UK Opinion 2016

European Social Survey (ESS)
Round 8
2016-2017

MAINTAGE

INTERVIEWER MANUAL
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, ‘Doorstep tasks’
4. It explains how to conduct a good ESS interview.  
   → Chapter 4, ‘Conducting a good ESS interview’
5. It gives details about the UK opinion panel and the recruitment respondents  
   → Chapter 5, ‘UK opinion panel manual’

Appendix A Gives examples photographs to refer to when completing the Interviewer Observations (section H) in the ARF.
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.

Rory Fitzgerald,
ESS Director
City University London
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 numbers of users are in Germany, Belgium and the UK. In the UK, there are 7,552 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 the UK the national costs are met by the Economic and Social Research Council (ESRC). The following countries will participate in ESS Round 8 (information as of June 1st 2016):
1.4. **Respondents within the UK**

Within each country, all residents aged 15 or older who live in a private household are eligible for participation in the ESS. The sample has been randomly selected from the Post Office Address file across England, Scotland, Wales and Northern Ireland. For the upcoming round in England, Scotland and Wales, 243 sampling points and 4,860 addresses were selected. Each point includes 20 addresses. Note that everyone living in the UK is eligible for the survey, not only citizens.

At each address, you will first need to randomly select a dwelling unit (if there is more than one), then a household (again, if there is more than one) and finally an adult **aged 15 or more** (if there is more than one) to participate in the ESS. The procedures for random selection are described in these instructions. Once each selection has been made, **under no circumstances** can it be substituted by another dwelling unit, household or individual.
Dear interviewer,

The UK is one of the countries that has participated in every single Round of the ESS since it first started back in 2002. It is great that we can therefore continue to track the nation’s attitudes on important subjects such as welfare, immigration, social trust and political engagement. It will also be of great interest to understand people’s beliefs and opinions in relation to climate change, a topic which will be covered in detail for the first time on the ESS.

As you are no doubt aware, the attitudes of people in the UK in relation to those throughout the rest of Europe are perhaps of more interest now than at any time before. The ESS provides a unique opportunity to understand what we think and feel, how this is changing and how this compares with other countries.

Finally I’d like to add my thanks to those of Rory above. The ESS is a fantastic resource but is only possible through the hard work and dedication of interviewers and I am extremely grateful to all of you for your help. I’d like to wish you all the best with your assignments and I really hope you enjoy working on this fascinating study.
2. Preparing for ESS interviews

2.1. Sending advance letters

An advance letter should be sent to each selected address. Interviewers are asked to post the letters in this study. 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 ARF). If you ‘stagger’ your mailings to correspond with your planned schedule of visits in this way, it is more likely that respondents will remember receiving the letter.

Addresses that have been selected have been notified in the advance letter that an interviewer will call. You do not need to send any further advance letters to this address. Bear in mind, however, that as we do not know in advance who will be selected for interview the letter does not always reach the relevant person in the household. We can do little about this, except ask the person who opens the letter to show it to other members of the household, and let you have copies to show and leave behind.

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. 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 in excess of 50%, for the UK but this will vary by area and strict contact rules (see box below) are in place to help achieve this. As an ESS interviewer, you must attempt to make contact at every address in your assignment, in compliance with the usual contact rules. You must attempt to make contact at every address in your assignment except those notified to you as office refusals. It is always best to plan your first visit during daylight hours to comply
with the guidelines for collecting observable data. **You must make at least 6 visits to the address. Of these calls, you must make at least two evening and two weekend, plus one further evening / weekend call** before you classify the address as unproductive. Some other strategies to help achieve a good response rate are as listed in chapter 3.5.

**Record every contact attempt in the ARF.**
You must complete the ARF at each address and transfer all information from the ARF into the admin block for the case. The instructions for this are in chapter 3.2 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.

- Call the office 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 ARF including section H questions and enter this in the Admin block. Depending on the circumstances, another interviewer may be asked to try and convert the person who refused.

**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 (Codelist B answer 6 in the contact form);
- the respondent was temporarily unavailable (Codelist D answer 5);
- the respondent had a short-term illness (Codelist D answer 6);
- you obtained a refusal that was not hard (see Codelist D answer 2, 3 and 4);

**CONTACT RULES**
Unless you have registered a final outcome code (e.g. interview completed, language barrier, moved abroad, hard refusal,), you must:
- make a personal visit on at least six different occasions,
- spread across at least two weeks (and preferably across the entire fieldwork period),
- at different times of the week: at least twice in the evening and at least twice at the weekend.

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3. 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.

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 ARF. 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 the ARF are in the next section (3.2) 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. Filling out the ARF

3.2.1. 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 address 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?).

There is one ARF for each address in your sample.

HOW THE ARF HELPS YOU

You can check your ARF to see if you have followed the contact rules laid out earlier in these instructions: does it list at least two attempts in the evening, two attempts at the weekend and do the attempts span at least two weeks?

The ARF 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 ARF. It may turn out to be a good aid in making an appointment.
Besides giving the selected address, the ARF has a number of other purposes:

- It provides space for you to record details of all the calls you make, and the outcomes.
- *For address and household samples:* It allows you to select one dwelling unit and/or one respondent at random for interview.
- It is used to record some details about the doorstep exchange.
- It is used for back-checking of a sample of productive and unproductive addresses.
- It is used to collect some background information about the address and area.

The format of the ARF in this project is slightly different from the standard NatCen ARF in two main aspects:

- You will need to provide some detail on each call you make to the address
- You’ll need to complete a few neighbourhood characteristic questions for each address.

We are required to provide the above information to the European Social Survey team at City University. The information will be invaluable in helping them develop a better understanding of non-response.

Please be especially careful to fill in the correct column and to write in the accurate number of the visit which you are talking about.

**3.2.2. 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 ARF **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 ARF, **always fill out the observation questions in section H about the home and its neighbourhood** unless the address is deadwood.
- Check the ARF for completeness and accuracy.

The following provides detailed information on how to complete the ARF. Please make sure that you are familiar with how it works before starting fieldwork, and let us know if you have any queries.

**The Cover Sheet**

The address, its serial number and other vital information are given on two separate labels on the first page of the ARF.
In the top right hand corner of the front page of the ARF is a box for you to fill in the final outcome code when you have finished with the serial number.

Also on page 1 are boxes for details of selected person - This should only be used to write in the name and telephone number of the SELECTED respondent. Please do not put down the name and telephone number of any other household members. It is important that you enter this as soon as you have finished the respondent selection procedure. If the selected respondent or their household member refuses to give you the telephone number of the ‘selected respondent’, please code ‘Telephone Number Refused’. If he/she has no telephone, select ‘No Telephone’. Please try to ask for the number whether or not the outcome of that particular visit is successful. This helps if you or another interviewer has to go back, make or change an appointment or any other possible cases where the phone number is needed.

On page 1 of the ARF, you will see that there is space for you to keep a note of the times of your calls. Please remember to fill this in at each separate visit (including telephone calls), whatever the outcome: it will help you to plan any further visits you may have to make and helps other interviewers in case of re-issues. It is a good idea to fill this in immediately after each visit. The grid continues on page 2.

**Individual call outcome (Page 2, 3 and 4 of the ARF)**

Page 2 of the ARF includes a table in which you need to code a few items on each call you make at the address. You should complete one column of the grid per call you make. The code list for this table is on page 3. **It is very important that you use the codes on the list as these are the standard codes used in all countries which carry out the European Social Survey.**

The date and time of call should be entered at the top of each column. For each call made the appropriate code should be entered into the grid using the code lists on page 3. The mode of call and the call result (questions A and B in the call details grid) should be completed for each call made. For all calls where contact was made with someone at the selected address (if codes 3, 4, or 5 were recorded at question B) then you should indicate if you selected the target respondent at this call at question C and the contact code should be recorded at question D. If contact was made and the result was a refusal (codes 2, 3, 4 (or 8) at question D) then details of the refusal should be recorded at questions E-H. You have a laminated copy of the code lists on page 3 in your packs to use when completing the ‘Details of call made’ grid.

**Call no.:** is the contact attempt number. This needs to be completed for every attempt made to reach the address, whether successful or not. This attempt can be a personal visit to the address, a telephone call made by you, or an office refusal. You will then need to complete all the questions in the same column relating to this particular call. If the contact is an office refusal, we will let you know on which date the refusal was made, and as much details about the call as possible. You will then be required to complete the ARF accordingly.

**Date & time of call:** You will see that there is space for you to keep a note of the times of your calls. Please remember to fill this in at each separate visit (including telephone calls), whatever the outcome: it will help you to plan any further visits you may have to make and help other interviewers in cases of re-issues. It is a good idea to fill this in
immediately after each visit. The time should be indicated using the 24 hour clock. This means for example: 20.15 hour NOT 8.15 PM.

Mode of call (CodeList A):

Here you enter the mode of the call, taking your answer from CODELIST A on page 3.

- **Personal visit: face-to-face (code 1):** a personal visit to the respondent’s home, rather than making contact by phone.

- **Telephone call (code 2):** an attempt to reach the respondent by telephone.

- **Personal visit: intercom only (code 3):** during a personal visit to the address, your only contact with the respondent/ household through the intercom/entry-phone.

- **Office call (code 4):** It is possible that someone from the household may have telephoned the office in advance to say that he / she does not want to take part in the survey. In these circumstances, we will inform you. You should mark this on the ARF by using code 4 here. Remember that you must still complete the Interviewer Observation section H for this address before returning the form to the office.

- **Other (code 5):** information that is obtained by you via ways other than in 1-4

Call Result (CodeList B):

Here you indicate the result of the visit, taking your answer from CODELIST B on page 3.

- **Code 2:** 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.

Avoid having partial interviews. It is wise to make sure, before you begin, that the respondent has enough time to finish the interview. If the interview is broken-off for any reason, try to arrange an appointment to complete the interview later. If the interview can be continued at another time, please try to ensure that it is completed then. In this case, you will code ‘Partial interview’ for the first visit and ‘Full interview’ for the second visit. An interview will only be considered complete if all sections have been attempted, up to and including question UEmp3M. If there are any serious gaps, we will not be able to use the interview.

- **Codes 3 to 5: Contact** means that you’ve spoken to ANYONE at the address or someone near to the address specifically about the sampling unit.

- **Codes 4 to 5:** Please only use these two codes if the respondent selection has been made.

- **Code 5: Somebody other than the selected respondent** – This is someone with whom you have contact, who may or may not belong to the sampled unit (e.g. a neighbour, visitors, family member or friend).

- **Code 6:** Only choose ‘no contact with anyone’ if you have spoken to no one at or near the address (except for perhaps a caretaker or building manager). If you have spoken to a different household member or to a neighbour who had some information, please choose result 5.
• **Code 7**: If the address is unoccupied, institutional, not traceable, etc, indicate this here. Before coding an address as non-residential or communal establishment/institution, remember to check that there is no resident private household within the address (e.g. a caretaker’s flat). The office may still be able to help you find the address, so always consult them before giving up.

• **Code 8**: If the information about the sample unit does not fit into code 1-7, code (8) should be used. This code is most likely to be used if code 4 or 5 is selected for ‘mode of visit’. You can write down the details in the blank space on page 2 (Note 1).

More information about how to deal with the different results of visits is given later in this section.

**Individual selection (CodeList C)**: Code here whether the selection of an individual has been done at that visit. This should obviously only take place once! If a selection of an individual was made there should only then be one record of ‘Yes’ (selection made) at one of the visits. All other visits would then have a record ‘No’ (selection made) that would be whether the selection could not be made due to non-contact etc or had already been made on a previous visit.

**Outcome of contact (CodeList D)**: If you have contact with ANYONE but have not achieved a full or partial interview, please code the outcome of the contact in CODELIST D on page 3.

• **Appointments (Code 1)**: If it is not possible to do the interview when you call, try to fix an appointment. Even if it is a vague appointment (“come back tomorrow” without a fixed hour), indicate this on the form as an appointment.

• **Refusals (Codes 2 to 4)**: Please note that refusal here could be a refusal for this particular call, even if it is not a final refusal for the whole survey. For example, if the target respondent says that they are too busy to do the interview now, code ‘Refusal by target respondent’. However, as long as it is not a final refusal, you should still make further calls to the address.

• **Refusal by target respondent (code 2)**: is a refusal by the respondent directly. 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 caretaker can never refuse: if they do not grant you access to the home, choose ‘no contact with anyone’ (CodeList B result 6) in the previous question.

• **Refusal by proxy (code 3)**: Please only use this code after respondent selection has been completed (code 4 should be used otherwise).

Remember a proxy can be:

- a **RESIDENT**: Household/family member. This means it is somebody who still lives in that house and who is probably a household or family member;
- a **NON-RESIDENT**: family/visitor/friend: this person was present at the address/ house at the time of the visit (as opposed to neighbours);
- a **NEIGHBOUR**. Note that a building manager/ security guard/ or other gatekeeper, in other words people from whom you possibly need permission to enter the building, cannot give a proxy refusal. These cases should be treated as non contacts.

• **Refusal before selection (Code 4)**: is household refusal (before selection). This code should only be used if there is a refusal to the survey before the respondent
selection has taken place. Please remember that this could be a ‘soft’ refusal (i.e. it is not necessarily a final refusal), where respondents are only refusing to take part during this particular call.

- **Target respondent is unavailable / not at home (Code 5):** Here you should enter the date so that you or another interviewer can cover the interview later during the field period. It may be that a different interviewer can do this with re-issues so always enter a date if possible.

- **Target respondent is mentally or physically unable to participate/sick (short term and therefore could revisit during the fieldwork period) (Code 6):** If the respondent is temporarily mentally/physically unable/ill/sick, you should use Code 6 and make an appointment to come back later in the survey period.

- **Target respondent is mentally or physically unable to participate/sick (long term and would be unable to complete interview during the fieldwork period) (Code 7):** If the respondent is really too mentally/physically unable/ill/sick to participate in the study (for example: dementia) for the rest of the survey period, Code 7 should be used.

- **Target respondent has inadequate English (Code 8):** It is important to know whether the respondent speaks a different language, not the other household members or the persons who give you information. Do not translate the questionnaire yourself, even if you speak this language fluently, or let another person in the household translate it for the target respondent. If the respondent cannot understand and respond in the language of the questionnaire, then an interview cannot be carried out at that time. Record the language spoken by the respondent in the ARF.

**Reasons for refusal (CodeList E):** Please code all the reasons that were given for the refusal from CODELIST E on page 3. You cannot enter ‘don’t know’ so you must try to give a reason why a refusal was given by the respondent / their proxy.

**Estimation of likely future cooperation (CodeList F):** In case you obtain a refusal, you may list up to 5 reasons for this. Try to be complete. This is a very important question because it helps us to identify ‘softer’ refusals from respondents who could be approached again. Enter the likely future co-operation of target respondent from CODELIST F on page 3. This estimation is useful to help you decide whether or not to make further calls to the address, as well as for the office to decide whether to get a different interviewer to see if they can persuade the respondent to take part. Please note that if it was a proxy refusal, and you haven’t seen the respondent during this visit, or no selection has been made, you should code ‘Don’t know, never saw respondent/no selection made’.

**Estimated age/gender of respondent or household member who refuses (G):** Here, we would like you to estimate the age (from CODELIST G on page 3) and record the gender (CODELIST H) of the person who refuses the interview during this visit. Hence, even if you know the age and gender of the target respondent from a previous visit, you should still record the age and gender of the person who refuses the interview by proxy. The only exception is that if both the target respondent and another household member are present during a visit, the age and gender of the target respondent should take precedence.
3.3. Selecting the respondent

Sections A and B of the ARF will help you to select the individual at the address for interview. **There are potentially three stages of selection:**
- in Section A, you select the dwelling unit (if there is more than one at the address).
- In section B, you select the household if there is more than one at the selected dwelling unit
- and the adult aged 15+ (if there is more than one) in the selected household.

To help you with this, a selection label is provided on the cover of the ARF. This label allows you to make random selections of dwelling units, households or individuals whenever you come across more than one of either at your selected address. These selection labels differ from one ARF label to another.

The selection label (sometimes referred to as a Kish grid) on the top right of page 1 is shown below. The label contains two rows. The first shows the number of individuals, households or dwelling unit at the address from 2 up to 12. The row underneath shows which one should be selected. So in the example below if there were four dwelling units (or households or individuals), you would select number 3 (circled).

### Selection of Dwelling Unit

A dwelling unit can be thought of as something which has its own front door. In most cases your sampled address will contain just one dwelling unit. In some cases, there may be more than one dwelling unit, e.g. a house has been converted into a block of flats/bedsits. In those cases, A2 to A4 will help you randomly select a dwelling unit. This will, in fact, happen only very rarely. No substitution is allowed after selection has been made. Please remember it is the exact address as given which counts. If the address on the label is ‘Flat 4, 12 London Road’, it is that part of the accommodation that is the sampled address, not the whole of no.12.

Please note that you should list all of the dwelling units at A2, then use the selection label to identify which one to try and interview at. Include both those that are unoccupied as well as those that are occupied, for the purpose of selecting a dwelling unit at random. If you select at random a dwelling unit that is unoccupied, you must not substitute this with an occupied dwelling unit. This is to ensure that respondents living in addresses containing two or more dwelling units are not over-represented in the survey.

If you happen to come across an address with 13 or more dwelling units, please refer to the lookup chart in section G.
At **A5** please enter the code number of dwelling unit.

At **A6**, if the address on the label is spelt wrongly, or is incomplete, please make any necessary changes on the front page.

At **A7**, record whether the selected dwelling unit is traceable, residential and occupied as a main residence and follow the routing instructions to the appropriate section.

**It is essential that – if you need to select a dwelling unit – you follow the rules in making this selection. Only in this way can we be sure that we end up with a truly random sample of dwelling units and adults living there.**

**Selection of Household**

**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.

Note that household is NOT only defined as traditional family units. The definition given above must be used. If there is more than one household, B3 will help you randomly select one of them (using the selection label on the front of the ARF). No substitution is allowed after selection has been made. At B2, please list out all the households at the dwelling unit. At B4 record the code number of the selected household.
**Selection of individual**
Sections B5 to B10 help you select the individual to take part in the survey.

**Selection of individual**

Record the number of residents aged 15 or over living in the household.

**Please include:**
- *People on holiday, away working or in hospital for less than 6 months*
- *School-age children (aged 15+) at boarding school*
- *Students sharing private accommodation*

**Please exclude:**
- *People who have been away for 6 months or more*
- *Students away at university or college*
- *Temporary visitors and people living in institutions*

If there is more than one eligible resident living at the (selected) household, please use B7 and B8 to select the right person:

At B7 list all eligible residents in alphabetical order of their first name or initial. By referring to the selection label that is included in your ARF, you can determine which person has been selected. An example is shown in the box on the right.

Please also note:
- **the labels on the Kish grid vary across sample units.** So, the grid that you have to use for one household will rarely be identical to the one for the next household.
- If there are **two people with the same first name**, list them in alphabetic order of their full name. If the full names are the same, list them in order of their age, with the

### EXAMPLE: WORKING WITH KISH GRIDS

In this example, there are four adults in a household called Brian, John, Maggie and Paul.

<table>
<thead>
<tr>
<th>FIRST NAME OR INITIAL</th>
<th>PERSON NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>01</td>
</tr>
<tr>
<td>J.</td>
<td>02</td>
</tr>
<tr>
<td>M.</td>
<td>03</td>
</tr>
<tr>
<td>P.</td>
<td>04</td>
</tr>
</tbody>
</table>

By referring to the example selection label shown below (Kish grid), you will see that in this example person number 3 is to be interviewed, as this is the number printed under ‘4’ on the label. So in the example, person number 3 (initial M) has been selected, and you will write her name on the front page.
eldest first. Make sure that you write in the initials: this is part of the way that back-checks can be carried out on your work, to reassure us that the correct person has been selected.

if there are 13 or more people aged 15 years and above living at the selected address, use the look-up chart in section G of the ARF to tell you which one to select for the interview.

Once a random selection has been made, no substitute can be taken, even if there is another adult living there who is available and willing to be interviewed.

A few last points about selecting respondents:

- Any responsible adult member of the household may provide the information that you need in order to establish who it is you are to interview. But never take information from those aged under 18 (the only exception is cases where 16-17 year olds are not living with their parent/guardian – but in such cases check with the office first).
- Interview only persons living at listed addresses. You could of course interview a person somewhere else (e.g. at work). No substitutes are permitted, so if the selected person is away for the duration of the survey or too ill to be interviewed, then no interview can take place.
- This survey is intended to cover only the population living in private households. Those living in institutions are excluded from the sample of the ESS.
- Please record the visit/call number when the respondent selection was made on the back of the cover sheet of the ARF.

Respondents aged 15-17

Every member of the household aged 15 years and over is eligible to take part in the survey. If the individual who is selected to take part is under 18 (15-17 years old) record at section B10 then we need to seek parental consent for them to take part. This is obtained in section B11.

Other sections of the ARF

Section C – productive outcomes
Section D – unproductive outcomes for eligible addresses
Section E – unproductive outcome for deadwood addresses
Section F – unproductive outcomes for unknown eligibility
Section G – lookup chart for 13+ DUs or persons
Interviewer observation

3.3.1. 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 Britain. 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 (recorded in section H) 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.

3.3.2. How?

The interviewer observation is in Section H of the ARF. Please complete this before making contact at the address. Note the structure of this section is slightly different to the NatCen standard. Make sure you are familiar with the changes. Fill in these questions only once for each address, and please do so before making contact.

Section H: Interviewer Observations 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 noncontacts. Only invalid addresses cannot be reported on in these questions.
- you fill out the form 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 section H. 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.

Appendix A to these instructions includes photos which help demonstrate the codes for H1, H5 and H6. Please remember to look at these photos before fieldwork. This will help you in assessing objectively the characteristic of the address and the neighbourhood. For example ‘a lot of graffiti’ may have different meaning for different interviewers and/or in different context (e.g. whether the area is rural or urban). By the use of these questions, we hope to establish a consistent measurement across the whole survey.

Please read the notes to interviewers carefully, as they provide further information that will help you answer these questions accurately (e.g. what do we mean by immediate vicinity).
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.

Introduce yourself by showing your identity badge, refer to the advance 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.

3.5. Obtaining cooperation

So far you have checked whether you are at the right address and you have established who you should interview, 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 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.

Below are some more useful tips on how you could maximise response for this survey.

**Do not call it the ‘European Social Survey’!**

Given the recent EU referendum campaigning and the result that the UK leave the EU we know that the majority of British people feel that the UK is better not included in the EU. In previous rounds of this survey most respondents were indifferent towards Europe and European issues. This may not be the case for this round of the survey when Europe has been a focus in recent months in the media and through political campaigning. The exit of the UK from the EU will very likely continue to be prominent during fieldwork for this study.

When introducing the survey to respondents on the doorstep, please **introduce the survey as ‘UK Opinion 2016’ rather than the European Social Survey.** We are collecting the views of people living in the UK which will be compared with the same survey being conducted across other countries.

From previous rounds of the ESS, we know that some respondents feel that the fact that the survey is international and that the UK will be compared with other countries actually makes it more appealing. If you think that your respondent may be more interested in the survey if they know that it is a ‘European’ one, it is fine to say that results from the current survey will feed into a wider European study called the European Social Survey where results from the UK will be compared with results from other countries in Europe.

**Other tips specific to this survey**

- **Make use of the variety of topics covered by this survey** and tailor your approach as appropriate as different topics may be of interest to different people.

- **The topics are actually very interesting, and relevant** (e.g. immigration, health, etc.), so it will be an enjoyable experience for respondents too!

- **Emphasising that this is a rare opportunity** – ‘It’s an opportunity for you to have your say on what you like and don’t like in today’s society. Twenty addresses have been randomly selected from your neighbourhood. We cannot replace your addresses with anyone else’.

- Say that the survey forms **part of a wider study involving over 20 countries** (without specifying that this survey is ‘European’) and runs **every two years**.

- **The questions aren’t intrusive** – it’s just asking for your opinions. No questions in the survey test their knowledge about topics.
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.

**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.

*(show a leaflet with results)*

**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 cannot 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.
3.6. Working with incentives

An unconditional incentive of a £10 post-office voucher is being used on this study which is sent in advance with the advance letter.
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 European Social Survey is in line with European laws and directives on data protection, the following points need to be conveyed to respondents – whether in written or oral form.

- Participation in the survey is voluntary.
- All answers will be treated in strict confidence in accordance with the Data Protection Act 1998.
- Respondents will not receive any ‘junk mail’ as a result of taking part. We do not pass addresses on to other organisations for commercial purposes. This information is also stressed in the advance mailing.
- The data will be stored at and made available from The European Social Survey 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 individuals who supplied the data.

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 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 UEmp3M. **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>NWSPol – PPIHlp</td>
<td>Media use; internet use; social trust.</td>
</tr>
<tr>
<td>Core</td>
<td>PolIntr – IMWBCNT</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>Happy – RFGBFML</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>ENEFFAP – BANHHAP</td>
<td>Climate change and energy, including: attitudes, perceptions and policy preferences.</td>
</tr>
<tr>
<td>Rotating</td>
<td>DFINAC – LKNEMNY</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>HHMHB – ANCTR1</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>
</tr>
</tbody>
</table>

### 4.3. The ESS rules for standardised interviewing

The ESS adheres to the principles of **standardised interviewing**. The goal of standardised 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.

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.
2. Choose a proper seating arrangement so the respondent cannot see the computer 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.
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” (EUFTF), 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. When the respondent refuses to answer use Ctrl-R. 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’ by using Ctrl-K. 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 ARF (Codelist B).

4.4. Administering the questionnaire: in detail

At the briefing, we went through an example 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.

MEDI A USE

NWSPOL 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.

NETUSOFT/NETUSTM 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. NETUSTM 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

Vote 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.
The organisations or associations that are meant include any that try to improve things in Britain, 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 (WRKPRTY).

**ATTITUDES TO IMMIGRATION**

**TESTGC33**
**TESTGC35/TESTGC36**
**TESTGC38/TESTGC39**
**TESTGC41**

Take care to remember to read the introduction before the relevant question (TESTGC33, TESTGC36 or TESTGC39). 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.

**GVRF GAP/RFGRPC**
**/RFGBFML**

These questions should be asked to ALL respondents, including the introduction before GVRFGAP. 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**

**ELGCOAL**
**ELGBIO**

Respondents are presented with a list of different energy sources and asked to say how much electricity used in Britain 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.

**CLMTHGT1**
**CLMTHGT2**

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**

**UNEMPLWK**

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.

**SBSTREC**

It is essential that the introduction before SBSTREC 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.

**UBPAY-UBSPUNP**

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.

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

**BNLWINC-EUSCLBF**  
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.

**BASINC/EUSCLBF**  
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 BASINC 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.

**LKUEMP**  
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**

**HHMMB**  
This question asks for the total number of people in the household (**including children**). You should have, of course, recorded the number of people over the age of 15 on the ARF when making the person selection. 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 HHMMB
- DO make a note of what happened beside the household grid.

**RShipA**  
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 ‘MARRITAL’ AND PARTNERSHIP STATUS**

**MaritalA & MARSTS**  
**MaritalA** 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 the UK.
MARSTS aims to measure the LEGAL marital status of the respondent under UK 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 MARSTS 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**

- *EdLv1UK,* *EdLvPUK* and *EdLvFUK* (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**

- *EduYrs* ‘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

ActFW - MainAct

ActFW 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 ActFW. 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 MainAct, only one answer should be given. This should be the activity the respondent considers to be their main activity. If a respondent is not sure or doesn't know, please probe to find out which of the items on the card comes closest to what they were doing in the last week.

The following notes explain the categories at ActFW more fully:

Code

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

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

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

People 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.

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

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

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

**04 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.

**05 Permanently sick or disabled** covers people out of work and not seeking work because of permanent (or indefinite) sickness or disability. People who have never worked because of disability are included. In cases of doubt over whether an illness or disability is permanent, treat it as permanent if it has lasted continuously for six months or more.

**06 Retired** from work covers people who have retired from their occupation at approximately the normal retirement age or who have taken ‘early retirement’, and are not seeking further employment of any sort.

**07 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).

**08 Doing housework, looking after children or other persons** covers anyone involved in unpaid domestic or caring duties. There can be more than one person in a household in this category - here we are concerned only with the respondent’s position.

**09 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 MainAct more fully. Please note the criteria for coding at MainAct will differ from at ActFW because we are now asking for **main activity**. The differences are underlined in the text below.

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

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

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

People 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.

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

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

03 Unemployed, and actively looking for a job

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

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

Include here any unemployed, but who are not actively looking for a job at the moment. People who, for instance, have given up looking for work would be included here, or those who are ill and temporarily unable to look for work. Respondents should normally be left to decide for themselves whether an illness in this case is temporary or not. If in doubt, include it if it has lasted less than six months.

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

05 Permanently sick or disabled covers people out of work and not seeking work because of permanent (or indefinite) sickness or disability. People who have never worked because of disability are included. Do not include retired people in poor health who would not be seeking work even if they were healthy. In cases of doubt
over whether an illness or disability is permanent, treat it as permanent if it has lasted continuously for six months or more.

06 **Retired** from work covers people who have retired from their occupation at approximately the normal retirement age or who have taken 'early retirement', and are not seeking further employment of any sort. Retired people who are permanently sick or have become disabled 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.

07 **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).

08 **Doing housework, looking after children or other persons** covers anyone more or less wholly involved in unpaid domestic or caring duties when classifying economic position. There can be more than one person in a household in this category - here we are concerned only with the respondent’s position.

09 **Other** is not on the show card. It covers anyone who does not fit into any of the 8 categories on the card. But remember that people who are in any kind of paid work (including casual self-employed jobs) should not be included here.

**EmplRel**

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.

**Makedo-Train**

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.

**Makedo** 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.

**TPORGWK** 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.

**Title-Train** 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 TypeWrk to probe for as full a description of their work activities as possible, possibly getting them to specify their day-to-day duties.

For *Train* 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**

**HIncTNta** At *HIncTNta* 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**

ActFWP / MnActP

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

**SOCIOCULTURAL ORIGINS**

ANCTRY1 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)**

SPNIntra/SpTsA1F Male respondents should be asked SPNIntra (all questions SpTsA1M-SpTsA21M) and female respondents should be asked SpTsA1F (all questions SpTsA1F - SpTsA21F). The showcard is the same whether respondents are male or female.

**TEST QUESTIONS (SECTION I)**

TESTGI2-TESTGI10 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.

**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 (RESCLQ-ACOMINT) refer to the interview as a whole.
1. About the CRONOS pilot

Thank you for helping us set up this very important pilot of the European Social Survey. The Cross-National Online Survey panel (CRONOS panel) will use the ESS platform to recruit respondents for a web panel. The pilot study will be carried out in three countries: Estonia, Slovenia and the UK. The panel will last about a year, with participants receiving a survey every other month starting February 2017. CRONOS is the name we use internally to refer to the project, but to the respondents, the study will be known as UK Opinion Panel, to make sure it is clear that the web surveys are part of the same project that they have already participated in.

This project was funded by European Union’s Horizon 2020 Research and Innovation programme. The goal of this project is to maximise the amount of data that can be obtained from each respondent, so that we take full advantage of the recruitment efforts you have gone through to reach the respondent and convince them to participate. The resulting product would be an opinion web panel of a random probability sample where scientists can ask more questions and different questions (for example, sensitive questions that may be difficult to ask in person).

We want everybody 18 and older to have the opportunity to take part in the panel study, including those who do not have computers and internet access. For that reason, we will be providing devices with internet access to those people who do not have a computer and/or internet access. People who do have a device for personal use with internet connection, such as a computer or a smartphone, can complete the surveys using their own devices, so they will not be given one. We have a limited number of devices and we want to make sure we can include those respondents who would be left out if we did not provide internet connection to them. To help determine if a respondent needs a device, we have added a few questions to the ESS interview that will appear on your screen after the last standard ESS question, and will guide you through the process. These questions will also help you figure out whether the respondent has the minimum age required.

All data must be kept confidential. The results of the surveys could easily be undermined if respondents lose faith in assurances that all responses are confidential. Remember you are required by law to guarantee confidentiality to respondents: you must never discuss, disclose, or disseminate to others any of the information that you have gathered from respondents.
2. Recruitment steps after the ESS interview

Recruiting respondents for a project after completing an interview has several advantages and a few possible disadvantages. The main advantages are that you have created a connection with the respondent during the interview, trust has been established, they know what the survey task is about—including what kind of questions we ask—and, most importantly, you now know a little bit about the respondent, like which topics they seemed to like or dislike. The main disadvantage can be fatigue of the respondent at the end of the interview. These issues are discussed in section 3, where we propose ways to approach recruitment and to capitalise on the pros as well as how to deal with the refusals. In section 2 we review the materials you will need, the eligibility criteria, and the steps of the recruitment interview.

2.1. Materials to have with you to carry out recruitment for UK Opinion Panel

- Identification badge and business cards if available
- Interviewing device to run the ESS interview and the recruitment interview
  o Help screen showing a list of FAQs
- Leaflet of the UK Opinion Panel including link to website
  o If interviewing device has internet access, have link to ESS and the UK Opinion Panel national pages available to show respondent
- Detailed project information

2.2. Recruitment interview steps

After you carry out the ESS interview as you normally would, the interviewing device will guide you through the recruitment interview steps. There are six steps in the process for recruiting the panellists, ensuring they all have internet access, and collecting the necessary information to reach them later on.

The recruitment interview script contains instructions and text for all of these tasks. You will read off the screen and record answers directly into the interviewing device during and right after the recruitment interview, so that the field supervisor and other project members can have a good idea of how things are progressing. The recruitment interview will identify whether respondents are eligible to participate in the study, whether they need to be offered internet access or not, and will assist you to invite them to participate in the UK Opinion Panel.

The recruitment interview has 6 steps; you can find the content of the questions for the recruitment interview in appendix A:

Step 1. Age eligibility assessment
Step 2. Internet access assessment
Step 3. Invitation to participate
Step 4. Gathering contact information
Step 5. Record respondents concerns (even if recruited)
Step 6. Review recruitment effort and transfer data
2.2.1. Step 1: Assessing age eligibility

Only respondents aged 18 or older are eligible to participate in the UK Opinion Panel. The year of birth will be retrieved from the main ESS questions. Respondent born after 1998 will be not offered to participate in the UK Opinion Panel, and you should proceed as you normally would at the end of the interview. Respondents born in 1998 or those who did not answer the question will be asked to confirm their age, and only invited if they are already 18. It is imperative that respondents younger than 18 are NOT invited to participate.

2.2.2. Step 2: Assessing internet access

To represent the population as accurately as possible, all kinds of people must be part of the web panel study. Some web panel studies exclude people who do not have internet access for personal use, but in the UK Opinion Panel we do not want to exclude anyone for that reason. We are going to offer free internet for a year to those who do not have internet access by giving them a tablet with internet connection.

Based on data from the Office for National Statistics, published research, and previous experience, we expect that almost 90% of respondents will have internet access in their household. We have bought enough devices to cover all respondents without internet, but this number will not be sufficient if tablets are offered to respondents who have internet access for personal use. Given the limited availability of devices, it is crucial that these devices are offered only to the right respondents, that is, to those who do not have internet access for personal use.

When offering the tablet to the respondent, it is important to explain that the tablet is provided so that they can complete the survey online, and this way make sure the sample represents the entire population. While offering a tablet can be for some an incentive to join the study, it is important to use this angle carefully, for several reasons:

a) If emphasis on the tablet is too strong, it may sound like a sales speech. The respondent may become suspicious and think that the initial interview was just a cover for something other than conducting surveys. This would damage the trust relationship and could harm recruitment rates as well as future participation of the respondent in future, unrelated projects.

b) For some respondents, owning a tablet may feel like a burden. They may avoid the internet by choice, and they may not see it as positive as others might. We still would like to recruit them, but we need to do so in a respectful way.

c) Also, respondents might feel we are pressuring them to participate by giving them the tablet, which is not the intention and would not be ethical.

To determine whether respondents need the tablet, the recruitment interview includes a question to find out if respondents have internet access for personal use. Question A2 in the ESS questionnaire assesses frequency of internet usage on any device and for any purpose (work or personal). What we need to know, however, is whether the respondent has access to an internet device where they could complete a 20-minute survey. Some of the respondents who said they never use the internet in question A2, may have internet access at home and thus not need the tablet. Others who said they use internet
every day, may only use at work, where it may be inappropriate to complete a web survey. For this reason, we have added a question to specifically address access for personal use (R2a and R2c): ‘Do you have access to devices with internet connection for personal use’. If the answer to this question is ‘no’ (or ‘don’t know’), the invitation to the UK Opinion Panel will include the tablet offer.

2.2.3. Step 3: Inviting respondents to participate in UK Opinion Panel

Once eligibility has been determined, you can invite the respondent to participate in the UK Opinion Panel. **You must read the invitation as worded. Do not rush through it, and use a natural, engaging tone.** We rely on your enthusiasm to show the respondent that this study is interesting and important. The message is succinct but contains all necessary information for respondents to make an informed decision (see Appendix A, Step 3).

We expect you to use the information in section 3 of this manual to present the study to the respondent and address any questions or hesitations respondents may have. **It is crucial that you become familiar with the information in this manual so that you can address any questions the respondent has right away.** The strategies outlined in this manual will help you achieve a good recruitment rate.

2.2.4. Step 4: Collecting contact data

After the respondent has provisionally agreed to participate, you will ask the respondent for their contact details, in particular email address and mobile telephone. This information is crucial to be able to invite respondents to the UK Opinion Panel surveys. Some respondents will understandably get a bit suspicious about providing personal details. It is important to explain that the contact information will only be used to invite respondents to participate, that we will not contact them for any reason that does not relate directly to the research study, and that we will not pass this information to anyone outside the project. Let the respondent know that this information will be stored following the Data Protection Act 1998 and EU data protection laws. See also ‘confidentiality concerns’ in section 3 for useful ways to reassure respondents of our commitment to data protection.

If the respondent is still not sure whether they will participate or need more information, try to get their contact details anyway, and remind them that they can ignore the email if they decide they do not want to participate.

If a device is needed, collecting correct contact details is crucial to be able to recontact the respondent and deliver the device. The respondent will be informed that the device will be delivered in January. If the respondent has scheduled not to be home during (part of) January, this should be noted down and alternative dates should be found. The representative delivering the device will help the respondent get familiar with the tablet, and how to use it to complete the survey. Guidance for this task will be provided separately.
2.2.5. Step 5: Recording reluctance to participate and any concerns

In surveys, it is quite common to record reasons that respondents spontaneously give when they refuse to participate. In the ESS, you are also asked your thoughts on whether a selected respondent who has refused would participate if approached again. In the UK Opinion Panel study, we want to go further and keep track of these two aspects for all respondents, even if they have agreed to participate. For example, if a respondent said ‘I am not sure I like the idea of having my contact information being shared with others outside the country’, and you were able to convince them to sign up anyway, you would first collect the contact data (step 4), then estimate how likely you think it is that this respondent will actually complete the web surveys, and then select code 08 (‘Does not want contact data sent abroad’) in question R5b.

By recording spontaneous hesitations respondents have before agreeing to sign up, we get a better idea of how common some of the refusal reasons are among those who participate compared to those who do not. For example, we know that data privacy concerns may be one of the reasons why people refuse to participate, and we want to know whether respondents who agree to participate also have such worries. We also want to know which kinds of concerns are easiest to put to rest. In sum, we want to learn reasons why respondents are reluctant to participate in web panels for future studies.

Interviewers are the only members of the team who have a chance to collect that information. We rely on you to gather this information so we can analyse it and use it to improve recruitment procedures in the future. Question R5b in the recruitment interview provides a long list of reasons why people may be reluctant to participate. We have grouped them thematically to help you find the right option quickly. We have tried to make the list of reasons as comprehensive as possible, but if the reason for refusal is not in the list, please choose ‘other (specify)’ and describe the concern to the best of your ability.

After conducting the ESS interview and hearing the reaction to the invitation to the UK Opinion Panel, you may actually have a good idea of how much a respondent enjoyed the experience and how engaged they were with the task. This may help you estimate the likelihood of participation in the web surveys. By recording your perception, we want to get a sense of how committed the respondent is to the UK Opinion Panel. This information may also help us better understand nonresponse to the web surveys. We understand that one cannot predict what others are going to do with accuracy; we just want to have your best guess.

2.2.6. Step 6: Review recruitment effort and transfer data

After recording reasons respondents gave not to participate, there are only two more things you need to do:

a) Answer a few questions about the recruitment effort. This is just so that we can keep track of how many tablets have been assigned, and how the general process of recruitment worked. These questions are asked right after the questions about the ESS interview, so please try to complete this section right after you have left
the respondent’s home. You can find these questions in the recruitment effort summary, Step 6.

b) Transfer the data. Ideally, reporting should be done every day.

3. Gaining cooperation

The goal in the UK Opinion Panel is to recruit as many ESS respondents as possible to join a web survey panel. Use your best interpersonal skills to engage them so that they are excited about the project and willing to participate. Project your competence and a positive attitude. Always show respect for each respondent, confidence in the importance of the study, and an honest and straightforward manner to help you gain trust and credibility.

Throughout this manual, we have compiled a series of thoughtful, concise answers to most of the questions a respondent is likely to ask. You need to read the initial invitation off your screen as is, but you can slightly paraphrase the arguments and answers proposed in this manual when you need to address requests for additional details or when you see hesitation in the respondent. Become knowledgeable about the project so you can answer questions with confidence and calm authority. Remember that most respondents will expect you to provide information about the purpose of the study and the need for their participation in it, and to know details about how it will be carried out.

3.1. Presenting the study

The first presentation of the study will be the recruitment script (step 3), which you must read as is; do not paraphrase it. This way, we will be sure that respondents received all the necessary information to make an informed decision, and we will know what was asked so we can ensure we are complying with ethical requirements. You can show the study’s leaflet and point to the relevant arguments as you talk to the respondent. If the respondent raises concerns about the ESS interview already conducted, you must address that immediately, before continuing to seek cooperation for the UK Opinion Panel. Try to be mindful, addressing any concerns the respondent rises, and show your appreciation about the time the respondent has already dedicated to the ESS. We want you to try your hardest to persuade them to participate in the UK Opinion Panel, but we cannot jeopardise the reputation of the ESS or risk the respondent wanting to delete the data they have already provided.

If you feel that the respondent may be too tired to listen to the offer, be sympathetic, but try to emphasise that you only need a couple minutes to explain the study, and that you will then leave right away. This will be your best opportunity to convince them to participate, so try to take advantage of it if possible.

Make use of the respondent leaflet and make sure to give it to the respondent, whether they agree to join or not. This leaflet not only presents the project and reminds respondents of it once you are gone, but it also informs respondents that participation is voluntary, what the risks and benefits of participation are, and that all information provided is safeguarded and completely confidential. This information is necessary for respondents to be able to give informed consent to participate and thus comply with ethical requirements of interviewing.
Mentioning that the local university/institute involved in the ESS interview will be involved in ESS Web may help create a sense of continuity, and thus any trust you have gained from the respondent during the interview can transfer to the new project.

3.2. Basic arguments to participate

As you know, respondents agree to participate in surveys for many different reasons. Many ESS respondents engage in this kind of research for altruistic reasons. Or they want to make a difference, and contribute to advance science and policy research. They also want to have a voice, to make a difference. Others do it because the incentive is appealing. Previous panel studies like this one have asked panel members their motivation to sign up, and they found that, even though the incentive and ‘being interested’ were mentioned by the most respondents, having a voice was mentioned by 45% of respondents, learning and educational purposes by 30%, and ‘being fun’ by 20%. Keep these arguments in mind as you introduce the project to the respondent. If the respondent seems lukewarm to the offer, you can mention reasons why other respondents have signed up.

Below is a list of basic arguments you can use to motivate respondents to sign up for the UK Opinion Panel.

### Why participate in the UK Opinion Panel

<table>
<thead>
<tr>
<th>It’s interesting!</th>
<th>Participating in attitudinal surveys gives you a chance to reflect about different topics, you see what researchers and policy makers are focusing on. It can be informative and educational.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s good for science and society</td>
<td>Your participation will help researchers better understand society and societal changes. You could be helping scientists find solutions to current societal problems, and advance science.</td>
</tr>
<tr>
<td>We need your participation</td>
<td>It is really important for the accuracy of the study that you participate. You represent many others like you in the UK, and your participation is vital to the success of this project. We cannot substitute you with any other person. So if you don’t participate, findings could be less accurate.</td>
</tr>
<tr>
<td>It’s easy</td>
<td>The study was designed in a simple, user-friendly way, so that no previous technical knowledge is necessary to participate in it. And if you need help, our helpline staff will be more than happy to talk you through things.</td>
</tr>
<tr>
<td>You can make a difference</td>
<td>Findings from this study could help make a difference in how the country is run and what policies are implemented.</td>
</tr>
<tr>
<td>Flexibility</td>
<td>If you like participating in surveys but don’t like being interrupted, web surveys allow you to determine when and where you complete the survey. You can use any device at your disposal.</td>
</tr>
<tr>
<td>It’s more private</td>
<td>You’ll read the questions on a computer or other device connected to the internet. You will give your answers right</td>
</tr>
</tbody>
</table>
there, and they will be sent to us in a very safe manner through the internet.

**Confidentiality assurance**
Your participation will be kept completely confidential and we will never linked your answers to your name or contact details.

**If respondent gets free tablet**
If you want to, you can use the tablet for other things and you can keep the device after the project is finished.

**Incentive**
You can get up to £30 when you participate in our panel. This gift is a way to thank you for your time and to let you know how important it is for our study that you participate.

**Legitimacy of the project**
The project is carried out by serious institutions, including four universities, a statistical office, and an established non-profit institute for social research. The project has secured support from the European Union, competing against other projects.

**This is for real**
Make sure you point to the national website on the leaflet and to the SERISS website, where respondents can get confirmation that the project is real and is indeed funded by the EU.

**3.3. Refusal avoidance**

Unless the refusal is hostile and threatening, it is an interviewer’s job to attempt to convert the refusal and gain the respondent’s cooperation. When a respondent plainly refuses, says they need to know more or that they are not sure yet, use the arguments outlined in this section to try to gain cooperation. Some of the arguments are similar to the ones you may have used to recruit respondents for the in-person interview, whereas others are specific to the UK Opinion Panel study.

Respondents who do not use the internet may naturally be more reluctant to participate in web surveys. As mentioned before, even though a free tablet may seem like a fantastic incentive for some people, others who do not use the internet may not find it as appealing. Precisely for this reason, we are especially interested in gaining their cooperation, but be mindful that offering the tablet offer may not always help gain cooperation. When the tablet is delivered in January, they will also receive a ‘manual’ on how to use the tablet to participate in the survey.

**3.3.1. Prepare for refusal conversion**

Start by assessing how firm the refusal is, and then try to determine the underlying issue. It is very important to LISTEN to what the respondent is saying and give him/her time to talk without interrupting. To make sure you understood correctly, try rephrasing the respondent’s concern before you try to address it. For example:

- Respondent: ‘I don’t want my answers out there’
- Interviewer: ‘I want to be sure I understand you correctly. You are concerned that the information you give me may not be kept private, is that correct?’
- Respondent: ‘That’s right’

When addressing objections or concerns, take care to respond only to the issues that the respondent has raised. Try to convert refusals by using customised convincing
arguments, but do not bring up issues that may add to his/her concerns and complicate your efforts to convert the refusal. The most common reasons for refusals will be covered in the project’s ‘Frequently Asked Questions’ together with guidance on arguments you can use to persuade respondents to participate. You must become completely familiar with them so you can use them comfortably and convincingly. This will help you find a suitable answer in each situation and gain cooperation.

When it comes to respondents who are unsure or need more information, ask them: ‘Is there anything in particular you would like to know more about?’ This will reveal the source of their concern, and you can use the same arguments as with respondents who have refused. If the respondent needs still more time to decide, and does not want to commit to provide contact information, say: ‘If you are in doubt whether this will work, you can try to participate for a certain period. Of course we hope that you will continue to participate in the study but you can stop your participation at any time’.

3.3.2. Find the right arguments to address the respondent’s concern

In the next pages you will find examples of arguments to address different types of concerns. Please read these a few times and make notes to help you remember them. It is ok if you rephrase them slightly to make them sound more natural coming from you.

<table>
<thead>
<tr>
<th>CONCERNS ABOUT COMPUTER LITERACY / PASS OFFER TO SOMEONE ELSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents may be concerned that they do not have the level of familiarity with computers that is required to participate, and may suggest someone else to do it. Take your time to explain that surveys will be simple to complete and that they can contact a Freephone helpline.</td>
</tr>
</tbody>
</table>

‘We understand your concerns about using computers…’
- Selecting a random sample of the population means that we will get many different people: young and old, working people and others who are retired, families and people living alone. This mix is what helps the study be representative and accurate. If we interviewed the same kind of people over and over, the data may represent only the opinion of a few rather than the entire population. So we need people like you to participate for the findings to represent the population.
- You are one of only small sample people in the UK selected for this project, and no one else can take your place. Your views and experiences are unique, so we cannot substitute you with anyone else.
- Remember also that you can stop participating at any time.
- IF RESPONDENT IS ELIGIBLE FOR A TABLET: When the device is delivered to you, we will provide in-person step-by-step guidance on how to use the device. All the necessary details will be brought to you personally and explained carefully. In addition, you will have access to help and support throughout the study.
## CONCERNS ABOUT PRIVACY/CONFIDENTIALITY

Respondents may be concerned about where their data will end up and how the data will be treated. Below are possible useful ways to reassure the respondent that their data will be kept confidential to the best of our ability.

<table>
<thead>
<tr>
<th>‘We understand your concerns about data privacy...’</th>
</tr>
</thead>
<tbody>
<tr>
<td>• First off, I am required by law to guarantee confidentiality to you.</td>
</tr>
<tr>
<td>• Also, all members of this study strictly follow data protection laws, we are trained in handling and transferring survey data, and know how to make sure that data are kept confidential at all times.</td>
</tr>
<tr>
<td>• All the information provided will be kept strictly confidential and your name are never connected to your responses. This means that even staff members will not know who gave a specific answer.</td>
</tr>
<tr>
<td>• In order to answer the surveys more conveniently and privately, you’ll read the questions on a computer, tablet, smartphone, or any other device that is connected to the internet at any time you feel comfortable to do this.</td>
</tr>
<tr>
<td>• In addition, your participation is voluntary, so you can always skip any questions you prefer not to answer.</td>
</tr>
<tr>
<td>• All your information will be stored according to the Data Protection Act 1998 and EU Data Protection laws. We will use your responses for scientific purposes only and never for marketing purposes, telephone sales or other commercial purposes</td>
</tr>
<tr>
<td>• IF CONCERN IS SPECIFIC ABOUT THE SURVEY BEING ONLINE: Web surveys are becoming an important channel used by researchers to ask population groups about their opinion on various important issues in their country.</td>
</tr>
</tbody>
</table>
## CONCERNS ABOUT USING OWN DEVICE FOR SURVEYS

Respondent worries about data plan or about using a device they also use for work.

‘I see what you mean …’
- The survey doesn’t take much internet volume. You will receive a £5 voucher with every invitation as a thank you for the time and resources you have invested.
- The survey is designed to work on a wide range of devices. So you can use any device you have available.
- IF DEVICE BELONGS TO WORK: Offer a tablet if the work device cannot be used for private purposes.

## RESPONDENT IS TIRED, HAS DONE ENOUGH FOR US

Respondent feels has participated in too many surveys.

‘You are absolutely right that you have already done a lot for us, and we are extremely grateful, your collaboration is essential for this research project and we appreciate that you are making a generous contribution by talking to us…’
- Conducting a long interview in person is tiring. The web surveys we will send will be much shorter, just about 20 minutes. And you can answer them whenever you want, wherever you want.
- There are many requests for opinion and satisfaction surveys nowadays. Let me explain why I think this study is different from other requests. We are not selecting just anyone we come across; instead, we use scientific methods to select a sample that can represent the entire population, and this means that we cannot substitute anyone we have selected, or we would lose the scientific properties of the sample. Therefore, your participation is vital for our project.
- Remember also that you can stop participating at any time.
### CONCERNS ABOUT TIME AND BURDEN

Respondents may argue that their commitments and responsibilities (work, children or other dependents) keep them too busy to participate. These are all understandable concerns we can all relate to. However, a number of arguments can be used to convey that this project is less of a burden that they may think. Below are possible arguments you can use.

**‘We understand you’re busy...’**
- The good thing about web surveys is that you can complete them at any time (night and day) and from any place where you have internet connection. Not only that, but if you cannot take 20 minutes at once, you can answer a few questions, close your browser, and go back to it later on to continue where you left off.
- There will only be a new survey every two months and each survey takes only about 20 minutes. In addition, your participation is voluntary, so you can skip a survey if you are too busy that month, and complete the next one.

### NOT INTERESTED / BORING / TOPICS WERE SENSITIVE

Respondents often say they are not interested when they refuse to participate in a survey. We rely on your enthusiasm to show the respondent that the project can be interesting and that it is important. Try to tailor your message to each respondent, explaining that the project will include questions on the topics they liked best during the ESS interview.

**‘We understand what you are saying...’**
- Please know that this project is very important. Our anonymous surveys will give you the opportunity to tell us your opinions. You can tell us what you like and don’t like about what the government has been doing.
- The web survey will include a wide range of different topics, not just the ones we have covered today. You can always skip a question if you don’t want to answer.
- You can help researchers who are studying how people in the UK live their lives to help make this country an even better place to live. Your participation is vital to the success of this study.

### CONCERNS ABOUT INCENTIVES

There are different issues that a respondent could mention in reference to the incentive. For some, it may seem like too little, for others, it may seem like too much. The strategies to address these concerns differ.
‘That is not enough money for the time it takes …’

- The incentive is not a payment for your time, which we know is very valuable. This small gift is just to show our appreciation for your generosity.
- I should also note that this is not a commercial study. It is funded from public sources and therefore the budget is limited and carefully decided. If we offered too much money, it could be seen as unethical or a waste. We rely on the willingness of people like you who have been randomly selected among the general population. Your participation is extremely important to represent the views and needs of your generation, and thus impact what policy makers do.
- IF RESPONDENT IS ELIGIBLE FOR A TABLET: In addition, you will receive a tablet and internet access that will be yours to keep at the end of the project.

‘That is too much money/I don’t believe you are giving me all this for free...’

- I understand that the offer may seem too good to be true. This is an unusual opportunity and it is different from other studies.
- Let me assure you that we are not selling anything, and we will not pass on your information to anybody outside the project. All we are trying to do is conduct a research project that represents the general population, and we just want to thank you for your time by giving you a small gift.
- This research project has been approved by an Ethics Research Committee and is supported by the European Union’s Research and Innovation programme. To verify what I am saying, you can find more information about this project on www.seriss.eu and www.natcen.ac.uk/ukopinion.
- IF RESPONDENT IS ELIGIBLE FOR A TABLET: We understand that offering a free internet device just for completing 6 surveys may seem suspicious, but this is just a reflection of how important it is for the accuracy of our results that you participate in the study. We are offering the device to anyone like you who does not have internet access for private use.

CONCERNS ABOUT AGE

Respondents may fear that they are too old for the study. It is important that you explain to them how valuable it is for this research to include people of all ages and all walks of life. Also, try to calm their concerns about the difficulty of the task.

‘We understand what you are saying...’

- It is crucial for the success of this project that we have a good representation of the UK’s population, so it is vital for us that you participate in this study.
- Participating in this study is not complicated: the surveys will be easy to complete and you will be properly instructed on how to participate in this
study. [If possible: show the respondent on your screen how the survey would work]

- If respondent is eligible for a tablet: We can give you a small computer with a touchscreen for you to complete the surveys. We can make the font size comfortable for you to use.
- We will provide you with a device and will be able to adjust the settings such that you will be able to read it.

**RESPONDENT DOES NOT LIKE COMPUTERS**

Respondent does not like dealing with computers.

*I hear you…*

- We understand that some people prefer not to deal with computers. It is crucial for the success of this project that a good representation of the UK’s population that you participate in this study, so we also need to include the views of people who do not like computers.
- We use this way of collecting data to increase flexibility and privacy for respondents but we understand it can be annoying for others. We will only send you a survey every other month for about a year, and the surveys will only take 20 minutes.
- Web surveys are becoming an important channel used by researchers to ask population groups about their opinion on various important issues in their country.
- IF RESPONDENT IS ELIGIBLE FOR A TABLET: We can give you a small tablet (like a big telephone) with a touchscreen for you to complete the surveys.

**CONCERNS ABOUT GOVERNMENT/POLITICIANS/SPONSOR**

Respondents may be concerned about who the survey data are going to, or think that this is a waste of tax payers’ money. In addition to arguments related to confidentiality concerns, you can reassure respondents by explaining more about the researchers from the project.

*We understand your concerns …*

- This research project was commissioned by a group of researchers working in European universities. They have been awarded this money to conduct independent research about various issues about the UK and our society. They want to better understand the needs and preferences of the UK’s population, and make the anonymised data available to other researchers and policy makers, with the intention of improving knowledge and policies. We ask that those who analyse the data abide to ethical principles of research. It is very important to us that your data are used appropriately and ethically.
• To verify what I am saying, you can find more information about the project goals and the researchers behind it by going to www.seriss.eu and www.natcen.ac.uk\ukopinion.

• All your information will be stored according to the Data Protection Act 1998 and EU Data Protection laws. We will use your responses for scientific purposes only and never for marketing, telephone sales or commercial purposes.

CONCERNS ABOUT HEALTH ISSUES

Respondents may fear that a health condition prevents them from using an internet device.

• [IF CONDITION APPEARS TEMPORARY] I can understand that you’re not well at the moment/too busy with your health now. If this is not a good time, please call us on the Freephone to sign up or follow the instructions on the leaflet.

• [R IS VISUALLY IMPAIRED AND HAS A DEVICE] Do you own a device that you use to go online? You can use that device to participate in the study.

• [RESPONDENT IS VISUALLY IMPAIRED AND ELIGIBLE FOR TABLET]. We will provide you with a device and will work with you to adjust the settings.
### Appendix A - Neighbourhood Characteristics

#### Example photos

Please follow these specific instructions per question:

**H1.** Before reaching the respondent’s individual doorm is there an entry phone system or locked gate/door? **PLEASE RECORD WHETHER THERE IS A GATE/DOOR THAT IS LOCKED.**

<table>
<thead>
<tr>
<th>1: Entry phone system.</th>
<th>2: Locked gate/door.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

[Image of entry phone system]

[Image of locked gate/door]
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).

Dwelling Type

H2. 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** contains 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.
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.
Litter and Vandalism in the immediate vicinity

H5. In the immediate vicinity, how much litter and rubbish is there?  
H6. In the immediate vicinity, how much vandalism and graffiti is there?

The final questions 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 Britain. 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 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.

<table>
<thead>
<tr>
<th>H5. Litter and rubbish</th>
<th>1. Very large amount</th>
<th>3. Small amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image of very large amount of litter" /></td>
<td><img src="image2" alt="Image of small amount of litter" /></td>
<td></td>
</tr>
<tr>
<td><strong>H6. Graffiti and vandalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Very large amount</td>
<td>3. Small amount</td>
<td></td>
</tr>
<tr>
<td>2. Large amount</td>
<td>4. None or almost none</td>
<td></td>
</tr>
</tbody>
</table>

**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:

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