score given to current work ability
- **Indicator:** Self-reported score related to work ability
- **Type of Question:** Multiple Choice (bipolar)
- **Type of variable:** Numeric
- **Scale:**
 0. Completely unable to work
 1. 1
 2. 2
 3. 3
 4. 4
 5. 5
 6. 6
 7. 7
 8. 8
 9. 9
 10. Work ability at its best

71. Mental_Health_1

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I felt depressed
- **Label:** I felt depressed
- **Indicator:** Indicates the Mental Health of the job seeker - I felt depressed
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time
 2. Some or a little of the time
 3. Occasionally or a moderate amount of time
 4. Most or all of the time
 5. I don't know/No answer

72. Mental_Health_2

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I felt everything I did was an effort
- **Label:** I felt everything I did was an effort
- **Indicator:** Indicates the Mental Health of the job seeker - I felt everything I did was an effort
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time
 2. Some or a little of the time
 3. Occasionally or a moderate amount of time
 4. Most or all of the time
 5. I don't know/No answer

73. Mental_Health_3

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - My sleep was restless
- **Label:** My sleep was restless
- **Indicator:** Indicates the Mental Health of the job seeker - My sleep was restless
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time
 2. Some or a little of the time
 3. Occasionally or a moderate amount of time
 4. Most or all of the time
 5. I don't know/No answer

74. Mental_Health_4

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I was happy
- **Label:** I was happy
- **Indicator:** Indicates the Mental Health of the job seeker - I was happy
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time
 2. Some or a little of the time
 3. Occasionally or a moderate amount of time
 4. Most or all of the time

5. I don't know/No answer

75. Mental_Health_5

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I felt lonely
- **Label:** I felt lonely
- **Indicator:** Indicates the Mental Health of the job seeker - I felt lonely
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time
 2. Some or a little of the time
 3. Occasionally or a moderate amount of time
 4. Most or all of the time
 5. I don't know/No answer

76. Mental_Health_6

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I enjoyed life
- **Label:** I enjoyed life
- **Indicator:** Indicates the Mental Health of the job seeker - I enjoyed life
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time
 2. Some or a little of the time
 3. Occasionally or a moderate amount of time
 4. Most or all of the time
 5. I don't know/No answer

77. Mental_Health_7

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I felt sad
- **Label:** I felt sad
- **Indicator:** Indicates the Mental Health of the job seeker - I felt sad
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time
 2. Some or a little of the time
 3. Occasionally or a moderate amount of time
 4. Most or all of the time
 5. I don't know/No answer

78. Mental_Health_8

- **Definition:** Self-reported feelings or behaviors related to mental health during the past week - I could not get "going"
- **Label:** I could not get "going"
- **Indicator:** Indicates the Mental Health of the job seeker - I could not get "going"
- **Type of Question:** Multiple Choice
- **Type of variable:** Numeric
- **Scale:**
 1. Rarely or none of the time
 2. Some or a little of the time
 3. Occasionally or a moderate amount of time



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4. Most or all of the time
5. I don't know/No answer

Translation Protocol for project Synclusive Questionnaires



Employees and Job Seekers

1. Understanding Source Material:

- Fully comprehend the source text, including its context, terminology, and significance within the field of employment research.
- Clarify any ambiguities or specialized terms before proceeding with translation.

2. Translator Selection:

- Choose translators proficient in both the source and target languages, with a background or experience in employment research if possible.
- Consider assigning at least two translators to review each other's work for accuracy and consistency.

3. Translation Process:

- Translate the source text into the target language while maintaining fidelity to the original meaning and nuances.
- Utilize appropriate tools and resources such as academic databases or research literature to ensure accurate terminology usage.

4. Review and Revision:

- Have the translated text reviewed by a separate linguist or subject matter expert familiar with employment research.
- Incorporate feedback and revisions as necessary to enhance clarity, accuracy, and relevance to the research context.

5. Quality Assurance:

- Conduct thorough quality checks, including grammar, syntax, and adherence to academic conventions.

- Ensure consistency with the established glossary and style guide, particularly regarding employment terminology and academic discourse.

6. Final Approval:

- Obtain final approval from the research project coordinator before proceeding to the retroversion phase.

Retroversion Protocol:

1. Understanding Target Audience:

- Gain insights into the language proficiency and academic background of the target audience for the retroverted text, ensuring alignment with research objectives.

2. Translator Selection:

- Select translators fluent in the target language and proficient in the source language, with a grasp of academic research terminology and conventions.

3. Reverse Translation Process:

- Retrovert the translated text back into the source language, focusing on preserving the original research findings and nuances.
- Maintain the integrity of the employment-related concepts and terminology during retroversion.

4. Review and Revision:

- Have the retroverted text reviewed by a linguist or subject matter expert proficient in the source language and familiar with employment research.
- Address any discrepancies or deviations from the original text through thorough revisions and adjustments.

5. Quality Assurance:

- Conduct rigorous quality checks to ensure accuracy, coherence, and alignment with the original research findings and objectives.
- Verify that the retroverted text accurately reflects the nuances and terminology of the original employment research.

6. Final Approval:

- Obtain final approval from the research project coordinator.

Pre-Test Questionnaire Protocol

LINK to access Protocol for the Pre-Test Questionnaire of Job Seekers

[SAMPLE PROTOCOL FOR PILOT TESTING SURVEY ITEMS JOB SEEKERS\(1\).docx](#)

LINK to access Protocol for the Pre-Test Questionnaire of Employees

[SAMPLE PROTOCOL FOR PILOT TESTING SURVEY ITEMS EMPLOYEES\(1\).docx](#)

Realist Evaluation Protocols

- Interview Protocol

Introduction

This protocol is a comprehensive guide for conducting interviews throughout the implementation phases, ensuring consistency, accuracy, and compliance with relevant regulations and standards.

It outlines the procedures and guidelines for conducting interviews during the pilot testing and implementation phases of the project. It addresses various aspects including timeline, sampling, data collection instruments, control group design, adjustments, and coordination.

1. Timeline:

- Initial Setup and Pre-Testing:
 - Testing will commence in April until the middle May.
- Feedback and Revision Phase:
 - Discussions will take place in the first two weeks of May.
- Final Protocol Roll-out:
 - Finalization will occur in the third week of May.

2. Sampling Strategy for Interviews

Initial Interviews (T0 – at least 6 individuals per intervention until saturation):

- Purpose: To gather foundational insights and perspectives before the intervention.
- Selection Criteria:
 - Represent diverse job seekers and employee groups involved in the program.
 - Ensure representation across relevant demographics, contexts, and roles.

- Sampling Method:
 - Purposive sampling to select individuals who can provide rich insights and perspectives.
 - Consideration of diversity to capture a range of viewpoints and experiences.
- Target Number: Four individuals selected based on the criteria outlined above.

Follow-Up Interviews (10 individuals per intervention; the same participants for T1 and T2):

- Purpose: To assess the intervention's impact and gather feedback post-implementation.
- Selection Criteria:
 - Participants who have undergone the program intervention.
 - Representation across demographic variables (e.g., age, gender, occupation) and contextual factors.
 - Variation in program engagement levels and outcomes.
- Sampling Method:
 - Purposive sampling to select individuals with diverse experiences and perspectives related to the intervention.
 - Consideration of data saturation to ensure thorough exploration of key themes.
- Target Number: Ten individuals per intervention, selected based on the criteria outlined above.

Data Collection Instruments

Data collection will adhere to strict pseudo-anonymization standards with coordination through designated personnel.

I. Initial interviews

Initial interviews refer to the interviews conducted with participants before they engage in or receive the program intervention. These interviews serve several purposes:

- a) **Exploratory data:** The primary goal of initial interviews is to gather exploratory data and seek to understand participants' perspectives, expectations, and concerns regarding the program. Questions during these interviews are designed

to uncover insights into whether the program will be effective for all participants and in various situations.

- b) **Identification of Contexts, Mechanisms, and Outcomes (CMOs):** Initial interviews allow to explore the potential mechanisms by which the program may produce outcomes (or not). By discussing participants' experiences, beliefs, and contextual factors, researchers can begin to identify and refine the Context-Mechanism-Outcome constructs, which are essential for understanding how and why interventions work (or not).
- c) **Baseline Data Collection:** Initial interviews will capture participants' perspectives and circumstances before the intervention, researchers can assess changes over time and evaluate the program's impact.

II. Follow-Up Interviews:

Follow-up interviews will be conducted with job seekers and employees to evaluate the program's effectiveness.

a) Purpose of Follow-up Interviews:

- The primary objective of follow-up interviews is to evaluate the impact and effectiveness of the program on job seekers and employees.
- These interviews aim to gather feedback on participants' experiences with the program, including its perceived benefits, challenges faced, and suggestions for improvement.

b) Timing:

- Follow-up interviews should be conducted after the program intervention, and four months post-intervention (T1 and T2).

c) Selection of Participants:

- Participants for follow-up interviews should be selected from the pool of job seekers and employees who have undergone the program intervention.
- The selection process should aim for diversity to ensure representation across different demographics, program engagement levels, and contextual factors.

d) Interview Structure and Content:

- Follow-up interviews will be semi-structured.
- The interview questions will cover a range of topics, including:
 - Participants' overall experiences with the program since their initial involvement.

- Perceived changes or improvements in skills, knowledge, attitudes, and behaviors as a result of the program.
- Challenges faced during program participation and strategies used to overcome them.
- Perceived impact of the program on job search efforts, employment status, career advancement, and overall well-being.
- Suggestions for program enhancement or areas for improvement.

e) Data Analysis:

- Data from follow-up interviews should be analyzed using qualitative analysis techniques, namely, content analysis.
- Themes, patterns, and insights emerging from the interviews will be identified and interpreted to understand the program's effectiveness and its impact on participants.

f) Implications for Program Improvement:

- Insights gathered from follow-up interviews will inform program refinement, adjustments, and future iterations to enhance its effectiveness and relevance.
- Recommendations and suggestions provided by participants will guide trainers and coaches in addressing identified challenges and optimizing program outcomes for future interventions.

III. Logbooks and Meeting Notes:

- Standardized templates will be provided for recording details, with clear content guidelines specified.

Qualitative Data Analysis:

- We will utilize centralized codebooks for standardization of variable names and labels across studies.
- Pseudo-anonymized files will be sent to ISCTE and UCC for data analysis.

Detailed steps:

For analyzing the interviews data, it will be used data analysis techniques and tools like MAXQDA to understand the information emerging from data/interviews.

This analysis involves several steps to organize, code, and interpret the data:

a) Coding:

- Create a coding system according to the interview guide, identifying key themes, concepts, or categories.
- Organize the codes hierarchically to create a structured coding system.
- Use code groups to organize related codes into clusters or thematic areas.
- Apply codes to segments of text in the interview transcripts by highlighting the relevant passages and assigning them to the appropriate code.

b) Querying:

- Explore the data and identify patterns or relationships between different codes.

c) Visualization:

- Generate code maps to visualize relationships between different codes.
- Utilize charts or diagrams to present the findings visually and facilitate data interpretation.

d) Interpreting Findings:

- Reflect on the patterns, trends, and insights that emerge from analysis, and synthesize the findings into a coherent narrative or report.

5. Compliance

- Compliance with EU data regulations will be ensured, with approval sought from the partners of the project regarding country regulations.



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Realist Evaluation - Interviews Guides



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Interview Guide Job Seekers

To be applied T0; T1; T2

Today's date (dd-mm-yy)

Moment of application (T0 ; T1; T2)

Email (T0)

Phone (T0)

Section 1 - Background

1. Can you tell me something about your situation before you started the course?
 - a. Were you looking for a job or not?
 - b. How did that go?
2. Can you tell me what you did to search for a job before the course?
3. When you think back to the time before the course, what helped in searching for a job?
 - a. Did mentors or other people play an important role in your job search?
4. When you think back to the time before the course, what didn't help in your job search?
5. How did you come across the course?
 - a. What motivated you to participate?
6. How far along are you now in the course?

7. What do you think of the course so far?
 - a. What do you like about it?
 - b. What do you like less about it?
 - c. Does the course align with the expectations you had beforehand?
8. Did you have confidence beforehand that you could work in this field?
 - a. Why or why not?

Section 2 - Job Search Behavior (Self-Efficacy)

9. Can you broadly describe what you have learned since the start of the course?
 - a. What do you attribute this to?
 - b. Have there been effects on your skills, confidence, collaboration, etc.?
10. What do you think of the group you are taking the course with?
 - a. Does it help that the course is conducted in a group setting?
 - b. How so, or how not?
11. What do you think of the teachers in the course?
 - a. Do you regularly speak with or see the teachers?
 - b. Do you feel supported by your teachers?
12. What do you think of your colleagues at this course?
 - a. Do you feel supported? Why or why not?
 - b. Is the collaboration going well? Why or why not?
13. How is the collaboration with your work supervisor going?
 - a. Do you feel like you receive enough support from your work supervisor? Why or why not?
14. Are there things that make it difficult or easy to complete the course?
15. Does the course meet your expectations?
 - a. If not, what is missing?
16. If you had to name one thing you find best about this course, what would it be?
 - a. Why is that? How does it contribute to your development?
17. If you had to name one thing you find less good about the course, what would it be?
 - a. Why is that?

Section 3 - Motivation (CMOs)

1. We believe that the group you are taking the course with is important. For example, you can motivate and support each other. What do you think about this?
2. Additionally, we believe that the course works well because it increases the necessary skills and knowledge for working in this field. What are your thoughts on this?

3. Finally, we believe that the course works well because it increases your confidence to do your job well. What do you think of this?
 - a. What is the main reason that you have gained more confidence?
 - b. If you had to name one thing that gives you more confidence through the course, what would it be? How do you notice?



Interview Guide Employees

To be applied T0; T1; T2

Today's date (dd-mm-yy)

Moment of application (T0 ; T1; T2)

Email (T0)

Phone (T0)

Section 1: Work Activities

1. Could you first tell me a little about your work activities?

Section 2: Personal Development

2. What are you currently doing for your personal development?
 - a. What was the reason to start or not start with this (own initiative/coordinator/HR)?
3. Would you like to do something/more for your own development?
 - a. What could that be?
 - b. What is needed for you to be able to do this?
4. What will this bring you?
 - a. How would this development help you in your current work?
 - b. Do you feel like you are currently missing something, for example in terms of skills?

Section 3: Obstacles to Development

5. What are the obstacles to starting with this at the current moment?
 - a. For example obstacles within yourself, from coordinators, or the organisation?

Section 4: Course Evaluation

6. To what extent is the course currently helping you achieve your development goals?
 - a. Is there anything you would like to see changed?

Section 5: Job Satisfaction and Development

7. How does the ability to develop yourself influence your job satisfaction at your organisation?
 - a. Why is that?
 - b. Do you think you would leave this organisation if you could not develop yourself?
 - c. To what extent do you think that insufficient space for development, or working more hours/different shifts, etc., are reasons for colleagues leaving?

Section 6: Career Alternatives

8. Have you ever considered a job outside of this field? If so, what?
 - a. What was the reason for considering this role?
 - b. What is holding you back or stopping you?

Section 7: Combining Jobs

9. Would you consider combining two jobs, where you work part-time at this organisation and part-time for another employer in a different sector?
 - a. What would make this attractive for you?
 - b. What role would you want to combine with working in this field?
 - c. Why wouldn't you do this?

Section 8: Reason for Staying

10. All things considered, what is the main reason for you to continue working at this organisation?
 - a. Why is this important to you?

Section 9: Team Spirit

11. How would you describe the team spirit at your location?
 - a. What contributes to this?
 - b. Are there things that create a good atmosphere? Or a bad one?
 - c. Has this changed over time?
12. Would you like to see any changes in this?
 - a. If so, what?
 - b. Is anything currently being done about it?
 - c. What ideas do you have to improve team spirit?

Section 10: CMO's

13. More generally, we believe that when employees are given attention for development and learning, by offering support or discussing combination jobs, they may feel more supported in their careers. How do you feel about this?
 - a. Would this apply to you as well?
 - b. When would it, and when wouldn't it?
14. We also think that employee development might be important because it can give them more confidence in doing their job well. What are your thoughts on this?
 - a. Does this apply to you as well?
15. Additionally, we believe that leaders (like coordinators) play an important role in the development of employees. For example, they can initiate discussions about development and support you in your growth. How do you feel about this?
 - a. Why do you feel this way?
 - b. To what extent does this apply to you?
 - c. What would be the result of good support from coordinators?
16. Finally, we think that a close-knit team is very important for employee engagement. How do you feel about this?
 - a. Why do you feel this way?
 - b. To what extent does this apply to you?



Interview Guide Trainers / Coaches

To be applied T2

Section 1. Relevance of Training Content:

- a) How well do you think the training content addressed the specific needs of vulnerable participants?
- b) Can you give an example of a moment where the training felt particularly relevant or irrelevant to their needs?

Section 2. Communication and Adaptability:

- c) How easy was it to communicate and adapt your approach to effectively connect with and support vulnerable participants?
- d) Can you describe a situation where you had to adapt your communication style to suit their needs?

Section 3. Empathy and Sensitivity:

- e) How did you ensure a high level of empathy and sensitivity towards the unique circumstances of vulnerable participants?
- f) Can you recall a moment where empathy played a crucial role during the training?

Section 4. Inclusiveness and Accessibility of the Environment:

- g) How inclusive and accessible did you find the training environment and materials?
- h) Were there any barriers that you or the participants encountered, and how were they addressed?

Section 5. Participant Engagement and Motivation:

- i) Were there moments during the training when vulnerable participants seemed disengaged or unmotivated?
- j) What factors contributed to this, and how did you try to re-engage them?

Section 6. Impact on Employability:

- k) In what ways did the training improve the employability of vulnerable participants?
- l) Can you provide examples of skills or behaviors that demonstrated an increased chance of entering the labour market?



Interview Guide Employers and Managers

To be applied TO

Reference number	
------------------	--

Section 1: Background

1. What kind of task you are performing (or what kind of role you have) in this organisation?
2. What kind of experiences you have about the employment of the vulnerable group in concern?

Section 2: Discrimination

3. What kind of efforts do you apply for eliminating discrimination?

Section 3: Inclusivity

4. How do you promote an inclusive work environment? Do you feel that everyone is treated equally in the workplace, regardless of race, sex, religion, language, disability, or others?

Section 3: Inflow job seekers

5. What kind of mechanisms do you use/suggest to inflow job seekers?

Section 4: Mobility of employees

6. What kind of mechanisms do you use/suggest promoting employees? And how?

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Realist Evaluation - Focus Group Protocol Regional Coalition

To be applied per semester

Date

1. Indicate the Living Lab: _____

To analyse the regional coalition, consider the following focus group protocol (Zadoc, 2006):

Objective: To gather insights from participants about the formalization, leadership style, member participation, diversity, collaboration, and group cohesion.

1. Welcome and Introduction (10 minutes)

- Welcome participants and thank them for their time.
- Explain the purpose of the focus group and outline the key areas to be evaluated (formalization, leadership style, participation, diversity, collaboration, cohesion).
- Assure participants that their responses will be confidential and encourage open feedback.

2. Evaluation of Formalization/Rules (10-15 minutes)

"Let's begin by discussing the rules and procedures that the group follows. How structured or formalized do you feel the group's activities are?"

Rating formalization:

- Ask participants to rate the group formalization on a scale from 1 to 5:
 - 1 = Very low formalization/rules adherence

- 5 = Very high formalization/rules adherence
- Encourage discussion by asking, "What specific rules or procedures do you think are followed strictly, and where do you feel there's flexibility?"

3. Leadership Style (10-15 minutes)

"Now, let's talk about the leadership style within the group. How would you describe the approach taken by the group leadership?"

Rating Leadership:

- Ask participants to rate the leadership style from 1 to 5:
 - Autocratic / Centralized
 - Democratic / Participatory
 - Laissez-faire
- Follow-up with, "Can you provide examples of how decisions are made and how much input group members have?"

4. Active Member Participation (10-15 minutes)

"Let's move on to participation. How actively do you think members engage in discussions and contribute to the group?"

Rating Participation:

- Ask participants to rate active member participation from 1 to 5:
 - 1 = Very low participation
 - 5 = Very high participation
- Ask follow-up questions like, "What factors do you think encourage or discourage active participation?"

5. Diverse Membership (10-15 minutes)

"Now, let's talk about the diversity of the group. How diverse do you think the membership is in terms of perspectives, backgrounds, or expertise?"

Rating Diversity of Membership:

- Ask participants to rate diversity from 1 to 5:
 - 1 = Not diverse
 - 5 = Very diverse
- Follow-up with, "Do you think diversity within the group affects how decisions are made or the outcomes achieved?"

6. Member Agency Collaboration (10-15 minutes)

"How would you describe the level of collaboration between members? How well do members work together or support each other's efforts?"

Rating Collaboration:

- Ask participants to rate collaboration from 1 to 5:
 - 1 = Very low collaboration
 - 5 = Very high collaboration
- Encourage them to give examples of how members collaborate or fail to collaborate.

7. Group Cohesion (10-15 minutes)

"Finally, let's discuss how cohesive the group feels. How united do you think the group is in working toward common goals?"

Rating Cohesion:

- Ask participants to rate group cohesion from 1 to 5:
 - 1 = Very low cohesion

- 5 = Very high cohesion
- Ask, "What do you think helps build or hinder the cohesion within the group?"

8. Summary and Closing (10 minutes)

- Summarize key points discussed during the focus group.
- Thank participants for their input and ask if there are any additional thoughts they would like to share.
- Conclude by informing participants of follow-up steps.

Logbook for Quantitative Research

Table of Contents

1. Project Overview
2. Research Outline
3. Timetable
4. Research Procedures

Project Overview

Title: Synclusive

Objective: To analyze the demographic and psychological characteristics of unemployed and employed vulnerable persons

Date Started: January 1, 2024

Expected Completion Date: June 30, 2026

Principal Investigator: Irene Houtman

Research Team:

	Participant	Participant organisation name	PI	Type	Country
1	TNO (Coordinator)	Nederlandse organisatie voor toegepast natuurwetenschappelijk onderzoek TNO	Sophie Emmert, Irene Houtman	KI	NL
2	ARC FUND	Applied Research and Communications Fund	Zoya Damianova	KI	BG
3	FIOH	Finnish Institute of Occupational Health	Mervi Ruokolainen	KI	FI
4	ISCTE	Instituto Universitário de Lisboa	Maria José Sousa	AC	PT
5	SDA	Sofia Development Association	Snezhina Gabova	SO	BG
6	INAIL	National Institute for Insurance against Accidents at Work	Diana Gagliardi	SO	IT
7	UvT	Tilburg University	Roland Blonk	AC	NL
8	UCC	University College Cork	Frank Crowley	AC	IE
9	AMF	Municipality Amersfoort	Klaas Gerber	SO	NL
10	CENTAR	CENTAR	Epp Kalaste	SME	EE
11	PACT	PACT	Hugo Valadas	SME	PT
12	LAO	Municipality of Lagoa, Faro	Rui Mesquita	SO	PT
13	REDO	Entrepreneurs Network – Redo do Empresario	Teresa Cascais	SO	PT
14	TERMCERTO	TermCerto temporary workers	Fernando Faneco	SME	PT
15	IEFP	Ministry of Labour Portugal	Adélia Costa; Luisa Basto	SO	PT

Description of the project

The project involves developing and consolidating a coalition of stakeholders across four regional Living Labs in Europe, following the Community Coalition Action Theory and utilizing the ENGINE approach. This integrated package of interventions aims to stimulate upward and

lateral mobility among vulnerable employees, thereby creating job vacancies for vulnerable job seekers. Additionally, the project will test the applicability of the ENGINE approach for various discriminated groups, identify drivers and barriers to mobility and inclusion, assess the impact of the ENGINE approach on labour market mobility and inclusion, and identify pathways for transitioning from regional to national and EU policy levels. Furthermore, it will establish interoperable and comparative indicators and standards relevant to labour market inclusion, considering regional, national, and cultural contexts.

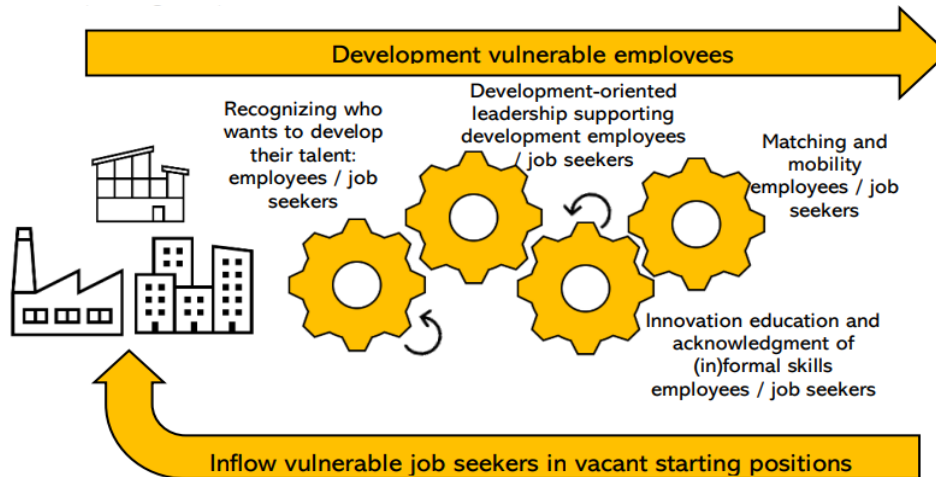


Figure 2. A summary of the aim and processes of the ENGINE

Research outline

Data Collection Instruments Creation:

- **Design:** Create draft questionnaires tailored for different groups (unemployed, employed, trainers/coaches).
- **Validation:** Pilot the questionnaires and refine them based on feedback.
- **Final Version:** Finalize the questionnaires for official use.

Data Collection:

- **Initial Phase:** Distribute questionnaires to target populations in May 2024.
- **Follow-up Phases:** Redistribute at the end of interventions and 4 months post-intervention.

Data Analysis:

- **Descriptive Statistics:** Calculate mean, median, standard deviation, etc.
- **Correlation Analysis:** Explore relationships between variables.
- **Regression Analysis:** Identify predictors of employment status through multiple regression.

TimeTable

Data Collection instruments

Date: January, 2024

Activity: Data collection instruments creation

Tasks:

- Design a draft of the data collection instruments: a questionnaire for unemployed vulnerable people; a questionnaire for employed vulnerable people; and a questionnaire for trainers and coaches.
- Validation of the questionnaires
- Design the final version of the questionnaires

Data Collection

Date: May, 2024

Activity: Initial data collection

Tasks:

- Apply the questionnaires to the target population before the interventions, at the end of the interventions, and after the interventions (4 month after)

Date: October, 2025

Activity: Data cleaning

Tasks:

- Removed duplicate entries.
 - Addressed missing data using mean imputation for numerical variables and mode imputation for categorical variables.
-

Data Analysis

Date: October, 2025

Activity: Descriptive statistics

Tasks:

- Calculated mean, median, standard deviation, and other measures of analysis.
- Identified key demographic variables: age, gender, and education level.

Date: November, 2025

Activity: Correlation analysis

Taks:

- Examined correlation between variables.
- Explain results.

Date: December, 2025

Activity: Regression analysis

Tasks:

- Conducted multiple regression to determine predictors.
 - Preliminary results
-

Findings and Reporting

Date: January, 2026

Activity: 1st Joint Report

Tasks:

- Interpretation of results.
- Drafted sections on methodology, data analysis, and key findings.
- Reviewed and revised the report based on feedback from the research team.

IMPORTANT NOTE: the following needs to be filled in for each intervention! So if you are implementing two different interventions in your living lab, please fill in two separate documents. This ensures that we collect all the relevant monitoring data per intervention.

QUANTITATIVE PART

Research Procedures

Pre-Intervention Phase

Intervention: _____

Date of sending out the questionnaire _____

Description of recipients:

Participant Information

Participant ID	Date of Consent	Date of Questionnaire Completion	Notes
P001			
P002			
P003			
...

Questionnaire Responses

Number of participants questionnaire was sent out to	Planned number of responses	Actual number of responses	Number of Responses	Dropout	Response rate%

During-Intervention Phase

Intervention Activities

Participant ID	Activity Description	Date	Time Spent	Notes
P001				
P002				
P003				

Participant ID	Activity Description	Date	Time Spent	Notes
...

Questionnaire Responses

Number of Participants	Number of Responses	Comments

Post-Intervention Phase

Participant Information

Participant ID	Date of Follow-Up	Date of Questionnaire Completion	Notes
P001			
P002			
P003			
...

Questionnaire Responses

Number of Participants	Number of Responses	Comments

Notes and Observations

• Date:	
• Observer:	
• Notes:	

Summary of Findings

- **Pre-Intervention Summary:**

• Key observations:	
• Common themes:	
• Areas of concern:	

- **During-Intervention Summary:**

• Key observations:	
• Participant feedback:	
• Adjustments made:	

- **Post-Intervention Summary:**

• Key observations:	
• Changes from pre to post:	
• Successes and challenges:	

Additional Comments

- **Date:**
- **Comment:**

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QUALITATIVE PART

Pre-Intervention Phase

Planned qualitative measurements	
What pre-intervention qualitative measurement actions were planned?	For example, we planned on ten interviews with job seekers, one focus group with job seekers with 5 participants total, and three interviews with employers.
Actual date of pre-intervention qualitative measurement actions	
Actual date of conducting pre-intervention qualitative measure	Indicate the dates on which qualitative measurement actions were conducted. For example, <ul style="list-style-type: none"> - Interview job seeker 1: 22nd of June - Interview job seeker 2: 24th of June - Etc.
Description of recipients	
Recipients of pre-intervention qualitative measure; <i>Short description of recipients</i>	Which groups in the living lab are involved in these qualitative measures? For example: <ul style="list-style-type: none"> - Job seekers: we are planning on holding interviews with job seekers - Employer: two HR representative, and 1 director
Planned number of recipients for each questionnaire	
Planned number of recipients of pre-intervention qualitative measurement point	Please indicate how many recipients you expect for the actions outlined above. For example: <ul style="list-style-type: none"> - Job seekers: 10 interviews, 1 focus group - Employers: 3 interviews
Actual number of recipients	
Actual number of recipients of pre-intervention qualitative measurement point	For example: <ul style="list-style-type: none"> - Job seekers: 8 interviews, 1 focus group - Employers: 2 interviews
Deviations	
Are there any deviations that should be noted with regard to this qualitative measurement point?	A summary of the data above: <ul style="list-style-type: none"> - We held two interviews less than planned with job seekers (2 dropout) - We held a focus group with 4 job seekers, one participant less than expected (1 dropout). - We held 2 interviews with employers; 1 HR representative and 1 director, resulting in a dropout of 1.

During-Intervention Phase

Planned qualitative measurements	
What intermediate intervention qualitative measurement actions were planned?	
Planned dates of intermediate qualitative measurement actions	
On what dates have you planned qualitative measurement actions?	
Actual date of intermediate intervention qualitative measurement actions	
What were the actual dates of intermediate intervention qualitative measurement actions?	
Description of recipients	
Recipients of intermediate intervention qualitative measure; <i>Short description of recipients</i>	
Planned number of recipients for each questionnaire	
Planned number of recipients of intermediate intervention qualitative measurement point	
Actual number of recipients	
Actual number of recipients of intermediate intervention qualitative measurement point	
Deviations	
Are there any deviations that should be noted with regard to this qualitative measurement point?	

Post-Intervention Phase

Planned qualitative measurements	
What post-intervention qualitative measurement actions were planned?	
Planned dates of post-intervention qualitative measurement actions	
On what dates have you planned qualitative measurement actions ?	
Actual date of post-intervention qualitative measurement actions	
What were the actual dates of post-intervention qualitative measurement actions ?	
Description of recipients	
Recipients of post-intervention qualitative measure ; <i>Short description of recipients</i>	
Planned number of recipients for each questionnaire	
Planned number of recipients of post-intervention qualitative measurement point	
Actual number of recipients	
Actual number of recipients of post-intervention qualitative measurement point	
Deviations	
Are there any deviations that should be noted with regard to this qualitative measurement point ?	

Summary of Findgs

- **Pre-Intervention Summary:**

• Key observations:	
• Common themes:	
• Areas of concern:	

- **During-Intervention Summary:**

• Key observations:	
• Participant feedback:	
• Adjustments made:	

- **Post-Intervention Summary:**

• Key observations:	
• Changes from pre to post:	
• Successes and challenges:	

Additional Comments

- **Date:**
- **Comment:**

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