European Social Survey

Experiences and Expressions of Ageism: Module template with background information, survey questions

SECTION A1: Theoretical background

1. Describe the theoretical background of the module, its aims and objectives

AGEING EUROPE

Age, along with sex and ethnicity serve as primary perceptual bases on which people categorise one another and thus age serves as perceptual indicator of abilities, competence, skills, experience and even health status. Age-based discrimination arises in relation to specific age points, particular age ranges, and also in terms of general category labels such as 'young' or 'old'. Ageism permeates people's reactions to physical appearance, their use of language; imagery in advertising, employment and healthcare practice (Wilkinson & Ferraro, 2002).

The Council of Europe's most recent report states that "one of the most outstanding features of Europe's demography is population ageing… Europe is by far the oldest world region.... which….poses major challenges to society" (2005: p.13). Europe's median age (37.7) compares with a world median 26.4 but this masks substantial differences between countries. These national variations provide a crucible within which to compare how and why age ratios relate to social attitudes and expectations, and to gain important insights into the likely areas of social cohesion, schism and change. The Age module will extend current knowledge and understanding the forms and correlates of age-related perceptions and attitudes across Europe.

AGE RELATED DECLINE?

What is the real nature of age-related decline? Older people do process information ore slowly, which has an impact on their abilities in the workplace (Warr, 1999). However, age-related changes are twice as likely in those over the age of 85 (Pasupathi & Löckenhoff, 2002) compared with less elderly people, and this suggests that age related decline is a phenomenon associated with the end of life rather than at a specific age point. Indeed, younger workers are no better overall at their jobs than older workers. Older people's slower learning is often confounded with their lesser educational qualifications and workplace training (Nelson, 2005). Age differences in cognitive performance are counter-balanced by increased capacity in other areas, particularly previous relevant experience (Warr, 1999).

Even in terms of physical health there is something of a 'medical myth' that ageing is synonymous with disease (Sidell, 1995). Decreased physical function is affected by socio economic status, working in hazardous occupations and even living in council housing such that age itself is not necessarily the key determinant (Pasupathi & Löckenhoff, 2002; Bowling, 2005). Ageing can also have positive implications for well-being. For example, older adults report more positive emotion in solving every day problems when compared to younger adults (Blanchard-Fields, Chen & Norris, 1997). In sum, research has failed to establish a convincing linear link between declining health and capability, and ageing.

AGE RELATED STEREOTYPES

Despite these positive findings, older people view ill health and old age as strongly linked (Fee et al., 1999; Sidell, 1995)] perhaps because they internalise negative stereotypes. Experimental research shows that exposure to negative stereotypes harms older people's physical capability and health (Krauss, Whitbourne & Sneed, 2002) as well as mental capabilities (Hess, Auman, Colcombe & Rahhal, 2003). Internalised negative stereotypes

can also cause extra stress responses (such as increased heart rate, blood pressure and skin conductance) when people are asked to complete tasks that are stereotypically challenging to someone of 'their age' (Levy & Banaji, 2002). Older people who accept negative images of ageing are also more likely to suffer with health problems are more likely attribute their problems to the ageing process and therefore fail to seek necessary medical assistance. Some older people may also minimise their health problems as a deliberate method of denying negative stereotypes (Sidell, 1995). Older people are sometimes reluctant to visit medical professionals, even to the point of rejecting lifesaving treatment, because of perceived ageism in the system (Fee et al., 1999; Golub, Filipowicz & Langer, 2002).   Evidence from the Age Concern and Mental Health Foundation Inquiry into Mental Health and Wellbeing in Later Life found that older people themselves said that the most effective way to improve mental health and wellbeing would be to improve public attitudes to older people and mental health (Third Sector First, 2005).

These are just a few of the available examples to illustrate the potentially profound impacts of age-based perceptions, stereotypes and attitudes. Thus, a very important part of the problem of ageing is actually the problem of ageism.

AIMS FOR THE ESS AGE MODULE

The aims for the module are to examine ageism and intergenerational relationships, from a social psychological perspective that accepts that prejudice can take many forms, including some that are ostensibly 'benevolent' or tolerant (Fiske, Cuddy, Glick & Xu, 2002; Katz & Hass, 1998). Thus it is necessary to evaluate different components of prejudice to properly understand how it applies to particular groups.

Introducing the term 'ageism' in 1969, Robert N Butler, the then Director of the National Institute on Aging in the US, defined it as involving prejudicial attitudes towards older persons, old age and the ageing process, along with discriminatory practices and institutional policies that perpetuate stereotypes about older people . While generally accepting this definition we consider 'ageism' to encapsulate unwarranted assumptions about people of any age on the basis of their age alone.

Applying relevant measures and methods in the context of ageism has been one of the key tasks for Age Concern England's collaborative survey work with Dominic Abrams (principal applicant), and these measures are now well established, tried and tested in a UK context (Age Concern England, 2004; Ray, Sharp & Abrams, 2006).. The measurement approach also provided a basis for the wider survey conducted on behalf of the DTI/DCLG and Equalities Review (2006) (Abrams & Houston, 2006). Thus we are confident both in the conceptual and practical basis of this methodology.

Some of the content and items we originally envisaged for inclusion in the ESS were ultimately dropped owing primarily to considerations of cross-country applicability, translation ambiguities, or the need to pare down the total item set. These aspects were raised and resolved though discussion with the CCT and the NCTs. The items were in concepts 3, 4 and 5, as follows. Concept 3 – Perceived Status and Threats: items measuring perceived permeability, stability and legitimacy of social relations between different age groups. Concept 4 – Experiences of Negative Discrimination: questions on discrimination based on disability, sexuality and religion. Concept 5 – Intergenerational Contact: an item measuring perceived extended contact with younger and older people.

Based on measures used in ACE 2006 items were added for Concept 3 – Perceived Status and Threats. These two items evaluate working relationships between older and younger people in subordinate and power positions (E23 and E24).

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A2. Briefly describe the concepts to be measured in the module and their expected relationships, either verbally or diagrammatically. Any behavioural or factual measures to be included should be listed in section C. Give each concept and each behavioural / factual item a working name.

CONCEPT 1: AGE CATEGORIZATION AND IDENTIFICATION

One strong set of predictors of prejudice in most intergroup contexts includes the extent to which people categorise themselves as belonging to an ingroup and the extent to which they positively identify with that category (Abrams & Hogg, 2001; Tajfel, 1981). Age is a more interesting case than many simple ingroup/outgroup dimensions (e.g. gender or ethnicity) because there are many different possible age-boundaries for the categories 'old' and 'young'. Given the demographic differences among European countries it will be especially interesting to see whether the subjective definitions of people into these categories also differ.

Ageist stereotypes may apply automatically to the self (Levy. & Banaji, 2002). Yet self-stereotyping is highly problematic because people restrict their own horizons based on ageist assumptions (e.g. see themselves as 'too young' or 'too old' to pursue particular activities or roles). For this reason, the very act of categorising self and others into different bands and the way people define those bands have a significant implication for people's actions. In our work with ACE we found substantial differences in the definition of 'old' that was applied by people of different ages and sexes. If people do not agree about the categories themselves it is highly likely that age discrimination will arise at least through misunderstanding and misconstrual if not because of hostile attitudes.

We advocate positioning the age categorization and age identification questions away from the ageism items, thus either earlier or later in the survey.

CONCEPT 2: STEREOTYPES AND PREJUDICE

There is an extensive literature on stereotypes and prejudice (Schneider, 2004). Recent research shows how apparently positive stereotypes ironically serve to justify the exclusion or oppression of certain groups in society. Fiske et al (2002) 'Stereotype Content Model' (SCM) sets out the basic elements of all stereotypes (Cuddy, Norton & Fiske, 2005) and have found that these could be generally classified along the two dimensions of warmth and competence. Groups that were the target of 'envious' and more overtly hostile prejudice were perceived as high in competence but low in warmth. In contrast those that are targets of 'paternalistic prejudice' were perceived as relatively low in competence but high in warmth. These perceptions were also associated with socio-structural relationships among the groups. High status groups were often perceived as competent but cold (e.g. men and Jews), whereas low status groups were perceived as warm but incompetent. High-status groups may find it beneficial to attribute traits of warmth (but not competence) to low-status groups. These attributions form an important part of the ideologies that justify the social dominance of one group over others. Jost and Banaji (1994) referred to these beliefs as "false consciousness" because, while serving to enhance the self-esteem of low-status group members, these beliefs also serve to maintain and justify the system that oppresses them.

The proposed module will use the SCM taxonomic approach to locate and compare a) the stereotypes, b) the emotions associated with the stereotypes, and c) the perceived underlying intergroup relationships involved in stereotypes.

Several studies support the idea that people are targets of prejudice because they are either young or old (Kite & Johnson, 1988; Kite, Stockdale, Whitley & Johnson, 2005). Ageism assumes a different pattern than other forms of prejudice in the sense that people generally seem to be less cautious about expressing age prejudice explicitly (Nelson, 2002). Moreover older and younger people are also victims of different types of subtle prejudices. For instance, our previous UK research indicates older people tend to be perceived paternalistically. These perceptions are associated with 'benevolent' feelings such as pity

and sympathy, that are positive in tone. They have serious implications (e.g. for employment) if identical failures in performance explained in terms of lack of competence in the old but lack of effort among the young. Moreover, prejudice cuts both ways – younger people are judged to be relatively cold, which is likely to result in their being excluded from other activities and opportunities. Understanding the stereotype content applied to different age ranges therefore provides clear insight into the likely differences in opportunity that these groups will be afforded.

Socialisation models of stereotypes assume that cultural norms determine how younger and older people are viewed (Schneider, 2004). Culture defines the status and respect accorded to older versus younger people, the roles that are deemed appropriate for them, and thus the stereotypical expectations applied to them. Because different cultures within Europe may emphasise different values (especially tradition and family) the stereotypes of younger and older people may differ quite widely between countries.

Other perspectives, consider that age-related perceptions should be more dynamic, responding to implications of demographic change, the needs of the employment market and the changing structures of families and personal relationships. Thus we envisage a much more contextually specific basis for variation in stereotype content and ageism, resulting in variations both between and cross-cutting national settings (e.g. assessable through multilevel modelling).

CONCEPT 3: PERCEIVED STATUS AND THREATS

Variability in stereotypes seems likely to reflect different power/status and conflict relationships and more immediate contexts in which people live and work. For example, people in 'young' occupations (e.g. athletes, police officers) may have a different view of aging than those in extended professional occupations such as law, academia or medicine. Likewise, people may view age related capabilities differently when thinking about employees versus bosses. In addition, intergroup relationships should affect ageism, In particular, where there are conflicts (e.g. over the 'rights of pensioners', or dealing with 'unruly youth' etc) younger and older people may adopt politically antagonistic perspectives. Economic conflicts (e.g. rehiring older workers versus training younger workers) may also be a basis for resentment and prejudice. Consequently it is important to measure people's perceptions of intergroup threat and their views regarding principles of equality and justice relating to age differences. These measures will provide an interesting contrast with threat related to other demographic changes such as immigration (measured elsewhere within ESS) because we envisage the relative importance of each will differ in different countries.

The steps from stereotypes to prejudice are complex. Our work is most strongly informed by research based on Social Identity Theory(SIT, Abrams & Hogg, 2001) showing that people incorporate group memberships into their self-concepts so that comparisons between groups reflect strongly on feelings of self-worth. A central tenet is that the more that people identify with a particular social group the more strongly they are likely to defend its status, value and interests, and the more they will want it to be viewed as more positive and distinctive from contrasting groups. Social identification is a basis for group loyalty but it also underpins intergroup prejudice and discrimination

However SIT holds that prejudice is likely to be expressed in contextually relevant ways. The particular age boundaries people apply (e.g. whether a 45 year old classifies him or her self as 'young' or 'old') reflect the expression of different identities in different contexts (indeed,. the same person could be prejudiced against both older and younger people but use different dimensions of social comparison to express these prejudices). SIT also theorises how people view themselves depending on the social structural position of their groups (e.g. high or low status, and with options for change or not)

This approach represents a challenge to approaches that assume a more stable pan cultural segmentation of the lifecourse (Hagestad & Uhlenburg, 2005), such as preparation and

education, family building and work, and retirement. These reflect institutional, spatial and cultural separation between age groups in society, which prevent intergenerational interaction and lead to negative feelings and/or ignorance between age groups. In turn this leads to the development of stereotypes and prejudice.

To address these theoretical questions we need to measure age categorisation, the key elements of the stereotype content model, perceived intergenerational threats, and social values.

CONCEPT 4: EXPERIENCES OF AND RESPONSES TO DISCRIMINATION

in order to put ratings of well being in context it is essential to also record people's experience of prejudice, not just against a group they happen to belong to, but against themselves as a result of their membership of that group. As well as providing essential information about Europe-wide differences in experiences of ageism, this is necessary to provide a clearer comparative context for understanding the nature of the linkage between stereotypes and auto stereotypes with prejudice and discrimination. We therefore include a simple and fairly direct measure for this purpose.

CONCEPT 5: INTERGENERATIONAL CONTACT AND SIMILARITY

Perhaps the most important basis for age stereotypes and prejudice will be people's specific experiences in relation to others of different ages. The extensive literature on intergroup contact (Pettigrew, 1998) demonstrates that positive experiences of contact between members of different groups can lay the ground for positive attitudes and behaviour. Positive personal relationships, especially friendships, across intergroup boundaries are likely to generalize to more positive attitudes and less stereotyping of the outgroup as a whole.

Related to research on contact is the idea from socioemotional selectivity theory (Krauss, Whitbourne & Sneed, 2002) that because of increased psychosocial maturity gained with age, older people are able to successfully control potentially negative experiences. Instead of putting themselves into situations where they could come into contact with strangers (who may hold ageist views and thus react negatively), older people surround themselves with family and friends who will provide positive responses and help maintain the older person's positive emotional state. However, recent research shows that older people with closer intergenerational contacts are less vulnerable to priming effects on their performance. When told their performance on a cognitive test was being compared with that of younger people, older people with less intergenerational contact performed significantly worse than those with more intergenerational contact (Abrams, Eller & Bryant, 2006). Therefore, an important indicator of a group's risk of discrimination or social exclusion is the extent to which its members are in regular positive contact with others. However, little is known about variability in cross-age ties as a function of nation and culture across Europe. Consequently their role in age-related stereotypes and attitudes is not fully understood and needs to be investigated more deeply.

There has been considerable effort in the last decade to measure how people categorise one another into the same and different groups. A number of techniques have been developed partially based on Gaertner and Dovidio's (2000) 'common ingroup identity model'. Their extensive research shows that prejudice is lowered when people from another group are perceived either purely as individuals or as sharing a common group with oneself rather than as belonging to distinctive and separate groups. These perceptions also shape the way we might react when we think those people are victims of prejudice. Moreover, it should be the case that positive intergroup contact creates the potential for better understanding of the outgroup and perhaps establishment of a superordinate, or common ingroup, identity, as well as linking a member of the outgroup to the self-concept (Brown & Hewstone, 2005). To examine the preceding issues we will measure experiences of discrimination, age identification and intergenerational contact.

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SECTION B1: Dimensions. For each concept listed in A2, identify and name the dimensions to be measured.

1. CONCEPT NAME:
Age categorization and identification (3 independent dimensions)

Dimension 1: Age boundaries

Age categorization is the process of classifying people as belonging to a certain age group, and by implication not to other age groups.

Social categories are perceived classes of people, based on a given criterion. Although age categories are based in natural and physical attributes, the boundaries are fuzzy and the representations about the categories (Stereotypes) are centred on prototypes (a typical member of the category). That is why it is so important to have an idea of what the limits of the age categories are perceived to be. We already have evidence from within the UK that older and younger people use substantially different boundaries but we do not know whether this is a universal or a nationally specific phenomenon.

To measure age boundaries we will use a measure previously tested within Age Concern England (ACE) survey. This is a self-report measure of the boundaries associated with the concept 'old' and 'young', or more specifically the start of 'old age' and the end of 'youth'.

Dimension 2: Age self-categorization

Age self-categorization is the process of classifying oneself as belonging to a certain age group. Categorizing oneself by age has several consequences for actions and perceptions both for self and others. On one hand, self-categorization may lead to self-stereotyping based on ageist assumptions. On the other hand, self-categorization is also known to be a strong predictor of prejudice, and in the present research, based on evidence from the ACE 2006 and the Abrams & Houston (2006) Equalities Review survey, we know such prejudice will apply to age out-groups.

To measure age self-categorization we propose the use of a multi-interval single item scale that was previously tested in the ACE surveys.

Dimension 3: Age social identification

Social identity is part of the self concept that derives from group membership (Tajfel, 1981). Age identification is the extent to which people positively identify with an age category. As social categories have different power and status in society (PERCEIVED STATUS), the value of being a member of each age group is not the same. As individuals are motivated to gain positive distinctiveness for the ingroup through comparisons with other groups, It is more difficult to identify with categories with low levels of social value (which do not give immediate access to a positive social identity). As age groups differ in their value in society it is important to understand whether people identify with the groups ages in which they are categorized. Along with age self-categorization, this is an important predictor both of self-stereotyping and of prejudice.

To measure age identification we propose a one item scale that was previously used in ACE's 2006 survey, although if space permitted, there may be some value in adding two further items to tap different components of identity (specifically, identity distinctiveness and category salience).

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2. CONCEPT NAME:
Stereotypes and prejudice (correlated dimensions)

Dimension 1: Stereotype content; benevolent and hostile forms of prejudice

Stereotypes are socially shared beliefs about the characteristics of the members of a social group, which are learned from socialization and automatically activated in situations where the attributes of the social group are salient. They essentialize, maintain, accentuate and justify the differentiation between social categories.

The Stereotype Content Model (SCM) proposed by Fiske and colleagues (2002) holds that two underlying dimensions largely encapsulate the content of stereotypes associated with any social group in society: competence (the degree in which groups are seen to be capable and capable) and warmth (the degree in which groups are viewed as friendly and sincere). According to the SCM model, warmth and competence stereotypes result from perceptions of group's relationships with others in the larger social structure within a society.
 Using the SCM, Cuddy and colleagues (2005) conducted a large cross-cultural study showing that in many cultures (i.e., EUA, Belgium, Costa Rica, Hong Kong, Israel and South Korea) the elderly are systematically perceived by younger people as a warmth but incompetent. As expected, this perception was linked with the perception that the elderly have low status as a group. In the same sense, studies conducted by our team showed that both in England (ACE, 2004, 2006) and in Portugal older people are systematically viewed as a group with lower competence and higher warmth than younger people.

To measure stereotype content we propose a shortened version of Fiske et al's. (2002) SCM measure. We propose to ask individuals to rate both people over 70 and below 30 regarding their competence (2 items: confident and competent) and warmth (2 items: warm and sincere).

We would also like to consider items tapping perceived morality for each age category (based on ACE 2006)

According to Fiske et al. (2002), the classification of stereotypes along the warmth and competence dimensions is associated with different emotions. Groups that are rated as high in competence and low warmth are the target of "envious" feelings that are more overtly hostile. On the other hand, groups that rated as low in competence and high warmth are pitied and subject to paternalistic, or so-called "benevolent" prejudice. As older people are likely to be regarded as a group with high warmth and low competence we expect them to be more subject to paternalistic forms of prejudice compared with younger people.
Theoretically, these distinct emotions differentiate the 4 competence–warmth combinations.
- Pity - high warmth + low competence (e.g., "the Elderly")
- envy - high competence + low warmth
- admiration - high warmth + High competence (e.g., "Students")
- contempt - low warmth + low competence

To measure benevolent and hostile forms of prejudice we propose 4 items used in ACE (2004, 2006) where individuals are asked to rate whether individuals over 70 and under 30 are subject to pity, envy, admiration and contempt.

In addition, a particular dimension that is not exactly captured by the SCM is 'respect'. Although this may in some respects be the antonym for contempt, it rather more closely fits the high warmth/low competence quadrant because respect may be accorded due to past contribution rather than current capability. It seems probable that the respect accorded to younger vis a vis older people may vary as a function of the values and patriarchality of the particular culture, as well as the extent of urbanisation, the dominance of more traditional faiths, and other factors within a country

Dimension 2: Direct and controlled forms of prejudice

Ageism seems to be quite distinctive from prejudice based on race or gender. For instance, it

seems that ageism is expressed more freely (Nelson, 2002) and it is important to understand who feels more (and less) inhibited about expressing ageism and why. For this reason, we included some items tapping direct ways of prejudice against younger and older people.

To measure the degree in which people engage in various efforts to "control" their expressions of ageism we also included a measure of self-control over prejudice.

Plant and Devine (1989) developed a 10 item measure of internal and external motivations to control the expression of prejudice (generally used in the context of black-white). In principle this scale provides a useful way of tapping social and personal inhibitions about expressing prejudice. Through our own analyses in a UK (student) sample (N = 439) we reduced this to a two item measure (although 4 or 6 is preferred). We have found, both in our ACE and Equalities Review surveys that the Plant & Devine items are less ambiguous to interpret (and yields different interpretations) than the often used BSAS item about whether people do feel, feel but don't express, or don't feel prejudiced. There is a case for making these items specific to age, but the alternative (to make them generic) may yield greater benefits in terms of links with other items in the ESS (e.g. on immigration). If we do make the items specific to age we need twice as many (e.g. two for each age category). However, we would not rule out this as an option, perhaps for the pilot (we already know from the previous research what the properties of the generic items are in the UK).

3. CONCEPT NAME:
Perceived status and perceived threat   (independent dimensions)

Dimension 1: Perceived status of age groups
Age groups are associated with different roles, status, power and social responsibilities. Previous research (with limited samples) suggests that the middle-age age group is perceived as having the highest social status, followed by young, and old age groups (Garstka et al, 2004). Perceived social status predicts stereotypes regarding age groups. In this sense, Fiske et al. (2002) showed that lower status groups are perceived as less competent than higher status groups.   However, Social Identity Theory has shown that the perceived power of the groups is not the only variable to determine the type of relationship group members have with their own social category and how they behave towards outgroups. Perceived legitimacy, stability and permeability of group boundaries are important attributes of the perceived group status. For this reason, these attributes will also be included in the survey. We may be able to drop one of these items if we retain the two status measures in the SCM section.

Dimension 2: Perceived threat
Perceived threat is the perception of other groups and their members as posing a challenge to important ingroup goals. Research by Stephan and Stephan (2000) on inter-ethnic prejudice, developed items focusing on realistic threat (safety, security, health), symbolic threat (culture), and economic threat. These same constructs can be used in relation to age. Evidence from the UK (ACE) surveys suggests older people currently pose little realistic or symbolic threat at present, but there is substantial concern about their economic impact, particularly among younger people. Moreover we may find that threat focused on employment may vary by country as a function of their different age-discrimination legislations.   The ACE surveys did not ask about threats posed by younger people. However, it is reasonable to expect that older people may view younger people as posing both an economic threat (as cheaper labour) and a physical threat (e.g. drunken yobbishness), and possibly a symbolic threat (loss of national traditions). Therefore, we propose that the survey would ideally measure threat posed by younger people as well as threat posed by older people, resulting in 3 further items.   In addition it would be useful to include measures of views on equal employment opportunities for these groups (2 items) and on media representations of these groups (2 items, based on Equalities Review survey).

4. CONCEPT NAME:
Experiences of age discrimination (independent dimensions)

Dimension 1: Experiences of negative discrimination

Negative discrimination is the behavioural denial of a benefit or right to someone, based on the classification of a person as a member of a social category.

Based on a measure of perceptions of prejudice towards different groups used by the Eurobarometer survey, a measure of experience of discrimination on the basis of different social categories was developed and tested in ACE studies. This can provide us with some clearer comparative reference points (e.g. at what age do people start experiencing ageism, as compared with sexism). Not only is this measure economical (6 Likert items), we also know that it maps on very well to a more detailed and specific measure that asks about different types and instances of discrimination. Although a single item could be used for ageism alone, we believe these items would be extremely valuable for the ESS as a whole, not just the Age module. Moreover, the ESS team may consider it valuable to add additional axes of discrimination (e.g. nationality – as distinct from either ethnicity or religion, social class or income is another option).

This measure could also be subdivided into two classes – direct abuse, insult, denial of resources on the one hand, and disrespect, ostracism and neglect on the other. From a comparative analysis of findings from the ACE 2004/Equalities Review data and the more detailed ACE 2006 survey data it appears that a) a summed measure of specific instances of discrimination yields similar percentage reports as the overall generic measure, and that the specific instances fall into these two broad types. Therefore depending on priority, space etc the section on experiences of prejudice could consist of a minimum of 2 items (two aspects of age discrimination only) to 6 items (generic aspects of 6 foci of discrimination) to 12 items (two aspects of each), etc. Any combination of these would give some comparability with previous research.

5. CONCEPT NAME:
Intergenerational contact and perceived similarity

Dimension 1: Contact with older and younger people

To assess intergenerational contact the framing of items has been tested extensively by ACE's surveys. It is important to ask about contact with both older and younger people separately. This will allow us to measure (and take account of) social isolation generally (i.e. low contact with both categories) as well as relative isolation (contact with only one category). The previous ESS had a very general pair of items about meeting friends (C2, C3). These do not adequately assess intergenerational contact but the format could be adapted to do so. In addition, the context of contact is very important (e.g. within the work place vs as personal friends). At present we are proposing a set of items that tap the theoretically crucial elements of: contact as friends (Pettigrew's model), extended contact (Wright et al, 1997), intergenerational family contact, workplace contact.

Dimension 2: Intergenerational similarity

We propose to measure the perceived distinctiveness versus overlap of younger and older people as social categories. The wording is based on a verbal measure from Gaertner and Dovidio's work (2000).

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SECTION B2: Items. List item numbers, question wording and description of why the items measure the underlying dimension

1. **CONCEPT NAME:**
   Age categorization and identification (3 independent dimensions)

Dimension name: Age boundaries

And now we want to ask you some questions about age.

E1   At what age do you think people generally stop being described as young?

> **INTERVIEWER: If respondent states "it depends" or "it never applies" accept answer and do NOT probe.**
> **If respondent provides an age range, ask for a specific age within that range.**

WRITE IN AGE [ ][ ][ ]

(Refused)	777
(Don't know)	888
(It depends on the person)	000
(It never applies)	222

E2   At what age do you think people generally start being described as old?

> **INTERVIEWER: If respondent states "it depends" or "it never applies" accept answer and do NOT probe.**
> **If respondent provides an age range, ask for a specific age within that range.**

WRITE IN AGE [ ][ ][ ]

(Refused)	777
(Don't know)	888
(It depends on the person)	000
(It never applies)	222

Dimension name: Age self-categorization

E3   **CARD 43** Using this card, please tell me which box <u>best</u> describes the
age group you see yourself as belonging to. If you see yourself as very
young, pick the first box. If you see yourself as very old, pick the last box.
Otherwise pick one of the boxes in between. Just give me the letter under
the box.
CODE ONE ANSWER ONLY

A^1 01

B   02

C   03

D   04

E   05

F   06

G   07

H   08

J   09

(Refused)   77

(Don't know)   88

Dimension name: Age social identification

E4   **CARD 44** Using this card, please tell me if you have a strong or weak
sense of belonging to this age group. Choose your answer from this
card where 0 means a very weak sense of belonging and 10 means
a very strong sense of belonging.

.

    INTERVIEWER NOTE: 'this age group' refers to the age group the respondent
identified at E3

Very weak sense of belonging									**Very strong sense of belonging**		**(Don't know)**
00	01	02	03	04	05	06	07	08	09	10	88

(I have no sense of belonging to any / this age group)   55

---

[1] These letters may be replaced by their Cyrillic equivalent if necessary.

2. CONCEPT NAME:
Stereotypes and prejudice (correlated dimensions)

Dimension name: Stereotype content; benevolent and hostile forms of prejudice

I have just been asking about <u>your</u> views. I am now going to ask you how you think <u>most</u> people in [country] view people of different ages.

CARD 52 Using this card please tell me how likely it is that <u>most</u> people in [country] view those in their 20s...**READ OUT…**

		Not at all likely to be viewed that way				Very likely to be viewed that way	(Don't know)
E15	…as friendly?	0	1	2	3	4	8
E16	…as competent^2?	0	1	2	3	4	8
E17	…as having high moral standards^3?	0	1	2	3	4	8
E18	…with respect?	0	1	2	3	4	8

STILL CARD 52 Now think about those aged <u>over 70</u>. Using the same card please tell me how likely it is that <u>most</u> people in [country] view those over 70...**READ OUT…**

		Not at all likely to be viewed that way				Very likely to be viewed that way	(Don't know)
E19	…as friendly?	0	1	2	3	4	8
E20	…as competent?	0	1	2	3	4	8
E21	…as having high moral standards?	0	1	2	3	4	8
E22	…with respect?	0	1	2	3	4	8

E25 – E32 shown overleaf

CARD 54 Using this card please tell me how likely it is that <u>most</u> people in [country] view those in their 20s...**READ OUT…**

		Not at all likely to be viewed that way				Very likely to be viewed that way	(Don't know)
E25	…with envy?	0	1	2	3	4	8
E26	…with pity?	0	1	2	3	4	8
E27	…with admiration?	0	1	2	3	4	8
E28	…with contempt?	0	1	2	3	4	8

STILL CARD 54 And now please tell me how likely it is that <u>most</u> people in [country] view those over 70...**READ OUT…**

		Not at all likely to be viewed that way				Very likely to be viewed that way	(Don't Know)
E29	…with envy?	0	1	2	3	4	8
E30	…with pity?	0	1	2	3	4	8
E31	…with admiration?	0	1	2	3	4	8
E32	…with contempt?	0	1	2	3	4	8

Dimension name: Direct and controlled forms of prejudice

Now some more questions about your <u>own </u>views of people of different ages.

E33   **CARD 55** Using this card, tell me overall how negative or positive <u>you</u> feel towards people in their 20s? Please tell me on a score of 0 to 10, where 0 means extremely negative and 10 means extremely positive.

Extremely negative										**Extremely positive**	**(Don't know)**
00	01	02	03	04	05	06	07	08	09	10	88

E34   **STILL CARD 55** And overall, how negative or positive do <u>you</u> feel towards people over 70? Use the same card.

Extremely negative										**Extremely positive**	**(Don't know)**
00	01	02	03	04	05	06	07	08	09	10	88

E53   **CARD 63** Please tell me how important it is for you to be unprejudiced against people of other age groups. Use this card where 0 means not at all important to you and 10 means extremely important to you.

Not at all important										**Extremely important**	**(Don't know)**
00	01	02	03	04	05	06	07	08	09	10	88

E54   **STILL CARD 63** And now please tell me how important it is for you to be <u>seen</u> as being unprejudiced against people of other age groups.

Not at all important										**Extremely important**	**(Don't know)**
00	01	02	03	04	05	06	07	08	09	10	88

3. CONCEPT NAME:
Perceived status and threat (related dimensions)

Dimension name: Perceived status of age groups

E23 **CARD 53** Please tell me how acceptable or unacceptable you think most people in [country] would find it if a suitably qualified 30 year old was appointed as their boss? Use this card where 0 means most people would find it completely unacceptable and 10 means completely acceptable.

Completely unacceptable										Completely acceptable	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

(It depends) 55

E24 **STILL CARD 53** And please tell me how acceptable or unacceptable you think most people in [country] would find it if a suitably qualified 70 year old was appointed as their boss? Use this card where 0 means most people would find it completely unacceptable and 10 means completely acceptable.

Completely unacceptable										Completely acceptable	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

(It depends) 55

I'm now going to ask you some questions about the social status[4] that people in different age groups have in society. By social status I mean prestige, social standing or position in society; I do not mean participation in social groups or activities.

CARD 45 I'm interested in how you think most people in [country] view the status of people in their 20s, people in their 40s and people over 70. Using this card please tell me where most people would place the status of…**READ OUT…**

		Extremely low status										Extremely high status	(Don't know)
E5	…people in their 20s?	00	01	02	03	04	05	06	07	08	09	10	88
E6	…people in their 40s?	00	01	02	03	04	05	06	07	08	09	10	88
E7	…people over 70?	00	01	02	03	04	05	06	07	08	09	10	88

Dimension name: Perceived threat

Now some questions about people in their 20s.

CARD 46 Using this card, please tell me on a score of 0-10 how worried you are about each of the things I read out. 0 means not at all worried and 10 means extremely worried. How worried are you…**READ OUT…**

		Not at all worried										Extremely worried	(Don't know)
E8	…by the level of crime committed by people in their 20s these days?	00	01	02	03	04	05	06	07	08	09	10	88
E9	…that employers might prefer to give jobs to people in their 20s rather than to people in their 40s or older?	00	01	02	03	04	05	06	07	08	09	10	88

E10   **CARD 47** Please tell me whether you think most people in their 20s have a good or bad effect on [country]'s customs[5] and way of life? Choose your answer from this card where 0 means an extremely bad effect and 10 means an extremely good effect.

Extremely bad effect									Extremely good effect		(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

(Have no effect at all)   55

E11   **CARD 48** All things considered, do you think people in their 20s contribute very little or a great deal economically to [country] these days? Please use this card where 0 means they contribute very little economically to [country] and 10 means they contribute a great deal.

Contribute very little economically									Contribute a great deal economically		(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

Now some similar questions about people over 70.

E12   **CARD 49** Using this card, please tell me whether or not you think people over 70 are a burden on [country]'s health service these days? 0 means no burden and 10 means a great burden.

No burden									A great burden		(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

E13-E14 shown overleaf

E13 **CARD 50** Please tell me whether you think most people over 70 have a good or bad effect on [country]'s customs and way of life? Choose your answer from this card where 0 means an extremely bad effect and 10 means an extremely good effect.

Extremely bad effect										Extremely good effect	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88
								(Have no effect at all)			55

E14 **CARD 51** All things considered, do you think people over 70 contribute very little or a great deal economically to [country] these days? Please use this card where 0 means they contribute very little economically to [country] and 10 means they contribute a great deal.

Contribute very little economically										Contribute a great deal economically	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

4. CONCEPT NAME:
Experiences of age discrimination (independent dimensions)

Dimension name: Personal Experience of age discrimination

CARD 56 Using this card please tell me how often, in the past year, anyone has shown prejudice against you or treated you unfairly because of…**READ OUT**…

		Never				Very often	(Don't know)
E35	…your age?	0	1	2	3	4	8
E36	…your sex?	0	1	2	3	4	8
E37	…your race or ethnic background?	0	1	2	3	4	8

E38 **STILL CARD 56** And how often, if at all, in the past year have you felt that someone <u>showed you a lack of respect because of your age</u>, for instance by ignoring or patronising you? Use the same card.

Never				**Very Often**	**(Don't know)**
0	1	2	3	4	8

E39 **STILL CARD 56** In particular, how often in the past year has someone <u>treated you badly because of your age</u>, for example by insulting you, abusing[6] you or refusing you services? Use the same card.
INTERVIEWER NOTE: 'abuse' can be either verbal or physical abuse.

Never				**Very Often**	**(Don't know)**
0	1	2	3	4	8

E55 **CARD 64** How serious, if at all, would you say discrimination is in [country] against people because of their age – whether they are old or young. Choose your answer from this card.

Very serious	1
Quite serious	2
Not very serious	3
Not at all serious	4
(It depends)	5
(There is no age discrimination <u>at all</u> in [country])	6
(Don't know)	8

5. CONCEPT NAME:
Intergenerational contact and perceived similarity

Dimension name: Contact with older and younger people

Now I'm going to ask you some questions first about your friends[7] and then about your family.

E40   **CARD 57** About how many friends, other than members of your family, do you have who are <u>younger</u> than 30? Choose your answer from this card.

None	1	**GO TO E42**
1	2	
2-5	3	
6-9	4	**ASK E41**
10 or more	5	
(Don't know)	8	

E41   **CARD 58** Which option on this card best describes whether or not you can discuss personal issues such as feelings, beliefs or experiences with <u>any</u> of these friends?

I can discuss all personal issues	01
I can discuss almost all personal issues	02
I can discuss most personal issues	03
I can discuss some personal issues	04
I can discuss a few personal issues	05
I can discuss no personal issues	06
(Don't know)	88

ASK ALL
E42   **CARD 59** About how many friends, other than members of your family, do you have who are <u>aged over 70</u>? Choose your answer from this card.

None	1	**GO TO E44**
1	2	
2-5	3	
6-9	4	**ASK E43**
10 or more	5	
(Don't know)	8	

E43 – E46 shown overleaf

E43	**CARD 60** Which option on this card best describes whether or not you can discuss personal issues such as feelings, beliefs or experiences with <u>any</u> of these friends?

I can discuss all personal issues	01
I can discuss almost all personal issues	02
I can discuss most personal issues	03
I can discuss some personal issues	04
I can discuss a few personal issues	05
I can discuss no personal issues	06
(Don't know)	88

ASK ALL

E44	Please tell me how old you are?

29 or under	1	**GO TO E47**
30 or older	2	
(Refused)	7	**ASK E45**
(Don't know)	8	

E45	Do you have any children or grandchildren who are between the ages of 15 and 30?

Yes	1	**ASK E46**
No	2	
(Refused)	7	**GO TO E47**
(Don't know)	8	

E46	**STILL CARD 60** Which option on this card best describes whether or not you can discuss personal issues such as feelings, beliefs or experiences with <u>any</u> of these children or grandchildren?

I can discuss all personal issues	01
I can discuss almost all personal issues	02
I can discuss most personal issues	03
I can discuss some personal issues	04
I can discuss a few personal issues	05
I can discuss no personal issues	06
(Don't know)	88

ASK ALL

E47   Are any members of your family aged over 70?

INTERVIEWER NOTE: 'Family' includes <u>any</u> relative whether they are a blood relative or through marriage

Yes	1	**ASK E48**
No	2	
(Refused)	7	**GO TO E49**
(Don't know)	8	

E48   **STILL CARD 60** Which option on this card best describes whether or not you can discuss personal issues such as feelings, beliefs or experiences with <u>any</u> of these members of your family?

I can discuss all personal issues	01
I can discuss almost all personal issues	02
I can discuss most personal issues	03
I can discuss some personal issues	04
I can discuss a few personal issues	05
I can discuss no personal issues	06
(Don't know)	88

ASK ALL

E49   In the last month have you done any paid <u>or</u> voluntary work?

IF YES: Is that paid work only, voluntary work only or both?

Yes - Paid work only	1	
Yes - Voluntary work only	2	**ASK E50**
Yes - Paid and Voluntary work	3	
No - neither	4	**GO TO E52**
(Don't know)	8	

E50 and E51 shown overleaf

E50   **CARD 61** How much of this time was spent working with colleagues or volunteers in their 20s? Choose your answer from this card.

INTERVIEWER NOTE: 'this time' refers to the work done in the last month recorded at E49. If respondent has no colleagues in this age group code as 'none of the time'.

None of the time	1
Some of the time	2
Most of the time	3
All / almost all of the time	4
(Did not work with other people in last month)	5
(Don't know)	8

E51   **STILL CARD 61** And how much of this time was spent working with colleagues or volunteers aged over 70? Use the same card.

INTERVIEWER NOTE: 'this time' refers to the work done in the last month recorded at E49. If respondent has no colleagues in this age group code as 'none of the time'.

None of the time	1
Some of the time	2
Most of the time	3
All / almost all of the time	4
(Did not work with other people in last month)	5
(Don't know)	8

Dimension name: Intergenerational categorization and similarity

ASK ALL
E52   **CARD 62** Taking all things into account, please use this card to say how you see people in their 20s and people over 70 in [country] today?
CODE ONE ANSWER ONLY

<u>**I see those in their 20s and over 70 as**</u>[8]:

One group	1	(A)
Two separate groups who are part of the same community	2	(B)
Two separate groups who are not part of the same community	3	(C)
Only as individuals rather than groups	4	(D)
(Don't know)	8	

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SECTION C: For each behavioural or factual item required, list the reasons for including the item and, where possible, provide the proposed item itself. Give each item a working name.

Important to record the interviewer's age and gender.

To understand the results of specific questions it is important to have data about the interviewer's

- religion
- race or ethnic background
- sexual orientation
- nationality
- social class
- whether the person has a disability, at least to the following level of detail: Do you have any long-standing illness, disability or infirmity? By long-standing I mean anything that has troubled you over a period of time or that is likely to affect you over a period of time (yes/no).

Two questions recording the age and sex of the interviewer have been added to the interviewer questionnaire for Round 4. Question **I9** asks for the age of the interviewer (under 30; 31-40; 41-50; 51-60, 61-70 and 71 or over). Question **I10** asks for the sex of the interviewer.