1. **Step one**

On your screen you should have round green icon of **NIPO CAPIClient**. Double click on it (left click).

When you double click on that icon the program will open and window will pop up as below. There might be no addresses listed or you might have addresses (20 or 40 addresses) already.
2. Step two

To download the addresses go with the cursor on the left hand side on the top bar and find “Connect” option.

When you click the “Connect” button once (left click) the new Communication window will pop up as below. On the bottom of this Communication window you can see two buttons: Start and Close. Click “Start” button once (left click) and it will start processing.
In the middle of the process, window will pop up with information that you are connected to Amárach CAPI System. On the bottom of that window on right hand side click once (left click) on the “OK” button. The system will continue the process.

When the system will finish processing “Communication complete” window will pop up, where you can see information that (20 or 40 addresses) new addresses were added. On the lower right corner of this new window click once (left click) on “Close” button.
After you press “Close” button previous NIPO CAPI Client window will be back but with new listed addresses as below. New addresses will have “0” beside, what means that they are not “done” jet. When you finish some addresses different codes will appear beside each of address depends from outcomes.

3. Step three
When all addresses are coded they need to be sent back. To do that click once (left click) the “Connect” option on the left hand side of the top bar. Communication window will pop up, click once (left click) the “Start” button on the lower right side of this window.
In the middle of the process, window will pop up with information that you are connected to Amárach CAPI System. On the bottom of that window on right hand side click once (left click) on the “OK” button. The system will continue the process.

When the system will finish processing “Communication complete” window will pop up, where you can see information that 20 definitive addresses sent. On the lower right corner of this window click once (left click) on “Close” button.
4. Step four

After you press “Close” button there will be back window that you had at the beginning. The window is empty.

To close NIPO CAPI Client window go with the cursor to top right corner of this window. You will see there on the very right hand side small “x”. Click it once (left click) to close the program. You will be back to the main screen you had at the very beginning (first picture on this guide).
1. Results of the visit.
   - Code 7 – address is not valid.

2. Outcome address invalid only if address was not traceable, residential or occupied – suitable code.

3. End of survey.
1. Results of the visit.
   - Code 7 – no contact at all.

2. End of visit NO.

   - Date/time/comments.

4. Open survey – return to this address.
Cannot Establish Identity of Respondent

3. Contact with Somebody – Refusal to answer any questions

1. Results of the visit – Code 3 – contact with someone, don’t know if target respondent.

2. Outcome contact only if contact but no interview. Code 4 – refused. Don’t know if target respondent.

3. The refusal occurred at visit number (write in).


5. Give your own estimation of the likely cooperation in future of the selected respondent – suitable code.

6. How old do you think the respondent is (or the person who refused on their behalf) – suitable code.

7. The respondent/contacted person is – suitable code.

8. End of visit NO

   - Date/time/comments.
   - Don’t return to this address.
1. Answer question.
   – “Including yourself, how many people aged 15 or over live in this house/flat/part of the accommodation”? (Cannot speak to target/target not home).

2. Result of the visit – Code 5 – Contact with somebody other than target/respondent.

3. Outcome contact only if contact but no interview – suitable code.

4. …
Managed to Establish Identity of Respondent

2. Contact with Target

1. Answer question.
   - “Including yourself, how many people aged 15 or over live in this house/flat/part of the accommodation”? (Can speak to target)

2. Result of the visit – Code 4 – Contact with target/respondent but no interview.

3. Outcome contact only if contact but no interview – suitable code.

4. ....
ESS INTERVIEWER BRIEFING:

ANNOTATED SOURCE QUESTIONNAIRE
FOR USE IN EXAMPLE BRIEFING INTERVIEW

(Round 6, 2012/13)

This document was written for the European Social Survey (ESS). The Core Scientific Team of the ESS requests that you use the following form of words to cite this document:

In briefing interviewers for ESS Round 6, NCs and fieldwork agencies are expected to use the Round 6 Project Instructions document as guidance. Each briefing should also include a standardized ESS ‘example briefing interview’. This will cover the entire ESS Round 6 questionnaire for interviewers to practice as a group, taking turns to ask questions. The Round 6 Project Instructions document provides general interviewer guidelines, and section 11 of the document outlines a selection of questions in detail. The example briefing interview goes beyond this by illustrating to interviewers examples of how to deal with different situations throughout the questionnaire. It also provides an opportunity for researchers to remind interviewers of the principles of standardized interviewing. NCs should provide country-specific examples at country-specific questions. For all other questions, example responses are provided in this document, and should be used in all countries.

The example briefing interview is intended to address inconsistencies between and within countries in terms of interviewer briefings and interviewer practice. These inconsistencies must be kept to a minimum to achieve the highest quality fieldwork required by the European Social Survey.

**Guidelines**

- One person (NC or a researcher from the fieldwork agency) should act as the respondent. They will use this document as a script of how to respond to each question.
- The interviewers should then take turns to ask each question in the ESS Round 6 questionnaire.
- If the interviewer asks a question incorrectly, the researcher should highlight this and discuss the correction with the interviewers.
- The respondent will answer most of the questions ‘normally’.
- Throughout the questionnaire however, there will be some questions to which the respondent will give a ‘problematic’ answer.
- At each question, the interviewer should share how they have coded the respondent’s answer with the group, by calling out the number (this will not be done in the real interview, but allows the researcher to check for incorrect coding).
- When a ‘problematic’ answer is given, the researchers should advise the group of interviewers how best to react, using the guidelines provided here.

This document is an annotated version of the ESS Round 6 Source Questionnaire. When translating this document into the target language for use in briefings, care should be taken to use the same examples as provided in the annotations. This is to try and ensure that all ESS interviewers in all countries deal with the various interview situations that can arise in a consistent manner.
<table>
<thead>
<tr>
<th>Q#</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core A1 – A5</td>
<td>Television watching; social trust</td>
</tr>
<tr>
<td>Core B1 – B34</td>
<td>Politics, including: political interest, trust, electoral and other forms of participation, party allegiance, socio-political orientations</td>
</tr>
<tr>
<td>Core C1 – C28</td>
<td>Subjective wellbeing, social exclusion, religion, perceived discrimination, national and ethnic identity, immigration</td>
</tr>
<tr>
<td>Rotating module D1-D39</td>
<td>Personal and social wellbeing, helping others, feelings in the last week, life satisfaction, physical activity</td>
</tr>
<tr>
<td>Rotating module E1-E45</td>
<td>Understandings and evaluation of different elements of democracy</td>
</tr>
<tr>
<td>Core F1 – F60</td>
<td>Socio-demographic profile, including: household composition, sex, age, marital status, type of area, education &amp; occupation of respondent, partner, parents, union membership and income.</td>
</tr>
<tr>
<td>Supplementary Section H</td>
<td>Human values scale</td>
</tr>
<tr>
<td>Supplementary Section I</td>
<td>Test questions</td>
</tr>
<tr>
<td>Interviewer questionnaire Section J</td>
<td>Interviewer self-completion questions</td>
</tr>
</tbody>
</table>
A1 CARD 1 On an average weekday, how much time, in total, do you spend watching television? Please use this card to answer.

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>No time at all</td>
<td>00</td>
</tr>
<tr>
<td>Less than ½ hour</td>
<td>01</td>
</tr>
<tr>
<td>½ hour to 1 hour</td>
<td>02</td>
</tr>
<tr>
<td>More than 1 hour, up to 1½ hours</td>
<td>03</td>
</tr>
<tr>
<td>More than 1½ hours, up to 2 hours</td>
<td>04</td>
</tr>
<tr>
<td>More than 2 hours, up to 2½ hours</td>
<td>05</td>
</tr>
<tr>
<td>More than 2½ hours, up to 3 hours</td>
<td>06</td>
</tr>
<tr>
<td>More than 3 hours</td>
<td>07</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>88</td>
</tr>
</tbody>
</table>

R: More than 1 hour, up to 1½ hours

(I: CODE 03)

NOTE FOR RESEARCHERS:

Questions A1 and A2 ask about the amount of time spent watching TV on an average weekday (that is, Monday to Friday). If respondents ask for clarification, this refers to time spent actively watching, rather than time when the TV is merely on ‘in the background’.
A2 STILL CARD 1 And again on an average weekday, how much of your time watching television is spent watching news or programmes about politics and current affairs? Still use this card.

No time at all 00
Less than ½ hour 01
½ hour to 1 hour 02
More than 1 hour, up to 1½ hours 03
More than 1½ hours, up to 2 hours 04
More than 2 hours, up to 2½ hours 05
More than 2½ hours, up to 3 hours 06
More than 3 hours 07
(Don’t know) 88

R: Most of the television I watch is news

NOTE FOR RESEARCHERS:
It is important that interviewers do not make assumptions about how this answer should be coded. For example, they could say:

I: Please could you choose your answer from the card
R: I’d say ½ hour to 1 hour
(I: CODE 02)

ASK ALL
A3 CARD 2 Using this card, generally speaking, would you say that most people can be trusted, or that you can’t be too careful in dealing with people?
Please tell me on a score of 0 to 10, where 0 means you can’t be too careful and 10 means that most people can be trusted.

You can’t be too careful

<table>
<thead>
<tr>
<th></th>
<th>Most people can be trusted</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 9
(I: CODE 09)

---

1 About “politics and current affairs”: about issues to do with governance and public policy, and with the people connected with these affairs.
2 ‘Can’t be too careful’: need to be wary or always somewhat suspicious.
A4 CARD 3 Using this card, do you think that most people would try to take advantage\textsuperscript{3} of you if they got the chance, or would they try to be fair?

<table>
<thead>
<tr>
<th>Most people would try to take advantage of me</th>
<th>Most people would try to be fair</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 8

(I: CODE 08)

A5 CARD 4 Would you say that most of the time people try to be helpful\textsuperscript{4} or that they are mostly looking out for themselves? Please use this card.

<table>
<thead>
<tr>
<th>People mostly look out for themselves</th>
<th>People mostly try to be helpful</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 7

(I: CODE 07)

ENTER END TIME OF SECTION A: [ ] [ ] [ ] [ ] (Use 24 hour clock)

(End time for CAPI countries only)

\textsuperscript{3}Take advantage’: exploit or cheat; ‘fair’: in the sense of treat appropriately and straightforwardly.

\textsuperscript{4}The intended contrast is between self-interest and altruistic helpfulness.
Now we want to ask a few questions about politics and government.

B1  How interested would you say you are in politics –
    are you… READ OUT…
    very interested, 1
    quite interested, 2
    hardly interested, 3
    or, not at all interested? 4
    (Don’t know) 8

R (INTERRUPTS BEFORE ALL RESPONSE OPTIONS ARE READ OUT): I am only quite interested really.

NOTE FOR RESEARCHERS:

It is extremely important that respondents hear the entire question (including all response options). In this case, the interviewer could explain that they need to read all options, before re-reading the question from scratch. The respondent should choose one of the response options read out to them. Remember that ‘don’t know’ should not be read out to the respondent as a response option.

R (AFTER HEARING ALL OPTIONS): I’d actually say I’m ‘hardly interested’.
(I: CODE 3)

CARD 5 Using this card, please tell me on a score of 0-10 how much you personally trust each of the institutions I read out. 0 means you do not trust an institution at all, and 10 means you have complete trust. Firstly…READ OUT…

<table>
<thead>
<tr>
<th>No trust at all</th>
<th>Complete trust</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2 [country]'s parliament? 00 01 02 03 04 05 06 07 08 09 10 88 R: 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(I: CODE 04)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 ...the legal system? 00 01 02 03 04 05 06 07 08 09 10 88 R: 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(I: CODE 04)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 ...the police? 00 01 02 03 04 05 06 07 08 09 10 88 R: 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(I: CODE 06)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B5 ...politicians? 00 01 02 03 04 05 06 07 08 09 10 88 R: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(I: CODE 02)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B6 ...political parties? 00 01 02 03 04 05 06 07 08 09 10 88 R: 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(I: CODE 03)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B7 ...the European Parliament? 00 01 02 03 04 05 06 07 08 09 10 88 R: 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(I: CODE 06)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B8 ...the United Nations? 00 01 02 03 04 05 06 07 08 09 10 88 R: 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(I: CODE 07)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B9 Some people don't vote nowadays for one reason or another. Did you vote in the last [country] national\(^5\) election in [month/year]?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK B10</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Not eligible to vote</td>
<td>3</td>
<td>GO TO B11</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

R: Yes

(I: CODE 1)

**NOTE FOR RESEARCHERS:**

It is important that interviewers do not give any indication of their own political or religious views.

If respondents answer that they did participate in the election, but deliberately ‘spoilt’ their ballot paper or left it blank, record this as ‘No’ (code 2). This is especially relevant in countries where voting is compulsory.

ASK IF YES AT B9 (code 1)

B10 Which party did you vote for in that election?

[Country-specific (question and) codes]

- Conservative 01
- Labour 02
- Liberal Democrat 03
- Scottish National Party 04
- Plaid Cymru 05
- Green Party 06
- Other (WRITE IN) 07
- (Refused) 77
- (Don’t know) 88

R: I voted for Labour.

(I: CODE 02)

---

\(^5\) This refers to the last election of a country's primary legislative assembly.
ASK ALL
There are different ways of trying to improve things in [country] or help prevent⁶ things from going wrong. During the last 12 months, have you done any of the following?
Have you…READ OUT…

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B11</td>
<td>…contacted a politician, government or local government official?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B12</td>
<td>…worked in a political party or action group?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B13</td>
<td>…worked in another organisation or association?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B14</td>
<td>…worn or displayed a campaign badge/sticker?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B15</td>
<td>…signed a petition?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B16</td>
<td>…taken part in a lawful public demonstration?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B17</td>
<td>…boycotted certain products?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

R: No (I: CODE 2)

NOTE FOR RESEARCHERS:
Interviewers should read the introduction to this set of questions carefully and must read the questions in the order they appear.

At B13 - The ‘organisations’ or ‘associations’ that are meant include any that try to improve things in [country], help prevent serious problems arising or prevent things from going wrong. It does not include political parties or action groups as these are covered by the previous item (B12).

ASK ALL
B18a Is there a particular political party you feel closer⁷ to than all the other parties?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASK B18b</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>GO TO B18d</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

R: Well yes, I suppose so
(I: CODE 1)

---

⁶ ‘Help prevent things going wrong’ in the sense of help prevent serious problems arising.
⁷ “Feel closer to”: in the sense of the party one most identifies or sympathises with or is most attached to, regardless of how one votes.
**ASK IF YES AT B18a (code 1)**

<table>
<thead>
<tr>
<th>B18b</th>
<th>Which one? [Country-specific codes]</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conservative</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td>Labour</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>Liberal Democrat</td>
<td>03</td>
</tr>
<tr>
<td></td>
<td>Scottish National Party</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>Plaid Cymru</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>Green Party</td>
<td>06</td>
</tr>
<tr>
<td>Other (WRITE IN)</td>
<td>_________________________________</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td>(Refused)</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>(Don’t know)</td>
<td>88</td>
</tr>
</tbody>
</table>

**ASK B18c**

R: Labour
(I: CODE 02)

**ASK IF PARTY GIVEN AT B18b (codes 01 to 07)**

B18c How close do you feel to this party? Do you feel that you are … READ OUT…

- very close, 1
- quite close, 2
- not close, 3
- or, not at all close? 4
- (Don’t know) 8

R: Probably only quite close
(I: CODE 2)
ASK ALL
*B18d\textsuperscript{8} CARD 6 How important is it for you to live in a country that is governed democratically? Choose your answer from this card where 0 is not at all important and 10 is extremely\textsuperscript{9} important.

<table>
<thead>
<tr>
<th>Not at all important</th>
<th>Extremely important</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 81 82 83 84 85 86 87 88 89 90 98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: Yes that’s very important to me.

NOTE FOR RESEARCHERS:
It is important that interviewers do not make assumptions about how this answer should be coded. For example, they could say:

I: Please could you choose your answer from the card – which number would you choose from the scale?

R: I’ll say 9.
(I: CODE 09)

*B18e\textsuperscript{10} CARD 7 How democratic do you think [country] is overall? Choose your answer from this card where 0 is not at all democratic and 10 is completely\textsuperscript{11} democratic.

<table>
<thead>
<tr>
<th>Not at all democratic</th>
<th>Completely democratic</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 81 82 83 84 85 86 87 88 89 90 98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 7
(I: CODE 07)

\textsuperscript{8} NEW QUESTION PART OF ROUND 6 ROTATING MODULE ON DEMOCRACY
\textsuperscript{9} ‘extremely’ in the sense of ‘an ending point on the scale where nothing can go beyond it. This might be represented also by ‘completely’, ‘fully’, ‘absolutely’, ‘totally’, etc.
\textsuperscript{10} NEW QUESTION PART OF ROUND 6 ROTATING MODULE ON DEMOCRACY
\textsuperscript{11} ‘completely’ in the sense of ‘an ending point on the scale where nothing can go beyond it. This might be represented also by ‘extremely’, ‘fully’, ‘absolutely’, ‘totally’, etc.
B19 CARD 8 In politics people sometimes talk of “left” and “right”. Using this card, where would you place yourself on this scale, where 0 means the left and 10 means the right?

<table>
<thead>
<tr>
<th>Left</th>
<th>Right</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
</tr>
</tbody>
</table>

R: Well I vote for Labour usually, so where would you say that was on the scale?

NOTE FOR RESEARCHERS:

It is important that interviewers do not give additional explanations unless explicitly stated. For example, they could say:

I: I'm afraid I cannot help you to answer these questions. Would you like me to read the question again?
R: No that's ok. I'd say I'm somewhere left of the middle.
I: Are you able to choose a number?
R: I'll say 4.
(I: CODE 04)

Interviewers should remember to read the question exactly as it is written, without inserting any additional words.

B20 CARD 9 All things considered, how satisfied are you with your life as a whole nowadays? Please answer using this card, where 0 means extremely dissatisfied and 10 means extremely satisfied.

<table>
<thead>
<tr>
<th>Extremely dissatisfied</th>
<th>Extremely satisfied</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
</tr>
</tbody>
</table>

R: 8
(I: CODE 08)

12 Please note that for CORE items using ‘extremely’ or ‘completely’, the same translation should be used as in previous rounds. This applies throughout sections A, B, C and F. If translators are unsure, contact ess_translate@gesis.org.
B21 STILL CARD 9 On the whole how satisfied are you with the present state of the economy in [country]? Still use this card.

<table>
<thead>
<tr>
<th>Extremely dissatisfied</th>
<th>Extremely satisfied</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 4
(I: CODE 04)

B22 STILL CARD 9 Now thinking about the [country] government\textsuperscript{13}, how satisfied are you with the way it is doing its job? Still use this card.

<table>
<thead>
<tr>
<th>Extremely dissatisfied</th>
<th>Extremely satisfied</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 4
(I: CODE 04)

NOTE FOR RESEARCHERS:

It is important that interviewers remain neutral when reading any political questions. Interviewers must not give any indication of their own political views. Interviewers should be careful to remain neutral in their body language, and avoid any suggestive noises (such as sighs or laughter).

B23 STILL CARD 9 And on the whole, how satisfied are you with the way democracy\textsuperscript{14} works in [country]? Still use this card.

<table>
<thead>
<tr>
<th>Extremely dissatisfied</th>
<th>Extremely satisfied</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 6
(I: CODE 06)

\textsuperscript{13} The people now governing, the present regime.

\textsuperscript{14} The democratic system ‘in practice’ is meant, as opposed to how democracy ‘ought’ to work.
B24  CARD 10  Now, using this card, please say what you think overall about the state of education\(^\text{15}\) in [country] nowadays?

| Extremely bad | | Extremely good | | (Don’t Know) |
|---------------|----------------|----------------|----------------|
| 00 01 02 03 04 05 06 07 08 09 10 88 |

R: 6

(I: CODE 06)

B25  STILL CARD 10  Still using this card, please say what you think overall about the state of health services in [country] nowadays?

| Extremely bad | | Extremely good | | (Don’t Know) |
|---------------|----------------|----------------|----------------|
| 00 01 02 03 04 05 06 07 08 09 10 88 |

R: A friend of mine had to go into hospital recently, and he was treated very well... (RESPONDENT BEGINS TO TALK AT LENGTH ABOUT THEIR EXPERIENCE)

NOTE FOR RESEARCHERS:

It is important that interviewers do not allow respondents to become distracted from the questionnaire by trying to engage in lengthy discussion with the interviewer. Here, the interviewer could remain silent to discourage further discussion, or they could say:

I: I’m sorry to have to interrupt you. We have a lot of questions to get through so we really should continue with the interview as I don’t want to take up too much of your time. Are you able to choose an answer from the card?

R: OK, well based on that experience I’ll say 9.

(I: CODE 09)

\(^{15}\) The “state of education” (see too, “state of health services” in B25) covers issues of quality, access and effectiveness/efficiency.
**CARD 11** Using this card, please say to what extent you agree or disagree with each of the following statements. **READ OUT EACH STATEMENT AND CODE IN GRID**

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B26 The government should take measures to reduce differences in income levels.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B27 Gay men and lesbians should be free to live their own life as they wish.16</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**B28** CARD 12 Now thinking about the European Union, some say European unification18 should go further. Others say it has already gone too far. Using this card, what number on the scale best describes your position?

<table>
<thead>
<tr>
<th>Unification has already gone too far</th>
<th>Unification should go further</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**R: I don’t really know anything about the European Union. I don’t know how I’d answer this question.**

**NOTE FOR RESEARCHERS:**

It is important that interviewers do not offer their own explanation of key terms to respondents. For example, they could say:

I: That’s ok, we can move on to the next question.

(I: CODE 88)

16 Freedom of lifestyle is meant ‘free/entitled to live as gays and lesbians’.
17 This question was excluded in Round 5, but has been reinstated from Round 6 onwards.
18 “Unification” refers to further integration rather than further enlargement.
Now some questions about people from other countries coming to live in [country].

B29  CARD 13 Now, using this card, to what extent do you think [country] should\(^{19}\) allow people of the
same race or ethnic group as most [country]'s people to come and live here\(^{20}\)?

<table>
<thead>
<tr>
<th>Allow many to come and live here</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow some</td>
<td>2</td>
</tr>
<tr>
<td>Allow a few</td>
<td>3</td>
</tr>
<tr>
<td>Allow none</td>
<td>4</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: Would that just include people from Europe?

NOTE FOR RESEARCHERS:
Interviewers should take care not to miss out any word in the question. When reading the question, interviewers should place an emphasis on the underlined text (‘same race or ethnic group’). Interviewers must not provide any examples of groups.

I: I cannot give you any examples (INTERVIEWER REPEATS THE QUESTION)
R: Allow many
(I: CODE 1)

It is worth noting that interviewers are not required to read the response options aloud, but they should refer the respondent to the categories provided on the showcard.

The same points apply to questions B30 and B31.

B30  STILL CARD 13 How about people of a different race
or ethnic group from most [country] people? Still use this card.

<table>
<thead>
<tr>
<th>Allow many to come and live here</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow some</td>
<td>2</td>
</tr>
<tr>
<td>Allow a few</td>
<td>3</td>
</tr>
<tr>
<td>Allow none</td>
<td>4</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: Allow many
(I: CODE 1)

\(^{19}\) ‘Should’ in the sense of ‘ought to’; not in the sense of ‘must’.
\(^{20}\) ‘Here’ = country throughout these questions.
B31  STILL CARD 13 How about people from the poorer countries outside Europe? Use the same card.

Allow many to come and live here 1
Allow some 2
Allow a few 3
Allow none 4
(Don’t know) 8

R: Allow some
(I: CODE 2)

B32  CARD 14 Would you say it is generally bad or good for [country]’s economy that people come to live here from other countries? Please use this card.

<table>
<thead>
<tr>
<th>Bad for the economy</th>
<th>Good for the economy</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 6
(I: CODE 06)

B33  CARD 15 And, using this card, would you say that [country]’s cultural life is generally undermined or enriched by people coming to live here from other countries?

<table>
<thead>
<tr>
<th>Cultural life undermined</th>
<th>Cultural life enriched</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 8
(I: CODE 08)
**B34  CARD 16** Is [country] made a worse or a better place to live by people coming to live here from other countries? Please use this card.

<table>
<thead>
<tr>
<th>Worse place to live</th>
<th>Better place to live</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*R: 7*

(I: CODE 07)

**ENTER END TIME OF SECTION B:** [ ] [ ] [ ] [ ] (Use 24 hour clock)

(END time for CAPI countries only)
And now a few questions about you and your life.

**C1 CARD 17** Taking all things together, how happy would you say you are? Please use this card.

<table>
<thead>
<tr>
<th>Extremely unhappy</th>
<th>Extremely happy</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>03</td>
<td>04</td>
<td>05</td>
</tr>
<tr>
<td>06</td>
<td>07</td>
<td>08</td>
</tr>
<tr>
<td>09</td>
<td>10</td>
<td>88</td>
</tr>
</tbody>
</table>

R: Umm, probably 7 or 8

**NOTE FOR RESEARCHERS:**

Here, the interviewer could say:

I: I need you to give me just one number from the card please.

R: 8.

(I: CODE 08)

**C2 CARD 18** Using this card, how often do you meet **socially**\(^{21}\) with friends, relatives or work colleagues?

- Never 01
- Less than once a month 02
- Once a month 03
- Several times a month 04
- Once a week 05
- Several times a week 06
- Every day 07
- (Don't know) 88

R: Once a week

(I: CODE 05)

---

\(^{21}\) ‘Meet socially’ implies meet by choice rather than for reasons of either work or pure duty.
**C3^ CARD 19** How many people, if any, are there with whom you can discuss intimate and personal matters? Choose your answer from this card.

<table>
<thead>
<tr>
<th>None</th>
<th>00</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01</td>
</tr>
<tr>
<td>2</td>
<td>02</td>
</tr>
<tr>
<td>3</td>
<td>03</td>
</tr>
<tr>
<td>4-6</td>
<td>04</td>
</tr>
<tr>
<td>7-9</td>
<td>05</td>
</tr>
<tr>
<td>10 or more</td>
<td>06</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>88</td>
</tr>
</tbody>
</table>

**R:** Should I include family members?

**NOTE FOR RESEARCHERS:**

Where there is no interviewer note in the questionnaire, it is important that interviewers do not provide additional guidance to respondents. Here, the interviewer could say:

I: I cannot tell you who to include. If you think that family members should be included then you should include them and if you don’t think so then you shouldn’t include them. It is really up to you.

R: I discuss personal things with my sister, so I'll include her. I also have two close friends, and my husband. So I suppose that's about 4 in total.

I: Please could you give me an answer from the card?

R: 4-6

(I: CODE 04)

---

**C4 CARD 20** Compared to other people of your age, how often would you say you take part in social activities? Please use this card.

<table>
<thead>
<tr>
<th>Much less than most</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than most</td>
<td>2</td>
</tr>
<tr>
<td>About the same</td>
<td>3</td>
</tr>
<tr>
<td>More than most</td>
<td>4</td>
</tr>
<tr>
<td>Much more than most</td>
<td>5</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

**R:** More than most

(I: CODE 4)

---

22 ‘Intimate’ implies things like sex or family matters; ‘personal’ could include work or occupational issues as well. Note that this item has changed since Round 5, now asking for the number of people rather than if there is anyone. Translation should closely reflect the translation used in previous rounds.

23 Events/encounters with other people, by choice and for enjoyment rather than for reasons of work or duty.
C5 Have you or a member of your household been the victim of a burglary or assault\textsuperscript{24} in the last 5 years?

\begin{itemize}
\item Yes 1
\item No 2
\item (Don’t know) 8
\end{itemize}

R: No

(I: CODE 2)

C6 How safe do you – or would you - feel walking alone in this area\textsuperscript{25} after dark? Do – or would – you feel… \textbf{READ OUT}…

\begin{itemize}
\item ...very safe, 1
\item safe, 2
\item unsafe, 3
\item or, very unsafe? 4
\item (Don’t know) 8
\end{itemize}

R: Safe

(I: CODE 2)

\textbf{NOTE FOR RESEARCHERS:}

There is no showcard for this question, so it is important that the respondent hears all response categories before answering. Interviewers must remember not to read “don’t know” when reading out the response options.

The next set of questions are about yourself.

C7 How is your health\textsuperscript{26} in general? Would you say it is …\textbf{READ OUT}…

\begin{itemize}
\item ...very good, 1
\item good, 2
\item fair, 3
\item bad, 4
\item or, very bad? 5
\item (Don’t know) 8
\end{itemize}

R: Good

(I: CODE 2)

\textsuperscript{24} Physical assault.
\textsuperscript{25} Respondent’s local area or neighbourhood.
\textsuperscript{26} Physical and mental health.
C8  Are you hampered\textsuperscript{27} in your daily activities in any way by any longstanding illness, or disability, infirmity or mental health problem?  
IF YES, is that a lot or to some extent?  

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes a lot</td>
<td>1</td>
</tr>
<tr>
<td>Yes to some extent</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: No  
(I: CODE 3)

\textbf{NOTE FOR RESEARCHERS:}

It is important that interviewers do not make any assumptions about the respondent, for example if the respondent has a visible health condition. Interviewers should accept whatever answer is given by the respondent.

C9  Do you consider yourself as belonging to\textsuperscript{28} any particular religion or denomination?  

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: No  
(I: CODE 2)

\textsuperscript{27} ‘Hampered’ = limited, restricted in your daily activities.  
\textsuperscript{28} Identification is meant, not official membership.
C10 Which one? [Can be asked as a country-specific question. To be recoded into the ESS coding frame below]

- Roman Catholic 01
- Protestant 02
- Eastern Orthodox 03
- Other Christian denomination 04
- Jewish 05
- Islamic 06
- Eastern religions 07
- Other non-Christian religions 08

GO TO C13

NOTE ON ADMINISTRATION OF C10

The set of country specific categories that are listed in the ‘Consultation outcomes’ for religion on the ESS6 Intranet should be made available to interviewers. Use of a showcard at C10 is optional.

Question not applicable to this respondent

NOTE FOR RESEARCHERS:

Again, it is important that interviewers do not make any assumptions about the respondent, for example if they are wearing items of clothing that suggest they belong to a certain religion. Interviewers should accept whatever answer is given by the respondent.

ASK IF NO RELIGION/DENOMINATION OR DON’T KNOW AT C9 (codes 2 or 8 at C9)

C11 Have you ever considered yourself as belonging to any particular religion or denomination?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK C12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO C13</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

R: No

(I: CODE 2)
ASK IF YES AT C11 (code 1)

C12  Which one?  [Can be asked as a country-specific question. To be recoded into the ESS coding frame below]

<table>
<thead>
<tr>
<th>Religion</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman Catholic</td>
<td>01</td>
</tr>
<tr>
<td>Protestant</td>
<td>02</td>
</tr>
<tr>
<td>Eastern Orthodox</td>
<td>03</td>
</tr>
<tr>
<td>Other Christian denomination</td>
<td>04</td>
</tr>
<tr>
<td>Jewish</td>
<td>05</td>
</tr>
<tr>
<td>Islamic</td>
<td>06</td>
</tr>
<tr>
<td>Eastern religions</td>
<td>07</td>
</tr>
<tr>
<td>Other non-Christian religions</td>
<td>08</td>
</tr>
</tbody>
</table>

NOTE ON ADMINISTRATION OF C12

The set of country specific categories that are listed in the ‘Consultation outcomes’ for religion on the ESS6 Intranet should be made available to interviewers. Use of a showcard at C12 is optional.

Question not applicable to this respondent

ASK ALL
C13 CARD 21 Regardless of whether you belong to a particular religion, how religious would you say you are?
Please use this card.

<table>
<thead>
<tr>
<th>Not at all religious</th>
<th>Very religious</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>03</td>
<td>04</td>
<td>05</td>
</tr>
<tr>
<td>06</td>
<td>07</td>
<td>08</td>
</tr>
<tr>
<td>09</td>
<td>10</td>
<td>88</td>
</tr>
</tbody>
</table>

R: 0

(I: CODE 00)
C14 CARD 22  Apart from special occasions such as weddings and funerals, about how often do you attend religious services nowadays? Please use this card.

Every day 01
More than once a week 02
Once a week 03
At least once a month 04
Only on special holy days 05
Less often 06
Never 07
(Don’t know) 88

R: Never
(I: CODE 07)

C15 STILL CARD 22  Apart from when you are at religious services, how often, if at all, do you pray? Please use this card.

Every day 01
More than once a week 02
Once a week 03
At least once a month 04
Only on special holy days 05
Less often 06
Never 07
(Don’t know) 88

R: Never
(I: CODE 07)

ASK ALL
C16  Would you describe yourself as being a member of a group that is discriminated against in this country?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Don’t know)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: Yes
(I: CODE 1)
C17 On what grounds is your group discriminated against?

PROBE: ‘What other grounds?’

CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th>Ground</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour or race</td>
<td>01</td>
</tr>
<tr>
<td>Nationality</td>
<td>02</td>
</tr>
<tr>
<td>Religion</td>
<td>03</td>
</tr>
<tr>
<td>Language</td>
<td>04</td>
</tr>
<tr>
<td>Ethnic group</td>
<td>05</td>
</tr>
<tr>
<td>Age</td>
<td>06</td>
</tr>
<tr>
<td>Gender</td>
<td>07</td>
</tr>
<tr>
<td>Sexuality</td>
<td>08</td>
</tr>
<tr>
<td>Disability</td>
<td>09</td>
</tr>
</tbody>
</table>

Other (WRITE IN)___________________________ 10

(Don’t know) 88

R: I’m a black woman

NOTE FOR RESEARCHERS:

Here, the interviewer should repeat the question in order to clarify what the respondent means.

R: Well I mean I am discriminated against for being black and female.

(I: CODE 01 and 07). Interviewers should also probe:

I: What other grounds?

R: None

(I: ONLY CODE 01 and 07 AND MOVE TO THE NEXT QUESTION)

ASK ALL
C18 Are you a citizen of [country]?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: Yes

(I: CODE 1)
ASK IF NO OR DONT KNOW AT C18 (codes 2 or 8)

C19 What citizenship do you hold?
[to be coded into pre-specified ISO 3166-1 (2-character)]

WRITE IN _______________________

(Don’t know) 88

Question not applicable to this respondent

NOTE FOR RESEARCHERS:
Where interviewers are required to write in an answer they must record the response verbatim, checking anything they do not hear or understand with the respondent.

ASK ALL

C20 Were you born in [country]?

Yes 1 GO TO C23
No 2 ASK C21
(Don’t know) 8 GO TO C23

R: Yes

(I: CODE 1)

C21 In which country were you born?
[to be coded into pre-specified ISO 3166-1 (2-character)]

WRITE IN _______________________
(Don’t know) 88

Question not applicable to this respondent

C22 What year did you first come to live in [country]?

WRITE IN YEAR: ___________
(Don’t know) 8888

Question not applicable to this respondent
ASK ALL
[to be coded into ISO 693-2 (3-character)]
C23 What language or languages do you speak most often at home?

WRITE IN UP TO 2 LANGUAGES

________________________
________________________
(Don’t know) 888

R: Just English

(I: WRITE IN ‘ENGLISH’)

C24 Do you belong\(^{29}\) to a minority ethnic group in [country]?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: Yes

(I: CODE 1)

C25 Was your father born in [country]?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>GO TO C27</td>
</tr>
<tr>
<td>No</td>
<td>ASK C26</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>GO TO C27</td>
</tr>
</tbody>
</table>

R: No

(I: CODE 2)

[To be coded into pre-specified ISO 3166-1 (2 character)]
C26 In which country was your father born?

WRITE IN

________________________
(Don’t know) 88

R: Nigeria

(I: WRITE IN ‘NIGERIA’)

\(^{29}\)“Belong" refers to attachment or identification.
ASK ALL
C27  Was your mother born in [country]?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td></td>
</tr>
</tbody>
</table>

R: Yes

(I: CODE 1)

To be coded into pre-specified ISO 3166-1 (2 character)
C28  In which country was your mother born?

WRITE IN ____________________

(Don’t know) 88

Question not applicable to this respondent

ENTER END TIME OF SECTION C: □ □ □ □ (Use 24 hour clock)

(END time for CAPI countries only)
ASK ALL
D1 CARD 23 In the past 12 months, how often did you get involved in work for voluntary or charitable organisations? Please use this card.

At least once a week 01
At least once a month 02
At least once every three months 03
At least once every six months 04
Less often 05
Never 06
(Don’t know) 88

R: Never
(I: CODE 06)

Now we want to ask you some questions about how you feel about yourself and your life.

CARD 24 Using this card, please say how much you agree or disagree with each of the following statements. READ OUT EACH STATEMENT AND CODE IN GRID

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don’t know)</th>
</tr>
</thead>
</table>

D2 I’m always optimistic about myuture. 1 2 3 4 5 8
R: Agree
(I: CODE 2)

D3 In general I feel very positive about myself. 1 2 3 4 5 8
R: Agree
(I: CODE 2)

D4 At times I feel as if I am a failure. 1 2 3 4 5 8
R: Yes I do, doesn’t everyone?!  

NOTE FOR RESEARCHERS:
Refer to guidance and advise interviewers accordingly. For example, they could say:

I: Can I just check which answer would you choose from the card?

R: Agree
(I: CODE 2)

30 New footnote for a Round 3 item being repeated in Round 6: The translation of ‘my’ must refer to the respondent’s personal future and not the future in general. If the translation used in Round 3 did not reflect this countries should contact the Translation team for further guidance.
CARD 25 I will now read out a list of the ways you might have felt or behaved during the past week. Using this card, please tell me how much of the time during the past week... READ OUT...

<table>
<thead>
<tr>
<th></th>
<th>None or almost none of the time</th>
<th>Some of the time</th>
<th>Most of the time</th>
<th>All or almost all of the time</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D5</td>
<td>...you felt depressed?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D6</td>
<td>...you felt that everything you did was an effort?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D7</td>
<td>...your sleep was restless?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D8</td>
<td>...you were happy?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D9</td>
<td>...you felt lonely?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D10</td>
<td>...you enjoyed life?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D11</td>
<td>...you felt sad?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D12</td>
<td>...you could not get going(^{31})?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

And please tell me how much of the time during the past week... READ OUT...

<table>
<thead>
<tr>
<th></th>
<th>None or almost none of the time</th>
<th>Some of the time</th>
<th>Most of the time</th>
<th>All or almost all of the time</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D13</td>
<td>...you had a lot of energy?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D14</td>
<td>...you felt anxious?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D15</td>
<td>...you felt calm and peaceful?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

R: None of the time (I: CODE 1)
R: Some of the time (I: CODE 2)
R: Most of the time (I: CODE 3)
R: Some of the time (I: CODE 3)
R: Most of the time (I: CODE 2)
R: Most of the time (I: CODE 3)
R: Some of the time (I: CODE 2)
R: Some of the time (I: CODE 2)
R: Some of the time (I: CODE 2)
R: Some of the time (I: CODE 2)
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R: Some of the time (I: CODE 2)
R: Some of the time (I: CODE 2)
R: Some of the time (I: CODE 2)
R: Some of the time (I: CODE 2)
R: Some of the time (I: CODE 2)

**NOTE FOR RESEARCHERS:**

These items could be sensitive for some respondents. If a respondent seems reluctant to answer interviewers should remind them that the data will be anonymised, and should reassure confidentiality.

\(^{31}\) ‘could not get going’ in the sense of ‘felt lethargic and lacked motivation’.
Using this card, please tell me to what extent you agree or disagree with each of the following statements. READ OUT EACH STATEMENT AND CODE IN GRID

<table>
<thead>
<tr>
<th></th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D16</td>
<td>I feel I am free to decide for myself how to live my life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D17</td>
<td>In my daily life I get very little chance to show how capable I am.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D18</td>
<td>Most days I feel a sense of accomplishment from what I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D19</td>
<td>When things go wrong in my life, it generally takes me a long time to get back to normal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

NOTE FOR RESEARCHERS:

Refer to guidance and advise interviewers accordingly. For example, they could say:

I: I'm afraid I can't give you any examples. You should take it as whatever you think it means.

R: Well, my husband lost his job recently. Would that count?

I: You should count whatever you consider to be 'when things go wrong'.

R: Ok, well I'll say agree then.

(I: CODE 2)
CARD 27 Using this card, please tell me to what extent…READ OUT…

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>A great deal</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D20</td>
<td>...you learn new things in your life?</td>
<td>00 01 02 03 04 05 06 88</td>
<td>R: 5 (I: CODE 05)</td>
</tr>
<tr>
<td>D21</td>
<td>...you feel that people in your local area [33] help one another?</td>
<td>00 01 02 03 04 05 06 88</td>
<td>R: 4 (I: CODE 04)</td>
</tr>
<tr>
<td>D22</td>
<td>...you feel that people treat you with respect?</td>
<td>00 01 02 03 04 05 06 88</td>
<td>R: 4 (I: CODE 04)</td>
</tr>
</tbody>
</table>

CARD 28 Using this card, please say to what extent you agree or disagree with each of the following statements. READ OUT EACH STATEMENT AND CODE IN GRID

<table>
<thead>
<tr>
<th></th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D23</td>
<td>I generally feel that what I do in my life is valuable and worthwhile [34].</td>
<td>1 2 3 4 5 8</td>
<td>R: Agree (I: CODE 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D24</td>
<td>The way things are now, I find it hard to be hopeful about the future of the world.</td>
<td>1 2 3 4 5 8</td>
<td>R: Disagree (I: CODE 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D25</td>
<td>There are lots of things I feel I am good at.</td>
<td>1 2 3 4 5 8</td>
<td>R: Agree (I: CODE 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D26</td>
<td>For most people in [country] life is getting worse rather than better.</td>
<td>1 2 3 4 5 8</td>
<td>R: Strongly agree (I: CODE 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D27</td>
<td>I feel close to the people in my local area.</td>
<td>1 2 3 4 5 8</td>
<td>R: Disagree (I: CODE 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[32] ‘A great deal’ means ‘a large amount’ and ‘very much’.
[33] Respondent’s local area or neighbourhood
[34] ‘worthwhile’ means ‘beneficial to others’.
[35] ‘close to’ means ‘identify with’, ‘feel attached to’
**D28 CARD 29** To what extent do you make time to do the things you really want to do? Please use this card where 0 is not at all and 10 is completely.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Completely</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**R:** 7

(I: CODE 07)

**D29 STILL CARD 29** To what extent do you feel appreciated by the people you are close to? Please use the same card.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Completely</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**R:** Is that at work or in general?

**NOTE FOR RESEARCHERS:**

Refer to guidance and advise interviewers accordingly. For example, they could say:

I: I’m afraid I can’t provide any further details. You should take it as whatever you think it means.

The interviewer could also repeat the question at this point (but must not try to rephrase the question).

R: ‘people you are close to’ - I suppose I feel very appreciated by my friends and family, so I’ll say 8.

(I: CODE 08)

**D30 CARD 30** How difficult or easy do you find it to deal with important problems that come up in your life? Please use this card where 0 is extremely difficult and 10 is extremely easy.

<table>
<thead>
<tr>
<th>Extremely difficult</th>
<th>Extremely easy</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**R:** 5

(I: CODE 05)

---

36 ‘to make time’ in the sense of ‘to allow yourself time’ or ‘to put aside time’, which is used to do something specific.

37 ‘completely’ in the sense of ‘an ending point on the scale where nothing can go beyond it. This might be represented also by ‘extremely’, ‘fully’, ‘absolutely’, ‘totally’, etc.

38 ‘appreciated’ in the sense of ‘valued, recognised, respected and acknowledged’.

39 ‘close to’ in the sense of ‘emotionally close’ rather than ‘physically close’.

40 ‘to deal with’ in the sense of ‘to handle’

41 ‘important’ in the sense of ‘major’ or ‘significant’

42 ‘extremely’ in the sense of ‘an ending point on the scale where nothing can go beyond it. This might be represented also by ‘completely’, ‘fully’, ‘absolutely’, ‘totally’, etc.
Please use CARD 31 for the next three questions. How much of the time would you generally say you are...

**READ OUT...**

<table>
<thead>
<tr>
<th>None of the time</th>
<th>All of the time</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D31</strong></td>
<td>...interested in what you are doing?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
</tr>
<tr>
<td></td>
<td>(I: CODE 08)</td>
<td></td>
</tr>
</tbody>
</table>

**D32** ...absorbed\(^{43}\) in what you are doing?  
00 01 02 03 04 05 06 07 08 09 10 88  
R: 6  
(I: CODE 06)

**D33** ...enthusiastic about what you are doing?  
00 01 02 03 04 05 06 07 08 09 10 88  
R: 8  
(I: CODE 08)

**D34** CARD 32 On a typical day, how often do you take notice of\(^{44}\) and appreciate\(^{45} \, 46\) your surroundings\(^{47}\)?

<table>
<thead>
<tr>
<th>Never</th>
<th>Always</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 6  
(I: CODE 06)

**D35** CARD 33 To what extent do you feel that you have a sense of direction\(^{48}\) in your life? Please use this card where 0 is not at all and 10 is completely\(^{49}\).

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Completely</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 8  
(I: CODE 08)

\(^{43}\) ‘absorbed’ in the sense of ‘focused or involved’  
\(^{44}\) ‘take notice of’ in the sense of ‘become aware of’  
\(^{45}\) Both actions MUST be translated, that is, ‘take notice of’ and ‘appreciate’; please use two verbs in your language.  
\(^{46}\) ‘appreciate’ in the sense of ‘value’  
\(^{47}\) ‘surroundings’ whether physical or social  
\(^{48}\) ‘sense of direction’ – a feeling or an idea of how someone would like their life to be in the future  
\(^{49}\) ‘completely’ in the sense of ‘an ending point on the scale where nothing can go beyond it. This might be represented also by ‘extremely’, ‘fully’, ‘absolutely’, ‘totally’, etc. This also applies at D36 and D37.
D36  **CARD 34** To what extent do you receive help and support\(^{50}\) from people you are close to\(^{51}\) when you need it? Please use this card where 0 is not at all and 6 is completely.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Completely</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
</tr>
</tbody>
</table>

R: 8

**NOTE FOR RESEARCHERS:**

Here, the respondent appears to be looking at the wrong showcard. Interviewers should check the respondent has the correct showcard in front of them:

I: Could you make sure you are looking at card 34 for this question.

The interviewer could also repeat the question at this point, including the sentence ‘Please use this card where 0 is not at all and 6 is completely’.

R: 4

(I: CODE 04)

---

D37  **STILL CARD 34** And to what extent do you provide help and support\(^{52}\) to people you are close to\(^{53}\) when they need it?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Completely</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
</tr>
</tbody>
</table>

R: 4

(I: CODE 04)

---

\(^{50}\) ‘help and support’ whether emotional or material.

\(^{51}\) ‘close to’ in the sense of ‘emotionally close’ rather than ‘physically close’.

\(^{52}\) ‘help and support’ whether emotional or material.

\(^{53}\) ‘close to’ in the sense of ‘emotionally close’ rather than ‘physically close’.
D38  CARD 35 There are people who tend to be\(^{54}\) towards the top of our society and people who tend to be towards the bottom. On this card there is a scale that runs from top to bottom. Where would you place yourself on this scale nowadays?

<table>
<thead>
<tr>
<th>Top of society</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottom of society</td>
<td>0</td>
<td>(Don't Know) 88</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


(I: CODE 6)

\(^{54}\) ‘tend to be’ in the sense of ‘are generally’.
Using this card, please tell me on how many of the last 7 days you were physically active continuously for 20 minutes or longer?

INTERVIEWER NOTE: include household tasks such as housework or gardening if mentioned, as long as performed for 20 minutes or longer.

- No days 00
- One day 01
- Two days 02
- Three days 03
- Four days 04
- Five days 05
- Six days 06
- Seven days 07
- (Don’t know) 88

R: I don’t do any exercise, but I do a lot of gardening, which is quite active.

NOTE FOR RESEARCHERS:
Refer to guidance and advise interviewers accordingly. For example, because of the interviewer note, they could say:

I: Activity such as gardening does count. So, using the card, what would be your answer?

R: Well I worked in the garden on Saturday and Sunday, so that would be 2 days.

(I: CODE 02)

Interviewers should remember to place an emphasis on the underlined text (‘continuously’) when reading the question.

ENTER END TIME OF SECTION D: □ □ □ □ (Use 24 hour clock)
(End time for CAPI countries only)
Now some questions about democracy. Later on I will ask you about how democracy is working in [country]. First, however, I want you to think instead about how important you think different things are for democracy in general. There are no right or wrong answers so please just tell me what you think.

**NOTE FOR RESEARCHERS:**
Throughout this section there are a number of important introductions, which explain to respondents what the following sets of questions refer to. These instructions must be read out to respondents, with emphasis placed on any underlined text.

**ASK ALL**
**CARD 37** Using this card, please tell me how important you think it is for democracy in general...READ OUT...

<table>
<thead>
<tr>
<th>Not at all important for democracy in general</th>
<th>Extremely important for democracy in general</th>
</tr>
</thead>
<tbody>
<tr>
<td>00   01   02   03   04   05   06   07   08   09   10   88</td>
<td>R: 10 (I: CODE 10)</td>
</tr>
<tr>
<td>00   01   02   03   04   05   06   07   08   09   10   88</td>
<td>R: 8 (I: CODE 08)</td>
</tr>
<tr>
<td>00   01   02   03   04   05   06   07   08   09   10   88</td>
<td>R: 9 (I: CODE 09)</td>
</tr>
<tr>
<td>00   01   02   03   04   05   06   07   08   09   10   88</td>
<td>R: 9 (I: CODE 09)</td>
</tr>
</tbody>
</table>

---

55 The full scale and the end labels MUST appear on the showcard.
56 ‘extremely’ in the sense of ‘an end point on the scale where nothing can go beyond it. This might also be represented by ‘completely’, ‘fully’, ‘absolutely’, ‘totally’, etc. This applies to all references to ‘extremely’ throughout section E.
57 For items E1 – E16 and items E31, E32, E34, E36, E37, E39, E41, E42 and E44, countries should ensure that their translation does not make reference to country-specific terms.
58 ‘national elections’ refers to national elections for a country’s primary legislative assembly. Under no circumstances should the actual name of a national parliament be included in this question.
59 Both senses – ‘free and fair’ – MUST be expressed in all translations; this can be done by using one or two adjectives or by using an idiomatic expression, if this exists.
60 Countries should refer to ‘candidates’ instead of or in addition to ‘political parties’ if this is more appropriate.
61 ‘opposition parties’ in the sense of ‘parties which are in the legislature but are not part of the government’; if a country does not have ‘opposition parties’ they should refer instead to ‘political parties’.
62 ‘are free to’ in the sense of ‘are allowed to’.
63 ‘criticise’ in the sense of ‘contest or dispute’ rather than ‘being able to disrupt’.

---

57 For items E1 – E16 and items E31, E32, E34, E36, E37, E39, E41, E42 and E44, countries should ensure that their translation does not make reference to country-specific terms. This might also be represented by ‘completely’, ‘fully’, ‘absolutely’, ‘totally’, etc. This applies to all references to ‘extremely’ throughout section E.
58 ‘national elections’ refers to national elections for a country’s primary legislative assembly. Under no circumstances should the actual name of a national parliament be included in this question.
59 Both senses – ‘free and fair’ – MUST be expressed in all translations; this can be done by using one or two adjectives or by using an idiomatic expression, if this exists.
60 Countries should refer to ‘candidates’ instead of or in addition to ‘political parties’ if this is more appropriate.
61 ‘opposition parties’ in the sense of ‘parties which are in the legislature but are not part of the government’; if a country does not have ‘opposition parties’ they should refer instead to ‘political parties’.
62 ‘are free to’ in the sense of ‘are allowed to’.
63 ‘criticise’ in the sense of ‘contest or dispute’ rather than ‘being able to disrupt’.
E5  ...that the media are free to criticise the government?  

STILL CARD 37 And still thinking generally rather than about [country], how important do you think it is for democracy in general...READ OUT...

<table>
<thead>
<tr>
<th>Not at all important for democracy in general</th>
<th>Extremely important for democracy in (Don’t know) general</th>
</tr>
</thead>
</table>

E6  ...that the media provide citizens with reliable information to judge the government?  

R: 6  
(I: CODE 06)

E7  ...that the rights of minority groups are protected?  

R: 9  
(I: CODE 09)

E8  ...that citizens have the final say on the most important political issues by voting on them directly in referendums?  

R: 4  
(I: CODE 04)

---

64 ‘are free to’ in the sense of ‘are allowed to’
65 ‘criticise’ in the sense of ‘contest’ or ‘dispute’ rather than ‘being able to disrupt’
66 The full scale and the end labels MUST appear on the showcard
67 ‘reliable’ in the sense of ‘accurate’
68 ‘judge’ in the sense of ‘to assess’ or ‘evaluate’ any aspect of the government
E9  
...that immigrants\(^{69}\)
only get the right to
vote in national
elections\(^{70}\) once
they become
citizens?

R: 3
(I: CODE 03)

E10  
...that the courts
treat\(^{71}\) everyone the
same\(^{72}\)?

R: 10
(I: CODE 10)

E11  
...that the courts
are able to stop
the government
acting beyond
its authority?

R: 7
(I: CODE 07)

STILL CARD 37 And still thinking generally rather than about [country], how important do you think it is for democracy in general...READ OUT...

<table>
<thead>
<tr>
<th>Not at all important for democracy in general(^{73})</th>
<th>Extremely important for democracy in (Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E12  
...that governing parties are
punished in elections\(^{74}\) when
they have done a bad job?

R: No I don’t think they are

---

\(^{69}\) ‘immigrants’ in the sense of ‘people who come to live in one country from another country’

\(^{70}\) ‘national elections’ refers to national elections for the country’s primary legislative assembly. Under no circumstances should the actual name of a national parliament be included in this question

\(^{71}\) ‘treat’ in the sense of ‘deal with’

\(^{72}\) ‘the same’ in the sense of ‘exactly the same way in the same situation’

\(^{73}\) The full scale and the end labels MUST appear on the showcard

\(^{74}\) ‘Punished in elections’ in the sense of ‘getting fewer votes than in the previous election’
NOTE FOR RESEARCHERS:

The respondent appears to have misunderstood the question, so it would be a good idea for the interviewer to repeat the whole question as it appears in the questionnaire, with emphasis on the underlined text.

R: Yes, it’s very important. 8.
(I: CODE 08)

E13 ...that the government protects all citizens against poverty? 00 01 02 03 04 05 06 07 08 09 10 88 R: 9 (I: CODE 09)

E14 ...that the government explains its decisions to voters? 00 01 02 03 04 05 06 07 08 09 10 88 R: 8 (I: CODE 08)

E15 ...that the government takes measures to reduce differences in income levels? 00 01 02 03 04 05 06 07 08 09 10 88 R: 8 (I: CODE 08)

(STILL CARD 37) And how important do you think it is for democracy in general...READ OUT...

<table>
<thead>
<tr>
<th>Not at all important for democracy in general</th>
<th>Extremely important for democracy in general</th>
<th>(Don’t know)</th>
</tr>
</thead>
</table>

E16 ...that politicians take into account the views of other European76 governments before making decisions? 00 01 02 03 04 05 06 07 08 09 10 88

R: 2
(I: CODE 02)

NOTE FOR RESEARCHERS:

This question refers to ‘other European governments’. If the respondent queries why this does not include governments outside of Europe, interviewers should explain that the survey is carried out in lots of countries across Europe.

75 The full scale and the end labels MUST appear on the showcard
76 ‘European’ in the sense of geographically, not only EU countries
Now some questions about the same topics, but this time about how you think democracy is working in [country] today. Again, there are no right or wrong answers, so please just tell me what you think.

CARD 38 Using this card, please tell me to what extent you think each of the following statements applies in [country]. 0 means you think the statement does not apply at all and 10 means you think it applies completely. READ OUT EACH STATEMENT AND CODE IN THE GRID.

<table>
<thead>
<tr>
<th>E17</th>
<th>National elections in [country] are free and fair.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not apply at all</td>
</tr>
<tr>
<td>00</td>
<td>01</td>
</tr>
</tbody>
</table>

R: Haven’t you asked me that already?

NOTE FOR RESEARCHERS:

It is important that respondents understand the difference between questions E1-E16 and E17-E30. The first set of questions asks about how important respondents think different things are for democracy in general. E18-E30 ask about the same topics, but require respondents to think about the situation in [country] today.

If respondents query the difference between these sets of questions, interviewers should outline the difference as described above. If necessary, interviewers could repeat the introduction before E16, followed by the introduction before E17 (emphasising the underlined text) to highlight the difference.

R: OK, 7.

(I: CODE 07)

E18 | Voters in [country] discuss politics with people they know before deciding how to vote. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not apply at all</td>
</tr>
<tr>
<td>00</td>
<td>01</td>
</tr>
</tbody>
</table>

R: 4

(I: CODE 04)

---

77 For items E17 – E30 and E33, E35, E40, E43 and E45, country specific terms can be used where appropriate, whilst ensuring functional equivalence with the British English source questionnaire.

78 ‘completely’ in the sense of ‘an ending point on the scale where nothing can go beyond it. This might be represented also by ‘extremely’, ‘fully’, ‘absolutely’, ‘totally’, etc. This applies throughout section E.

79 ‘National elections’ refers to national elections for the country’s primary legislative assembly.

80 Both senses – ‘free and fair’ – MUST be expressed in all translations; this can be done by using one or two adjectives or by using an idiomatic expression, if this exists in your language.
Different political parties in [country] offer clear alternatives to one another.  

Opposition parties in [country] are free to criticise the government.  

The media in [country] are free to criticise the government.  

The media in [country] provide citizens with reliable information to judge the government.  

The rights of minority groups in [country] are protected.

---

81 Countries should refer to ‘candidates’ instead of or in addition to ‘political parties’ if this is more appropriate  
82 ‘opposition parties’ in the sense of ‘parties which are in the legislature but are not part of the government’; if a country does not have ‘opposition parties’ they should refer instead to ‘political parties’  
83 ‘are free to’ in the sense of ‘are allowed to’  
84 ‘criticise’ in the sense of ‘contest or dispute’ rather than ‘being able to disrupt’  
85 A country specific word for ‘the government’ may be used here if appropriate. This applies to E20, E21, E27, E28, E29, E38, E40, E43 and E45.  
86 ‘are free to’ in the sense of ‘are allowed to’  
87 ‘criticise’ in the sense of ‘contest or dispute’ rather than ‘being able to disrupt’  
88 ‘reliable’ in the sense of ‘accurate’  
89 ‘judge’ in the sense of ‘assess’ or ‘evaluate’ any aspect of governments

---

(SMALL CARD 38) Using the same card please tell me to what extent you think each of these statements applies in [country]. READ OUT EACH STATEMENT AND CODE IN THE GRID.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Code</th>
<th>Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different political parties in [country] offer clear alternatives to one another.</td>
<td>5</td>
<td>R:</td>
</tr>
<tr>
<td>Opposition parties in [country] are free to criticise the government.</td>
<td>8</td>
<td>R:</td>
</tr>
<tr>
<td>The media in [country] are free to criticise the government.</td>
<td>8</td>
<td>R:</td>
</tr>
<tr>
<td>The media in [country] provide citizens with reliable information to judge the government.</td>
<td>3</td>
<td>R:</td>
</tr>
<tr>
<td>The rights of minority groups in [country] are protected.</td>
<td>7</td>
<td>R:</td>
</tr>
</tbody>
</table>
E24  Citizens in [country] have the final say on the most important political issues by voting on them directly in referendums.

E25  The courts in [country] treat everyone the same?

(Stil CARD 38) And using the same card please tell me to what extent you think each of these statements applies in [country]. READ OUT EACH STATEMENT AND CODE IN THE GRID.

<table>
<thead>
<tr>
<th>Does not apply at all</th>
<th>Applies (Don’t completely know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E26  Governing parties in [country] are punished in elections when they have done a bad job.</td>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
</tr>
<tr>
<td>E27  The government in [country] protects all citizens against poverty.</td>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
</tr>
<tr>
<td>E28  The government in [country] explains its decisions to voters.</td>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
</tr>
</tbody>
</table>

---

90 ‘treat’ in the sense of ‘deal with’
91 ‘the same’ in the sense of ‘exactly the same way in the same situation’
92 ‘Punished in elections’ in the sense of ‘getting fewer votes than in the previous election’
The government in [country] takes measures to reduce differences in income levels.

**E29**

<table>
<thead>
<tr>
<th>Does not apply at all</th>
<th>Applies completely</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td>R: 6</td>
<td></td>
</tr>
</tbody>
</table>

**(STILL CARD 38)** And to what extent does this statement apply in [country]?

Politicians in [country] take into account the views of other European governments before making decisions.

**E30**

<table>
<thead>
<tr>
<th>00 01 02 03 04 05 06 07 08 09 10 88</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: Hmmm, that's a tricky one (pauses).</td>
</tr>
</tbody>
</table>

**NOTE FOR RESEARCHERS:**

Interviewers should not rush the respondent, but could say:

I: Are you able to choose an answer from the card?

R: No, I really don’t know how to answer this.

I: That’s ok, we can move on to the next question.

(I: CODE 88)

**CARD 39**

At the next questions, I'll first ask you to choose between two options. Then I'll ask how important you think your choice is for democracy in general. Finally, I'll ask you to think about this issue in [country] today. Remember, there are no right or wrong answers, so please just tell me what you think.

**NOTE FOR RESEARCHERS:**

It is important that respondents have card 39 in front of them while the introduction is read out, in order for them to visualise what is being described. This introduction aims to emphasise to respondents that they will be asked three questions about the same topic, to avoid confusion that the questions are asking the same thing. Interviewers should read this introduction carefully, with emphasis on the underlined text.

---

93 ‘European’ in the sense of geographically, not only EU countries.
E31  (CARD 39) There are differing opinions on whether or not everyone should be free to express their political views openly in a democracy, even if they are extreme. Which one of the statements on this card describes what you think is best for democracy in general?

INTERVIEWER: CODE ONE ANSWER ONLY.

IF CODE 1, 2 OR 8 NOT MENTIONED EXPLICITLY, PROBE ONCE:
‘PLEASE TRY TO CHOOSE AN ANSWER FROM THIS CARD THAT BEST MATCHES YOUR OPINION’.

<table>
<thead>
<tr>
<th>Everyone should be free to express their political views openly, even if they are extreme</th>
<th>1</th>
<th>ASK E32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those who hold extreme political views should be prevented from expressing them openly</td>
<td>2</td>
<td>GO TO E34</td>
</tr>
<tr>
<td>(It depends on the circumstances)</td>
<td>5</td>
<td>GO TO E33</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

R: The second one. They should be prevented from expressing them openly.

(I: CODE 2)

ASK IF CODE 1 AT E31

E32  CARD 40 How important do you think it is for democracy in general that everyone is free to express their political views openly, even if they are extreme? Please use this card.

Not at all important for democracy in general                  Extremely important for democracy in general  (Don't Know)

| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 88 |

Question not applicable to this respondent

---

94 ‘are free to’ in the sense of ‘are allowed to’
95 ‘extreme’ in the sense of ‘far from moderate’
ASK IF CODE 1, 5 OR 8 AT E31

E33 CARD 41 Using this card, to what extent do you think everyone in [country] today is free to express their political views openly, even if they are extreme?

Not at all Completely (Don't Know)

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
<td>07</td>
<td>08</td>
<td>09</td>
<td>10</td>
<td>88</td>
</tr>
</tbody>
</table>

GO TO E36

Question not applicable to this respondent

ASK IF CODE 2 AT E31

E34 CARD 40 How important do you think it is for democracy in general that those who hold extreme political views are prevented from expressing them openly? Please use this card.

Not at all important for democracy in general Extremely important for democracy in general (Don't Know)

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
<td>07</td>
<td>08</td>
<td>09</td>
<td>10</td>
<td>88</td>
</tr>
</tbody>
</table>

R: 6
(I: CODE 06)

E35 CARD 41 Using this card, to what extent do you think those who hold extreme political views in [country] today are prevented from expressing them openly?

Not at all Completely (Don't Know)

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
<td>07</td>
<td>08</td>
<td>09</td>
<td>10</td>
<td>88</td>
</tr>
</tbody>
</table>

R: 2
(I: CODE 02)
Sometimes the government disagrees with what most people think is best for the country. Which one of the statements on this card describes what you think is best for democracy in general?

INTERVIEWER: CODE ONE ANSWER ONLY.

IF CODE 1, 2 OR 8 NOT MENTIONED EXPLICITLY, PROBE ONCE:
‘PLEASE TRY TO CHOOSE AN ANSWER FROM THIS CARD THAT BEST MATCHES YOUR OPINION’.

<table>
<thead>
<tr>
<th>Choice</th>
<th>Statement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The government should change its planned policies in response to what most people think</td>
<td>ASK E37</td>
</tr>
<tr>
<td>2</td>
<td>The government should stick to its planned policies regardless of what most people think</td>
<td>GO TO E39</td>
</tr>
<tr>
<td>5</td>
<td>(It depends on the circumstances)</td>
<td>GO TO E38</td>
</tr>
<tr>
<td>8</td>
<td>(Don’t know)</td>
<td></td>
</tr>
</tbody>
</table>

R: Well it depends what the policies are doesn’t it?

NOTE FOR RESEARCHERS:

As outlined in the interviewer note, in this situation interviewers should say:

I: Please try to choose an answer from this card that best matches your opinion.

R: Well like I say, if we’re talking about major changes to policies on health or something, I’d say they should at least take into account what most people think. But they shouldn’t change policies all of the time because it would be too complicated.

I: OK, well let’s move on to the next question.

(I: CODE 5)

Here, the interviewer would not continue to probe. They should code ‘it depends on the circumstances’.

96 ‘stick to’ in the sense of ‘not change’
ASK IF CODE 1 AT E36
E37 CARD 43 How important do you think it is for democracy in general that the government changes its planned policies in response to what most people think? Please use this card.

<table>
<thead>
<tr>
<th>Not at all important for democracy in general</th>
<th>Extremely important for democracy in general</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Question not applicable to this respondent*

ASK IF CODE 1, 5 OR 8 AT E36
E38 CARD 44 Using this card, please tell me how often you think the government in [country] today changes its planned policies in response to what most people think?

<table>
<thead>
<tr>
<th>Never</th>
<th>Always</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 4

(I: CODE 04)

GO TO E41

ASK IF CODE 2 AT E36
E39 CARD 43 How important do you think it is for democracy in general that the government sticks to its planned policies regardless of what most people think? Please use this card.

<table>
<thead>
<tr>
<th>Not at all important for democracy in general</th>
<th>Extremely important for democracy in general</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Question not applicable to this respondent*

E40 CARD 44 Using this card, please tell me how often you think the government in [country] today sticks to its planned policies regardless of what most people think?

<table>
<thead>
<tr>
<th>Never</th>
<th>Always</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Question not applicable to this respondent*
E41 CARD 45 The government in some countries is formed by a single party; in other countries by two or more parties in coalition. Which option on this card describes what you think is best for democracy in general?

INTERVIEWER: CODE ONE ANSWER ONLY.

IF CODE 1, 2 OR 8 NOT MENTIONED EXPLICITLY, PROBE ONCE: ‘PLEASE TRY TO CHOOSE AN ANSWER FROM THIS CARD THAT BEST MATCHES YOUR OPINION’.

<table>
<thead>
<tr>
<th>A single party forms the government</th>
<th>1</th>
<th>ASK E42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or more parties in coalition form the government</td>
<td>2</td>
<td>GO TO E44</td>
</tr>
<tr>
<td>(It depends on the circumstances)</td>
<td>5</td>
<td>GO TO E45</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

R: Again, I think it depends. But in general, I think it’s better that a single party forms the government.

(I: CODE 1)

ASK IF CODE 1 AT E41

E42 CARD 46 How important do you think it is for democracy in general that the government is formed by a single party? Please use this card.

<table>
<thead>
<tr>
<th>Not at all important for democracy in general</th>
<th>Extremely important for democracy in general</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>03</td>
<td>04</td>
<td>05</td>
</tr>
<tr>
<td>06</td>
<td>07</td>
<td>08</td>
</tr>
<tr>
<td>09</td>
<td>10</td>
<td>88</td>
</tr>
</tbody>
</table>

R: I don’t feel very strongly about it. It’s not that important.

NOTE FOR RESEARCHERS:

Refer to guidance and advise interviewers accordingly. For example, they could say:

I: Please could you choose your answer from the card

R: 2

(I: CODE 02)

97 ‘formed by’ in the sense of ‘made up of’
E43   CARD 47 Now for the last question on this topic. Using this card, please tell me how often you think the government in [country] is formed by a single party?

<table>
<thead>
<tr>
<th>Never</th>
<th>Always</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>03</td>
<td>04</td>
<td>05</td>
</tr>
<tr>
<td>06</td>
<td>07</td>
<td>08</td>
</tr>
<tr>
<td>09</td>
<td>10</td>
<td>88</td>
</tr>
</tbody>
</table>

R: 7

(I: CODE 07)

GO TO END TIME SECTION E

ASK IF CODE 2 AT E41

E44 CARD 46 How important do you think it is for democracy in general that the government is formed by two or more parties in coalition? Please use this card.

<table>
<thead>
<tr>
<th>Not at all important for democracy in general</th>
<th>Extremely important for democracy in general</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>03</td>
<td>04</td>
<td>05</td>
</tr>
<tr>
<td>06</td>
<td>07</td>
<td>08</td>
</tr>
<tr>
<td>09</td>
<td>10</td>
<td>88</td>
</tr>
</tbody>
</table>

Question not applicable to this respondent

ASK IF CODE 2, 5 OR 8 AT E41

E45 CARD 47 Now for the last question on this topic. Using this card, please tell me how often you think the government in [country] is formed by two or more parties in coalition?

<table>
<thead>
<tr>
<th>Never</th>
<th>Always</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>03</td>
<td>04</td>
<td>05</td>
</tr>
<tr>
<td>06</td>
<td>07</td>
<td>08</td>
</tr>
<tr>
<td>09</td>
<td>10</td>
<td>88</td>
</tr>
</tbody>
</table>

Question not applicable to this respondent

ENTER END TIME OF SECTION E: [ ] [ ] [ ] [ ] (Use 24 hour clock)

(END time for CAPI countries only)
Now, I would like to ask you some details about yourself and others in your household.

**F1** Including yourself, how many people – including children – live here regularly as members of this household?

**WRITE IN NUMBER:**   

(Don’t know) 88  

**R:** Two. Just myself and my husband.

**I:** WRITE IN ‘02’

**IN GRID, COLLECT DETAILS OF RESPONDENT (F2/F3 ONLY), THEN OTHER HOUSEHOLD MEMBERS (F2 to F4), IN DESCENDING ORDER OF AGE (OLDEST FIRST).

FOR EASE, IT MAY BE USEFUL TO ADD THE NAMES OR INITIALS OF EACH HOUSEHOLD MEMBER WHERE INDICATED

**F2** CODE SEX

**I:** CODE 2 FOR RESPONDENT; CODE 1 FOR HUSBAND

**F3** And in what year were you/ was he/she born? (Don’t know = 8888)

**R:** Both of us were born in 1975

**I:** WRITE IN ‘1975’ FOR BOTH RESPONDENT AND HUSBAND

**F4** CARD 48 Looking at this card, what relationship is he/she to you?

**R:** Husband

**I:** CODE 01

[This page (questions F1-F4) to face following page (household grid)]

**NOTE FOR RESEARCHERS:**

As described in the interviewer instruction, the interviewer should collect details (F2 and F3) about the respondent first. Then details of other household members should be collected (F2, F3 and F4), starting with the oldest household member.

At F4, interviewers should record the relationship of the household member to the respondent rather than vice versa.
### Descending age order (oldest first) ---

<table>
<thead>
<tr>
<th>Person</th>
<th>01 (respondent)</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
</tr>
</thead>
</table>

**OPTIONAL:**

**First Name or initial**

<table>
<thead>
<tr>
<th>F2 Sex</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**F3 Year born**

**F4 Relationship**

- **Husband/wife/partner**
  - 01 | 01 | 01 | 01 | 01 | 01 |

- **Son/daughter (inc. step, adopted, foster, child of partner)**
  - 02 | 02 | 02 | 02 | 02 | 02 |

- **Parent, parent-in-law, partner's parent, step parent**
  - 03 | 03 | 03 | 03 | 03 | 03 |

- **Brother/sister (inc. step, adopted, foster)**
  - 04 | 04 | 04 | 04 | 04 | 04 |

- **Other relative**
  - 05 | 05 | 05 | 05 | 05 | 05 |

- **Other non-relative**
  - 06 | 06 | 06 | 06 | 06 | 06 |

- **(Don’t know)**
  - 88 | 88 | 88 | 88 | 88 | 88 |

---

### Descending age order (oldest first) ---

<table>
<thead>
<tr>
<th>Person</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**OPTIONAL:**

**First Name or initial**

<table>
<thead>
<tr>
<th>F2 Sex</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**F3 Year born**

**F4 Relationship**

- **Husband/wife/partner**
  - 01 | 01 | 01 | 01 | 01 | 01 | 01 |

- **Son/daughter (inc. step, adopted, foster, child of partner)**
  - 02 | 02 | 02 | 02 | 02 | 02 | 02 |

- **Parent, parent-in-law, partner's parent, step parent**
  - 03 | 03 | 03 | 03 | 03 | 03 | 03 |

- **Brother/sister (inc. step, adopted, foster)**
  - 04 | 04 | 04 | 04 | 04 | 04 | 04 |

- **Other relative**
  - 05 | 05 | 05 | 05 | 05 | 05 | 05 |

- **Other non-relative**
  - 06 | 06 | 06 | 06 | 06 | 06 | 06 |

- **(Don’t know)**
  - 88 | 88 | 88 | 88 | 88 | 88 | 88 |
F5 INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE:
RESPONDENT LIVES WITH HUSBAND / WIFE / PARTNER (code 01 at F4)

1 ASK F6
ALL OTHERS
2 GO TO F7

F6 CARD 49 You just told me that you live with your husband / wife / partner.
Which one of the descriptions on this card describes your relationship to them?

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legally married</td>
<td>01</td>
</tr>
<tr>
<td>In a legally registered civil union</td>
<td>02</td>
</tr>
<tr>
<td>Living with my partner (cohabiting) - not legally recognised</td>
<td>03</td>
</tr>
<tr>
<td>Living with my partner (cohabiting) - legally recognised</td>
<td>04</td>
</tr>
<tr>
<td>Legally separated</td>
<td>05</td>
</tr>
<tr>
<td>Legally divorced / Civil union dissolved</td>
<td>06</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>88</td>
</tr>
</tbody>
</table>

ASk F7
GO TO F8

NOTE ON CATEGORIES FOR F6 (CARD 49)
The set of country specific categories that are applicable to F6 and are listed in the ‘Consultation outcomes’ for marital status on the ESS6 Intranet should be made available to interviewers.

R: We’re married
I: (CODE 01)

NOTE FOR RESEARCHERS:
It is important that interviewers do not make assumptions about the legal marital status of the respondent, even if they feel the answer is obvious. The respondent must provide an answer themselves, using the categories provided on the showcard.

F7 And can I just check have you ever lived with a partner, without being married to them (or in a civil union)?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Refused)</td>
<td>7</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: Yes – before we got married.
I: (CODE 1)

98 Note that these sentences should be translated to provide the same stimulus in ALL countries. See instructions shown after F11 for implementation of the answer codes at F6.
99 Countries should include the highlighted text only if civil unions are included at F6. Where these are included the country specific names should be added here. Legally recognised forms of cohabitation should NOT be included or inferred.
ASK ALL
F8 Can I just check have you ever been divorced or had a civil union\textsuperscript{100} dissolved?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Refused)</td>
<td>7</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: No

(I: CODE 2)

F9 INTERVIEWER CODE:

RESPONDENT LIVES WITH HUSBAND / WIFE / PARTNER (code 01 at F5)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

ALL OTHERS

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

(I: CODE 1)

F10 INTERVIEWER CODE:

RESPONDENT COHABITING

(Code 03 or 04 at F6)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

ALL OTHERS

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

(I: CODE 2)

ASK IF NOT LIVING WITH A HUSBAND / WIFE / PARTNER OR ARE COHABITING

F11 CARD 50 This question is about your legal marital status not about who you may or may not be living with. Which one of the descriptions on this card describes your legal marital status now?

CODE ONE ONLY: PRIORITY CODE\textsuperscript{101}

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legally married</td>
<td>01</td>
</tr>
<tr>
<td>In a legally registered civil union</td>
<td>02</td>
</tr>
<tr>
<td>Legally separated</td>
<td>03</td>
</tr>
<tr>
<td>Legally divorced / Civil union dissolved</td>
<td>04</td>
</tr>
<tr>
<td>Widowed / Civil partner died</td>
<td>05</td>
</tr>
<tr>
<td>None of these (NEVER married or in legally registered civil union)</td>
<td>06</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>88</td>
</tr>
</tbody>
</table>

**Question not applicable to this respondent**

NOTE ON CATEGORIES FOR F11 (CARD 50)

The set of country specific categories that are applicable to F11 and are listed in the ‘Consultation outcomes’ for marital status on the ESS6 Intranet should be made available to interviewers.

\textsuperscript{100} See footnote 99.

\textsuperscript{101} Reading from the top to the bottom of the list code the answer given from the highest point on the list e.g. if the respondents says that they are married (code 01) and divorced (code 04) the interviewer should code this as 01.
CODE ALL
F12 INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE:

RESPONDENT HAS CHILDREN LIVING AT HOME
(code 02 at F4)

1 GO TO F14

DOES NOT

2 ASK F13

(I: CODE 2)

F13 Have you ever had any children of your own, step-children, adopted children, foster children or a partner’s children living in your household?

Yes 1
No 2
(Don’t know) 8

R: No

(I: CODE 2)

ASK ALL
F14 CARD 51 Which phrase on this card best describes the area where you live?

A big city 1
The suburbs or outskirts of a big city 2
A town or a small city 3
A country village 4
A farm or home in the countryside 5
(Don’t know) 8

R: I’d say this is the outskirts of a big city.

(I: CODE 2)
**F15 CARD 52 What is the highest level of education you have successfully completed?**

Please use this card.

**INTERVIEWER NOTE:** Successful completion occurs when either:
- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

<table>
<thead>
<tr>
<th>Not completed ISCED level 1</th>
<th>000</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCED 1, completed primary education</td>
<td>113</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to ISCED 3</td>
<td>129</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to ISCED 3</td>
<td>221</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational</td>
<td>222</td>
</tr>
<tr>
<td>Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational</td>
<td>212</td>
</tr>
<tr>
<td>Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3</td>
<td>213</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to ISCED level 5</td>
<td>229</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to ISCED level 5</td>
<td>321</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions</td>
<td>322</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions</td>
<td>323</td>
</tr>
<tr>
<td>Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions</td>
<td>312</td>
</tr>
<tr>
<td>Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions</td>
<td>313</td>
</tr>
<tr>
<td>Qualification from ISCED 4 programmes without access to ISCED level 5</td>
<td>421</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions</td>
<td>422</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5 institutions</td>
<td>423</td>
</tr>
<tr>
<td>Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions</td>
<td>412</td>
</tr>
<tr>
<td>Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions</td>
<td>413</td>
</tr>
<tr>
<td>ISCED 5B programmes of short duration, advanced vocational qualifications</td>
<td>520</td>
</tr>
<tr>
<td>ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary qualification below the bachelor's level</td>
<td>510</td>
</tr>
<tr>
<td>ISCED 5A programmes of medium duration, qualifications at the bachelor’s level or equivalent from a lower tier tertiary institution</td>
<td>610</td>
</tr>
<tr>
<td>ISCED 5A programmes of medium duration, qualifications at the bachelor’s level or equivalent from an upper/single tier tertiary institution</td>
<td>620</td>
</tr>
<tr>
<td>ISCED 5A programmes of long cumulative duration, qualifications at the master’s level or equivalent from a lower tier tertiary institution</td>
<td>710</td>
</tr>
<tr>
<td>ISCED 5A programmes of long cumulative duration, qualifications at the master’s level or equivalent from an upper/single tier tertiary institution ISCED 6, doctoral degree</td>
<td>720</td>
</tr>
<tr>
<td>(Other)</td>
<td>5555</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8888</td>
</tr>
</tbody>
</table>
NOTE FOR RESEARCHERS:

For the education questions F15, F44, F52 and F56, interviewers should allow the respondent sufficient time to answer the question.

Respondents may ask interviewers for additional clarification or instruction at these questions. Interviewers should refer to the instructions provided and advise the respondent appropriately.

If respondents completed their highest level of education abroad they should try and place this in the equivalent category from the list on the showcard(s). Their best estimate of this is acceptable, or interviewers could consult the list of common foreign qualifications provided to them. Only when this is not possible should the ‘other‘ code be used. If this has to be used, interviewers should record the qualification on the questionnaire as it may be possible to recode this later in the office.

ASK ALL
F16 About how many years of education have you completed, whether full-time or part-time? Please report these in full-time equivalents and include compulsory years of schooling.

INTERVIEWER NOTE: round answer up or down to the nearest whole year.

WRITE IN:

| (Don’t know) | 88 |

R: Well I went to school around the age of 5 and I stayed till I was 18.

NOTE FOR RESEARCHERS:

Interviewers are allowed to help the respondent calculate the number of years if necessary. In this case, the interviewer could say:

I: So that would be 13 years that you were at school. Is that your answer?

R: No, I went to university after that, so that’s another 3 years. 16 in total then.

(I: WRITE IN ‘16’)
F17a CARD 53 Using this card, which of these descriptions applies to what you have been doing for the last 7 days? Select all that apply.

PROMPT Which others?

CODE ALL THAT APPLY

in paid work (or away temporarily) (employee, self-employed, working for your family business) 01

in education, (not paid for by employer) even if on vacation 02

unemployed and actively looking for a job 03

unemployed, wanting a job but not actively looking for a job 04

permanently sick or disabled 05

retired 06

in community or military service\(^{102}\) 07

doing housework, looking after children or other persons 08

(other) 09

(Don’t know) 88

R: I'm in paid work.

NOTE FOR RESEARCHERS:

Interviewers should prompt as in the interviewer note:

I: Which others?

R: I did some housework too. That's it.

(I: CODE 01 AND 08)

Interviewers should code all activities mentioned by the respondent.

F17b INTERVIEWER CODE:

MORE THAN ONE CODED AT F17a

1 ASK F17c

ONLY ONE CODED AT F17a

2 GO TO F17d

(I: CODE 1)

\(^{102}\) This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).
ASK IF MORE THAN ONE CODED IN F17b (code 1)
F17c STILL CARD 53 And which of these descriptions best describes your situation (in the last seven days)? Please select only one.

**CODE ONE ANSWER ONLY**

- in paid work (or away temporarily) (employee, self-employed, working for your family business) 01
- in education, (not paid for by employer) even if on vacation 02
- unemployed and actively looking for a job 03
- unemployed, wanting a job but not actively looking for a job 04
- permanently sick or disabled 05
- retired 06
- in community or military service 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Don’t know) 88

R: Paid work
(I: CODE 01)

**NOTE FOR RESEARCHERS:**

Interviewers should emphasise the underlined text (‘best’) when reading the question out to ensure that respondents understand the difference between F17c and F17a.

**CODE ALL**
F17d INTERVIEWER REFER TO F17a AND CODE:

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPONDENT IN PAID WORK AT F17a (code 01 at F17a).</td>
<td>1 GO TO F21</td>
</tr>
<tr>
<td>RESPONDENT NOT IN PAID WORK AT F17a (All NOT coded 01 at F17a).</td>
<td>2 ASK F18</td>
</tr>
</tbody>
</table>

(I: CODE 1)

F18 Can I just check, did you do any paid work of an hour or more in the last seven days?

- Yes 1 GO TO F21
- No 2 ASK F19
- (Don’t know) 8

**Question not applicable to this respondent**

^103 This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).
F19 Have you ever had a paid job?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK F20</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO F36</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

*Question not applicable to this respondent*

F20 In what year were you last in a paid job?

WRITE IN YEAR: __________

| (Don't know) | 8888 |

*Question not applicable to this respondent*

INTERVIEWER: If Respondent currently in work (code 01 at F17a or code 1 at F18), ask F21 to F34a about current job; if not in paid work but had a job in the past (code 1 at F19), ask F21 to F34a about last job

INTERVIEWER NOTE: If the respondent has more than one job, they should answer about the one which occupies them for the most hours per week. If they have two jobs that are exactly equal, they should answer about the more highly paid of the two.

NOTE FOR RESEARCHERS:

*These interviewer instructions are very important. Interviewers must ensure they understand the instructions before asking the questions that follow. Interviewers should not read the instructions aloud.*

F21 In your main job are/were you… READ OUT…

| …an employee, | 1 | GO TO F23 |
| self-employed, | 2 | GO TO F22 |
| or, working for your own family’s business? | 3 | GO TO F23 |
| (Don't know) | 8 | |

R: an employee
(I: CODE 1)

F22 How many employees (if any) do/did you have?

WRITE IN number of employees: __________

| (Don't know) | 88888 |

*Question not applicable to this respondent*
ASK IF EMPLOYEE OR FAMILY BUSINESS OR DON'T KNOW (codes 1, 3, 8 at F21)

F23  Do/did you have a work contract of…READ OUT…

…unlimited duration,  1
or, limited duration,  2
or, do/did you have no contract?  3
(Don’t know)  8

R (INTERRUPTS BEFORE ALL RESPONSE OPTIONS ARE READ OUT): Yes.

NOTE FOR RESEARCHERS:
It is important that respondents hear the entire question (including all response options). In this case, the interviewer could explain that they need to read all options, before re-reading the question from the beginning.

R (AFTER HEARING ALL OPTIONS): Yes, unlimited duration.
(I: CODE 1)

ASK ALL WORKING/PREVIOUSLY WORKED

F24 Including yourself, about how many people are/were employed at the place where you usually work/worked…READ OUT…

…under 10,  1
 10 to 24,  2
 25 to 99,  3
 100 to 499,  4
or, 500 or more?  5
(Don’t know)  8

R: I think it would be 10-24
(I: CODE 2)

F25 In your main job, do/did you have any responsibility for supervising the work of other employees?

<table>
<thead>
<tr>
<th></th>
<th>ASK F26</th>
<th>GO TO F27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

R: No
(I: CODE 2)

104 “Supervising”: intended in the sense of both monitoring and being responsible for the work of others.
ASK IF YES AT F25 (code 1)
F26  How many people are/were you responsible for?

WRITE IN: 

(Don’t know) 88888

*Question not applicable to this respondent*

ASK ALL WORKING/PREVIOUSLY WORKED
CARD 54 I am going to read out a list of things about your working life. Using this card, please say how much the management at your work allows/allowed you…READ OUT…

<table>
<thead>
<tr>
<th></th>
<th>I have/ had no influence</th>
<th>I have/ had complete control</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F27</td>
<td>…to decide how your own daily work is/was organised?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td>R: 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(I: CODE 05)</td>
</tr>
<tr>
<td>F28</td>
<td>…to influence policy decisions about the activities of the organisation?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 88</td>
<td>R: 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(I: CODE 02)</td>
</tr>
</tbody>
</table>

F29  What are/were your total ‘basic’ or contracted hours each week (in your main job), excluding any paid and unpaid overtime?

WRITE IN HOURS: 

(Don’t know) 888

R: Probably around 40

(I: WRITE IN ‘40’)
Regardless of your basic or contracted hours, how many hours do/did you normally work a week (in your main job), including any paid or unpaid overtime?

WRITE IN HOURS: [ ] [ ] [ ]

(Don’t know) 888

R: Oh, I thought that’s what you just asked me. Can I change my answer to the last question?

NOTE FOR RESEARCHERS:

Interviewers should allow respondents to change their answer if this is specifically requested. In this scenario, the interviewer should repeat the entire question at F29.

R: I think my contract says 35 hours per week

I: So your answer to that question is ‘35’?

R: Yes

(I: WRITE IN ‘35’ AT F29)

The interviewer should then repeat the entire question at F30, placing emphasis on the underlined text.

R: I normally work around 40 hours per week

(I: WRITE IN ‘40’)

What does/did the firm/organisation you work/worked for mainly make or do? WRITE IN

_____________________________________________________

_____________________________________________________

_____________________________________________________

R: I work at a dentist’s surgery, so we look after people’s teeth.

(I: WRITE IN VERBATIM ANSWER)

NOTE FOR RESEARCHERS:

As with all open-ended questions, interviewers should try to write down the respondent’s answer verbatim; clarifying anything they do not hear or understand. It is important to try to obtain a reasonable amount of detail here. For example, if the respondent says something vague such as ‘shop’ or ‘education’, it is helpful if the interviewer can determine the type of shop (e.g. supermarket, specialist shop), or the level of education (e.g. primary school or university).

As with questions F21-F30, interviewers should ask the respondent about their current job. If the respondent is not in paid work but has worked previously, the interviewer should ask about their last job.

If the respondent has more than one job, they should answer about the one which occupies them for the most hours per week. If they have two jobs that are exactly equal, they should answer about the more highly paid of the two.
F32 CARD 55 Which of the types of organisation on this card do/did you work for?
CODE ONE ANSWER ONLY

- Central or local government 01
- Other public sector (such as education and health) 02
- A state-owned enterprise 03
- A private firm 04
- Self-employed 05
- Other 06
- (Don’t know) 08

R: Health - Public sector
(I: CODE 02)

F33 What is/was the name or title of your main job?
WRITE IN

R: I’m a dental assistant
(I: WRITE IN ‘DENTAL ASSISTANT’)

F34 In your main job, what kind of work do/did you do most of the time?
WRITE IN

R: I help the dentist look after patients while they are having checkups or fillings. I help with the equipment and cleaning.

I: Anything else?

R: I take notes during dental checkups too.

(I: WRITE IN VERBATIM ANSWER)

F34a What training or qualifications are/were needed for the job?
WRITE IN

R: I needed a university degree and I also did a specific training course that was paid for by my employer.

(I: WRITE IN VERBATIM ANSWER)

[if additional country-specific questions are required for national occupation and industry coding systems, add HERE]
In the last 10 years have you done any paid work in another country for a period of 6 months or more?

Yes 1
No 2
(Don't know) 8

R: No
(I: CODE 2)

**F35a105** INTERVIEWER REFER TO F17d AND CODE:

<table>
<thead>
<tr>
<th>Respondent in paid work at F17d</th>
<th>Respondent not in paid work at F17d</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASK F35b (code 01 at F17d).</td>
<td>GO TO F36 (code 02 at F17d).</td>
</tr>
</tbody>
</table>

(I: CODE 1)

**F35b106** CARD 56 All things considered, how satisfied are you with your present job?
INTERVIEWER NOTE: if more than one job, respondent should answer about their main job.

Extremely dissatisfied: 00 01 02 03 04 05 06 07 08 09 10 88

R: 6
(I: CODE 06)

**F35c107** STILL CARD 56 How satisfied are you with the balance between the time you spend on your paid work and the time you spend on other aspects of your life?

Extremely dissatisfied: 00 01 02 03 04 05 06 07 08 09 10 88

R: 6
(I: CODE 06)
ASK ALL
F36 Have you ever been unemployed and seeking work for a period of more than three months?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK F37</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO F39</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

R: Yes
(I: CODE 1)

ASK IF YES AT F36 (code 1)

F37 Have any of these periods lasted for 12 months or more?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: No
(I: CODE 2)

F38 Have any of these periods been within the past 5 years?

NOTE TO INTERVIEWER: these periods refer to the periods of more than 3 months at F36.

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: Yes
(I: CODE 1)

ASK ALL
F39 Are you or have you ever been a member of a trade union or similar organisation? IF YES, is that currently or previously?

<table>
<thead>
<tr>
<th>Yes, currently</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, previously</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: No
(I: CODE 2)
F40 CARD 57  Please consider the income of all household members and any income which may be received by the household as a whole. What is the main source of income in your household? Please use this card.

Wages or salaries 01
Income from self-employment (excluding farming) 02
Income from farming 03
Pensions 04
Unemployment/redundancy benefit 05
Any other social benefits or grants 06
Income from investment, savings, insurance or property 07
Income from other sources 08
(Refused) 77
(Don’t know) 88

R: Wages
(I: CODE 01)

F41 CARD 58 Using this card, please tell me which letter describes your household's total income, after tax and compulsory deductions, from all sources? If you don't know the exact figure, please give an estimate. Use the part of the card that you know best: weekly, monthly or annual income.108

J 01
R 02
C 03
M 04
F 05
S 06
K 07
P 08
D 09
H 10
(Refused) 77
(Don’t know) 88

R: C
(I: CODE 03)

108 The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.
F42 CARD 59 Which of the descriptions on this card comes closest to how you feel\textsuperscript{109} about your household’s income nowadays?

Living comfortably on present income 1  
Coping on present income 2  
Finding it difficult on present income 3  
Finding it very difficult on present income 4  
(Don’t know) 8

R: We’re coping.
(I: CODE 2)

F43 INTERVIEWER CODE:

<table>
<thead>
<tr>
<th>RESPONDENT LIVES WITH HUSBAND/WIFE/PARTNER (code 01 at F5)</th>
<th>1</th>
<th>ASK F44</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOES NOT</td>
<td>2</td>
<td>GO TO F52</td>
</tr>
</tbody>
</table>

(I: CODE 1)

\textsuperscript{109} “Feel”: ‘describe’, ‘view’ or ‘see’.
[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].

**F44 CARD 60** What is the highest level of education your husband/wife/partner has successfully completed? Please use this card.

**INTERVIEWER NOTE:** Successful completion occurs when either:
- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>ISCED Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>not completed ISCED level 1</td>
<td>000</td>
</tr>
<tr>
<td>ISCED 1, completed primary education</td>
<td>113</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to ISCED 3</td>
<td>129</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to ISCED 3</td>
<td>221</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational</td>
<td>222</td>
</tr>
<tr>
<td>Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational</td>
<td>212</td>
</tr>
<tr>
<td>Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3</td>
<td>213</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to ISCED level 5</td>
<td>229</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to ISCED level 5</td>
<td>321</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions</td>
<td>322</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions</td>
<td>323</td>
</tr>
<tr>
<td>Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions</td>
<td>312</td>
</tr>
<tr>
<td>Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions</td>
<td>313</td>
</tr>
<tr>
<td>Qualification from ISCED 4 programmes without access to ISCED level 5</td>
<td>421</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions</td>
<td>422</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5 institutions</td>
<td>423</td>
</tr>
<tr>
<td>Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions</td>
<td>412</td>
</tr>
<tr>
<td>Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions</td>
<td>413</td>
</tr>
<tr>
<td>ISCED 5B programmes of short duration, advanced vocational qualifications</td>
<td>520</td>
</tr>
<tr>
<td>ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary qualification below the bachelor’s level</td>
<td>510</td>
</tr>
<tr>
<td>ISCED 5A programmes of medium duration, qualifications at the bachelor’s level or equivalent from a lower tier tertiary institution</td>
<td>610</td>
</tr>
<tr>
<td>ISCED 5A programmes of medium duration, qualifications at the bachelor’s level or equivalent from an upper/single tier tertiary institution</td>
<td>620</td>
</tr>
<tr>
<td>ISCED 5A programmes of long cumulative duration, qualifications at the master’s level or equivalent from a lower tier tertiary institution</td>
<td>710</td>
</tr>
<tr>
<td>ISCED 5A programmes of long cumulative duration, qualifications at the master’s level or equivalent from an upper/single tier tertiary institution</td>
<td>720</td>
</tr>
<tr>
<td>ISCED 6, doctoral degree</td>
<td>800</td>
</tr>
<tr>
<td>(Other)</td>
<td>5555</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8888</td>
</tr>
</tbody>
</table>
**F45a CARD 61** Which of the descriptions on this card applies to what he/she has been doing for the last 7 days? Select all that apply.

**PROMPT** Which others?

**CODE ALL THAT APPLY**

- in **paid work** (or away temporarily) (employee, self-employed, working for your family business) 01
- in **education**, (not paid for by employer) even if on vacation 02
- **unemployed** and actively looking for a job 03
- **unemployed**, wanting a job but **not** actively looking for a job 04
- permanently **sick or disabled** 05
- **retired** 06
- in **community or military service** 07
- doing **housework**, looking **after children or other persons** 08
- (other) 09
- (Don’t know) 88

R: He was a builder but he was made redundant earlier this year. With the recession, there isn’t as much work for builders. He’s applied for so many jobs since then... (RESPONDENT BEGINS TO TALK AT LENGTH ABOUT HER HUSBAND’S SITUATION)

**NOTE FOR RESEARCHERS:**

It is important that interviewers do not allow respondents to become distracted from the questionnaire by trying to engage in lengthy discussion with the interviewer. Here, the interviewer could remain silent to discourage further discussion, or they could say:

I: As we still have some more questions to get through I wonder if we should continue with the interview so I don’t delay you too much. Are you able to choose an answer from the card?

R: From the card it would be ‘unemployed and actively looking for a job’.

Interviewers should also prompt as in the interviewer note:

I: Which others?

R: Nothing else.

(I: CODE 03)

**F45b INTERVIEWER CODE:**

<table>
<thead>
<tr>
<th>MORE THAN ONE CODED AT F45a</th>
<th>1 ASK F45c</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLY ONE CODED AT F45a</td>
<td>2 GO TO F45d</td>
</tr>
</tbody>
</table>

(I: CODE 2)

^110 This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).
**F45c STILL CARD 61** And which of the descriptions on this card best describes his/her situation (in the last 7 days)? Please select only one.

- in **paid work** (or away temporarily) (employee, self-employed, working for your family business) 01
- in **education**, (not paid for by employer) even if on vacation 02
- unemployed and actively looking for a job 03
- unemployed, wanting a job but not actively looking for a job 04
- permanently sick or disabled 05
- retired 06
- in **community or military service** 111 07
- doing **housework, looking after children or other persons** 08
- (other) 09
- (Don’t know) 88

**Question not applicable to this respondent**

**F45d** NEW INTERVIEWER CODE for Round 6

**F45d** INTERVIEWER REFER TO F45a AND CODE:

<table>
<thead>
<tr>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GO TO F47</td>
</tr>
<tr>
<td>2</td>
<td>ASK F46</td>
</tr>
</tbody>
</table>

(I: CODE 2)

**F46** Can I just check, did he/she do any paid work (of an hour or more) in the last 7 days?

<table>
<thead>
<tr>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ASK F47</td>
</tr>
<tr>
<td>2</td>
<td>GO TO F52</td>
</tr>
<tr>
<td>8</td>
<td>(Don’t know)</td>
</tr>
</tbody>
</table>

R: No

(I: CODE 2)

\(^{111}\) This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

\(^{112}\) **NEW INTERVIEWER CODE** for Round 6
ASK IF PARTNER IN PAID WORK (code 01 at F45d or code 1 at F46)
F47 What is the name or title of his/her main job?
WRITE IN

Question not applicable to this respondent

F48 In his/her main job, what kind of work does he/she do most of the time? WRITE IN

Question not applicable to this respondent

F49 What training or qualifications are needed for the job?
WRITE IN

Question not applicable to this respondent

[If additional country-specific questions are required for national occupation and industry coding systems, add HERE]

F50 In his/her main job is he/she… READ OUT…

...an employee, 1
self-employed, 2
or working for your family business? 3
(Don’t know) 8

Question not applicable to this respondent

F51 How many hours does he/she normally work a week (in his/her main job)? Please include any paid or unpaid overtime.
WRITE IN HOURS: 
(Don’t know) 888

Question not applicable to this respondent
ASK ALL

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].

**F52 CARD 62** What is the highest level of education your father successfully completed?
Please use this card.

**INTERVIEWER NOTE:** Successful completion occurs when either:
- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>ISCED Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>not completed ISCED level 1</td>
<td>000</td>
</tr>
<tr>
<td>ISCED 1, completed primary education</td>
<td>113</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to ISCED 3</td>
<td>129</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to ISCED 3</td>
<td>221</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational level 2</td>
<td>222</td>
</tr>
<tr>
<td>Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational level 2</td>
<td>212</td>
</tr>
<tr>
<td>Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3</td>
<td>213</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to ISCED level 5</td>
<td>229</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to ISCED level 5</td>
<td>321</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions</td>
<td>322</td>
</tr>
<tr>
<td>Qualification from general ISCED 3A/3B programmes, access to ISCED 5A/all ISCED level 5 institutions</td>
<td>323</td>
</tr>
<tr>
<td>Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/lower tier 5A institutions</td>
<td>312</td>
</tr>
<tr>
<td>Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions</td>
<td>313</td>
</tr>
<tr>
<td>Qualification from ISCED 4 programmes without access to ISCED level 5</td>
<td>421</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions</td>
<td>422</td>
</tr>
<tr>
<td>Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5 institutions</td>
<td>423</td>
</tr>
<tr>
<td>Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions</td>
<td>412</td>
</tr>
<tr>
<td>Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions</td>
<td>413</td>
</tr>
<tr>
<td>ISCED 5B programmes of short duration, advanced vocational qualifications</td>
<td>520</td>
</tr>
<tr>
<td>ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary qualification below the bachelor’s level</td>
<td>510</td>
</tr>
<tr>
<td>ISCED 5A programmes of medium duration, qualifications at the bachelor’s level or equivalent from a lower tier tertiary institution</td>
<td>610</td>
</tr>
<tr>
<td>ISCED 5A programmes of medium duration, qualifications at the bachelor’s level or equivalent from an upper/single tier tertiary institution</td>
<td>620</td>
</tr>
<tr>
<td>ISCED 5A programmes of long cumulative duration, qualifications at the master’s level or equivalent from a lower tier tertiary institution</td>
<td>710</td>
</tr>
<tr>
<td>ISCED 5A programmes of long cumulative duration, qualifications at the master’s level or equivalent from an upper/single tier tertiary institution</td>
<td>720</td>
</tr>
<tr>
<td>ISCED 6, doctoral degree</td>
<td>800</td>
</tr>
<tr>
<td>(Other)</td>
<td>5555</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8888</td>
</tr>
</tbody>
</table>
NOTE FOR RESEARCHERS:

The interviewer note provides details of what to count as ‘successful completion’. A country-specific example should be provided here.

F53 When you were 14, did your father work as an employee, was he self-employed, or was he not working then?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>1</td>
</tr>
<tr>
<td>Self-employed</td>
<td>2</td>
</tr>
<tr>
<td>Not working</td>
<td>3</td>
</tr>
</tbody>
</table>

(Father dead/absent\textsuperscript{113} when respondent was 14)

(Don’t know)

R: Self employed

(I: CODE 2)

ASK IF FATHER WORKING OR DON’T KNOW (codes 1, 2 or 8 at F53)

F54 What was the name or title of his main job?

WRITE IN

____________________________________________________

R: He was a painter

NOTE FOR RESEARCHERS:

It is important to try to obtain a reasonable amount of detail here. For example ‘painter’ could mean ‘painter and decorator’ or ‘artist’. In this scenario, the interviewer could ask for clarification:

I: What sort of painter?

R: He had his own decorating business, painting people's houses.

(I: WRITE IN VERBATIM ANSWER)

The interviewer should include all this information when writing down the respondent's answer to F54.

\textsuperscript{113} ‘Absent’: not living in same household.
F55 CARD 63 Which of the descriptions\textsuperscript{114} on this card best describes the sort of work he did when you were 14?

**CODE ONE ANSWER ONLY**

INTERVIEWER NOTE: Respondents must choose a category themselves. If necessary add: "There is no right or wrong answer. Just choose the category you think fits best ".

**Professional and technical occupations**

such as: doctor – teacher – engineer –
artist – accountant \hspace{1em} 01

**Higher administrator occupations**

such as: banker – executive in big business –
high government official – union official \hspace{1em} 02

**Clerical occupations**

such as: secretary – clerk – office manager –
book keeper \hspace{1em} 03

**Sales occupations**

such as: sales manager – shop owner – shop assistant –
insurance agent \hspace{1em} 04

**Service occupations**

such as: restaurant owner – police officer – waiter –
caretaker – barber – armed forces \hspace{1em} 05

**Skilled worker**

such as: foreman – motor mechanic – printer –
tool and die maker – electrician \hspace{1em} 06

**Semi-skilled worker**

such as: bricklayer – bus driver – cannery worker – carpenter –
sheet metal worker – baker \hspace{1em} 07

**Unskilled worker**

such as: labourer – porter – unskilled factory worker \hspace{1em} 08

**Farm worker**

such as: farmer – farm labourer– tractor driver– fisherman \hspace{1em} 09

(Don’t know) \hspace{1em} 88

R: Well, like I say, he was a painter. What would that fit under?

---

\textsuperscript{114} Most of the occupations here have not been annotated. If translators are unable to identify the intended occupation, contact \url{ess_translate@gesis.org}.

---

<table>
<thead>
<tr>
<th>NOTE FOR RESEARCHERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>As stated in the interviewer note, it is important that respondents choose a category themselves. Interviewers should say:</td>
</tr>
<tr>
<td><strong>I: There is no right or wrong answer. Just choose the category you think fits best</strong></td>
</tr>
<tr>
<td><strong>R: I'm going to say 'professional and technical occupations'</strong></td>
</tr>
<tr>
<td>(I: \text{CODE 01})</td>
</tr>
<tr>
<td>The interviewer should accept the respondent's answer and move on to the next question, even if they disagree with the respondent's answer.</td>
</tr>
</tbody>
</table>
**ASK ALL**

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].

**F56 CARD 64** What is the highest level of education your mother successfully completed?

Please use this card.

**INTERVIEWER NOTE:** Successful completion occurs when either:
- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

<table>
<thead>
<tr>
<th>ISCED Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>not completed ISCED level 1</td>
</tr>
<tr>
<td>113</td>
<td>ISCED 1, completed primary education</td>
</tr>
<tr>
<td>000</td>
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<td>Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational</td>
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<td>212</td>
<td>Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational</td>
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<tr>
<td>213</td>
<td>Qualification from general ISCED 2A programmes, access to ISCED 3A general or all ISCED level 3</td>
</tr>
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<td>229</td>
<td>Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to ISCED level 5</td>
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<tr>
<td>312</td>
<td>Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions</td>
</tr>
<tr>
<td>313</td>
<td>Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions</td>
</tr>
<tr>
<td>421</td>
<td>Qualification from ISCED 4 programmes without access to ISCED level 5</td>
</tr>
<tr>
<td>422</td>
<td>Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions</td>
</tr>
<tr>
<td>423</td>
<td>Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5 institutions</td>
</tr>
<tr>
<td>412</td>
<td>Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions</td>
</tr>
<tr>
<td>413</td>
<td>Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions</td>
</tr>
<tr>
<td>520</td>
<td>ISCED 5B programmes of short duration, advanced vocational qualifications</td>
</tr>
<tr>
<td>510</td>
<td>ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary qualification below the bachelor’s level</td>
</tr>
<tr>
<td>610</td>
<td>ISCED 5A programmes of medium duration, qualifications at the bachelor’s level or equivalent from a lower tier tertiary institution</td>
</tr>
<tr>
<td>620</td>
<td>ISCED 5A programmes of medium duration, qualifications at the bachelor’s level or equivalent from an upper/single tier tertiary institution</td>
</tr>
<tr>
<td>710</td>
<td>ISCED 5A programmes of long cumulative duration, qualifications at the master’s level or equivalent from a lower tier tertiary institution</td>
</tr>
<tr>
<td>720</td>
<td>ISCED 5A programmes of long cumulative duration, qualifications at the master’s level or equivalent from an upper/single tier tertiary institution</td>
</tr>
<tr>
<td>800</td>
<td>ISCED 6, doctoral degree</td>
</tr>
<tr>
<td>555</td>
<td>(Other)</td>
</tr>
<tr>
<td>888</td>
<td>(Don’t know)</td>
</tr>
</tbody>
</table>
F57 When you were 14, did your mother work as an employee, was she self-employed, or was she not working then?

<table>
<thead>
<tr>
<th>Employee</th>
<th>1</th>
<th>ASK F58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-employed</td>
<td>2</td>
<td>ASK F58</td>
</tr>
<tr>
<td>Not working</td>
<td>3</td>
<td>GO TO F60</td>
</tr>
</tbody>
</table>

(Mother dead/absent\textsuperscript{115} when respondent was 14)

(Don’t know) 8 ASK F58

R: My mother died when I was 10, so I don’t think I can answer that question.

(I: CODE 4)

ASK IF MOTHER WORKING OR DON’T KNOW (codes 1, 2 or 8 at F57)

F58 What was the name or title of her main job?

WRITE IN

_______________________________________________________

Question not applicable to this respondent

\textsuperscript{115} “Absent”: not living in same household.
Which of the descriptions on this card best describes the sort of work she did when you were 14?

**CODE ONE ANSWER ONLY**

**INTERVIEWER NOTE:** Respondents must choose a category themselves. If necessary add: “There is no right or wrong answer. Just choose the category you think fits best.”

- **Professional and technical occupations**
  - such as: doctor – teacher – engineer – artist – accountant 01

- **Higher administrator occupations**
  - such as: banker – executive in big business – high government official – union official 02

- **Clerical occupations**
  - such as: secretary – clerk – office manager – book keeper 03

- **Sales occupations**
  - such as: sales manager – shop owner – shop assistant – insurance agent 04

- **Service occupations**
  - such as: restaurant owner – police officer – waiter – caretaker – barber – armed forces 05

- **Skilled worker**
  - such as: foreman – motor mechanic – printer – tool and die maker – electrician 06

- **Semi-skilled worker**
  - such as: bricklayer – bus driver – cannery worker – carpenter – sheet metal worker – baker 07

- **Unskilled worker**
  - such as: labourer – porter – unskilled factory worker 08

- **Farm worker**
  - such as: farmer – farm labourer – tractor driver – fisherman 09

(Don’t know) 88

**Question not applicable to this respondent**

**ASK ALL**

**F60** During the last twelve months, have you taken any course or attended any lecture or conference to improve your knowledge or skills for work?

- Yes 1
- No 2
- (Don’t know) 8

R: Yes

(I: CODE 1)
NOW COMPLETE INTERVIEW END DATE AND TIME

INTERVIEWER ENTER END DATE:  /  /  (dd/mm/yy)
INTERVIEWER ENTER END TIME:  (Use 24 hour clock)

(END DATE AND TIME in ALL countries)

NOTE:

SECTION H AND I QUESTIONS TO BE ADMINISTERED NOW

INTERVIEWER CODE:

FACE-TO-FACE VERSION:\footnote{116}
USE SHOWCARDS AS SPECIFIED

<table>
<thead>
<tr>
<th></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
</tr>
</tbody>
</table>

INTERVIEWER CODE:

SELF-COMPLETION VERSION:\footnote{117}
HAND TO RESPONDENT AND COLLECT WHEN COMPLETED.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
</tr>
</tbody>
</table>

NOTE FOR RESEARCHERS:

Interviewers should introduce the supplementary questionnaire to respondents if a self-completion version is being used. Otherwise, interviewers should continue with HS1 or HS2 (according to the gender of the respondent) before reading the introduction that appears before section I (question IS1, IS10, IS19 or IS28, depending on which version of the supplementary questionnaire the respondent has been assigned).

Please also go through one version of the supplementary questionnaire with interviewers, as well as the interviewer questions. This will ensure that all interviewers have practiced running through a full ESS interview before fieldwork begins.

Interviewers should complete section J straight after the interview (after saying goodbye to the respondent). Please refer to the Round 6 Project Instructions for further guidance on section J.

\footnote{116}{Delete either face-to-face or self completion mode as appropriate for your country.}
\footnote{117}{Delete either face-to-face or self completion mode as appropriate for your country.}
INTERVIEWER THEN ANSWER SECTION J BELOW.

THESE QUESTIONS ARE FOR THE INTERVIEWER TO ANSWER

QUESTIONS ON THE INTERVIEW AS A WHOLE

J1  Did the respondent ask for clarification on any questions?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now and then</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Often</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Very often</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

J2  Did you feel that the respondent was reluctant to answer any questions?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now and then</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

J3  Did you feel that the respondent tried to answer the questions to the best of his or her ability?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now and then</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Very often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

J4  Overall, did you feel that the respondent understood the questions?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost never</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now and then</td>
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<tr>
<td>Often</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Very often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**J4b** Thinking specifically about the questions measuring Understanding of Democracy (that is, questions E1-E45), how often did you feel that the respondent had difficulty distinguishing between democracy in general and democracy in [country]?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
</tr>
<tr>
<td>Almost never</td>
<td>2</td>
</tr>
<tr>
<td>Now and then</td>
<td>3</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
</tr>
<tr>
<td>Very often</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>8</td>
</tr>
</tbody>
</table>

**J5** Was anyone else present, who interfered with the interview?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

ASK J6

**J6** Who was this? **Code all that apply.**

- Husband/wife/partner: 1
- Son/daughter (inc. step, adopted, foster, child of partner): 2
- Parent/parent-in-law/step-parent/partner’s parent: 3
- Other relative: 4
- Other non-relative: 5
- Don’t know: 8

GO TO J7

**J7** In which language was the interview conducted? 

[use pre-specified ISO 639-2 codes for all languages that questionnaire is translated into]

- [First language that questionnaire translated into] [appropriate ISO 639-2 code]
- [Second language questionnaire translated into] [appropriate ISO 639-2 code]
- etc

**J8** Interviewer ID.________________________

**NOTE:** THIS NUMBER MUST BE EXCLUSIVE TO INDIVIDUAL INTERVIEWERS AND MUST NOT BE SHARED
If you have any additional comments on the interview, please write them in the space below.

QUESTIONS ON THE SUPPLEMENTARY QUESTIONNAIRE

Implementation note for national teams / fieldwork agencies

Countries should include only one of the sections either J10-J12 OR J13-J14.

Countries with self-completion as the specified mode for the supplementary questionnaire should include J10-J12.

Countries with face-to-face as the specified mode for the supplementary questionnaire should include J13-J14.

Countries with self-completion as the specified mode for the supplementary questionnaire

J10  How was the Supplementary Questionnaire administered?

Completed by the respondent with no help from you (self completion)

Completed by the respondent but with some help from you

Face to face interview

J11  The Supplementary Questionnaire should have been completed by the respondent (self-completion) without any help from you. Please tell me why you did not do this?

Completed while you were present

Collected by you at a later date

Going to be returned by post

J12  Was the supplementary questionnaire...
Countries with face-to-face as mode for the supplementary questionnaire

J13 How was the supplementary questionnaire administered?

- Face-to-face interview
- Completed by the respondent but with some help from you
- Completed by the respondent with no help from you (self-completion)

J14 The Supplementary questionnaire should have been completed by you as a face-to-face interview. Please tell me why you did not do this?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.

END.
DEAR INTERVIEWER, PLEASE READ THIS CAREFULLY:

1. Check the DATE AND TIME on your laptop (right, down corner) if it is correct. If NOT please give us a call and we will guide you on the phone how to change it. Please do this every day.

2. Connect everyday to Amarách CAPI system, when you finish your work, to SEND BACK all addresses that are COMPLETED or to DOWNLOAD any updates.

3. When you finish your work, close CAPI CLIENT program and SHUT DOWN laptop properly. DO NOT put it on SLEEP.

4. All OPEN questions have to be answered. DO NOT leave them empty unless you press one of the buttons (don’t know, refusal)

5. In ALL OPEN questions try to write in as much text as possible. DO NOT write in single letters.

6. NEVER EVER use Non-response button.

7. Interview should be conducted between 9am and 9 pm.

8. Read out all text on the screen. DO NOT read out information in the BRACKETS.

9. DO NOT read out code (88: don’t know) or (77: refusal).

10. On the list of addresses HIGHLIGHT the address by CLICKING ONCE on it first, that will give you the HISTORY BELOW, then DOUBLE CLICK if that is the address you want to open and start an interview.

11. If you open wrong address by mistake you can press CLOSE BUTTON. You will be back to the main list of addresses without making any changes in the address you opened by mistake.

12. When you are making appointment for yourself, chose code 6.APPOINTMENT.

   If you are told when to come back, chose code 7.DEFITE APPOINTMENT.
13. In appointment window, press little CALENDAR ICON to choose the date or write in manually the day and month. Write in as much as possible COMMENTS in provided box, write in the time and when you are happy with your appointment window press OK button.

14. If respondent ask you to stop interview in the middle but is willing to finish it another time or day, please follow steps: (below are pictures for example)
   A. Go to the next question that will be asked on next visit and press ONCE button ACTIONS on the top, left corner.
B. Small window will pop up. Press option APPOINTMENT once. NEVER press RESTART or NON-RESPONSE because you will lose all answers you have so far on this address.

![Appointment window](image1)

Now we want to ask a few questions about politics and government

**B1 How interested would you say you are in politics**

Are you... *(READ OUT)*

- [ ] Very interested
- [ ] Quite interested
- [ ] Hardly interested
- [ ] Or, not at all interested
- [ ] (Refusal)
- [ ] (Don't know)

C. Please choose the code 7.DEFINITE APPOINTMENT as you are asked to come back on specific time and day.

![Appointment window](image2)

amárách research

Please enter type of appointment:

- [ ] Appointment
- [ ] 7. Definite appointment

D. On appointment window please make sure you have correct DATE and TIME. Write in very detailed COMMENTS on which question interview stopped and respondent is willing to finish it on suitable time and day. Double check you appointment window and if you are happy with it then press OK button.

![Appointment window](image3)

amárách research

Make an Appointment

**Wednesday, 17 October 2012 at 15:15**

- **Date:**
  - **Day:** 17
  - **Month:** 10
  - **Year:** 2012

- **Time:**
  - **Hour:** 15
  - **Minutes:** 15

- Interview stopped at question B1, respondent willing to finish tomorrow

![Appointment window](image4)
15. If respondent refused in the middle of interview and IS NOT willing to finish it, please follow the same steps as above but make sure you will chose code 6.APPOINTMENT. Please write in COMMENTS on which question the interview is stopped and that the respondent REFUSED to finish the interview.

16. If you chose apartment/flat number form the YELLOW SHEET, please write in all details (apartment number/flat number) in the box at QA4: Please give details about the selected household unit and change address label accordingly.

   If the address was UNIQUE, DO NOT repeat the address at QA4, press RETURN button TWICE.

If you have any question, please contact the Field Department.

Field Free Phone No.: 1800505560.

Thank you.

With Kind regards

Field Team
Amárach Research– European Social Survey 6 – Training

September 2012

By

Amárach Research

MM/ED/MMCL
S12-194
Running Order

- Background to the Study
- Desktop Procedures

- Neighbourhood Forms
- Contact Forms
- Respondent Recruitment Procedure
- Non Contact Forms
- Main Questionnaire
- Supplementary Questionnaires

- Sending Data Back
- Coping with Refusals
Background to the Study
1. Background – I

The European Social Survey (the ESS) is a pan-European survey. The ESS collects information on people’s attitudes, beliefs and behaviour patterns in many European countries. The following countries will be participating in the sixth round of fieldwork:

- Austria
- Belgium
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Hungary
- Israel
- Latvia*
- Lithuania
- Netherlands
- Norway
- Poland
- Portugal
- Romania*
- Russia
- Slovakia
- Slovenia
- Spain*
- Sweden
- Switzerland
- UK
- Ukraine*

* Participation possible but not formally confirmed at time of writing.
The ESS is a biennial time series. It is designed to measure contemporary social attitudes and how they change over time.

Subjects covered in the questionnaire include participation in society, religious and political beliefs, views about work as well as attitudes towards the police and courts.

The data gathered in Rounds 1-4 have been used extensively by the European Commission, national governments, policy analysts, think tanks, politicians, journalists and academics, as well as being of interest to the general public across Europe. In fact, as of May 2010, there were almost 31,800 registered users of the ESS data.

The highest number of users is in Germany, the UK and Belgium. The data are also contributions to social history, and will allow analysts in the future to discover what people thought and felt about the major social issues of the day.

The ESS will thus provide a unique long-term account of the social fabric of modern Europe, of how its changing political and institutional structures interact over time with changing social attitudes and values.

With data from the ESS, people can now make detailed comparisons between individual countries (or groups of countries) on a wide range of social issues.
Another factor which makes the ESS unique in cross-national research is its aim to meet the highest methodological standards.

In order for the information gathered to be truly comparable across all the different countries involved, the survey employs the highest standards in its approach to sample design, response rates, questionnaire design, fieldwork procedures and so forth across all the participating countries.

The survey consists of two elements - an interview questionnaire conducted on the computer and a supplementary questionnaire, which will carry on from the main interview on ESS 6 and will be on your notebook.

The supplement contains further questions on topics not covered in the Main Questionnaire, as well as some variations on questions already asked during the interview, which form part of the methodological tests built into the survey.
Desktop Procedures
1. Turning on the Machine

• The power button is situated on the BOTTOM RIGHT of the laptop, on the FRONT. You need to slide the button across to turn the machine on.

• This will bring you on to the main page of the machine.
• **MAKE SURE THE COMPUTER IS FULLY CHARGED BEFORE INTERVIEWING**
• When using there is a small **Battery** icon in the RIGHT hand side of the screen, this shows you the time left on the battery. The laptop will power off when the battery is flat so it is very important that you try and recharge it wherever possible.
2. Connecting to the Web

- This can be done in two ways; either by wireless WiFi or through a cable. Firstly make sure that your broadband box is turned on!

i. **WiFi**
- This is activated by clicking on the **WiFi button** in the **BOTTOM RIGHT** of the screen.
- A box will appear asking you to enter in the “**Key**” – this is the password you use to allow new devices on to your broadband box. This “**Key**” is usually found on the back of your broadband box. Once you do this once, you should not need to do it again.

ii. **Cable**
- You will need to plug a network cable into the port on the **LEFT side** of the machine and this cable will be connected into your broadband box.
3. Connecting to NIPO – the CAPI programme

- To do this you will need to use the mousepad and click on the green **NIPO CAPI Client** icon.
- It will take a few seconds to open and load the programme options.
- The screen below is then shown:

- And you will need to click on the **Connect** Button.
- NIPO WILL ONLY WORK IF CONNECTED TO THE INTERNET.
3. Connecting to NIPO – the CAPI programme

- The following screen pops up and you then click on the **Start** button, this will take a few seconds to run.
3. Connecting to NIPO – Error

- If you are not connected to the internet the following icon will appear:

  (ERROR) RPC Failure while Connecting: Server Unavailable.

- Go back and make sure your internet connection is working and start again.
4. Connecting to NIPO – the CAPI programme

- If connected to the Internet this screen will pop up and you have to click OK.

- This is connecting your laptop to the Amárach server and sending the data and questionnaire between the two.
How to use CAPI? – Getting Started

4. Connecting to NIPO – the CAPI programme

- A screen similar to this below will appear this shows you what has been sent and received by the laptop.
• NB - You need to make sure this tallies with what you expect

• If you have done 20 interviews the Outbound Communication box will say “20 addresses sent to the CAPI Master”.

• If you are downloading a new job and there is 20 in the assignment the Inbound Communication box will say “20 addresses received from the CAPI Master”.

• You should click the Close button at the bottom RIGHT of this window, if the numbers are correct, otherwise Exit and Restart process from beginning.
Desktop Procedures – Getting Started

This screen will then appear: Each line corresponds to an individual questionnaire showing each respondent number and address.

This box informs you of any appointments who have made.

To begin interviewing you click on your selected address in the top box.
How to interview?

- It is probably easier and quicker to use the numbers on the top of the keyboard and hit return (enter) instead of trying to use the mousepad.

- If you have entered the wrong number by mistake you can use the Clear button at the top of the screen.

- If you have pressed the Return (enter) key and you want to go back and change an answer you can click the Back Button (at the top left hand side of the screen) to return to the previous question.

- For verbatims/open ends you will have to use the mousepad to click the OK button, once the verbatim is complete to move to the next question.
Neighbourhood Forms
Neighbourhood Contact Form

- This section is to be filled out in your car before approaching the respondents’ door.
- There are only five short questions in this section labelled N1-N5.
- This only has to be filled out once after the first visit to each address regardless of contact or not.

N1. What type of house does the (target) respondent live in?

- SINGLE UNIT
  - Farm
  - Detached house
  - Semi-detached house
  - Terraced house
  - The only housing unit in a building with another purpose (commercial property)

- MULTI UNIT
  - Multi-unit house, flat
  - Student apartments, rooms
  - Retirement house

- OTHER
  - House-trailer or boat
  - Other (SPECIFY)

- Don’t know
Examples of Neighbourhood Contact Form Data

N1: The Type of Home

- Semi-Detached House
- Terraced Houses
- Flats
- Farm House
- Flat Above Business
- Detached House
Examples of Neighbourhood Contact Form Data

N2: The Entry to the House

Locked Gate with phone.
Examples of Neighbourhood Contact Form Data

N3: The condition of the home. If it is in good or bad condition it must be recorded.

Code 5: Very bad condition
Examples of Neighbourhood Contact Form Data

- **N4: Rubbish/litter in the area.**

  - **Code 1: Very Large Amount**
  - **Code 2: Large Amount**
  - **Code 3: Small Amount**
Examples of Neighbourhood Contact Form Data

N5: Vandalism or graffiti in the area

- Code 1: Very Large Amount
- Code 2: Large Amount
- Code 3: Small Amount
Contact Forms
Contact Form

- Again this section is to be filled out in your car before approaching the respondents door.

- There are five questions to be answered around the:
  - Visit number
  - Date of visit
  - Day of the week
  - Time (to be given in the 24 Hour format)
  - Mode of visit (i.e. personal)

- This form will appear every time you begin an interview.
Respondent Recruitment Procedure
At this stage you will have gone up to the house.

For each house you will need to select the correct respondent.

This is done on the basis of whoever in the household celebrated their LAST birthday most recently.

Please record the number of people living in the household

Record the full name of the selected respondent (i.e last birthday)

Before starting the survey these details will need to be recorded.

The survey will then ask the result of the visit i.e.

- Willing to takepart → Main Questionnaire
- Partial interview → Main Questionnaire
- Contact with someone, don’t know if target respondent → Non Contact Form
- Contact with Target Respondent but NO interview → Non Contact Form
- Contact with somebody other than Target Respondent → Non Contact Form
- No contact at all → End of that visit
- Address is not valid (unoccupied, demolished, institutional) → Non Contact Form
Non Contact Forms
If you come into contact with a respondent but do not administer a survey you will have to give the reasons why.

You will be asked the following questions:

- Outcome of contact
- Reason for refusal
- Likelihood to cooperate in the future
- Approximate age of the respondents
- Gender

This section will only appear until the third visit unless questionnaire is administered.

A sample becomes exhausted after the 10th visit.
Following the non contact survey an appointment must be made for a date and time you intend to call back (this does not need to be set in stone just to save the data).

Details of all these appointments can be seen on the main screen. Please refer to slide 16.
Main Questionnaire
Main Questionnaire

If the respondent is willing to take part the main questionnaire will begin.

The questionnaire contains the following sections:

- **Section A:** Television watching; social trust
- **Section B:** Politics including: political interest, trust, electoral and other forms of participation, party allegiance, socio-political orientations
- **Section C:** Subjective wellbeing, social exclusion, religion, perceived discrimination, national and ethnic identify, immigration
- **Section D:** Personal and social wellbeing, helping others, feelings in the last week, life satisfaction, physical activity
- **Section F:** Socio-demographic profile, including household composition, sex, age, marital status, type of area, education & occupation of respondent, partner, parents union membership and income
- **Section H:** Human values scale
- **Section I:** Test questions
- **Section J:** Interviewer self-completion questions

In order for the questionnaire to go as smoothly as possible showcards will be administered for most questions. The showcards are in your pack. The corresponding card number will show up on the screen.
Supplementary Questionnaire
At the end of section F supplementary questionnaire will be administered to the respondent by you. Complete Section J on screen.

There are four versions of this questionnaire labelled A, B, C and D.

Take note of this letter before arriving at the respondents house.
Incentives

- For their time participants will be given a 10 euro incentive for completion of the main questionnaire.

- Make the respondents aware of the incentive from the outset of the interview.
Sending Data Back
Sending Data Back

• Data is to be sent back twice a week:
  • Monday before 9pm
  • Thursday before 9pm

• DO NOT WAIT UNTIL THE ASSIGNMENT IS COMPLETE

• Click on CONNECT

• ONLY COMPLETE INTERVIEWS ARE SENT BACK
Sending Data Back

- The following screen pops up and you then click on the NO button
Sending Data Back

- A screen similar to below will appear this shows you what has been sent and received by the laptop.

- The Outbound Communication box will say “X definite addresses sent” = this means x number of interviews have been sent to our server.
Avoiding Refusals ...
Eight Main Respondent Concerns

Research into why people refuse on interviews was conducted and I am sure you have heard many of these from time to time.

1. This is a bad time (bad time).
2. This will take too long (burden).
3. The interview is too long (interview length).
4. I am too old/sick (age/health).
5. I am not interested (lack of interest).
6. I don't share this kind of information (personal/sensitive).
7. I am afraid someone will know what I said (confidentiality).
8. What is this survey about (purpose of survey).
Avoiding Refusals

- Remember respondent is free not to participate and not to answer specific questions.

- Be courteous and patient at all times.

- Refusals can be reduced by:
  - Being sensitive to timing – back away if it is clear this is a bad time.
  - Being sensitive to respondent concerns and answering those concerns.
  - Convey to respondent that their participation is important to you.
  - Covey willingness to call back at a more suitable time.

- Step 1:
  - Maintain interaction to help to identify main concerns. We want to know what they think.

- Step 2:
  - Tailor responses to the specific concern, indicating that you are listening to the respondent.
Practice!
Non Contact

- **Profile 1**: Contact with a household member however selected respondent not available
- **Profile 2**: No contact at all
- **Profile 3**: Contact with respondent but refused to partake
- **Profile 4**: Address not valid
Main Questionnaire

Profile 1
- Gender: Male
- DOB: 1963
- Occupation: Paid employment
- Living Arrangements: Living with spouse and 2 Children
- Partners Occupation: Housewife

Profile 2
- Gender: Female
- DOB: 1984
- Occupation: Paid employment
- Living Arrangements: Single

Profile 3
- Gender: Male
- DOB: 1939
- Occupation: Retired
- Living Arrangements: Living with spouse – has children but don't live at home
- Partners Occupation: Paid Employment

Profile 4
- Gender: Female
- DOB: 1986
- Occupation: unemployed but has worked previously.
- Living Arrangements: Living with partner but has no children.
- Partners Occupation: Paid Employment.