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**SOURCE  
QUESTIONNAIRE**

**Round 9**

**2018/2019**

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	<b>Q#</b>	<b>Topics</b>
<b>Core</b>	<b>A1 – A6</b>	Media use; Internet use; social trust.
<b>Core</b>	<b>B1 – B43</b>	Politics, including: political interest, trust, electoral and other forms of participation, party allegiance, socio-political orientations, immigration.
<b>Core</b>	<b>C1 – C42</b>	Subjective wellbeing, social exclusion, crime, religion, perceived discrimination, national and ethnic identity, test questions (C32 to C40 – continued in section I), vote intention in EU referendum.
<b>Rotating module</b>	<b>D1 – D35</b>	Timing of life; the life course; timing of key life events, attitudes to ideal age, youngest age and oldest age of life events, life planning.
<b>Core</b>	<b>F1 – F61</b>	Socio-demographic profile, including: household composition, sex, age, marital status, type of area, education & occupation of respondent, partner, parents, union membership, income and ancestry.
<b>Rotating module</b>	<b>G1 – G32</b>	Political procedural justice, fairness of income, fairness of educational and job opportunities, fairness of the distribution of resources, attitudes toward normative principles, social closure, belief in a just world.
<b>Core</b>	<b>Section H</b>	Human values scale.
<b>Core</b>	<b>Section I</b>	Test questions.
<b>Interviewer questionnaire</b>	<b>Section J</b>	Interviewer self-completion questions.

## NOTE

No section E is present in this questionnaire. One question that belongs to the module on Justice and Fairness is placed in section F. This is marked with a footnote.

Several interviewer-coded items have been dropped from this questionnaire as part of the move to CAPI mode only in ESS Round 9. Placeholders have been added where these items used to be situated in order to prevent unnecessary changes in the numbering of section F.

Throughout the questionnaire, annotations (footnotes) are provided to aid translation and questionnaire implementation. In some cases these aim to avoid ambiguity by providing definitions and clarification about the concept behind questions, especially where the words themselves are unlikely to have direct equivalents in other languages. In other cases the annotations provide operational instructions. Annotations should NOT be translated. **Under no circumstances should they appear in the questionnaire given to interviewers.**

Other questions are to be adapted – in part or in their entirety – to the national context (e.g. [country] should be replaced with Britain/British, values should be in the local currency, etc.), or require tailoring/filtering based on answers given to previous questions. These elements are highlighted in grey or placed within a grey box.

Take appropriate action regarding text highlighted in grey so that the correct wordings are introduced into the CAPI programme.

Additional instructions for programmers are in blue font. **These instructions should not be presented to interviewers.**

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

The answer codes on showcards should generally not be read out to respondents by the interviewer (unless specified).

Start/end dates and times should be recorded for each module automatically by the CAPI system where possible.

## SECTION A

- A1** On a typical day, about how much time do you spend watching, reading or listening to news about politics and current affairs<sup>1</sup>? Please give your answer in hours and minutes.

**INTERVIEWER:** If no time spent, enter 00 00.

**TYPE IN DURATION:**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>hours</b>		<b>minutes</b>	
(Refusal)		7777	
(Don't know)		8888	

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

Never	1	<b>GO TO A4</b>
Only occasionally	2	
A few times a week	3	
Most days	4	<b>ASK A3</b>
Every day	5	
(Refusal)	7	<b>GO TO A4</b>
(Don't know)	8	

**ASK IF MOST DAYS OR EVERY DAY AT A2 (IF A2 = 4, 5)**

- A3** On a typical day, about how much time do you spend using the internet on a computer, tablet, smartphone or other device, whether for work or personal use? Please give your answer in hours and minutes.

**TYPE IN DURATION:**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>hours</b>		<b>minutes</b>	
(Refusal)		7777	
(Don't know)		8888	

<sup>1</sup> 'About politics and current affairs': about issues to do with governance and public policy, and with the people connected with these affairs.

**ASK ALL**

**A4 CARD 2** Using this card, generally speaking, would you say that most people can be trusted, or that you can't be too careful<sup>2</sup> in dealing with people? Please tell me on a score of 0 to 10, where 0 means you can't be too careful and 10 means that most people can be trusted.

You can't be too careful										Most people can be trusted	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

**A5 CARD 3** Using this card, do you think that most people would try to take advantage<sup>3</sup> of you if they got the chance, or would they try to be fair<sup>4</sup>?

Most people would try to take advantage of me										Most people would try to be fair	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

**A6 CARD 4** Would you say that most of the time people try to be helpful<sup>5</sup> or that they are mostly looking out for themselves? Please use this card.

People mostly look out for themselves										People mostly try to be helpful	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

[END TIME FOR ALL COUNTRIES]

<sup>2</sup> 'Can't be too careful': need to be wary or always somewhat suspicious.

<sup>3</sup> 'Take advantage': exploit or cheat.

<sup>4</sup> 'Fair': in the sense of treat appropriately and straightforwardly.

<sup>5</sup> The intended contrast is between self-interest and altruistic helpfulness.

## SECTION B

Now we want to ask a few questions about politics and government.

**B1** How interested would you say you are in politics – are you... **READ OUT...**

very interested, 1  
quite interested, 2  
hardly interested, 3  
or, not at all interested? 4

(Refusal) 7  
(Don't know) 8

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

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

(Refusal) 7  
(Don't know) 8

**B3** **CARD 6** How able do you think you are to take an active role in a group involved with political issues?

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

(Refusal) 7  
(Don't know) 8

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

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

(Refusal)    7  
(Don't know)    8

**B5**    **CARD 8** And how confident are you in your own ability to participate in politics?

Not at all confident<sup>6</sup>    1  
A little confident    2  
Quite confident    3  
Very confident    4  
Completely confident    5

(Refusal)    7  
(Don't know)    8

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<sup>6</sup> 'Not at all confident' in the sense of 'having no confidence at all in your own ability'.

**CARD 9** Using this card, please tell me on a score of 0-10 how much you personally trust each of the institutions I read out. 0 means you do not trust an institution at all, and 10 means you have complete trust. Firstly... **READ OUT...**

		No trust at all										Complete trust (Refusal) (Don't know)		
<b>B6</b>	...[country]'s parliament?	00	01	02	03	04	05	06	07	08	09	10	77	88
<b>B7</b>	...the legal system?	00	01	02	03	04	05	06	07	08	09	10	77	88
<b>B8</b>	...the police?	00	01	02	03	04	05	06	07	08	09	10	77	88
<b>B9</b>	...politicians?	00	01	02	03	04	05	06	07	08	09	10	77	88
<b>B10</b>	...political parties?	00	01	02	03	04	05	06	07	08	09	10	77	88
<b>B11</b>	...the European Parliament?	00	01	02	03	04	05	06	07	08	09	10	77	88
<b>B12</b>	...the United Nations?	00	01	02	03	04	05	06	07	08	09	10	77	88

**B13** Some people don't vote nowadays for one reason or another.  
Did you vote in the last [country] national<sup>7</sup> election in [month/year]?

Yes	1	<b>ASK B14</b>
No	2	
Not eligible to vote	3	<b>GO TO B15</b>
(Refusal)	7	
(Don't know)	8	

<sup>7</sup> This refers to the last election of a country's primary legislative assembly.



**ASK IF YES AT B13 (IF B13 = 1)**

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

Conservative	01
Labour	02
Liberal Democrat	03
Scottish National Party	04
Plaid Cymru	05
Green Party	06
Other (TYPE IN) _____	07
(Refusal)	77
(Don't know)	88

**ASK ALL**

There are different ways of trying to improve things in [country] or help prevent things from going wrong<sup>8</sup>. During the last 12 months, have you done any of the following?

Have you... **READ OUT...**

		Yes	No	(Refusal)	(Don't know)
<b>B15</b>	...contacted a politician, government or local government official?	1	2	7	8
<b>B16</b>	...worked in a political party or action group?	1	2	7	8
<b>B17</b>	...worked in another organisation or association?	1	2	7	8
<b>B18</b>	...worn or displayed a campaign badge/sticker?	1	2	7	8
<b>B19</b>	...signed a petition?	1	2	7	8
<b>B20</b>	...taken part in a lawful public demonstration?	1	2	7	8
<b>B21</b>	...boycotted certain products?	1	2	7	8
<b>B22</b>	...posted or shared anything about politics online, for example on blogs, via email or on social media such as Facebook or Twitter <sup>9</sup> ?	1	2	7	8

<sup>8</sup> 'Help prevent things from going wrong' in the sense of help prevent serious problems arising.

<sup>9</sup> The examples given in the source question should be used where possible. However, if in [country] there are other social media platforms which would be more appropriate to include instead of or as well as Facebook and Twitter, please discuss with the Translation team [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

**B23** Is there a particular political party you feel closer to<sup>10</sup> than all the other parties?

Yes	1	<b>ASK B24</b>
No	2	<b>GO TO B26</b>
(Refusal)	7	
(Don't know)	8	

**ASK IF YES AT B23 (IF B23 = 1)**

**B24** Which one? [**Country-specific codes**]

Conservative	01	<b>ASK B25</b>
Labour	02	
Liberal Democrat	03	
Scottish National Party	04	
Plaid Cymru	05	
Green Party	06	
Other ( <b>TYPE IN</b> ) _____	07	<b>GO TO B26</b>
(Refusal)	77	
(Don't know)	88	

**ASK IF PARTY GIVEN AT B24 (IF B24 = 01, 02, 03, 04, 05, 06, 07 in the example above)**

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

very close,	1
quite close,	2
not close,	3
or, not at all close?	4
(Refusal)	7
(Don't know)	8

<sup>10</sup> 'Feel closer to': in the sense of the party one most identifies or sympathises with or is most attached to, regardless of how one votes.

**ASK ALL**

**B26 CARD 10** In politics people sometimes talk of “left” and “right”. Using this card, where would you place yourself on this scale, where 0 means the left and 10 means the right?

Left										Right	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

**B27 CARD 11** All things considered, how satisfied are you with your life as a whole nowadays? Please answer using this card, where 0 means extremely<sup>11</sup> dissatisfied and 10 means extremely satisfied.

Extremely dissatisfied										Extremely satisfied	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

**B28 STILL CARD 11** On the whole how satisfied are you with the present state of the economy in [country]? Still use this card.

Extremely dissatisfied										Extremely satisfied	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

**B29 STILL CARD 11** Now thinking about the [country] government<sup>12</sup>, how satisfied are you with the way it is doing its job? Still use this card.

Extremely dissatisfied										Extremely satisfied	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

<sup>11</sup> Please note that for CORE items using ‘extremely’ or ‘completely’, the same translation should be used as in previous rounds. This applies throughout sections B, C, F and I. If translators are unsure, contact [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

<sup>12</sup> The people now governing, the present regime.

**B30 STILL CARD 11** And on the whole, how satisfied are you with the way democracy<sup>13</sup> works in [country]? Still use this card.

Extremely dissatisfied										Extremely satisfied		(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88	

**B31 CARD 12** Now, using this card, please say what you think overall about the state of education<sup>14</sup> in [country] nowadays?

Extremely bad										Extremely good		(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88	

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

Extremely bad										Extremely good		(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88	

**CARD 13** Using this card, please say to what extent you agree or disagree with each of the following statements. **READ OUT EACH STATEMENT AND CODE**

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
<b>B33</b>	The government should take measures to reduce differences in income levels.	1	2	3	4	5	7	8

<sup>13</sup> The democratic system 'in practice' is meant, as opposed to how democracy 'ought' to work.

<sup>14</sup> The 'state of education' (see 'state of health services' in B32, too) covers issues of quality, access and effectiveness/efficiency.

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
<b>B34</b>	Gay men and lesbians should be free to live their own life as they wish <sup>15</sup> .	1	2	3	4	5	7	8
<b>B35</b>	If a close family member was a gay man or a lesbian, I would feel ashamed.	1	2	3	4	5	7	8
<b>B36</b>	Gay male and lesbian couples should have the same rights to adopt children as straight couples <sup>16</sup> .	1	2	3	4	5	7	8

**B37 CARD 14** Now thinking about the European Union, some say European unification<sup>17</sup> should go further. Others say it has already gone too far. Using this card, what number on the scale best describes your position?

Unification has already gone too far										Unification should go further	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

<sup>15</sup> Freedom of lifestyle is meant, 'free/entitled to live as gays and lesbians'.

<sup>16</sup> 'Straight couples': please translate as in B36 in ESS8. If your country did not participate in ESS8, please use the following translation guidance: 'straight' is a colloquial term for 'heterosexual' in British English. Some suggestions that can be used are 'heterosexual couples' or 'couples consisting of a man and a woman'. However, 'normal couples' or 'other couples' should not be used.

<sup>17</sup> 'Unification' refers to further integration rather than further enlargement.

Now some questions about people from other countries coming to live in [country].

**B38 CARD 15** Now, using this card, to what extent do you think [country] should<sup>18</sup> allow people of the same race or ethnic group as most [country]'s people to come and live here<sup>19</sup>?

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

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

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

**B40 STILL CARD 15** How about people from the poorer countries outside Europe? Use the same card.

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

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<sup>18</sup> 'Should' in the sense of 'ought to'; not in the sense of 'must'.

<sup>19</sup> 'Here': [country] throughout these questions.

**B41 CARD 16** Would you say it is generally bad or good for [country]’s economy that people come to live here from other countries? Please use this card.

Bad for the economy									Good for the economy		(Refusal)	(Don’t know)
00	01	02	03	04	05	06	07	08	09	10	77	88

**B42 CARD 17** And, using this card, would you say that [country]’s cultural life is generally undermined or enriched by people coming to live here from other countries?

Cultural life undermined									Cultural life enriched		(Refusal)	(Don’t know)
00	01	02	03	04	05	06	07	08	09	10	77	88

**B43 CARD 18** Is [country] made a worse or a better place to live by people coming to live here from other countries? Please use this card.

Worse place to live									Better place to live		(Refusal)	(Don’t know)
00	01	02	03	04	05	06	07	08	09	10	77	88

[END TIME FOR ALL COUNTRIES]

## SECTION C

And now a few questions about you and your life.

**C1 CARD 19** Taking all things together, how happy would you say you are? Please use this card.

Extremely unhappy										Extremely happy	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

**C2 CARD 20** Using this card, how often do you meet socially<sup>20</sup> with friends, relatives or work colleagues?

Never	01
Less than once a month	02
Once a month	03
Several times a month	04
Once a week	05
Several times a week	06
Every day	07
(Refusal)	77
(Don't know)	88

**C3 CARD 21** How many people, if any, are there with whom you can discuss intimate<sup>21</sup> and personal<sup>22</sup> matters? Choose your answer from this card.

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

<sup>20</sup> 'Meet socially' implies meet by choice rather than for reasons of either work or pure duty.

<sup>21</sup> 'Intimate' implies things like sex or family matters.

<sup>22</sup> 'Personal' could include work or occupational issues as well.



**C4 CARD 22** Compared to other people of your age,  
how often would you say you take part in social activities<sup>23</sup>?  
Please use this card.

Much less than most	1
Less than most	2
About the same	3
More than most	4
Much more than most	5
(Refusal)	7
(Don't know)	8

**C5** Have you or a member of your household been the victim of  
a burglary or assault<sup>24</sup> in the last 5 years?

Yes	1
No	2
(Refusal)	7
(Don't know)	8

**C6** How safe do you – or would you – feel walking alone  
in this area<sup>25</sup> after dark? Do – or would – you feel... **READ OUT...**

...very safe,	1
safe,	2
unsafe,	3
or, very unsafe?	4
(Refusal)	7
(Don't know)	8

<sup>23</sup> Events/encounters with other people, by choice and for enjoyment rather than for reasons of work or duty.

<sup>24</sup> Physical assault.

<sup>25</sup> Respondent's local area or neighbourhood.

The next set of questions are about yourself.

**C7** How is your health<sup>26</sup> in general? Would you say it is... **READ OUT...**

- ...very good, 1
- good, 2
- fair, 3
- bad, 4
- or, very bad? 5
- (Refusal) 7
- (Don't know) 8

**C8** Are you hampered<sup>27</sup> in your daily activities in any way by any longstanding illness, or disability, infirmity or mental health problem?  
**IF YES**, is that a lot or to some extent?

- Yes a lot 1
- Yes to some extent 2
- No 3
- (Refusal) 7
- (Don't know) 8

People might feel different levels of attachment to the country where they live and to Europe<sup>28</sup>.

**C9 CARD 23** How emotionally attached<sup>29</sup> do you feel to [country]? Please choose a number from 0 to 10, where 0 means not at all emotionally attached and 10 means very emotionally attached.

Not at all emotionally attached										Very emotionally attached	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

<sup>26</sup> Physical and mental health.

<sup>27</sup> 'Hampered': limited, restricted in your daily activities.

<sup>28</sup> Europe in general, not specifically European Union.

<sup>29</sup> 'Emotionally attached' in the sense of 'identifying with AND feeling close to'.

**C10 STILL CARD 23** And how emotionally attached do you feel to Europe<sup>30</sup>?

Not at all emotionally attached										Very emotionally attached	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

**C11** Do you consider yourself as belonging to<sup>31</sup> any particular religion or denomination?

Yes	1	<b>ASK C12</b>
No	2	<b>GO TO C13</b>
(Refusal)	7	
(Don't know)	8	

**ASK IF YES AT C11 (IF C11 = 1)**

**C12** Which one? [Can be asked as a country-specific question. To be recoded into the ESS coding frame below]

Roman Catholic	01	<b>GO TO C15</b>
Protestant	02	
Eastern Orthodox	03	
Other Christian denomination	04	
Jewish	05	
Islamic	06	
Eastern religions	07	
Other non-Christian religions	08	
(Refusal)	77	

**NOTE ON ADMINISTRATION OF C12**

The set of country-specific categories that are listed in the ‘Consultation outcomes’ for religion on the ESS9 NC Intranet should be made available to interviewers. Use of a showcard at C12 is optional.

<sup>30</sup> Europe in general, not specifically European Union.

<sup>31</sup> Identification is meant, not official membership.

**ASK IF NO RELIGION/DENOMINATION OR DON'T KNOW/REFUSAL AT C11 (IF C11 = 2, 7, 8)**

**C13** Have you ever considered yourself as belonging to any particular religion or denomination?

Yes	1	<b>ASK C14</b>
No	2	<b>GO TO C15</b>
(Refusal)	7	
(Don't know)	8	

**ASK IF YES AT C13 (IF C13 = 1)**

**C14** Which one? [Can be asked as a country-specific question.  
To be recoded into the ESS coding frame below]

Roman Catholic	01
Protestant	02
Eastern Orthodox	03
Other Christian denomination	04
Jewish	05
Islamic	06
Eastern religions	07
Other non-Christian religions	08
(Refusal)	77

**NOTE ON ADMINISTRATION OF C14**

The set of country-specific categories that are listed in the 'Consultation outcomes' for religion on the ESS9 NC Intranet should be made available to interviewers. Use of a showcard at C14 is optional.

**ASK ALL**

**C15** **CARD 24** Regardless of whether you belong to a particular religion, how religious would you say you are?  
Please use this card.

Not at all religious										Very religious	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

**C16 CARD 25** Apart from special occasions such as weddings and funerals, about how often do you attend religious services nowadays? Please use this card.

Every day	01
More than once a week	02
Once a week	03
At least once a month	04
Only on special holy days	05
Less often	06
Never	07
(Refusal)	77
(Don't know)	88

**C17 STILL CARD 25** Apart from when you are at religious services, how often, if at all, do you pray? Please use this card.

Every day	01
More than once a week	02
Once a week	03
At least once a month	04
Only on special holy days	05
Less often	06
Never	07
(Refusal)	77
(Don't know)	88

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

Yes	1	<b>ASK C19</b>
No	2	<b>GO TO C20</b>
(Refusal)	7	
(Don't know)	8	

**ASK IF YES AT C18 (IF C18 = 1)**

**C19** On what grounds is your group discriminated against?

**PROBE:** 'What other grounds?'

**CODE ALL THAT APPLY**

Colour or race	01
Nationality	02
Religion	03
Language	04
Ethnic group	05
Age	06
Gender	07
Sexuality	08
Disability	09
Other ( <b>TYPE IN</b> ) _____	10
(Refusal)	77
(Don't know)	88

**ASK ALL**

**C20** Are you a citizen of [country]?

Yes	1	<b>GO TO C22</b>
No	2	<b>ASK C21</b>
(Refusal)	7	<b>GO TO C22</b>
(Don't know)	8	<b>ASK C21</b>

**ASK IF NO OR DON'T KNOW AT C20 (IF C20 = 2, 8)**

**C21** What citizenship do you hold?

**[To be coded into pre-specified ISO 3166-1 (2-character)]**

**TYPE IN** \_\_\_\_\_

(Refusal)	77
(Don't know)	88

**ASK ALL****C22** Were you born in [country]?

Yes	1	<b>GO TO C25</b>
No	2	<b>ASK C23</b>
(Refusal)	7	<b>GO TO C25</b>
(Don't know)	8	

**ASK IF NO AT C22 (IF C22 = 2)****C23** In which country were you born?**[To be coded into pre-specified ISO 3166-1 (2-character)]**

TYPE IN \_\_\_\_\_

(Refusal)	77
(Don't know)	88

**C24** What year did you first come to live in [country]?

TYPE IN YEAR:

--	--	--	--

(Refusal)	7777
(Don't know)	8888

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

TYPE IN UP TO 2 LANGUAGES \_\_\_\_\_

(Refusal)	777
(Don't know)	888

**C26** Do you belong<sup>32</sup> to a minority ethnic group in [country]?

Yes	1
No	2
(Refusal)	7
(Don't know)	8

<sup>32</sup> 'Belong' refers to attachment or identification.

**C27** Was your father born in [country]?

Yes	1	<b>GO TO C29</b>
No	2	<b>ASK C28</b>
(Refusal)	7	<b>GO TO C29</b>
(Don't know)	8	

**ASK IF NO AT C27 (IF C27 = 2)**

**C28** In which country was your father born?

**[To be coded into pre-specified ISO 3166-1 (2 character)]**

TYPE IN \_\_\_\_\_

(Refusal) 77  
(Don't know) 88

**ASK ALL**

**C29** Was your mother born in [country]?

Yes	1	<b>GO TO C31</b>
No	2	<b>ASK C30</b>
(Refusal)	7	<b>GO TO C31</b>
(Don't know)	8	

**ASK IF NO AT C29 (IF C29 = 2)**

**C30** In which country was your mother born?

**[To be coded into pre-specified ISO 3166-1 (2 character)]**

TYPE IN \_\_\_\_\_

(Refusal) 77  
(Don't know) 88

**CAPI RANDOMISATION:** automated random allocation to Group 1 (C32-C34), Group 2 (C35-C37) or Group 3 (C38-C40), each comprising approximately one third of the sample. Respondents must be allocated to the same group in section I as used here.

**C31 RECORD OUTCOME OF CAPI RANDOMISATION**

GROUP 1	1	<b>ASK C32</b>
GROUP 2	2	<b>GO TO C35</b>
GROUP 3	3	<b>GO TO C38</b>



ASK IF GROUP 1 AT C31 (IF C31 = 1)

Now some questions about how you think democracy works in [country] today.<sup>33</sup>

CARD 26<sup>34</sup> Using this card, please tell me to what extent you think each of these statements applies in [country]. READ OUT EACH STATEMENT

		Does not apply at all										Applies completely		(Refu- sal)	(Don't know)
C32	Governing parties in [country] are punished in elections <sup>35</sup> when they have done a bad job.	00	01	02	03	04	05	06	07	08	09	10	77	88	
C33	The government in [country] protects citizens against poverty.	00	01	02	03	04	05	06	07	08	09	10	77	88	
C34	The government in [country] explains its decisions to voters.	00	01	02	03	04	05	06	07	08	09	10	77	88	

GO TO INTRODUCTION BEFORE C41

<sup>33</sup> Please refer to the introduction before item E17 in ESS6 to guide the translation. Note that the introduction is not identical to ESS6.

<sup>34</sup> NEW TEST QUESTIONS for ESS9. Please refer to E26, E27 and E28 in ESS6 for translation.

<sup>35</sup> 'Punished in elections' in the sense of 'getting fewer votes than in the previous election'.

**ASK IF GROUP 2 AT C31 (IF C31 = 2)**

**Now some questions about how you think democracy works in [country] today.**<sup>36</sup>

**C35<sup>37</sup> CARD 27** Using this card, please tell me to what extent you think the governing parties in [country] are punished in elections<sup>38</sup> when they have done a bad job?

<b>The governing parties are not punished at all in elections when they have done a bad job</b>								<b>The governing parties are punished completely in elections when they have done a bad job</b>			<b>(Refusal)</b>	<b>(Don't know)</b>
00	01	02	03	04	05	06	07	08	09	10	77	88

**C36<sup>39</sup> CARD 28** Now using this card, please tell me to what extent you think the government in [country] protects citizens against poverty?

<b>The government does not protect citizens against poverty at all</b>								<b>The government protects citizens against poverty completely</b>			<b>(Refusal)</b>	<b>(Don't know)</b>
00	01	02	03	04	05	06	07	08	09	10	77	88

**C37<sup>40</sup> CARD 29** And using this card, please tell me to what extent you think the government in [country] explains its decisions to voters?

<b>The government does not explain its decisions to voters at all</b>								<b>The government explains its decisions to voters completely</b>			<b>(Refusal)</b>	<b>(Don't know)</b>
00	01	02	03	04	05	06	07	08	09	10	77	88

**GO TO INTRODUCTION BEFORE C41**

<sup>36</sup> Please refer to the introduction before item E17 in ESS6 to guide the translation. Note that the introduction is not identical to ESS6.

<sup>37</sup> **NEW TEST QUESTION** for ESS9. Variation of E26 in ESS6.

<sup>38</sup> 'Punished in elections' in the sense of 'getting fewer votes than in the previous election'.

<sup>39</sup> **NEW TEST QUESTION** for ESS9. Variation of E27 in ESS6.

<sup>40</sup> **NEW TEST QUESTION** for ESS9. Variation of E28 in ESS6.

**ASK IF GROUP 3 AT C31 (IF C31 = 3)**

**Now some questions about how you think democracy works in [country] today.<sup>41</sup>**

**C38<sup>42</sup> CARD 30** Using this card, please tell me to what extent you think the governing parties in [country] are punished in elections<sup>43</sup> when they have done a bad job?

The governing parties are not punished at all in elections when they have done a bad job							The governing parties are punished in elections when they have done a bad job			(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	77	88

**C39<sup>44</sup> CARD 31** Now using this card, please tell me to what extent you think the government in [country] protects citizens against poverty?

The government does not protect citizens against poverty at all							The government protects citizens against poverty			(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	77	88

**C40<sup>45</sup> CARD 32** And using this card, please tell me to what extent you think the government in [country] explains its decisions to voters?

The government does not explain its decisions to voters at all							The government explains its decisions to voters			(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	77	88

<sup>41</sup> Please refer to the introduction before item E17 in ESS6 to guide the translation. Note that the introduction is not identical to ESS6.

<sup>42</sup> **NEW TEST QUESTION** for ESS9. Variation of E26 in ESS6.

<sup>43</sup> 'Punished in elections' in the sense of 'getting fewer votes than in the previous election'.

<sup>44</sup> **NEW TEST QUESTION** for ESS9. Variation of E27 in ESS6.

<sup>45</sup> **NEW TEST QUESTION** for ESS9. Variation of E28 in ESS6.

## NOTE ON ADMINISTRATION OF C41 and C42

Item C41 can be included by EU countries on a voluntary basis. Item C42 can be included by non-EU countries on a voluntary basis. The same set of country-specific items as in ESS8 can be used in the United Kingdom. Countries should confirm whether they will include any EU referendum item to [ess@city.ac.uk](mailto:ess@city.ac.uk).

## ASK ALL

Now a question on a different topic.<sup>46</sup>

**C41<sup>47</sup>** Imagine there were a referendum in [country] tomorrow about membership of the European Union. Would you vote for [country] to remain a member of the European Union or to leave the European Union?

Remain a member of the European Union	1
Leave the European Union	2
(Would submit a blank ballot paper)	33
(Would spoil <sup>48</sup> the ballot paper)	44
(Would not vote)	55
(Not eligible to vote)	65
(Refusal)	77
(Don't know)	88

## GO TO SECTION D

**C42<sup>49</sup>** Imagine there were a referendum in [country] tomorrow about membership of the European Union. Would you vote for [country] to become a member of the European Union or to remain outside the European Union?

Become a member of the European Union	1
Remain outside the European Union	2
(Would submit a blank ballot paper)	33
(Would spoil <sup>50</sup> the ballot paper)	44
(Would not vote)	55
(Not eligible to vote)	65
(Refusal)	77
(Don't know)	88

[END TIME FOR ALL COUNTRIES]

<sup>46</sup> To be included only if either C41 or C42 are fielded.

<sup>47</sup> **REPEAT** item from ESS8 for EU countries only. This question can be included on a voluntary basis. Please use the same translation as for E41 in ESS8.

<sup>48</sup> 'Spoil' in the sense of marking the ballot paper so as to make it null or invalid.

<sup>49</sup> **REPEAT** item from ESS8 for non-EU countries only. This question can be included on a voluntary basis. Please use the same translation as for E42 in ESS8.

<sup>50</sup> 'Spoil' in the sense of marking the ballot paper so as to make it null or invalid.

SECTION D

ASK ALL

Now some questions about when you first did different things.<sup>51</sup>

D1 Have you ever been in paid employment or a paid apprenticeship of 20 hours or more per week for at least 3 months?

Yes	1	ASK D2
No	2	GO TO D3
(Refusal)	7	

ASK ALL WHO HAVE BEEN IN PAID EMPLOYMENT/APPRENTICESHIP OF 20 HOURS+ FOR AT LEAST 3 MONTHS AT D1 (IF D1 = 1)

D2 In what year did you first start working in a job like this?

INTERVIEWER: ‘a job like this’ refers to paid employment or a paid apprenticeship of 20 hours or more per week for at least 3 months, as at D1.<sup>52</sup>

TYPE IN YEAR

--	--	--	--

(Refusal) 7777

(Don’t know) 8888

<sup>51</sup> The same translation for this introduction should be used as in ESS3.

<sup>52</sup> NEW INTERVIEWER NOTE added to the ESS9 Timing of Life module.

**ASK ALL**

**D3** In what year, if ever, did you first leave your parent(s) for 2 months or more to start living separately from them<sup>53</sup>?

**INTERVIEWER:** Parents includes any legal guardian, such as foster, step and adoptive parents. Living separately means living in separate accommodation, i.e. with a separate entrance. Include students who live separately for 2 months or more even if they return to live with parents occasionally.

**TYPE IN YEAR**

--	--	--	--

(Still living in parental home and never left for 2 months) 0000

(Never lived with a parent) 1111

(Refusal) 7777

(Don't know) 8888

**D4** Have you ever lived with a spouse or partner for three months or more?

Yes	1	<b>ASK D5</b>
No	2	<b>GO TO D6</b>
(Refusal)	7	

**ASK ALL WHO HAVE EVER LIVED WITH A SPOUSE/PARTNER FOR THREE MONTHS OR MORE AT D4 (IF D4 = 1)**

**D5** In what year did you first live with a spouse or partner for three months or more?

**TYPE IN YEAR**

--	--	--	--

(Refusal) 7777

(Don't know) 8888

<sup>53</sup> 'Living separately from them' means 'living independently from parent(s) or guardian(s) in separate accommodation' (i.e. with a separate entrance).

**ASK ALL****D6** Are you or have you ever been married?

**INTERVIEWER:** If respondent queries what types of marriage they should include, please read out: 'Marriage refers to legal marriage only and does not include other forms of legally recognised relationships'.<sup>54</sup>

Yes	1	<b>ASK D7</b>
No	2	<b>GO TO D8</b>
(Refusal)	7	

**ASK ALL WHO HAVE EVER BEEN MARRIED AT D6 (IF D6 = 1)****D7** In what year did you first marry?

TYPE IN YEAR

--	--	--	--

(Refusal) 7777

(Don't know) 8888

**ASK ALL****D8** Have you ever given birth to/fathered<sup>55</sup> a child?

Yes	1	<b>ASK D9</b>
No	2	<b>GO TO D15</b>
(Refusal)	7	
(Don't know)	8	

<sup>54</sup> **NEW COUNTRY-SPECIFIC INTERVIEWER NOTE** added to the ESS9 Timing of Life module. Only include the interviewer note in countries that have forms of legally recognised relationships other than marriage (e.g. civil partnerships, legally recognised cohabitation, etc.). Countries where marriage is the only form of legally recognised relationship should NOT include the interviewer note in the questionnaire.

<sup>55</sup> 'Fathered' means 'becoming the biological father of a child'.

**ASK ALL WHO HAVE GIVEN BIRTH TO/FATHERED A CHILD AT D8 (IF D8 = 1)**

**D9** How many children have you ever given birth to/fathered?

**INTERVIEWER: Include all children born alive.**

**TYPE IN**

--	--

(Refusal) 77

(Don't know) 88

**D10** In what year was your (first) child born?

**TYPE IN YEAR**

--	--	--	--

(Refusal) 7777

(Don't know) 8888

**ASK ALL WHO HAVE GIVEN BIRTH TO/FATHERED MORE THAN ONE CHILD AT D9 (IF D9 > 1)**

**D11** In what year was your youngest child born?

**TYPE IN YEAR**

--	--	--	--

(Refusal) 7777

(Don't know) 8888

**ASK ALL WHOSE FIRST CHILD WAS BORN IN 2002 OR EARLIER AT D10 (IF D10 < 2003)<sup>56</sup>**

**D12** How many grandchildren do you have, if any?

**TYPE IN NUMBER**

--	--

(Refusal) 77

(Don't know) 88

---

<sup>56</sup> Countries starting ESS9 fieldwork in 2019 should change this filter to read 'ASK ALL WHOSE FIRST CHILD WAS BORN IN 2003 OR EARLIER (IF D10 < 2004)'.



**ASK ALL WHO HAVE 1 OR MORE GRANDCHILDREN AT D12 (IF D12 >= 1)**

**D13** In what year was your first grandchild born?

**TYPE IN YEAR**

--	--	--	--

(Refusal) 7777

(Don't know) 8888

**ASK ALL WHOSE FIRST GRANDCHILD WAS BORN IN 2002 OR EARLIER AT D13 (IF D13 < 2003)<sup>57</sup>**

**D14** Do you have any great grandchildren?

Yes 1

No 2

(Refusal) 7

(Don't know) 8

---

<sup>57</sup> Countries starting ESS9 fieldwork in 2019 should change this filter to read '**ASK ALL WHOSE FIRST GRANDCHILD WAS BORN IN 2003 OR EARLIER (IF D13 < 2004)**'.

**CAPI RANDOMISATION:** automated random allocation to Group 1 (D15a to D34a) or Group 2 (D15b to D34b), each comprising approximately half of the sample.

**D14a RECORD OUTCOME OF CAPI RANDOMISATION**

GROUP 1	1	ASK D15a
GROUP 2	2	GO TO D15b

**ASK ALL IN GROUP 1 AT D14a (IF D14a = 1)**  
**Questionnaire A**

I am now going to ask you some questions about girls and women while other people answering the survey will be asked about boys and men.<sup>58</sup>

**D15a** People differ in their ideas about the ages at which girls or women become adults, middle-aged and old. At what age, approximately, would you say girls or women become adults?

**INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:**

If respondent states 'It depends' accept answer and do NOT probe.

If respondent provides an age range, ask for a specific age within that range.

If respondent cannot give specific age, code as 'Don't know'.

**TYPE IN AGE**

--	--	--

(It depends) 000

(Refusal) 777

(Don't know) 888

**D16a** And at what age, approximately, would you say women reach middle age?

**TYPE IN AGE**

--	--	--

(It depends) 000

(Refusal) 777

(Don't know) 888

<sup>58</sup> The same translation for this introduction should be used as in ESS3.

**D17a** And at what age, approximately, would you say women reach old age?

**TYPE IN AGE**

--	--	--

(It depends) 000

(Refusal) 777

(Don't know) 888

**We are now going to ask you a series of questions about the ideal age for girls or women to do certain things, then about when they are too young and finally about when they are too old to do certain things. In each case please give an approximate age.<sup>59</sup>**

**D18a** In your opinion, what is the ideal age<sup>60</sup> for a girl or woman to start living with a partner<sup>61</sup> she is not married to?

**INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:**

**If respondent states 'No ideal age' accept answer and do NOT probe.**

**If respondent provides an age range, ask for a specific age within that range.**

**If respondent cannot give specific age, code as 'Don't know'.**

**TYPE IN AGE**

--	--	--

(No ideal age) 000

(Should NEVER live with partner not married to) 111

(Refusal) 777

(Don't know) 888

**D19a** In your opinion, what is the ideal age for a girl or woman to get married?

**TYPE IN AGE**

--	--	--

(No ideal age) 000

(Should NEVER get married) 111

(Refusal) 777

(Don't know) 888

<sup>59</sup> The same translation for this introduction should be used as in ESS3.

<sup>60</sup> 'Ideal age' = 'most appropriate age' (D18a-D21a).

<sup>61</sup> 'Living with a partner' should be translated in a gender neutral way. It is allowed to translate as 'living as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'living with a partner' in a gender neutral way, please discuss with the Translation team [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

**D20a** In your opinion, what is the ideal age for a girl or woman to become a mother?

**TYPE IN AGE**

--	--	--

(No ideal age) 000

(Refusal) 777

(Don't know) 888

**D21a** In your opinion, what is the ideal age for a woman to retire permanently<sup>62</sup>?

**TYPE IN AGE**

--	--	--

(No ideal age) 000

(Should NEVER retire permanently) 111

(Should NEVER be in paid work) 222

(Refusal) 777

(Don't know) 888

**Sometimes people are considered too young to do or experience certain things...**<sup>63</sup>

**D22a** Before what age would you say a girl or woman is generally too young to leave full-time education?

**INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:**

**If respondent states 'Never too young' accept answer and do NOT probe.**

**If respondent provides an age range, ask for a specific age within that range.**

**If respondent cannot give specific age, code as 'Don't know'.**

**TYPE IN AGE**

--	--	--

(Never too young) 000

(Refusal) 777

(Don't know) 888

<sup>62</sup> 'Retire permanently' = give up regular paid work.

<sup>63</sup> The same translation for this introduction should be used as in ESS3.

**D23a** Before what age would you say a woman is generally too young to start living with a partner<sup>64</sup> she is not married to?

**TYPE IN AGE**

--	--	--

(Never too young) 000

(Should NEVER live with a partner not married to) 111

(Refusal) 777

(Don't know) 888

**D24a** Before what age would you say a woman is generally too young to get married?

**TYPE IN AGE**

--	--	--

(Never too young) 000

(Should NEVER get married) 111

(Refusal) 777

(Don't know) 888

**D25a** Before what age would you say a woman is generally too young to become a mother?

**TYPE IN AGE**

--	--	--

(Never too young) 000

(Refusal) 777

(Don't know) 888

**D26a** And before what age would you say a woman is generally too young to retire permanently<sup>65</sup>?

**TYPE IN AGE**

--	--	--

(Never too young) 000

(Should NEVER retire permanently) 111

(Should NEVER be in paid work) 222

(Refusal) 777

(Don't know) 888

<sup>64</sup> 'Living with a partner' should be translated in a gender neutral way. It is allowed to translate as 'living as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'living with a partner' in a gender neutral way, please discuss with the Translation team [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

<sup>65</sup> 'Retire permanently' = give up regular paid work.

In the same way as people are sometimes considered too young to do certain things, sometimes they are considered to be too old.<sup>66</sup>

**D27a** After what age would you say a woman is generally too old to still be living with her parents?

**INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:**  
If respondent states 'Never too old' accept answer and do NOT probe.  
If respondent provides an age range, ask for a specific age within that range.  
If respondent cannot give specific age, code as 'Don't know'.

**TYPE IN AGE**

--	--	--

- (Never too old)            000
- (Refusal)            777
- (Don't know)        888

**D28a** After what age would you say a woman is generally too old to consider having any more children<sup>67</sup>?

**TYPE IN AGE**

--	--	--

- (Never too old)            000
- (Refusal)            777
- (Don't know)        888

**D29a** After what age would you say a woman is generally too old to be working 20 hours or more per week?

**TYPE IN AGE**

--	--	--

- (Never too old)            000
- (Should NEVER work)    111
- (Refusal)            777
- (Don't know)        888

<sup>66</sup> The same translation for this introduction should be used as in ESS3.  
<sup>67</sup> 'Having any more children' in the sense of either the first or any additional children a woman may have.

**CARD 33** Using this card, how much do you approve or disapprove if a woman... **READ OUT...**

	Strongly disapprove	Disap- prove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)
<b>D30a</b> ...chooses never to have children?	1	2	3	4	5	7	8
<b>D31a</b> ...lives with a partner <sup>68</sup> without being married?	1	2	3	4	5	7	8
<b>D32a</b> ...has a child with a partner <sup>69</sup> she lives with but is not married to?	1	2	3	4	5	7	8
<b>D33a</b> ...has a full-time job while she has children aged under 3?	1	2	3	4	5	7	8
<b>D34a</b> ...gets divorced while she has children aged under 12?	1	2	3	4	5	7	8

**GO TO D35**

---

<sup>68</sup> 'Lives with a partner' should be translated in a gender neutral way. It is allowed to translate as 'lives as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'lives with a partner' in a gender neutral way, please discuss with the Translation team [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

<sup>69</sup> See previous footnote.

**ASK ALL IN GROUP 2 AT D14a (IF D14a = 2)**

**Questionnaire B**

**I am now going to ask you some questions about boys and men while other people answering the survey will be asked about girls and women.<sup>70</sup>**

**D15b** People differ in their ideas about the ages at which boys or men become adults, middle-aged and old. At what age, approximately, would you say boys or men become adults?

**INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:**

**If respondent states 'it depends' accept answer and do NOT probe.**

**If respondent provides an age range, ask for a specific age within that range.**

**If respondent cannot give specific age, code as 'Don't know'.**

**TYPE IN AGE**

--	--	--

(It depends) 000

(Refusal) 777

(Don't know) 888

**D16b** And at what age, approximately, would you say men reach middle age?

**TYPE IN AGE**

--	--	--

(It depends) 000

(Refusal) 777

(Don't know) 888

**D17b** And at what age, approximately, would you say men reach old age?

**TYPE IN AGE**

--	--	--

(It depends) 000

(Refusal) 777

(Don't know) 888

---

<sup>70</sup> The same translation for this introduction should be used as in ESS3.



We are now going to ask you a series of questions about the ideal age for boys or men to do certain things, then about when they are too young and finally about when they are too old to do certain things. In each case please give an approximate age.<sup>71</sup>

**D18b** In your opinion, what is the ideal age<sup>72</sup> for a boy or man to start living with a partner<sup>73</sup> he is not married to?

**INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:**

If respondent states 'No ideal age' accept answer and do NOT probe.

If respondent provides an age range, ask for a specific age within that range.

If respondent cannot give specific age, code as 'Don't know'.

**TYPE IN AGE**

--	--	--

(No ideal age) 000

(Should NEVER live with partner not married to) 111

(Refusal) 777

(Don't know) 888

**D19b** In your opinion, what is the ideal age for a boy or man to get married?

**TYPE IN AGE**

--	--	--

(No ideal age) 000

(Should NEVER get married) 111

(Refusal) 777

(Don't know) 888

**D20b** In your opinion, what is the ideal age for a boy or man to become a father?

**TYPE IN AGE**

--	--	--

(No ideal age) 000

(Refusal) 777

(Don't know) 888

<sup>71</sup> The same translation for this introduction should be used as in ESS3.

<sup>72</sup> 'Ideal age' = 'most appropriate age' (D18b-D21b).

<sup>73</sup> 'Living with a partner' should be translated in a gender neutral way. It is allowed to translate as 'living as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'living with a partner' in a gender neutral way, please discuss with the Translation team [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

**D21b** In your opinion, what is the ideal age for a man to retire permanently<sup>74</sup>?

**TYPE IN AGE**

--	--	--

(No ideal age)	000
(Should NEVER retire permanently)	111
(Should NEVER be in paid work)	222
(Refusal)	777
(Don't know)	888

**Sometimes people are considered too young to do or experience certain things...**<sup>75</sup>

**D22b** Before what age would you say a boy or man is generally too young to leave full-time education?

**INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:**

**If respondent states 'Never too young' accept answer and do NOT probe**

**If respondent provides an age range, ask for a specific age within that range.**

**If respondent cannot give specific age, code as 'Don't know'.**

**TYPE IN AGE**

--	--	--

(Never too young)	000
(Refusal)	777
(Don't know)	888

**D23b** Before what age would you say a man is generally too young to start living with a partner<sup>76</sup> he is not married to?

**TYPE IN AGE**

--	--	--

(Never too young)	000
(Should NEVER live with a partner not married to)	111
(Refusal)	777
(Don't know)	888

<sup>74</sup> 'Retire permanently' = give up regular paid work.

<sup>75</sup> The same translation for this introduction should be used as in ESS3.

<sup>76</sup> 'Living with a partner' should be translated in a gender neutral way. It is allowed to translate as 'living as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'living with a partner' in a gender neutral way, please discuss with the Translation team [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

**D24b** Before what age would you say a man is generally too young to get married?

**TYPE IN AGE**

--	--	--

(Never too young)	000
(Should NEVER get married)	111
(Refusal)	777
(Don't know)	888

**D25b** Before what age would you say a man is generally too young to become a father?

**TYPE IN AGE**

--	--	--

(Never too young)	000
(Refusal)	777
(Don't know)	888

**D26b** And before what age would you say a man is generally too young to retire permanently<sup>77</sup>?

**TYPE IN AGE**

--	--	--

(Never too young)	000
(Should NEVER retire permanently)	111
(Should NEVER be in paid work)	222
(Refusal)	777
(Don't know)	888

---

<sup>77</sup> 'Retire permanently' = give up regular paid work.

In the same way as people are sometimes considered too young to do certain things, sometimes they are considered to be too old.<sup>78</sup>

**D27b** After what age would you say a man is generally too old to still be living with his parents?

**INTERVIEWER: FOR ALL ITEMS ASKING FOR AN AGE:**

If respondent states 'Never too old' accept answer and do NOT probe.

If respondent provides an age range, ask for a specific age within that range.

If respondent cannot give specific age, code as 'Don't know'.

**TYPE IN AGE**

--	--	--

(Never too old) 000

(Refusal) 777

(Don't know) 888

**D28b** After what age would you say a man is generally too old to consider having any more children<sup>79</sup>?

**TYPE IN AGE**

--	--	--

(Never too old) 000

(Refusal) 777

(Don't know) 888

**D29b** After what age would you say a man is generally too old to be working 20 hours or more per week?

**TYPE IN AGE**

--	--	--

(Never too old) 000

(Should NEVER work) 111

(Refusal) 777

(Don't know) 888

---

<sup>78</sup> The same translation for this introduction should be used as in ESS3.

<sup>79</sup> 'Having any more children' in the sense of either the first or any additional children a man may have.

**CARD 33** Using this card, how much do you approve or disapprove if a man ... **READ OUT...**

	Strongly disapprove	Disapprove	Neither approve nor disapprove	Approve	Strongly approve	(Refusal)	(Don't know)
<b>D30b</b> ...chooses never to have children?	1	2	3	4	5	7	8
<b>D31b</b> ...lives with a partner <sup>80</sup> without being married?	1	2	3	4	5	7	8
<b>D32b</b> ...has a child with a partner <sup>81</sup> he lives with but is not married to?	1	2	3	4	5	7	8
<b>D33b</b> ...has a full-time job while he has children aged under 3?	1	2	3	4	5	7	8
<b>D34b</b> ...gets divorced while he has children aged under 12?	1	2	3	4	5	7	8

#### ASK ALL

**D35 CARD 34** Do you generally plan for your future or do you just take each day as it comes? Please express your opinion on a scale of 0 to 10, where 0 means 'I plan for my future as much as possible' and 10 means 'I just take each day as it comes'.

I plan for my future as much as possible										I just take each day as it comes	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

[END TIME FOR ALL COUNTRIES]

**GO TO SECTION F**

<sup>80</sup> 'Lives with a partner' should be translated in a gender neutral way. It is allowed to translate as 'lives as a couple' if this conveys gender neutrality and refers to a not legally recognised relationship. If it appears it is not possible to translate 'lives with a partner' in a gender neutral way, please discuss with the Translation team [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

<sup>81</sup> See previous footnote.

## SECTION F

Now, I would like to ask you some details about yourself and others in your household.

- F1** Including yourself, how many people – including children – live here regularly as members of this household?

TYPE IN NUMBER:

--	--

(Refusal) 77  
(Don't know) 88

**COLLECT DETAILS OF RESPONDENT (F2/F3 ONLY), THEN OTHER HOUSEHOLD MEMBERS (F2 to F4), IN DESCENDING ORDER OF AGE (OLDEST FIRST).**

**FOR EASE, IT MAY BE USEFUL TO ADD THE NAMES OR INITIALS OF EACH HOUSEHOLD MEMBER WHERE INDICATED**

- F2** CODE SEX

- F3** And in what year were you/ was he/she born? (Refusal = 7777; Don't know = 8888)

- F4** **CARD 35** Looking at this card, what relationship is he/she to you?

**[This page (questions F1-F4) to face following page (household grid)]**

Descending age order (oldest first) ----->

Person	01 (respondent)	02	03	04	05	06
<b>OPTIONAL:</b> <b>First Name or initial</b>						
<b>F2 Sex</b>						
Male	1	1	1	1	1	1
Female	2	2	2	2	2	2
<b>F3 Year born</b>						
<b>F4 Relationship</b>						
Husband/wife/partner		01	01	01	01	01
Son/daughter (inc. step, adopted, foster, child of partner)		02	02	02	02	02
Parent, parent-in-law, partner's parent, step parent		03	03	03	03	03
Brother/sister (inc. step, adopted, foster)		04	04	04	04	04
Other relative		05	05	05	05	05
Other non-relative		06	06	06	06	06
(Refusal)		77	77	77	77	77
(Don't know)		88	88	88	88	88

Descending age order (oldest first) ----->

Person	07	08	09	10	11	12
<b>OPTIONAL:</b> <b>First Name or initial</b>						
<b>F2 Sex</b>						
Male	1	1	1	1	1	1
Female	2	2	2	2	2	2
<b>F3 Year born</b>						
<b>F4 Relationship</b>						
Husband/wife/partner	01	01	01	01	01	01
Son/daughter (inc. step, adopted, foster, child of partner)	02	02	02	02	02	02
Parent, parent-in-law, partner's parent, step parent	03	03	03	03	03	03
Brother/sister (inc. step, adopted, foster)	04	04	04	04	04	04
Other relative	05	05	05	05	05	05
Other non-relative	06	06	06	06	06	06
(Refusal)	77	77	77	77	77	77
(Don't know)	88	88	88	88	88	88

**[F5 Interviewer-coded variable removed for Round 9]**

**ASK IF LIVING WITH HUSBAND/WIFE/PARTNER AT F4 (IF 01 AT F4)**

**F6 CARD 36** You just told me that you live with your husband / wife / partner.  
Which one of the descriptions on this card describes your relationship to them<sup>82</sup>?

Legally married	01	<b>ASK F7</b>
In a <u>legally registered</u> civil union	02	
Living with my partner (cohabiting) - <u>not</u> legally recognised	03	<b>GO TO F8</b>
Living with my partner (cohabiting) - legally recognised	04	
Legally separated	05	<b>ASK F7</b>
Legally divorced / Civil union dissolved	06	
(Refusal)	77	
(Don't know)	88	

**NOTE ON CATEGORIES FOR F6 (CARD 36)**

The set of country-specific categories that are applicable to F6 and are listed in the 'Consultation outcomes' for marital status on the ESS9 NC Intranet should be made available to interviewers.

**ASK IF NOT LIVING WITH HUSBAND/WIFE/PARTNER AT F4 OR NOT COHABITING WITH PARTNER AT F6 (IF NOT 01 AT F4, OR IF F6 = 01, 02, 05, 06, 77, 88)**

**F7** And can I just check have you ever lived with a partner, without being married to them (or in a civil union)<sup>83</sup>?

Yes	1
No	2
(Refusal)	7
(Don't know)	8

**ASK ALL**

**F8** Can I just check have you ever been divorced or had a civil union<sup>84</sup> dissolved?

Yes	1
No	2
(Refusal)	7
(Don't know)	8

**[F9 and F10 Interviewer-coded variables removed for Round 9]**

<sup>82</sup> Note that these sentences should be translated to provide the same stimulus in ALL countries.

<sup>83</sup> Countries should include the highlighted text only if civil unions are included at F6. Where these are included the country-specific names should be added here. Legally recognised forms of cohabitation should NOT be included or inferred.

<sup>84</sup> See previous footnote.



**ASK IF NOT LIVING WITH A HUSBAND/WIFE/PARTNER AT F4 OR ARE COHABITING AT F6 (IF NOT 01 AT F4, OR IF F6 = 03, 04)**

**F11 CARD 37** This question is about your legal marital status not about who you may or may not be living with. Which one of the descriptions on this card describes your legal marital status now?

**CODE ONE ONLY: PRIORITY CODE<sup>85</sup>**

Legally married	01
In a <u>legally registered</u> civil union	02
Legally separated	03
Legally divorced / Civil union dissolved	04
Widowed / Civil partner died	05
None of these (NEVER married or in <u>legally registered</u> civil union)	06
(Refusal)	77
(Don't know)	88

**NOTE ON CATEGORIES FOR F11 (CARD 37)**

The set of country-specific categories that are applicable to F11 and are listed in the 'Consultation outcomes' for marital status on the ESS9 NC Intranet should be made available to interviewers.

**[F12 Interviewer-coded variable removed for Round 9]**

**ASK IF NOT LIVING WITH CHILDREN AT HOME AT F4 (IF NOT 02 at F4)**

**F13** Have you ever had any children of your own, step-children, adopted children, foster children or a partner's children living in your household?

Yes	1
No	2
(Refusal)	7
(Don't know)	8

<sup>85</sup> Reading from the top to the bottom of the list, code the answer given from the highest point on the list, e.g. if the respondent says that they are married (code 01) and divorced (code 04) the interviewer should code this as 01.

**ASK ALL**

**F14 CARD 38** Which phrase on this card best describes the area where you live?

- |  |   |
|--|---|
| A big city                             | 1 |
| The suburbs or outskirts of a big city | 2 |
| A town or a small city                 | 3 |
| A country village                      | 4 |
| A farm or home in the countryside      | 5 |
| (Refusal)                              | 7 |
| (Don't know)                           | 8 |

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

**F15 CARD 39** What is the highest level of education you have successfully completed?  
Please use this card.

**INTERVIEWER:** Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed;
- a course or period of education is fully attended but no certificate is ever issued;
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued).

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	323
Qualification from general ISCED 3 programmes of 2 years or longer duration, no access to	ISCED level 5 institutions	311
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5	institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a	lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an	upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800
	(Other)	5555
	(Refusal)	7777
	(Don't know)	8888

**ASK ALL**

**F16** About how many years of education have you completed, whether full-time or part-time? Please report these in full-time equivalents and include compulsory years of schooling.

**INTERVIEWER: round answer up or down to the nearest whole year.**

**TYPE IN:**

(Refusal) 77  
(Don't know) 88

**F17a CARD 40** Using this card, which of these descriptions applies to what you have been doing for the last 7 days? Select all that apply.

**PROMPT** Which others?

**CODE ALL THAT APPLY**

in <u>paid work</u> (or away temporarily) (employee, self-employed, working for your family business)	01
in <u>education</u> , (not paid for by employer) even if on vacation	02
<u>unemployed</u> and actively looking for a job	03
<u>unemployed</u> , wanting a job but <u>not</u> actively looking for a job	04
permanently <u>sick or disabled</u>	05
<u>retired</u>	06
in <u>community or military service</u> <sup>86</sup>	07
doing <u>housework, looking after children or other persons</u>	08
(other)	09
(Refusal)	77
(Don't know)	88

**[F17b Interviewer-coded variable removed for Round 9]**

<sup>86</sup> This code does not apply to jobs in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

**ASK IF MORE THAN ONE CODED AT F17a**

**F17c STILL CARD 40** And which of these descriptions best describes your situation (in the last seven days)?  
Please select only one.

**CODE ONE ANSWER ONLY**

in <u>paid work</u> (or away temporarily) (employee, self-employed, working for your family business)	01
in <u>education</u> , (not paid for by employer) even if on vacation	02
<u>unemployed</u> and actively looking for a job	03
<u>unemployed</u> , wanting a job but <u>not</u> actively looking for a job	04
permanently <u>sick or disabled</u>	05
<u>retired</u>	06
in <u>community or military service</u> <sup>87</sup>	07
doing <u>housework, looking after children or other persons</u>	08
(other)	09
(Refusal)	77
(Don't know)	88

**[F17d Interviewer-coded variable removed for Round 9]****ASK IF NOT IN PAID WORK AT F17a (IF NOT 01 at F17a)**

**F18** Can I just check, did you do any paid work of an hour or more in the last seven days?

Yes	1	<b>GO TO F21</b>
No	2	<b>ASK F19</b>
(Refusal)	7	
(Don't know)	8	

**ASK IF NO OR DON'T KNOW/REFUSAL AT F18 (IF F18 = 2, 7, 8)**

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

Yes	1	<b>ASK F20</b>
No	2	<b>GO TO F36</b>
(Refusal)	7	
(Don't know)	8	

<sup>87</sup> This code does not apply to jobs in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

**ASK IF YES AT F19 (IF F19 = 1)**

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

TYPE IN YEAR:

--	--	--	--

(Refusal) 7777

(Don't know) 8888

**INTERVIEWER:** If respondent currently in work (code 01 at F17a or code 1 at F18), ask F21 to F34a about current job; if not in paid work but had a job in the past (code 1 at F19), ask F21 to F34a about last job.

**INTERVIEWER:** If the respondent has more than one job, they should answer about the one which occupies them for the most hours per week. If they have two jobs that are exactly equal, they should answer about the more highly paid of the two.

**ASK IF IN PAID WORK AT F17a OR F18, OR NOT IN PAID WORK BUT HAD A JOB IN THE PAST AT F19 (IF 01 AT F17a OR F18 = 1 OR F19 = 1)**

**F21** In your main job are/were you... **READ OUT...**

...an employee,	1	<b>GO TO F23</b>
self-employed,	2	<b>ASK F22</b>
or, working for your own family's business?	3	<b>GO TO F23</b>
(Refusal)	7	
(Don't know)	8	

**ASK IF SELF-EMPLOYED AT F21 (IF F21 = 2)**

**F22** How many employees (if any) do/did you have?

TYPE IN number of employees:

--	--	--	--	--

**GO TO F24**

(Refusal) 77777

(Don't know) 88888

**ASK IF EMPLOYEE OR FAMILY BUSINESS OR DON'T KNOW/REFUSAL AT F21 (IF F21 = 1, 3, 7, 8)**

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

... <u>unlimited</u> duration,	1
or, <u>limited</u> duration,	2
or, do/did you have <u>no contract</u> ?	3
(Refusal)	7
(Don't know)	8

**ASK IF IN PAID WORK AT F17a OR F18, OR NOT IN PAID WORK BUT HAD A JOB IN THE PAST AT F19 (IF 01 AT F17a OR F18 = 1 OR F19 = 1)**

**F24** Including yourself, about how many people are/were employed at the place where you usually work/worked... **READ OUT...**

...under 10,	1
10 to 24,	2
25 to 99,	3
100 to 499,	4
or, 500 or more?	5
(Refusal)	7
(Don't know)	8

**F25** In your main job, do/did you have any responsibility for supervising<sup>88</sup> the work of other employees?

Yes	1	<b>ASK F26</b>
No	2	<b>GO TO F27</b>
(Refusal)	7	
(Don't know)	8	

**ASK IF YES AT F25 (IF F25 = 1)**

**F26** How many people are/were you responsible for?

**TYPE IN:**

--	--	--	--	--

(Refusal)	77777
(Don't know)	88888

<sup>88</sup> 'Supervising': intended in the sense of both monitoring and being responsible for the work of others.

ASK IF IN PAID WORK AT F17a OR F18, OR NOT IN PAID WORK BUT HAD A JOB IN THE PAST AT F19 (IF 01 AT F17a OR F18 = 1 OR F19 = 1)

CARD 41 I am going to read out a list of things about your working life.  
Using this card, please say how much the management at your work allows/allowed you... **READ OUT...**

		I have/had no influence										I have/had complete (Refu- (Don't control sal) know)		
F27	...to decide how your own daily work is/was organised?	00	01	02	03	04	05	06	07	08	09	10	77	88
F28	...to influence policy decisions about the activities of the organisation?	00	01	02	03	04	05	06	07	08	09	10	77	88

F29 What are/were your total 'basic' or contracted hours each week (in your main job), excluding any paid and unpaid overtime?

INTERVIEWER: 0 hours contract should be coded as 0 hours.  
Acceptable range of responses is between 0 and 168 hours.

TYPE IN HOURS:

(Do not have set 'basic' or contracted number of hours) 555  
(Refusal) 777  
(Don't know) 888

F30 Regardless of your basic or contracted hours, how many hours do/did you normally work a week (in your main job), including any paid or unpaid overtime.

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

TYPE IN HOURS:

(Refusal) 777  
(Don't know) 888



**F31** What does/did the firm/organisation you work/worked for mainly make or do? **TYPE IN**

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**F32 CARD 42** Which of the types of organisation on this card do/did you work for?  
**CODE ONE ANSWER ONLY**

Central or local government	01
Other public sector (such as education and health)	02
A state-owned enterprise	03
A private firm	04
Self-employed	05
Other	06
(Refusal)	77
(Don't know)	88

**F33** What is/was the name or title of your main job?  
**TYPE IN**

---

**F34** In your main job, what kind of work do/did you do most of the time?  
**TYPE IN**

---

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**F34a** What training or qualifications are/were needed for the job?  
**TYPE IN**

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**[If additional country-specific questions are required for national occupation and industry coding systems, add HERE]**

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

Yes	1
No	2
(Refusal)	7
(Don't know)	8

**ASK ALL**

**F36** Have you ever been unemployed and seeking work for a period of more than three months?

Yes	1	<b>ASK F37</b>
No	2	<b>GO TO F39</b>
(Refusal)	7	
(Don't know)	8	

**ASK IF YES AT F36 (IF F36 = 1)**

**F37** Have any of these periods lasted for 12 months or more?

Yes	1
No	2
(Refusal)	7
(Don't know)	8

**F38** Have any of these periods been within the past 5 years?

**INTERVIEWER: 'These periods' refer to the periods of more than 3 months at F36.**

Yes	1
No	2
(Refusal)	7
(Don't know)	8

**ASK ALL**

**F39** Are you or have you ever been a member of a trade union or similar organisation? **IF YES**, is that currently or previously?

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

**F40 CARD 43** Please consider the income of all household members and any income which may be received by the household as a whole. What is the main source of income in your household? Please use this card.

Wages or salaries	01
Income from self-employment (excluding farming)	02
Income from farming	03
Pensions	04
Unemployment/redundancy benefit	05
Any other social benefits or grants	06
Income from investment, savings, insurance or property	07
Income from other sources	08
(Refusal)	77
(Don't know)	88

**F41 CARD 44** Using this card, please tell me which letter describes your household's total income, after tax and compulsory deductions, from all sources? If you don't know the exact figure, please give an estimate. Use the part of the card that you know best: weekly, monthly or annual income<sup>89</sup>.

J	01
R	02
C	03
M	04
F	05
S	06
K	07
P	08
D	09
H	10
(Refusal)	77
(Don't know)	88

#### NOTE ON FRAMING DECILE INCOME QUESTION, CATEGORIES AND CARD

An income showcard should be devised with approximate **weekly, monthly and annual amounts**. You should use **ten income range categories, each corresponding broadly to DECILES OF THE ACTUAL HOUSEHOLD INCOME RANGE in your country**. Please see the ESS 2018 Data Protocol (<http://essdata.nsd.uib.no>) for guidance on data sources to refer to and further instructions on the construction of categories.

Please note that a showcard must **always** be used at this question. The ten rows on the showcard should display the income ranges selected and be preceded by the ten letters used above (or their Cyrillic equivalent) which helps to ensure respondent confidentiality. Each country can choose whether to include weekly, monthly or annual amounts on the showcard or include more than one of these as appropriate. The text in the last sentence of F41 (above) should be rephrased to match the solution selected. Queries should be referred to [essdata@nsd.no](mailto:essdata@nsd.no).

**F42 CARD 45** Which of the descriptions on this card comes closest to how you feel<sup>90</sup> about your household's income nowadays?

Living comfortably on present income	1
Coping on present income	2
Finding it difficult on present income	3
Finding it very difficult on present income	4
(Refusal)	7
(Don't know)	8

<sup>89</sup> The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

<sup>90</sup> 'Feel': 'describe', 'view' or 'see'.

**ASK IF MORE THAN 1 HOUSEHOLD MEMBER AT F1 (IF F1 > 1)**

**F42a<sup>91</sup> CARD 46** Now please consider your own individual income.

What is your main source of income?

- |  |    |
|--|----|
| Wages or salaries                                      | 01 |
| Income from self-employment (excluding farming)        | 02 |
| Income from farming                                    | 03 |
| Pensions   | 04 |
| Unemployment/redundancy benefit                        | 05 |
| Any other social benefits or grants                    | 06 |
| Income from investment, savings, insurance or property | 07 |
| Income from other sources                              | 08 |
| No source of income                                    | 09 |
| (Refusal)  | 77 |
| (Don't know)   | 88 |

**[F43 Interviewer-coded variable removed for Round 9]**

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<sup>91</sup> **NEW QUESTION** as part of the ESS9 module on Justice and Fairness. Please refer to item F40 to guide the translation.

**ASK IF LIVING WITH HUSBAND/WIFE/PARTNER AT F4 (IF 01 AT F4)**

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

**F44 CARD 47** What is the highest level of education your husband/wife/partner has successfully completed? Please use this card.

**INTERVIEWER:** Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed;
- a course or period of education is fully attended but no certificate is ever issued;
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued).

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	323
Qualification from general ISCED 3 programmes of 2 years or longer duration, no access to	ISCED level 5 institutions	311
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5	institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a	lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an	upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800
	(Other)	5555
	(Refusal)	7777
	(Don't know)	8888

**F45a CARD 48** Which of the descriptions on this card applies to what he/she has been doing for the last 7 days? Select all that apply.

**PROMPT** Which others?

**CODE ALL THAT APPLY**

in <u>paid work</u> (or away temporarily) (employee, self-employed, working for your family business)	01
in <u>education</u> , (not paid for by employer) even if on vacation	02
<u>unemployed</u> and actively looking for a job	03
<u>unemployed</u> , wanting a job but <u>not</u> actively looking for a job	04
permanently <u>sick or disabled</u>	05
<u>retired</u>	06
in <u>community or military service</u> <sup>92</sup>	07
doing <u>housework, looking after children or other persons</u>	08
(other)	09
(Refusal)	77
(Don't know)	88

**[F45b Interviewer-coded variable removed for Round 9]**

**ASK IF MORE THAN ONE CODED AT F45a**

**F45c STILL CARD 48** And which of the descriptions on this card best describes his/her situation (in the last 7 days)? Please select only one.

in <u>paid work</u> (or away temporarily) (employee, self-employed, working for your family business)	01
in <u>education</u> , (not paid for by employer) even if on vacation	02
<u>unemployed</u> and actively looking for a job	03
<u>unemployed</u> , wanting a job but <u>not</u> actively looking for a job	04
permanently <u>sick or disabled</u>	05
<u>retired</u>	06
in <u>community or military service</u> <sup>93</sup>	07
doing <u>housework, looking after children or other persons</u>	08
(other)	09
(Refusal)	77
(Don't know)	88

<sup>92</sup> This code does not apply to jobs in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

<sup>93</sup> This code does not apply to jobs in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

[F45d Interviewer-coded variable removed for Round 9]

ASK IF PARTNER NOT IN PAID WORK AT F45a (IF NOT 01 AT F45a)

F46 Can I just check, did he/she do any paid work  
(of an hour or more) in the last 7 days?

Yes	1	ASK F47
No	2	GO TO F52
(Refusal)	7	
(Don't know)	8	

ASK IF PARTNER IN PAID WORK AT F45a OR F46 (IF 01 AT F45a OR F46 = 1)

F47 What is the name or title of his/her main job?  
TYPE IN

\_\_\_\_\_

F48 In his/her main job, what kind of work does he/she do  
most of the time? TYPE IN

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

F49 What training or qualifications are needed for the job?  
TYPE IN

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[If additional country-specific questions are required for national occupation and industry coding systems, add HERE]



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

...an employee,	1
self-employed,	2
or working for your family business?	3
(Refusal)	7
(Don't know)	8

**F51** How many hours does he/she normally work a week  
(in his/her main job)? Please include any paid or unpaid  
overtime.

**INTERVIEWER: Acceptable range of responses is between 0 and 168 hours.**<sup>94</sup>

**TYPE IN HOURS:**

(Refusal)	777
(Don't know)	888

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<sup>94</sup> **NEW INTERVIEWER NOTE** added in ESS9.

**ASK ALL**

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

**F52 CARD 49** What is the highest level of education your father successfully completed?  
Please use this card.

**INTERVIEWER:** Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed;
- a course or period of education is fully attended but no certificate is ever issued;
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued).

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	323
Qualification from general ISCED 3 programmes of 2 years or longer duration, no access to	ISCED level 5 institutions	311
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5	institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a	lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an	upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800
	(Other)	5555
	(Refusal)	7777
	(Don't know)	8888

**F53** When you were 14, did your father work as an employee, was he self-employed, or was he not working then?

Employee,	1	<b>ASK F54</b>
Self-employed,	2	
Not working	3	<b>GO TO F56</b>
(Father dead/absent <sup>95</sup> when respondent was 14)	4	
(Refusal)	7	
(Don't know)	8	<b>ASK F54</b>

**ASK IF FATHER WORKING OR DON'T KNOW AT F53 (IF F53 = 1, 2, 8)**

**F54** What was the name or title of his main job?  
**TYPE IN**

\_\_\_\_\_

<sup>95</sup> 'Absent': not living in same household.

**F55 CARD 50** Which of the descriptions<sup>96</sup> on this card best describes the sort of work he did when you were 14?  
**CODE ONE ANSWER ONLY**

**INTERVIEWER: Respondents must choose a category themselves. If necessary add: 'There is no right or wrong answer. Just choose the category you think fits best'.**

**Professional and technical occupations**

*such as:* doctor – teacher – engineer –  
 artist – accountant 01

**Higher administrator occupations**

*such as:* banker – executive in big business –  
 high government official – union official 02

**Clerical occupations**

*such as:* secretary – clerk – office manager –  
 book keeper 03

**Sales occupations**

*such as:* sales manager – shop owner – shop assistant –  
 insurance agent 04

**Service occupations**

*such as:* restaurant owner – police officer – waiter –  
 caretaker – barber – armed forces 05

**Skilled worker**

*such as:* foreman – motor mechanic – printer –  
 tool and die maker – electrician 06

**Semi-skilled worker**

*such as:* bricklayer – bus driver – cannery worker – carpenter –  
 sheet metal worker – baker 07

**Unskilled worker**

*such as:* labourer – porter – unskilled factory worker 08

**Farm worker**

*such as:* farmer – farm labourer– tractor driver– fisherman 09

(Refusal) 77

(Don't know) 88

<sup>96</sup> Most of the occupations here have not been annotated. If translators are unable to identify the intended occupation, contact [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

**ASK ALL**

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

**F56 CARD 51** What is the highest level of education your mother successfully completed?

Please use this card.

**INTERVIEWER:** Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed;
- a course or period of education is fully attended but no certificate is ever issued;
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued).

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	323
Qualification from general ISCED 3 programmes of 2 years or longer duration, no access to	ISCED level 5 institutions	311
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5	institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a	lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an	upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from	an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800
	(Other)	5555
	(Refusal)	7777
	(Don't know)	8888

**F57** When you were 14, did your mother work as an employee, was she self-employed, or was she not working then?

Employee,	1	<b>ASK F58</b>
Self-employed,	2	
Not working	3	<b>GO TO F60</b>
(Mother dead/absent <sup>97</sup> when respondent was 14)	4	
(Refusal)	7	<b>ASK F58</b>
(Don't know)	8	

**ASK IF MOTHER WORKING OR DON'T KNOW AT F57 (IF F57 = 1, 2, 8)**

**F58** What was the name or title of her main job?  
**TYPE IN**

\_\_\_\_\_

<sup>97</sup> 'Absent': not living in same household.

**F59 CARD 52** Which of the descriptions on this card best describes the sort of work she did when you were 14?  
**CODE ONE ANSWER ONLY**

**INTERVIEWER: Respondents must choose a category themselves. If necessary add: 'There is no right or wrong answer. Just choose the category you think fits best'.**

**Professional and technical occupations**

*such as:* doctor – teacher – engineer –  
 artist – accountant 01

**Higher administrator occupations**

*such as:* banker – executive in big business –  
 high government official – union official 02

**Clerical occupations**

*such as:* secretary – clerk – office manager –  
 book keeper 03

**Sales occupations**

*such as:* sales manager – shop owner – shop assistant –  
 insurance agent 04

**Service occupations**

*such as:* restaurant owner – police officer – waiter –  
 caretaker – barber– armed forces 05

**Skilled worker**

*such as:* foreman – motor mechanic – printer –  
 tool and die maker – electrician 06

**Semi-skilled worker**

*such as:* bricklayer – bus driver – cannery worker – carpenter –  
 sheet metal worker – baker 07

**Unskilled worker**

*such as:* labourer – porter – unskilled factory worker 08

**Farm worker**

*such as:* farmer – farm labourer– tractor driver– fisherman 09

(Refusal) 77

(Don't know) 88

**ASK ALL**

**F60** During the last twelve months, have you taken any course or attended any lecture or conference to improve your knowledge or skills for work?

Yes 1

No 2

(Refusal) 7

(Don't know) 8

**F61 CARD 53** How would you describe your ancestry<sup>98</sup>? Please use this card to choose up to two ancestries that best apply to you.  
**INTERVIEWER: Code maximum of two ancestries in total.**  
**If more than two are mentioned, ask respondent to select two.**  
**If respondent is unable to do this, code first two ancestries mentioned.**  
**INTERVIEWER PROBE ONCE:** Which other?

	First ancestry mentioned (CODE ONE ONLY)	Second ancestry mentioned (CODE ONE ONLY)
British	01	01
English	02	02
Northern Irish	03	03
Scottish	04	04
Welsh	05	05
Irish	06	06
Gypsy/Roma	07	07
Polish	08	08
Nigerian	09	09
Somali	10	10
Bangladeshi	11	11
Indian	12	12
Pakistani	13	13
Chinese	14	14
Jamaican	15	15
Other (TYPE IN MAXIMUM OF TWO ANCESTRIES IN TOTAL)	_____	_____
(No second ancestry)	-	555555
(Refusal)	777777	777777
(Don't know)	888888	888888

**NOTE ON ADMINISTRATION OF F61:** Country-specific question (example from UK ESS8 shown above for illustrative purposes). Translation of the source question wording should be carried out as normal in all countries. Country-specific answer categories and showcards will be developed in consultation with ESS ERIC HQ ([ess@city.ac.uk](mailto:ess@city.ac.uk)). Responses to be recoded into the 'European Standard Classification of Cultural and Ethnic Groups' available on the ESS9 NC Intranet.

[END TIME FOR ALL COUNTRIES]

<sup>98</sup> 'Ancestry' in the sense of 'descent' or 'family origins'.



## SECTION G

### ASK ALL

Now some questions on how the political system works in [country].

		Not at all	Very little	Some	A lot	A great deal <sup>99</sup>	(Refusal)	(Don't know)
<b>G1</b>	<b>CARD 54</b> How much would you say that the political system in [country] ensures that everyone has a fair chance <sup>100</sup> to participate in politics <sup>101</sup> ?	1	2	3	4	5	7	8
<b>G2</b>	<b>STILL CARD 54</b> How much would you say that the government in [country] takes into account the interests of all citizens?	1	2	3	4	5	7	8
<b>G3</b>	<b>STILL CARD 54</b> How much would you say that decisions in [country] politics are transparent, meaning that everyone can see <sup>102</sup> how they were made <sup>103</sup> ?	1	2	3	4	5	7	8

<sup>99</sup> The same translation should be used for this response scale as in items B2 and B4.

<sup>100</sup> 'Fair chance' in the sense of absence of discrimination or bias in access to political participation.

<sup>101</sup> 'Participate in politics': the same translation should be used as in item B5.

<sup>102</sup> 'See' in the sense of observing or getting access to information on how decisions were made – this does not necessarily include cognitive understanding.

<sup>103</sup> Making decisions in the sense of reaching/creating them rather than formally approving them or putting them into practice.

The next few questions are about access to education and job opportunities.

**G4 CARD 55** To what extent do you think this statement applies to you?

Compared to other people in [country], I have had a fair chance of achieving<sup>104</sup> the level of education<sup>105</sup> I was seeking.

Does not apply at all										(I have not comple- ted a level of education yet)		(Refu- sal)	(Don't know)
										Applies completely <sup>106</sup>			
00	01	02	03	04	05	06	07	08	09	10	55	77	88

**G5 STILL CARD 55** Imagine you were looking for a job today. To what extent do you think this statement would apply to you?

Compared to other people in [country], I would have a fair chance of getting the job I was seeking.

Does not apply at all										Applies completely		(Refu- sal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88	

**G6 STILL CARD 55** To what extent do you think this statement applies in [country]?

Overall, everyone in [country] has a fair chance of achieving the level of education they seek.

Does not apply at all										Applies completely		(Refu- sal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88	

**G7 STILL CARD 55** To what extent do you think this statement applies in [country]?

Overall, everyone in [country] has a fair chance of getting the jobs they seek.

Does not apply at all										Applies completely		(Refu- sal)	(Don't know)

<sup>104</sup> 'Achieving' should be translated in the sense of attaining, reaching or obtaining a certain level of education. This also applies to item G6.

<sup>105</sup> The same translation for 'level of education' should be used as in items F15, F44, F52, F56. This also applies to item G6.

<sup>106</sup> The same translation should be used for this response scale as in ESS6 (items E17-E30). If translators are unsure, contact [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

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

Now some questions on your personal situation. Please remember that all the information you give me will be treated in the strictest confidence.

[The following block of questions (G8 to G17) is routed based on the respondent's main source of personal income, as previously reported in F42a (or F40 for one-person households). Questions with the 'a' suffix are asked to respondents receiving wages or salaries, income from self-employment or from farming; questions with the 'b' suffix are asked to respondents receiving pensions; questions with the 'c' suffix are asked to respondents receiving unemployment/redundancy benefit or other social benefits or grants.]

**ASK IF RECEIVING INCOME FROM WAGES OR SALARIES, SELF-EMPLOYMENT OR FARMING AT F42a OR F40 [(IF F42a = 01, 02, 03) OR (IF F1 = 1 AND F40 = 01, 02, 03)]**

In the following questions, I will first ask you about your gross pay before tax and compulsory deductions, and then about your net pay after tax and compulsory deductions.

**G8a CARD 56** Thinking about your usual pay<sup>107</sup>, which one do you know best? Please choose your answer from this card.

**[Countries can include any subset of the 3 categories below]**

Weekly pay	1
Monthly pay	2
Annual pay	3
(Refusal)	7
(Don't know)	8

#### NOTE ON ADMINISTRATION OF G8a

The set of country-specific categories that are listed in the 'Consultation outcomes' for Justice and Fairness on the ESS9 NC Intranet should be made available to interviewers. In countries where two or more categories are relevant, G8a should be asked to all respondents. In countries where only one category is relevant, G8a should be skipped and the pre-selected frequency of pay should be included at G9a, G11a, G15a and G16a.

**G9a** What is your usual weekly/monthly/annual<sup>108</sup> gross pay before tax and compulsory deductions<sup>109</sup>?

**INTERVIEWER: Use 0 if the respondent does not receive any pay. If the respondent does not have a usual pay, ask them to think of the pay received in a typical week/month/year.**

**TYPE IN AMOUNT**  
[in own currency]  
**OR CODE**

(Refusal) 7777777  
(Don't know) 8888888

<sup>107</sup> 'Pay': income from work. This applies to all items using this wording.

<sup>108</sup> 'Weekly/monthly/annual' refers to the frequency the respondent knows best with respect to their pay, asked in G8a. This should be used to present the frequency respondents selected ('weekly', 'monthly' or 'annual') in the question wording of G9a, G11a, G15a and G16a; if the respondent refused to answer or answered 'don't know' at G8a, show 'monthly'.

<sup>109</sup> 'Tax and compulsory deductions': the same translation should be used as in item F41. This applies to all items using this wording.

**ASK IF DON'T KNOW/REFUSAL AT G9a (G9a = 7777777, 8888888)**

**G10a CARD 57** Would you be able to tell me which letter describes your gross pay? If you don't know the exact figure, please give an estimate. Use the part of the card that you know best: weekly, monthly or annual pay<sup>110</sup>.

K	01
S	02
D	03
N	04
G	05
T	06
L	07
Q	08
F	09
J	10
(Refusal)	77
(Don't know)	88

**NOTE ON FRAMING INCOME QUESTION, CATEGORIES AND CARD**

An income showcard should be devised with approximate **weekly, monthly and annual amounts**. You should use **ten income range categories, each calculated based on the mean GROSS INDIVIDUAL PAY in your country**. Guidance on data sources and further instructions on the construction of categories will be provided as part of the Justice and Fairness consultation.

Please note that a showcard must **always** be used at this question. The ten rows on the showcard should display the income ranges selected and be preceded by the ten letters used above (or their Cyrillic equivalent) which helps to ensure respondent confidentiality. Each country can choose whether to include weekly, monthly or annual amounts on the showcard or include more than one of these as appropriate. The text in the last sentence of G10a (above) should be rephrased to match the solution selected. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

**ASK IF RECEIVING INCOME FROM WAGES OR SALARIES, SELF-EMPLOYMENT OR FARMING AT F42a OR F40 [(IF F42a = 01, 02, 03) OR (IF F1 = 1 AND F40 = 01, 02, 03)]**

**G11a** And what is your usual weekly/monthly/annual net pay after tax and compulsory deductions?

**INTERVIEWER:** Use 0 if the respondent does not receive any pay. If the respondent does not have a usual pay, ask them to think of the pay received in a typical week/month/year.

**TYPE IN AMOUNT**  
[in own currency]  
**OR CODE**

(Refusal) 7777777  
(Don't know) 8888888

<sup>110</sup> The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

**ASK IF DON'T KNOW/REFUSAL AT G11a (IF G11a = 7777777, 8888888)**

**G12a CARD 58** Would you be able to tell me which letter describes your net pay? If you don't know the exact figure, please give an estimate. Use the part of the card that you know best: weekly, monthly or annual pay<sup>111</sup>.

K	01
S	02
D	03
N	04
G	05
T	06
L	07
Q	08
F	09
J	10
(Refusal)	77
(Don't know)	88

**NOTE ON FRAMING INCOME QUESTION, CATEGORIES AND CARD**

An income showcard should be devised with approximate **weekly, monthly and annual amounts**. You should use **ten income range categories, each calculated based on the mean NET INDIVIDUAL PAY in your country**. Guidance on data sources and further instructions on the construction of categories will be provided as part of the Justice and Fairness consultation.

Please note that a showcard must **always** be used at this question. The ten rows on the showcard should display the income ranges selected and be preceded by the ten letters used above (or their Cyrillic equivalent) which helps to ensure respondent confidentiality. Each country can choose whether to include weekly, monthly or annual amounts on the showcard or include more than one of these as appropriate. The text in the last sentence of G12a (above) should be rephrased to match the solution selected. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

<sup>111</sup> The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

**ASK IF THE GROSS PAY REPORTED AT G9a IS GREATER THAN 0, OR IF THE RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G9a (IF G9a > 0 OR G9a = 7777777, 8888888)**

**G13a<sup>112</sup> CARD 59** Would you say your gross pay is unfairly low, fair<sup>113</sup>, or unfairly high?

- If you think your pay is unfairly low, please choose a number from the left-hand side.
- If you think your pay is fair, please choose 0.
- If you think your pay is unfairly high, please choose a number from the right-hand side.

Unfairly low pay					Unfairly high pay					
Extrem ely unfair	Very unfair	Somew hat unfair	Slightly unfair	Fair pay	Slightly unfair	Somew hat unfair	Very unfair	Extrem ely unfair	(Refu- sal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

**ASK IF THE NET PAY REPORTED AT G11a IS GREATER THAN 0, OR IF THE RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G11a (IF G11a > 0 OR G11a = 7777777, 8888888)**

**G14a STILL CARD 59** Would you say your net pay is unfairly low, fair, or unfairly high?

**INTERVIEWER:** If the respondent needs additional instructions on how to use the scale, please say:

- 'If you think your pay is unfairly low, please choose a number from the left-hand side.
- If you think your pay is fair, please choose 0.
- If you think your pay is unfairly high, please choose a number from the right-hand side.'

Unfairly low pay					Unfairly high pay					
Extrem ely unfair	Very unfair	Somew hat unfair	Slightly unfair	Fair pay	Slightly unfair	Somew hat unfair	Very unfair	Extrem ely unfair	(Refu- sal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

<sup>112</sup> Please keep the orientation of this response scale as in the source questionnaire, including when adapting it for a right-to-left language version. This applies to all items using a similar response scale.

<sup>113</sup> 'Fair' (and 'unfairly low/high') in the sense of a fair or just allocation of resources – please choose the term that is most appropriate in your language and which can be used with both 'fair' and 'unfairly'. This applies to all items using a similar response scale. In case of doubt, please check with the Translation team [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

ASK IF GROSS PAY NOT REPORTED AS FAIR AT G13a, INCLUDING IF RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G13a (G13a > 0 OR G13a < 0 OR G13a = 7, 8)

G15a In your opinion, what would be a fair level of weekly/monthly/annual gross pay for you?

TYPE IN AMOUNT  
[in own currency]  
OR CODE

(Refusal) 7777777  
(Don't know) 8888888

ASK IF NET PAY NOT REPORTED AS FAIR AT G14a, INCLUDING IF RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G14a (G14a > 0 OR G14a < 0 OR G14a = 7, 8)

G16a In your opinion, what would be a fair level of weekly/monthly/annual net pay for you?

TYPE IN AMOUNT  
[in own currency]  
OR CODE

(Refusal) 7777777  
(Don't know) 8888888

ASK IF RECEIVING INCOME FROM WAGES OR SALARIES, SELF-EMPLOYMENT OR FARMING AT F42a OR F40 (IF F42a = 01, 02, 03, OR IF F1 = 1 AND F40 = 01, 02, 03)

G17a **STILL CARD 59** In general, do you think the pay of people who work in the same occupation as you in country is unfairly low, fair, or unfairly high?

INTERVIEWER: If the respondent needs additional instructions on how to use the scale, please say:

- 'If you think this pay is unfairly low, please choose a number from the left-hand side.
- If you think this pay is fair, please choose 0.
- If you think this pay is unfairly high, please choose a number from the right-hand side.'

Unfairly low pay					Unfairly high pay					
Extremely unfair	Very unfair	Somewhat unfair	Slightly unfair	Fair pay	Slightly unfair	Somewhat unfair	Very unfair	Extremely unfair	(Refusal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8



**[QUESTIONS FOR SUBSET OF RESPONDENTS RECEIVING INCOME FROM PENSIONS START HERE<sup>114</sup>]**

**ASK IF RECEIVING INCOME FROM PENSIONS AT F42a OR F40 [(IF F42a = 04) OR (IF F1 = 1 AND F40 = 04)]**

**G8b CARD 60** Thinking about your usual income from pensions, which one do you know best? Please choose your answer from this card.

**[Countries can include any subset of the 3 categories below]**

Weekly income from pensions	1
Monthly income from pensions	2
Annual income from pensions	3
(Refusal)	7
(Don't know)	8

**NOTE ON ADMINISTRATION OF G8b**

The set of country-specific categories that are listed in the 'Consultation outcomes' for Justice and Fairness on the ESS9 NC Intranet should be made available to interviewers. In countries where two or more categories are relevant, G8b should be asked to all respondents. In countries where only one category is relevant, G8b should be skipped and the pre-selected frequency of pay should be included at G11b and G16b.

**G11b** What is your usual **weekly/monthly/annual<sup>115</sup>** **net** income from pensions **after tax and compulsory deductions<sup>116</sup>**?

**INTERVIEWER: Use 0 if the respondent does not receive any income from pensions. If the respondent does not have a usual income from pensions, ask them to think of the income from pensions received in a typical week/month/year.**

**TYPE IN AMOUNT**  
[in own currency]  
**OR CODE**

(Refusal) 7777777  
(Don't know) 8888888

<sup>114</sup> Questions G9, G10, G13 and G15 are not asked to this subset of respondents.

<sup>115</sup> 'Weekly/monthly/annual' refers to the frequency the respondent knows best with respect to their income from pensions, asked in G8b. This should be used to present the frequency respondents selected ('weekly', 'monthly' or 'annual') in the question wording of G11b and G16b; if the respondent refused to answer or answered 'don't know' at G8b, show 'monthly'.

<sup>116</sup> Countries should include 'net' and 'after tax and compulsory deductions' only if income from pensions is subject to taxation and deductions.

**ASK IF DON'T KNOW/REFUSAL AT G11b (IF G11b = 7777777, 8888888)**

**G12b CARD 61** Would you be able to tell me which letter describes your net<sup>117</sup> income from pensions? If you don't know the exact figure, please give an estimate. Use the part of the card that you know best: weekly, monthly or annual income<sup>118</sup>.

K	01
S	02
D	03
N	04
G	05
T	06
L	07
Q	08
F	09
J	10
(Refusal)	77
(Don't know)	88

**NOTE ON FRAMING INCOME QUESTION, CATEGORIES AND CARD**

An income showcard should be devised with approximate **weekly, monthly and annual amounts**. You should use **ten income range categories, each calculated based on the mean NET INDIVIDUAL INCOME FROM PENSIONS in your country**. Guidance on data sources and further instructions on the construction of categories will be provided as part of the Justice and Fairness consultation.

Please note that a showcard must **always** be used at this question. The ten rows on the showcard should display the income ranges selected and be preceded by the ten letters used above (or their Cyrillic equivalent) which helps to ensure respondent confidentiality. Each country can choose whether to include weekly, monthly or annual amounts on the showcard or include more than one of these as appropriate. The text in the last sentence of G12b (above) should be rephrased to match the solution selected. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

<sup>117</sup> Countries should include 'net' only if income from pensions is subject to taxation and deductions.

<sup>118</sup> The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

ASK IF THE NET INCOME FROM PENSIONS REPORTED AT G11b IS GREATER THAN 0, OR IF THE RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G11b (IF G11b > 0 OR G11b = 7777777, 8888888)

**G14b CARD 62** Would you say your net<sup>119</sup> income from pensions is unfairly low, fair, or unfairly high?

- If you think your income from pensions is unfairly low, please choose a number from the left-hand side.
- If you think your income from pensions is fair, please choose 0.
- If you think your income from pensions is unfairly high, please choose a number from the right-hand side.

Unfairly low income(s)				Unfairly high income(s)						
Extrem ely unfair	Very unfair	Somew hat unfair	Slightly unfair	Fair income( s)	Slightly unfair	Somew hat unfair	Very unfair	Extrem ely unfair	(Refu- sal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

ASK IF NET INCOME FROM PENSIONS NOT REPORTED AS FAIR AT G14b, INCLUDING IF RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G14b (G14b > 0 OR G14b < 0 OR G14b = 7, 8)

**G16b** In your opinion, what would be a fair level of weekly/monthly/annual net<sup>120</sup> income from pensions for you?

TYPE IN AMOUNT  
[in own currency]  
OR CODE

(Refusal) 7777777  
(Don't know) 8888888

<sup>119</sup> Countries should include 'net' only if income from pensions is subject to taxation and deductions.

<sup>120</sup> See previous footnote.

ASK IF RECEIVING INCOME FROM PENSIONS AT F42a OR F40 [(IF F42a = 04) OR (IF F1 = 1 AND F40 = 04)]

G17b STILL CARD 62 In general, do you think the incomes from pensions of people who worked in the same occupation as you in [country] are unfairly low, fair, or unfairly high?

INTERVIEWER: If the respondent needs additional instructions on how to use the scale, please say:

- ‘If you think these incomes are unfairly low, please choose a number from the left-hand side.
- If you think these incomes are fair, please choose 0.
- If you think these incomes are unfairly high, please choose a number from the right-hand side.’

Unfairly low income(s)				Unfairly high income(s)						
Extrem ely unfair	Very unfair	Somew hat unfair	Slightly unfair	Fair income( s)	Slightly unfair	Somew hat unfair	Very unfair	Extrem ely unfair	(Refu- sal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

**[QUESTIONS FOR SUBSET OF RESPONDENTS RECEIVING INCOME FROM SOCIAL BENEFITS AND/OR GRANTS START HERE<sup>121</sup>]**

**ASK IF RECEIVING INCOME FROM UNEMPLOYMENT/REDUNDANCY BENEFIT OR FROM ANY OTHER SOCIAL BENEFITS OR GRANTS AT F42a OR F40 [(IF F42a = 05, 06) OR (IF F1 = 1 AND F40 = 05, 06)]**

**G8c CARD 63** Thinking about your usual income from social benefits and/or grants<sup>122</sup>, which one do you know best? Please choose your answer from this card.

**[Countries can include any subset of the 3 categories below]**

Weekly income from social benefits and/or grants	1
Monthly income from social benefits and/or grants	2
Annual income from social benefits and/or grants	3
(Refusal)	7
(Don't know)	8

**NOTE ON ADMINISTRATION OF G8c**

The set of country-specific categories that are listed in the 'Consultation outcomes' for Justice and Fairness on the ESS9 NC Intranet should be made available to interviewers. In countries where two or more categories are relevant, G8c should be asked to all respondents. In countries where only one category is relevant, G8c should be skipped and the pre-selected frequency of pay should be included at G11c and G16c.

**G11c** What is your usual weekly/monthly/annual<sup>123</sup> net income from social benefits and/or grants after tax and compulsory deductions<sup>124</sup>?

**INTERVIEWER: Use 0 if the respondent does not receive any income from social benefits and/or grants. If the respondent does not have a usual income from social benefits and/or grants, ask them to think of the income from social benefits and/or grants received in a typical week/month/year.**

**TYPE IN AMOUNT**  
[in own currency]  
**OR CODE**

(Refusal) 7777777  
(Don't know) 8888888

<sup>121</sup> Questions G9, G10, G13 and G15 are not asked to this subset of respondents.

<sup>122</sup> 'Social benefits and/or grants': a similar translation should be used as in item F40. This applies to all items using this wording.

<sup>123</sup> 'Weekly/monthly/annual' refers to the frequency the respondent knows best with respect to their income from social benefits and/or grants, asked in G8c. This should be used to present the frequency respondents selected ('weekly', 'monthly' or 'annual') in the question wording of G11c and G16c; if the respondent refused to answer or answered 'don't know' at G8c, show 'monthly'.

<sup>124</sup> Countries should include 'net' and 'after tax and compulsory deductions' only if income from social benefits and/or grants is subject to taxation and deductions.

**ASK IF DON'T KNOW/REFUSAL AT G11c (IF G11c = 7777777, 8888888)**

**G12c CARD 64** Would you be able to tell me which letter describes your **net**<sup>125</sup> income from social benefits and/or grants? If you don't know the exact figure, please give an estimate. **Use the part of the card that you know best: weekly, monthly or annual income**<sup>126</sup>.

K	01
S	02
D	03
N	04
G	05
T	06
L	07
Q	08
F	09
J	10
(Refusal)	77
(Don't know)	88

**NOTE ON FRAMING INCOME QUESTION, CATEGORIES AND CARD**

An income showcard should be devised with approximate **weekly, monthly and annual amounts**. You should use **ten income range categories, each calculated based on the mean NET INDIVIDUAL INCOME FROM SOCIAL BENEFITS AND/OR GRANTS in your country**. Guidance on data sources and further instructions on the construction of categories will be provided as part of the Justice and Fairness consultation.

Please note that a showcard must **always** be used at this question. The ten rows on the showcard should display the income ranges selected and be preceded by the ten letters used above (or their Cyrillic equivalent) which helps to ensure respondent confidentiality. Each country can choose whether to include weekly, monthly or annual amounts on the showcard or include more than one of these as appropriate. The text in the last sentence of G12c (above) should be rephrased to match the solution selected. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

<sup>125</sup> Countries should include 'net' only if income from social benefits and/or grants is subject to taxation and deductions.

<sup>126</sup> The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

ASK IF THE NET INCOME FROM SOCIAL BENEFITS AND/OR GRANTS REPORTED AT G11c IS GREATER THAN 0, OR IF THE RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G11c (G11c > 0 OR G11c = 7777777, 8888888)

G14c CARD 65 Would you say your net<sup>127</sup> income from social benefits and/or grants is unfairly low, fair, or unfairly high?

- If you think your income from social benefits and/or grants is unfairly low, please choose a number from the left-hand side.
- If you think your income from social benefits and/or grants is fair, please choose 0.
- If you think your income from social benefits and/or grants is unfairly high, please choose a number from the right-hand side.

Unfairly low income(s)				Unfairly high income(s)					(Refu- sal)	(Don know)
Extrem ely unfair	Very unfair	Somew hat unfair	Slightly unfair	Fair income( s)	Slightly unfair	Somew hat unfair	Very unfair	Extrem ely unfair		
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

ASK IF NET INCOME FROM SOCIAL BENEFITS AND/OR GRANTS NOT REPORTED AS FAIR AT G14c, INCLUDING IF RESPONDENT ANSWERED DON'T KNOW/REFUSAL AT G14c (G14c > 0 OR G14c < 0 OR G14c = 7, 8)

G16c In your opinion, what would be a fair level of weekly/monthly/annual net<sup>128</sup> income from social benefits and/or grants for you?

TYPE IN AMOUNT  
[in own currency]  
OR CODE

(Refusal) 7777777  
(Don't know) 8888888

<sup>127</sup> Countries should include 'net' only if income from social benefits and/or grants is subject to taxation and deductions.  
<sup>128</sup> See previous footnote.

ASK IF RECEIVING INCOME FROM UNEMPLOYMENT/REDUNDANCY BENEFIT OR FROM ANY OTHER SOCIAL BENEFITS OR GRANTS AT F42a OR F40 [(IF F42a = 05, 06) OR (IF F1 = 1 AND F40 = 05, 06)]

G17c STILL CARD 65 In general, do you think the incomes from social benefits of people receiving social benefits in [country] are unfairly low, fair, or unfairly high?

INTERVIEWER: If the respondent needs additional instructions on how to use the scale, please say:

- 'If you think these incomes are unfairly low, please choose a number from the left-hand side.
- If you think these incomes are fair, please choose 0.
- If you think these incomes are unfairly high, please choose a number from the right-hand side.'

Unfairly low income(s)				Unfairly high income(s)					(I only receive income from grants)	(Refusal)	(Don't know)
Extremely unfair	Very unfair	Somewhat unfair	Slightly unfair	Fair income (s)	Slightly unfair	Somewhat unfair	Very unfair	Extremely unfair			
-4	-3	-2	-1	0	+1	+2	+3	+4	5	7	8



Now some questions about differences in incomes in [country].

Figures on incomes show that the top 10% of employees in [country] earn more than [amount per month or per year] and the bottom 10% of employees earn less than [amount per month or per year].

These figures are based on income before tax and compulsory deductions for full-time employees. I'm now going to ask you how fair incomes for each of these groups are.

**G18 CARD 65** Please think about the top 10% of employees working full-time in [country], earning more than [amount per month or per year]. In your opinion, are these incomes unfairly low, fair, or unfairly high? Please think generally about people earning this level of incomes.

**INTERVIEWER:** If the respondent needs additional instructions on how to use the scale, please say:

- 'If you think these incomes are unfairly low, please choose a number from the left-hand side.
- If you think these incomes are fair, please choose 0.
- If you think these incomes are unfairly high, please choose a number from the right-hand side.'

Unfairly low income(s)				Unfairly high income(s)						
Extrem ely unfair	Very unfair	Somew hat unfair	Slightly unfair	Fair income( s)	Slightly unfair	Somew hat unfair	Very unfair	Extrem ely unfair	(Refu- sal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

**NOTE ON ADMINISTRATION OF G18 and G19**

Countries should include the amount of income before tax and compulsory deductions for full-time employees and the time interval (per month or per year) for the top 10% (at G18) and bottom 10% (at G19) of employees which is listed in the 'Consultation outcomes' for Justice and Fairness on the ESS9 NC Intranet. Both the amount for the top 10% and for the bottom 10% should be included in the introduction to G18. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

<sup>129</sup> Due to complex routing at G8-G17, National Coordinators must carefully check routing to ensure that ALL respondents are asked the rest of section G (G18-G32).

**G19 STILL CARD 65** And now please think about the bottom 10% of employees working full-time in [country], earning less than [amount per month or per year]. In your opinion, are these incomes unfairly low, fair, or unfairly high? Please think generally about people earning this level of incomes.

**INTERVIEWER:** If the respondent needs additional instructions on how to use the scale, please say:

- 'If you think these incomes are unfairly low, please choose a number from the left-hand side.
- If you think these incomes are fair, please choose 0.
- If you think these incomes are unfairly high, please choose a number from the right-hand side.'

Unfairly low income(s)					Unfairly high income(s)						
Extrem ely unfair	Very unfair	Somew hat unfair	Slightly unfair	Fair income( s)	Slightly unfair	Somew hat unfair	Very unfair	Extrem ely unfair	(Refu- sal)	(Don't know)	
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8	

#### NOTE ON ADMINISTRATION OF G18 and G19

Countries should include the amount of income before tax and compulsory deductions for full-time employees and the time interval (per month or per year) for the top 10% (at G18) and bottom 10% (at G19) of employees which is listed in the 'Consultation outcomes' for Justice and Fairness on the ESS9 NC Intranet. Both the amount for the top 10% and for the bottom 10% should be included in the introduction to G18. Queries should be referred to [ess@city.ac.uk](mailto:ess@city.ac.uk).

**G20 CARD 66** In your opinion, are differences in wealth<sup>130</sup> in [country] unfairly small, fair, or unfairly large?

- If you think these differences are unfairly small, please choose a number from the left-hand side.
- If you think these differences are fair, please choose 0.
- If you think these differences are unfairly large, please choose a number from the right-hand side.

Unfairly small differences				Unfairly large differences						
Extrem ely unfair	Very unfair	Somew hat unfair	Slightly unfair	Fair differen ces	Slightly unfair	Somew hat unfair	Very unfair	Extrem ely unfair	(Refu- sal)	(Don't know)
-4	-3	-2	-1	0	+1	+2	+3	+4	7	8

<sup>130</sup> 'Wealth' is to be translated in the sense of material prosperity, in the form of valuable possessions and/or money.

Now I would like to ask you about how employers select amongst job applicants in [country]. Many factors can influence whether a person is recruited or not recruited for a job. We are going to ask you how much influence each factor has. There are no right or wrong answers, so please just tell me what you think.

**CARD 67** In your opinion, how much influence does each of the following factors have on the decision to recruit or not to recruit a person for a job in [country]?

		Not much or no influence <sup>131</sup>	Some influence	Quite a lot of influence	A great deal of influence	(Refu- sal)	(Don't know)
<b>G21</b>	The person's knowledge and skills.	1	2	3	4	7	8
<b>G22</b>	The person's on-the-job experience <sup>132</sup> .	1	2	3	4	7	8
<b>G23</b>	Whether the person knows someone in the organisation <sup>133</sup> .	1	2	3	4	7	8
<b>G24</b>	Whether the person has an immigrant background <sup>134</sup> .	1	2	3	4	7	8
<b>G25</b>	The person's gender.	1	2	3	4	7	8

<sup>131</sup> The same translation for this response scale should be used as in ESS5 (items G43-G44).

<sup>132</sup> 'On-the-job experience' can be translated in the sense of 'professional experience'.

<sup>133</sup> 'Organisation' can refer to both private firms and public entities.

<sup>134</sup> 'Immigrant background' in the sense of 'the situation of people who have immigrated to a country: they can have immigrated either themselves or their parents or ancestors may have done so. This term can also refer to social groups or communities consisting of immigrants or their descendants'.

## Now some questions about society in general.

**CARD 68** There are many different views as to what makes a society fair or unfair. How much do you agree or disagree with each of the following statements?

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refu- sal)	(Don't know)
<b>G26</b>	A society is fair <sup>135</sup> when income and wealth are equally distributed among all people.	1	2	3	4	5	7	8
<b>G27</b>	A society is fair when hard- working <sup>136</sup> people earn more than others.	1	2	3	4	5	7	8
<b>G28</b>	A society is fair when it takes care of those who are poor and in need <sup>137</sup> regardless of what they give back to society <sup>138</sup> .	1	2	3	4	5	7	8
<b>G29</b>	A society is fair when people from families with high social status <sup>139</sup> enjoy privileges in their lives.	1	2	3	4	5	7	8

<sup>135</sup> 'Fair' in the sense of a just society. This also applies to G27, G28 and G29.

<sup>136</sup> 'Hard-working' can refer to intellectual as well as physical work; it can be translated in the sense of 'working a lot' or 'putting a lot of effort in their work'.

<sup>137</sup> Please translate so that it becomes clear that both 'poor' and 'in need' are expressed.

<sup>138</sup> 'Give back to society': please use a wording that is commonly used in your language, even if the image of 'giving back' is not the same as in English, e.g. '(regardless of their) contribution to society'. In case of doubt, please discuss with the Translation team [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

<sup>139</sup> 'Social status' in the sense of prestige, social standing and position in society. This can result from birth (hereditary) or from own effort (merit). Please use a term that is commonly used in your country and language and which can include both aspects (birth and merit).

**STILL CARD 68** And how much do you agree or disagree with each of the following statements?

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refu- sal)	(Don't know)
<b>G30</b>	I think that, by and large, people get what they deserve <sup>140</sup> .	1	2	3	4	5	7	8
<b>G31</b>	I am confident that justice always prevails over injustice.	1	2	3	4	5	7	8
<b>G32</b>	I am convinced that in the long run people will be compensated for injustices.	1	2	3	4	5	7	8

[END TIME FOR ALL COUNTRIES]

<sup>140</sup> 'Get what they deserve': please translate in a way that is neither just negative nor just positive.

## SECTION H

ASK IF RESPONDENT IS MALE (IF F2 = 1)

**H1 CARD 69** Now I will briefly describe some people. Please listen to each description and tell me how much each person is or is not like you. Use this card for your answer.

	Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Refu- sal)	(Don't know)
<b>A</b> Thinking up new ideas <sup>141</sup> and being creative is important to him. He likes to do things in his own original way.	1	2	3	4	5	6	7	8
<b>B</b> It is important to him to be rich. He wants to have a lot of money and expensive <sup>142</sup> things.	1	2	3	4	5	6	7	8
<b>C</b> He thinks it is important that every person in the world should be treated equally. He believes everyone should have equal opportunities in life.	1	2	3	4	5	6	7	8
<b>D</b> It's important to him to show <sup>143</sup> his abilities. He wants people to admire <sup>144</sup> what he does.	1	2	3	4	5	6	7	8
<b>E</b> It is important to him to live in secure <sup>145</sup> surroundings. He avoids anything that might endanger his safety.	1	2	3	4	5	6	7	8

<sup>141</sup> Having new ideas, with an emphasis on the creative side of having them through generating them himself.

<sup>142</sup> 'Expensive': in the sense of costing a lot rather than their being 'luxury' items.

<sup>143</sup> The idea is to show whatever abilities he has, with no assumption that he actually has great abilities. It is important to him to be perceived as being able.

<sup>144</sup> He wants his actions to be admired, not his person.

<sup>145</sup> In the sense of the surroundings actually being secure, and not that he feels secure.

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Refu- sal)	(Don't know)
<b>F</b>	He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life <sup>146</sup> .	1	2	3	4	5	6	7	8
<b>G</b>	He believes that people should do what they're told <sup>147</sup> . He thinks people should follow rules <sup>148</sup> at all times, even when no-one is watching.	1	2	3	4	5	6	7	8
<b>H</b>	It is important to him to listen to people who are different <sup>149</sup> from him. Even when he disagrees with them, he still wants to understand them.	1	2	3	4	5	6	7	8
<b>I</b>	It is important to him to be humble and modest. He tries not to draw attention to himself.	1	2	3	4	5	6	7	8
<b>J</b>	Having a good time is important to him. He likes to "spoil" <sup>150</sup> himself.	1	2	3	4	5	6	7	8
<b>K</b>	It is important to him to make his own decisions about what he does. He likes to be free and not depend <sup>151</sup> on others.	1	2	3	4	5	6	7	8

<sup>146</sup> Important for himself (his life) is the focus.

<sup>147</sup> The idea here is that when someone else tells you what to do in actual interpersonal interaction (implying also that the person has some authority), you should do it.

<sup>148</sup> 'Rules' in the sense of 'rules and regulations'.

<sup>149</sup> 'Different' in almost any way. The key idea is that he sees difference/diversity positively and as something worth learning about.

<sup>150</sup> 'Spoil himself': 'treat himself' is another idiom. Strongly negative 'self-indulgence' is *not* intended.

<sup>151</sup> In the sense of not to have to depend on people.



		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Refu- sal)	(Don't know)
<b>L</b>	It's very important to him to help the people around him. He wants to care for <sup>152</sup> their well-being.	1	2	3	4	5	6	7	8
<b>M</b>	Being very successful is important to him. He hopes people will recognise his achievements.	1	2	3	4	5	6	7	8
<b>N</b>	It is important to him that the government ensures <sup>153</sup> his safety against all threats. He wants the state to be strong so it can defend its citizens.	1	2	3	4	5	6	7	8
<b>O</b>	He looks for adventures and likes to take risks. He wants to have an exciting <sup>154</sup> life.	1	2	3	4	5	6	7	8
<b>P</b>	It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.	1	2	3	4	5	6	7	8
<b>Q</b>	It is important to him to get <sup>155</sup> respect from others. He wants people to do what he says.	1	2	3	4	5	6	7	8
<b>R</b>	It is important to him to be loyal to his friends. He wants to devote <sup>156</sup> himself to people close to him.	1	2	3	4	5	6	7	8

<sup>152</sup> 'Care for': here in the sense of actively promote their well-being.

<sup>153</sup> 'Ensures' in the sense of 'guarantees'.

<sup>154</sup> 'Exciting' more in the sense of 'exhilarating' than 'dangerous'.

<sup>155</sup> Get/have this respect, not deserve respect.

<sup>156</sup> 'Devote': is intended to convey deep concern for these people and readiness to invest his time, resources and energy in their welfare.

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Refu- sal)	(Don't know)
<b>S</b>	He strongly believes that people should care for <sup>157</sup> nature. Looking after the environment is important to him.	1	2	3	4	5	6	7	8
<b>T</b>	Tradition is important to him. He tries to follow the customs handed down by his religion or his family.	1	2	3	4	5	6	7	8
<b>U</b>	He seeks every chance <sup>158</sup> he can to have fun. It is important to him to do things that give him pleasure.	1	2	3	4	5	6	7	8

[END TIME FOR ALL COUNTRIES]

**GO TO SECTION I**

<sup>157</sup> 'Care for': look after, basically synonymous with 'looking after' in the second sentence.

<sup>158</sup> 'Seeks': active pursuit rather than 'taking every chance'.

**ASK IF RESPONDENT IS FEMALE (IF F2 = 2)<sup>159</sup>**

**H2 CARD 69** Now I will briefly describe some people. Please listen to each description and tell me how much each person is or is not like you. Use this card for your answer.

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Refu- sal)	(Don't know)
<b>A</b>	Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	1	2	3	4	5	6	7	8
<b>B</b>	It is important to her to be rich. She wants to have a lot of money and expensive things.	1	2	3	4	5	6	7	8
<b>C</b>	She thinks it is important that every person in the world should be treated equally. She believes everyone should have equal opportunities in life.	1	2	3	4	5	6	7	8
<b>D</b>	It's important to her to show her abilities. She wants people to admire what she does.	1	2	3	4	5	6	7	8
<b>E</b>	It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	1	2	3	4	5	6	7	8
<b>F</b>	She likes surprises and is always looking for new things to do. She thinks it is important to do lots of different things in life.	1	2	3	4	5	6	7	8

<sup>159</sup> Translators should refer to the male version, H1, for annotations.

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Refu- sal)	(Don't know)
<b>G</b>	She believes that people should do what they're told. She thinks people should follow rules at all times, even when no-one is watching.	1	2	3	4	5	6	7	8
<b>H</b>	It is important to her to listen to people who are different from her. Even when she disagrees with them, she still wants to understand them.	1	2	3	4	5	6	7	8
<b>I</b>	It is important to her to be humble and modest. She tries not to draw attention to herself.	1	2	3	4	5	6	7	8
<b>J</b>	Having a good time is important to her. She likes to "spoil" herself.	1	2	3	4	5	6	7	8
<b>K</b>	It is important to her to make her own decisions about what she does. She likes to be free and not depend on others.	1	2	3	4	5	6	7	8
<b>L</b>	It's very important to her to help the people around her. She wants to care for their well-being.	1	2	3	4	5	6	7	8
<b>M</b>	Being very successful is important to her. She hopes people will recognise her achievements.	1	2	3	4	5	6	7	8

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Refu- sal)	(Don't know)
<b>N</b>	It is important to her that the government ensures her safety against all threats. She wants the state to be strong so it can defend its citizens.	1	2	3	4	5	6	7	8
<b>O</b>	She looks for adventures and likes to take risks. She wants to have an exciting life.	1	2	3	4	5	6	7	8
<b>P</b>	It is important to her always to behave properly. She wants to avoid doing anything people would say is wrong.	1	2	3	4	5	6	7	8
<b>Q</b>	It is important to her to get respect from others. She wants people to do what she says.	1	2	3	4	5	6	7	8
<b>R</b>	It is important to her to be loyal to her friends. She wants to devote herself to people close to her.	1	2	3	4	5	6	7	8
<b>S</b>	She strongly believes that people should care for nature. Looking after the environment is important to her.	1	2	3	4	5	6	7	8
<b>T</b>	Tradition is important to her. She tries to follow the customs handed down by her religion or her family.	1	2	3	4	5	6	7	8

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Refu- sal)	(Don't know)
U	She seeks every chance she can to have fun. It is important to her to do things that give her pleasure.	1	2	3	4	5	6	7	8

[END TIME FOR ALL COUNTRIES]

## SECTION I

### ASK IF GROUP 1 AT C31 (IF C31 = 1)

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

Now some questions about how you think democracy works in [country] today.<sup>160</sup>

I1<sup>161</sup> **CARD 70** Using this card, please tell me to what extent you think the governing parties in [country] are punished in elections<sup>162</sup> when they have done a bad job?

The governing parties are not punished at all in elections when they have done a bad job										The governing parties are punished completely in elections when they have done a bad job	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

I2<sup>163</sup> **CARD 71** Now using this card, please tell me to what extent you think the government in [country] protects citizens against poverty?

The government does not protect citizens against poverty at all										The government protects citizens against poverty completely	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

I3<sup>164</sup> **CARD 72** And using this card, please tell me to what extent you think the government in [country] explains its decisions to voters?

The government does not explain its decisions to voters at all										The government explains its decisions to voters completely	(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	77	88

INTERVIEWER: THANK RESPONDENT AND END INTERVIEW.

[END DATE AND TIME FOR ALL COUNTRIES]

INTERVIEWER THEN ANSWER SECTION J BELOW

<sup>160</sup> Please refer to the introduction before item E17 in ESS6 to guide the translation. Note that the introduction is not identical to ESS6.

<sup>161</sup> The same translation should be used for this item as for item C35.

<sup>162</sup> 'Punished in elections' in the sense of 'getting fewer votes than in the previous election'.

<sup>163</sup> The same translation should be used for this item as for item C36.

<sup>164</sup> The same translation should be used for this item as for item C37.

**ASK IF GROUP 2 AT C31 (IF C31 = 2)**

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

Now some questions about how you think democracy works in [country] today.<sup>165</sup>

**I4<sup>166</sup> CARD 73** Using this card, please tell me to what extent you think the governing parties in [country] are punished in elections<sup>167</sup> when they have done a bad job?

The governing parties are not punished at all in elections when they have done a bad job							The governing parties are punished in elections when they have done a bad job			(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	77	88

**I5<sup>168</sup> CARD 74** Now using this card, please tell me to what extent you think the government in [country] protects citizens against poverty?

The government does not protect citizens against poverty at all							The government protects citizens against poverty			(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	77	88

**I6<sup>169</sup> CARD 75** And using this card, please tell me to what extent you think the government in [country] explains its decisions to voters?

The government does not explain its decisions to voters at all							The government explains its decisions to voters			(Refusal)	(Don't know)
00	01	02	03	04	05	06	07	08	09	77	88

**INTERVIEWER: THANK RESPONDENT AND END INTERVIEW.**

[END DATE AND TIME FOR ALL COUNTRIES]

**INTERVIEWER THEN ANSWER SECTION J BELOW**

<sup>165</sup> Please refer to the introduction before item E17 in ESS6 to guide the translation. Note that the introduction is not identical to ESS6.

<sup>166</sup> The same translation should be used for this item as for item C38.

<sup>167</sup> 'Punished in elections' in the sense of 'getting fewer votes than in the previous election'.

<sup>168</sup> The same translation should be used for this item as for item C39.

<sup>169</sup> The same translation should be used for this item as for item C40.



ASK IF GROUP 3 AT C31 (IF C31 = 3)

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

Now some questions about how you think democracy works in [country] today.<sup>170</sup>

**CARD 76** Using this card, please tell me to what extent you think each of the following statements applies in [country]. **READ OUT EACH STATEMENT**

		Does not apply at all										Applies completely		(Refu- sal)	(Don't know)
I7 <sup>171</sup>	Governing parties in [country] are punished in elections <sup>172</sup> when they have done a bad job.	00	01	02	03	04	05	06	07	08	09	10	77	88	
I8 <sup>173</sup>	The government in [country] protects citizens against poverty.	00	01	02	03	04	05	06	07	08	09	10	77	88	
I9 <sup>174</sup>	The government in [country] explains its decisions to voters.	00	01	02	03	04	05	06	07	08	09	10	77	88	

INTERVIEWER: THANK RESPONDENT AND END INTERVIEW.

[END DATE AND TIME FOR ALL COUNTRIES]

INTERVIEWER THEN ANSWER SECTION J BELOW

<sup>170</sup> Please refer to the introduction before item E17 in ESS6 to guide the translation. Note that the introduction is not identical to ESS6.

<sup>171</sup> The same translation should be used for this item as for item C32.

<sup>172</sup> 'Punished in elections' in the sense of 'getting fewer votes than in the previous election'.

<sup>173</sup> The same translation should be used for this item as for item C33.

<sup>174</sup> The same translation should be used for this item as for item C34.

## SECTION J

THESE QUESTIONS ARE FOR THE INTERVIEWER TO ANSWER

### QUESTIONS ON THE INTERVIEW AS A WHOLE

**J1** Did the respondent ask for clarification on any questions?

Never	1
Almost never	2
Now and then	3
Often	4
Very often	5
Don't know	8

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

Never	1
Almost never	2
Now and then	3
Often	4
Very often	5
Don't know	8

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

Never	1
Almost never	2
Now and then	3
Often	4
Very often	5
Don't know	8

**J4** Overall, did you feel that the respondent understood the questions?

Never	1
Almost never	2
Now and then	3
Often	4
Very often	5
Don't know	8

**J5** Was anyone else present, who interfered with the interview?

Yes	1	<b>ASK J6</b>
No	2	<b>GO TO J6a</b>

**CODE IF ANYONE INTERFERED WITH THE INTERVIEW AT J5 (IF J5 = 1)**

**J6** Who was this? **CODE ALL THAT APPLY**

Husband/wife/partner	1
Son/daughter (inc. step, adopted, foster, child of partner)	2
Parent/parent-in-law/step-parent/partner's parent	3
Other relative	4
Other non-relative	5
Don't know	8

**J6a** To what extent did the respondent use the showcards?

Respondent used all of the applicable showcards	1
Respondent used only some of the applicable showcards	2
Respondent refused/ was unable to use the showcards at all	3
Don't know	8

**J7** In which language was the interview conducted?  
**[use pre-specified ISO 639-2 codes for all languages that questionnaire is translated into]**

[First language that questionnaire translated into]	[appropriate ISO 639-2 code]
[Second language questionnaire translated into]	[appropriate ISO 639-2 code]
etc	

**J8** Interviewer ID. \_\_\_\_\_

**NOTE: THIS NUMBER MUST BE EXCLUSIVE TO INDIVIDUAL INTERVIEWERS AND MUST NOT BE SHARED**

**J9** If you have any additional comments on the interview, please type them in the space below.

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**THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.**

**END OF INTERVIEWER QUESTIONNAIRE**