European Social Survey
Round 8 (2016-2017)

INTERVIEWER MANUAL

Please cite as:
0. Introduction

The European Social Survey (ESS) relies heavily on the interviewers who collect the data. Without good professional interviewers surveys like the ESS cannot be a success. Thank you for being one of those people who put great effort into making the survey a success. This Interviewer Manual is meant for you, as a guide through every step of your fieldwork tasks. The Manual has five main functions:

1. It tells you more about the survey that you will be working on.
   - Chapter 1, ‘About the ESS’
2. It outlines your tasks before you visit the respondents.
   - Chapter 2, ‘Preparing for ESS interviews’
3. It gives you some strategies for convincing respondents to participate in the ESS.
   - Chapter 3, ‘Doing some doorstep tasks’
4. It explains how to conduct a good ESS interview.
   - Chapter 4, ‘Conducting a good ESS interview’
5. It explains exactly how to report on your experiences.
   - Chapter 5, ‘Reporting’

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A MESSAGE FROM THE ESS DIRECTOR

Dear interviewer,

In democratic countries it is very important that everyone’s views are clearly heard and surveys like the European Social Survey are one way in which we can do this. How we think, feel and behave in regard to issues such as trust in our politicians and institutions, immigration, ageism, health, welfare, climate change and similar topics is critically important. It is also good for us to know how others think and for our politicians to understand public opinion too. In addition by comparing ourselves to those in other countries we can understand our neighbours more clearly and improve our own society by working out what works and does not work elsewhere.

I would like to thank you in advance for your work on the ESS. I know that interviewing is a hard task requiring excellent persuasion skills to encourage people to take part and great discipline in asking the survey in the same way each time and in the same way as every other interviewer. Your professionalism and commitment to the European Social Survey is greatly appreciated and I wish you every success.
1. About the ESS

1.1. Timing and topics

The ESS collects information on people’s attitudes, beliefs and behaviour patterns in many European countries. It does so every 2 years in order to measure stability or change over time. Subjects covered in the ESS questionnaire include participation in society, religious and political beliefs, and – specific to the upcoming eighth round – welfare as well as climate change and energy. The broad range of topics in the ESS can be seen as a real strength, allowing you to tailor your introduction to potential respondents by mentioning particular topics you think might be of interest to them. And, because most of the questions are about attitudes, there is no need for respondents to look up documents, check facts and so on. There are also no right or wrong answers for those questions.

1.2. Use of ESS data

The ESS aims to meet the highest methodological standards. In order for the data to be optimally 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 quality of the data gathered in ESS Round 1 to Round 7 therefore has a strong and positive international reputation. The data have been used by the European Commission, national governments, policy analysts, think tanks, politicians, journalists as well as academics and students. They are also of interest to the general public and they contribute to social history because the ESS data will allow future analysts to discover what people thought and felt about the major social issues of today. The ESS will thus provide a unique long-term account of the social development 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. As of March 2016, there were more than 91,000 registered users of the ESS data. The highest number of users are in Germany, Belgium and the UK. In Ireland, there are 1464 registered ESS data users.

1.3. Participating countries

In 2013, the European Social Survey (ESS) became a European Research Infrastructure Consortium (ERIC). The ESS ERIC is hosted by the UK with its headquarters at City University London. Other institutions that are part of the Core Scientific Team behind the ESS are GESIS – Leibniz-Institute for the Social Sciences (Germany), the University of Leuven (KU Leuven, Belgium), the Norwegian Centre for Research Data (NSD - Norwegian Centre for Research Data, Norway), the Netherlands Institute for Social Research (SCP, The Netherlands), the University of Ljubljana (UL, Slovenia) and the Universitat Pompeu Fabra (UPF, Spain).

The Member and Observer countries of the ESS ERIC contribute to many of the costs of the survey. Apart from these Member and Observer countries, Guest countries can participate as well. In Ireland the national costs are met by Irish Research Council. The following countries will participate in ESS Round 8 (information as of June 1st 2016):
1.4. **Respondents within Ireland**

Within each country, all residents aged 15 or older who live in a private household are eligible for participation in the ESS. The Ireland sample is drawn based on Geodirectory which is a database of all addresses in Ireland. The sample is random probability sample selected by Dr Dorothy Watson from the ESRI using the Geodirectory. For the upcoming round, 480 sampling points and 4800 addresses have been selected. Note that everyone living in Ireland is eligible for the survey, not only citizens.

**National coordinator for the project**

Dr Brendan O’Keeffe  
National Coordinator for Ireland  
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2. Preparing for ESS interviews

2.1. Sending advance letters

An advance letter should be sent to each selected individual address. Respondents prefer having an advance letter, which provides them with advance notice so you can avoid a completely ‘cold call’.

It is a good idea to post the advance letter to arrive two days before you plan to make your first visit (you may find it helpful to note the day of posting on the contact form). If you ‘stagger’ your mailings to correspond with your planned schedule of visits in this way, and if you use a large envelope with a hand-written address, it is more likely that respondents will remember receiving the letter.

Keep copies of the letters with you when you go out into the field, so that if the selected person has not received or does not remember receiving the letter or if he/she has lost it, you can leave a copy behind. It is important to do this in case the respondent wishes to contact the office after you have left.

2.2. Notifying the Gardaí

It may be useful to notify the local police station in the area where you will be working. It is reassuring for elderly or suspicious respondents to be told that the police know about you and the survey, and that they can check with the police station.

You should complete a copy of the Gardaí Notification Form (giving details of the survey organisation, interviewer number, area to be worked in, car registration number, start and end date of fieldwork etc.) that has been included in your supplies. Attach a copy of the advance letter for respondents to the form and hand it in to the police. You might try to see if it is possible to record these details in a notebook at the station desk. For your own records, you should make a note of the name of the officer to whom you speak and the date of your call so that, in the event of any query or complaint to the police, you have the details you need.
2.3. Planning your visits

A high response rate is essential in order to ensure that the people interviewed in the ESS accurately represent the population. 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. We therefore have a target minimum response rate of 70%, and strict contact rules (see box on the right) are in place to help achieve this. As an ESS interviewer, you must attempt to make contact with every address in your assignment in compliance with these contact rules.

Some other strategies to help achieve a good response rate are as listed in chapter 3.5., and:

- Call the Field Department team before you return any incomplete or untraceable addresses. They may be able to help you locate ‘hard to find’ addresses.
- If the person selected for interview proves hard to contact, breaks appointments, etc. (see list of outcomes in the box on the right), keep on trying to persuade them 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 they will not be available until after the fieldwork (due to holiday, illness, etc.).
- If you have obtained a ‘hard’ refusal, complete the contact form including the N-questions and return it to the survey organisation. Depending on the circumstances, another interviewer may be asked to try and convert the person who refused.

**CONTACT RULES**

Unless you have registered a final contact code (e.g. interview completed, language barrier, moved abroad, hard refusal, deceased), you must:
- make a personal visit on at least four different occasions,
- spread across at least two weeks (and preferably across the entire fieldwork period),
- at different times of the week: at least once in the evening (after 6PM) and at least once at the weekend.

**WHEN TO KEEP TRYING**

If you were unable to conduct an interview during a visit, you should plan another visit if:
- you did not make any contact at all (Q5 answer 6 in the contact form);
- the respondent was temporarily unavailable (Q6 answer 5);
- the respondent had a short-term illness (Q6 answer 6);
- you obtained a refusal that was not hard (see Q6 answer 2, 3 and 4);
- the respondent has moved within the area in which you interview (see Q6 answer 11).

If you have made an appointment (Q6 answer 1), make sure to follow up on it.

**Record every contact attempt in the ESS contact form.** The instructions for this are in chapter 5 of this Interviewer Manual. Remember that the ESS allows you to plan your visits not necessarily in the order that they are listed, but to group them in such a way that you can visit multiple addresses that are close by or which you can combine with work on other surveys. It is always best to plan your first visit during daylight hours to comply with the guidelines for collecting observable data.
3. Doing your doorstep tasks

3.1. Locating the address and assessing the home and neighbourhood

Once the fieldwork has started, you can start making contact attempts. **All first contact attempts for the ESS must be face-to-face.** If you are having trouble locating an address, and have access to the internet, websites such as ‘Google maps’ (http://maps.google.com) may be of use. You will be provided with address coordinates and the Eircode.

In the vast majority of cases (i.e., in all cases except for invalid addresses), **during your first visit, you should report on neighbourhood and home characteristics** using the last five questions on the contact form. Even if you receive a refusal before you get to make your first in-person visit, you should still visit the address to fill out this form. The instructions for filling out this form are in chapter 5 of this Interviewer Manual.

If you manage to make contact with anyone at the doorstep or through the intercom, always **check whether you have the right address.**

3.2. Selecting the household

Details on how to select households within addresses (questions A1-A4 on the contact form).

3.3. Selecting the respondent

**WHAT IS A ‘HOUSEHOLD’?**

A household can be:
- one person living alone,
- a group of people who share the same address as their main residence and share the living accommodation,
- a group of people who share the same address as their main residence and share at least 1 main meal a day.

**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.

Once the correct address has been found, you must determine which person to interview. On each occasion where there is more than one person aged 15 or older living in the household, you must use a random selection procedure to choose one person to interview (as instructed on the contact form). Always **try to explain and do this selection procedure inside the home**, rather than on the doorstep. There is no need yet to give all the relevant information about the ESS at this time; Try to keep that information for the selected respondent only.

Note that a **household is not only defined as a traditional family unit.** The definition used for ESS is broader, as shown in the text box ‘what is a household?’.
Questions B1-B4 on the contact form will help you to select the individual within the household for the 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. Never take this information from those aged under 18, unless only people under 18 are living in the household – in that case, ask the oldest person living there. Before filling out questions B1-B4, explain that you have to ask a few questions to make sure you interview someone selected randomly, so as to get a true picture of the views of everyone in the country. Try to make the person giving the information feel that he or she is helping.

For question B2, you must find out how many persons aged 15 or over are living at the household.

Selection of the individual for interview in the household. In line with ESS specifications, one person aged 15 or over is selected for interview in each household, using a random procedure such as the 'last birthday' rule.

Once a random selection has been made, no substitute can be taken, even if there is another eligible person there who is available and willing to be interviewed.
3.4. Introducing yourself

When interacting with a potential respondent, always remain friendly, cheerful and interested. Speak clearly and not too quickly (particularly if speaking over an intercom). Try to keep talks over the intercom as short as possible, because they make it easier for a respondent to quickly dismiss you. Ask for face-to-face contact so you can show your identity badge.

**EXAMPLE: INTRODUCTION AT THE DOOR**

Hello, my name is Sarah Keane. *(show badge)*

I work for Amárach Research and I am here to talk to you about a national survey called the European Social Survey. Can I just check that this is address?

You may remember receiving this letter to tell you that you have been selected at random for an interview to help represent the opinion and attitudes of everyone living in Ireland. *(show advance letter)*

I would like to give you some more information about your participation in the survey. Perhaps we can discuss this inside.

Introduce yourself by showing your identity badge, refer to the introduction letter, check whether you are at the right address and briefly state the reason for the visit. Checking whether you are at the right address is important because you can only interview the selected respondents, but it will also show that you have come especially for the respondent, instead of going door to door for instance to sell things. Keep copies of the advance letter with you when you go out into the field, so that if the selected person has not received or does not remember receiving the letter or if he/she has lost it, you can leave a copy behind. It is important to do this in case the respondent wishes to contact the office after you have left.

Always introduce the survey to the selected respondent, not to a third person (the ‘gate-keeper’) who happens to open the door. Reassure the gate-keeper by showing your identity badge and briefly state why you wish to speak with the respondent. Emphasize that the interview is intended for the respondent only and ask to speak with them or, if they are unavailable, when you might be able to reach them.

While at the doorstep, try to be as general and brief as possible. Your only goal for now is to say who you are and why you are there so you can be invited in. Once this has been done, go inside the potential respondent’s home to start the process of obtaining cooperation.

3.5. Obtaining cooperation

So far you have checked whether you are at the right address and if the eligible person to be interviewed lives there, you have explained who you are and why you are there, and you have suggested to go inside so you can give some more information. Your next task is to persuade the potential respondent to participate. Some of the suggestions above clearly also apply to the process of obtaining cooperation. Keep in mind these rules of thumb:

Be friendly, cheerful and interested. It always helps to make a connection, for instance by commenting on a lovely garden or cute pets.
Speak clearly and not too quickly. Remember that you have tried to persuade respondents many times before, but the potential respondent is not so familiar with the ESS or with being asked to participate in a survey. Even though you may have been confronted with refusals before, assume that the respondent will naturally want to participate. Try to avoid saying things that suggest that persuading respondents to participate is a big challenge. Avoid asking any questions that can easily prompt a negative answer, such as ‘can you spare a few minutes?’. This makes it easier for the respondent to say that they don’t want to take part at all and after you have obtained such a direct refusal, coming back and trying again will be much more difficult. If you put the respondent on a track of giving information or positive answers, they are more likely to continue doing so.

Do not give up too easily, but try not to be too pushy either. If you sense a target respondent is going to refuse or they suggest this is a bad time, withdraw quickly and politely and call back later. It is better to obtain an appointment than a refusal! When making an appointment, ask for the respondent’s phone number (ideally a mobile). Do your absolute best to keep to any appointment made.

Other than these suggestions, we cannot give you one strategy that will work for all respondents. This is because tailoring is essential in this phase. Always adapt what you say to the potential respondent that you are talking to, because different people find different things important when deciding whether or not they want to take part in the survey. Find out what is important to the person you are talking to and emphasize those factors. Minimize the negative factors and emphasize the benefits of participating. The examples in the box below can help you react to some possible initial reactions of reluctant respondents.

**EXAMPLE: THE ‘IGNORANT’ RESPONDENT**

Respondent: I don’t know anything about things like politics.

You: The survey is about what people think about a number of issues, from watching TV to immigration. It is about your opinion and it does not require any special knowledge.

**EXAMPLE: THE BUSY RESPONDENT**

Respondent: It has been such a busy day; I don’t have time for this.

You: I understand that I have come at a bad time and that you are busy, but it is important that we also learn about the opinions of busy people. Let’s make another appointment; I can adapt to your diary. The main thing for us is that you take part.

**EXAMPLE: THE REPLACER**

Respondent: Can’t you ask my neighbour? She would love to participate because she’s very interested in these things and she is rarely busy.

You: For our study, it is important to hear your own opinion. You have been selected at random. Using this technique means that everyone has an equal chance of taking part in the survey. This study will only reflect everyone’s opinion if different types of people take part. That is why we can-not substitute you with your neighbour. The results of our study would be very biased if we only interviewed people who are very interested in the topics that we consider and who have a lot of free time.
EXAMPLE: THE CONCERNED RESPONDENT

Respondent: I don’t want anyone to know my answers.

You: After all the interviews have been completed, everyone’s answers are combined to build up a general picture. It will be no longer possible at that stage to know which answers came from you and you cannot be identified from the data. I can assure you that any information you give us will be treated as strictly confidential.

EXAMPLE: THE RESPONDENT WITH SPECIFIC CONCERNS

Respondent: I am far too old to take part in this.

You: It is really important for us to learn about the opinions of all groups of people, young and old, male and female. Your opinion is just as important as anyone else’s and we would really appreciate it if you would consider taking part in this study. This is an excellent opportunity for you to have your opinion heard.

The respondent: I am not allowed to express my opinion on such topics because of my job.

You: We would like to hear your opinion as a citizen. The information you provide is completely anonymous.

3.6. Working with incentives

There is a €10 incentive for every completed interview. Interviewers will issue the incentive and get respondents to sign the incentive received sheet. We need the incentive sheet signed for accounting purposes.
4. Conducting a good ESS interview

4.1. Information to provide before you start

When a respondent has agreed to cooperate, remember that the interview can only take place face-to-face. **Telephone interviews are forbidden.** Choose a seat where the respondent cannot see the questionnaire, and then provide the following information:

Highlight that the respondent’s name and personal details will be treated as strictly confidential, and that all responses will be anonymous.

Explain that the interview should take around an hour to complete.

Then point out that at some questions, the question and possible response options will be read out to the respondent; at others the question will be read out and the respondent will be asked to choose their answer from a showcard.

**Hand all showcards over to the respondent** before you start.

Only start the interview when you have answered all of the respondent’s questions.

To ensure that the ESS is in line with European and Irish laws and directives on data protection, the following points need to be conveyed to respondents.

*Participation in the European Social Survey is voluntary.*

The data will be stored at and made available from the ESS Data Archive, which is currently located at NSD - Norwegian Centre for Research Data. The data will be released for statistical purposes only.

NSD - Norwegian Centre for Research Data takes all necessary steps to make it impossible for any user to directly identify any of the respondents.

[The full address of the Data Archive, which is: Harald Hårfagresgt, 29, 5007 Bergen, Norway.]

4.2. The ESS interview: structure and time required

The ESS survey consists of three elements: (1) a set of question modules on different topics (which includes a set of test questions for methodological tests) followed by (2) a small number of test questions which are variations on the test questions which were asked earlier in the interview and (3) a short ‘interviewer questionnaire. The first two blocks are to be answered by the respondent during the CAPI personal interview while the final block of questions is to be answered by you. The structure of the full questionnaire is summarised in the table below.

If you are an experienced interviewer for the ESS, you may recognise sets of questions. That is because the questions asked for the ESS are part of either a core module or a rotating module. Core modules are repeated every round, while the rotating modules change across rounds.

The full interview should take approximately one hour. An interview will only be considered complete if all sections have been attempted, up to and including question F27. **If there are any serious gaps, we will not be able to use the interview.** Note that partial interviews should not be planned; they can only be the result of unforeseen circumstances that have broken off the interview. In those cases, always try to go back to the respondent to complete the questionnaire.
<table>
<thead>
<tr>
<th>Type</th>
<th>Q#</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>A1 – A6</td>
<td>Media use; internet use; social trust.</td>
</tr>
<tr>
<td>Core</td>
<td>B1 – B43</td>
<td>Politics, including: political interest, trust, electoral and other forms of participation, party allegiance, socio-political orientations, immigration.</td>
</tr>
<tr>
<td>Core</td>
<td>C1 – C44</td>
<td>Subjective wellbeing, social exclusion, crime, religion, perceived discrimination, national and ethnic identity, test questions (continued in section I), refugees.</td>
</tr>
<tr>
<td>Rotating</td>
<td>D1 – D32</td>
<td>Climate change and energy, including: attitudes, perceptions and policy preferences.</td>
</tr>
<tr>
<td>Rotating</td>
<td>E1 – E40</td>
<td>Welfare, including attitudes towards welfare provision, size of claimant groups, attitudes towards service delivery and likely future dependence on welfare.</td>
</tr>
<tr>
<td>Core</td>
<td>F1 – F61</td>
<td>Socio-demographic profile, including: household composition, sex, age, marital status, type of area, education &amp; occupation of respondent, partner, parents, union membership, income and ancestry.</td>
</tr>
<tr>
<td>Core</td>
<td>Section H</td>
<td>Human values scale.</td>
</tr>
<tr>
<td>Core</td>
<td>Section I</td>
<td>Test questions.</td>
</tr>
<tr>
<td>Interviewer questionnaire</td>
<td>Section J</td>
<td>Interviewer self-completion questions.</td>
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</table>

4.3. The ESS rules for standardised interviewing

The ESS adheres to the principles of standardized interviewing. The goal of standardized interviewing is that differences in the answers of respondents reflect differences between respondents’ attitudes and behaviour rather than differences in how they were asked the questions or how their answers were recorded. The role of the interviewer is key to achieving this. When interviewers behave differently, in terms of how they ask a question, react to the respondent, provide unscripted guidance, or record the respondent’s answer, ‘error’ is introduced to the data. This can affect the results of the survey. It is therefore important that you conduct the ESS interviews according to the ESS instructions below. These rules may differ from your usual approach for other projects or from your gut feeling about administering questionnaires, so please pay close attention.

At the start of the interview, follow the three rules below so that all respondents are interviewed in similar circumstances. They should all receive the same introductory information, they should all be in a situation in which they can focus on the questions being asked without being influenced by anyone else, and they should only receive a spoken ‘stimulus’ (i.e., they should not be able to read along).
THE ESS RULES FOR STANDARDISED INTERVIEWING: AT THE START

1. Never start the interview before you have given all essential information (see 4.1) and you have answered any queries the respondent may have. The essential information should be repeated even if you have already explained (parts of) it at the doorstep. Make sure the respondent has all the showcards before you start (but NOT a copy of the questionnaire!).

2. Choose a proper seating arrangement so the respondent cannot see tablet screen. Make sure this remains so throughout the interview.

3. The interview should take place in a quiet environment with as few distractions as possible. If at all possible, only you and the respondent should be present in the interview setting. If someone other than the respondent is present, always explain that it is best for the respondent to be interviewed alone and try to come up with a solution such as going to another room or even rescheduling.

Not only should the ‘stimulus’ always be spoken, it should also be highly similar across respondents in many other ways. Consider the pace, for instance: rushing the respondent clearly has to be avoided, but an over-deliberate approach would be equally wrong. All respondents should hear the entire question and they should be confronted with possible answers appropriately. The rules on reading questions which all interviewers must follow are listed in the box below.

THE ESS RULES FOR STANDARDISED INTERVIEWING: READING QUESTIONS

1. Questions should be read exactly as written in the questionnaire, i.e. you must not skip or change words. This helps to ensure that all respondents are asked exactly the same question. Where introductions to new blocks of questions are provided these must always be read to respondents; other than that, the respondents must not be made aware of transitions between blocks.

2. The questions should be read clearly and at a slightly slower than conversational pace. Respondents should have sufficient time to think and answer each question.

3. Whenever a question begins with CARD X, ensure that the respondent has the correct showcard in front of them. The answer options on the showcard should generally not be read out by you, unless stated otherwise in the questionnaire.

4. Never make assumptions about the respondent’s answers, e.g. by skipping a question or starting a question with “I know this probably doesn’t apply to you, but…”. This sort of phrase could influence the respondent’s answer.

5. Before accepting the respondent's answer, ensure that the respondent has heard the entire question. This is important for helping to ensure that all concepts in the question are being considered by the respondent. If the respondent interrupts you before hearing the whole question, the question should be repeated to ensure the respondent hears it through to the end. This helps to ensure that all respondents hear exactly the same question, including the same response options.

6. Where response options appear in brackets, these should NOT be read out to respondents. For example, “don’t know” should not be read out to respondents. This code should only be used when the respondent says “don’t know”.

7. If you repeat a question, re-read it in the same words, i.e. as it appears in the questionnaire. Do not try to re-phrase the question.

8. If the respondent asks for repetition of response options, repeat all response options.
Once you’ve read a question, ideally you immediately obtain an answer. However, in some other circumstances you will need to react to what the respondent says or asks. For instance, throughout the questionnaire there are 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, however tempting that may be. The phrases used are intended as general ones. When respondents ask you to clarify a specific term, such as “European unification” (B37), please again refrain from giving your own definition. This is reflected in the rules about reacting to responses that are included in the text box below.

In general, some respondents may be eager to give their opinion on the topics of the ESS questionnaire, whereas others may not have given these topics a lot of thought before and may be unsure about certain terms in the questions. As a result, there is a threat of considerable variation in the way different interviews are conducted: with some respondents you could end up in a philosophical discussion or a political debate, while with other respondents you may be tempted to give your own interpretation of the questions. Such variation is to be avoided. In addition, of course you have your own opinion too, but it is obviously not helpful if you show this as this may introduce serious bias in the results. These are all reasons why you should always follow the rules below to make sure that all respondents are interviewed in a similar way.

THE ESS RULES FOR STANDARDISED INTERVIEWING: REACTING TO RESPONSES

1. Remain neutral in your reactions to the respondent’s answers and to the questions, i.e. take care not to sigh or laugh when reading the question, and never agree or disagree with respondents’ answers. This is important for helping to ensure you don’t influence the respondent’s answer and that the respondent continues to feel comfortable to express his or her views throughout the survey.

2. Do not give definitions of terms within a question if requested by the respondent (unless explicitly stated in your instructions); instead simply offer to repeat the question, and tell respondents that they should answer in terms of whatever they understand by the phrase. This helps to ensure that all respondents are asked the same question and they are not being given different definitions of terms. If some respondents cannot answer the question as posed, a ‘don’t know’ code is acceptable; then you just move on to the next question.

3. In general, if the respondent says “don’t know” or refuses to answer, accept this and move on to the next question. At sensitive questions, try and gently reassure the respondent that everything they say will be treated in strict confidence. If they still refuse, code this as a refusal.

4. If the respondent appears to contradict what he or she said earlier, accept this and move on to the next question.

5. The interviewer should never interpret an answer onto a scale. For numeric scales, the respondent should always be asked to provide the number themselves. It is important that the answers that are coded are those given by the respondent (rather than the interviewer’s interpretation of the respondent’s answer).

6. If the respondent starts to elaborate on their answers, digresses or attempts to engage you in conversation, try to get back to the ‘regular’ pace of asking questions and obtaining answers. Use neutral feedback such as silence, or say “that’s very interesting and we could talk about this after the interview, but it’s best if we move on with the other questions now.”
Your final task is to take down the answer. Note that almost all questions have explicit refusal codes (7, 77, 777, etc.) which should be used when appropriate. DO NOT just leave the question blank, or use any other code when the respondent refuses to answer. Similarly, if a respondent does not know the answer to a question you may not just skip the question. If there is no explicit code for this, then record ‘don’t know’ in CAPI questionnaire. We need to know whether respondents refuse directly or cannot answer particular questions.

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 recorded in the CAPI program. 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.

If a respondent breaks 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).

4.4. Administering the questionnaire: in detail

The ESS Round 8 briefing session includes you going through the whole interview questionnaire using the ‘example briefing interview’. This section provides details about particular questions where a little more explanation may be useful to you. This should help you to respond to most questions that respondents may ask you during the interview. The question number or variable name is listed in italics on the left of the page.

A general note regarding the administration of the questionnaire: it is very important that respondents use all relevant showcards throughout the interview.

START DATE / TIME At the start of the questionnaire, you should record the date and time. The end time is to be added at the end of the main questionnaire.

MEDIA USE

This question asks respondents about the amount of time spent ‘watching, reading or listening to news about politics and current affairs’. Respondents are asked to respond in ‘hours and minutes’. If respondents give an answer such as ‘a quarter of an hour’, ‘an hour and a half’, etc., this should be entered in the required format, i.e. ‘00 hours and 15 minutes’, ‘1 hour and 30 minutes’, etc. It is important that you enter 00 00 if respondents report no time is spent to avoid the response being treated as missing data. In addition, please make sure to report hours in the box HOURS and minutes in the box for MINUTES.
A2/A3 If respondents query whether they should answer about simply being online (connected) or actively using the internet, please do NOT provide clarification. Simply read the question again and say it is up to the respondent to choose how they answer. A3 is another open question whereby respondents are asked to respond in ‘hours and minutes’. If respondents give an answer such as ‘a quarter of an hour’, ‘an hour and a half’, etc., this should be entered in the required format, i.e. ‘00 hours and 15 minutes’, ‘1 hour and 30 minutes’, etc.

VOTING & POLITICAL BEHAVIOUR

B13 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.

B17 The organisations or associations that are meant include any that try to improve things in Ireland, help prevents things from going wrong or from serious problems arising. It does not include political parties or action groups as these are covered by the previous item (B16).

COMPLEX ROUTING IN SECTION C

C31/C32 Respondents are asked for the month of their birthday in order to decide which set of questions they should be asked. Code them appropriately at C32 and follow the routing instructions to determine which question to ask next (C33, C36 or C39).

ATTITUDES TO IMMIGRATION

C33- Take care to remember to read the introduction before the relevant question (C33, C36 or C39). It is particularly critical here that you check that the respondent has the correct showcard in front of them. These questions are about immigration and could be sensitive for some respondents. If anyone seems reluctant to answer please remind them that the data will be anonymised and reassure confidentiality.

C35/C36-C38/C39-C41 These questions should be asked to ALL respondents, including the introduction before C42. These could also be sensitive for some respondents. If anyone seems reluctant to answer please remind them that the data will be anonymised and reassure them about confidentiality.

SECTION D – ATTITUDES TO CLIMATE CHANGE AND ENERGY USE

D4-D10 Respondents are presented with a list of different energy sources and asked to say how much electricity used in Ireland they think should be generated by each source. There are some complex terms in these questions, which some respondents may not be familiar with. If queried, do not provide further clarification of any terms, unless explicitly
mentioned in an interviewer note. If respondents spontaneously say they have never heard of a particular energy source, a hidden code ('I have not heard of this energy source before') should be used.

D20-D21 These questions are identical to help keep routing less complicated. Respondents would only ever be asked one of these and you should follow the routing provided.

SECTION E – ATTITUDES TO WELFARE

E3 It is likely that some respondents will need to guess here. If a respondent says ‘don’t know’, please remind them to give their best guess.

E9 It is essential that the introduction before E9 is read out. The introduction gives a description of what is meant by social benefits and services. Take care not to give any further clarification or examples but if necessary you can repeat the definition given here.

E19 Refer back to C31 to check the respondent’s month of birth and re-enter this at E19. It is important to then code them appropriately at E20 and follow the routing instructions to determine which question to ask next (E21, E24, E27 or E30). Bear in mind that the coding at E20 will be different to C32 as there are four groups here rather than three.

E21-E32 Respondents will be asked a different set of questions depending on the code given at E20. It is important to read the full introduction before the set of questions. These questions may be sensitive for some respondents. If so, you should reassure them that their answers will be treated confidentially.

E33 It is important to remember to read out the introduction before E33. The rest of section E (E33 onwards) should be asked to all respondents.

E33-E37 These are quite complex questions requiring respondents to make various ‘trade-offs’ and make an overall judgement. Take care to read the questions exactly as they are written and give respondents extra time to think if necessary.

E36/E37 For these questions, there are a number of bullet points presented in a box at the top of the showcard to describe particular schemes. You should read the full list of bullet points before pausing to allow respondents to consider the points. Respondents are then asked to choose an answer from the options at the bottom of the card, which you should not read out. At E36 if respondents ask whether the question is about a specific national scheme under discussion the interviewer should remind the respondent to answer the question based on the information provided in the question.
E39  For respondents who say they have never worked, or they are no longer working and not looking for work (for example if they are retired), there is a hidden code that should be used.

HOUSEHOLD GRID

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 at QB2 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
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. Ensure that the respondent is answering “this person is my...”

LEGAL ‘MARITAL’ AND PARTNERSHIP STATUS

F6 & F11  F6 aims to measure the LEGAL status (or otherwise) of the relationship between the respondent and the partner they are currently living in the household. We want to measure how the relationship is viewed under the law of Ireland.

F11 aims to measure the LEGAL marital status of the respondent under Ireland law. It is only asked to those NOT currently living with a partner and those who are cohabiting (whether or not this is recognised in law) but do not have any other legal status. So respondents who are cohabiting are asked to specify their legal marital status that may stem from a previous relationship. If the respondent is unsure, accept their best guess.

At F11 the interviewer instruction ‘priority code’ is used. 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), you should code this as 01.

All respondents should answer questions about their marital status based on what is legally recognised in the country of interview. For example, if a respondent is in a civil partnership in the UK (where this is a legally recognised status) but are being interviewed in Cyprus (where it is not legally recognised) they should answer using the codes that best reflects their legal marital status under Cypriot law. If the respondent is unsure then accept their best guess.
HIGHEST LEVEL OF EDUCATION

F15, F44 F15 (and any other country specific follow-up education questions for the respondent / partner / parents) records the highest level of education the respondent has successfully completed. ‘Successful completion’ occurs when either: 1) a formal certificate is issued after an assessment indicating that the course has been passed; 2) a course or period of education is fully attended but no certificate is ever issued or 3) 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).

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 you could consult the list of common foreign qualifications provided to you. Only when this is not possible should you use the ‘other’ code. If this has to be used record the qualification on the questionnaire as it may be possible to recode this later in the office.

YEARS OF EDUCATION

F16 ‘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.

ECONOMIC ACTIVITY

F17a-F17d F17a 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 F17a. Remember to probe respondents to find out if any others are relevant by asking ‘Which others?’ All economic activities that a respondent has undertaken in the last seven days should be recorded.

At F17c, 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.

F17d is an interviewer code and should not be asked to the respondent. If F17c was answered copy the code to F17d. Otherwise copy the code from F17a. This item is used for routing later in the questionnaire. Ensure there is always only ONE code circled at F17d.
The following notes explain the categories at F17a more fully:

Code

1. **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 away temporarily 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.

2. **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.

3. **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.

4. **Unemployed, wanting a job but not actively looking for a job**

   Include here any respondents who are 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.
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.

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.

In community or military service. Note that 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).

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.

Other is not on the show card. It covers anyone who does not fit into any of the 8 categories on the card.

The following notes explain the categories at F17c more fully. Please note the criteria for coding at F17c will differ from at F17a because we are now asking for main activity. The differences are underlined in the text below.

Code

1  **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 away temporarily 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, 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.

2 **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.

3 **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.

4 **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.

The remaining four categories cover those members of the population who are generally considered to be economically inactive.

5 **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.

6 **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 should still be recorded 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.
7 **In community or military service** Note that 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).

8 **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.

9 **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.**

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**F21** 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 business; 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.

**F31-F34a** Occupation Question Sequence

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 and each has its own code. You must therefore probe for the full job title as well as the exact type of engineering performed.

**F31** We are asking the industry question first because finding out the ‘kind’ of business or industry is crucial to coding the job in sufficient detail. Try to establish this as clearly as possible. The name of the company will not be
sufficient, nor will the product itself, for instance ‘vehicles’ could mean a production plant, a car dealership/showroom, a seller of used cars, a van hire company, or a car importing business.

F32

We wish to record the type of organisation that the respondent does / did work for. The question seeks to identify the sector they work in. The main distinction we are looking for here is whether the job is in an environment where the ownership or funding or comes from some part of the public sector, understood as central or local government, even if this is dispensed through some third party, such as a funding council or some arms-length organization. Where a sector may have complex inter-relationships between public and private management, get the respondent to focus on their own employment situation. So someone providing outside catering or cleaning services to a hospital or school is in the private sector even if it is a state-funded school.

F33-34a

Respondents are less likely to see the classification of occupations as a problematic or detailed task, so we need you to get as much information as possible. Job titles are a useful starting point but are rarely sufficient. Jobs such as accountant, teacher, nurse, engineer, and labourer can have many different types and be carried out in different situations. Use F34 to probe for as full a description of their work activities as possible, possibly getting them to specify their day-to-day duties.

For F34a remember that we are interested in the training/qualifications that are normally required in order to be able to get or do the job, NOT the qualification level of the respondent as this may be quite different.

HOUSEHOLD INCOME

F41

At F41 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 showcard that enables them to choose between their household’s 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.

ECONOMIC ACTIVITY OF PARTNER

F45a / F45c

See ‘Economic Activity’ notes above for details of codes and probing.
SOCIOCULTURAL ORIGINS

F61 This question aims to measure respondents’ ancestries. Up to two ancestries should be recorded that best describe respondents’ ancestries. If a respondent provides an answer that does not appear on card 77, please record their answer in the space provided. Once the first ancestry has been recorded, probe ‘which other’. If no second ancestry is given, this should be recorded as 555555. If more than two are mentioned, ask the respondent to select two. If the respondent is unable to do this, code the first two ancestries mentioned.

HUMAN VALUES SCALE (SECTION H)

H1/H2 Male respondents should be asked H1 (all questions A-U) and female respondents should be asked H2 (all questions A-U). The showcard is the same whether respondents are male or female.

TEST QUESTIONS (SECTION I)

I1 Interviewers should refer back to C32 and re-enter the same code at I1. It is essential that respondents are given the same code at C32 and I1. You should then follow the routing instructions to determine which question to ask next.

I2-I10 Each respondent will be asked a different set of questions depending on their code at I1. These final few questions are similar to ones earlier in the questionnaire. Respondents should not try to remember their previous answers but should treat them as new questions. It is very important to read the full introductions to respondents and to ensure they have the correct showcard in front of them.

END DATE At the end of the questionnaire all interviewers are asked to record the date and time.

INTERVIEWER QUESTIONS (SECTION J)

You should fill out these questions yourself without consulting the respondent. Your answers to these questions help to give us an idea of how the interview went, and how the respondents reacted to the experience. All questions (J1-J9) refer to the interview as a whole.
5. Reporting

5.1. Filling out the contact forms

5.1.1. Why?

You visit the address you were given, identify the respondent and do the interview. That is the ideal scenario. However, your contact attempts will not always turn out that way. You may find that the respondent is unavailable at the time of your call or is unable to participate, for instance. Whatever the outcome, it is important that you report on every contact attempt that you make, that is, each attempt must be documented. In the end, this will give us a full account of the contact process for each cluster in each participating country. This helps us to

- calculate accurate response rates;
- assess non-response (is it because of noncontact, ineligibility, refusal,...?);
- assess refusal (why do people opt out? what is their gender and age?);
- identify cooperative and reluctant respondents and compare their data;
- monitor fieldwork (who hasn't been contacted yet? who has made an appointment? who is a good candidate for refusal conversion?).

You can check your contact form to see if you have followed the contact rules laid out in chapter 3: does it list at least one attempt in the evening, one attempt at the weekend and do the attempts span at least two weeks?

The contact form can also help you determine whether you should make another contact attempt. This depends on the result and/or refusal code that you have entered.

Always try to obtain a phone number of the respondent or of anyone else who can help you reach them, and write it down on the contact form. It may turn out to be a good aid in making an appointment.

If you find that the respondent is always unavailable at certain moments, the space ‘notes on time’ can help you remember that.

5.1.2. How?

For each assigned case, one contact form should be filled out. From this contact form, it has to be clear who the respondent is, when and by whom contact attempts were made, and what the result of each contact attempt was. For each cluster, make sure you go through all the appropriate questions before closing the form. In addition, always take notes during the respondent selection procedure using the form on the second page.

This page is an essential part of your contact form. It should therefore also be filled out completely and accurately. Fill out the name of the selected respondent on the contact form as soon as you have finished this procedure.

5.1.3. Things to pay attention to

In general, please keep in mind the following:

- Always work under your own ID, which should be the same as the one you fill out on the main questionnaire.
- All contact attempts must be registered. This includes early attempts that do not lead to any contact.
Fill out the contact form immediately upon your contact attempt. If you wait longer, you may forget important information. This will also make sure that your attempts are entered in consecutive order.

Whatever outcome you fill out on your contact form, always fill out the N-questions about the home and its neighbourhood unless the address is invalid.

Check the contact form for completeness and accuracy before you submit it to the survey agency.

There are also a few notes to keep in mind with specific questions on the contact form:

Q3: Fill out the time of the visit using the 24-hour clock. This means: 15:20h, not 3:20 PM.
Q4: Code 4 ‘info through survey organisation’ means that the agency has given you information, such as ‘the respondent has called us to refuse’.
Q5: Code 2 ‘partial interview’ should never be planned: only start an interview when the respondent has sufficient time. If the survey has been broken off due to unforeseen circumstances, use code 2. Then use code 1 for a subsequent visit that has led to a completed interview.
Q5: Only choose ‘no contact at all’ (result 6) if you have spoken to no one at or near the address (except for perhaps a janitor or building manager). If you have spoken to a different household member or to a neighbour who had some information, please choose result 5.
Q5: Only choose ‘address is not valid’ (result 7) if, after consulting neighbours, you are certain that the address information is too incomplete or definitely incorrect, and that not a single home is present at the given address (so: also no caretaker’s flat, for instance). Your survey agency may still be able to help you find the address, so always consult them before giving up.
Q6: Try to avoid choosing ‘other’ (outcome 13). In the majority of cases, a different outcome will apply. Always try to arrange an appointment and choose outcome 1, even if it is a vague appointment such as ‘come back tomorrow’.
Q6: Refusals can only be given by the respondent (outcome 2) or by household members, friends or neighbours (outcome 3 or 4). A building manager or janitor can never refuse: if they do not grant you access to the home, choose ‘no contact at all’ (question 5 result 6) in the previous question.
Q6: For outcome 9, 10 and 11, always try to figure out whether the respondent has moved within the country or abroad. Only choose ‘out of country’ (outcome 9) if the respondent has moved abroad permanently; if they are only away temporarily, choose ‘unavailable until’ (outcome 5) and add a date if at all possible. Only choose ‘unknown destination’ (outcome 10) if you have made efforts and still cannot confirm whether or not the respondent has moved abroad.
Q6: Language barriers (outcome 12) occur when the respondent cannot understand and answer questions in the language that you have been trained to conduct interviews in. In that case, never try to translate the questions yourself. Fill out question 6b and the N-questions, and return the form to the survey agency.
Q8: In case you obtain a refusal, you may list up to 5 reasons for this. Try to be complete. This is a very important variable because it helps us to identify ‘softer’ refusals from respondents who could be approached again.
Q9: Always choose ‘8 Don’t know’ if the refusal was given by someone other than the respondent.
5.2. Reporting on the home and the neighbourhood

5.2.1. Why?

As you know, many respondents in the ESS sample cooperate, but unfortunately, some do not. The ESS uses several strategies to find out whether the group of respondents is different from the group of non-respondents. One of those ways is to compare their living circumstances. For instance, we may find that people living in student houses are less likely to cooperate than people who live in detached homes. This could be problematic because the average person who lives in a student house may well tend to have different opinions than the average person in a detached home. We do not want to leave the opinion of specific groups of people out of our ESS findings. So, if we find a mismatch between the living conditions of the respondents and those of the non-respondents, we can adapt our approach for the next ESS rounds to make sure that the group of people who respond has a composition that is more similar to the entire group of people in Ireland. In fact, we can even adapt our approach during the fieldwork, targeting specific cases to reduce the mismatch.

It is quite difficult for us to find points on which we can compare respondents to non-respondents. The observable data forms are our main source of information so we rely on you completing them correctly for every sampled person, whether or not they respond to the survey.

5.2.2. How?

The form for observable data contains five questions about the home and its environment. It is essential that:

- you answer these questions **once for everyone in the sample**. We require a complete form for all respondents but also for non-respondents and non-contacts. Only invalid addresses cannot be reported on in these questions.
- you fill out the form out **at the beginning of the first visit**. Describe the home before you ring the doorbell. Do not fill out the form again if a colleague has already done so for that address. We need **one form per sample unit**.
- you fill out the form yourself when you are looking at the home **in person**. Never use other means of filling this out, for instance by asking the respondent to describe their home during a phone call. You are the only one who has been trained to evaluate the circumstances and to fill out the form correctly.
In addition, it is always best to fill out the form during daylight hours. You can obviously see better that way, but also the circumstances during daylight hours can be different, e.g., a gate may be open during the day but locked at night. Only fill out the form in the evening if there is no way to do it during daylight hours. So:

- Try to make your first visit during daylight hours. That way you can comply with both instructions: fill out the form during your first visit and during daylight hours.
- If your first visit was after sunset and it was successful, you do not have to go back to fill out the observables form. If you had to pass a locked gate, you can ask the respondent whether the gate is also locked during daylight hours and adapt your answer accordingly.
- If your first visit was after sunset but it was unsuccessful, try going back during daylight. Fill out the observables form during that second visit.

Please follow these specific instructions per question:

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

There are ten types of home to choose from. The subtype of single-unit dwellings contain room for only one household. You should be able to distinguish between five types:

**TYPE 1: Farm.** The building and the land around it are used not only for living, but also for rearing animals and/or growing crops on a larger scale.

**TYPE 2: Detached house.** A detached house shares none of its walls with other buildings. You will see only one mailbox outside.
**TYPE 3: Semi-detached house.** A semi-detached house shares a wall on only one side. You may see two mailboxes outside, two front doors and/or two driveways.

**TYPE 4: Terraced house.** Terraces houses are connected to other buildings on both the left and the right side.

**TYPE 5: The only housing unit in a building with another purpose.** Choose this if one household lives in a building that also contains, e.g., a shop or an office.
Another category is that of **multi-unit dwellings**. These buildings are home to multiple households. You can often derive this from the fact that there are multiple mailboxes outside and/or a doorbell or intercom system with multiple names to choose from.

**TYPE 6: Multi-unit house, flat.** Flats are homes that share multiple walls (left, right, top and/or bottom) with other buildings, at least one of them also a home. Choose type 6 if they can be inhabited by anyone, not just students or those in need of care.

**TYPE 7: Student apartments / rooms.** Type 7 dwellings are rented out specifically to students. They are often smaller flats or rooms. You can ask the residents to be sure.

**TYPE 8: Nursing / retirement home.** Type 8 dwellings are homes specifically for people in need of care, such as elderly people or people with a handicap. You may find a sign outside indicating this.

A final category contains **other dwellings**.
**TYPE 9: House-trailer, boat, (semi-)mobile home.** If the home is a trailer, a boat or other (semi-)mobile home, choose type 9.

**TYPE 10: Other.** Use type 10 only if no other option applies, for instance in case you only see a demolished building, offices, a factory, etc. where no one lives. If you must use this category, be sure to specify what you see in the text field.

**N2. Is there an entry phone system or locked gate/door before the respondent’s individual door?**

1: **Entry phone system.** Choose this category if there is a system in place that requires you to introduce yourself over an intercom at the respondent’s own front door. If the respondent lets you through here, you do not reach another locked front door – you immediately enter the home or a student house with rooms.
2: **Locked gate/door.** Only choose this category if you find a locked gate preventing access to the home. There may be a bell at the gate, but no intercom.

3: **Both.** Choose this category if there is a system in place that requires you to introduce yourself over an intercom before you can reach the actual front door of the respondent (which is probably locked and may again have its own doorbell).

---

**N3. What is your assessment of the overall physical condition of this building/house?**

The physical condition of the home can be any of the following:

1. **Very good:** New or practically new without any apparent construction issues.
2. **Good:** No longer new but hardly any of the problems mentioned below are present.
3. **Satisfactory:** Some of the problems below are present to a moderate extent.
4. **Bad:** The problems mentioned below are present to a larger extent.
5. **Very bad:** The problems below are present in such a way that the home seems dangerous to live in.

Consider the following issues when assessing this question: roof problems (e.g. sagging roof, missing roofing material), problems with windows (e.g. boarded up or broken windows), wall problems (e.g. sloping outside walls, broken plaster or peeling paint), guttering problems and any other issues with the building’s construction and finishing.
The pictures below illustrate these problems in homes that are all in very bad condition.

Examples of problems that can lead you to code 'bad' or 'very bad' condition

The fourth and fifth question are about the area around the building. Consider only the space in front of the building (e.g., the house or entire apartment building) plus about fifteen metres on each side. Fifteen metres is the space that about two normal sized houses would take up on each side. The pictures below are examples of the degrees of litter and graffiti might be found in Ireland. You can choose between:

1. **Very large amount**: You notice lots of litter/vandalism, similar to the quantity in the picture example below.
2. **Large amount**: You notice quite a lot of of litter/vandalism, clearly more than in the picture example for 'small amount' but clearly less than in the picture example for 'very large amount'.
3. **Small amount**: You notice some litter/vandalism, similar to the quantity in the picture example below.
4. **None or almost none**: You can hardly notice any litter/vandalism.

Always **compare to the pictures below** to determine whether the amount of litter/vandalism is small, large or very large; NOT to your own opinion or to the rest of the neighbourhood. Note that garbage bags or containers that have been put outside in an orderly manner to be picked up by the garbage truck, should not be counted as litter.
5.2.3. Things to pay attention to

✓ We have noticed that in previous rounds of the ESS, interviewers have often forgotten to fill out all N-questions for each target respondent’s home and neighbourhood. Please make sure that we get complete data for each case in ESS8 (except invalid addresses), even those that chose not to participate. This is very important for the survey.

✓ The quality of the observable information that we get can sometimes go down as interviewers take on more cases. Please keep trying to deliver complete and accurate answers, whether you are reporting on your first or your fifteenth case.

✓ Different interviewers can interpret the categories differently. This is why you were shown pictures during the briefing session, and why this manual also includes pictures. Try to compare the home and neighbourhood that you see to the pictures rather than to your own opinion about what ‘a large amount of graffiti’ is, for instance.
5.3. Returning work

The first ESS interviews can take place on 25\textsuperscript{th} of November 2016 and we aim to have finished all interviews by 11\textsuperscript{th} of March 2017. However, we of course expect you to return data before that end date.

Note that we are obliged to do checks to verify that the data that is returned results from interviews that have taken place in the appropriate circumstances with the selected respondents.

Good luck!

Many thanks for following the instructions above and contributing to the success of the European Social Survey.

In case you have any questions, please contact Mary Mulcahy at 1800505560 and 0862441332.
Appendix. Look-up Table
(For 13-100 Dwelling Units or 13-100 persons at one issued address)

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European Social Survey

ROUND 8 BRIEFING

November 2016

Mary Immaculate College University of Limerick
National Coordinator - Dr Brendan O'Keeffe
Postdoctoral Research Fellow - Dr. Amy Erbe Healy

Amárach Research
Mary Mulcahy, Greg Dulat
TODAY’S PROGRAMME

■ 10.45: Coffee
■ 11:00: Welcome
■ 13:30 – 14:00: Lunch
■ 17:00: End
The European Social Survey is an academically-driven, international survey examining changing social attitudes, beliefs and values within Europe, founded by Professor Roger Jowell and Professor Max Kaase in 2002. The study is time series based and conducted in close on 30 countries. The study is centrally managed; however, it has National Co-Ordinators managing its operation within each distinct country. The European Social Study was awarded the Descartes prize in 2005.

“The intention is not just to provide a snapshot, but, as survey builds upon survey, to develop a unique long-term account of change and development in the social fabric of modern Europe. We aim to improve the consistency and quality of our methods round by round”. Professor Roger Jowell 2005.
THE ESS
IN THE NEWS
Happiness is . . . being over 65 and living in rural Ireland

Analysis of European survey data finds income a ‘significant’ but ‘modest’ factor

Israelis Are Happy, but Long for Community, Study Shows

Still, in a report by the European Social Survey, Israelis are feeling better than the average European.

Britons are second biggest television addicts in Europe

More people in Britain watch three hours of television a day during the week than almost any other country in Europe and many switch off from news and current affairs, a survey has found.
% who think Europe should not allow any immigrants from poorer countries

Switzerland, Sweden, Norway, Denmark, Ireland, Finland, Poland, Germany, Austria, Spain, Netherlands, France, Slovenia, Belgium, United Kingdom, Israel, Hungary, Portugal.

2002 vs 2014
% who (almost) never felt lonely in the past week

- **Employed**
- **Unemployed**

Countries: Lithuania, Hungary, Estonia, Czech Republic, Portugal, France, Spain, Belgium, Ireland, Sweden, Austria, Poland, Norway, Slovenia, United Kingdom, Germany, Denmark, Switzerland, Netherlands, Finland.
THE ESS IN NUMBERS
THE ESS IN NUMBERS

- A biennial survey starting its 8th round in September 2016

- A core questionnaire consisting of 138 questions to chart Europe’s social, political and moral fabric

- 36 countries have participated in at least one round
ESS8 participants:
at least 19 countries

ESS8 special topics:
2 rotating modules:
about welfare, and
about climate change & energy
Almost 350,000 completed interviews since Round 1
2390 completed interviews in IRELAND in ESS7 (2014)
Over 3,000 interviewers active in ESS7
112 interviewers active in Ireland in ESS7
4800 sampling units selected for ESS8 in Ireland
Over 93,000 registered data users (May 2016):

Over 1464 registered data users in Ireland (October 2016)
WHY YOUR STYLE IS IMPORTANT
CONTINUE WHAT WE DID WELL

Last round, we reached the target response rate of 60.7%.
Our response rates have remained reasonably good.
This is good news in comparison to other countries.
CONTINUE WHAT WE DID WELL

- we substantively reduced our noncontact rate between Round 6 and Round 7

**Final non-contact in Ireland (%)**

- Round 6
- Round 7
When you cannot reach a respondent, you should keep trying until two weeks have passed AND you have made at least 6 visits, of which two is in the evening and two at the weekend.

Last round in Ireland, these rules were followed quite well, however there is always room for improvement. We cannot be complacent.
There are big systematic differences between interviewers in interview length.
MESSAGE FROM THE ESS DIRECTOR
MESSAGE FROM THE DIRECTOR

Hello,

I am Rory Fitzgerald, the director of the European Social Survey from City University in London. I am speaking to you today to wish you the best of luck with ESS Round 8. I know that interviewing is a tough job, trying to persuade people using the best of your skills on the doorstep to take part in an hour-long survey and then having to read the questions in a very similar way to all respondents, and the same way across all countries between the interviewers taking part in the study.

It's a tough job and we know that persuading people to take part in particular is difficult in this busy age. So we are relying on your skills and commitment to the project.

The European Social Survey, conducted across 20 or more countries every 2 years, is asking about key topics such as welfare, immigration, climate change and energy, and our democracy as well.

At this critical time, over 80,000 people across the world have registered to use the ESS data and there are already over 3000 publications on these topics.

As we move ahead over the next few months, we will be working with national coordinators and the survey agencies. Thank you for your time, and best of luck.
WORKING FOR THE ESS: STEP BY STEP
WORKING FOR THE ESS
Preparing and planning your visits
PREPARING TO MAKE CONTACT

- **Advance letters**: example in manual (page 5)
- **Notifying the Gardaí**: sample included in the pack
- **Telephone calls**: are not allowed as a first approach method OR description of advance (automated) call system
- **Desk rejections**: If the office informs you that a respondent has refused to participate before you have made your first attempt, you must still make a visit to assess the home and neighbourhood.
- **Packing the appropriate materials**: tablet/paper contact forms/badge/copy of advance letter/copy of leaflet/showcards
HOW TO INCREASE CONTACT RATES

Any suggestions?

➔ The ESS contact rules:

■ Spread attempts over at least two weeks.
■ Make at least six attempts.
■ Make at least two attempts at the weekend.
■ Make at least two attempts in the evening (after 6 PM).

➔ Also:

■ Ask for help (from us, from neighbours, from Google Maps using address coordinates and Eircode given to find untraceable addresses).
HOW TO INCREASE CONTACT RATES

When would you keep trying?

➔ Keep trying when:

■ You did not make any contact at all.
■ The respondent has a short-term illness.
■ The respondent was temporarily unavailable.
■ You’ve obtained a ‘soft’ refusal (bad timing, fears…) or a broken appointment.

➔ See contact form codes on page 1 of your contact form
WORKING FOR THE ESS
Introducing yourself
Who volunteers?
HOW TO INTRODUCE YOURSELF

- State your name and organisation.
- Show your badge.
- Ask if you are at the right address.
- Ask if you are talking to the person in the home whose birthday was LAST and aged over 15.
- Say that you are there because the address has been selected at random to participate in an interview and show the advance letter. Offer to explain everything inside.
- Advance letter not received? Show a copy and say that you will explain everything to the respondent inside the home.
- Always be positive, polite, and dressed appropriately.
HOW TO INTRODUCE YOURSELF

- **Intercom?**
  - Be very brief and ask to talk in-person.

- **Doorman / janitor / building manager?**
  - Be very brief: try to get straight to the respondent.
  - Note: In ESS, if a doorman does not let you through, this leads to ‘noncontact’ on your contact form!

- **Gatekeeper / person who may keep you from speaking to the respondent/household members?**
  - Reassure the gatekeeper with a brief description of why you are there.
  - Be very brief: try to get straight to the potential respondent.

- **Sent away with an appointment?**
  - Write down the precise date and time of the appointment, as well as the respondent’s phone number.
WORKING FOR THE ESS
Selecting the respondent
SELECTING THE HOUSEHOLD

- Establish you are at correct address
- Respondent is the person in the home who celebrated their birthday **LAST**
- This person must be aged 15 years or older
- Parental/Guardian consent form for all 15 year old respondents must be signed
- We cannot substitute the person whose birthday was last with another person as this will lead to respondent bias and bad data
SELECTING THE RESPONDENT

- Take out the contact form.
- Turn to the B-questions.
- Watch the clip and fill out questions B2-B4.
SELECTING THE RESPONDENT

The interviewer has introduced himself to a household member called Mark.

Mark has invited the interviewer to come inside to explain the next step.

The interviewer starts by quickly referring to the advance letter.

That's not really a problem, sir. This is not a quiz, this is not about politics. Sophie's birthday is the 27th of July, and Knut, I think his birthday is in December.
SELECTING THE RESPONDENT

- Did the interviewer do a good job?
  - Not people who are 15 or older ‘in this family’ or ‘in this household’ but just ‘living here’.
  - Knut?
SELECTING THE RESPONDENT

So, just checking. Knut, you mentioned. Is he staying here for a long time? No, he is an exchange student. Oh, I see, yes. My son Rory is in Norway for two months. I see, that must be a very interesting experience for them, both for Knut and your son. When will your son be back actually? In about two weeks. Ok, and can you give your son's birthday as well? His birthday, it was just a little couple of weeks ago. We Skyped, had a nice Skype, and he was off to dinner with some of his new friends. Oh, that's fun.
The ESS definition of a household:

One person living alone, OR people living at the same address and sharing the living accommodation and/or at least 1 main meal a day.

Exclude:
- On holiday / in hospital / away for work or study > 6 months
- People living in institutions

Include:
- On holiday / in hospital / away working < 6 months
- School-aged youngsters at boarding school
- Students in private accommodation
SELECTING THE RESPONDENT

- Remember:
  - Only ask adults for this information (or the oldest household member if everyone is under 18).
  - 13 or more adults? Use the look-up list at the end of the Interviewer Manual
  - NEVER SUBSTITUTE A RESPONDENT!
WORKING FOR
THE ESS
Obtaining cooperation
OBTAINING COOPERATION

■ What works best?
  ■ Be friendly, cheerful and interested. Make a connection: Beautiful garden! Lovely pets!
  ■ Speak clearly and not too quickly.
  ■ Don’t consider it a challenge, don’t make it look like one.
  ■ Avoid questions that can get a negative answer: “can you spare a few minutes?” can create a ‘history of saying no’.
  ■ Bad timing? About to get a refusal? Withdraw & come back later.
  ■ Ask for a phone number when you make an appointment.

■ It’s all about TAILORING
- What are some of the most heard reasons for (temporarily) refusing to participate in the ESS?

- Bad timing: 37%
- Not interested: 14%
- Too difficult: 7%
- Waste of time: 6%
- Waste of money: 5%
- Interferes w privacy: 4%
- Never do surveys: 3%
- Co-operated too often: 3%
- Don't trust surveys: 2%
- Dislike subject: 2%
- Bad experiences: 1%
- Don't admit strangers: 1%
- Proxy doesn't approve: 1%
- Other: 1%
DEALING WITH REFUSALS

It’s bedtime for my children.

I’m too busy for this.
DEALING WITH REFUSALS

It’s bedtime for my children.
I’m too busy for this.

- Acknowledge the lack of time.
- Retreat: never plan a partial interview.
- But try to make an appointment
  - Reverse the argument: we need busy people to participate too.
  - It will only take about one hour, but this goes by quickly because you will support the respondent and you know the questionnaire.
    → Don’t make the respondent responsible for time! E.g., don’t say ‘it will go quickly if you cooperate well.’
I’m not interested in those kinds of things, like politics.
DEALING WITH REFUSALS

I’m not interested in those kinds of things, like politics.

- Reverse the argument: we cannot only reflect the opinion of people who are very interested in social topics. We want the opinion of everyone.

- Point to other topics that may be of interest. [Show easily accessible topics on the leaflet].

- Point to the relevance of the ESS.

- This is a unique opportunity to share their opinion.

- Most people end up enjoying their participation in the survey.
I don’t know anything about those things. Can’t you ask my sister? She’s smarter.
DEALING WITH REFUSALS

I don’t know anything about those things.

- The survey is about what people think about a number of issues. It is about your opinion and it does not require any special knowledge.

- Show the leaflet to illustrate how the questions do not ask for facts but for opinions.
Can’t you ask my sister?  
She’s smarter.

- We need to select people at random because we cannot interview everyone.

- Everyone has an equal chance of taking part in the survey. Only if everyone who is selected participates, can we get a representative picture of the whole country.

- Substituting you with someone else would bias the results.
What good would it be to answer these questions? It’s just a waste of time.
DEALING WITH REFUSALS

- Acknowledge that the respondent’s time is precious. → see ‘lack of time’ arguments.

- Emphasise the use of the survey:
  - Over 90,000 people across the world are using the data, including government employees who use the data to inform their policy.
  - This is an exceptional opportunity for the respondent to voice their opinion.

- Emphasise the importance of the respondent’s participation: only when he/she participates, are people like him/her represented.
Those kinds of things are private. It’s nobody’s business how often I watch the news.
DEALING WITH REFUSALS

Those things are nobody’s business.

- Consider this a request for reassurance, not ‘being difficult’.
- Reassure:
  - Responses will be treated as strictly confidential.
  - It will be impossible afterwards to discover what the respondent’s specific replies were.
  - Publications using the data only give a general picture in which all answers are combined.
  - Amárach Research has full authority to obtain the list of addresses in Ireland that was used to select the respondent.
I never do surveys and this one isn’t any different.
DEALING WITH REFUSALS

I never do surveys.

- Ask why that is.
  → see previous arguments.

- Emphasise why the ESS is different
  → see ‘use of the ESS’

- Emphasise the importance of the respondent’s participation:
  Only when he/she participates, are people like him/her represented. You also need people who do not like doing surveys for the results to be representative.
DEALING WITH REFUSALS

The last time that I participated in a survey, it was a big disappointment.

Last time, it took ages to finish the survey.

Last time, I ended up having to buy something.

Last time, it took ages to finish the survey.

The last time that I participated in a survey, it was a big disappointment.

Last time, I ended up having to buy something.

The last time that I participated in a survey, it was a big disappointment.
DEALING WITH REFUSALS

Last time was a big disappointment.

- Ask why that is.
  → see previous arguments but do not discredit other organisations.

- Emphasise the quality of the ESS: it is a scientific survey that is conducted biennially in many different countries and that has even won awards.

- Reassure: you are not selling anything, you won't give any details to commercial organisations, you are honest about how long the survey takes, the respondent may contact your organisation (show badge), and so on.
DEALING WITH REFUSALS

I’m not comfortable letting strangers in. I’ve lived alone since my husband passed away, and my daughter says I should be careful with all those burglaries nowadays.

My dad is not at home right now. I don’t think he would approve.
I don’t think my dad would approve.

- Reassure, but never try to get in anyway in case of explicit worries about letting strangers in.
- Request parental permission for those aged 15 and under 16
- Propose to talk to do the interview when a relative is at home, or to talk to the relative that is mentioned to reassure the respondent.
DEALING WITH REFUSALS

I can’t represent the population because I have only lived here for one year.

I am far too old to take part.

I can’t do this because of my job.
DEALING WITH REFUSALS

I can’t do this because of my job/age/immigration status/…

- We need a representative sample of everyone living in Ireland, including younger and older people, males and females, newcomers and people who were born and raised in that village, and so on. Everyone gets to have a say.

- We need people’s opinion as a citizen, not as a representative of their employer.
WORKING FOR THE ESS

Reporting on contact attempts
RECORDING CONTACT ATTEMPTS

■ Why?

■ To help us…
  • monitor fieldwork (who hasn’t been contacted yet? who has made an appointment? who is a good candidate for refusal conversion?);
  • calculate accurate response rates;
  • assess non-response & refusal (why are people not participating? who are the people we cannot reach or convince?).

■ To help yourself: note phone numbers and memo’s on time, check whether you have followed all contact rules…
RECORDING CONTACT ATTEMPTS

- How? → An example.
  - Take out the contact form.
  - Take 3 minutes to look at it.
  - Watch the clips and fill out questions 1-14.
If we only interviewed people from the UK born and raised here, that wouldn't be representative either, so it's actually perfect like that. Call back at another time.
# RECORDING CONTACT ATTEMPTS

<table>
<thead>
<tr>
<th>No.</th>
<th>1. Date</th>
<th>2. Day</th>
<th>3. Time</th>
<th>4. Mode of visit</th>
<th>5. Results of the visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/10</td>
<td>Friday</td>
<td>15:30</td>
<td>3 = personal visit</td>
<td>1 = completed interview</td>
</tr>
<tr>
<td>2</td>
<td>02/10</td>
<td>Saturday</td>
<td>14:15</td>
<td>2 = telephone</td>
<td>2 = partial Interview</td>
</tr>
<tr>
<td>3</td>
<td>07/10</td>
<td>Thursday</td>
<td>18:45</td>
<td>3 = personal visit, but only intercom</td>
<td>3 = contact with someone, don’t know if target respondent</td>
</tr>
<tr>
<td>4</td>
<td>08/10</td>
<td>Friday</td>
<td>20:00</td>
<td>4 = info through survey organisation</td>
<td>4 = contact with target respondent but no interview</td>
</tr>
<tr>
<td>5</td>
<td>08/10</td>
<td>Friday</td>
<td>20:05</td>
<td>1 = personal visit</td>
<td>5 = contact with somebody other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6 = no contact at all</td>
<td>6 = no contact at all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7 = address is not valid</td>
<td>7 = address is not valid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8 = other information</td>
<td>8 = other information</td>
</tr>
</tbody>
</table>
# RECORDING CONTACT ATTEMPTS

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appointment</td>
</tr>
<tr>
<td>2</td>
<td>Refusal of respondent</td>
</tr>
<tr>
<td>3</td>
<td>Refusal by proxy</td>
</tr>
<tr>
<td>4</td>
<td>Refusal. Don’t know if target respondent</td>
</tr>
<tr>
<td>5</td>
<td>Respondent is unavailable</td>
</tr>
</tbody>
</table>
Anything else?:

→ Question 7: visit 1
→ Question 8: 1 (bad timing) and 7 (never do surveys)
→ Question 9: 8
→ Question 10: 8
→ Question 11: 2

→ Go to the N-questions!
 RECORDING CONTACT ATTEMPTS

- What now?
- Go back / call for another appointment
  - Good chances because no hard refusal
  - Contact rules: evening OK, weekend OK, 4 times OK
  - But: 2 weeks NOT OK
CONTACT FORMS IN GENERAL

■ Always work under your own ID (= ID used in main questionnaire)
■ Register ALL attempts! (= also early unsuccessful attempts)
■ Fill out the contact form immediately.
■ Check the form for completeness and accuracy before you submit it.
■ Keep in mind some question-specific notes:

→ Page 28 of your Interviewer Manual
WORKING FOR THE ESS

Reporting on the home and neighbourhood
Why?

- To help us identify possible issues with how representative the group of participants is.

For example:

<table>
<thead>
<tr>
<th></th>
<th>With intercom</th>
<th>Without intercom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-respondents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HOME & NEIGHBOURHOOD REPORT

- How? → Some examples
  - Turn to the N-questions in your contact form.
  - Question N1: What type are the following homes?
EXAMPLE 1
HOME & NEIGHBOURHOOD REPORT

- EXAMPLE 2

TYPE 10
EXAMPLE 3
EXAMPLE 4

TYPE 5, 6 or 7?
EXAMPLE 5
EXAMPLE 6 & 7

TYPE 1

TYPE 2
HOME & NEIGHBOURHOOD REPORT

- How? → Some examples for N2
HOME & NEIGHBOURHOOD REPORT

■ How? → Some examples for N2
How? → Some examples for N3

Look for roof problems (e.g. sagging roof, missing roofing material), problems with windows (e.g. boarded up or broken windows), wall problems (e.g. sloping outside walls, broken plaster or peeling paint), guttering problems and any other issues with the building’s construction and finishing.
1. **Very good**: New or practically new without any apparent construction issues.

2. **Good**: No longer new but hardly any of the problems mentioned on the previous slide are present.

3. **Satisfactory**: Some of the problems mentioned on the previous slide are present to a moderate extent.

4. **Bad**: The problems mentioned on the previous slide are present to a larger extent.

5. **Very bad**: The problems mentioned on the previous slide are present in such a way that the home seems dangerous to live in.
‘The neighbourhood’ in ESS:
HOME & NEIGHBOURHOOD REPORT

- How? → Some examples for N5: Litter

<table>
<thead>
<tr>
<th>Very large amount = Similar to this picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small amount = Similar to this picture</td>
</tr>
<tr>
<td>Large amount = In between</td>
</tr>
</tbody>
</table>
HOME & NEIGHBOURHOOD REPORT

- How? → Some examples for **N4: Graffiti and vandalism**

![Images of graffiti examples]

**Very large amount** = **At least** similar to this picture

**Small amount** = **At most** similar to this picture

**Large amount** = In between
HOME & NEIGHBOURHOOD REPORT

- Remember: fill out the form…
  - For everyone in the sample except invalid addresses.
    → We need one form per sampled unit
  - At the beginning of your first visit.
  - During daylight (if possible).
  - By comparing the home to the pictures in your Manual.
WORKING FOR THE ESS
Starting the ESS interview
BEFORE DOING THE INTERVIEW

TELEPHONE INTERVIEWS ARE FORBIDDEN
REPLACING RESPONDENTS IS FORBIDDEN
Hello, my name is Sarah Keane. I spoke to your wife yesterday and she set up an appointment for us to do an interview this evening.

Yes, we've been expecting you.

I am actually here with my daughters but my wife should be back soon.

All right, lovely. Ok, let's go in.

Thank you. Please come this way.

‐ Thank you. You can just take a seat here.

‐ All right, thank you. I'll just take out the laptop.

Girls, a little quiet please.

Hey you. Come sit with me?

‐ Hi, are you going to sit with us?

Right, we're all set to get started.

The first question is about watching the news.
HOW TO START THE INTERVIEW

What was good?

- The interviewer looks at the respondent and is polite and friendly at the doorstep.
- The interviewer shows her identification badge.
WHAT COULD BE IMPROVED?

- The interviewer should ensure that the interview is carried out in a quiet place where interruptions will be unlikely. Third party presence is to be avoided.

- The interviewer should never let the respondent see the computer screen / questionnaire papers.

- The interviewer should give the showcards to the respondent and explain their use.

- The interviewer should begin the interview with some privacy statements and a brief summary of the survey.

- Questions should be read exactly as written in the questionnaire: saying ‘the first question is about…’ is not allowed when this is not in the questionnaire.
CRUCIAL INFORMATION

What MUST be mentioned before you start?

■ Participation is voluntary.

■ The respondent’s name and personal details will be treated as strictly confidential. NSD - Norwegian Centre for Research Data takes all necessary steps to make it impossible for any user to directly identify any of the respondents.

■ The data will be stored at and made available from the ESS Data Archive, which is currently located at NSD - Norwegian Centre for Research Data. The data will be released for statistical purposes only.

■ The full address of the Data Archive, which is: Harald Hårfagres gate 29, 5007 Bergen, Norway.
Other things to mention or do:

- The survey will take about one hour.
- For some questions you will read out possible answers, at other questions the respondent gets to choose from a showcard.
- Hand all showcards to the respondent before you start.
- Answer any questions the respondent may have before you start.
WORKING FOR
THE ESS
Doing the ESS interview: in general
Right, question B23 is still about politics, this time about your preferences. Is there any party that you feel particularly close to? No honestly, really, the way things are at the minute I don't have a preference. No? Well, you know, we all have a preference so just feel free to tell me which party you prefer. Well, I suppose if I was pushed I would say, I don't know, maybe the Green Party. All right. I agree actually, they are doing very well lately. But let's move on. So, next question. How close do you feel to this party? Do you feel that you are very close, quite close, not close or not at all close, or perhaps you don't really know or you'd rather not answer this question. Oh, actually then yes I'd probably rather not answer this question. Right, OK. Good, let's move on then.
What was good?

- The position of the interviewer and the laptop are now OK.
- The respondent has all the showcards.
- The setting is now quiet.
- The interviewer does not accept Mr. Winstone’s interruption and reads the entire question.
- The interviewer accept Mr. Winstone’s refusal to answer the second question and moves on.
  → Only probe when this is allowed for that particular question according to the Interviewer Manual.
  → Only add a reassuring note when the question seems sensitive.
What could be improved?

- Questions should be read exactly as written in the questionnaire.
- The questions should be read clearly and at a slightly slower than conversational pace.
- Where response options appear in brackets, these should NOT be read out to respondents.
- The interviewer should try to remain neutral in their reactions to the respondent’s answers.
  - Do not say ‘I agree’. Do not say ‘we all have a preference’: this is not reassuring but suggests that ‘yes, I have a preference’ is the correct answer.
Left-wing politics, they support social equality, economic equality.
Ok, it's ok, it's your choice. So a five would be about right, then?
Yes, five. Right, a five. Let's move on.
What was good?

- Good pace, clearer articulation and intonation.
- At first, the question is read exactly as written.
- The interviewer makes sure that Mr. Winstone has the right showcard.
What could be improved?

- If the interviewer repeats a question, it should be re-read in the same words, i.e. as it appears in the questionnaire.
- The respondent should be given sufficient time to think about their answer.
- The interviewer should never make assumptions about the respondent’s answers.
- The interviewer should never assume how to interpret an answer onto a scale.
- If the respondent appears to contradict what he or she said earlier, the interviewer should accept this and move on to the next question.
- The interviewer should not give definitions or synonyms.
Yes, I am sorry I have to interrupt you there but we still have quite a few questions to get through and I don't want to take up too much of your time. So can you choose an answer from the card please?

Well, it's a bit rubbish really. What would that correspond to?

I'm sorry, I'm unable to help you choose a number. You can choose one yourself. One on the left.

Uhu. Can you name a precise number?

‐ Uhm, ok. I'll pick 2.

‐ All right. And still using this card,...
What was good?

- Same as before: setting, pace, work with showcards.
- The interviewer reads the questions exactly as written.
- The interviewer does not start a conversation about Mr. Winstone’s anecdote about homework.
- The interviewer does not accept any other answers than a number from the card. She does not interpret Mr. Winstone’s descriptions or vague answers for him.
What could be improved?

- The interviewer could have waited a little longer before interrupting Mr. Winstone.
DOING THE INTERVIEW – IN SUMMARY

→ The ESS rules for standardised interviewing: p. [14-15]
→ Using codes for ‘refusal’, ‘don’t know’, ‘other’: p. [16]
WORKING FOR THE ESS

Doing the ESS interview: specific questions
<table>
<thead>
<tr>
<th>Type</th>
<th>Q#</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>A1 – A6</td>
<td>Media use; Internet use; social trust.</td>
</tr>
<tr>
<td>Core</td>
<td>B1 – B43</td>
<td>Politics, including: political interest, trust, electoral and other forms of participation, party allegiance, socio-political orientations, immigration.</td>
</tr>
<tr>
<td>Core</td>
<td>C1 – C44</td>
<td>Subjective wellbeing, social exclusion, crime, religion, perceived discrimination, national and ethnic identity, test questions (continued in section I), refugees.</td>
</tr>
<tr>
<td>Rotating</td>
<td>D1 – D32</td>
<td>Climate change and energy, including: attitudes, perceptions and policy preferences.</td>
</tr>
<tr>
<td>Type</td>
<td>Q#</td>
<td>Topics</td>
</tr>
<tr>
<td>---------------</td>
<td>----------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rotating</td>
<td>E1 – E40</td>
<td>Welfare, including attitudes towards welfare provision, size of claimant groups, attitudes towards service delivery and likely future dependence on welfare.</td>
</tr>
<tr>
<td>Core</td>
<td>F1 – F61</td>
<td>Socio-demographic profile, including: household composition, sex, age, marital status, type of area, education &amp; occupation of respondent, partner, parents, union membership, income and ancestry.</td>
</tr>
<tr>
<td>Core</td>
<td>Section H</td>
<td>Human values scale.</td>
</tr>
<tr>
<td>Core</td>
<td>Section I</td>
<td>Test questions.</td>
</tr>
<tr>
<td>Interviewer Q</td>
<td>Section J</td>
<td>Interviewer self-completion questions.</td>
</tr>
</tbody>
</table>
THE FULL ESS INTERVIEW

- The interview requires about one hour.
- The last section is filled out BY YOU. Do not consult the respondent on the questions in this section J.
- We can only use complete interviews, without any serious gaps!
  → Never plan partial interviews.
- Keep in mind question-specific instructions.
  → Interviewer Manual page [16-26].
F31-F34a: JOBS: EXAMPLES

- F33: ‘I’m a teacher’

- F34a: what qualifications?

  - TEACHING PROFESSIONALS
    - 2300
      - HIGHER EDUCATION TEACHING PROFESSIONALS [incl. University Professor]
    - 2310
      - SECONDARY EDUCATION TEACHING PROFESSIONALS
        - 2320
          - [Secondary teachers, academic track] [incl. Middle-School Teacher]
          - [Secondary teachers, vocational track] [incl. Vocational Instructor]
        - 2321
        - 2322
    - 2330
      - PRIMARY & PRE-PRIMARY EDUCATION TEACHING PROFESSIONALS
        - Primary education teaching professionals
        - Pre-primary education teaching professionals [incl. Kindergarten Teacher]
    - 2340
      - SPECIAL EDUCATION TEACHING PROFESSIONALS [incl. Remedial Teacher, Teacher of the Blind]
    - 2350
      - OTHER TEACHING PROFESSIONALS
        - Education methods specialists [incl. Curricula Developer]
        - School inspectors
        - Other teaching professionals nec
    - 3300
      - TEACHING ASSOCIATE PROFESSIONALS
        - 3310
          - PRIMARY EDUCATION TEACHING ASSOCIATE PROFESSIONALS [incl. Teacher’s Aid]
        - 3320
          - Pre-primary education teaching associate professionals [incl. Kindergarten Teacher’s Aid]
        - 3330
          - SPECIAL EDUCATION TEACHING ASSOCIATE PROFESSIONALS
        - 3340
          - OTHER TEACHING ASSOCIATE PROFESSIONALS
F31-F34a: JOBS: EXAMPLES

- F31: It’s IKEA, the company that sells furniture.
- F32: Private firm.
- F33: Manager.
- F34: I manage a team of 30 people.
- F34a: I have a bachelor’s degree.
F31-F34a: JOBS: EXAMPLES

1220 [LARGE ENTERPRISE OPERATION] DEPARTMENT MANAGERS [incl. Manager in establishment with 25+ employees]

1221 Production department managers agriculture & fishing

1222 Production department managers manufacturing [incl. Factory Manager nfs]

1223 Production department managers construction

1224 Production department managers wholesale & retail trade [incl. Floor Manager]

1225 Production department managers restaurants & hotels

1226 Production department managers transportation, storage & communications [incl. Postmaster, Stationmaster]

1227 Production department managers business services [incl. Banker, Bank Manager]

1228 Production department managers personal care, cleaning, etc.

1229 Production department managers nec [incl. Impresario, Film Producer, College Dean, School Principal]

1230 [LARGE ENTERPRISES] OTHER DEPARTMENT MANAGERS

1231 Finance & administration department managers [incl. Company Secretary]

1232 Personnel & industrial relations department managers

1233 Sales & marketing department managers

1234 Advertising & public relations department managers

1235 Supply & distribution department managers

1236 Computing services department managers

1237 Research & development department managers

1239 Other department managers nec

1240 OFFICE MANAGERS [incl. Clerical Supervisor]
WORKING FOR THE ESS
Doing the ESS interview: practice
THE FULL ESS INTERVIEW

- Your turn
WORKING FOR THE ESS
Practical arrangements
PRACTICAL ARRANGEMENTS

- Please keep in constant contact with an office
- Begin fieldwork immediately upon receipt of your assignment
- Contact forms must be fully completed at the address
- Synchronise your tablet every day
- Make sure it is fully charged before going into field
- Do not forget to take all the paperwork with you (contact forms, showcards, advance letters, Gardaí’s letters)
European Social Survey

THANK YOU & GOOD LUCK!

ESS is a European Research Infrastructure Consortium (ESS ERIC)
**ESS INTERVIEWER BRIEFING:**

**ANNOTATED SOURCE QUESTIONNAIRE**

FOR USE IN EXAMPLE BRIEFING INTERVIEW

Round 8

2016/2017

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This document was written for the European Social Survey ERIC (ESS ERIC) by its Core Scientific Team. Please cite as follows:

European Social Survey (2016). *ESS Round 8 Example Briefing Interview.*
London: ESS ERIC Headquarters c/o City University London.

*Disclaimer: Neither the ESS ERIC, its Director nor the individual members of the ESS ERIC Core Scientific Team are liable for any use that is made of the information contained herein.*
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</thead>
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</tr>
<tr>
<td>Core</td>
<td>B1 – B43 Politics, including: political interest, trust, electoral and other forms of participation, party allegiance, socio-political orientations, immigration.</td>
</tr>
<tr>
<td>Core</td>
<td>C1 – C44 Subjective wellbeing, social exclusion, crime, religion, perceived discrimination, national and ethnic identity, test questions (continued in section I), refugees.</td>
</tr>
<tr>
<td>Rotating module</td>
<td>D1 – D32 Climate change and energy, including: attitudes, perceptions and policy preferences.</td>
</tr>
<tr>
<td>Rotating module</td>
<td>E1 – E40 Welfare, including attitudes towards welfare provision, size of claimant groups, attitudes towards service delivery and likely future dependence on welfare.</td>
</tr>
<tr>
<td>Core</td>
<td>F1 – F61 Socio-demographic profile, including: household composition, sex, age, marital status, type of area, education &amp; occupation of respondent, partner, parents, union membership, income and ancestry.</td>
</tr>
<tr>
<td>Core</td>
<td>Section H Human values scale.</td>
</tr>
<tr>
<td>Core</td>
<td>Section I Test questions.</td>
</tr>
<tr>
<td>Interviewer questionnaire</td>
<td>Section J Interviewer self-completion questions.</td>
</tr>
</tbody>
</table>
NOTE

One question that belongs to the module on Welfare is placed in section B. This is marked with a footnote.

Throughout the source questionnaire, annotations (footnotes) are provided to aid translation and questionnaire implementation. In this case they have been removed from the mock interview document as they should not be given to interviewers. The signed off translated questionnaire (including any alerts) should be used as the basis for this document.

At some questions there are answer codes that appear in brackets. These codes allow for answers respondents might give but these should not be read out or offered and must never appear on the showcard.

The answer codes on showcards should not generally be read out to respondents by the interviewer (unless specified). Refusal codes (7, 77, 777, etc.) have been added to all questions for consistency between countries.
A1 On a typical day, about how much time do you spend watching, reading or listening to news about politics and current affairs? Please give your answer in hours and minutes.

INTERVIEWER: If no time spent, enter 00 00.

WRITE IN DURATION: __ __ __ __

hours minutes

(Refusal) 7777
(Don’t know) 8888

R: Two hours

(I: WRITE IN 02 hours and 00 minutes)

A2 CARD 1 People can use the internet on different devices such as computers, tablets and smartphones. How often do you use the internet on these or any other devices, whether for work or personal use?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only occasionally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A few times a week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Refusal) 7
(Don’t know) 8

R: Every day

(I: CODE 5)
ASK IF MOST DAYS OR EVERY DAY AT A2 (code 4 or 5)
A3 On a typical day, about how much time do you spend using the internet on a computer, tablet, smartphone or other device, whether for work or personal use? Please give your answer in hours and minutes.

WRITE IN DURATION: [ ] [ ]

hours minutes

(Refusal) 7777
(Don’t know) 8888

R: Half an hour
(I: WRITE IN 00 hours and 30 minutes)

NOTE FOR RESEARCHERS:
Questions A1 and A3 ask respondents to provide an answer in hours and minutes. If respondents give an answer such as ‘a quarter of an hour’, ‘an hour and a half’, etc., this should be entered in the required format, i.e. ‘00 hours and 15 minutes’, ‘1 hour and 30 minutes’, etc.

ASK ALL
A4 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

Most people can be trusted

(Refusal) (Don’t know)

00 01 02 03 04 05 06 07 08 09 10 77 88

R: 9
(I: CODE 09)
### A5 CARD 3

Using this card, do you think that most people would try to take advantage 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>(Refusal)</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 7

(I: CODE 07)

### A6 CARD 4

Would you say that most of the time people try to be helpful 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>(Refusal)</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></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)
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
- (Refusal) 7
- (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)

B2 CARD 5 How much would you say the political system in [country] allows people like you to have a say in what the government does?

- Not at all 1
- Very little 2
- Some 3
- A lot 4
- A great deal 5
- (Refusal) 7
- (Don’t know) 8

R: Some

(I: CODE 3)
B3  CARD 6  How able do you think you are to take an active role in a group involved with political issues?

- Not at all able  1
- A little able    2
- Quite able      3
- Very able       4
- Completely able 5

(Refusal)  7
(Don’t know) 8

R: Quite able
(I: CODE 3)

B4  CARD 7  And how much would you say that the political system in [country] allows people like you to have an influence on politics?

- Not at all  1
- Very little  2
- Some        3
- A lot       4
- A great deal 5

(Refusal)  7
(Don’t know) 8

R: Some
(I: CODE 3)
B5  CARD 8 And how confident are you in your own ability to participate in politics?

- Not at all confident 1
- A little confident 2
- Quite confident 3
- Very confident 4
- Completely confident 5

(Refusal) 7
(Don't know) 8

R: Quite confident
(I: CODE 3)

CARD 9 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>Institution</th>
<th>No trust at all</th>
<th>Complete trust</th>
<th>(Refusal)</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>...[country]’s parliament?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td>R: 4</td>
<td>(I: CODE 04)</td>
<td></td>
</tr>
<tr>
<td>...the legal system?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td>R: 4</td>
<td>(I: CODE 04)</td>
<td></td>
</tr>
<tr>
<td>...the police?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td>R: 6</td>
<td>(I: CODE 06)</td>
<td></td>
</tr>
<tr>
<td>...politicians?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td>R: 2</td>
<td>(I: CODE 02)</td>
<td></td>
</tr>
<tr>
<td>...political parties?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td>R: 3</td>
<td>(I: CODE 03)</td>
<td></td>
</tr>
<tr>
<td>...the European Parliament?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td>R: 6</td>
<td>(I: CODE 06)</td>
<td></td>
</tr>
<tr>
<td>...the United Nations?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td>R: 7</td>
<td>(I: CODE 07)</td>
<td></td>
</tr>
</tbody>
</table>
B13 Some people don’t vote nowadays for one reason or another. Did you vote in the last [country] national election in [month/year]?

<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>Not eligible to vote</td>
<td>3</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

ASK B14

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 ‘spoil’ 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 B13 (code 1)

B14 Which party did you vote for in that election?
[Country-specific (question and) codes]

<table>
<thead>
<tr>
<th>Party</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative</td>
<td>01</td>
</tr>
<tr>
<td>Labour</td>
<td>02</td>
</tr>
<tr>
<td>Liberal Democrat</td>
<td>03</td>
</tr>
<tr>
<td>Scottish National Party</td>
<td>04</td>
</tr>
<tr>
<td>Plaid Cymru</td>
<td>05</td>
</tr>
<tr>
<td>Green Party</td>
<td>06</td>
</tr>
<tr>
<td>Other (WRITE IN)</td>
<td>07</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>77</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>88</td>
</tr>
</tbody>
</table>

ASK ALL
There are different ways of trying to improve things in [country] or help prevent things from going wrong. During the last 12 months, have you done any of the following?
Have you… READ OUT…

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B15</td>
<td>…contacted a politician, government or local government official?</td>
<td>Yes</td>
<td>No</td>
<td>(Refusal)</td>
</tr>
<tr>
<td>B16</td>
<td>…worked in a political party or action group?</td>
<td>Yes</td>
<td>No</td>
<td>(Refusal)</td>
</tr>
<tr>
<td>B17</td>
<td>…worked in another organisation or association?</td>
<td>Yes</td>
<td>No</td>
<td>(Refusal)</td>
</tr>
<tr>
<td>B18</td>
<td>…worn or displayed a campaign badge/sticker?</td>
<td>Yes</td>
<td>No</td>
<td>(Refusal)</td>
</tr>
<tr>
<td>B19</td>
<td>…signed a petition?</td>
<td>Yes</td>
<td>No</td>
<td>(Refusal)</td>
</tr>
<tr>
<td>B20</td>
<td>…taken part in a lawful public demonstration?</td>
<td>Yes</td>
<td>No</td>
<td>(Refusal)</td>
</tr>
<tr>
<td>B21</td>
<td>…boycotted certain products?</td>
<td>Yes</td>
<td>No</td>
<td>(Refusal)</td>
</tr>
<tr>
<td>B22</td>
<td>…posted or shared anything about politics online, for example on blogs, via email or on social media such as Facebook or Twitter?</td>
<td>Yes</td>
<td>No</td>
<td>(Refusal)</td>
</tr>
</tbody>
</table>

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 B17 - 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 (B16).
B23  Is there a particular political party you feel closer to than all the other parties?

<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>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: Well yes, I suppose so

(I: CODE 1)

ASK IF YES AT B23 (code 1)

<table>
<thead>
<tr>
<th>B24</th>
<th>Which one? [Country-specific codes]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conservative</td>
</tr>
<tr>
<td></td>
<td>Labour</td>
</tr>
<tr>
<td></td>
<td>Liberal Democrat</td>
</tr>
<tr>
<td></td>
<td>Scottish National Party</td>
</tr>
<tr>
<td></td>
<td>Plaid Cymru</td>
</tr>
<tr>
<td></td>
<td>Green Party</td>
</tr>
<tr>
<td></td>
<td>Other (WRITE IN)</td>
</tr>
<tr>
<td></td>
<td>(Refusal)</td>
</tr>
<tr>
<td></td>
<td>(Don’t know)</td>
</tr>
</tbody>
</table>

|      | 01   |
|      | 02   |
|      | 03   |
|      | 04   |
|      | 05   |
|      | 06   |
|      | 07   |
|      | 77   |

B25  How close do you feel to this party? Do you feel that you are… READ OUT…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>very close,</td>
<td>1</td>
</tr>
<tr>
<td>quite close,</td>
<td>2</td>
</tr>
<tr>
<td>not close,</td>
<td>3</td>
</tr>
<tr>
<td>or, not at all close?</td>
<td>4</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: Probably only quite close

(I: CODE 2)
ASK ALL

B26 CARD 10 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>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>01</td>
<td>02</td>
<td>03</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.

B27 CARD 11 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>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 8

(I: CODE 08)
B28 STILL CARD 11 On the whole how satisfied are you with the present state of the economy in [country]? Still use this card.

Extremely dissatisfied  Extremely satisfied  (Refusal)  (Don’t know)

00 01 02 03 04 05 06 07 08 09 10 77 88

R: 4
(I: CODE 04)

B29 STILL CARD 11 Now thinking about the [country] government, how satisfied are you with the way it is doing its job? Still use this card.

Extremely dissatisfied  Extremely satisfied  (Refusal)  (Don’t know)

00 01 02 03 04 05 06 07 08 09 10 77 88

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).

B30 STILL CARD 11 And on the whole, how satisfied are you with the way democracy works in [country]? Still use this card.

Extremely dissatisfied  Extremely satisfied  (Refusal)  (Don’t know)

00 01 02 03 04 05 06 07 08 09 10 77 88

R: 6
(I: CODE 06)
**B31 CARD 12** Now, using this card, please say what you think overall about the state of education in [country] nowadays?

<table>
<thead>
<tr>
<th>Extremely bad</th>
<th>Extremely good</th>
<th>(Refusal)</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10</td>
<td>77 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 6  
(I: CODE 06)

**B32 STILL CARD 12** Still using this card, please say what you think overall about the state of health services in [country] nowadays?

<table>
<thead>
<tr>
<th>Extremely bad</th>
<th>Extremely good</th>
<th>(Refusal)</th>
<th>(Don't Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10</td>
<td>77 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
CARD 13 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>Code</th>
<th>Statement</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Refusal)</th>
<th>(Don't know)</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>B33</td>
<td>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>
<td>7</td>
<td>8</td>
<td>R: Agree strongly (I: CODE 1)</td>
</tr>
<tr>
<td>B33a</td>
<td>When jobs are scarce, men should have more right to a job than women.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>R: Disagree strongly (I: CODE 5)</td>
</tr>
<tr>
<td>B34</td>
<td>Gay men and lesbians should be free to live their own life as they wish.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>R: Agree strongly (I: CODE 1)</td>
</tr>
<tr>
<td>B35</td>
<td>If a close family member was a gay man or a lesbian, I would feel ashamed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>R: Disagree (I: CODE 4)</td>
</tr>
<tr>
<td>B36</td>
<td>Gay male and lesbian couples should have the same rights to adopt children as straight couples.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>R: Agree strongly (I: CODE 1)</td>
</tr>
</tbody>
</table>

B37 CARD 14 Now thinking about the European Union, some say European unification
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>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></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)

Now some questions about people from other countries coming to live in [country].
B38  CARD 15 Now, using this card, to what extent do you think [country] should allow people of the *same race or ethnic group* as most [country]'s people to come and live here?

- Allow many to come and live here 1
- Allow some 2
- Allow a few 3
- Allow none 4
- (Refusal) 7
- (Don't know) 8

*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 B39 and B40.

B39  STILL CARD 15 How about people of a *different* race or ethnic group from most [country] people? Still use this card.

- Allow many to come and live here 1
- Allow some 2
- Allow a few 3
- Allow none 4
- (Refusal) 7
- (Don't know) 8

*R: Allow many*  

*(I: CODE 1)*

B40  STILL CARD 15 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
(Refusal)  7
(Don’t know)  8

R: Allow some
(I: CODE 2)

B41 CARD 16 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>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10</td>
<td>77 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 6
(I: CODE 06)

B42 CARD 17 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>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10</td>
<td>77 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 8
(I: CODE 08)
CARD 18 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>(Refusal)</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></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 19 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>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
<td></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 20 Using this card, how often do you meet socially 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
(Refusal) 77
(Don’t know) 88

R: Once a week

(I: CODE 05)
C3 CARD 21 How many people, if any, are there with whom you can discuss intimate and personal matters? Choose your answer from this card.

None 00
1 01
2 02
3 03
4-6 04
7-9 05
10 or more 06
(Refusal) 77
(Don’t know) 88

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

Much less than most  1
Less than most      2
About the same     3
More than most     4
Much more than most 5

(Refusal)  7
(Don't know)  8

R: More than most
(I: CODE 4)

C5  Have you or a member of your household been the victim of a burglary or assault in the last 5 years?

Yes  1
No   2

(Refusal)  7
(Don't know)  8

R: No
(I: CODE 2)

C6  How safe do you – or would you – feel walking alone in this area after dark? Do – or would – you feel… READ OUT…

...very safe,  1
safe,         2
unsafe,       3
or, very unsafe? 4

(Refusal)  7
(Don't know)  8

R: Safe
(I: CODE 2)

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 “refusal” or “don’t know” when reading out the response options.
The next set of questions are about yourself.

C7  How is your health in general? Would you say it is… READ OUT…

...very good,  1
  good,    2
  fair,    3
  bad,     4
or, very bad?  5

(Refusal)   7
(Don’t know) 8

R: Good
(I: CODE 2)

C8  Are you hampered 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?

Yes a lot   1
Yes to some extent  2
No   3

(Refusal)   7
(Don’t know) 8

R: No
(I: CODE 3)

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.
People might feel different levels of attachment to the country where they live and to Europe.

C9 CARD 23 How emotionally attached do you feel to [country]? Please choose a number from 0 to 10, where 0 means not at all emotionally attached and 10 means very emotionally attached.

<table>
<thead>
<tr>
<th>Not at all emotionally attached</th>
<th>Very emotionally attached</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 5
(I: CODE 05)

C10 STILL CARD 23 And how emotionally attached do you feel to Europe?

<table>
<thead>
<tr>
<th>Not at all emotionally attached</th>
<th>Very emotionally attached</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 5
(I: CODE 05)

C11 Do you consider yourself as belonging to any particular religion or denomination?

<table>
<thead>
<tr>
<th>Yes</th>
<th>ASK C12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>GO TO C13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

R: No
(I: CODE 2)
### C12 Which one? [Can be asked as a country-specific question. To be recoded into the ESS coding frame below]

<table>
<thead>
<tr>
<th>Option</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>
<tr>
<td>(Refusal)</td>
<td>77</td>
</tr>
</tbody>
</table>

**GO TO C15**

**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/REFUSAL AT C11 (codes 2, 7 or 8 at C11)

### C13 Have you ever considered yourself as belonging to 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>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

**GO TO C15**

R: No

(I: CODE 2)
ASK IF YES AT C13 (code 1)

C14 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  |
| (Refusal)      | 77  |

Question not applicable to this respondent

ASK ALL
C15 CARD 24 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>(Refusal)</th>
<th>(Don’t Know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 0

(I: CODE 00)
C16  CARD 25  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  
   (Refusal) 77  
   (Don’t know) 88  

R: Never

(I: CODE 07)

C17  STILL CARD 25  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  
   (Refusal) 77  
   (Don’t know) 88  

R: Never

(I: CODE 07)

C18  Would you describe yourself as being a member of a group that is discriminated against in this country?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>ASK C19</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO C20</td>
</tr>
</tbody>
</table>

(R: Yes)

(I: CODE 1)
ASK IF YES AT C18 (code 1)

C19  On what grounds is your group discriminated against?
PROBE: ‘What other grounds?’
CODE ALL THAT APPLY

Colour or race 01
Nationality 02
Religion 03
Language 04
Ethnic group 05
Age 06
Gender 07
Sexuality 08
Disability 09

Other (WRITE IN)___________________________ 10

(Refusal) 77
(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

C20  Are you a citizen of [country]?

Yes 1  GO TO C22
No  2  ASK C21

(Refusal) 7  GO TO C22
(Don’t know) 8  ASK C21

R: Yes

(I: CODE 1)
ASK IF NO OR DON’T KNOW AT C20 (codes 2 or 8)

C21 What citizenship do you hold? [to be coded into pre-specified ISO 3166-1 (2-character)]

WRITE IN ______________________

(Refusal) 77
(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

C22 Were you born in [country]?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>GO TO C25</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>ASK C23</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>GO TO C25</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

R: Yes

(I: CODE 1)

ASK IF NO AT C22 (code 2)

C23 In which country were you born? [to be coded into pre-specified ISO 3166-1 (2-character)]

WRITE IN ______________________

(Refusal) 77
(Don’t know) 88

Question not applicable to this respondent
C24 What year did you first come to live in [country]?

WRITE IN YEAR:

(Refusal) 7777
(Don’t know) 8888

Question not applicable to this respondent

ASK ALL

C25 What language or languages do you speak most often at home?
[to be coded into ISO 639-2 (3-character)]

WRITE IN UP TO 2 LANGUAGES ____________________________
__________________________

(Refusal) 777
(Don’t know) 888

R: Just English

(I: WRITE IN ‘ENGLISH’)

C26 Do you belong to a minority ethnic group in [country]?

Yes 1
No 2

(Refusal) 7
(Don’t know) 8

R: Yes

(I: CODE 1)

C27 Was your father born in [country]?

Yes 1 GO TO C29
No 2 ASK C28

(Refusal) 7 GO TO C29
(Don’t know) 8

R: No

(I: CODE 2)
ASK IF NO AT C27 (code 2)

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

WRITE IN ____________________

(Refusal) 77
(Don’t know) 88

R: Nigeria

(I: WRITE IN ‘NIGERIA’)

ASK ALL

C29  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>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

GO TO C31
ASK C30
GO TO C31

R: Yes

(I: CODE 1)

ASK IF NO AT C29 (code 2)

C30  In which country was your mother born?
[To be coded into pre-specified ISO 3166-1 (2 character)]

WRITE IN ____________________

(Refusal) 77
(Don’t know) 88

Question not applicable to this respondent
ASK ALL
CODE ALL

C31  Can I just check, what month is your birthday?

INTERVIEWER ENTER MONTH OF RESPONDENT BIRTHDAY (e.g. where January = 01 and December = 12):

(Refusal)  77
(Don’t know)  88

R: June

(I: WRITE IN “06”)

C32 INTERVIEWER CODE: INTERVIEWER REFER TO MONTH OF RESPONDENT BIRTHDAY AND CODE:

MONTH OF BIRTHDAY = 01, 04, 07, 10 OR 77  1  GO TO INTRO BEFORE C33
MONTH OF BIRTHDAY = 02, 05, 08, 11 OR 88  2  GO TO INTRO BEFORE C36
MONTH OF BIRTHDAY = 03, 06, 09 OR 12  3  GO TO INTRO BEFORE C39

(I: CODE 3)

NOTE FOR RESEARCHERS:

The routing here is complicated. Interviewers in PAPI countries must take special care in following the routing instructions correctly. In CAPI countries the NC should take special care in checking that routing has been implemented correctly in programming.
People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they’re under threat. Here are some questions about this issue.

**CARD 26** How important do you think each of these things should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here? Firstly, how important should it be for them to… **READ OUT**…

<table>
<thead>
<tr>
<th></th>
<th>Not at all important</th>
<th>Extremely important (Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C33</strong> …have good educational qualifications?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C34</strong> …come from a Christian background?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C35</strong> …have work skills that [country] needs?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GO TO INTRODUCTION BEFORE C42**

*Questions not applicable to this respondent*
ASK IF CODE 2 AT C32

People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they're under threat. Here are some questions about this issue.

C36 CARD 27 How important do you think having good educational qualifications should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here?

Not at all important

<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>
</tr>
</thead>
<tbody>
<tr>
<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>77</td>
</tr>
</tbody>
</table>

Question not applicable to this respondent

C37 CARD 28 How important do you think coming from a Christian background should be in deciding whether someone should be able to come and live here?

Not at all important

<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>
</tr>
</thead>
<tbody>
<tr>
<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>77</td>
</tr>
</tbody>
</table>

Question not applicable to this respondent

C38 CARD 29 How important do you think having work skills that [country] needs should be in deciding whether someone should be able to come and live here?

Not at all important

<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>
</tr>
</thead>
<tbody>
<tr>
<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>77</td>
</tr>
</tbody>
</table>

GO TO INTRODUCTION BEFORE C42

Question not applicable to this respondent
People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they're under threat. Here are some questions about this issue.

**CARD 30** How important do you think each of these things should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here? Firstly, how important should it be for them to...

**READ OUT**

<table>
<thead>
<tr>
<th></th>
<th>Not at all important</th>
<th>Very important</th>
<th>(Refusal) (Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C39 …have good educational qualifications?</td>
<td>0   1   2   3</td>
<td>4   5   7   8</td>
<td>R: 2 (I: CODE 2)</td>
</tr>
<tr>
<td>C40 …come from a Christian background?</td>
<td>0   1   2   3</td>
<td>4   5   7   8</td>
<td>R: 2 (I: CODE 2)</td>
</tr>
<tr>
<td>C41 …have work skills that [country] needs?</td>
<td>0   1   2   3</td>
<td>4   5   7   8</td>
<td>R: 4 (I: CODE 4)</td>
</tr>
</tbody>
</table>

**NOTE FOR RESEARCHERS:**

As mentioned above, the routing here is complicated. Respondents will be directed to different showcards depending on which set of questions they are asked (C33-C35; C36-C38; C39-C41). It is essential that respondents have the correct showcard in front of them while interviewers are reading these questions.

Note that ALL RESPONDENTS must be asked the following questions (see instruction before C42).
Some people come to this country and apply for refugee status on the grounds that they fear persecution in their own country.

Using this card, please say how much you agree or disagree with the following statements. Firstly… READ OUT…

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

C42 The government should be generous in judging people’s applications for refugee status. 

R: Agree
(I: CODE 2)

C43 Most applicants for refugee status aren’t in real fear of persecution in their own countries.

R: Disagree
(I: CODE 4)

C44 Refugees whose applications are granted should be entitled to bring in their close family members.

R: Yes they should

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? OR Which statement would you choose from the card?

R: I’ll say ‘Agree strongly’.

(I: CODE 1)

ENTER END TIME OF SECTION C: [ ] [ ] [ ] [ ] (Use 24 hour clock) (END time for CAPI countries only)
ASK ALL

Now some questions on a different topic.

D1 CARD 32 If you were to buy a large electrical appliance for your home, how likely is it that you would buy one of the most energy efficient ones?

<table>
<thead>
<tr>
<th>Not at all likely</th>
<th>Extremely likely</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 8

(I: CODE 08)

D2 CARD 33 There are some things that can be done to reduce energy use, such as switching off appliances that are not being used, walking for short journeys, or only using the heating or air conditioning when really needed. In your daily life, how often do you do things to reduce your energy use?

<table>
<thead>
<tr>
<th>Never</th>
<th>Hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
</tbody>
</table>

(Cannot reduce energy use) 55
(Refusal) 77
(Don’t know) 88

R: Often

(I: CODE 04)

D3 CARD 34 Overall, how confident are you that you could use less energy than you do now?

<table>
<thead>
<tr>
<th>Not at all confident</th>
<th>Completely confident</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 4

(I: CODE 04)
**CARD 35**  The highlighted box at the top of this card shows a number of energy sources that can be used to generate electricity. Please take a moment to look over them.

**INTERVIEWER: PAUSE TO ALLOW RESPONDENT TO READ THE LIST.**

How much of the electricity used in [country] should be generated from each energy source? Please choose your answer from the options at the bottom of this card.

<table>
<thead>
<tr>
<th>A very large amount</th>
<th>A large amount</th>
<th>A medium amount</th>
<th>A small amount</th>
<th>None at all</th>
<th>(I have not heard of this energy source before)</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>55</td>
<td>77</td>
<td>88</td>
</tr>
</tbody>
</table>

**D4**  First, how much of the electricity used in [country] should be generated from coal?

**INTERVIEWER:** if respondent queries which type of coal, please read out: ‘Coal refers to all types of coal that can be used for generating electricity, including black coal\(^1\) and brown coal\(^2\).’

**NOTE FOR RESEARCHERS:**

Interviewers should address this query using the exact words from the interviewer note:

I: ‘Coal refers to all types of coal that can be used for generating electricity, including black coal and brown coal.’

**D5**  And how about natural gas?

**D6**  And how about hydroelectric power generated by flowing water from rivers, dams and seas?

---

\(^1\) Black coal is used in the UK to refer to ‘bituminous coal’. Please use the most common term for ‘black coal’ or ‘bituminous coal’ in your country.

\(^2\) Brown coal is used in the UK to refer to ‘lignite’. Please use the most common term for ‘brown coal’ or ‘lignite’ in your country.
<table>
<thead>
<tr>
<th></th>
<th>A very large amount</th>
<th>A large amount</th>
<th>A medium amount</th>
<th>A small amount</th>
<th>None at all</th>
<th>(I have not heard of this energy source before)</th>
<th>(Refusal)</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D7</td>
<td>How much of the electricity used in [country] should be generated by nuclear power?</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>55</td>
<td>77</td>
</tr>
<tr>
<td>D8</td>
<td>And how about sun or solar power?</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>55</td>
<td>77</td>
</tr>
<tr>
<td>D9</td>
<td>And how about wind power?</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>55</td>
<td>77</td>
</tr>
<tr>
<td>D10</td>
<td>And how about biomass energy generated from materials like, wood, plants and animal excrement?</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
<td>55</td>
<td>77</td>
</tr>
</tbody>
</table>

**NOTE FOR RESEARCHERS:**

Interviewers should not provide clarification. Instead, they could say:

_I: I'm afraid I can't clarify that for you. If you haven't heard of biomass before that's fine, we can move on._

(I: CODE 55)
The next few questions are about energy people use at home for things such as heating, lighting, cooking and electrical appliances.

D12 STILL CARD 36 How worried are you that energy may be too expensive for many people in [country]?

Not at all worried 1
Not very worried 2
Somewhat worried 3
Very worried 4
Extremely worried 5

(Refusal) 7
(Don't know) 8

R: Very worried

(I: CODE 4)
dependent on energy imports from other countries?

Not at all worried 1
Not very worried 2
Somewhat worried 3
Very worried 4
Extremely worried 5

(Refusal) 7
(Don't know) 8

R: Very worried
(I: CODE 4)

D14  STILL CARD 36  How worried are you about [country] being too dependent on using energy generated by fossil fuels such as oil, gas and coal?

Not at all worried 1
Not very worried 2
Somewhat worried 3
Very worried 4
Extremely worried 5

(Refusal) 7
(Don't know) 8

R: Very worried
(I: CODE 4)

STILL CARD 36  How worried are you that energy supplies could be interrupted... READ OUT...
<table>
<thead>
<tr>
<th>D15</th>
<th>...by natural disasters or extreme weather?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>8</th>
<th>R: Somewhat worried (I: CODE 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D16</td>
<td>...and by insufficient power being generated?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>R: Somewhat worried (I: CODE 3)</td>
</tr>
<tr>
<td>D17</td>
<td>...and by technical failures?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>R: Somewhat worried (I: CODE 3)</td>
</tr>
</tbody>
</table>

**D18**  
STILL CARD 36 And how worried are you that energy supplies could be interrupted by terrorist attacks?

<table>
<thead>
<tr>
<th>Not at all worried 1</th>
<th>Not very worried 2</th>
<th>Somewhat worried 3</th>
<th>Very worried 4</th>
<th>Extremely worried 5</th>
<th>(Refusal) 7</th>
<th>(Don't know) 8</th>
</tr>
</thead>
</table>

R: Very worried  
(I: CODE 4)

**D19**  
CARD 37 You may have heard the idea that the world’s climate
is changing due to increases in temperature over the past 100 years. What is your personal opinion on this? Do you think the world’s climate is changing? Choose your answer from this card.

<table>
<thead>
<tr>
<th>Definitely changing</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probable changing</td>
<td>2 GO TO D21</td>
</tr>
<tr>
<td>Probably not changing</td>
<td>3</td>
</tr>
<tr>
<td>Definitely not changing</td>
<td>4 ASK D20</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7 GO TO D21</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: Definitely changing
(I: CODE 1)

ASK IF DEFINITELY NOT CHANGING AT D19 (code 4)

D20 CARD 38 How much have you thought about climate change before today?

| Not at all | 1 |
| Very little | 2 |
| Some        | 3 |
| A lot       | 4 GO TO D30 |
| A great deal | 5 |
| (Refusal)   | 7 |
| (Don’t know)| 8 |

Question not applicable to this respondent

D21 CARD 38 How much have you thought about climate change before today?

| Not at all | 1 |
| Very little | 2 |
| Some        | 3 |
| A lot       | 4 |
| A great deal | 5 |
| (Refusal)   | 7 |
| (Don’t know)| 8 |

R: A lot
(I: CODE 4)
**D22  CARD 39** Do you think that climate change is caused by natural processes, human activity, or both?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entirely by natural processes</td>
<td>01</td>
</tr>
<tr>
<td>Mainly by natural processes</td>
<td>02</td>
</tr>
<tr>
<td>About equally by natural processes and human activity</td>
<td>03</td>
</tr>
<tr>
<td>Mainly by human activity</td>
<td>04</td>
</tr>
<tr>
<td>Entirely by human activity</td>
<td>05</td>
</tr>
<tr>
<td>(I don’t think climate change is happening)</td>
<td>55</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>77</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>88</td>
</tr>
</tbody>
</table>

ASK D23

**NOTE FOR RESEARCHERS:**

Interviewers should not make any assumptions about which answer from the card should be selected. Instead, they could say:

**I:** Could you choose one of the options on the card please?

**R:** Hmmm, both but mainly by human activity.

(I: CODE 04)

---

**D23  CARD 40** To what extent do you feel a personal responsibility to try to reduce climate change?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A great deal</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10</td>
<td>77 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**R:** 6

(I: CODE 06)
D24  CARD 41  How worried are you about climate change?

Not at all worried  1  
Not very worried  2  
Somewhat worried  3  
Very worried  4  
Extremely worried  5  
(Refusal)  7  
(Don’t know)  8  

R: I’m very worried about climate change

(I: CODE 4)

D25  CARD 42  How good or bad do you think the impact of climate change will be on people across the world? Please choose a number from 0 to 10, where 0 is extremely bad and 10 is extremely good.

<table>
<thead>
<tr>
<th>Extremely bad</th>
<th>Extremely good</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10</td>
<td>77 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 1

(I: CODE 01)

D26  CARD 43  Now imagine that large numbers of people limited their energy use. How likely do you think it is that this would reduce climate change?

Not at all likely | Extremely likely | (Refusal) | (Don’t know) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10</td>
<td>77 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 7

(I: CODE 07)
D27  STILL CARD 43  How likely do you think it is that large numbers of people will actually limit their energy use to try to reduce climate change?

<table>
<thead>
<tr>
<th>Not at all likely</th>
<th>Extremely likely</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10</td>
<td>77 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: Mmmm, I don’t know

(I: CODE 88)

D28  STILL CARD 43  And how likely do you think it is that governments in enough countries will take action that reduces climate change?

<table>
<thead>
<tr>
<th>Not at all likely</th>
<th>Extremely likely</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10</td>
<td>77 88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 2

(I: CODE 02)
D29  STILL CARD 43  How likely do you think it is that limiting your own energy use would help reduce climate change?

<table>
<thead>
<tr>
<th>Not at all likely</th>
<th>Extremely likely</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05</td>
<td>06 07 08 09 10</td>
<td>77 88</td>
<td></td>
</tr>
</tbody>
</table>

R: Does that mean things like recycling?

NOTE FOR RESEARCHERS:

Interviewers should not provide clarification. Instead, 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: OK, I'll say 5 then.

(I: CODE 05)

ASK ALL

CARD 44  To what extent are you in favour or against the following policies in [country] to reduce climate change? READ OUT EACH STATEMENT AND CODE IN GRID

<table>
<thead>
<tr>
<th>D30</th>
<th>Increasing taxes on fossil fuels, such as oil, gas and coal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly in favour</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

R: Strongly in favour  
(I: CODE 1)

<table>
<thead>
<tr>
<th>D31</th>
<th>Using public money to subsidise renewable energy such as wind and solar power.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly in favour</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

R: Strongly in favour  
(I: CODE 1)
<table>
<thead>
<tr>
<th>Strongly in favour</th>
<th>Somewhat in favour</th>
<th>Neither in favour nor against</th>
<th>Somewhat against</th>
<th>Strongly against</th>
<th>(Refusal)</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D32</td>
<td>A law banning the sale of the least energy efficient household appliances.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**ENTER END TIME OF SECTION D:** [ ] [ ] [ ] [ ] (Use 24 hour clock) (END time for CAPI countries only)
Now some questions about the way society works.

**CARD 45** 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>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E1</strong></td>
<td>Large differences in people’s incomes are acceptable to properly reward differences in talents and efforts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>R: Disagree</td>
<td>(I: CODE 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **E2** | For a society to be fair, differences in people’s standard of living should be small. | 1 | 2 | 3 | 4 | 5 | 7 | 8 |
| R: Agree | (I: CODE 2) |

**CARD 46** Of every 100 people of working age in [country] how
many would you say are unemployed and looking for work? Choose your answer from this card. If you are not sure please give your best guess.

0-4 01
5-9 02
10-14 03
15-19 04
20-24 05
25-29 06
30-34 07
35-39 08
40-44 09
45-49 10
50 or more 11
(Refusal) 77
(Don’t know) 88

R: Do you mean getting unemployment benefits?

NOTE FOR RESEARCHERS:

Interviewers should not provide clarification. Instead, they could say:

I: I'm afraid I can’t clarify that for you. I'll re-read the question and see if that helps.

[after repeating the question in full]

R: I'm not sure.

I: Well, could you give me your best guess?

R: OK, I’ll say 30-34 out of 100.

(I: CODE 07)
In the next few questions we will be asking you how good or bad certain things are for different groups in [country] nowadays.

**E4 CARD 47** Using this card, what do you think overall about the standard of living of pensioners? Please tell me on a score of 0 to 10, where 0 means extremely bad and 10 means extremely good.

<table>
<thead>
<tr>
<th>Extremely bad</th>
<th>Extremely good</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 2

(I: CODE 02)

**E5 STILL CARD 47** What do you think overall about the standard of living of people who are unemployed? Use the same card.

<table>
<thead>
<tr>
<th>Extremely bad</th>
<th>Extremely good</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R: 6

(I: CODE 06)
People have different views on what the responsibilities of governments should or should not be. For each of the tasks I read out please tell me on a score of 0-10 how much responsibility you think governments should have. 0 means it should not be governments' responsibility at all and 10 means it should be entirely governments’ responsibility. Firstly to… READ OUT…

<table>
<thead>
<tr>
<th>Should not be governments' responsibility at all</th>
<th>Should be entirely governments' responsibility</th>
<th>(Refusal)</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E6 …ensure a reasonable standard of living for the old?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88 R: 8</td>
<td>(I: CODE 08)</td>
<td></td>
</tr>
<tr>
<td>E7 …ensure a reasonable standard of living for the unemployed?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88 R: 8</td>
<td>(I: CODE 08)</td>
<td></td>
</tr>
<tr>
<td>E8 …ensure sufficient child care services for working parents?</td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88 R: 7</td>
<td>(I: CODE 07)</td>
<td></td>
</tr>
</tbody>
</table>

I am now going to ask you about the effect of social benefits and services on different areas of life in [country]. By social benefits and services we are thinking about things like health care, pensions and social security.
CARD 49 Using this card, please tell me to what extent you agree or disagree that social benefits and services in [country]... READ OUT...

<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>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E9</td>
<td>...place too great a strain on the economy?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>R: Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(I: CODE 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E10</td>
<td>...prevent widespread poverty?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>R: Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(I: CODE 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E11</td>
<td>...lead to a more equal society?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>R: Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(I: CODE 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E12</td>
<td>...cost businesses too much in taxes and charges?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>R: Disagree strongly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(I: CODE 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STILL CARD 49 And to what extent do you agree or disagree that social benefits and services in [country]... READ OUT...

<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>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E13</td>
<td>...make people lazy?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>R: Disagree strongly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(I: CODE 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E14</td>
<td>...make people less willing to care for one another?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>R: Disagree strongly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(I: CODE 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E15 CARD 50 Thinking of people coming to live in [country] from other countries, when do you think they should obtain the same rights to social benefits and services as citizens already living here? Please
choose the option on this card that comes closest to your view. 
CODE ONE ANSWER ONLY

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately on arrival</td>
<td>1</td>
</tr>
<tr>
<td>After living in [country] for a year, whether or not they have worked</td>
<td>2</td>
</tr>
<tr>
<td>Only after they have worked and paid taxes for at least a year</td>
<td>3</td>
</tr>
<tr>
<td>Once they have become a [country] citizen</td>
<td>4</td>
</tr>
<tr>
<td>They should never get the same rights</td>
<td>5</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: Well, I think they should have access to the health service as soon as they arrive, but they should only be able to claim unemployment benefits after they have worked and paid taxes for a year.

NOTE FOR RESEARCHERS:

Interviewers can only code one answer. They could say:

I: I can only accept one answer from the card. I'll re-read the question and see if that helps.

[after repeating the question in full]

R: I don’t agree with any one option on the card so I’m not going to answer the question.

(I: CODE 7)
<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>E16</td>
<td>Most unemployed people do not really try to find a job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>Disagree strongly (I: CODE 5)</td>
</tr>
<tr>
<td>E17</td>
<td>Many people with very low incomes get less benefit than they are legally entitled to.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>Agree (I: CODE 2)</td>
</tr>
<tr>
<td>E18</td>
<td>Many people manage to obtain benefits and services to which they are not entitled.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>Disagree (I: CODE 4)</td>
</tr>
</tbody>
</table>
NOTE FOR RESEARCHERS:

Again, there is complicated routing in this section of the questionnaire. Respondents are likely to be coded differently here as there are four groups compared to three groups in section C.

E19  INTERVIEWER ENTER MONTH OF RESPONDENT BIRTHDAY (e.g. where January = 01 and December = 12) (SEE C31):

(Refusal)  77
(Don't know)  88

(I: REFER BACK TO C31 AND WRITE IN 06)

E20  INTERVIEWER CODE: INTERVIEWER REFER TO MONTH OF RESPONDENT BIRTHDAY AND CODE:

<table>
<thead>
<tr>
<th>MONTH OF BIRTHDAY</th>
<th>CODE</th>
<th>ROUTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>01, 05, 09</td>
<td>77</td>
<td>GO TO INTRO BEFORE E21</td>
</tr>
<tr>
<td>02, 06, 10</td>
<td>88</td>
<td>GO TO INTRO BEFORE E24</td>
</tr>
<tr>
<td>03, 07, 11</td>
<td>3</td>
<td>GO TO INTRO BEFORE E27</td>
</tr>
<tr>
<td>04, 08, 12</td>
<td>4</td>
<td>GO TO INTRO BEFORE E30</td>
</tr>
</tbody>
</table>

(I: CODE 2)
Imagine someone who is unemployed and looking for work. This person was previously working but lost their job and is now receiving unemployment benefit. What do you think should happen to this person’s unemployment benefit if… READ OUT…

<table>
<thead>
<tr>
<th>This person should lose all their unemployment benefit</th>
<th>This person should lose about half of their unemployment benefit</th>
<th>This person should lose a small part of their unemployment benefit</th>
<th>This person should be able to keep all their unemployment benefit</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E21 …they turn down a job because it pays a lot less than they earned previously?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>E22 …they turn down a job because it needs a much lower level of education than the person has?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>E23 …they refuse to regularly carry out unpaid work in the area where they live in return for unemployment benefit?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

*Questions not applicable to this respondent*

GO TO INTRODUCTION BEFORE E33
Imagine someone in their 50s who is unemployed and looking for work. This person was previously working but lost their job and is now receiving unemployment benefit. What do you think should happen to this person’s unemployment benefit if… READ OUT…

- This person should lose all their unemployment benefit
- This person should lose about half of their unemployment benefit
- This person should lose a small part of their unemployment benefit
- This person should be able to keep all their unemployment benefit
- (Refusal)
- (Don’t know)

E24 …they turn down a job because it pays a lot less than they earned previously?

1 2 3 4 7 8

E25 …they turn down a job because it needs a much lower level of education than the person has?

1 2 3 4 7 8

E26 …they refuse to regularly carry out unpaid work in the area where they live in return for unemployment benefit?

1 2 3 4 7 8

GO TO INTRODUCTION BEFORE E33
Imagine someone aged 20-25 who is unemployed and looking for work. This person was previously working but lost their job and is now receiving unemployment benefit. What do you think should happen to this person's unemployment benefit if… **READ OUT**…

<table>
<thead>
<tr>
<th>E27</th>
<th>…they turn down a job because it pays a lot less than they earned previously?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This person should lose all their unemployment benefit</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E28</th>
<th>…they turn down a job because it needs a much lower level of education than the person has?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This person should lose all their unemployment benefit</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E29</th>
<th>…they refuse to regularly carry out unpaid work in the area where they live in return for unemployment benefit?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This person should lose all their unemployment benefit</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

*Questions not applicable to this respondent*

GO TO INTRODUCTION BEFORE E33
**CARD 52** Imagine a single parent with a 3-year-old child who is unemployed and looking for work. This person was previously working but lost their job and is now receiving unemployment benefit. What do you think should happen to this person’s unemployment benefit if… **READ OUT**…

<table>
<thead>
<tr>
<th>E30</th>
<th>…they turn down a job because it pays a lot less than they earned previously?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>E31</th>
<th>…they turn down a job because it needs a much lower level of education than the person has?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>E32</th>
<th>…they refuse to regularly carry out unpaid work in the area where they live in return for unemployment benefit?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>

*Questions not applicable to this respondent*
ASK ALL

In the next 10 years the government may change the way it provides social benefits and services in response to changing economic and social circumstances.

E33 CARD 53 Would you be against or in favour of the government providing social benefits and services only for people with the lowest incomes, while people with middle and higher incomes are responsible for themselves?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly against</td>
<td>1</td>
</tr>
<tr>
<td>Against</td>
<td>2</td>
</tr>
<tr>
<td>In favour</td>
<td>3</td>
</tr>
<tr>
<td>Strongly in favour</td>
<td>4</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: In favour
(I: CODE 3)

E34 STILL CARD 53 Now imagine there is a fixed amount of money that can be spent on tackling unemployment. Would you be against or in favour of the government spending more on education and training programs for the unemployed at the cost of reducing unemployment benefit?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly against</td>
<td>1</td>
</tr>
<tr>
<td>Against</td>
<td>2</td>
</tr>
<tr>
<td>In favour</td>
<td>3</td>
</tr>
<tr>
<td>Strongly in favour</td>
<td>4</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: In favour
(I: CODE 3)
E35  STILL CARD 53 Would you be against or in favour of the government introducing extra social benefits and services to make it easier for working parents to combine work and family life even if it means much higher taxes for all?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly against</td>
<td>1</td>
</tr>
<tr>
<td>Against</td>
<td>2</td>
</tr>
<tr>
<td>In favour</td>
<td>3</td>
</tr>
<tr>
<td>Strongly in favour</td>
<td>4</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: Strongly in favour

(I: CODE 4)
Some countries are currently talking about introducing a basic income scheme. In a moment I will ask you to tell me whether you are against or in favour of this scheme. First, I will give you some more details. The highlighted box at the top of this card shows the main features of the scheme. A basic income scheme includes all of the following:

- The government pays all adults a monthly income to cover essential living costs.
- It replaces other social benefits and services such as unemployment and disability benefits.
- The purpose is to guarantee everyone a minimum standard of living.
- Everyone receives the same amount regardless of whether or not they are working.
- People also keep the money they earn from work or other sources.
- This scheme is paid for by taxes.

INTERVIEWER: PAUSE TO GIVE THE RESPONDENT TIME TO READ CARD.

Overall, would you be against or in favour of having this scheme in [country]?
Please choose your answer from the options at the bottom of the card.

<table>
<thead>
<tr>
<th>Strongly against</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Against</td>
<td>2</td>
</tr>
<tr>
<td>In favour</td>
<td>3</td>
</tr>
<tr>
<td>Strongly in favour</td>
<td>4</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: I'm in favour of all the bullet points except it replacing other benefits. I don't agree with that part.

NOTE FOR RESEARCHERS:

This question (and E37) requires respondents to consider all bullet points and give an overall answer. Interviewers could repeat the last two sentences, emphasising the word ‘Overall’.

R: Well, I suppose I'm against it then, on balance.

(I: CODE 2)

It is also important to note that interviewers should read out all bullet points on the showcard, as instructed, as well as giving the respondent enough time to read the card. This also applies to E37.
It has been proposed that there should be a European Union-wide social benefit scheme for all poor people. In a moment I will ask you to tell me whether you are against or in favour of this scheme. First, look at the highlighted box at the top of this card, which shows the main features of the scheme. A European Union-wide social benefit scheme includes all of the following: …READ OUT…

- The purpose is to guarantee a minimum standard of living for all poor people in the European Union.
- The level of social benefit people receive will be adjusted to reflect the cost of living in their country.
- The scheme would require richer European Union countries to pay more into such a scheme than poorer European Union countries.

INTERVIEWER: PAUSE TO GIVE THE RESPONDENT TIME TO READ CARD.

Overall, would you be against or in favour of having such a European Union-wide social benefit scheme? Please choose your answer from the options at the bottom of the card.

<table>
<thead>
<tr>
<th>Strongly against</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Against</td>
<td>2</td>
</tr>
<tr>
<td>In favour</td>
<td>3</td>
</tr>
<tr>
<td>Strongly in favour</td>
<td>4</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: I'm in favour of that one.

(I: CODE 3)
E38  CARD 56 If more decisions were made by the European Union rather than by national governments, do you think the level of social benefits and services provided in [country] would become higher or lower?

Much higher  1
Higher  2
Neither higher nor lower  3
Lower  4
Much lower  5

(Refusal)  7
(Don’t know)  8

R: Not sure
(I: CODE 8)

In the next few questions, we would like you to think about what might happen during the next 12 months.

E39  CARD 57 Using this card, please tell me how likely it is that during the next 12 months you will be unemployed and looking for work for at least four consecutive weeks?

Not at all likely  1
Not very likely  2
Likely  3
Very likely  4

(Never worked OR no longer working and not looking for work)
(Refusal)  7
(Don’t know)  8

R: Not very likely – I hope!
(I: CODE 2)
E40 STILL CARD 57 And during the next 12 months how likely is it that there will be some periods when you don’t have enough money to cover your household necessities? Use the same card.

Not at all likely  1
Not very likely  2
Likely  3
Very likely  4
(Refusal)  7
(Don’t know)  8

R: Not very likely

(I: CODE 2)

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:  

(Refusal) 77  
(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? (Refusal = 7777; Don't know = 8888)

R: Both of us were born in 1975

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

F4 CARD 58 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</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
</tr>
</thead>
<tbody>
<tr>
<td>(respondent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OPTIONAL:**

**First Name or initial**

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

<table>
<thead>
<tr>
<th>F3 Year born</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>F4 Relationship</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husband/wife/partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Son/daughter (inc. step, adopted, foster, child of partner)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent, parent-in-law, partner’s parent, step parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brother/sister (inc. step, adopted, foster)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other relative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other non-relative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Refusal)</td>
<td>77</td>
<td>77</td>
<td>77</td>
<td>77</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
</tbody>
</table>

---

**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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OPTIONAL:**

**First Name or initial**

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

<table>
<thead>
<tr>
<th>F3 Year born</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>F4 Relationship</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husband/wife/partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Son/daughter (inc. step, adopted, foster, child of partner)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent, parent-in-law, partner’s parent, step parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brother/sister (inc. step, adopted, foster)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other relative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other non-relative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Refusal)</td>
<td>77</td>
<td>77</td>
<td>77</td>
<td>77</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
</tbody>
</table>
F5 INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE:
RESPONDENT LIVES WITH HUSBAND / WIFE / PARTNER (code 01 at F4)

<table>
<thead>
<tr>
<th>ALL OTHERS</th>
<th>1 ASK F6</th>
<th>2 GO TO F7</th>
</tr>
</thead>
</table>

(I: CODE 1)

F6 CARD 59 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>Legally married</th>
<th>01 ASK F7</th>
</tr>
</thead>
<tbody>
<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>(Refusal)</td>
<td>77</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>88</td>
</tr>
</tbody>
</table>

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)?

| Yes | 1 |
| No | 2 |
| (Refused) | 7 |
| (Don’t know) | 8 |

R: Yes – before we got married.

I: (CODE 1)
ASK ALL
F8 Can I just check have you ever been divorced or had a civil union dissolved?

    Yes  1
    No  2
(Refused)  7
(Don’t know)  8

R: No
(I: CODE 2)

F9 INTERVIEWER CODE:
RESPONDENT LIVES WITH HUSBAND / WIFE / PARTNER (code 01 at F5)

    1 CODE F10
    2 GO TO F11

(I: CODE 1)

F10 INTERVIEWER CODE:
RESPONDENT COHABITING

    1 ASK F11
    2 GO TO F12

(I: CODE 2)

ASK IF NOT LIVING WITH A HUSBAND / WIFE / PARTNER OR ARE COHABITING
F11 CARD 60 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

<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>(Refusal)</td>
<td>77</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>88</td>
</tr>
</tbody>
</table>

Question not applicable to this respondent
RESPONDENT HAS CHILDREN LIVING AT HOME
(code 02 at F4)

1 GO TO F14

DOES NOT

2 ASK F13

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
(Refusal) 7
(Don’t know) 8

R: No

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
(Refusal) 7
(Don’t know) 8

R: I’d say this is the outskirts of a big city.
**F15 CARD 62** 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>Qualification</th>
<th>Coding</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>
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<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>
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<tr>
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<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:

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.

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

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: 

(Refusal) 77
(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 63 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** 07
- **doing housework, looking after children or other persons** 08
  - (other) 09
- (Refusal) 77
- (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:**

<table>
<thead>
<tr>
<th>MORE THAN ONE CODED AT F17a</th>
<th>ASK F17c</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLY ONE CODED AT F17a</td>
<td>GO TO F17d</td>
</tr>
</tbody>
</table>

(I: CODE 1)
ASK IF MORE THAN ONE CODED IN F17b (code 1)
F17c STILL CARD 63 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 unemployed and actively looking for a job 02
unemployed, wanting a job but not actively looking for a job 03
permanently sick or disabled 04
retired 05

in community or military service 07
doing housework, looking after children or other persons (other) 08

(Refusal) 77
(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:

| Respondent in paid work at F17a (code 01 at F17a) | 1 GO TO F21 |
| Respondent not in paid work at F17a (All NOT coded 01 at F17a) | 2 ASK F18 |

(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

(Refusal)

7  ASK F19

(Don't know)

8

*Question not applicable to this respondent*

**F19** Have you ever had a paid job?

Yes

1  ASK F20

No

2  GO TO F36

(Refusal)

7  ASK F19

(Don't know)

8

*Question not applicable to this respondent*

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

WRITE IN YEAR:

(Refusal) 7777

(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…

<table>
<thead>
<tr>
<th>1</th>
<th>GO TO F23</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>GO TO F22</td>
</tr>
<tr>
<td>3</td>
<td>GO TO F23</td>
</tr>
</tbody>
</table>

…an employee, 1
self-employed, 2
or, working for your own family’s business?

(Refusal) 7
(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: GO TO F24

| 77777 | (Refusal) |
| 88888 | (Don’t know) |

Question not applicable to this respondent

ASK IF EMPLOYEE OR FAMILY BUSINESS OR DON’T KNOW/REFUSAL (codes 1, 3, 7 or 8 at F21)

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

| 1 | ...unlimited duration |
| 2 | ...limited duration |
| 3 | ...no contract |

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
(Refusal) 7
(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>Yes</th>
<th>1</th>
<th>ASK F26</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO F27</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
<td></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 F25 (code 1)

F26 How many people are/were you responsible for?

WRITE IN:

(Refusal) 77777
(Don’t know) 88888

*Question not applicable to this respondent*
ASK ALL WORKING/PREVIOUSLY WORKED
CARD 64 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>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R: 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(I: CODE 05)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F28</td>
<td></td>
<td>00 01 02 03 04 05 06 07 08 09 10 77 88</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(I: CODE 02)</td>
<td></td>
<td></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?
INTERVIEWER: 0 hours contract should be coded as 0 hours.
Acceptable range of responses is between 0 and 168 hours.

WRITE IN HOURS: [ ] [ ] [ ]

(Do not have set ‘basic’ or contracted number of hours) 555
(Refusal) 777
(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.

**INTERVIEWER:** Acceptable range of responses is between 0 and 168 hours.

**WRITE IN HOURS:**

(Refusal) 777
(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’)

(I: WRITE IN ‘40’ AT F30)
F31 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 65 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
    (Refusal) 77
    (Don’t know) 88

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)

F35  In the last 10 years have you done any paid work in another country for a period of 6 months or more?

<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>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: No

(I: CODE 2)
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>(Refusal)</td>
<td>7</td>
<td></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>(Refusal)</td>
<td>7</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>(Refusal)</td>
<td>7</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?

Yes, currently 1
Yes, previously 2
No 3
(Refusal) 7
(Don’t know) 8

R: No
(I: CODE 2)

F40 CARD 66 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 67 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.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>01</td>
</tr>
<tr>
<td>R</td>
<td>02</td>
</tr>
<tr>
<td>C</td>
<td>03</td>
</tr>
<tr>
<td>M</td>
<td>04</td>
</tr>
<tr>
<td>F</td>
<td>05</td>
</tr>
<tr>
<td>S</td>
<td>06</td>
</tr>
<tr>
<td>K</td>
<td>07</td>
</tr>
<tr>
<td>P</td>
<td>08</td>
</tr>
<tr>
<td>D</td>
<td>09</td>
</tr>
<tr>
<td>H</td>
<td>10</td>
</tr>
<tr>
<td>(Refused)</td>
<td>77</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>88</td>
</tr>
</tbody>
</table>

R: C

(I: CODE 03)

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. Interviewers could also remind respondents that they only need to provide a letter from the card, and the interviewer will not know what the letter corresponds to.
Which of the descriptions on this card comes closest to how you feel 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
- (Refusal) 7
- (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)
F44 CARD 69 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</td>
<td>000</td>
</tr>
<tr>
<td>ISCED 1, completed primary education</td>
<td>113</td>
</tr>
<tr>
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<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 70 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
(Refusal) 77
(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</th>
<th>ASK F45c</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLY ONE CODED AT F45a</td>
<td>2</td>
<td>GO TO F45d</td>
</tr>
</tbody>
</table>

(I: CODE 2)

F45c STILL CARD 70 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 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Refusal) 77
- (Don't know) 88

Question not applicable to this respondent

F45d INTERVIEWER REFER TO F45a AND CODE:

<table>
<thead>
<tr>
<th>PARTNER IN PAID WORK AT F45a</th>
<th>1</th>
<th>GO TO F47</th>
</tr>
</thead>
<tbody>
<tr>
<td>code 01 at F45a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARTNER NOT IN PAID WORK AT F45a</td>
<td>2</td>
<td>ASK F46</td>
</tr>
<tr>
<td>(All NOT coded 01 at F45a).</td>
<td></td>
<td></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?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1 ASK F47</td>
</tr>
<tr>
<td>No</td>
<td>2 GO TO F52</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

R: No
(I: CODE 2)

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

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

...an employee, 1
self-employed, 2
or working for your family business? 3

(Refusal) 7
(Don’t know) 8

Question not applicable to this respondent
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: ____________

(Refusal) 777
(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 71 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>Educational 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 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>
F53 When you were 14, did your father work as an employee, was he self-employed, or was he not working then?

<table>
<thead>
<tr>
<th>Employee,</th>
<th>1</th>
<th>ASK F54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-employed,</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Not working</td>
<td>3</td>
<td>GO TO F56</td>
</tr>
<tr>
<td>(Father dead/absent(^3) when respondent was 14)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
<td>ASK F54</td>
</tr>
</tbody>
</table>

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.

\(^3\) ‘absent’: not living in same household.
Which of the descriptions 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 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

  (Refusal) 77
  (Don’t know) 88

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

**NOTE FOR RESEARCHERS:**

As stated in the interviewer note, it is important that respondents choose a category themselves. Interviewers should say:

I: There is no right or wrong answer. Just choose the category you think fits best
R: I’m going to say ‘professional and technical occupations’
(I:  CODE 01)

The interviewer should accept the respondent’s answer and move on to the next question, even if they disagree with the respondent’s answer.
ASK ALL

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

F56 CARD 73 What is the highest level of education your mother successfully completed?
Please use this card.

<table>
<thead>
<tr>
<th>INTERVIEWER NOTE: Successful completion occurs when either:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a formal certificate is issued after an assessment indicating that the course has been passed</td>
</tr>
<tr>
<td>• a course or period of education is fully attended but no certificate is ever issued</td>
</tr>
<tr>
<td>• 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)</td>
</tr>
</tbody>
</table>

| not completed ISCED level 1 | 000 |
| ISCED 1, completed primary education | 113 |
| Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to ISCED 3 | 129 |
| Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to ISCED 3 | 221 |
| Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational | 222 |
| Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational | 212 |
| Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3 | 213 |
| Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to ISCED level 5 | 229 |
| Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to ISCED level 5 | 321 |
| Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions | 322 |
| Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions | 323 |
| Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions | 312 |
| Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions | 313 |
| Qualification from ISCED 4 programmes without access to ISCED level 5 | 421 |
| Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions | 422 |
| Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5 institutions | 423 |
| Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions | 412 |
| Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions | 413 |
| ISCED 5B programmes of short duration, advanced vocational qualifications | 520 |
| ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary qualification below the bachelor’s level | 510 |
| ISCED 5A programmes of medium duration, qualifications at the bachelor’s level or equivalent from a lower tier tertiary institution | 610 |
| ISCED 5A programmes of medium duration, qualifications at the bachelor’s level or equivalent from an upper/single tier tertiary institution | 620 |
| ISCED 5A programmes of long cumulative duration, qualifications at the master’s level or equivalent from a lower tier tertiary institution | 710 |
| 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 | 800 |
| (Other) | 5555 |
| (Refusal) | 7777 |
**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></td>
</tr>
<tr>
<td>Not working</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(Mother dead/absent(^4) when respondent was 14)</td>
<td>4</td>
<td>GO TO F60</td>
</tr>
<tr>
<td>(Refusal)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
<td>ASK F58</td>
</tr>
</tbody>
</table>

**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*

---

\(^4\) ’absent’: not living in same household.
F59 CARD 74 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

- (Refusal) 77
- (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
(Refusal) 7
(Don't know) 8

R: Yes

(I: CODE 1)
**CARD 75** How would you describe your ancestry? Please use this card to choose up to two ancestries that best apply to you.

**INTERVIEWER:** code maximum of two ancestries in total.

If more than two are mentioned, ask respondent to select two.

If respondent is unable to do this, code first two ancestries mentioned.

**INTERVIEWER PROBE ONCE:** Which other?

<table>
<thead>
<tr>
<th>First ancestry mentioned (CODE ONE ONLY)</th>
<th>Second ancestry mentioned (CODE ONE ONLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>British 01</td>
<td>01</td>
</tr>
<tr>
<td>English 02</td>
<td>02</td>
</tr>
<tr>
<td>Northern Irish 03</td>
<td>03</td>
</tr>
<tr>
<td>Scottish 04</td>
<td>04</td>
</tr>
<tr>
<td>Welsh 05</td>
<td>05</td>
</tr>
<tr>
<td>Bangladeshi 06</td>
<td>06</td>
</tr>
<tr>
<td>Chinese 07</td>
<td>07</td>
</tr>
<tr>
<td>Gypsy/Roma 08</td>
<td>08</td>
</tr>
<tr>
<td>Indian 09</td>
<td>09</td>
</tr>
<tr>
<td>Irish 10</td>
<td>10</td>
</tr>
<tr>
<td>Jamaican 11</td>
<td>11</td>
</tr>
<tr>
<td>Nigerian 12</td>
<td>12</td>
</tr>
<tr>
<td>Pakistani 13</td>
<td>13</td>
</tr>
<tr>
<td>Polish 14</td>
<td>14</td>
</tr>
<tr>
<td>Somali 15</td>
<td>15</td>
</tr>
</tbody>
</table>

**Other (WRITE IN MAXIMUM OF TWO ANCESTRIES IN TOTAL)**

| (No second ancestry)                  | 555555 |
| (Refusal)                             | 777777 |
| (Don’t know)                          | 888888 |

**R:** British

(I: CODE 01 and ask ‘Which other?’)

**R:** Just British

(I: CODE 555555)
ENTER END TIME OF SECTION F:    □ □ □ □ (Use 24 hour clock)

(END time for CAPI countries only)

GO TO SECTION H
### MALE RESPONDENTS

**Questions not applicable to this respondent**

**H1 CARD 76** Now I will briefly describe some people. Please listen to each description and tell me how much each person is or is not like you. Use this card for your answer.

<table>
<thead>
<tr>
<th></th>
<th>Very much like me</th>
<th>Like me</th>
<th>Somewhat like me</th>
<th>A little like me</th>
<th>Not like me</th>
<th>Not like me at all</th>
<th>(Refusal)</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Thinking up new ideas and being creative is important to him. He likes to do things in his own original way.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>B</td>
<td>It is important to him to be rich. He wants to have a lot of money and expensive things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>He thinks it is important that every person in the world should be treated equally. He believes everyone should have equal opportunities in life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>D</td>
<td>It’s important to him to show his abilities. He wants people to admire what he does.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>E</td>
<td>It is important to him to live in secure surroundings. He avoids anything that might endanger his safety.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>F</td>
<td>He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Very much like me</td>
<td>Like me</td>
<td>Somewhat like me</td>
<td>A little like me</td>
<td>Not like me</td>
<td>Not like me at all</td>
<td>(Refusal)</td>
<td>(Don’t know)</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>--------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>------------</td>
<td>------------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>He believes that people should do what they’re told. He thinks people should follow rules at all times, even when no-one is watching.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>H</strong></td>
<td>It is important to him to listen to people who are different from him. Even when he disagrees with them, he still wants to understand them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>It is important to him to be humble and modest. He tries not to draw attention to himself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>J</strong></td>
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**ENTER END TIME OF SECTION H:** [ ] [ ] [ ] [ ] (Use 24 hour clock)

(End time for CAPI countries only)

**GO TO SECTION I**
**FEMALE RESPONDENTS**

H2 CARD 76 Now I will briefly describe some people. Please listen to each description and tell me how much each person is or is not like you. Use this card for your answer.

<table>
<thead>
<tr>
<th></th>
<th>Very much like me</th>
<th>Like me</th>
<th>Somewhat like me</th>
<th>A little like me</th>
<th>Not like me</th>
<th>Not like me at all</th>
<th>(Refusal)</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.</td>
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<td>B</td>
<td>It is important to her to be rich. She wants to have a lot of money and expensive things.</td>
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<td>C</td>
<td>She thinks it is important that every person in the world should be treated equally. She believes everyone should have equal opportunities in life.</td>
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<td>D</td>
<td>It's important to her to show her abilities. She wants people to admire what she does.</td>
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<td>E</td>
<td>It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.</td>
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<td><strong>F</strong></td>
<td>She likes surprises and is always looking for new things to do. She thinks it is important to do lots of different things in life.</td>
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<td><strong>G</strong></td>
<td>She believes that people should do what they’re told. She thinks people should follow rules at all times, even when no-one is watching.</td>
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<td><strong>H</strong></td>
<td>It is important to her to listen to people who are different from her. Even when she disagrees with them, she still wants to understand them.</td>
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<td><strong>I</strong></td>
<td>It is important to her to be humble and modest. She tries not to draw attention to herself.</td>
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**ENTER END TIME OF SECTION H:**  [Box with options] (Use 24 hour clock)

(END time for CAPI countries only)
SECTION I

CODE ALL

I1 INTERVIEWER CODE: SEE C32 FOR CODE. RESPONDENTS MUST BE CODED IN THE SAME GROUP AT I1 AS AT C32:

<table>
<thead>
<tr>
<th>Code at C32</th>
<th>Code at I1</th>
<th>Instructions</th>
</tr>
</thead>
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<tr>
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<td>GO TO INTRO BEFORE I2</td>
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<td>2</td>
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<td>GO TO INTRO BEFORE I5</td>
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<tr>
<td>3</td>
<td>3</td>
<td>GO TO INTRO BEFORE I8</td>
</tr>
</tbody>
</table>

(I: CODE 3)
ASK IF CODE 1 AT I1

Questions not applicable to this respondent

To help us improve our questions in the future, here are some final questions which are similar to previous ones. Please don’t try to remember what you answered before but treat them as if they were completely new questions.

People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they’re under threat. Here are some questions about this issue.

I2 CARD 77 How important do you think having good educational qualifications should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here?

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<tr>
<th>Not at all important</th>
<th>Extremely important</th>
<th>(Refusal)</th>
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<td>09</td>
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</tbody>
</table>

I3 CARD 78 How important do you think coming from a Christian background should be in deciding whether someone should be able to come and live here?

<table>
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<tr>
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<th>Extremely important</th>
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I4 CARD 79 How important do you think having work skills that [country] needs should be in deciding whether someone should be able to come and live here?

<table>
<thead>
<tr>
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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)

INTERVIEWER THEN ANSWER SECTION J BELOW
**ASK IF CODE 2 AT I1**

*Questions not applicable to this respondent*

To help us improve our questions in the future, here are some final questions which are similar to previous ones. Please don’t try to remember what you answered before but treat them as if they were completely new questions.

People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they’re under threat. Here are some questions about this issue.

**CARD 80** How important do you think each of these things should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here? Firstly, how important should it be for them to… READ OUT…

<table>
<thead>
<tr>
<th></th>
<th>Not at all important</th>
<th>Very important</th>
<th>(Refusal)</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I5</strong> ...have good educational qualifications?</td>
<td>0 1 2 3 4 5 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I6</strong> ...come from a Christian background?</td>
<td>0 1 2 3 4 5 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I7</strong> ...have work skills that [country] needs?</td>
<td>0 1 2 3 4 5 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOW COMPLETE INTERVIEW END DATE AND TIME**

INTERVIEWER ENTER END DATE:  

INTERVIEWER ENTER END TIME:  (Use 24 hour clock)  

(END DATE AND TIME in ALL countries)
ASK IF CODE 3 AT I1

To help us improve our questions in the future, here are some final questions which are similar to previous ones. Please don’t try to remember what you answered before but treat them as if they were completely new questions.

People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they’re under threat. Here are some questions about this issue.

CARD 81 How important do you think each of these things should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here? Firstly, how important should it be for them to…

READ OUT…

<table>
<thead>
<tr>
<th></th>
<th>Not at all important</th>
<th></th>
<th>Extremely important (Refusal)</th>
<th></th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I8</td>
<td>…have good educational qualifications?</td>
<td>00</td>
<td>01</td>
<td>02</td>
<td>03</td>
</tr>
<tr>
<td>R: 3</td>
<td>(I: CODE 03)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I9</td>
<td>…come from a Christian background?</td>
<td>00</td>
<td>01</td>
<td>02</td>
<td>03</td>
</tr>
<tr>
<td>R: 1</td>
<td>(I: CODE 01)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I10</td>
<td>…have work skills that [country] needs?</td>
<td>00</td>
<td>01</td>
<td>02</td>
<td>03</td>
</tr>
<tr>
<td>R: Haven’t you already asked me this?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE FOR RESEARCHERS:

The interviewer should simply remind the respondent of the introduction previously read out, i.e:

I: I’ll just repeat the introduction I have here: To help us improve our questions in the future, here are some final questions which are similar to previous ones. Please don’t try to remember what you answered before but treat them as if they were completely new questions.

R: OK, what was the question again?

(INTERVIEWER RE-READS QUESTION I10 IN FULL)

R: 7

(I: CODE 07)
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)

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>Choice</th>
<th>Score</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>

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

<table>
<thead>
<tr>
<th>Choice</th>
<th>Score</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>

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

<table>
<thead>
<tr>
<th>Choice</th>
<th>Score</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>
Overall, did you feel that the respondent understood the questions?

<table>
<thead>
<tr>
<th>Answer</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>

Was anyone else present, who interfered with the interview?

<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>
</tbody>
</table>

Who was this? **CODE ALL THAT APPLY**

<table>
<thead>
<tr>
<th>Role</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husband/wife/partner</td>
<td>1</td>
</tr>
<tr>
<td>Son/daughter (inc. step, adopted, foster, child of partner)</td>
<td>2</td>
</tr>
<tr>
<td>Parent/parent-in-law/step-parent/partner’s parent</td>
<td>3</td>
</tr>
<tr>
<td>Other relative</td>
<td>4</td>
</tr>
<tr>
<td>Other non-relative</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>8</td>
</tr>
</tbody>
</table>

To what extent did the respondent use the showcards?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent used all of the applicable showcards</td>
<td>1</td>
</tr>
<tr>
<td>Respondent used only some of the applicable showcards</td>
<td>2</td>
</tr>
<tr>
<td>Respondent refused/ was unable to use the showcards at all</td>
<td>3</td>
</tr>
<tr>
<td>Don't know</td>
<td>8</td>
</tr>
</tbody>
</table>
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

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.

________________________________________

________________________________________

________________________________________
Field Procedures in the European Social Survey Round 8: Guidelines for Enhancing Response Rates and Minimising Nonresponse Bias

Ineke Stoop, Achim Koch, Verena Halbherr, Geert Loosveldt, Rory Fitzgerald

1 The CST requests that the following citation for this document should be used: Stoop, I., Koch, A., Halbherr, V., Loosveldt, G., & Fitzgerald, R. (2016). Field Procedures in the European Social Survey Round 8: Guidelines for Enhancing Response Rates and Minimising Nonresponse Bias. London: ESS ERIC Headquarters. Earlier versions of this document relating to previous rounds of fieldwork are available at www.europeansocialsurvey.org.
Field Procedures in the European Social Survey Round 8: Guidelines for Enhancing Response Rates and Minimising Nonresponse Bias

Ineke Stoop, Achim Koch, Verena Halbherr, Geert Loosveldt, Rory Fitzgerald

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1 Introduction

One of the distinguishing features of the European Social Survey (ESS) is its high methodological standards aiming at optimal comparability in the data collected across all the participating countries. Amongst these standards, one essential element is the need to achieve high response rates in all countries, and to ensure that the people interviewed in each country closely represent the country’s total population. Nonresponse bias is one impediment to national and cross-national representativeness. The Core Scientific Team (CST), which includes the ESS ERIC Headquarters (based at City University), National Coordinators (NCs) and survey agencies work closely together to pursue representativeness and optimal comparability, enhance response rates and minimise nonresponse bias. The CST Fieldwork Team supports the NC team in preparing for fieldwork. The fieldwork team invites the NC to complete the Fieldwork Questionnaire after which the results of the questionnaire will be discussed with the NC.

This document outlines how fieldwork procedures may enhance response rates in the countries fielding the ESS in Round 8. Some procedures form part of the Round 8 Survey Specification for ESS ERIC Member, Observer and Guest countries (European Social Survey, 2015) (for short Specification, see 7.1.1) and, as such, should be adopted in each country. In addition to presenting the required procedures this paper also provides recommendations and suggestions. The actual implementation will depend on the national survey design and the national context. Wherever possible, countries should take into account experiences from previous rounds of the ESS to improve fieldwork and response rates in the present round.

In the Specification, a minimum target response rate of 70 per cent in each country has been outlined: “... the minimum target response rate ... should be 70%. All countries are expected to aim for the 70% response rate or – where this is considered highly unlikely – plan for a higher response rate than in the previous round.” (7.1.1, p. 29).

Section 2 of this paper covers interviewers issues related to nonresponse, and Section 0, 4, and 5 three causes of nonresponse (noncontact, refusal and not able/other). Section 6 gives a short summary and highlights the importance of minimising nonresponse bias. The final section comprises three sets of references. Section 7.1 lists official ESS documents that outline procedures that have to be followed, or guidelines in particular areas. These documents are indicated by number: e.g., Round 8 Survey Specification for ESS ERIC Member, Observer and Guest Countries is henceforth referred to 7.1.1 – which indicates that the reader should refer to Section 7.1 of this paper and locate document number 1 on the list. Section 7.2 lists the references to (un)published papers mentioned in the text below. Section 7.3 provides background literature on different aspects of response enhancement, mainly focused on face-to-face surveys. Where possible, a link to the literature is provided.

2 Interviewers

2.1 The importance of experience

There is a considerable body of evidence that shows that different interviewers achieve different response rates (see 7.3.2). Socio-demographic characteristics of interviewers, like age and sex, do not seem to play a major role in achieving response rates. On the other hand, although it is often difficult to distinguish between interviewer and area effects (for instance, interviewers working in inner city areas normally face bigger challenges in obtaining good response rates than interviewers working in more rural areas) there is evidence that more experienced interviewers tend to achieve higher response rates than those with less experience.

Recommendations:
- Attempt to enhance response rates by selecting experienced and well-trained interviewers. Experience includes experience of conducting random sample surveys, selection of respondents within households (if necessary), and having been trained in persuasion, refusal avoidance and refusal conversion strategies, tailoring and maintaining interaction, and (if necessary) the use of CAPI software.
- Even experienced interviewers should receive regular training.
2.2 Briefing interviewers about all aspects of the study

“All interviewers must be personally briefed by the NC or Survey Agency upon being hired for ESS Round 8 and before carrying out their assignment” (7.1.1, p. 32).

ESS interviewers are expected to have received training in and to have experience of conducting face-to-face surveys among random samples. To prepare them for ESS Round 8 they should receive a specific in-person briefing. It should be noted that interviewer training is different from a briefing, in which specific instructions for a particular survey research project, such as description of the project, questionnaire and rules, are presented. ESS briefings should cover in detail respondent selection procedures, if applicable, and recording of the contact process using the model contact forms, including the coding of interviewer observation data.

The briefings should also enable interviewers to practise asking questions from the survey, facilitated by guidance provided by the CST. Care should be taken to ensure that less experienced interviewers also receive training on general interviewing and contacting techniques. The CST has prepared guidelines regarding in-person briefings, instructions for interviewers and scripted ESS practice interviews (see 7.1.5).

It is important that the in-person briefings – and accompanying written instructions – do not only focus on the content of the questionnaire and the conduct of the actual interview. It will be essential to brief interviewers in detail on the respondent selection procedures (if applicable), the contacting procedure and the registration of the calling process using the standard contact forms. Interviewers should be briefed on a broad repertoire of approaches to enhance their response rates, in a way that allows them to tailor their approach to the specific situation. This will be of particular importance for less experienced or less well-trained interviewers. In countries with high levels of refusals, briefings should cover additional training on refusal avoidance and refusal conversion techniques (see 4.4 and 4.5). If the contact procedures being used on the ESS differ from those usually employed by the survey organisation extra time needs to be reserved during the briefing to inform interviewers about the ESS contact procedures. All interviewers will also need to be briefed on the coding of observable data (7.1.6).

In addition to disseminating information, an equally important aim of the in-person briefings is to motivate the interviewers working on the ESS. This might be achieved by conveying the importance of such a large cross-national survey to them for example by providing some background to the survey and presenting some key findings from earlier rounds. Interviewers might also find this information useful when ‘selling’ the survey to target persons. It is important that interviewers feel that their role in the ESS process is essential and that their skills and efforts are being acknowledged. There is evidence that interviewers who are confident about their ability to elicit cooperation tend to achieve higher response rates. Note that sufficient remuneration for all interviewer tasks is also a strong motivating factor (see 2.4). The CST will provide a template PowerPoint presentation for interviewer briefings (as part of 7.1.5), which can be easily adapted for use in different countries.

Recommendations:

- One day or half day briefing sessions for all interviewers by the survey agency and the NC, covering all aspects of the field procedures and the interview (essential for complying with the Specification). The interviewer should be briefed in-person.
- The size of the interviewer group attending a briefing should not be too large in order to allow room and time for practicing the questionnaire.
- NC should discuss the specified ESS contact procedures with the survey agency. In case these procedures differ from the usual procedures of the survey agency, special attention needs to be given to this topic in the interviewer briefing.
- Include a session on doorstep introduction and discussions on encouraging participation.
- Provide interviewers with information on how the survey data is being used
- Motivate interviewers to deliver good work, convey the importance of the survey, and boost their confidence about their ability to elicit cooperation from target persons.
- Use the guidance documents and template PowerPoint presentation for interviewer briefings produced by the CST to plan and deliver the briefing sessions. These documents will be available from the ESS8 intranet in May 2016.
2.3 Interviewer assignment sizes and overall workload

“In each country, a sufficient number of interviewers should be engaged to conduct the ESS interviews. Ideally, all ESS interviewers conduct multiple interviews to make briefing cost effective. However, even well-trained interviewers can influence the quality of the collected data, and research has shown that higher workloads are positively related to larger interviewer effects. Therefore the workload per interviewer will be limited to a maximum of 48 sample units (i.e., respondents and non-respondents) throughout fieldwork. Any proposed deviation in this area must be discussed with the CST in advance” (7.1.1, p. 31).

To be effective and efficient, interviewers should be assigned a certain number of sample units, but too large a workload can stand in the way of a high response rate and finalising a survey within the required period.

The amount of work allocated to each interviewer can affect the response rate. The assignment size will affect the amount of effort an interviewer can apply when attempting contact and securing cooperation. For instance if an interviewer’s workload is large, relative to the length of the fieldwork period, it can place limits on the possible number of calls and their spread in terms of days and times of the day. In addition, from a methodological point of view one should keep the average workload of the interviewers low in order to reduce the possibility of interviewer effects on the interview and survey estimates. See for instance Loosveldt and Beullens (2013) on the large effect of interviewers on interview duration.

Beyond the assignment sizes on this particular study, you should make sure that interviewers are not overloaded with work from other surveys. Not only would this have the potential to depress response rates generally (for the reasons above), it may lead to interviewers having to prioritise one survey over another, in terms of completing work on time or putting in the effort to maximise their response rates. Controlling interviewer workload may of course be difficult if interviewers are working for more than one organisation or more than one study during the fieldwork period.

Recommendations:
• Discuss the workload of interviewers with the survey agency, to avoid conflicts of interest.
• In addition to the overall ESS deadlines, set internal deadlines for when interviewers have to complete their assignment by. Leave sufficient time for reissues of noncontacts and refusal conversion.

2.4 Payment of interviewers

Levels of interviewer pay and the pay structure may affect interviewers’ incentive to work hard and their willingness to enhance their response rates. The pay rate for the study should be set in relation to the length and complexity of the interview, the expected difficulties of obtaining cooperation, and the amount of record keeping demanded of the interviewer (including the selection of respondents in household/dwelling samples, the completion of Contact Forms and the collection of observable data). Of course, an attractive pay rate relative to the pay on other studies is always advantageous.

There are several ways of providing interviewers with bonus payments. Firstly, bonus payments for achieved interviews above a certain response rate target may have a positive effect. The areas in which interviewers work can vary considerably (and often in an unknown way) in the challenges they pose to the interviewers and this could be taken into account. Secondly, interviewer bonuses for timely work on the ESS assignment could be considered. Some ESS countries, for example, have had positive experiences with a bonus system that takes into account when interviewers start contacting their sample units, when they return their first interviews and by when they complete their assignment. Finally, interviewers who are issued difficult cases in the refusal conversion phase might also receive some additional payment. However, any bonus system must be perceived as being fair otherwise it can lead to resentment, which may lead to demotivated interviewers working on the ESS.

Survey agencies usually have standard pay arrangements, which they are unlikely to amend for a particular study. Two standard policies are to pay interviewers an hourly rate or per completed interview. The former may make fieldwork costs very hard to control (and make them more expensive as a result), whereas the latter may provide less incentive for interviewers to enhance their response rates amongst individuals who are hard to reach, or hard to persuade to participate. On the other hand, payment per completed interview (only) might
be an incentive for undocumented substitution, and a disincentive to complete contact forms and observe neighbourhood characteristics for nonresponding individuals.

**Recommendations:**
- Discuss the interviewer pay arrangement with the survey agency. The pay rates for the ESS should be attractive for interviewers, both with respect to the study design and difficulty and with respect to the pay on other studies.

2.5 Monitoring interviewers’ progress

“NCs are expected to submit fieldwork projections at least two weeks prior to the start of fieldwork to the CST. The fieldwork projections will be based on experiences from previous rounds, the design of the present fieldwork and discussions with the Survey Agency.

Survey agencies should closely monitor the progress of fieldwork and should provide information to the NC to allow reporting to the CST on at least a weekly base (fortnightly if fieldwork takes longer than 10 weeks according to the planning) and provide this to the NC. This includes detailed information on fieldwork outcomes, response rates in different regions, among different subgroups (where possible), and by different interviewers.” (7.1.1, 33-34).

Before fieldwork starts survey agencies need to provide projections of how many interviews they expect to be completed each week (6.1(3)). During the fieldwork period, the agencies should provide **fortnightly or – in the case of short fieldwork periods – weekly progress reports to the NC.** These reports should contain as essential information firstly an **overall breakdown of the issued sample** and secondly an **appraisal of the overall response rate.** This information can then be compared to the projections to identify possible problems and the need for action by the survey agency. **Important additional information** includes response rates for regions, demographic subgroups or interviewers, and information about reissues.

If possible, NCs should try to obtain some interim datasets of achieved interviews or of contact form data during the fieldwork period. If such data are available, NCs should monitor the average length of interview for each interviewer and investigate interviewers who are outliers in case this indicates quality problems. To facilitate these progress updates, interviewers should be encouraged to return all interviews and all records of refusals and other nonresponse promptly to the survey agency.

For detailed recommendations about what is essential or useful to include in these reports, see the ‘Guidelines on Fieldwork Progress Reporting (7.1.4). These guidelines also contain guidance on what NCs should look out for when reading the progress reports from survey agencies and what is essential or useful to request from survey agencies. Only when detailed progress reports are available, can problems with obtaining response be identified and resolved.

**Recommendations:**
- During the fieldwork period, survey agencies should provide regular feedback to the NCs regarding fieldwork progress (which NCs should in turn provide to their CST Country Contact).
- Checking of interim datasets can help to identify problems during fieldwork.

According to the Specification, during the fieldwork period NCs must provide weekly or fortnightly – in the case fieldwork takes longer than 10 weeks - reports on response progress to their CST contact person (Country Contact).

3  **Reducing the number of noncontacts**

“The proportion of noncontacts should not exceed 3 % of all sample units” (7.1.1). Meeting this target will involve considerable efforts on the part of the interviewers and the survey agency. Below we detail some ways of minimising noncontacts (see also 7.3.4).
3.1 Number and timing of calls

Making several calls at different times of day, on different days of the week, and over an extended period of time will result in lower noncontact rates. In this way, different at home patterns can be accommodated, and people who are away for shorter periods can still be reached.

“The ESS aims for a response rate of 70% and a maximum noncontact rate of 3%. To pursue this interviewers have to make at least four personal visits to each sample unit before it is abandoned as non-productive

- on different days of the week and times of day,
- of which at least one must be at the weekend and one in the evening,
- spread over at least two different weeks (14 days).

Similarly, to allow difficult-to-contact people to be located, the fieldwork period should not be less than 30 days” (7.1.1, p. 28).

In order to ensure that the above call schedule is adhered to (because interviewer preferences sometimes do not mirror these patterns) it will be necessary to control and check call scheduling during fieldwork (see also Luiten, 2013, chapter 8). The interviewers are required to record the time, day, mode and outcome of all the calls they make in the contact forms. Where the contact forms are not used to monitor fieldwork an alternative system providing this information needs to be in place.

Analyses of the contact forms data from earlier rounds (see Stoop et al., 2010) show that people are harder to reach in some countries than in other countries. In order to bring down noncontact rates to an acceptable level, countries where this applies should consider raising the minimum number of calls above four. Besides that, the analysis indicates that a number of countries do not even adhere to the minimum required number of four call attempts to noncontacts and/or they do not make the evening and weekend calls required (see e.g., Matsuo et al., 2010). NCs in countries with too high noncontact rates and/or limited contact efforts should discuss this issue with their survey agency, in order to improve compliance in Round 8.

Recommendations:

- When the progress reports on fieldwork (see Section 2.5) reveal a high noncontact rate, participating countries should check whether the interviewers adhered to the specified call schedule or not. If the call record information is not available as an interim dataset during fieldwork, this may on occasion require that contact forms be checked on site at the survey agency by the NC team.
- Based on experiences from previous ESS Rounds, we suggest that some countries consider raising the minimum number of calls and varying the timing of the calls.

3.2 Length and timing of fieldwork period

“The ESS fieldwork period will last at least one month within a four-month period between 1 September and 31 December 2016” (7.1.1, p. 27).

Short fieldwork periods lead to a higher proportion of noncontacts. The ESS allows a fieldwork period of up to 4 months and a minimum of one month to help counter this problem and increase the chances of achieving a maximum noncontact rate of 3%. Longer fieldwork periods also make it possible to approach people who are away for longer periods (on holiday, abroad, in hospital). Whenever a temporary absence has been recorded by the interviewer, a re-contact should be planned when the sample unit is back home (if this information is available) or after a few weeks. To make this possible it is important that all sample units are visited as early as possible within the fieldwork period. Finally, longer fieldwork periods allow for more refusal conversion attempts (see 4.5 and Sztabiński et al., 2009).

Note that a shared fieldwork period in all ESS countries guarantees that the reference period of the ESS data is kept comparable, which is particularly important for an attitudinal survey like the ESS. It minimises the chance of major events impacting on survey results differentially across countries. In the previous rounds of ESS, the number of countries deviating from the prescribed fieldwork period has increased. This is partly the result of funding decisions being made too late in some countries but may also partly be due to less efficient organisation of fieldwork.
Recommendations:

- When deciding on the concrete fieldwork start and end dates in a country try, as far as possible, to take national context into account. Major holiday seasons could be problematic in some countries, although in other countries this might be a good time to find people at home.
- Try to minimise interference by other competing large scale surveys conducted by the survey organisation during the same period (see Section 2.3).
- Ensure that optimal use is made of the agreed upon fieldwork period. In particular, try to ensure that interviewers will work in all areas from the very beginning of the fieldwork period.

4 Minimising the number of refusals

In face-to-face surveys, refusals are often the main factor behind nonresponse (Stoop et al., 2010). This is especially worrying when reasons for refusal are related to the topic of the survey (e.g., those not interested in politics more often refuse to cooperate in surveys on political issues). There are many studies on reasons for refusal, and how to minimise refusal and maximise cooperation (see 7.3.5). Here we will focus on five survey design issues: 1) the use of advance letters, 2) recruitment mode, 3) incentives for (potential) respondents, 4) doorstep interaction and 5) refusal conversion. The important issue of interviewer training in persuasion strategies and refusal avoidance has already been discussed in Sections 2.1 and 2.2.

4.1 Advance letters

A letter sent in advance of an interviewer call usually has a positive effect on the response rate, although there can be exceptions (see Luiten, 2011). Advance letters inform respondents about the purpose and importance of the survey, alert respondents that they will receive a visit, and promote the legitimacy of the survey. In many cases the advance letter itself is rather short and mainly highlights the purpose of survey participation. An enclosed leaflet then provides more information on the survey, what to expect, data privacy issues, and the use of the results.

The advance letter (and the leaflet) can thus be used to

- explain the purpose of the survey,
- explain the topic of the questions (possibly taking into account issues that might or might not be nationally attractive),
- identify the sponsor and provide contact information of the survey agency,
- include or announce any gifts or incentives and provide information about them,
- explain why the sample person was selected,
- ensure that data will be protected, and
- alert the sample person, or household, to expect a call from an interviewer.

Interviewers usually value the use of an advance letter (and a leaflet), as it means that their first contact with the sample person or the sample household is not totally unexpected.

If the sample frame is one of named individuals, the advance letter should be addressed personally to the selected individual. If using a sampling frame of addresses or households, an advance letter may be less effective, as the individual to be selected may not receive or read the letter. Still, sending an advance letter is advised.

Care should be taken to ensure that the time span between the arrival of the letter and the visit or call by the interviewer is not too long. Sometimes the best way to do this is to instruct interviewers to send the letters in a way that matches their planned work pattern (rather than sending the letters centrally at the start of the fieldwork period).

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2 In many countries, personalising a letter by addressing the recipient with “Dear Mr. Smith” is considered as good practice. However, in former Communist countries such as Poland, this way of addressing a target person might not be the best way to ensure participation.

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A guide on how countries might draft an advance letter for respondents will be made available from the ESS intranet. This document also provides some suggestions for countries who intend to use a leaflet in addition to the advance letter. It will always be necessary to adapt the letter and the leaflet to the national situation.

**Recommendations:**

- Use an advance letter, personalised with the individual name if possible, or the address. Include the letters in interviewer work packs, and instruct them to organise posting them a few days before they intend to contact the address.
- If an attempt is being made to contact a household a long time after the initial letter was sent (for example with a reissue) then consideration should be given to sending a second letter.

### 4.2 Recruitment mode

Evidence has shown that survey response is highest when potential respondents are requested to participate in a face-to-face contact (see for instance Blohm, Hox & Koch, 2007).

“The first contact with potential respondents, following a possible advance letter and brochure, will be face-to-face. Once contact with a household has been established, or after four unsuccessful personal visits, interviewers may make (or change) appointments by telephone. The one exception to this is for countries with sample frames of named individuals with telephone numbers. Here the first contact may be made by telephone, in order to make appointments to visit the respondent. However, the country has to provide acceptable evidence to the CST that the response rate will not be damaged. Sampled individuals without a listed phone number should be contacted face-to-face. Where those with telephone numbers cannot be contacted by phone the same number of in person visits is still required (four before it is considered a permanent non-contact). At least one in person visit to each sample unit is always required in order to collect information on the dwelling and neighbourhood (e.g. even in the event of a telephone hard refusal).” (7.1.1, p. 28).

Although respondents may be recruited by telephone, interviews may not, under any circumstances, be conducted over the telephone, or by self-completion methods whether on paper or online (with the exception of the supplementary questionnaire). Survey research has shown that survey modes can effect answer patterns. Substantial differences can be expected between administration of a questionnaire by telephone and in a face-to-face situation. For that reason interviews may under no circumstances be conducted over the telephone.”

### 4.3 Respondent incentives

There are numerous examples of studies that show that – even modest – ‘rewards’ help to improve the response rate (see 7.3.6). Evidence exists that incentives in particular help to motivate target persons who are not interested in the survey topic. If an incentive is to be used in a country, there is a decision to make whether to give the incentive unconditionally to all sampled individuals prior to them agreeing or not to take part in the survey, or to make the incentive conditional on them agreeing to participate in the survey.

According to the existing literature, unconditional prepaid incentives seem to be more effective than conditional incentives paid upon completion of the interview. Thus, eliciting feelings of obligation from the unconditional incentive is more effective than rewarding participation. Also, cash incentives appear to work better than non-monetary incentives.

It may be necessary to monitor the extent to which monetary incentives disproportionately encourage the participation of people with low incomes compared to those with high incomes and thereby have an effect on the composition of the sample. If poorer people are usually underrepresented in the achieved sample, monetary incentives might reduce nonresponse bias. If poorer people are already overrepresented, however, incentives might even increase the potential for nonresponse bias on survey estimates.

Offering a choice of different types of incentives might attract people from a more diverse background. This might help to reduce an existing nonresponse bias and counteract the potentially selective effect of offering one specific incentive.
In some cases it may be sensible to restrict incentives to areas where response tends to be low, e.g. big cities, in order to increase response in these difficult areas. In other cases, the use of incentives might be restricted to individuals who initially refuse to participate.³

To come to a decision on whether or not to use an incentive you have to judge the relative time and cost advantages of using an incentive versus not. Incentives may mean less interviewer time in persuading respondents to participate or less time in refusal conversions. The reduction in interviewer time – and thus costs – must be weighed against the cost of providing incentives.

**Recommendations:**
- **Consider using an incentive to raise response rates.**
- **Be aware that incentives – as other response enhancing measures – might have an effect on nonresponse bias, as well as on response rates.**

### 4.4 Doorstep interaction⁴

From the moment that a door opens for the interviewer, a scenario will take place that runs approximately as follows: interviewers introduce themselves by stating their name and the fieldwork organization they work for. Then they will check whether they are at the right address and talking to the right person. Next, they briefly explain the reason for the visit, perhaps showing their identity badge. If an advance letter was sent, the interviewer can refer to it and repeat the purpose of the interview in a single sentence. This introduction forms the first part of the doorstep interaction with the respondent.

**Recommendations:**
- **Look at the person who opens the door; be friendly, cheerful, and interested.**
- **Speak clearly and not too quickly (intercom: especially slowly and clearly).**
- **Check whether the person to be interviewed lives at that address. Give the introduction to the person to be interviewed, not to a third person (the ‘gate-keeper’) who happens to open the door for you.**
- **With an address- or household based sample, try not to explain and apply the method for selecting the respondent at the door but inside, indoors.**
- **However, try to avoid the gate-keeper refusing on the respondent’s behalf!**
- **If you get hold of the right person, introduce yourself (showing your identity badge if the respondent asks for it or is suspicious), refer to the introduction letter, and briefly state the reason for your visit.**
- **Try and keep the introduction at the door as general and as brief as possible.**
- **Do not provoke any negative responses, e.g. do not ask any questions that can easily prompt a negative answer (for example, can you spare a few minutes?)**

After the introduction the decision-making process starts. The interviewer should try to minimize the costs of survey participation and optimize the points in favour of participating. Potential respondents may have various fears:

- **suspicion about a stranger at the door. You are on their territory, so you must respect it.**
- **fear that it may become an unpleasant experience, by becoming boring or too difficult, or by threatening or challenging questions being asked.**
- **fear that they are insufficiently capable of taking part in a scientific survey. They think that they will not know the answer to many of the questions (social cost = loss of face).**
- **fear that they won’t get rid of the interviewer, that it will be a sales talk after all or that they won’t be able to call a halt to the interview if they feel like it (social cost = loss of time).**

They may also dislike surveys, the topic of the survey or the survey sponsor. And they may also prefer to spend their time on other topics than answering survey questions, or be particularly busy when the interviewer calls.

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³ While this procedure is apparently cost-effective, it raises the concern that initially cooperative respondents would perceive this as unfair.
⁴ In a separate document (7.1.5) theoretical and practical aspects of the interaction between interviewer and potential respondent are presented. This section presents a short abstract of these guidelines.
Interviewers should try to identify and address the fears, give the respondent fairly spontaneous information on the relevance of the study and the sections that will be of interest to the respondent, put the respondent at ease and give information, and – when the call is made at an inconvenient moment – withdraw before the respondent can express a definite refusal and be prepared to return at another time.

Alternatively, the interviewer can highlight the benefits of survey participation:

- *One of the main reasons why people wish to take part in a survey is because it is a new experience for them, and they hope that it will be a pleasant experience. People are curious about the course of this type of interview and keen to go through it themselves.*
- *The feeling of being able to do something useful and meaningful. The interviewer must be able to explain the relevance of the study to the target person.*
- *The opportunity to get their opinion heard is a good, persuasive argument.*
- *Breaking the everyday routine can be important, for example, for older people.*
- *Helping someone who is asking them for a favour. People don’t like to say ‘no’ to someone asking them for a favour. In most cases, agreeing to do a favour also gives an increased feeling of self-worth because someone else benefits.*

Interviewer training should comprise scenarios on what to say in which situation.

The interviewer’s starting point is that people will wish to cooperate, not that they will refuse. Some people may be reluctant. In that case the interviewer should try to persuade them to cooperate. A reluctant respondent can demonstrate their attitude non-verbally as well as verbally. It is the task of the interviewer to be observant and to immediately spot any signs of reluctance, in order to address them (‘tailoring’). This is most likely to succeed when the interviewer does not adhere rigidly to an introductory script, because it helps them to stay more alert. That is the reason why an interviewer does best to prepare a brief introduction, based on a few key words.

- *Although the best mind set to start with is that people will wish to cooperate, the interviewer must always anticipate reluctant respondents by taking positive actions and definitely no negative ones.*
- *In order to know what is positive and negative in a specific case, the interviewer must take into account the manner in which the respondent is thinking. Use the rules of thumb described in 7.1.5 in order to counter the respondent’s arguments. They will definitely give you more persuasive power.*
- *The interviewer must anticipate the respondent’s reaction (= ‘tailoring’) and keep the interaction going (= ‘maintaining interaction’). The interviewer must definitely not give up too easily, nor must they be too pushy. It is better to obtain an appointment than a refusal! An appointment is also a form of maintaining interaction, but at a future point in time.*

4.5 Converting people who initially ‘refuse’ participation

Despite the efforts of the interviewer, a potential respondent may not be willing to participate. It could be that this reluctance is temporary, depending on the particular time of the call, the interaction with the interviewer, or other temporal reasons. In order to maximise response rates, and minimise refusal rates, all participating countries should consider trying to operate ‘refusal conversion’ of people who initially refuse to participate in the survey, by persuading them to reconsider. As refusals are often influenced by the circumstances and the mood of the target person at the time of the initial survey request, refusal conversion attempts can often be quite successful. Persuading initial refusals to cooperate not only increases the response rate, it can also lead to smaller nonresponse bias, if the converted refusals were more similar to final refusals than those respondents who cooperated without first refusing.

Analyses of previous ESS Rounds reveal differences in refusal conversion efforts and in success rates across countries (Stoop et al., 2010). Thus every country should check its results thoroughly, and discuss with the survey agency ways to improve the effectiveness of the procedures used. In ESS5, for example, more than 10 countries obtained an increase in the response rates of more than 3 percentage points through their refusal conversion efforts. One country even achieved an increase of 15 percentage points (Matsuo & Loosveldt, 2013, 2015).

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5 We use the term “refusal conversion” because it is widely used in the methodological literature. This is not intended in a legal sense of “refusal”. It could perhaps be more appropriate to talk about “repeated attempts to persuade initially reluctant persons to reconsider the survey request”.

6 In some countries, such conversion attempts are restricted by data protection laws.
36). However, refusal conversion not necessarily improves the socio-demographic composition of the final sample. This may partly result from the fact that in a lot of ESS countries refusal conversion is mainly directed at ‘soft’ refusals, for example persons who refused because they were busy at the time, rather than persons who don’t like the topic or the survey sponsor. The ideal scenario would be to re-approach all refusals, as far as ethically possible and financially feasible. In practice, however, often only a subsample of refusals can be re-approached. In this situation, countries should carefully consider the way they select this subsample, depending on the aims that are pursued through the refusal conversion efforts.

If the main goal is to increase the response rate, the most promising strategy is to concentrate on ‘soft’ refusals and to try to convert as many of the ‘easy’ cases as possible. However, this will typically not help to reduce potential nonresponse bias (it may sometimes even increase bias) (Beullens & Loosveldt, 2012). Another strategy is to re-approach a random subsample of all refusals. By doing this, one will usually end up with a lower response rate than when re-approaching only ‘soft’ refusals. This approach is better suited, though, if one wants to use the resulting data to investigate whether the sample is affected by a nonresponse bias or not. A different solution would be to find out which groups are underrepresented before refusal conversion (e.g. men, big city dwellers), and specifically aim refusal conversion efforts at the underrepresented groups. This could make the final sample more balanced, and it could also help to improve estimates for other substantive survey variables (see 7.3.7)

If these efforts are really expected to result in a more balanced sample and a better representation of the population, this could compensate a slightly lower response rate than would have been feasible by targeting the less ‘difficult’ cases (in our example: women and rural area dwellers). Given the complexity of the issue, the CST and the ESS Fieldwork Team can discuss alternative approaches with countries during the fieldwork planning process. Please note that oversampling to compensate for expected low response rates is not allowed.

When refusal conversion efforts are to be made, a decision has to be taken as to who makes the conversion attempt. Analysis of ESS contact form data confirms that conversion cases should be reissued to another, experienced interviewer. This requires that experienced interviewers (“refusal converters”) are available and that a system is in place to allow the transfer of the contact form information collected by the first interviewer to the second interviewer. The analysis of ESS data also indicates that the chances of success are higher, if one waits two or three weeks before re-approaching an initial refusal (see Beullens et al., 2009; Stoop et al., 2010). Besides changing interviewers, (personalised) persuasion letters and/or incentives for refusal conversion (see above) can also be helpful.

As a general rule, we should keep in mind that “refusal conversion” is only the second best way to deal with refusals: the better route is “refusal avoidance”. Inexperienced interviewers in particular often prompt many “soft refusals” by pressing target persons to make a decision too quickly. Training should help interviewers to identify situations when a refusal is likely and provide them with exit strategies (“Sorry, I see this is not a good time. I will come back when it is more convenient.”) before a refusal is explicitly given. Interviewers can then return at a more convenient time when they are more likely to get cooperation. Specific techniques on how to avoid refusals should be part of interviewer briefings (see also Sections 2.1 and 2.2).

**Recommendations:**

- Interviewers should be familiar with effective techniques to avoid refusals, and/or this should be included in the interviewer training.
- In particular, countries with low (interim) response rates should try to attempt to convert as many refusals as feasible into an interview. The ideal would be to re-approach all refusals, as far as ethically possible and financially feasible.
- If possible, a different and experienced interviewer (maybe an interviewer of different sex or age group) should carry out the conversion attempt.
- Discuss re-issuing strategies with the ESS Fieldwork Team.
5 Not able and other reasons for nonresponse

While it is generally assumed that noncontact and refusal are the main reasons of nonresponse, ESS results show that quite a number of target persons do not participate because they are not able or for other reasons (Stoop et al., 2010).

There are several reasons why a person cannot participate in the survey. Firstly, a language barrier may stand in the way of an interview. Although in the ESS translations are required for each language used as a first language by 5% or more of the population, speakers of other languages may not be able to answer the survey questions. Note that in these cases the ESS does not allow the minority language speaker to be substituted by a household member who does speak the survey language, nor does it allow proxy interviews (where someone answers the questions on behalf of the target person) to be conducted. In addition, the ESS does not allow the interviewer or another household member to translate the questions ‘on the fly’. It is felt that the loss in terms of representativeness and measurement error – were these procedures allowed – outweighs the loss in terms of nonresponse error. Therefore, a language barrier implies nonresponse.

Secondly, the target person is mentally or physically unable to participate, or ill or sick when the interviewer visits. In these cases too, substitution and proxy interviews are not allowed. If the inability to participate is a temporary condition the interviewer should come back after a certain period (a few days or weeks) and find out if the target person can be interviewed at that time. Note that a mental or physical inability, illness or sickness does not mean that a sample unit is ineligible. It could just mean that the target person is not able to answer the survey questions.

There are also “other” reasons for nonresponse. One “other” reason could be that a case is not issued. In other cases the reason is not always clear. To improve fieldwork in future rounds and to assess the impact of nonresponse, it is recommended to keep these “other” reasons to a minimum, and clearly specify why this target person does not participate. If a person is not available during the fieldwork period, this would be classed as ‘noncontact’, rather than ‘other’. If it is not possible to arrange an appointment during telephone recruitment (even when no explicit reason is given) this is a refusal rather than “other” as would be the case in a face-to-face approach. In this case the sample units should be visited face-to-face and asked for cooperation (see Section 3.1).

Recommendations:
• If the target person is temporarily unwell, the interviewer should come back after a few days or weeks.
• If no appointment can be set up over the telephone, the interviewer should make a face-to-face visit.
• The survey agency must issue all cases to interviewers.

6 Enhancing response rates and minimising nonresponse bias

The effectiveness of different approaches to enhance response rates may well vary between different countries with different norms, cultural settings, geography, and traditions (see Johnson et al., 2010). The CST is available to discuss or advise on fieldwork procedures to be adopted within particular countries.

Nonresponse, the opposite of response, has different causes and different measures can be taken to enhance the response rate. To minimise the potential for nonresponse bias the following issues should be taken into account:

a) Response enhancing measures can affect subgroups differentially
Certain elements of the survey design may differentially affect the likelihood of participation among different groups of the population. For instance, a monetary incentive may be more likely to encourage the participation of people with low incomes rather than those with high incomes. Measures to reduce nonresponse should take account of such issues. Response enhancing efforts should therefore target groups who are disproportionately underrepresented as a result of design issues. When reissuing refusals in order to convert them into productive interviews, you might, for example, consider trying to convert some of those
who appear to be more reluctant, since less reluctant people often tend to be more similar to those who have already agreed to be respondents.

b) **Enhance response across subgroups**
One of the main difficulties with nonresponse is the difference in characteristics between respondents and nonrespondents. Accuracy and comparability are compromised by the extent to which those interviewed differ from those not interviewed. In attempts to enhance response rates, you should be mindful of the need to enhance levels of response amongst all groups of the population and to bring response rates to a consistent level across subgroups, if possible (see for instance Laganà et al., 2013; Koch et al., 2014). This is also why the CST does not allow substitution of addresses or individuals, nor is it in favour of oversampling in areas where response rates are expected to be lower.

c) **Close monitoring of response rates is necessary**
During fieldwork it is essential to closely monitor response among the entire sample and, if possible, among some important subgroups. This will provide an early warning of any response rate difficulties and might enable timely remedial action. Using the ESS contact forms for the monitoring should provide you with the necessary information, though some survey agencies use their own monitoring system (7.1.2). In the latter case, care should be taken that the monitoring system allows for sufficient detail to detect problems during fieldwork in time. This means, for instance, that causes of nonresponse should be available (noncontact, refusal, not able), regional details, and key demographics of respondents,

d) **Distinguish between types of nonrespondents**
There are three basic types of nonrespondents:
- **Noncontacts**: those who cannot be contacted during the fieldwork period;
- **Refusals**: those who are contacted, but refuse to participate;
- **Not able/others**: those who are contacted and might be willing to participate, but cannot do so, for example because of illness or language problems.
Obviously, different measures are required to deal with each of these groups of nonrespondents. After discussing broader issues of interviewer selection, training, workload, monitoring and payment (Section 2), this document focuses separately on possible ways to minimise noncontacts (Section 3), refusals (Section 4) and nonresponse due to other reasons (Section 5).

e) **Carry out quality control back-checks**
In order to assure high data quality, interviewing and field procedures must be closely monitored via quality control back-checks. It is specified for the ESS that these back-checks must be carried out and documented on at least 10 % of respondents, 5 % of refusals and 5 % of cases where no contact with the sampled person was made (noncontacts and eligibles) (7.1.1).

f) **Response rates, nonresponse bias and survey quality**
Enhancing response rates presumably results in smaller nonresponse bias and higher accuracy. This isn’t necessarily always the case, however (Groves and Peytcheva, 2008). Firstly, nonresponse bias is likely to be smaller when higher response rates are achieved among all subgroups in the population, and not in specific subgroups only. Secondly, probability sampling rules must be adhered to when trying to increase participation. This means that replacing a refusing household member by a more willing one, is not a good procedure to enhance response rates. Substitution will not reduce bias and is not allowed in the ESS. Finally, response rates should not be enhanced at all costs. For example, persuading people to participate whose knowledge of the survey language is clearly insufficient will increase response rates but also – seriously – increase measurement error. Neither proxy interviews nor translation on the fly will solve this issue, and hence these are not allowed in the ESS (see also 7.3.7).

Reports on fieldwork processes and response rates in previous rounds can be found in 7.1(7 and 8).
7 References to ESS documents and literature

7.1 Specification, guidelines and related documents

The following documents will be available at http://www.europeansocialsurvey.org/intranet/nc/

7.1.1 Round 8 Survey Specification for ESS ERIC Member, Observer and Guest Countries. London: ESS ERIC Headquarters

7.1.2 ESS Contact form: available on request from ess@city.ac.uk

7.1.3 ESS Round 8 Fieldwork Progress Reporting Guidance and ESS Round 8 Fieldwork Projections Template (to be used to submit fieldwork projections)

7.1.4 Guidelines on Fieldwork Progress Reporting

7.1.5 ESS Round 8 Interviewer Briefing Materials, including scripted ESS practice interviews

7.1.6 ESS Round 8 Guidelines on Completing ESS Contact Forms and ESS Round 8 Guidelines on Collecting Observable Data

7.1.7 Quality report for the European Social Survey, Round 6

7.1.8 ESS Round 7 Quality matrix for the Europeans Social Survey (available in Spring 2016)

7.2 References


7.3 Background literature

7.3.1 General literature on nonresponse and nonresponse bias


7.3.2 Interviewer characteristics and nonresponse


7.3.3 Interviewer training


7.3.4 Establishing contact

Minimising refusal


Respondent incentives


Nonresponse bias


Getting Started

To switch your device on or off press and hold the power button located on the right hand side of the device. To wake it up short press the same button or double tap the screen.

To get to home screen swipe the screen in any direction.
Buttons Explained

Back button – this button will bring you back to previous menu (note that to go back to previous question in Nfield Capi you have to press “Back” button situated under the question).

Home button – this button will always take you to the home Main Screen.

Task button – pressing this button you can switch or deactivate open apps. After pressing this button: Tap onto desired app to activate it or swipe to deactivate.
Setting Up Internet Connection

1. To connect to your WiFi press the icon placed on the screen (WiFi)

2. To connect to your Wi-Fi access point, choose network you always use to connect computers, phones and other devices.

3. Type in the password and press connect button (all characters are case sensitive). This is done only once, your password will be remembered and device will automatically connect once in range.
Starting Up Nfield Capi

1. To start Nfield Capi press icon on the screen

2. Key in:
   - Domain: Amarach
   - Username and Password: (you will get it in text message)

3. Press “Sign in” button
**Synchronising Surveys**

1. Press sync button to upload and download surveys

2. Then synchronising process starts

3. Go to your survey by pressing the relevant button (e.g. S14340 main)
Starting Survey (with addresses)

1. Press “sample” button to proceed

2. Press to choose location you have been assigned to

3. In the description field you can find assignment’s details. Press “addresses” to proceed
Starting Survey (with addresses)

1. Select the address you want to use.

**IMPORTANT !!!**

**NEVER** use “Add New Address” button (unless advised by the office).
Starting Survey (with addresses)

You will find address details like full address, coordinates and Eircode in the description box. Please **DO NOT** change any of these details as the sample is pre-selected by the office.

Response code **CANNOT** be selected here as the result of the visit will be selected during the survey.

**PLEASE** go straight to **START** button
N-section questions

Each address contains set of questions that relates to: type of the building, type of building entrance or physical condition of the building. These questions are asked only once and have to be answered before you make any contact with the respondent.
Results of the visit

After answering the questions describing the building and neighbourhood you have to select any of the outcomes shown below depending on the result of your current visit. You will see this screen at each visit.

**Please select right code for this address:**

- WILLING TO TAKE PART IN THE SURVEY
- "OUTCOMES THAT WILL ALLOW TO COME BACK TO THIS ADDRESS"
  - No contact at all (please come back on different date/time)
  - appointment (with respondent/proxy/household)
  - soft refusal by respondent/proxy/household (still coming back to this address)
  - unable/ill/sick - short term (still coming back in time respondent is able to take part)
- "OUTCOMES THAT WILL CLOSE THIS ADDRESS"
  - hard refusal (no coming back to this address)
  - unable/ill/sick - long term
  - respondent is deceased
  - have moved out of country
  - have moved out to unknown destination
  - have moved, still in country
  - language barrier (RECORD LANGUAGE/NATIONALITY)
  - 10 contacts completed
  - 6 non-contacts in the row - invalid address
  - outcome address invalid (not traceable, residential or occupied)

**Start Interview**

Selecting any of these options will allow you to come back to this address and make further calls. You further attempts will start with current screen.

Selecting any of these options will close the address and further visits will not be possible.

Please record all attempts on both: paper contact forms and tablet !!!
Interrupting the interview (survey with addresses)

To stop or pause the survey press arrow button on the left bottom of the screen. One of the scenarios below have to be selected:

- **Save and Terminate**
  In case the respondent wishes to interrupt the survey and is willing to continue.

  Caution: You will not be able to open this address again !!!

- **Save and Suspend**
  In case the respondent wishes to interrupt the survey but is willing to go back to it later please select this option. This option allows you to stop the interview and restore it at different time. Next page will show you how to make an appointment with interviewer

- **Stop without saving**
  If you wish to stop the survey and start it again, go for last option “Stop without saving”

  Caution: All responses will be lost and address will be available to re-open !!!
Making an appointment (survey with addresses)

1. After interrupting the interview you can make an appointment with interviewer to go back to it. Select the preferred date and press “next”. You can skip this process by pressing “cancel” (you will be able to resume the interview anyway).

2. Select preferred time by changing the hour and minute values of start and end time of the intended interview. You can finish and confirm the appointment by pressing “Schedule”. Below
Resuming the interview (survey with addresses)

1. After interrupting the interview you can go back to it easily by selecting the address where interview was stopped.

2. Press “Resume” to go back to interrupted interview. This will bring you to stage where interview was stopped.
GPS Location

GPS location is recorded at the start and end of each individual survey.

This data is stored securely and reviewed regularly by the quality control team only for the quality purposes.
As mentioned before, location is captured for every interview. After each survey is commenced GPS chipset starts to run then and works for couple of seconds to achieve desired accuracy. When it fails to do so you will see the screen shown on the left after the last question of a survey. Device then keep searching for better GPS signal for 60 seconds.

If you want to shorten the time of this process please find uncovered area (outside the building).

Press ‘Continue’ button after 60 seconds or less.
Please make sure you synchronise your device BEFORE and AFTER going to field by pressing the “Sync” button. Remember that synchronising can be performed only while you are connected to Wi-Fi (you can wait until you get home to do this).
Battery and charging

Each battery cycle lasts about 4-6 hours. Please make sure your tablet is fully charged prior the interview session. To check battery level press “Home button” to go to home screen and read the percentage of battery left on the upper screen.
Contact Forms
Contact form – (codes page)

4. Mode of the visit
1. Personal visit
2. Telephone
3. Personal visit but only intercom
4. Info through survey organisation
5. Other (please specify)

5. RESULTS of the visit
1 = Completed interview
2= Partial Interview
3 = Contact with someone, Target Respondent not yet selected
4 = Contact with Target Respondent but NO interview
5 = Contact with somebody other than Target Respondent
6 = No contact at all
7 = Address is not valid (unoccupied, demolished, institutional,...)
8 = Other information about sample unit

6. OUTCOME CONTACT
1. Appointment
2. Refusal of respondent
3. Refusal by proxy
4. Household refusal (before selection)
5. Respondent is unavailable/not at home until ...../......
6. Mentally/physically unable/ill/sick (short term and therefore could revisit during the fieldwork period)
7. Mentally/physically unable/ill/sick (long term and would be unable to complete interview during the fieldwork period)
8. Respondent is deceased
9. Respondent has moved out of country
10. Respondent moved to unknown destination*
11. Respondent has moved, still in country
12. Language Barrier
13. Other (please specify)

8. REASON for REFUSAL
1. Bad timing (e.g. sick, children,...), otherwise engaged (e.g. visit)
2. Not interested
3. Don’t know enough/anything about subject, too difficult for me
4. Waste of time
5. Waste of money
6. Interferes with my privacy / I give no personal information
7. Never do surveys
8. Co-operated too often
9. Do not trust surveys
10. Previous bad experience
11. Don’t like subject
12. Refuses because partner/family/HH gives no approval to co-operate
13. Do not admit strangers to my house/afraid to let them in
14. Other (please specify)

9. Give your own estimation of the likely co-operation in the future of the selected respondent:
1. will DEFINITELY NOT co-operate in the future
2. will PROBABLY NOT co-operate in the future
3. may PERHAPS co-operate in the future
4. WILL co-operate in the future
5. Don’t know

10. How old do you think the respondent (or the person who refused on their behalf) is?
1. Under 20
2. 20 up to 39
3. 40 up to 59
4. 60 or more
8. Don’t know

11. The respondent/contacted person is
1. Male
2. Female
8. Don’t know

12. OUTCOME address invalid
1. Derelict or demolished house/ address
2. Not yet built/ not yet ready for occupation (retirement home, hospital, military unit, monastery,...)
3. Address is not occupied (empty, second home, seasonal,...)
4. Address is not residential: only business/ industrial purpose.
5. Address is not residential: Institution
6. Address is not traceable, address was not sufficient
7. Other (please give details)

QB1. The respondent selection procedure was made at visit number (write in)

QB2. Including yourself, how many people aged 15 or over live in this household (exact number)
## Contact form – filling out the form

### Example:

<table>
<thead>
<tr>
<th>Interv ID</th>
<th>Visit no.</th>
<th>Date dd/mm</th>
<th>Time 24hr clock</th>
<th>Mode of visit</th>
<th>Results of the visit</th>
<th>Outcome contact</th>
<th>Refusal occurred at visit no. (write in)</th>
<th>Reason for refusal</th>
<th>Give your own estimation of the likely cooperation in the future of the selected respondent</th>
<th>How old do you think the respondent (or the person who refused on their behalf) is?</th>
<th>The respondent/contacted person is</th>
<th>Outcome address invalid</th>
<th>QB2</th>
<th>QB1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10/11</td>
<td>2</td>
<td>11:20</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The respondent/contacted person is 20-39 years old, male</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>12/11</td>
<td>3</td>
<td>17:25</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The respondent/contacted person is 20-39 years old, male</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>14/11</td>
<td>1</td>
<td>15:05</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>The respondent/contacted person is 20-39 years old, male</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>15/11</td>
<td>2</td>
<td>19:47</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The respondent/contacted person is 20-39 years old, male</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Example:
1\(^{st}\) visit – no contact made (please fill out field 1-5)
2\(^{nd}\) visit – no contact made (please fill out field 1-5)
3\(^{rd}\) visit – contact made, interviewer established target respondent, respondent refused (bad timing), further cooperation will is estimated by interviewer, respondent is probably 20-39 years old, male
4\(^{th}\) visit – contact made, successful interview

Questions QB2 and QB1 have to be answered after first contact, record selected respondent name for future visits using the last page of contact form
Thank you