

EBRD and World Bank LIFE IN TRANSITION SURVEY (LiTS) III QUESTIONNAIRE MANUAL

**Understanding and implementing the LiTS III
questionnaire**

10/14/2015

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INTRODUCTION

The Life in Transition Survey (LiTS) is a combined household and attitudinal survey conducted in the transition region jointly by the European Bank for Reconstruction and Development (EBRD) and the World Bank. The LiTS has been undertaken twice: the first round was conducted in 2006 and included 29 of our countries of operation; the second round was conducted in 2010 and included 30 of our countries of operation as well as five western European comparator countries. A version of the LiTS that focuses on Southern and Eastern Mediterranean (SEMED) countries will soon be in the field.

The LiTS has become a critical data source for the EBRD. It allows us to understand how transition has affected the lives of people in the region, and how economic characteristics and experiences affect people's views on issues such as markets, the role of the state, trust, happiness, and prospects for the future. Since the first LiTS round in 2006, three Transition Reports – the EBRD's flagship publication – have been primarily or partly based on the LiTS. LiTS data are also used to support our project work on economic inclusion and the new "Investment Climate and Governance Initiative".

The LiTS is also an important public good. It has been extensively used by the policy and research community in analysing economic and social problems in the transition region. This encompasses a diverse range of topics including financial development, the impact of the 2008-09 crisis, institutions, corruption, public services, social inclusion, happiness, and social trust.

Coverage and sampling

The LiTS III will be implemented in 32 transition economies (Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Former Yugoslav Republic of Macedonia, Georgia, Greece, Hungary, Kazakhstan, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Moldova, Mongolia, Montenegro, Poland, Romania, Russia, Serbia, Slovak Republic, Slovenia, Tajikistan, Turkey, Ukraine and Uzbekistan), and in two comparator countries (Germany and Italy).

In each of the countries in which the LiTS has already been carried out (all but Cyprus and Greece), the EBRD sought to revisit 50 of the Primary Sampling Units (PSUs) visited during the LiTS II. Therefore, in such countries the first 50 PSUs will be based on those selected in 2010; 25 additional PSUs were supplemented by a random selection.

The EBRD obtained updated full sample frames for all countries where the survey was carried out in 2010. Census enumeration areas were stratified into two groups – rural and urban – and then a two-stage sample design was carried out within each stratum separately. In the first stage, census enumeration areas were randomly selected as the Primary Sampling Units (PSUs); in the second stage, households were randomly selected as secondary units within each selected PSU from the first stage.

What is in a LiTS questionnaire?

The LiTS III builds on previous rounds of the survey. The core sections of the questionnaire focus on assets and income, housing, attitudes and values, employment, entrepreneurial activities and governance. The LiTS III also includes expanded questions on unemployment, gender specific questions related to asset ownership, and corruption. In Greece, the survey features an additional section focusing on the impact of the crisis and the austerity measures. To accommodate the new

questions, some non-core sections from LiTS II were dropped or shortened, and some questions were redesigned. Being the third in the series, the LiTS III data will allow the EBRD to track the change in attitudes and values of households, an important aspect in policy dialogues in our countries.

The LiTS III questionnaire is comprised of 9 sections (10 sections in Greece):

1. Household roster;
2. Dwelling and assets;
3. Other dwellings and assets;
4. Attitudes and values;
5. Employment;
6. Unemployment;
7. Entrepreneurial activities;
8. Governance;
9. Miscellaneous questions,
10. Impact of the crisis and austerity

Sections 3 to 9 (3 to 10 in Greece) will be completed by a randomly selected adult household member (who is 18 years old or above at the time of the interview). This person will be defined as the primary respondent. Modules 3 and 5 will also be completed by an additional randomly selected adult household member (who is 18 years old or above at the time of the interview) of the opposite gender. This person will be defined as the secondary respondent.

For sections 1 and 2 the respondent will be the household head or an adult household member that is knowledgeable about household demographic, social and economic information. This can be either the primary or the secondary respondent.

How to ask questions

The interviewer should read tables by one category at a time. For example, when asking the following question:

(2.02) Do you or anyone in your household possess (or use) the following items?

SHOW CARD 3

		Yes	No, cannot afford it	No, due to other reasons
a	TELEPHONE (INCL. MOBILE)	1	2	3
b	COLOUR TV SET	1	2	3
c	COMPUTER / LAPTOP / TABLET	1	2	3
d	WASHING MACHINE	1	2	3
e	CAR (INCL. COMPANY CAR USED FOR PRIVATE PURPOSES)	1	2	3
f	BICYCLE	1	2	3
g	MOTORCYCLE	1	2	3

the interviewer will have to read the first sub-question “Telephone (incl. mobile)” first. The interviewer will solicit a response, and then will continue by asking the second sub-question “Colour TV set”. The point is not to confuse the respondent by asking him or her two questions at once.

Another example of difficult questions is the following:

EXPENSES ON DWELLING

UTILITIES AND PUBLIC SERVICES SINGLE CODE: 2.17 - 2.18; ASK 2.17 - 2.18 FOR EACH BEFORE MOVING TO NEXT UTILITY		(2.17) Do you have access to [UTILITY] in this dwelling? READ OUT A-G	(2.18) How satisfied are/were you with the quality of service? SINGLE CODE SHOW CARD 6
		YES 1	VERY DISSATISFIED 1
			DISSATISFIED 2
			NEITHER D./S. 3
		NO 2 ► NEXT UTILITY	SATISFIED 4
		Not applicable -98 ► NEXT UTILITY	VERY SATISFIED 5 Don't know -97
a	TAP WATER		
b	ELECTRICITY (EXCLUDING FOR HEATING)		
c	FIXED TELEPHONE LINE		
d	CENTRAL HEATING OR DISTRICT HEATING		
e	PIPELINE GAS		
f	POSTAL SERVICE		
g	LOCAL ROADS		

The questions above should be carefully implemented because the responses need to be given in the order of the table - from left to right, top to bottom - for the skip patterns to work.

The best way to ask this question is by reading it as follows: "Do you have access to tap water in this dwelling?". A response should be then solicited. If the answer is "No", the interviewer should move to the next utility ("Do you have access to electricity (excluding for heating) in this dwelling?", in this case). If the answer is "Yes", the interviewer should continue by asking "How satisfied are/were you with the quality of service?". A response should be solicited.

Instructions for interviewers

The paper questionnaires are visually coded to facilitate implementation.

Instructions for interviewers appear in **BLUE, BOLD AND UPPERCASE** letters. Text that appears in **BLUE, BOLD AND UPPERCASE** in the questionnaire should not be read out loud; this includes, for instance, "**SINGLE CODE**" and "**SHOW CARD #**". Such text only operates as guidelines. Please refer to the example below:

(4.26) To what extent do you agree with the following statements?
READ OUT A-H; SINGLE CODE FOR EACH

SHOW CARD 34

		Strongly disagree	Disagree	Agree	Strongly agree	Refusal	Don't know
a	Women are as competent as men to be business executives	1	2	4	5	-99	-97
b	Men make better political leaders than women do	1	2	4	5	-99	-97
c	A woman should do most of the household chores even if the husband is not working	1	2	4	5	-99	-97
d	It is important that my daughter achieves university education	1	2	4	5	-99	-97
e	It is important that my son achieves university education	1	2	4	5	-99	-97
f	My opinions are taken into account in decisions made by the household	1	2	4	5	-99	-97
g	Co-habiting partners should be married	1	2	4	5	-99	-97
h	It is better for everyone involved if the man earns the money and the woman takes care of the home and children.	1	2	4	5	-99	-97

Text that appears in **red and bold** in the questionnaire should not be read out loud; this includes responses to questions like “**Don't know**”, “**Not applicable**” or “**Refusal**”, when a respondent does not provide an answer. Please refer to the example below:

(9.03) What is your height in centimetres
without shoes?

CM

Don't know -97; Refusal -99

The text in **GREEN, BOLD, UPPERCASE AND ITALICISED** letters indicates a skip pattern. When the interviewer sees these numbers on the side of an answer given by the interviewee, he or she should proceed according to the instructions given by the skip pattern. Please refer to the example below:

(7.07) Did you attempt to borrow money to set up the business?

YES	1	▶	7.09
NO	2		

Text appearing at the start of the section that is **light green and bold** is part of the script that should be read to the respondent introducing the section. Please refer to the example below:

SECTION 5 EMPLOYMENT	PRIMARY RESPONDENT AND SECONDARY RESPONDENT OF THE OPPOSITE SEX SELECTED AT THE BOTTOM OF THE CONTACT SHEET.	RESPONDENT'S ID CODE:	<input type="text"/>
		SECOND RESPONDENT'S ID CODE:	<input type="text"/>

INTERVIEWER: This section must be completed by both selected respondents
This next section asks you about your work history.
Work can be remunerated or not, in a business registered or not, belonging to the household or not. Interns, apprentices, and unpaid workers on household businesses are all workers.

(5.01) Have you ever worked or are you currently working?

YES	1	
NO	2	▶ 6.01

	First Respondent	Second Respondent
	<input type="text"/>	<input type="text"/>

Text appearing in **[BLACK, BOLD, UPPERCASE AND IN BRACKETS]** indicates a portion of the questionnaire that is modified on a country-by-country or individual basis. For instance, in Russia the question below:

- (9.26) While living under the pre-[1989] [1991] government in [COUNTRY], did you or any members of your family experience any of the following:
READ OUT A-G; MULTICODE OK

SHOW CARD 78

CROSS ALL THAT APPLY		Yourself	Your immediate family	Your grandparents	Any other relatives
a	Sent to labour camp or prison for political reason				
b	Prohibited from practicing own religion				
c	Prohibited from moving internally				
d	Prohibited from going abroad				
e	Prohibited from choosing one's profession				
f	Not allowed to study at university				
g	Pressured to serve as an informant for the secret service				

None of these -93; Don't know -97; Refusal -99

should be read as "While living under the pre-1991 government in Russia, did you or any members of your family experience any of the following: sent to labour camp or prison for political reason?". These changes are made directly to the text prior to fieldwork. Some questions will need to be modified on an individual basis during the interview; for example, when reading the questions below the interviewer will need to substitute the name of the relevant household member for [NAME].

(1.09)	(1.10)	(1.11)
What is the highest education level [NAME] has completed?	What is the highest education level that [NAME]'s father has completed?	What is the highest education level that [NAME]'s mother has completed?
1 No degree / No education	1 No degree / No education	1 No degree / No education
2 Primary education	2 Primary education	2 Primary education
3 Lower secondary education	3 Lower secondary education	3 Lower secondary education
4 (Upper) secondary education	4 (Upper) secondary education	4 (Upper) secondary
5 Post-secondary non-tertiary education	5 Post-secondary non-tertiary education	5 Post-secondary non-tertiary education
6 Tertiary education (not a university diploma)	6 Tertiary education (not a university diploma)	6 Tertiary education (not a university diploma)
7 Bachelor's degree or more	7 Bachelor's degree or more	7 Bachelor's degree or more
8 Master's degree or PhD	8 Master's degree or PhD	8 Master's degree or PhD
	Don't know -97	Don't know -97

What are considered acceptable responses

Some questions ask for amounts. In general, all numbers should be recorded in such a way as to not have decimals, with the exception of questions 9.02 (weight in kilograms) and 9.27 (measured height in centimetres). The response to question 9.02 should be rounded to the first decimal digit (whenever applicable). For question 9.27, the interviewer will be equipped with a stadiometre to measure the height of the respondent in centimetres. Stadiometres measure height down to the millimetres; when responding to question 9.27, the interviewer will therefore be required to record also the first decimal digit. This will ensure that height is measured as precisely and accurately as possible.

For all the other questions, numbers should be recorded as integers. Ten per cent should be recorded as 10 (not 0.1 nor 0.10 and certainly not 1/10). In cases where the respondent answers 10.5, the interviewer should round up to 11. In cases where the respondent answers 10.25, the interviewer should round down to 10. The point is to eliminate all decimals even if it sometimes means rounding down to zero.

For purposes of standardisation, the conventions for time conversions are the following:

- 1 day = calendar day;
- 1 week = 7 days;
- 1 month = 4 weeks;
- 1 month = 30 days;
- 1 year = 52 weeks;
- 1 year = 365 days.

If the question asks for a response in months and the respondent responds in weeks or years, the interviewer must make the conversion and record the response in months, not in weeks or years. If in doubt about the conversion, the interviewer should record the answer in the margin for conversion after the interview.

If the respondent answers one and a half months, the interviewer should round up and record a two (2).

Questions asking for the month will be in the range of 1 to 12. Questions asking for the year will be in the 4-digit format, i.e. 2014 or 1983.

All questions that ask for a price or a value should be recorded in the local currency. If the value is given in another currency that is not the national currency, i.e. Euros or Dollars, the interviewer must ask the respondent to convert the amount to the local currency.

How to minimise interviewer bias

The questionnaire is to be read as it is written. As with any survey, interviewers should refrain from introducing any interpretation bias by trying to explain or direct the answer.

However, in some cases answers are not provided in the format desired or they do not address the issue in question. In these cases we ask the interviewers to probe the respondent for the answer to the question asked. This can include re-reading the question, providing clarification based on the explanation provided in this manual and finally, as a last resort, coding a “Don’t know” response.

INSTRUCTIONS

Before starting work, it is very important that you are familiar with the questionnaire. Please make sure you have run through the questionnaire and are comfortable with how it works.

This section provides general instructions to the interviewers, and it is divided by section of the questionnaire. As a general guideline, please notice the following:

1. A feature of such a wide-ranging questionnaire is that people are likely to be more interested in some questions than in others. The particular interviewing challenge posed is one of establishing the right speed at which to ask the questions. Rushing the respondent clearly has to be avoided, but an over-deliberate approach would be equally wrong. It may be that some respondents want to give a great deal of thought to some of the issues, but we are seeking to capture present attitudes. If some respondents have no particular viewpoint on a topic, or if they cannot answer the question as posed, a “Don’t know” code is acceptable. You should not probe to obtain an answer unless explicitly asked to do so.
2. You must read the questions out as they are written. You should not paraphrase. We are interested in the respondent’s interpretation of the question. If the respondent asks for further explanation, you should re-read the question as written and tell the respondents that they should answer in terms of whatever they understand by the question. If they still do not know/understand, you should then code as “Don’t know”.
3. There are some questions where people are asked to give information that may be regarded as sensitive. Some respondents may feel uneasy about giving information on their voting behaviour or income, for example. In this case, you should try and gently reassure the respondents that everything they say will be treated in strict confidence. If they still refuse, this should be coded as “Refusal”.
4. These are different codes to differentiate the different types of non-responses. Please make sure you will be capturing the correct one. It is important for you to understand that non-responses are to be coded only when the respondent mentions them spontaneously. They should not be offered as response options. The available codes for non-responses are: “Difficult to say” (-91), “No obstacles” (-92), “None of these” (-93), “Haven’t heard enough to say” (-94), “Other” (-95), “No problems” (-96), “Don’t know” (-97), “Not applicable” (98), and “Refusal” (-99).
5. Different sections will be asked to different respondents of the household. Please notice that you will need to interview each respondent one by one but there is no particular order and no obligation as to interview everyone at the same visit. You can start with the first available person and come back later or make an appointment to interview another member of the household.
6. The questionnaire includes single code and multicode instructions, as well as routing instructions. Please make sure you pay attention to them. If you are unsure, please ask before the start of fieldwork. In general, you will see ► when you need to skip to a question further in the questionnaire. Otherwise you will just proceed to the next question.

Structure of the questionnaire

NUMBER	SECTION NAME	RESPONDENT
1	HOUSEHOLD ROSTER AND CONTACT SHEET	HEAD OF THE HOUSEHOLD OR OTHER KNOWLEDGEABLE HOUSEHOLD MEMBER
2	DWELLING AND LIVING CONDITIONS	HEAD OF THE HOUSEHOLD OR OTHER KNOWLEDGEABLE HOUSEHOLD MEMBER
3	OTHER DWELLINGS AND ASSETS	PRIMARY RESPONDENT AND SECONDARY RESPONDENT OF THE OPPOSITE SEX
4	ATTITUDES AND VALUES	PRIMARY RESPONDENT
5	EMPLOYMENT	PRIMARY RESPONDENT AND SECONDARY RESPONDENT OF THE OPPOSITE SEX
6	UNEMPLOYMENT	PRIMARY RESPONDENT
7	ENTREPRENEURIAL ACTIVITY	PRIMARY RESPONDENT
8	GOVERNANCE	PRIMARY RESPONDENT
9	MISCELLANEOUS QUESTIONS	PRIMARY RESPONDENT
10	IMPACT OF THE CRISIS AND AUSTERITY	PRIMARY RESPONDENT

Contact sheet

You will have in your pack one contact sheet for every address you should call at. Outcomes for all contact sheets will be carefully monitored.

You must use the contact sheets to record the details of each visit and the final outcome for every interview.

Section A - General information

The first three boxes of information – “Country”, “Sample point / PSU number”, and “Interviewer name or ID number” - should all be completed before you go to the field.

Please complete the full address of the household, including street name, street number, apartment number - if applicable - city/town/village name and postcode – again, if applicable. Additional information to be collected is the name of the household head and at least one telephone number

for the household, either landline or mobile number, or both. This information will be utilised during the call-back process and is therefore essential.

This section also contains the interim outcome. You should record the date and time of all attempts at the contacting the address. You need to make at least 4 attempts to each household before recoding as a non-contact. There is also space for your comments or additional information about the visit in section F, for example appointments made or notes about accessing the property.

Section B - Introduction and random selection of respondents

You will need to introduce the survey to the respondent. It is important that the respondent fully understands the nature of the research, what it will involve, whom it is for and how the findings will be used. A written introduction has been provided containing all the key information, but it is also important that you adapt and tailor it depending upon respondents' interests in order to "sell" the survey, and picking up on any concerns so you can address them and encourage taking part.

Question B1 asks whether the house you are visiting is the main residence of the respondents. This is to ensure the selected respondents live permanently in this household. If this is the case, you will then move to the household roster.

The household roster is meant for you to record all the members of the household and to select the respondents. A household is defined as a group of individuals who live together, put resources in common and share meals. This section can be answered by the household head or another well-informed person within the household. List the household head first, and then list all other members of the household, including those under 18 years of age, from oldest to youngest. If there are more than 10 household members, please list the oldest ten members and mark the cell "More than ten household members" with a cross. For each member that has been living in the household for the six months preceding the interview, make a note of his/her gender, relationship to the head of household, and age.

Once the list of household members is completed, two persons will be randomly selected by the CAPI script following three requirements:

1. The selected persons lived in the household during the six months preceding the interview;
2. The selected persons are of opposite gender;
3. The selected persons are adult household members (18 years old or above).

The first selected person (primary respondent) will be asked to answer sections 3 to 9 (3 to 10 in Greece) and the second selected person (secondary respondent) will be asked to answer sections 3 and 5. Sections 1 and 2 should be answered by the head of the household or another household member that is knowledgeable about household demographic, social and economic information (this can be either the primary or the secondary respondent). Ideally, you should check if the selected respondents are knowledgeable about household finances and can answer sections 1 and 2. If not, you will have to ask to speak to the head of the household or another member of the household knowledgeable about household finances to complete section 1 and 2.

Please note that if only one person lives in the household (on a permanent basis), you are expected to complete all sections from 1 to 9 (from 1 to 10 in Greece) with that person. If only persons of one gender live in the household (on a permanent basis), you should complete sections 3 to 9 (3 to 10 in Greece) with the primary respondent and sections 1 and 2 with the head of the household (or with the primary respondent if he or she is knowledgeable about household finances).

Question B2 requires the filling in of the primary and the secondary respondents' order codes and names, as well as the code and name of the person who responds to sections 1 and 2 (if this is different from the primary or the secondary respondent); this is to ensure that the selection was implemented correctly.

After the selection is carried out, please remember the following:

- There is no particular order to interview respondents but each respondent needs to have completed their section(s) for the questionnaire to be considered complete.
- If one of the selected respondents is not available, you will have to come back. At this stage, you can also make appointments with each of the selected respondents to complete their sections later. Interviews with each respondent can be done at different dates and times.

During the interview it is important that the secondary respondent is not present when the primary respondent is answering sections 3 to 9 (3 to 10 in Greece), and when the head of household or another knowledgeable member of the household is answering sections 1 and 2. The same applies to the primary respondent when the secondary respondent is answering sections 3 and 5, and when the head of household or another knowledgeable member of the household is answering sections 1 and 2. All interviews should be conducted separately from one another.

Similarly, please try and conduct sections 3 to 9 (3 to 10 in Greece) without the head of household present. If they insist on being present, please explain that you would like the randomly selected members of the household to answer all the questions themselves.

Please politely ask the selected respondents to leave the room in turns. It is important that they are not in the same room because we do not want any of the selected respondent's answers to be biased by what the other respondents say. You can explain that there are a few questions that are asked of both the respondents and we do not want their answers to be influenced.

Section C - Final outcome of every household member interviewed

You must record the final respondent outcomes on every contact sheet. Please look through the contact sheet carefully before conducting any interviews to familiarise yourself with the outcome codes, as some of them may be unusual owing to the fact that there may be more than one potential respondent.

Please note that you will need to complete this section at the end when no further visits will be made to this household. You will need to complete it for the two randomly selected respondents as well as for the person who completed (or was supposed to complete) sections 1 and 2. Please enter only one code per respondent.

Section D - Final household outcome codes

You must record the final household outcome on every contact sheet. Please look through the contact sheet carefully before conducting any interviews to familiarise yourself with the outcome codes, as some of them may be unusual owing to the fact that there may be more than one potential respondent.

Please note that you will need to complete this section at the end when no further visits will be made to this household. Please enter only one code.

Outcome codes are grouped under different headings:

- **INELIGIBLE ADDRESS:** please select this option if the address is vacant, non-residential or if the house was demolished or it is not the main residence of the occupants;
- **CONTACT NOT MADE, AND ELIGIBILITY OF ADDRESS UNKNOWN:** please select this option if you cannot locate the address or cannot make any contact with anyone at this address and cannot establish whether there are any eligible household members;
- **CONTACT MADE, AND ELIGIBILITY OF ADDRESS UNKNOWN:** please select this option if the contact refuses to go any further or when the contact does not speak any of the official languages and you cannot proceed with the respondent selection;
- **ELIGIBLE ADDRESS BUT UNPRODUCTIVE:** please select this option if you have been able to proceed with the respondent selection but no interview has been completed with any respondent;
- **ELIGIBLE ADDRESS, ELIGIBLE PERSON AND PRODUCTIVE OUTCOME:** please select this option for all complete interviews. Please code whether you were able to complete all eligible interviews or only some eligible interviews.
- If you select codes 11, 13 or 17 you need to complete section E.
- If you select codes 5, 9 or 15 please specify the reason in the Notes (section F).

Section E - Reasons for refusal

If you selected code 11, 13 or 17 in section D you will need to complete section E. This section asks for reasons for refusal.

D. FINAL HOUSEHOLD outcome codes		
Section D is SINGLE CODE ONLY. Select only one response that fits best. Make sure to complete this section only in case if no further contact will be made to this household.		
INELIGIBLE ADDRESS		
Demolished / derelict	1.	
Vacant / empty housing unit	2.	
Non-residential address (business or another non-residential)	3.	
Occupied but not main residence (eg holiday home)	4.	
Other ineligible address (specify)	5.	
No eligible respondents at address	6.	
CONTACT NOT MADE, AND ELIGIBILITY OF ADDRESS UNKNOWN		
Issued, but not attempted	7.	
Inaccessible (please specify)	8.	
Unable to locate address (please contact office)	9.	
No contact made at address after 4 calls	10.	
CONTACT MADE, AND ELIGIBILITY OF ADDRESS UNKNOWN		
All information about address / DU refused	11.	Go to section E
Unable to confirm eligibility as the contact doesn't speak any of the official languages	12.	
ELIGIBLE ADDRESS BUT UNPRODUCTIVE		
Information about household complete, but all interviews refused	13.	Go to section E
Broken appointment - no re-contact	14.	
Other unproductive results (specify in the Notes)	15.	
ELIGIBLE ADDRESS, ELIGIBLE PERSON AND PRODUCTIVE OUTCOME		
Completed ALL eligible interviews	16.	
Completed SOME eligible interviews, but not all	17.	Go to section E

E. REASON FOR REFUSALS		
More than one answer can be selected - if more than one selected person refuse to participate or more than one reason for refusal.		
J. REASON FOR REFUSAL - CODE ALL THAT APPLY		
Too busy at the time of contact	1.	
Always too busy	2.	
Interview takes too long	3.	
Interview too intrusive	4.	
Never does surveys	5.	
Not interested in the subject matter	6.	
Nothing in it for them, no motivation	7.	
Survey is a waste of time	8.	
Survey is a waste of money	9.	
Worried about confidentiality	10.	
Worried about mis-use of the information	11.	
Worried about safety / security	12.	
Other reason (specify in NOTES)	13.	



Section 1 – Household roster

For this section we define a household as a group of individuals who live together, put resources in common and share meals.

Questions 1.01 to 1.05 will be answered for all household members in the respondent selection section and will not need to be repeated – using CAPI they will be automatically filled in.

Please continue by asking questions 1.06 through 1.11 for all the household members that participate in the survey, i.e. the primary respondent, the secondary respondent, and the person who responds to questions in sections 1 and 2.

Question 1.12 should be asked about all children (0-6 years old), elderly people older than 75 years, and household members with a disability.

Section 2 – Dwelling and assets

This section intends to assess the conditions of the dwelling that the household resides in and the assets that the household owns.

This section can be answered by the head of the household or another knowledgeable member of the household (this can be either the primary or the secondary respondent).

Section 3 – Other dwellings and assets

This section intends to identify other dwellings that the household owns or pieces of land that the household owns. These do not need to be owned by the household as whole, but can also be owned by the respondent, or by the respondent and a combination of other members of the household or people outside the household.

This section will be answered by the primary and secondary respondents, who must be of opposite gender. As noted above, there is no particular order to interview respondents, but each respondent must complete this section separately.

Section 4 – Attitudes and values

This section attempts to gather information about the attitudes and values of the respondent. Please note that there is no right or wrong answer for each question in this section; it is entirely based on the opinion of the respondent.

Some of the questions may be of a sensitive nature; if a respondent becomes uncomfortable with one of them and does not want to answer please mark the response as a “Refusal” (-99) and move on to the next question.

Question 4.29 is a sensitive question and in order to illicit honest responses we ask the respondents not to read out the full response, but the letter of the categories which they would like to select.

Section 5 – Employment

This section aims to gather information about the current employment status of two members of the household.

This section will be answered by the primary and secondary respondents, who must be of opposite gender. As noted above, there is no particular order to interview respondents, but each respondent must complete this section separately.

Section 6 – Unemployment

This section seeks to gather information about the circumstances of the first randomly selected respondents that are unemployed.

This section will only be answered by respondents who answer “No” to questions 5.01 or 5.02. The second randomly selected respondent will not answer this section.

Section 7 – Entrepreneurial activities

This section aims to understand the entrepreneurial activities of the respondent.

This section will only be completed by the first randomly selected respondent and only if that respondent does not answer “No” to question 7.01. The second randomly selected respondent will not answer this section.

Section 8 – Governance

This section strives to understand the respondent’s opinions regarding the government, at various levels, and the governing of the country.

Included in this section are questions about corruption, therefore, if a respondent becomes uncomfortable with one of them and does not want to answer please mark the response as a “Refusal” (-99) and move on to the next question.

Section 9 – Miscellaneous questions

This section is comprised of questions on a variety of topics, including health, information-gathering habits of the respondents, the location of respondent’s family in 1939, location of birth and upbringing, preference for political parties, ethnicity and religion questions.

This is a sensitive section with some difficult questions (which is why they are left for the end), therefore if a respondent becomes uncomfortable with one of them and does not want to answer please mark the response as a “Refusal” (-99) and move on to the next question.

Section 10 – Impact of the crisis and austerity

The survey in Greece will feature an additional section on the impact of the crisis and the austerity measures. This section includes questions that investigate how respondents dealt with the economic crisis, who they voted for in the most recent parliamentary elections and in the referendum, and a lottery question intended to measure the solidarity of respondents.

EXPLANATION OF THE QUESTIONS

The instructions below provide explanations of the terms used, definitions applied and the intent of the questions that comprise the LITS III. This information should help you deal with respondents' queries so that the interview proceeds smoothly.

Contact sheet

Question number	Variable name	Variable label	Instructions
Contact sheet	hhid	HHID number	Self-explanatory.
Contact sheet	country	Country	Self-explanatory.
Contact sheet	PSU	Sample point/PSU number	Self-explanatory.
Contact sheet	interviewid	Interviewer name or ID number	Self-explanatory.
Contact sheet	hhaddress	Household address	Self-explanatory.
Contact sheet	town	Town/Village	Self-explanatory.
Contact sheet	postcode	Postcode	If the respondent does not know what their postcode is, please code as "Don't know".
Contact sheet	hhheadname	Name of the household head	Self-explanatory.
Contact sheet	telephone_land	Telephone landline	Self-explanatory.
Contact sheet	telephone_mobile	Telephone mobile	Self-explanatory.
Contact sheet	urban	Urban/Rural	Self-explanatory.
Contact sheet	outcome1_day	Day of first attempted interview	Self-explanatory.
Contact sheet	outcome1_month	Month of first attempted interview	Self-explanatory.
Contact sheet	outcome1_time	Time of first attempted interview	Self-explanatory.
Contact sheet	outcome1	Interim outcome of first attempted interview	Self-explanatory.
Contact sheet	outcome2_day	Day of second attempted interview	Self-explanatory.
Contact sheet	outcome2_month	Month of second attempted interview	Self-explanatory.
Contact sheet	outcome2_time	Time of second attempted interview	Self-explanatory.
Contact sheet	outcome2	Interim outcome of second attempted interview	Self-explanatory.
Contact sheet	outcome3_day	Day of third attempted interview	Self-explanatory.
Contact sheet	outcome3_month	Month of third attempted interview	Self-explanatory.
Contact sheet	outcome3_time	Time of third attempted interview	Self-explanatory.
Contact sheet	outcome3	Interim outcome of third attempted	Self-explanatory.

sheet		interview	
Contact sheet	outcome4_day	Day of fourth attempted interview	Self-explanatory.
Contact sheet	outcome4_mon th	Month of fourth attempted interview	Self-explanatory.
Contact sheet	outcome4_time	Time of fourth attempted interview	Self-explanatory.
Contact sheet	outcome4	Interim outcome of fourth attempted interview	Self-explanatory.
Contact sheet	outcome5_day	Day of fifth attempted interview	Self-explanatory.
Contact sheet	outcome5_mon th	Month of fifth attempted interview	Self-explanatory.
Contact sheet	outcome5_time	Time of fifth attempted interview	Self-explanatory.
Contact sheet	outcome5	Interim outcome of fifth attempted interview	Self-explanatory.
Contact sheet	totalvisits	Total number of visits	Self-explanatory.
Contact sheet	finaloutcome	Final outcome code	Self-explanatory.
B1	b1	Main residence of the household	Self-explanatory.
B2	b2a	Order code of primary respondent	Self-explanatory.
	b2b	Name of primary respondent	Self-explanatory.
	b2c	Order code of secondary respondent	Self-explanatory.
	b2d	Name of secondary respondent	Self-explanatory.
	b2e	Order code of sections 1 and 2 respondent	Self-explanatory.
	b2f	Name of sections 1 and 2 respondent	Self-explanatory.
C1	c1a	Order code of primary respondent	Self-explanatory.
	c1b	Name of primary respondent	Self-explanatory.
	c1c	Primary respondent outcome	This is to be filled in at the end of the interview to track which sections were completed by whom.
C2	c2a	Order code of secondary respondent	Self-explanatory.
	c2b	Name of secondary respondent	Self-explanatory.
	c2c	Secondary respondent outcome	This is to be filled in at the end of the interview to track which sections were completed by whom.
C3	c3a	Order code of sections 1 and 2 respondent	Self-explanatory.
	c3b	Name of sections 1 and 2 respondent	Self-explanatory.

	c3c	Sections 1 and 2 respondent outcome	This is to be filled in at the end of the interview to track which sections were completed by whom.
D	d	Final household outcome	Select only one response that fits best. Make sure to complete this section only at the end when no further visits will be made to this household.
E	e1a	Reason for refusal - too busy at contact	More than one answer can be selected – for instance, if more than one selected person refuse to participate or more than one reason for refusal.
	e1b	Reason for refusal - always too busy	
	e1c	Reason for refusal - too long	
	e1d	Reason for refusal - too intrusive	
	e1e	Reason for refusal - never does surveys	
	e1f	Reason for refusal - not interested	
	e1g	Reason for refusal - no motivation	
	e1h	Reason for refusal - waste of time	
	e1i	Reason for refusal - waste of money	
	e1j	Reason for refusal - worried about confidentiality	
	e1k	Reason for refusal - worried about misuse	
	e1l	Reason for refusal - worried about safety	
	e1m	Reason for refusal - other	
F	f1a	Interviewer notes on the interview	Self-explanatory.
	f1b	Interviewer notes on the interview	Self-explanatory.
	f1c	Interviewer notes on the interview	Self-explanatory.

Section 1 - Household roster

Question number	Variable name	Variable label	Instructions
1.01	q101_1	Name - household member 1	A household is a group of individuals who live together, put resources in common and share meals.
	q101_2	Name - household member 2	
	q101_3	Name - household member 3	
	q101_4	Name - household member 4	For this question, name is defined as given name plus family name.
	q101_5	Name - household member 5	
	q101_6	Name - household member 6	
	q101_7	Name - household member 7	List the head of household first then list all other members of the household in the order from oldest to youngest.
	q101_8	Name - household member 8	
	q101_9	Name - household member 9	
	q101_10	Name - household member 10	If a household member refuses to give his or her given name or family name, write down the initials.
	q101_11	More than 10 household members	
1.02	q102_1	Living in the household for the past six months - household member 1	If the household member has not been living in the household for the six months preceding the interview, please code as "No" and move on to
	q102_2	Living in the household for the past	

		six months - household member 2	the next household member.
	q102_3	Living in the household for the past six months - household member 3	
	q102_4	Living in the household for the past six months - household member 4	
	q102_5	Living in the household for the past six months - household member 5	
	q102_6	Living in the household for the past six months - household member 6	
	q102_7	Living in the household for the past six months - household member 7	
	q102_8	Living in the household for the past six months - household member 8	
	q102_9	Living in the household for the past six months - household member 9	
	q102_10	Living in the household for the past six months - household member 10	
1.03	q103_1	Gender - household member 1	The question should not be read out to the respondent; rather it should be coded by the interviewer.
	q103_2	Gender - household member 2	
	q103_3	Gender - household member 3	
	q103_4	Gender - household member 4	
	q103_5	Gender - household member 5	
	q103_6	Gender - household member 6	
	q103_7	Gender - household member 7	
	q103_8	Gender - household member 8	
	q103_9	Gender - household member 9	
	q103_10	Gender - household member 10	
1.04	q104_1	Relation with household head - household member 1	Self-explanatory.
	q104_2	Relation with household head - household member 2	
	q104_3	Relation with household head - household member 3	
	q104_4	Relation with household head - household member 4	
	q104_5	Relation with household head - household member 5	
	q104_6	Relation with household head - household member 6	
	q104_7	Relation with household head - household member 7	
	q104_8	Relation with household head - household member 8	
	q104_9	Relation with household head - household member 9	
	q104_10	Relation with household head - household member 10	
1.05	q105_1	Age - household member 1	Only whole numbers - please record completed years (i.e. the respondent's age at his/her last birthday). Therefore, if a person is 40 years old and just about to turn 41, please record 40. If less than 1 year old write 00, if older than 95 write 95.
	q105_2	Age - household member 2	
	q105_3	Age - household member 3	
	q105_4	Age - household member 4	
	q105_5	Age - household member 5	
	q105_6	Age - household member 6	
	q105_7	Age - household member 7	
	q105_8	Age - household member 8	

	q105_9	Age - household member 9	
	q105_10	Age - household member 10	
1.06	q106_1	Main language - primary respondent	The main language the person speaks throughout their day. If they speak one language outside the home and one inside the home, ask which is spoken more in total and/or which one they feel more comfortable with.
	q106_2	Main language - secondary respondent	
	q106_3	Main language - sections 1 and 2 respondent	
1.07	q107_1	Marital status - primary respondent	Self-explanatory.
	q107_2	Marital status - secondary respondent	
	q107_3	Marital status - sections 1 and 2 respondent	
1.08	q108_1	Co-habiting with spouse/long-term partner - primary respondent	Self-explanatory.
	q108_2	Co-habiting with spouse/long-term partner - secondary respondent	
	q108_3	Co-habiting with spouse/long-term partner - sections 1 and 2 respondent	
	q108_who_1	Respondent code of the spouse/long-term partner - primary respondent	Self-explanatory.
	q108_who_2	Respondent code of the spouse/long-term partner - secondary respondent	
	q108_who_3	Respondent code of the spouse/long-term partner - sections 1 and 2 respondent	
1.09	q109_1	Highest education completed - primary respondent	<p>The response options reflect the International Standard Classification of Education (ISCED) maintained by UNESCO (http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf in English, http://www.uis.unesco.org/Education/Documents/isced-2011-ru.pdf in Russian).</p> <p>These are:</p> <ul style="list-style-type: none"> - No degree / no education = the respondent did not complete the primary education cycle. - Primary education = normally starting between the ages of 5 - 7. Designed to give a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects. - Lower secondary education = Designed to complete primary education, usually on a more
	q109_2	Highest education completed - secondary respondent	
	q109_3	Highest education completed - sections 1 and 2 respondent	

1.10	q110_1	Father's highest education completed - primary respondent	<p>subject-oriented pattern.</p> <p>- (Upper) secondary education = more specialised education typically beginning at age 15 or 16 years. Designed to complete secondary education in preparation for tertiary education, or to provide skills relevant to employment, or both.</p> <p>- Post-secondary non-tertiary education = programmes providing learning experiences that build on secondary education and prepare for labour market entry and/or tertiary education. The content is broader than secondary but not as complex as tertiary education.</p> <p>- Tertiary education (not a university diploma) = programmes that are typically practically-based, occupationally-specific and prepare for labour market entry. They may also provide a pathway to other tertiary programmes.</p> <p>- Bachelor's degree or more = programmes designed to provide intermediate academic and/or professional knowledge, skills and competencies leading to a first tertiary degree or equivalent qualification.</p> <p>- Master's degree or PhD = these programmes are devoted to advanced study and/or to acquire professional knowledge. They typically require the submission of a thesis or dissertation of publishable quality.</p> <p>Please notice we are interested in the highest education level completed by the person in question. For example, if the respondent completed upper secondary education and then attended university for only one year (without completing the cycle), please code as "(Upper) secondary education".</p>
	q110_2	Father's highest education completed - secondary respondent	
	q110_3	Father's highest education completed - sections 1 and 2 respondent	
1.11	q111_1	Mother's highest education completed - primary respondent	
	q111_2	Mother's highest education completed - secondary respondent	
	q111_3	Mother's highest education completed - sections 1 and 2 respondent	
1.12	q112_1	Who looks after - household member 1	<p>Please ask this question about all children (0-6 years old), elderly people older than 75 years, and household members with a disability.</p> <p>If a household member is a child (0-6 years old), an elderly person older than 75 years, or has a disability, and DOES NOT need care, code as "Does not need care".</p>
	q112_2	Who looks after - household member 2	
	q112_3	Who looks after - household member 3	
	q112_4	Who looks after - household member 4	
	q112_5	Who looks after - household member 5	
	q112_6	Who looks after - household member 6	
	q112_7	Who looks after - household member 7	
	q112_8	Who looks after - household member 8	
	q112_9	Who looks after - household member 9	
	q112_10	Who looks after - household	

		member 10	
	q112_11	Nobody eligible for question	If none of the household members is aged between 0 and 6 years, 75+ years, or has a disability, please tick "Nobody in the household is aged between 0 and 6 years, 75+ years, or has a disability".

Section 2 - Dwelling and assets

Question number	Variable name	Variable label	Instructions
2.01	q201	Type of dwelling	<p>This question is answered by the interviewer: the answer should be based on your observations, you do not need to ask the respondent. If after observing the house you are still unsure, please check with the respondent.</p> <p>Please choose one of the following:</p> <ul style="list-style-type: none"> - Detached house = a standalone home. - Part of a house = a section of a larger home or house built attached to another house, a duplex, or semi-detached house. - Apartment in building with less than 10 other apartments. - Apartment in building with 10 or more other apartments. - Hostel. - Primitive/mobile dwelling = mobile homes, trailers, tents, etc. - Other = anything else that does not fit into any of the other categories.
2.02	q202a	Telephone	These questions concern items that are owned or used by the respondent or anyone else in the household.
	q202b	Colour TV set	
	q202c	Computer	
	q202d	Washing machine	
	q202e	Car	
	q202f	Bicycle	
	q202g	Motorcycle	
2.03	q203	Book	Do not count magazines, newspapers, or school books.
2.04	q204	Home internet access	This question refers to internet access at home, including on a smartphone.
2.05	q205	Afford heating	Self-explanatory.
2.06	q206a	Ownership of the dwelling	<p>Please choose one of the following options:</p> <ul style="list-style-type: none"> - Owner lives in dwelling = the owner is one of the people from the household roster. If the owner lives in the dwelling, continue to the next question. - Tenants paying rent = the tenants are renting the dwelling for a positive (non-zero) price. If this is the case, continue to question 2.12. - Tenants without rent = the tenants do not own the dwelling and they do not pay any rent either. This might be due to the fact that they are

			family members or friends of the owners. For example, a son might be living in his mother's house, without paying rent. If this is the case, continue to question 2.16.
	q206b	First owner of the dwelling	<p>List the respondent code for each member of the household who is an owner. These sub-questions are only intended for households that own the dwelling they live in.</p> <p>If there are more than 4 owners, write the respondent codes of the first four owners that are listed by the household head and mark cell 2.06f with a cross.</p> <p>If someone outside the household is a joint owner mark cell 2.06g with a cross.</p> <p>Mark with a cross if there are more than 4 owners.</p> <p>Mark with a cross if there is at least an external owner (who is not a household member).</p>
	q206c	Second owner of the dwelling	
	q206d	Third owner of the dwelling	
	q206e	Fourth owner of the dwelling	
	q206f	More than four owners of the dwelling	
	q206g	Joint external owner	
2.07	q207	Year of acquisition of dwelling	<p>Year (4 digits) the dwelling was acquired, whether by purchase, inheritance, gift or other means.</p> <p>This question is only intended for households that own the dwelling they live in.</p>
2.08	q208	Loan to purchase the house	<p>Only refers to current loan(s) from bank, microfinance, NGO, or cooperative.</p> <p>This question is only intended for households that own the dwelling they live in.</p>
2.09	q209	Monthly repayment	<p>The average monthly payment on the loan in local currency, even if the loan was taken in another currency.</p> <p>This question is only intended for households that own the dwelling they live in and have a loan.</p>
2.10	q210	Market rental price for dwelling owners	<p>We realise this is not exact, but we want the respondents to hypothesise what it would cost to rent that dwelling on the market. If there is no functioning rental market and renting would not be possible fill in as "Not applicable" (-98).</p> <p>This question is only intended for households that own the dwelling they live in.</p>
2.12	q212	Year tenant has been renting the dwelling since	<p>Year as a 4-digit number.</p> <p>This question is only intended for households that rent the dwelling they live in for a positive (non-zero) price.</p>
2.13	q213	Monthly rent payment	If the expenses on heating, electricity, water supply, etc. are included in the rent, please indicate the amount paid on rent only. Local

			<p>currency.</p> <p>This question is only intended for households that rent the dwelling they live in for a positive (non-zero) price.</p>
2.14	q214	Inclusion of utilities in rent	<p>This question is only intended for households that rent the dwelling they live in for a positive (non-zero) price.</p>
2.15	q215	Cost of utilities	<p>If respondents do not know the exact amount of the utilities, we ask them to estimate.</p> <p>This question is only intended for households that rent the dwelling they live in for a positive (non-zero) price.</p>
2.16	q216	Estimated rent for those not paying rent	<p>Here we are asking tenants who do not pay rent for their dwelling to estimate what that rent would be if they had to pay it. If there is no functioning rental market then code as "Not applicable" (-98).</p> <p>This question is only intended for households that do not own the dwelling they live in and they do not pay any rent either.</p>
2.17	q217a	Access in the dwelling to tap water	<p>Household should have access to these utilities from within the dwelling. Ask of all households.</p> <p>If the answer is "No", skip to the next utility without continuing to 2.18. Do not ask question 2.17 for postal service and local roads.</p> <p>If pipeline gas or another utility is not available at all in the country, code as "Not applicable" (-98).</p>
	q217b	Access in the dwelling to electricity (excluding for heat)	
	q217c	Access in the dwelling to fixed telephone line	
	q217d	Access in the dwelling to central heating or district heating	
	q217e	Access in the dwelling to pipeline gas	
2.18	q218a	Satisfaction with the quality of service of tap water	<p>These questions measure the level of satisfaction households have with the quality of service of the utility or public service. Probe respondents to be specific - for instance, satisfied versus very satisfied.</p>
	q218b	Satisfaction with the quality of service of electricity (excluding for heat)	
	q218c	Satisfaction with the quality of service of fixed telephone line	
	q218d	Satisfaction with the quality of service of central heating or district heating	
	q218e	Satisfaction with the quality of service of pipeline gas	
	q218f	Satisfaction with the quality of service of postal service	
	q218g	Satisfaction with the quality of service of local roads	

2.21	q221a	Monthly expenditure on food, beverage and tobacco	Households should consider what they spend in a typical month, not atypical months that include large holidays such as December or Ramadan or months that require emergency expenditures. We do not necessarily want an average over the year, but to understand what a typical or common month looks like for the household.
	q221b	Monthly expenditure on utilities (electricity, water, gas, heating, fixed line phone)	
	q221c	Monthly expenditure on transportation (public transportation, fuel for car)	
2.22	q222a	Expenditure in the last 12 months on education (including tuition, books, kindergarten expenses)	Including tuition fees, tutor fees, materials, and books from kindergarten onward for all household members. Does not include day care expenses.
	q222b	Expenditure in the last 12 months on health (including medicines and health insurance)	Including health insurance, medication, doctor's fees, natal care, surgeries, etc. for all household members.
	q222c	Expenditure in the last 12 months on clothing and footwear	Including everyday clothing and footwear, as well as those purchased for special occasions for all household members.
	q222d	Expenditure in the last 12 months on durable goods (e.g. furniture, household appliances. TV, car, etc.)	Includes furniture, appliances, TV, car, purchased for this household only.
2.23	q223	Household net monthly income	The total sum of income of all household members received from wages, pensions, social and family benefits, regular transfers from persons outside the household and from other sources after taxes are deducted (i.e. net).
2.24	q224a	Afford one week vacation	This is not a question of whether the household has in the past taken the one-week vacation. It asks whether the household could afford such expenditure if they wished to take a one week vacation out of their home. This can include stays at a second home/country home or the home of friends or relatives. Either children's vacations or full family vacations qualify for this question.
	q224b	Afford meat, chicken or fish consumption every second day	This is not a question of whether the household does eat meat, chicken, fish or a vegetarian equivalent every second day. It asks whether the household could afford such expenditure if they wished to.
2.25	q225a	Meeting unexpected expenses with money equivalent to domestic poverty threshold	Without borrowing from friends or family or another source, can the household meet any large unexpected expenditure such as urgent repairs of the dwelling, car, replacement of washing machine, refrigerator, sudden illness, etc. with the specified amounts of money?
	q225b	Meeting unexpected expenses with money equivalent to international poverty threshold (US\$ 10/day at PPP)	

Section 3 - Other dwellings and assets (two respondents)

Question number	Variable name	Variable label	Instructions
3.01	q301	Ownership of a (second) dwelling	<p>The question aims at finding out whether the respondent owns any other dwellings, i.e. second home, summer home, family home, apartment, mobile home, etc., whether alone or jointly with somebody else, besides the dwelling that was discussed in section 2.</p> <p>Even if respondents do not own the dwelling where they currently live, they could still own other dwellings: this is what the present question is trying to investigate.</p> <p>Please notice that this excludes pieces of land without any dwelling. We would like the respondents to identify each dwelling or built structure they own and separate them only if they are considered separate.</p> <p>If the respondents own more than 5 dwellings, list the most important (valuable) ones.</p> <p>If the respondents do not own additional dwellings, move to question 3.06.</p>
3.02	q302_1 (_1, _2, ..., _10 to indicate the household members the question refers to)	Owner codes - dwelling 1	<p>Multiple respondent codes can be entered.</p> <p>Please list only the owners that are household members.</p>
	q302_2 (_1, _2, ..., _10 to indicate the household members the question refers to)	Owner codes - dwelling 2	
	q302_3 (_1, _2, ..., _10 to indicate the household members the question refers to)	Owner codes - dwelling 3	
	q302_4 (_1, _2, ..., _10 to indicate the household members the question refers to)	Owner codes - dwelling 4	
	q302_5 (_1, _2, ..., _10 to indicate the household members the question refers to)	Owner codes - dwelling 5	

	indicate the household members the question refers to)		
3.03	q303_1	Owners have deeds or documents for the dwelling - dwelling 1	Self-explanatory.
	q303_2	Owners have deeds or documents for the dwelling - dwelling 2	
	q303_3	Owners have deeds or documents for the dwelling - dwelling 3	
	q303_4	Owners have deeds or documents for the dwelling - dwelling 4	
	q303_5	Owners have deeds or documents for the dwelling - dwelling 5	
3.04	q304_1 (_1, _2, ..., _10 to indicate the household members the question refers to)	Names on the deed - dwelling 1	Multiple respondent codes can be entered. Please list only the owners that are household members.
	q304_2 (_1, _2, ..., _10 to indicate the household members the question refers to)	Names on the deed - dwelling 2	
	q304_3 (_1, _2, ..., _10 to indicate the household members the question refers to)	Names on the deed - dwelling 3	
	q304_4 (_1, _2, ..., _10 to indicate the household members the	Names on the deed - dwelling 4	

	question refers to)		
	q304_5 (_1, _2, ..., _10 to indicate the household members the question refers to)	Names on the deed - dwelling 5	
3.05	q305_1	Whether the owner can sell - dwelling 1	This is not a question about whether a functioning real estate market exists, but about whether and with whom, if anyone, the owner needs to consult with or have permission from in order to sell the dwelling.
	q305_2	Whether the owner can sell - dwelling 2	
	q305_3	Whether the owner can sell - dwelling 3	
	q305_4	Whether the owner can sell - dwelling 4	
	q305_5	Whether the owner can sell - dwelling 5	
3.06	q306	Ownership of land	<p>A parcel is any piece of land, regardless of type of tenure, entirely surrounded by other land, water, road, forest or other features not forming part of the holding or forming part of the holding under a different land tenure type. A parcel may consist of one or more plots within. Note that in urban areas, people may also refer to a parcel of land as a plot.</p> <p>The next questions will be asked only if the respondent owns either some land with no dwelling or some land with a dwelling (where the land has a separate use with respect to the dwelling).</p>
3.07	q307_1	Land type - land 1	<p>List all of the parcels owned by the respondent. Start with the largest parcel first, going down to the smallest parcel. Asking the respondents about the largest parcel first makes sense as if the respondent has more than 5 parcels, the smallest parcels will be omitted.</p> <p>The land on which a dwelling or built structure from the prior section sits should only be included if that land, not the dwelling, is also used for other purposes.</p> <p>If the respondents do not own land, move to question 3.13.</p>
	q307_2	Land type - land 2	
	q307_3	Land type - land 3	
	q307_4	Land type - land 4	
	q307_5	Land type - land 5	
3.08	q308_1	Primary use - land 1	If the respondent uses the parcel for more than one use, record the primary use, defined by use of more than 50% of the land during the last cropping season.
	q308_2	Primary use - land 2	
	q308_3	Primary use - land 3	
	q308_4	Primary use - land 4	
	q308_5	Primary use - land 5	
3.09	q309_1 (_1, _2, ..., _10 to indicate the household	Owner codes - land 1	<p>Multiple respondent codes can be entered.</p> <p>Please list only the owners that are household members.</p>

	members the question refers to)		
	q309_2 (_1, _2, ..., _10 to indicate the household members the question refers to)	Owner codes - land 2	
	q309_3 (_1, _2, ..., _10 to indicate the household members the question refers to)	Owner codes - land 3	
	q309_4 (_1, _2, ..., _10 to indicate the household members the question refers to)	Owner codes - land 4	
	q309_5 (_1, _2, ..., _10 to indicate the household members the question refers to)	Owner codes - land 5	
3.10	q310_1	Owners have deeds or documents for the land - land 1	Self-explanatory.
	q310_2	Owners have deeds or documents for the land - land 2	
	q310_3	Owners have deeds or documents for the land - land 3	
	q310_4	Owners have deeds or documents for the land - land 4	
	q310_5	Owners have deeds or documents for the land - land 5	
3.11	q311_1 (_1, _2, ..., _10 to indicate the household members the question refers to)	Names on the deed - land 1	Multiple respondent codes can be entered. Please list only the owners that are household members.
	q311_2 (_1, _2, ..., _10 to indicate the household members the question refers to)	Names on the deed - land 2	
	q311_3 (_1, _2, ..., _10 to indicate the household members the question refers to)	Names on the deed - land 3	

	_2, ..., _10 to indicate the household members the question refers to)		
	q311_4 (_1, _2, ..., _10 to indicate the household members the question refers to)	Names on the deed - land 4	
	q311_5 (_1, _2, ..., _10 to indicate the household members the question refers to)	Names on the deed - land 5	
3.12	q312_1	Whether the owner can sell - land 1	This is not a question about whether a functioning real estate market exists, but about whether and with whom, if anyone, the owner needs to consult with or have permission from in order to sell the land.
	q312_2	Whether the owner can sell - land 2	
	q312_3	Whether the owner can sell - land 3	
	q312_4	Whether the owner can sell - land 4	
	q312_5	Whether the owner can sell - land 5	
3.13	q313	Bank/postal account	<p>Depending on the country, this question will refer to bank accounts, postal accounts, or both. If postal accounts are not available in the country, please enquire about bank accounts only.</p> <p>If the respondent owns at least one account, the interviewer should probe for the type of account.</p> <ul style="list-style-type: none"> - If the respondent owns at least one personal account alone, then please code as "Yes, I have at least one account and I own at least one of them alone". - If the respondent only owns joint accounts (i.e. jointly with someone else). then please code as "Yes, I have at least one account but I own all of them jointly with someone else".
3.15	q315	Place on 10 step wealth ladder today	<p>We want respondents to place themselves in relation to others in their country regarding their household's wealth.</p> <p>Please ensure that respondents give a numeric answer – if they say "in the middle" you will need to probe for "5" or "6".</p> <p>Even if the family did not exist four years ago,</p>
3.16	q316	Place on 10 step wealth ladder four years ago	
3.17	q317	Place on 10 step wealth ladder four years from now	

			the question can still be asked as a hypothetical one.
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Section 4 - Attitudes and values

Question number	Variable name	Variable label	Instructions
4.01	q401a	The economic situation in our country is better today than around 4 years ago	In 2011.
	q401b	The political situation in our country is better today than around 4 years ago	In 2011. "Political situation" refers to political stability, democracy, the government system.
	q401c	I have done better in life than my parents	When the parents were the age of the respondent. "Done better" means achieved more, been more successful.
	q401d	My household lives better nowadays than around 4 years ago	In 2011.
	q401e	All things considered, I am satisfied with my life now	Self-explanatory.
	q401f	Children who are born now will have a better life than my generation	Self-explanatory.
	q401g	On the whole, I am satisfied with the present state of the economy	Self-explanatory.
	q401h	The gap between the rich and the poor in our country should be reduced	Self-explanatory.
	q401i	There is less corruption now than around 4 years ago	In 2011.
	q401j	All things considered, I am satisfied with my job as a whole	If the respondent does not have a job, code as "Not applicable" (-98).
	q401k	All things considered, I am satisfied with my financial situation as a whole	Self-explanatory.
4.02	q402	When thinking of current economic situation, what is your benchmark	Depending on whether the country experienced communism in the past, the following two response options will be offered: "How you/your family lived before [1989] [1991]", and "How people live in neighbouring ex-communist countries". The dates will be adjusted to reflect the situation in each country. By domestic elite we mean a group or class of people seen as having the most power and influence in a society, especially on account of their wealth or privilege.
4.03	q403	People can be trusted	This is asking respondents to place how much they feel that people in general can be trusted on a scale.

			"1" is the lowest level of trust while "5" is the highest.
4.04	q404a	Trust - the Presidency	This question refers to the President of a country. If the country does not have a President, then code as "Not applicable" (-98).
	q404b	Trust - the government / cabinet of ministers	This refers to the Prime Minister and the cabinet of ministers that are part of the government.
	q404c	Trust - regional government	This is the level of government between the local and the national government. If there is not one, code as "Not applicable" (-98).
	q404d	Trust - local government	The local government is the level of government closest to the households, so it can be at the village, town, or city level.
	q404e	Trust - the Parliament	The members of the national Parliament or house of elected representatives.
	q404f	Trust - courts	The justice court system as a whole, including judges, but also the prosecution and defence systems in place.
	q404g	Trust - political parties	This refers to all political parties in general, both elected and unelected.
	q404h	Trust - armed forces	Self-explanatory.
	q404i	Trust - the police	Self-explanatory.
	q404j	Trust - banks and the financial system	The banks and financial systems within the country.

	q404k	Trust - foreign investors	Foreign investors who invest within the country.
	q404l	Trust - non-governmental organizations	NGOs are any organisations which are not owned by government and do not work for profit, such as charities. If the respondent is unsure what an NGO is please explain and give an example (e.g. Oxfam).
	q404m	Trust - trade unions	Trade unions are organisations of workers who have grouped together to achieve common goals such as better working conditions.
	q404n	Trust - religious institutions	If the respondent asks you to specify which religious institution you mean, please explain you are interested in how much they trust religious institutions overall.
4.05	q405a	Trust - family living with you	Self-explanatory.
	q405b	Trust - your neighbourhood	
	q405c	Trust - people you meet for the first time	
	q405d	Trust - foreigners	
4.06	q406a	First priority of government spending	Self-explanatory.
	q406b	Second priority of government spending	
4.07	q407a	Would give more money to - improve public education	Self-explanatory.
	q407b	Would give more money to - improve the public health system	
	q407c	Would give more money to - combat climate change	
	q407d	Would give more money to - help the needy	
4.08	q408a	Deserve support from the government - elderly	This question allows for multiple responses. If the respondent believes that nobody deserves support, please cross "Nobody deserves special support" (response option g) only. By "working poor" we mean working people (people with a job) whose incomes fall below the poverty line.
	q408b	Deserve support from the government disabled	
	q408c	Deserve support from the government - war veterans	
	q408d	Deserve support from the government - families with children	
	q408e	Deserve support from the government - working poor	
	q408f	Deserve support from the government - unemployed	
	q408g	Deserve support from the government - nobody	
	q408_importan	Most important group to receive	By "most important group" it is intended the

	t	support from the government	group that deserves government support the most.
4.09	q409	Most important factor to succeed in the country	Opinion-based question so there is no right or wrong way to reply to the question.
4.10	q410	Main reason there are some people in need in the country	Opinion-based question so there is no right or wrong way to reply to the question.
4.11	q411	Statement about the economic system	<p>- In a “market economy” prices are determined in a free price system set by supply and demand, and not by the central government.</p> <p>- In a “planned economy” the central government determines the price of goods and services using a fixed price system.</p> <p>Respondent needs to choose statement they agree with most.</p>
4.12	q412	Statement about the political system	<p>An “authoritarian government” is one in which political power is concentrated in a leader or leaders, typically unelected, who possess exclusive and unaccountable power.</p> <p>Respondent needs to choose statement they agree with most.</p>
4.13	q413a	Three most important problems - health	<p>These are not about the most important problems in the country, but about the problems most important to the respondent.</p> <p>If the respondent mentions other problems that are not included in the list, please code as "Other". If the respondent states that there are not problems in the country at all, please code as "No problems".</p>
	q413b	Three most important problems - crime	
	q413c	Three most important problems - the economy	
	q413d	Three most important problems - education	
	q413e	Three most important problems - environment	
	q413f	Three most important problems - corruption/bribery	
	q413g	Three most important problems - transportation, roads, infrastructure	
	q413h	Three most important problems - immigration	
	q413i	Three most important problems - political instability and security	
	q413j	Three most important problems - unemployment	
	q413_important	Most important problem facing the country	This is not about the most important problem in the country, but about the problem most important to the respondent.

4.14	q414a	Important for the country - free and fair elections	By “press” it is intended the media, journalists, and the news.
	q414b	Important for the country - law and order	
	q414c	Important for the country - freedom of speech	
	q414d	Important for the country - peace and stability	
	q414e	Important for the country - a press that is independent from the government	
	q414f	Important for the country - a strong political opposition	
	q414g	Important for the country - a courts system that treats all citizens equally	
	q414h	Important for the country - equal rights for women as citizens	
4.15	q415a	Exist in the country - free and fair elections	By “press” it is intended the media, journalists, and the news.
	q415b	Exist in the country - law and order	
	q415c	Exist in the country - freedom of speech	
	q415d	Exist in the country - peace and stability	
	q415e	Exist in the country - a press that is independent from the government	
	q415f	Exist in the country - a strong political opposition	
	q415g	Exist in the country - a courts system that treats all citizens equally	

	q415h	Exist in the country - equal rights for women as citizens	
4.16	q416	Choice between country A and country B	<p>This is a hypothetical question. Ask the respondent to imagine the two countries and to choose between the two. Do not give example of countries that could be A or B.</p> <p>"Political liberties" refer to freedoms and rights that are recognised and protected by the state (e.g. the freedom of speech, freedom of religion). Countries with full political liberties tend to be democracies.</p>
4.17	q417a	Incomes should be made more equal vs different	<p>Ask the respondent to rank the level of agreement with one of the two opposing statements using the show card.</p>
	q417b	Private vs government ownership of business and industry	
	q417c	Competition is good vs harmful	
	q417d	People should obey vs break the law	
	q417e	As citizens, we should be more active in questioning the actions of our authorities vs respect for authorities	
	q417f	There is no problem with the influence of wealthy individuals vs need for stricter rules	
	q417g	Financial support by companies to political parties and candidates should be banned completely vs no limits	
4.18	q418	Opinion on immigrants	<p>This question asks for an opinion on immigrants. If there is no immigration in the country, the respondent should think of it as a hypothetical situation. If the respondent is unable to provide an answer, code as "Don't know" (-97).</p>
4.19	q419a	Voted in the most recent local-level elections	<p>By local level election we mean any election where you are asked to vote for representatives for your local area; city/town/village, province or region. This should be different to the election where you vote for national representatives of your country.</p> <p>If the respondent is younger than the voting age code as "Not applicable" (-98). If local-level elections are not held, code as "Not applicable" (-98).</p>
	q419b	Voted in the most recent parliamentary elections	<p>By parliamentary elections we mean election where you are asked to vote for representative of a parliamentary/legislative assembly at</p>

			<p>national level, or for a political party to be represented in the parliament or legislative assembly.</p> <p>If the respondent is younger than the voting age code as "Not applicable" (-98).</p>
	q419c	Voted in the most recent presidential elections	<p>Presidential elections are where you vote for the president of the country.</p> <p>If the respondent is younger than the voting age code as "Not applicable" (-98). If presidential elections are not held, code as "Not applicable" (-98).</p>
4.20	q420a	Most important influence on whom you voted for in the most recent local-level elections	<p>By local level election we mean any election where you are asked to vote for representatives for your local area; city/town/village, province or region. This should be different to the election where you vote for national representatives of your country.</p> <p>If the respondent is younger than the voting age code as "Not applicable" (-98). If local-level elections are not held, code as "Not applicable" (-98).</p>
	q420b	Most important influence on whom you voted for in the most recent parliamentary elections	<p>By parliamentary elections we mean election where you are asked to vote for representative of a parliamentary/legislative assembly at national level, or for a political party to be represented in the parliament or legislative assembly.</p> <p>If the respondent is younger than the voting age code as "Not applicable" (-98).</p>
	q420c	Most important influence on whom you voted for in the most recent presidential elections	<p>Presidential elections are where you vote for the president of the country.</p> <p>If the respondent is younger than the voting age code as - "Not applicable" (-98). If presidential elections are not held, code as "Not applicable" (-98).</p>
4.21	q421	Change in the gap between rich and poor	Self-explanatory.
4.22	q422	Why there was a change/no change in the gap between rich and poor	Self-explanatory.
4.23	q423	Likelihood of returned wallet	Self-explanatory.
4.24	q424	How often meet with friends and family from outside the household	If the frequency of meetings with friends and relatives is different, please ask the respondent to come up with an average.
4.25	q425a	How important is the influence of connections - to get a good job in the government sector	<p>- By "government sector" it is intended the public sector as a whole.</p> <p>- By getting into university it is intended being admitted as a student by a university.</p>
	q425b	How important is the influence of connections - to get a good job in the private sector	

	q425c	How important is the influence of connections - to settle a dispute with a neighbour	
	q425d	How important is the influence of connections - to obtain permits or official papers, such as passports	
	q425e	How important is the influence of connections - to get into university	
4.26	q426a	Do you agree that - women are as competent as men to be business executives	<p>These questions should be interpreted as hypothetical questions. If the respondent does not have children, they might still be able to have an opinion on whether they would want their children to achieve a university education.</p> <p>Note that there is no in-between option. If the respondent does not know, please code as "Don't know" (-97).</p>
	q426b	Do you agree that - men make better political leaders than women do	
	q426c	Do you agree that - a woman should do most of the household chores even if the husband is not working	
	q426d	Do you agree that - it is important that my daughter achieves university education	
	q426e	Do you agree that - it is important that my son achieves university education	
	q426f	Do you agree that - my opinions are taken into account in decisions made by the household	
	q426g	Do you agree that - co-habiting partners should be married	
	q426h	Do you agree that - it is better for everyone involved if the man earns the money and the woman takes care of the home and children	
4.27	q427a	Who makes the decisions regarding - managing day-to-day spending and paying bills	Probe for the most appropriate response and allow the respondent enough time to read all of the response options.

	q427b	Who makes the decisions regarding - making large household purchases (e.g. cars, major appliances)	
	q427c	Who makes the decisions regarding - the way the children are raised	
	q427d	Who makes the decisions regarding - social life and leisure activities	
	q427e	Who makes the decisions regarding - savings, investment and borrowing	
	q427f	Who makes the decisions regarding - looking after the children	
4.28	q428	Willingness to take risks	Self-explanatory.
4.29	q429a	People you do not want to have as neighbours - families with children	<p>This is a sensitive question, therefore, ensure that the small introduction to the question is read and the respondent has plenty of time to read through the list.</p> <p>If the respondent asks why you want to know this or becomes defensive, mark it as a "Refusal" (-99) and move on to the next question.</p>
	q429b	People you do not want to have as neighbours - paedophiles	
	q429c	People you do not want to have as neighbours - drug addicts	
	q429d	People you do not want to have as neighbours - people of a different race	
	q429e	People you do not want to have as neighbours - people who have AIDS	
	q429f	People you do not want to have as neighbours - Elderly people	
	q429g	People you do not want to have as neighbours - immigrants / foreign workers	
	q429h	People you do not want to have as neighbours - homosexuals	
	q429i	People you do not want to have as neighbours - gypsies	
	q429j	People you do not want to have as neighbours - people of a different religion	
	q429k	People you do not want to have as neighbours - poor people	

	q429l	People you do not want to have as neighbours - heavy drinkers	
	q429m	People you do not want to have as neighbours - unmarried couples living together	
	q429n	People you do not want to have as neighbours - Jewish people	
	q429o	People you do not want to have as neighbours - people who speak a different language	

Section 5 - Employment (two respondents)

Question number	Variable name	Variable label	Instructions
5.01	q501	Working or have ever worked	<p>Work can be remunerated or not, in a business registered or not, belonging to the household or not. Interns, apprentices, and unpaid workers on household businesses are all considered workers for the purpose of this question.</p> <p>Yes even if they only worked one day.</p> <p>If the respondent says "No", the interviewer should probe with the following (particularly in Moldova):</p> <ol style="list-style-type: none"> 1. Last week, did you do any paid or unpaid work for at least one hour (even if you are student, unemployed, housewife or retired person and work only part-time or occasionally)? 2. Although you reported no work in the last week, have you done any occasional job for profit or family gain, in cash or in kind; such as sold goods in the street, helped someone for their business, sold some homemade products, washed cars, repaired

5.02	q502	Worked in the past 12 months	<p>cars, etc.?</p> <p>Please only exclude activities, which are exclusively non-profit, charitable or voluntary, as well as household chores and recreation activities. Include all activities such as:</p> <ul style="list-style-type: none"> - Paid work as part-time or temporary employee; - Paid work as occasional worker, assistant, substitute; - Unpaid work on subsidiary plot, in individual enterprise or on farm of another household member; - Production or sale of agricultural or processed products from subsidiary plot; - Sale of foodstuffs, beverages, clothes, books, etc. on the street, in the market or at home; - Renovation of houses, flats, repair of cars or durable goods for other persons for payment; - Transportation of passengers or goods for payment; - Paid consultations, private tuition (foreign languages, computer etc.); - House cleaning or baby-sitting for payment.
5.03	q503	Months worked in the last 12 months	Only whole numbers. If less than 1 month write 1.
5.04	q504	Worked in the last 7 days, even for just one hour	Self-explanatory.
5.05	q505	Reason for not working in the last 7 days	Self-explanatory.
5.06	q506	Hours worked in primary occupation in a typical week	<p>Primary occupation is the job that the respondent considers their main occupation - this can be defined by hours worked or money earned.</p> <p>Typical week is a normal work week, not one that included more hours or fewer hours than usually worked. Please ask for the most common number of hours worked.</p> <p>We are interested in all working hours, whether paid or not.</p>
5.07	q507	Have a second job	Self-explanatory.
5.08	q508	Hours worked in secondary occupation in a typical week	<p>Typical week is a normal work week, not one that included more hours or fewer hours than usually worked. Please ask for the most common number of hours worked.</p> <p>Record 0 if there is no secondary occupation.</p> <p>We are interested in all working hours, whether paid or not.</p>
5.09	q509	Would like to work more hours	Would the respondent like to work more hours in either the primary or secondary occupation, regardless of whether it is possible.
5.10	q510	Why do not work more hours	Either the primary or secondary occupation.

5.11	q511	Sector of work	<p>Primary occupation only.</p> <p>The list is not exhaustive; please find the category that matches best.</p> <p>"Nonclassifiable Establishments" should be considered as the residual category; if none of the categories offered matches the sector mentioned by the respondent, please code as "Nonclassifiable Establishments".</p>
5.12	q512	Number of people in total in place of work	<p>Primary occupation only.</p> <p>We are interested in the number of people who work in the same location as the respondent. For instance, if the respondent works for a chain of restaurants, we are interested in knowing how many people work at the restaurant he or she works at, and not in the number of people who work for the entire chain.</p>
5.13	q513	Type of place of work	<p>Primary occupation only.</p> <p>"Self-employed" here means one person. If the respondent employs other people, then "Self-employed" would not be the correct response option.</p>
5.15	q515	Occupation type	Primary occupation only.
5.16	q516	Type of contractual arrangement	Primary occupation only.
5.17	q517	Frequency of payment	<p>Primary occupation only.</p> <p>If this varies from time to time, ask the respondent for the most typical frequency of payment.</p>
5.18	q518	Average amount per payment period	<p>Primary occupation only.</p> <p>If there is no regular pay ask the respondent for the most typical amount per frequency of payment.</p> <p>Exclude taxes, we are interested in the net amount. Exclude also bonuses and benefits.</p>
5.19	q519	Who owns the business	Self-explanatory.
5.20	q520	Number of employees excluding household members	<p>Make sure the respondent does not count himself or herself and any household members. If the respondent does not employ anybody, please write zero.</p>
5.21	q521	When business was started	Month is a 2-digit and year is a 4-digit entry.
5.22	q522	Business is registered	The business should be registered with the appropriate governmental body. "Refusal" (-99) is an option for this question.
5.23	q523	Location of the business	Self-explanatory.
5.24	q524	Business keeps accounting books	"Refusal" (-99) is an option for this question.
5.25	q525	Total earnings in the past 12 months of the business	<p>This is the net income of the respondent, and not the profit of the firm.</p> <p>"Refusal" (-99) is an option for this question.</p>
5.26	q526	Top problem for operation and	If there are multiple reasons, we want the

		growth of business	main/most important reason. If the business had no problems for the operation and growth of the business then code as "No obstacles" (-92).
5.27a	q527a	Land owned as part of the business	This does not include assets that are owned by the household and also used by the business. Only assets owned and used for the business should be taken into account.
5.27b	q527b	Building owned as part of the business	
5.27c	q527c	Equipment and machinery owned as part of the business	
5.28a	q528a	Land owned if sold today would receive	Not a question of whether there is a functioning market for selling the item, but about how much they would receive for it if sold. Local currency only. "Refusal" (-99) is an option for this question.
5.28b	q528b	Building owned if sold today would receive	
5.28c	q528c	Equipment and machinery owned if sold today would receive	

Section 6 - Unemployment

Question number	Variable name	Variable label	Instructions
6.01	q601	Actively looking for a job	"Actively looking for" means that the respondent is making an effort to find employment - looking at job listings, attending interviews, seeking assistance from an employment agency, etc.
6.02	q602	Time actively looking for a job	Recorded in number of months. Only whole numbers.
6.03	q603	Reason cannot find job	The list is not exhaustive; please find the category that matches best.
6.04	q604	Main source for employment information	"Main source" as defined by the most important source for information on employment opportunities.
6.05	q605	Willing to move for employment	This question is not asking respondents if they moved in the past or if they had the opportunity to move, but if they are willing to move.
6.06	q606	Refused a job in the past 3 months	This can be any type of job or work that has been turned down for any reason.
6.07	q607	Main reason for job refusal	If there were multiple reasons, we want the main/most important reason for refusing the job. The list is not exhaustive; please find the category that matches best. - Lack of benefits = examples could be: maternity, paternity or family leave, sick leave. - Lack of stability = the job was not perceived by the respondent as having sufficient security or being stable (long-term). - Childcare is unavailable or too expensive = the respondent had childcare responsibilities that precluded them from accepting the position, and they were unable to find an acceptable alternative source of childcare.
6.08	q608	Reason not looking for a job	Self-explanatory.

Section 7 - Entrepreneurial activities

Question number	Variable name	Variable label	Instructions
7.01	q701	Tried to start a business	<p>What is important for us to know is whether the respondent has ever tried to set up a business, no matter the type of business, or whether they tried alone or with someone else.</p> <p>Please choose response option 2 if the respondent set up a business in the past but he or she is no longer involved in it (for instance, he or she sold the business to another company) or the business is no longer operational (it was terminated or it failed). Choose response option 3 if the respondent tried to set up a business and failed at the attempt, i.e. the business never came into existence.</p>
7.02	q702	Is the business the primary occupation	Referring to the business mentioned in the previous question. This question works as a filter to avoid duplication of questions for those respondents who have already discussed their business in section 5 of the questionnaire.
7.03	q703	Top obstacle for operation and growth of business	If there are/were multiple obstacles, we want the main/most important obstacle to the operation and growth of business. If the business had no problems for the operation and growth of the business then code as "No obstacles" (-92).
7.04	q704	Main reason unable to set up business	<p>This is a single code question. If there were multiple reasons, we want the main/most important reason for not setting up a business.</p> <p>A few clarifications are below:</p> <ul style="list-style-type: none"> - Did not have enough capital = did not have enough money/savings; - Too much bureaucracy/red tape = too much paperwork/regulations/legal requirements; - Could not afford protection = cannot afford to buy out protection from local powerful groups, where protection is intended as protection racket. A protection racket is a scheme whereby a group provides protection to businesses or other groups through violence outside the sanction of the law; - Competitors threatened me = similar businesses that already exist threatened the respondent.
7.05	q705	Last time tried to set up a business	Month is a 2-digit and year is a 4-digit entry.
7.06	q706	Sector of business	<p>The list is not exhaustive; please find the category that matches best.</p> <p>"Nonclassifiable Establishments" should be</p>

			considered as the residual category; if none of the categories offered matches the sector mentioned by the respondent, please code as "Nonclassifiable Establishments".
7.07	q707	Attempt to borrow money for the business	Self-explanatory.
7.08	q708	Reason for not borrowing any money	If there were multiple reasons, ask for the main/most important reason for not borrowing any money.
7.09	q709	Successful in borrowing money	Self-explanatory.
7.10	q710	Borrowed from whom	If the respondent borrowed from multiple sources, please select the main source or the source for the largest amount.

Section 8 - Governance

Question number	Variable name	Variable label	Instructions
8.01	q801a	Interacting with the road police requires unofficial payments	<p>These questions refer to any interactions with public offices, who should deliver services free-of-charge (except any legitimate fees that may apply), but ask for an additional fee or payment in-kind. These services are public and run by the central government.</p> <p>The question is not asking if the respondent has ever paid a bribe, rather if the respondent thinks people like him/her need to and if so, how often.</p> <p>Please ask 8.02a before moving on to the next service (8.01b).</p>
	q801b	Requesting official documents (e.g. passport, visa, birth or marriage certificate, land register, etc.) from authorities requires unofficial payments	
	q801c	Going to courts for a civil matter requires unofficial payments	
	q801d	Receiving public education (primary or secondary) requires unofficial payments	
	q801e	Receiving public education (vocation) requires unofficial payments	
	q801f	Receiving medical treatment in the public health system requires unofficial payments	
	q801g	Requesting unemployment benefits requires unofficial payments	
	q801h	Requesting other social security benefits requires unofficial payments	
8.02	q802a	Interacted with the road police in the past 12 months	<p>These questions refer to incidences in the past 12 months.</p> <p>If the respondent answers "Yes", then move to 8.03. If the respondent answers "No", move to the next service and ask 8.01.</p>
	q802b	Requested official documents (e.g. passport, visa, birth or marriage certificate, land register, etc.) from authorities in the past 12 months	
	q802c	Went to courts for a civil matter in the past 12 months	

	q802d	Received public education (primary or secondary) in the past 12 months	
	q802e	Received public education (vocation) in the past 12 months	
	q802f	Received medical treatment in the public health system in the past 12 months	
	q802g	Requested unemployment benefits in the past 12 months	
	q802h	Requested other social security benefits in the past 12 months	
8.03	q803a	Interacted with the road police and satisfied	Self-explanatory.
	q803b	Requested official documents (e.g. passport, visa, birth or marriage certificate, land register, etc.) from authorities and satisfied	
	q803c	Went to courts for a civil matter and satisfied	
	q803d	Received public education (primary or secondary) and satisfied	
	q803e	Received public education (vocation) and satisfied	
	q803f	Received medical treatment in the public health system and satisfied	
	q803g	Requested unemployment benefits and satisfied	
	q803h	Requested other social security benefits and satisfied	
8.04	q804a	Interacted with the road police in the past 12 months and unofficial payment was made	<p>These questions concern the respondent or a household member and refer only to the last 12 months.</p> <p>If the respondent is uncomfortable answering this question, please record "Refusal" (-99).</p>
	q804b	Requested official documents (e.g. passport, visa, birth or marriage certificate, land register, etc.) from authorities in the past 12 months and unofficial payment was made	
	q804c	Went to courts for a civil matter in the past 12 months and unofficial payment was made	
	q804d	Received public education (primary or secondary) in the past 12 months and unofficial payment was made	

	q804e	Received public education (vocation) in the past 12 months and unofficial payment was made	
	q804f	Received medical treatment in the public health system in the past 12 months and unofficial payment was made	
	q804g	Requested unemployment benefits in the past 12 months and unofficial payment was made	
	q804h	Requested other social security benefits in the past 12 months and unofficial payment was made	
8.05	q805a	Interacted with the road police in the past 12 months and reported unofficial payment	<p>These questions concern report of any incidents or unofficial payments made by the respondent or a household member.</p> <p>If the respondent is uncomfortable answering this question, please record "Refusal" (-99). If the respondent answers "No" or refused to answer, please move to question 8.07.</p>
	q805b	Requested official documents (e.g. passport, visa, birth or marriage certificate, land register, etc.) from authorities and reported unofficial payment	
	q805c	Went to courts for a civil matter and reported unofficial payment	
	q805d	Received public education (primary or secondary) and reported unofficial payment	
	q805e	Received public education (vocation) and reported unofficial payment	
	q805f	Received medical treatment in the public health system and reported unofficial payment	
	q805g	Requested unemployment benefits and reported unofficial payment	
	q805h	Requested other social security benefits and reported unofficial payment	
8.06	q806a	What happened when reported incident after interacting with the road police	<p>If the respondent is uncomfortable answering this question, please record "Refusal" (-99).</p>
	q806b	What happened when reported incident after requesting official documents (e.g. passport, visa, birth or marriage certificate, land register, etc.) from authorities	
	q806c	What happened when reported incident after going to courts for a civil matter	
	q806d	What happened when reported incident after receiving public education (primary or secondary)	
	q806e	What happened when reported incident after receiving public education (vocation)	
	q806f	What happened when reported	

		incident after receiving medical treatment in the public health system	
	q806g	What happened when reported incident after requesting unemployment benefits	
	q806h	What happened when reported incident after requesting other social security benefits	
8.07	q807a	Why made payment when interacting with the road police	If there are multiple reasons for why a payment was made, please select the main/most important reason.
	q807b	Why made payment when requesting official documents (e.g. passport, visa, birth or marriage certificate, land register, etc.) from authorities	
	q807c	Why made payment when going to courts for a civil matter	
	q807d	Why made payment when receiving public education (primary or secondary)	
	q807e	Why made payment when receiving public education (vocation)	
	q807f	Why made payment when receiving medical treatment in the public health system	
	q807g	Why made payment when requesting unemployment benefits	
	q807h	Why made payment when requesting other social security benefits	
8.09	q809a	Problem encountered with local public school - no textbooks or other supplies that should be provided free of charge	These questions refer only to problems with public schools that have been encountered in the last 12 months.
	q809b	Problem encountered with local public school - poor teaching	
	q809c	Problem encountered with local public school - frequent and unjustified absence of teachers	
	q809d	Problem encountered with local public school - overcrowded classrooms	
	q809e	Problem encountered with local public school - facilities in poor condition	
	q809f	Problem encountered with local public school - payments required for services that should be free	
	q809g	Problem encountered with local public school - none of the above	
8.11	q811a	Problem encountered with local public health - frequent and unjustified absence of doctors	These questions refer only to problems with public health services, either at hospitals or health clinics that have been encountered in the last 12 months.
	q811b	Problem encountered with local	

		public health - treated disrespectfully by staff	
	q811c	Problem encountered with local public health - no drugs available	
	q811d	Problem encountered with local public health - long waiting times	
	q811e	Problem encountered with local public health - facilities not clean	
	q811f	Problem encountered with local public health - payments required for services that should be free	
	q811g	Problem encountered with local public health - none of the above	
8.12	q812a	Overall performance of - local government	The local government is the level of government closest to the household, so it can be at the village, town, or city level. If there is not one, code as "Not applicable" (-98).
	q812b	Overall performance of - regional government	This is the level of government between the local and the national government. If there is not one, code as "Not applicable" (-98).
	q812c	Overall performance of - national government	This refers to the Prime Minister and the cabinet of ministers that comprise the government, as well as to the Parliament.
8.13	q813a	Change in overall performance of - local government in the past 4 years	The local government is the level of government closest to the household, so it can be at the village, town, or city level. If there is not one, code as "Not applicable" (-98).
	q813b	Change in overall performance of - regional government in the past 4 years	This is the level of government between the local and the national government. If there is not one, code as "Not applicable" (-98).
	q813c	Change in overall performance of - national government in the past 4 years	This is the level of government between the local and the national government. If there is not one, code as "Not applicable" (-98).
8.14	q814a	How many are corrupt - the [President][Prime Minister] and Officials in his office	<p>Read each question separately, allowing the respondent time to respond to each question.</p> <p>Depending on the type of government, the first question will refer to the President or the Prime Minister. If neither is present then code as "Not applicable" (-98). The fourth question refers to local government representatives; as before, by local government we mean the elected representatives for your local area; city/town/village, province or region. If the local government is not present in the country, code as "Not applicable" (-98).</p> <p>Please do not read out the response option "Have not heard enough to say" (-94); record it only if the respondent mentions it spontaneously.</p>
	q814b	How many are corrupt - members of the Parliament	
	q814c	How many are corrupt - government officials	
	q814d	How many are corrupt - local government representatives	
	q814e	How many are corrupt - tax Officials, like Ministry of Finance officials or local government tax collectors	

	q814f	How many are corrupt - police	
	q814g	How many are corrupt - judges and magistrates	
	q814h	How many are corrupt - business executives	
	q814i	How many are corrupt - religious leaders	
8.15	q815	Reason people do not report incidences of corruption	<p>Please do not read options, but code from the response.</p> <p>If several reasons are mentioned, ask which one is the main/most important.</p> <p>The list is not exhaustive; please choose the best match. If the reason mentioned by the respondent is not in the list, please code as "Other" (-95).</p>
8.16	q816	Thing an ordinary person can do to combat corruption	<p>Please do not read options, but code from the response.</p> <p>If several things are mentioned, ask which one is the main/most important.</p> <p>The list is not exhaustive; please choose the best match. If the reason mentioned by the respondent is not in the list, please code as "Other" (-95).</p>
8.17	q817a	In our society it is generally acceptable for people to report a case of corruption they have witnessed	<p>For respondents who do not want to answer mark "Refusal" (-99).</p>
	q817b	If I would witness an act of corruption, I would feel personally obliged to report it	
	q817c	I would report a case of corruption even if I would have to spend a day in court to give evidence	
	q817d	Ordinary people can make a difference in the fight against corruption	
8.18	q818	How well the government is fighting corruption	<p>Please do not read out the response option "Have not heard enough to say" (-94); record it only if the respondent mentions it spontaneously.</p>

Section 9 - Miscellaneous questions

Question number	Variable name	Variable label	Instructions
9.01	q901	Assessment of current health	Self-explanatory.
9.02	q902	Weight in kilograms	Estimated by the respondent in kilograms. Please record also the first decimal digit.
9.03	q903	Height in centimetres	Estimated by the respondent in centimetres.
9.04	q904a	How often used as a source for information about the country - newspaper	Self-explanatory.
	q904b	How often used as a source for information about the country - news broadcasts on radio or TV	
	q904c	How often used as a source for information about the country - printed magazines	
	q904d	How often used as a source for information about the country - in-depth reports on radio or TV	
	q904e	How often used as a source for information about the country - internet, email	
	q904f	How often used as a source for information about the country - talk with family, friends or colleagues	
	q904g	How often used as a source for information about the country - social media	
9.05	q905	Hours of TV watched yesterday	Only record whole numbers. If between 0 and 1 (for instance, 30 minutes, so 0.5 hours), write 1.
9.06	q906a	Country of mother's family in 1939	<p>If the family did not exist at that time, please ask the respondent to think of family members (in the mother's family) he or she has most information about or feels most close to.</p> <p>By country we mean the country in 2015 borders, not the country that existed in 1939.</p> <p>By region we mean the geographical region. If the respondent does not know the region, ask to specify the closest city to the place where the family lived in the beginning of 1939.</p>
	q906b	Region of mother's family in 1939	
	q906c	Urban/rural status of location where mother's family lived in 1939	
9.07	q907a	Country of father's family in 1939	If the family did not exist at that time, please ask the respondent to think of family members (in the father's family) he or she has most information about or feels most close to.

	q907b	Region of father's family in 1939	By country we mean the country in 2015 borders, not the country that existed in 1939.
	q907c	Urban/rural status of location where father's family lived in 1939	By region we mean the geographical region. If the respondent does not know the region, ask to specify the closest city to the place where the family lived in the beginning of 1939.
9.08	q908	Length of time in this city/town/village	In years. Only record whole numbers. If the respondent has lived there his/her whole life, record -90 and move to 9.10. If the respondent moved out only temporarily, record -90. Please ignore temporary moves.
9.09	q909a	Country moved from	A region in this case is a country's second-level administrative division.
	q909b	Region moved from	
	q909c	Urban/rural status of the location where moved from	
9.10	q910a	Country of birth	A region in this case is a country's second-level administrative division.
	q910b	Region of birth	
	q910c	Urban/rural status of the place of birth	
9.11	q911a	Country of secondary school	If the respondent did not attend or complete secondary school please code as "Not applicable" (-98). If the respondent is still attending secondary school at the time of the interview, please ask to specify the country, region and urban/rural status. A region in this case is a country's second-level administrative division.
	q911b	Region of secondary school	
	q911c	Urban/rural status of the place of secondary school	
9.12	q912	Intention to move abroad in the next 12 months	Self-explanatory.
9.13	q913	Intention to move within the country in the next 12 months	Self-explanatory.
9.14	q914a	Country of intended move	A region in this case is a country's second-level administrative division.
	q914b	Region of intended move	
9.15	q915	Friends or relatives in place of intended move	This question asks the respondent whether he/she has a network (friends or relatives) in the location where he/she intends to move.
9.16	q916a	Sector of primary occupation of father	If more than one occupation, please ask which one was the most important one and/or the one held for the longest period of time. The list is not exhaustive; please find the category that matches best.
	q916b	Sector of primary occupation of mother	"Nonclassifiable Establishments" should be considered as the residual category; if none of the categories offered matches the sector mentioned by the respondent, please code as "Nonclassifiable Establishments".

9.17	q917	Currently member of political party	<p>This question includes any level membership, both active and inactive, in any officially recognised political party.</p> <p>Please if necessary remind respondents that survey findings are confidential and the responses will never be linked back to them.</p>
9.18	q918	Political party of membership	If the respondent does not belong to any of the 5 political parties listed mark "Other".
9.19	q919a	Member of - church and religious organisations	<p>By "active member" we mean that the respondent takes part in the activities of the organisation. An "inactive member" is one who is a member of the organisation, but does not frequently take part in its activities.</p> <p>For "church and religious organisations" an inactive member is someone who consider themselves to be Christian/Muslim/Jewish/etc. but does not frequently practice their religion.</p> <p>"Sport and recreational organisations and associations" include professional, semi-professional and purely recreational.</p> <p>"Professional associations" include professional/occupational associations, but not labour unions, i.e. association of lawyer or accountant gild.</p>
	q919b	Member of - sport and recreational organisations and associations	
	q919c	Member of - art, music or educational organisations	
	q919d	Member of - labour unions	
	q919e	Member of - environmental organisations	
	q919f	Member of - professional associations	
	q919g	Member of - humanitarian or charitable organisations	
	q919h	Member of - youth associations	
	q919i	Member of - women's groups	
9.20	q919j	Member of - farming cooperatives	
	q920a	Respondent was member of the Communist party prior to [1989][1991]	<p>These questions will be offered only if the country experienced communism in the past.</p> <p>The dates will be adjusted to reflect the situation in each country. For non-former Soviet Union countries 1989 will be used. For countries of the former Soviet Union 1991 will be used.</p> <p>Please if necessary remind respondents that survey findings are confidential and the responses will never be linked back to them.</p>
	q920b	Father was member of the Communist party prior to [1989][1991]	
	q920c	Mother was member of the Communist party prior to [1989][1991]	
	q920d	Other member of the family was member of the Communist party prior to [1989][1991]	
	q920e	Nobody was member of the Communist party prior to [1989][1991]	
9.21	q921a	How likely to - attend a lawful demonstration	Self-explanatory.
	q921b	How likely to - participate in a strike	
	q921c	How likely to - sign petitions	
9.22	q922	Religion of the respondent	Please if necessary remind respondents that

9.23	q923	Ethnicity of respondent	survey findings are confidential and the responses will never be linked back to them.
9.24	q924a	Respondent, parents or grandparents physically injured or parents or grandparents killed during the Second World War	Self-explanatory.
	q924b	Respondent, parents or grandparents had to move as a result of the Second World War	Self-explanatory.
	q924c	Respondent or members of his/her household physically injured as a result of country's conflict	These questions will be offered in countries of the former Yugoslavia, Armenia, Azerbaijan, Georgia, Kyrgyz Republic, Russia, Tajikistan, and Ukraine. The dates will be adjusted to reflect the situation in each country.
	q924d	Any members of respondent's household killed as a result of country's conflict	
	q924e	Household had to move as a result of country's conflict	
9.25	q925a	Respondent was a victim of persecution, torture or acts of violence by pre-[1989][1991] government	These questions will be offered only if the country experienced communism in the past. The dates will be adjusted to reflect the situation in each country. For non-former Soviet Union countries 1989 will be used. For countries of the former Soviet Union 1991 will be used.
	q925b	Respondent's immediate family a victim of persecution, torture or acts of violence by pre-[1989][1991] government	
	q925c	Respondent's grandparents were victim of persecution, torture or acts of violence by pre-[1989][1991] government	"Immediate family" includes parents and siblings. "Other relatives" include aunts, uncles, cousins, and more distant relatives.
	q925d	Respondent's other relatives were a victim of persecution, torture or acts of violence by pre-[1989][1991] government	Please if necessary remind respondents that survey findings are confidential and the responses will never be linked back to them.
9.26	q926a	Under pre-[1989][1991] government respondent or family members - were sent to a labour camp or prison for political reasons	These questions will be offered only if the country experienced communism in the past. The dates will be adjusted to reflect the situation in each country. For non-former Soviet Union countries 1989 will be used. For countries of the former Soviet Union 1991 will be used.
	q926b	Under pre-[1989][1991] government respondent or family members - were prohibited from practicing own religion	
	q926c	Under pre-[1989][1991] government respondent or family members - were prohibited from moving internally	Please if necessary remind respondents that survey findings are confidential and the responses will never be linked back to them.
	q926d	Under pre-[1989][1991] government respondent or family members - were prohibited from going abroad	
	q926e	Under pre-[1989][1991] government respondent or family	

		members - were prohibited from choosing one's profession	
	q926f	Under pre-[1989][1991] government respondent or family members - were not allowed to study at university	
	q926g	Under pre-[1989][1991] government respondent or family members - were pressured to serve as an informant for the secret service	
9.27	q927	Measured height in centimetres	Measure taken only in one PSU per country. Please record precise measure including the first decimal digit.

Section 10 - Impact of the crisis and austerity

Question number	Variable name	Variable label	Instructions
10.01	q1001	How much has crisis affected household in 5 years (subjective)	Self-explanatory.
10.02	q1002a	How much has crisis affected household in 5 years (objective) - head lost job	Self-explanatory.
	q1002b	How much has crisis affected household in 5 years (objective) - other lost job	
	q1002c	How much has crisis affected household in 5 years (objective) - business closed	
	q1002d	How much has crisis affected household in 5 years (objective) - working hours reduced	
	q1002e	How much has crisis affected household in 5 years (objective) - wages delayed or suspended	
	q1002f	How much has crisis affected household in 5 years (objective) - wages or pension reduced	
	q1002g	How much has crisis affected household in 5 years (objective) - second job	
	q1002h	How much has crisis affected household in 5 years (objective) - increased hours	
	q1002i	How much has crisis affected household in 5 years (objective) - new job	
10.03	q1003	By how much in Euros was your wage or pension reduced	Please ask only if the respondent answered 10.02f ("Wages or pension reduced").
10.04	q1004	What was your wage or pension in Euros before the cuts	Please ask only if the respondent answered 10.02f ("Wages or pension reduced").

10.05	q1005a	Which of these are responsible for the economic crisis - Pasok	By elite we mean a group or class of people seen as having the most power and influence in a society, especially on account of their wealth or privilege.
	q1005b	Which of these are responsible for the economic crisis - Nea Dimokratia	
	q1005c	Which of these are responsible for the economic crisis – the EU	
	q1005d	Which of these are responsible for the economic crisis – the IMF	
	q1005e	Which of these are responsible for the economic crisis – the ECB	
	q1005f	Which of these are responsible for the economic crisis – Germany	
	q1005g	Which of these are responsible for the economic crisis – foreign banks	
	q1005h	Which of these are responsible for the economic crisis – Greek elite	
	q1005i	Which of these are responsible for the economic crisis – no one is responsible	
	q1005j	Which of these are responsible for the economic crisis – other (specify)	
10.06	q1006a	In the past 5 years has anyone in your household had to undertake the following – reduce consumption of basic goods	Self-explanatory.
	q1006b	In the past 5 years has anyone in your household had to undertake the following – reduce consumption of luxury goods	
	q1006c	In the past 5 years has anyone in your household had to undertake the following – reduce consumption of alcoholic drinks	
	q1006d	In the past 5 years has anyone in your household had to undertake the following – reduce use of car	
	q1006e	In the past 5 years has anyone in your household had to undertake the following – reduce vacations	
	q1006f	In the past 5 years has anyone in your household had to undertake the following – reduce smoking	
	q1006g	In the past 5 years has anyone in your household had to undertake the following – postponed/withdrew university	
	q1006h	In the past 5 years has anyone in your household had to undertake the following – postponed/withdrew training	
	q1006i	In the past 5 years has anyone in your household had to undertake the following – enrolled in further	

		education	
	q1006j	In the past 5 years has anyone in your household had to undertake the following – postponed/skipped doctor	
	q1006k	In the past 5 years has anyone in your household had to undertake the following – cancelled health insurance	
	q1006l	In the past 5 years has anyone in your household had to undertake the following – stopped buying medications	
	q1006m	In the past 5 years has anyone in your household had to undertake the following – stopped/reduced help to friends or relatives	
	q1006n	In the past 5 years has anyone in your household had to undertake the following – delayed payments on utilities	
	q1006o	In the past 5 years has anyone in your household had to undertake the following – cut TV/phone/internet service	
	q1006p	In the past 5 years has anyone in your household had to undertake the following – delayed or defaulted on a loan instalment	
	q1006q	In the past 5 years has anyone in your household had to undertake the following – sold asset	
	q1006r	In the past 5 years has anyone in your household had to undertake the following – forced to move	
	q1006s	In the past 5 years has anyone in your household had to undertake the following – asked for loan from friend or relative	
	q1006t	In the past 5 years has anyone in your household had to undertake the following – negotiated payment schedule for tax	
	q1006u	In the past 5 years has anyone in your household had to undertake the following – defaulted on mortgage	
10.07	q1007	Did you have savings in 2010 that could be used to cover expenses during period of austerity	Self-explanatory.
10.08	q1008	Which party did you vote for in the October 2009 national parliamentary elections?	Please if necessary remind respondents that survey findings are confidential and the responses will never be linked back to them.

10.09	q1009	Which party did you vote for in the June 2012 national parliamentary elections?	
10.10	q1010	Which party did you vote for in the January 2015 national parliamentary elections?	
10.11	q1011	How did you vote in the July 2015 referendum?	
10.12	q1012	Which party did you vote for in the September 2015 national parliamentary elections?	

10.13a	q1013a	<p>Lottery allocations for respondent - Koinwniko Pantopoleio and Hellenic Red Cross</p>	<p>Please ask 10.13a in a random sample consisting of half of the households, and question 10.13b in a random sample consisting of the other half of the households.</p> <p>Respondent allocations should be done without the interviewer observing. The interviewer should ask the respondent if they feel comfortable using a tablet so that they can enter the data themselves. The interviewer should turn the tablet toward the respondent and instruct them on how to enter the data while averting her/his eyes so that she/he does not observe the allocations. The interviewer should explicitly say to the respondent: "Now please enter the information in the tablet. I will look away so that no one will know how you allocate your money.". If the respondent does not feel comfortable entering the information directly, the interviewer can ask if there is another family member who can assist and hand the tablet over to that person while stepping back so as not to hear any communication between the respondent and the family member regarding the allocations. Finally, in the event that the respondent is unable to enter the information directly and there is no family member who can assist, the interviewer can ask the respondent to help enter the information while assuring the respondent that their answers will remain private.</p> <p>Interviewer to record in a separate variable if respondent entered allocation by themselves or was assisted by interviewer or family member (record interviewer/family member).</p> <p>Respondent to be asked to sign consent form in order to participate in the lottery after the question. Details of the lottery to be provided verbally after respondent has read the consent form, namely:</p> <p>The lottery will be held in January 2016 abroad, by one of the researchers, in the presence of a notary public. If you are one of the winners, we may contact you to arrange your payment.</p> <p>If respondent refuses to participate in the lottery/sign consent form, remind him/her of the disclaimer at the beginning of section 10.</p>
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10.13b	q1013b	Lottery allocations for respondent - Smile of the Child and Greek National Commission for UNICEF	Stress that all data will be kept strictly confidential, that it will only be used to dispatch the lottery prizes, and that the data will be used for research purposes only, and then urge them to participate.
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APPENDIX A

Top tips for making contact

There may be a number of reasons why you are not able to make contact with anyone at an address: the family is not at home at that time; the family is away for a period of time (e.g. on holiday); they are ignoring an unknown and unexpected caller; or simply no one lives at the address. Given these possibilities, there are several things you can do as an interviewer to help make your visits more efficient and increase the likelihood of making contact.

1. If there is no answer at the door try to work out whether anyone actually lives at the address:
 - Are there curtains in the windows?
 - Are there any lights on inside?
 - Is there a car parked on the driveway?
 - Is there junk mail piled up at the letterbox?
 - Are there any signs that suggest the house/flat is for sale or let (if so, can you try calling the agent to check)?
 - Is there a neighbour you can ask?

If you can be sure that no one lives there then you can code the final outcome on your summary contact sheet and move on to the next address.

2. Many blocks of flats/apartments and even some houses have entry phones so people can screen visitors without opening the door. Entry phones can be a challenge for making contact but there are some tricks you can use to increase your success:
 - Check if there is a porter, concierge or caretaker to a block of flats. They may be able to let you in to the main front door of the selected address.
 - Some blocks may also have a tradesman's entrance, which you can use to gain access to the building and try the main front door of the selected address.
 - As with any address, try to speak to neighbours who may be able to tell you if anyone lives there and may be willing to let you into the block to try the main front door.
3. Make sure you visit the address at different days of the week and times of day. Call at the times/days when working people are most likely to be home – for example, in the evenings and at the weekends. This could be different depending on the culture of the country or the local area so try to tailor your contact strategy according to the area you are working in.
4. If your first two calls have been unsuccessful, try to leave a reasonable period of time before the next one – it may be that the household is on holiday so by spreading your calls across the fieldwork period you are more likely to make contact.
5. Use the introductory letter - if no one answers the door, put a copy of the letter in the letterbox. You could also leave a calling card with your name and a number asking them to make contact with you.

Top tips for gaining participation

Securing participation is about encouraging the respondent to feel that the benefits of taking part (to them personally, their family, or community) outweigh any costs of taking part (e.g. time and inconvenience), and also fostering a sense of trust and good will.

1. On a first contact when someone initially opens the door it can be useful to encourage a positive response by asking questions that will generate a 'Yes' answer – e.g. “Is this ... address?”, “Are you the resident?”. This puts them in a positive frame of mind for you next questions about taking part in the survey. Smile and try to be friendly/formal.
2. Make use of the letter by showing it to the person who answers the door and even talking them through it. The introductory letter explains to respondents what the study is about and why we want to speak to them. The letter should help to inspire more confidence and trust and therefore to improve response. If necessary, leave the letter for residents to read and come back later.
3. If it is an address with an entry phone, try to get the resident to come to the door rather than screening over the phone – for example you could explain that you want to show them your ID and the letter. Respondents are more likely to be positive about taking part if you speak to them face to face.
4. When introducing the survey, try to sell it as interesting and important:
 - Interesting questions about working conditions, political situation and the economy;
 - Results will be used to compare attitudes across different countries and cultures;
 - Results will be used to help develop policies;
 - The results will be available to researchers all over the world.
5. Prepare for questions about the survey – make sure you know what the survey is about and why it is being conducted so that you can confidently and truthfully answer any questions about it. A confident and positive attitude will show through to the respondent and they will be much more likely to agree to take part.
6. Explain to the respondent how their address has been chosen at random – explain that this is the best way to ensure that the results are representative of the whole of society and therefore it is really important we get as many people as possible to take part to ensure we capture everyone's views in the survey.
7. It can also be reassuring for the respondent to know that their responses will be completely anonymous and will never be treated individually.
8. Prepare some responses to use if someone initially refuses to take part (e.g. if they are cooking a meal), and think about how you could persuade them to change their minds. If they refuse try as hard as possible to find out why, so you can counter their feelings or concerns.
9. Let respondents know that they can contact your office (contact details should be included on the letter) if they have any further questions, any doubts, or if they would like to receive more information about the survey.