

# European Social Survey, 2006

## Round 3 Survey

### INTERVIEWERS' INSTRUCTIONS

#### 1. Background

The European Social Survey is a biennial survey designed to measure contemporary social attitudes and how they change over time. This (2006) is the third round of the ESS and it is being conducted in more than 20 countries throughout Europe. The basic objective of the survey is to record information on the views, attitudes and experiences of a nationally representative sample of respondents in each participating country. This will allow researchers to carry out international comparative research into the way in which people from different States in Europe behave and think about life. The broad areas covered in the survey relate to current social topics such as political views and attitudes towards migration and ageing.

The survey aims to achieve the highest possible standards in terms of sample design, response rates, questionnaire design and fieldwork procedures. The questionnaire has been harmonised across countries to achieve the highest possible level of comparability.

Central co-ordination of the project is funded by the European Commission with aid from the European Science Foundation. In Ireland, it is funded by the Irish Research Council for the Humanities and Social Sciences (IRCHSS). UCD, which has been awarded the funding, has commissioned the ESRI to carry out the 2006 survey.

The broad range of topics in the ESS can be seen as a real strength, allowing you to target potential respondents by mentioning a particular topic you think might be of interest to them. Almost all of the questions are attitudinal, so there is no need for respondents to look up documents or check facts.

The survey is to be completed by personal interview. There are 3 documents to be completed as part of the survey. These are the main questionnaire; a short supplementary questionnaire (3 pages) and a household record sheet (2 pages). Each is described in detail in the appropriate part of Sections 2, 3, 4 and 5 below. In summary, the three are as follows:

- 1) **The Main Questionnaire:-** The main questionnaire is to be completed by the target respondent once identified.
- 2) **The Supplementary Questionnaire:-** (3 pages). This questionnaire should be completed at the end of the main questionnaire. There are three different versions of this questionnaire (only one version per respondent) – A (yellow), B (green) and C (blue). Within the supplementary questionnaire, male and female respondents answer different sets of questions.
- 3) **The Household Record Sheet:-** (white two-sided page). This is to be used to identify the target respondent in the household approached and to record contacts made with the household.

### **1.1 The Sample**

The sample has been selected in a way that is different from previous rounds of the ESS. In the past the sample would consist of a list of named respondents or addresses taken from the Electoral Register. We are no longer using the Electoral Register for sample selection and instead are using a system called GeoDirectory.

GeoDirectory is a comprehensive list of all *addresses* in Ireland. Addresses for all buildings are listed, but no names are recorded with the addresses. Problems arise therefore in rural areas, as addresses are not unique (for example a number of families on the same road may share the same address). Forty per cent of addresses in Ireland are not unique.

To direct you to these non-unique (mostly rural) addresses, we prepare **maps** showing the exact location of the target address in relation to adjoining buildings. For each cluster, we prepare a 'Base Map', which is an overview of the area where you will be interviewing, showing the selected addresses. We will also prepare one or more 'Detail Maps', showing the exact location of the selected address in relation to adjacent addresses. On the maps, the selected addresses are indicated with red dots, and are labelled with the respondent number on the detail maps. The non-selected residential addresses are indicated with black dots. Commercial addresses are shown with green dots. Commercial addresses include organisations such as schools and Government offices as well as businesses.

In total, 2300 interviews will be conducted for round 3 of the ESS in Ireland between September and November 2006.

### **1.2 The Assignment Sheet:**

This is the standard Assignment Sheet used in all surveys giving the address of each household to be contacted. It is from this address that you identify your target respondent **who must be aged 15 or over**. We want you to call at each address on your work assignment sheet and identify and interview the target respondent in the relevant household. We will be using the 'next birthday' technique to pick our sample from within the selected households.

Throughout this survey we are interested only in private households. We do not want you to include those living in institutions such as hospitals, nursing homes, convents, seminaries, prisons, etc. If you come across an institution on your work assignment sheet, there is no need to approach it, code as outcome code '18' on your work assignment sheet.

As well as the address and identifiers (cluster and respondent number), the assignment sheet shows the Group Number and Supplementary Questionnaire Version (A, B or C) to be administered at that address. The Group Number is important in section D of the main questionnaire where different blocks of questions about life stages and ageing are asked of two groups of respondents (Group 1 and Group 2).

### **1.3 Garda Letter**

You will find three copies of a Garda Letter in your supplies. It is important that you call into the local Garda station before beginning your work in order to let them know what you are doing. This is important for your own safety and in case any respondents or neighbours telephone the station with concerns about a 'stranger in the area'. It is also an opportunity for you to check the location of addresses and whether there are any special precautions you need to take in the areas where you will be interviewing.

### **1.4 The Target Address**

In most cases, the target address will be exactly as given on your assignment sheet and is identified by using the apartment or flat number (where relevant), building number and street number. In rural areas, where addresses are non-unique, maps are provided. These are discussed more fully below.

In some cases, however, there may be more than one residence at the building on your assignment sheet, but the apartment number is not given (e.g. the building is divided into apartments but the address does not specify an apartment number). If this happens, use the 'select address' box on the household record sheet. The top line of this box is used to identify the total number of addresses in the building and the bottom line is used to identify the target address.

#### **SAMPLE household selector**

TOT	1	2	3	4	5	6	7	8	9	10	11	12
SEL	1	1	2	3	2	5	4	5	7	3	2	11

Circle the total number of residential addresses in the top line, the bottom line shows the apartment or flat to interview at. In the sample above, the address has four residential apartments and the third is selected. Commercial addresses or addresses of organisations or institutions should not be counted.

If apartments are not numbered, and there are doorbells, count the bells from top left to bottom right. If apartments are not numbered and there are no separate doorbells, count the apartments from top left to bottom right as you face the main door of the building from the street.

If there are more than ten apartments, use the grid at the back of these interviewer instructions to select the apartment.

Remember, this is **only used where the assignment sheet does not specify an apartment number or flat number.**

### ***1.5 The Target Respondent***

When you make contact with the address given we want you to identify **the person in the household who is currently aged 15 years or more and who has the next birthday** in the household. It is not the age of the household member on his/her next birthday which is important but the order in which these birthday falls. **It is vitally important for the success of the survey that you interview the target respondent and only the target respondent.** If he/she is not available when you call, try to make an appointment and call back at a time when you can interview him/her in person. If the next birthday target respondent is not available when you make initial contact with the household you cannot substitute with another household member, even if he or she is available and willing to complete the questionnaire with you. ***YOU MUST INTERVIEW THE PERSON WHO IS IDENTIFIED ON YOUR FIRST CONTACT WITH THE HOUSEHOLD AS HAVING THE NEXT BIRTHDAY. DO NOT SUBSTITUTE WITH ANOTHER HOUSEHOLD MEMBER.***

If the Target Respondent is under age 18, you must obtain verbal consent from the parent or guardian (as well as from the target respondent) before conducting the interview.

## **1.6 Contacting the Respondents**

You should call to each address on your work assignment sheet. After introducing yourself, showing your 'photo ID card, give a brief outline of what the survey is about. Have a copy of the brochure to hand which you can use to help explain what you are doing.

The following points may be useful in introducing the survey:

- Funding for the survey comes from a range of sources – from the European Commission, the European Science Foundation and the Irish Research Council for the Humanities and Social Sciences (IRCHSS).
- Lots of different groups will make use of the information people provide, from governments, academics, politicians and the general public.
- Why does this study matter? We know what politicians and journalists think about the important issues facing Ireland today, but this study is about what the public think. It will show us how Irish people's attitudes and opinions compare with those of people in other European countries.
- When selling the survey do stress the wide range of topics covered in the interview – there is something for everyone.
- There are no questions in the survey testing your knowledge about topics. There are no right or wrong answers, it is your opinion that counts.
- How long will the interview take? Around 1 hour.

Emphasise that **this is part of a much larger study which is being conducted throughout all of Europe at the same time**. It is important that we get as good a response as possible. We need to get accurate, reliable and complete information from respondents. Unless we do so we cannot carry out a comparable analysis of the position of Irish respondents relative to their European neighbours.

When you contact the household stress that **complete confidentiality can be guaranteed**. Under no circumstances will any of the information that respondents provide be associated with their name or address. The sort of report that we produce will contain only generalised statistical information and could not be used, under any circumstances, to identify anyone or relate any details to an individual.

While **participation is voluntary**, and the respondent is free to break off the interview at any time, emphasise that it is important to obtain as high a participation rate as possible. Each address is selected so as to provide a representative sample of all adults living in Ireland today. Get across to the respondent that their responses will represent the views of 'people like them' and that their participation is important to us.

### **1.7 Institutions**

Throughout this survey we are interested only in private households. We do not want you to include those living in institutions such as hospitals, nursing homes, convents, seminaries, prisons, etc. If you come across an institution on your assignment sheet, there is no need to approach it, code as outcome code '5' on your assignment sheet.

### **1.8 Call-backs**

You must make the initial call plus 3 call-backs before giving up on an address. If no-one is at home on the first call make up to 3 call-backs to that address. Do not make a call-back within 2 hours of the previous call to an address. Vary the time and day of the call – from weekday to weekend and so on.

### **1.9 Planning your journeys**

You will need to plan your journeys to the sample address as efficiently as possible. Study the list of addresses (and the maps, where provided) and plan your trips so as to minimise travel time and use your time more effectively. Also study the days and times you already tried and failed to make contact at the addresses, and be sure to vary the time and day. Remember, you are required to make at least one evening and one weekend call to each address in an attempt to make contact.

### **1.10 Response Rates**

A high response rate is essential in order to ensure that the people interviewed in the survey accurately represent the population. We have a target minimum response rate of 70%, so you need to think carefully about how you can maximise your own response rate. Please keep trying to contact all the issued addresses until the end of the fieldwork period, and call back as often as you can, while you are still in the area (the requirement to make 4 calls is a minimum). If you sense a respondent may be about to refuse, it often helps if you withdraw, offering to call again at a more convenient time, before a formal refusal is actually given. Only by interviewing as many as possible of those selected for

the sample can we be confident that the answers you get are representative of the views of everyone.

In addition, some other means to help achieve a good response rate are as follows:

- call the ESRI before you return any incomplete or untraceable addresses. We might be able to find out some information which will help you locate 'hard to find' addresses;
- return all completed paper contact forms for other deadwood / not valid addresses (vacant premises, institutions etc.) to the survey organisation as soon as possible. We need to know what deadwood / non valid addresses there are as early as possible in the fieldwork period;
- for refusals: complete the contact form (entering Don't Know for any information that you do not have) and return it to the survey organisation. Depending on the circumstances, we may ask another interviewer to try and convert the person who refused;  
if you select a person for interview who proves hard to contact, breaks an appointment, etc., keep on trying to 'convert' him/her until the end of the fieldwork period, even if you have already made 4 calls. Then whenever you are in the neighbourhood try again, unless you have learned that the selected respondent will not be available until after the end of the fieldwork (due to holiday, illness, etc.) Complete the contact form (entering Don't Know for any information that you do not have) and return it to the survey organisation at the end of your assignment.

Remember to show your Identity Card when you introduce yourself. You may want to give the person you initially contact a copy of the brochure. In any case, you should leave a copy of the brochure with each respondent after the interview, in case he/she has any queries after you have left and wishes to contact the survey organisation.

An **interviewer bonus** will be paid for assignments where 70 per cent of the respondents complete the questionnaire and supplement. An assignment consists of 18 addresses, so the bonus will be paid where 13 or more main questionnaires and supplements are completed. Details of the bonus payment will be given at the briefing.

### ***1.11 Refusal Conversions***

During November we will conduct a refusal conversion exercise, where any initially non-contacted respondents and 'soft refusals' will be approached again. Where feasible we will have a different interviewer conduct the refusal conversion.

### ***1.12 Length of Interview***

The main interview will last, on average, about an hour (whilst the Supplementary Questionnaire will take a further 5-10 minutes.) This is an average or mean time and so some of your interviews may take 70 minutes while others may only be 50 minutes - it all

depends on the characteristics of the respondent. For example, the questionnaire is a bit shorter for those not in paid work, while older respondents may take a little longer to finish it. Those living with a spouse or partner and also in work may have a slightly longer interview.

Please allow enough time between appointments.

### **1.13 The Brochure**

You are supplied with a brochure that provides some brief details on the survey. The main purpose of the brochure, however, is to provide the respondent with a name, contact details and a phone number should they wish to talk to us about the survey after you have left the household, or before you return to keep an appointment with the target respondent. You should have a copy of the brochure in your hand when you first contact the household. Use it to help to describe the survey when you first meet the members. Make sure every respondent has a copy of the brochure before you leave the household.

### **1.14 Prompt 'Cards'**

There are quite a number of prompt cards for this survey. These have been prepared in the form of a small booklet. It is very important that this is used with each respondent so that we can be sure that each respondent in each participating country throughout Europe is provided with the same prompting for each question.

## **2 Household Record Sheet**

The purpose of the household record sheet is to ensure that we get a complete record of all contacts with the address selected. The final outcome on the record sheet is the one that you will transfer to the assignment sheet.

Besides giving the selected address, the contact form has a number of other purposes:

- It provides instructions for selecting the household if there is more than one household at the address (e.g. building contains apartments, but no apartment number given on assignment sheet).
- It provides space for you to record details of all the calls you make, and the outcomes.
- It is used to record some details about the doorstep exchange.
- It is used for back-checking of a sample of productive and unproductive addresses.

- It is used to collect some background information about the address and area.

**Cluster, Respondent, Group Number:** the identifiers from the assignment sheet.

**Household Selector:** this is to be used only where there is more than one residential address in the building, and the address does not identify a specific apartment or flat number.

**Number of persons age 15 and over living in household:** Explain that you need to select someone from among the persons living in the household age 15 and over. Enter the number of such persons here.

*A household* consists of one person living alone or a group of people living at the same address (and have that address as their only or main residence), who either share at least one main meal a day or share the living accommodation (or both).

*Included are:* people on holiday, away working or in hospital for less than 6 months; school- age children at boarding school; students sharing private accommodation.

*Excluded are:* people who have been away for 6 months or more, students away at university or college; temporary visitors and people living in institutions.

**Name of target person:** There is a box for you to write in the selected person's full name. It is important that you enter this as soon as you have finished the respondent selection procedure (i.e., identified the person whose birthday is coming up next). There is also a box for you to write in the selected person's telephone number, if given. If it is not given, write 'Refused'. If he/she has no telephone, enter 'No 'phone'. Please try to ask for the number whether or not the outcome of that particular visit is successful. This helps if you or another interviewer have to go back, make or change an appointment or any other possible cases where the phone number is needed. Although you may identify the target respondent on your first visit to the household, you may still need to return to complete an interview.

Any responsible adult member of the household may provide the information that you need in order to establish who it is you are to interview. But never take information from those aged under 18.

## **RECORD OF CONTACT**

This grid is used to record all visits to the household.

**Date:** is the date of the approach to the address.

**Time:** time of day approach was made. The time should be indicated using the 24 hour clock. This means for example: 20.15 hour NOT 8.15 PM

**Mode of contact:** This is whether you telephoned or approached the address in person. **The first contact will have to be in person.** Subsequent contacts may be by

telephone, if the person you meet on first contact can give you a telephone number for the target respondent.

**Identified Target Person:** Tick 'yes' for the visit on which you identified the target respondent; 'no' otherwise.

**Outcome:** should be filled in by you in respect of all approaches to the address. **An outcome should be recorded for each visit or telephone call to the household.** Use the codes in List A. The FINAL outcome code should be copied to the space provided beside every address on your assignment sheet. **Please ensure that you assign one of the outcome codes to EVERY ADDRESS on your assignment sheet. This is extremely important to us in our analysis of the survey.**

**Refusal Code:** If the household or target person refuses (code 5 or code 6 under 'outcome code'), enter the refusal code from List B here. Please fill in item C in these cases to help us assess whether a further approach at a later date may be productive.

**Comment:** use this space to record any relevant information, such as the language spoken by the household if there is a language barrier or the date on which the target person is expected to return.

**A, E, F & G:** If you do not manage to get an interview with the target respondent, it would still be very helpful if you can ask question A and questions E, F and G on the second page. However, if you never even get access to the household (e.g. if the address given has been demolished - outcome 16), these should be left blank.

**H, I, J, K :** These items, on **neighbourhood characteristics**, are filled in from interviewer observation and should be completed for each household, whether an interview takes place or not.

It is important that you should complete the household record sheet in respect of all households on your work assignment sheet – EVEN IF YOU ARE NOT ABLE TO SUCCESSFULLY COMPLETE THE SURVEY WITH THE TARGET RESPONDENT AT THE ADDRESS IN QUESTION. WE NEED YOU TO COMPLETE A HOUSEHOLD RECORD SHEET IN RESPECT OF EACH OF THE HOUSEHOLDS ON YOUR WORK ASSIGNMENT SHEET.

## **2.1 Quality Control**

### *2.1.1 'First Twos'*

Please send back the first two completed questionnaires so that we can identify any areas that need clarification. This is an important part of our quality control. We are

aiming to get back to all interviewers with feedback as quickly as possible. You may continue with your fieldwork, however, and do not need to wait for us to get back to you.

### *2.1.2 Spot Checks*

As part of our quality control protocol for surveys we conduct random spot checks of respondents and non-respondents. This is to ensure that the survey protocols are properly followed (e.g. that the 'next birthday' person is selected), and that the respondent is satisfied with the way the interview was conducted. It also allows respondents an opportunity to provide us with feedback which may be useful in designing future projects. It also allows us to check some key items of information from the questionnaire.

For this reason, we ask that you record the name of (a) the person you speak to in a household where you get a refusal or (b) the name of the target respondent where the person participates in an interview and (c) a contact telephone number for the target person where an interview is completed. This information must not be recorded on the questionnaire, but on the household record sheet and copied to the assignment sheet.

The name, address and telephone number information will at all times be stored completely separately from the data provided in the interview and will be used solely for quality control and survey administration purposes.

## **3 The Main Questionnaire**

One main questionnaire will be completed in each household by the target respondent. As noted above a valid target respondent is everyone in the household aged 15 years or over and who has the next birthday person in the household.

### **3.1 General points**

First, a feature of such a wide-ranging questionnaire is that people are likely to be more interested in some questions than in others. The particular interviewing challenge posed is one of establishing the right speed at which to ask the questions. Rushing the respondent clearly has to be avoided, but an over-deliberate approach would be equally wrong. It may be that some respondents want to give a great deal of thought to some of the issues, but we are seeking to capture present attitudes, not to conduct a philosophical discussion or a political debate! If some respondents have no particular viewpoint on a topic, or if they cannot answer the question as posed, a 'don't know' or 'other answer' code is acceptable; then you just move on to the next question.

Second, before you start the interview respondents must be given a set of show cards.

Third, throughout the questionnaire we will be using a number of general phrases that may cause the respondent to ask for further explanation. An example might be “In your area”. In this and many similar cases we do not wish to give the respondent any further explanation. The phrases used are intended as general ones. Simply read the question or statement out, and tell respondents that they should answer in terms of *whatever they understand by the phrase*.

Fourth, there are some questions where people are asked to give information that may be regarded as sensitive. Some respondents may feel uneasy about giving information on their voting behaviour or income, for example. Try and gently reassure the respondent that everything they say will be treated in strict confidence. If they still refuse, this should be coded as ‘refusal’. Some questions have explicit refusal codes (77). At other questions where this option is not available, a refusal can be entered by writing ‘ref’ or something similar to indicate that this should be coded as a refusal. Similarly, if a respondent does not know the answer to a question and there is no explicit code for this write ‘dk’ or something similar. DO NOT just leave the question blank, or enter any other code. We need to know when respondents refuse directly or are unable to answer particular questions.

Fifth, at questions where an ‘other’ answer code has been provided, the other answer should be recorded verbatim. Unless specifically stated, ‘other answer’ should be coded only when one of the pre-coded answers will not fit after probing.

At questions where there is no specific provision for ‘other answer’, none is anticipated. However, if they do occur, answers should be written clearly on the questionnaire. For such questions, in which no specific ‘other answer’ space is provided, first repeat the question with the appropriate emphasis before accepting an ‘other answer’.

Sixth, the interview questionnaire is divided into blocks of question topics (see below for details). Sometimes these are introduced by (e.g.) “And now some questions on ...” but often they are not. Respondents do not need to be made aware of the various blocks or sections of the questionnaire during the course of the interview; the questionnaire is designed to be administered as a single unit with a reasonably smooth transition between groups of questions and different topics.

If a respondent does break off the interview part way through (this happens very rarely), you should establish whether they would be prepared to continue at a later time, and code the outcome as appropriate on the contact form (Q5).

The questionnaire is divided up into six main sections:

- A1 –A10** Media; social trust
- B1 – B40** Politics, including: political interest, efficacy, trust, electoral and other forms of participation, party allegiance, socio-political orientations
- C1 – C36** Subjective well-being, social exclusion; religion; perceived discrimination; national and ethnic identity
- D1-D55** Timing of life; the life course; timing of key life events, attitudes to ideal age, youngest age and oldest age of life events, planning for retirement . Within Section D, Groups 1 and 2 are asked different blocks of questions (D17 to D51).
- E1-E55** Personal and social well-being, helping others, feelings in the last week, life satisfaction, satisfaction with work.
- F1 – F73** Socio-demographic profile, including: household composition, sex, age, type of area, education & occupation of respondent, partner, parents, union membership, income, marital status
- Section I** Interviewer self-completion questions

## **4 The Supplementary Questionnaire**

### **4.1 General Points**

The supplementary questionnaire should be administered to the target respondent at the end of the main questionnaire. **It must be completed by the target respondent on his or her own, after the main questionnaire, without any help from you.** If the interview has gone well and if the respondent does not seem to be tired of the process, it is best to have him or her complete the supplementary questionnaire before you leave. If the respondent seems tired or to prefer to break off the interview at the end of the main survey suggest that you leave the supplementary survey. If the questionnaire is left behind, please try to arrange a time with the respondent when you will call back to collect it. You do not have to meet with the respondent when you call back. They could complete

the supplementary questionnaire and, for example, leave it for collection on the hall table for you to pick it up. You do not have to meet with the respondent at that time. Alternatively, you could leave it with the respondent along with a pre-paid envelope back to the ESRI and ask the respondent to post it back when he/she has completed it.

There are three versions of the supplementary questionnaire. Only one supplementary questionnaire needs to be completed in respect of each main questionnaire completed. The assignment sheet shows which supplementary questionnaire is to be completed at each address. Within the supplementary questionnaire, there are separate blocks of questions for male and female respondents. (It is all right to point this out to the respondent, but no further 'help' in completing the questionnaire should be given). The blocks for males and females cover similar items on values but with the wording changed from 'he' and 'him' (for males) to 'she' and 'her' (for females).

Please try to spend a minute checking through to see that it has all been filled in. Any gaps can then be tactfully pointed out to the respondent and he or she should be asked to fill them in, even if it means writing in 'don't know' where appropriate.

***Make sure that you transfer the cluster code, respondent code and Group Number from the main questionnaire to the supplementary questionnaire.***

In some rare circumstances a face-to-face interview to complete the Supplementary Questionnaire is acceptable, for example, poor sight or literacy problems. In these rare circumstances, use the self-completion version and complete it with the respondent. This will be recorded in the interviewer questionnaire (at the end of the main questionnaire).

#### **4.2 Specific Points:**

**A to U:** The first set of questions A to U appear on all the supplementary questionnaires. The difference in the male and female versions of the supplementary questionnaires lies in this first set of questions. In the female form of the supplementary questionnaire the questions refer to the female pronoun – her. In the male version of the survey these initial questions refer to the male pronoun – his. This is the only difference in the male and female versions of the supplementary questionnaires.

We recognise that there is some overlap between some of the questions on the supplementary questionnaires and those contained on the main survey. This may cause some annoyance on the part of the respondent. The questions are slightly

different, however, and so try to reassure them that there is a slight difference and that the apparent repetitions allow researchers to test the impact of different forms of question.

## 5 Notes on Specific Questions

Item	Note
A1-A4	These questions ask about the amount of time spent watching TV or listening to the radio on a weekday (that is, Monday to Friday). If respondents ask for clarification, this refers to time spent actively watching or listening, rather than time when the TV or radio are merely on 'in the background'.
A1-A2	Note the routing here. If the respondent spends 'no time at all' watching television on the average weekday, A2 is skipped. If any television is watched, A2 should be asked.
B11	If respondents answer that they did participate in the election, but deliberately 'spoil' their ballot paper or left it blank, record this as 'No' (code 2).
D17 to D51	<p>The Question Module Design Team is interested in attitudes towards women and attitudes towards men. There is not enough space to ask all respondents about both and so the split ballot design has been introduced so that half of respondents are asked about men and half about women.</p> <p>There are different blocks of questions for respondents in Group 1 and Group 2. You will know which block to use from the assignment sheet, which identifies whether the address is 'Group 1' or 'Group 2'.</p> <p>The Group 1 questions have the suffix 'a' (e.g. D17a, D18a) and cover attitudes towards women.</p> <p>The Group 2 questions have the suffix 'b' (e.g. D17b, D18b) and cover attitudes towards men.</p>
D17 to D51 (contin.)	<p><b>Note that it is the group number on the assignment sheet, and not whether the respondent is male or female, that determines which block of questions is used.</b></p> <p>We want to be able to test whether, for example, male and female respondents differ in their views of the ideal age for women to marry or have children etc.</p> <p>Introductions Throughout section D there are a number of very important introductions explaining to respondents what the following set of questions refer to. It is especially important that these instructions are read out to respondents.</p>
D20 -D26	How important is it .... ? - "Important" is used here in the sense of 'relevant'
D27- D30	"Ideal age" = 'most appropriate age'

**F1** This question asks for the total number of people in the household (including children). You should have, of course, recorded the number of people over the age of 15 on the contact form. If you should discover at this stage that you have been given the wrong information for the contact form selection:

- Do NOT change the contact form or redo the selection procedure
- DO record the correct information at F1 / HHMMB
- DO make a note of what happened beside the household grid.

**F4** This question refers to the individuals in the grid and their relationship to the respondent. The direction of this relationship is crucial. Interviewers should ensure that the respondent is answering “this person is my...”

**F6a** This question asks those with any qualifications in which one field or subject their highest qualification is in.

Respondents who are still at school and do not have qualifications will not be asked this question. If they have more than one qualification at their highest level in a different subject then they should be coded as 01 at this question.

Below is some clarification for the categories on the show card. Where no guidance is given respondents should be reminded that there is no right or wrong answer and instructed to choose the category they think best matches their highest qualification.

- Category 07 ‘Science, mathematics, computing, etc’ includes the natural sciences e.g. Biology / Chemistry.
- Category 10 ‘Social and behavioural studies, public administration, media, culture, sport and leisure studies, etc’ includes the behavioural sciences such as Psychology, Political Science, Sociology and other Social Sciences. Sport and Leisure activities includes leisure and tourism qualifications, qualifications for working in hotels etc

**F7** ‘Years of education’ refers to all education completed including school and education after school. These years do not have to be continuous but the total should only include the years in education, not the gaps in between. Vocational training should be included, but apprenticeships should not.

Part-time education should be reported as the equivalent number of full-time years. For example, if a course would take one year full-time, but was done part-time over two years, it would be reported as one year.

**F8a-F8c** F8a is a multi-code question and some respondents should choose several types of economic activity undertaken in the last seven days. All of them should be coded at F8a. Interviewers should probe respondents to find out if any others are relevant by asking 'Which others?'

At F8c only one answer should be given. This should be the activity the respondent considers to be their main activity.

If a respondent is not sure or doesn't know, please probe to find out which of the items on the card comes closest to what they were doing in the last week.

The following notes explain the categories at F8a more fully:

**F8a 01** **In paid work** (or away temporarily) (employee, self-employed, working for your family business)

This category includes all types of paid work, whether for an employer, or on the respondent's own account as self-employed. It includes casual, part-time and temporary work.

Voluntary work, or work carried out where only expenses are reimbursed or work paid for in kind (e.g., receiving board and lodgings only) where there is no financial transaction, are EXCLUDED from this category.

People temporarily away would include those who were absent from work last week because of sickness or injury, holiday, compassionate leave, or maternity leave, provided that they have a job to go back to with the same employer or as self-employed in the same field. It would also include people who were temporarily laid off, or on strike, or locked out, again provided that they have a job with the same employer to go back to, or to the same self-employed status.

People whose contract of employment incorporates regular but intermittent work (e.g., some staff in educational institutions, or professional sportsmen, whose wages are paid only during term-time or in the season, and who therefore may not have worked last week) are included in this category.

**F8a - 02** **In education**, (not paid for by employer), even if on vacation

All students, even those doing vacation jobs during the last week, are to be coded in this category. If the student is on vacation and will continue to be a student only if he or she passes an exam, assume that the exam will be passed and still treat the respondent as in full-time education.

**F8a - 03** Unemployed, and actively looking for a job

This category includes all unemployed who are actively looking for a job. This would include people seeking work through central or local government employment services, people registered with private employment agencies, people answering advertisements for work, advertising for work or even people just actively looking around for opportunities.

- F8a - 04** Unemployed, wanting a job but not actively looking for a job  
 Include here any unemployed , but who are not actively looking for a job at the moment. People who, for instance, have given up looking for work would be included here, or those who are ill and temporarily unable to look for work. Respondents should normally be left to decide for themselves whether an illness in this case is temporary or not. If in doubt, include it if it has lasted less than six months.
- F8a - 05** Permanently sick or disabled covers people out of work and not seeking work because of permanent (or indefinite) sickness or disability. People who have never worked because of disability are included. In cases of doubt over whether an illness or disability is permanent, treat it as permanent if it has lasted continuously for six months or more.
- F8a - 06** Retired from work covers people who have retired from their occupation at approximately the normal retirement age or who have taken 'early retirement', and are not seeking further employment of any sort.
- F8a - 08** Doing housework, looking after children or other persons covers anyone involved in unpaid domestic or caring duties. There can be more than one person in a household in this category, here we are concerned only with the respondent's position
- F8a - 09** Other is not on the show card. It covers anyone who does not fit into any of the 8 categories on the card.
- F8c** The following notes explain the categories at F8c more fully. Please note the criteria for coding at F8c will differ from at F8a because we are now asking for main activity. Any differences are underlined in the text below.  
Codes 5-8 cover those members of the population who are generally considered to be economically inactive.
- F8c - 05** **Permanently sick or disabled** covers people out of work and not seeking work because of permanent (or indefinite) sickness or disability. People who have never worked because of disability are included. Do not include retired people in poor health who would not be seeking work even if they were healthy. In cases of doubt over whether an illness or disability is permanent, treat it as permanent if it has lasted continuously for six months or more.
- F8c - 06** **Retired** from work covers people who have retired from their occupation at approximately the normal retirement age or who have taken 'early retirement', and are not seeking further employment of any sort. Retired people who are permanently sick or have become disabled still count as retired.  
Women who leave work when they marry to look after the home or to raise a family and who have not worked for many years, should be classified as 'looking after the home' rather than retired. But it is difficult to define retirement exactly. Apart from the proviso made about women, the respondent's description from the card should generally be accepted.

- F8c - 08** **Doing housework, looking after children or other persons** covers anyone more or less wholly involved in unpaid domestic or caring duties when classifying economic position. There can be more than one person in a household in this category, here we are concerned only with the respondent's position.
- F8c - 09** **Other** is not on the show card. It covers anyone who does not fit into any of the 8 categories on the card. But remember that people who are in any kind of paid work (including casual self-employed jobs) should not be included here.
- F12** The next few questions ask about the respondent's main job (where applicable). This could be their current job, or their last job, if they are currently out of work. You will need to adapt the tenses etc. of the questions as appropriate.
- 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.
- Some self-employed persons will have their own businesses, some will simply be involved with casual or intermittent work. A person in a one-man business is not necessarily self-employed; if the business is a company, he or she may well be an employee of the company, drawing a salary.
- F22** We wish to collect occupational details of almost all respondents, excluding only those who have never had a job.
- Ask everyone else about their current or last job. Please probe fully for all relevant details; if any are missing, we may be unable to code occupation and industry accurately. For example, there are many different types of engineer, factory worker, labourer etc. and each has its own code. You must therefore probe for the full job title as well as the exact type of work performed.
- F32** At F32 you should obtain the **total net income** of the household from all sources, that is, **after tax**. Income includes not only earnings but state benefits, occupational and other pensions, unearned income such as interest from savings, rent, etc.
- We want figures **after** deductions of income tax, national insurance, contributory pension payments and so on. The questions refer to **current level** of income or earnings or, if that is not convenient, to the nearest **tax** or other period for which the respondent is able to answer. The respondent is given a show card that enables them to choose between their weekly, monthly or annual income, whichever they find easiest. They will then give you the letter that corresponds to the appropriate amount. This system is designed to reassure the respondent about the confidentiality of the information they are giving.
- F37a/F37c** See notes under F8a/F8c above for details of codes and probing

**Section I** You should completed these questions after the interview. If the respondent is completing the supplement while you wait, you could complete the items at that time. Your answers to these questions help to give us an idea of how the interview went, and how the respondent reacted to the experience.

For those countries administering the supplementary questionnaire by self-completion mode: the final questions on how the supplementary questionnaire will be returned are vital (I10-I12).

They enable us to track progress and response rates on this part of the questionnaire. If you had to assist the respondent in completing the questionnaire you must explain the reasons for doing this at I11.

## **6 Completed Questionnaires, etc.**

When you start interviewing initially, SEND THE FIRST TWO COMPLETED HOUSEHOLDS TO THE ESRI. THEREAFTER, RETURN EVERY FIVE COMPLETED HOUSEHOLDS IN THE BLUE BAGS. When you have returned your first two completed surveys please continue with your quota. Receipt of the first 2 returned will be acknowledged by the Institute. We will contact you if there are any problems with them.

Please return any unused questionnaires and other survey material when you have completed fieldwork.

The deadline for completed work is given with your assignment sheet. Your deadline will vary depending on the date on which the work was issued. If it looks as if this is going to pose any problems to you please contact Eileen Kelleher and let us know as soon as possible.

When sending back work to the office, please **place the Main and Supplementary Questionnaires in a separate envelope from the contact forms**, even if you are returning them at the same time. This is vital for data protection purposes.

**We hope that all goes well and that you enjoy the assignment!**

**7 Look-up Chart for apartments/flats where apartment/flat number not given on assignment sheet**

(For 13-100 Dwelling Units at one issued address)

<b>NUMBER OF HOUSEHOLDS at address</b>	<b>SELECT NUMBER:</b>
13	12
14	8
15	11
16	7
17	13
18	3
19	14
20	2
21	14
22	8
23	13
24	5
25	12
26	6
27	17
28	17
29	2
30	21
31	10
32	26
33	8
34	22
35	8
36	3
37	28
38	19
39	25
40	16
41	41
42	32
43	9
44	40
45	7
46	35
47	8
48	36
49	15
50	44
51	35
52	2
53	24
54	17

<b>NUMBER OF HOUSEHOLDS: (cont.)</b>	<b>SELECT NUMBER: (cont.)</b>
55	49
56	27
57	39
58	3
59	48
60	35
61	22
62	10
63	51
64	37
65	64
66	65
67	66
68	28
69	45
70	53
71	25
72	48
73	50
74	39
75	51
76	11
77	12
78	74
79	42
80	9
81	33
82	51
83	69
84	78
85	53
86	19
87	66
88	23
89	17
90	19
91	40
92	11
93	35
94	12
95	41
96	3
97	10
98	25
99	61
100	99

