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European Social Survey Round 9 (2018-2019)

INTERVIEWER MANUAL

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0. Introduction

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

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

A MESSAGE FROM THE ESS DIRECTOR

Dear interviewer,

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

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



*Rory Fitzgerald,
ESS Director
City, University of London*

1. About the ESS

1.1. Timing and topics

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

1.2. Use of ESS data

The ESS aims to meet the highest methodological standards. In order for the data to be optimally comparable across all the different countries involved, the survey employs the highest standards in its approach to sample design, response rates, questionnaire design, fieldwork procedures and so forth across all the participating countries. The quality of the data gathered in ESS Round 1 to Round 8 therefore has a strong and positive international reputation. The data have been used by the European Commission, national governments, policy analysts, think tanks, politicians, journalists as well as academics and students. They are also of interest to the general public and they contribute to social history because the ESS data will allow future analysts to discover what people thought and felt about the major social issues of today. The ESS will thus provide a unique long-term account of the social development of modern Europe, of how its changing political and institutional structures interact over time with changing social attitudes and values.

With data from the ESS, people can now make detailed comparisons between individual countries (or groups of countries) on a wide range of social issues. As of May 2018, there were more than 123,000 registered users of the ESS data. The highest number of users are in Germany, the UK and Belgium. In [country], there are [N] registered ESS data users.

1.3. Participating countries

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

The Member and Observer countries of the ESS ERIC contribute to many of the costs of the survey. Apart from these Member and Observer countries, Guest countries can participate as well. In [country] the national costs are met by [name funding organisations that cover NC and fieldwork costs]. The following countries will participate in ESS Round 9 (information as of July 31st 2018):



- | | |
|----------|-----------------|
| Austria | Italy |
| Belgium | Latvia |
| Bulgaria | Lithuania |
| Cyprus | The Netherlands |
| Czechia | Norway |
| Denmark | Poland |
| Estonia | Portugal |
| Finland | Serbia |
| France | Slovakia |
| Germany | Slovenia |
| Hungary | Sweden |
| Iceland | Switzerland |
| Ireland | UK |

1.4. Respondents within [Country]

Within each country, all residents aged 15 or older who live in a private household are eligible for participation in the ESS. The [nationality] sample is drawn based on [add information about source of sample, coverage of sample, sample type (individual, household, address)]. For the upcoming round, [number of sampling points] [number of addresses selected]. Note that everyone living in [country] is eligible for the survey, not only citizens.

A MESSAGE FROM THE [NATIONALITY] NATIONAL COORDINATOR OF THE ESS



[NC name],
[nationality] NC

Dear interviewer,

[Note from the National Coordinator about the ESS in your country]

2. Preparing for ESS interviews

2.1. Sending advance letters and brochures

An advance letter should be sent to each selected [individual, household or address]. Respondents prefer having an advance letter, which provides them with advance notice so you can avoid a completely 'cold call'. It is a good idea to post the advance letter to arrive two days before you plan to make your first contact attempt (you may find it helpful to note the day of posting on the contact form). If you 'stagger' your mailings to correspond with your planned schedule of contact attempts in this way, and if you use a large envelope with a hand-written address, it is more likely that respondents will remember receiving the letter.

THE [NATIONALITY] ADVANCE LETTER

[Include a description or a screenshot of (an excerpt of) your advance letter here]

In addition, a brochure must be sent to each selected [individual, household or address]. This contains information that **by law** must be conveyed to each respondent.

THE [NATIONALITY] BROCHURE

[Include a description or a screenshot of (an excerpt of) your brochure here]

Please have copies of the letters and brochures with you when you go out into the field, as the selected person may not have received or may not remember receiving the brochure or may have lost it, and respondents should have the opportunity to read the information in the advance letter and brochure before agreeing to take part in the interview. It is also important to

do this in case the respondent wishes to be in touch with the fieldwork agency at a later stage.

2.2. Notifying the police

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

You should complete a copy of the **Police Notification Form** (giving details of the survey organisation, interviewer number, area to be worked in, car registration number, start and

end date of fieldwork etc.) that has been included in your supplies. Attach a copy of the advance letter and brochure for respondents to the form and hand it in to the police. You might try to see if it is possible to record these details in a notebook at the station desk. For your own records, you should make a note of the name of the officer to whom you speak and the date of your call so that, in the event of any query or complaint to the police, you have the details you need.

2.3. Planning your contact attempts

A high response rate is essential in order to ensure that the people interviewed in the ESS accurately represent the population. Only by interviewing as many as possible of those selected for the sample can we be confident that the answers you get are representative of the views of everyone. We therefore have a target **minimum response rate of 70%**, and strict contact rules (see box on the right) are in place to help achieve this. As an ESS interviewer, you must attempt to make contact [with every individual / at every address / with every household] in your assignment [except those notified to you as office refusals], in **compliance with these contact rules**.

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

- Call the survey organisation before you return any incomplete or untraceable addresses. They may be able to help you locate 'hard to find' addresses.
- If the person selected for interview proves hard to contact, breaks appointments, etc. (see list of outcomes in the box on the right), keep on trying to persuade them until the end of the fieldwork period, even if you have already made 4 calls. Then whenever you are in the neighbourhood try again, unless you have learned that they will not be available until after the fieldwork (due to holiday, illness, etc.).
- If you have obtained a 'hard' refusal, complete the contact form including the N-questions and return it to the survey organisation. Depending on the circumstances, another interviewer may be asked to try and convert the person who refused.

CONTACT RULES

Unless you have registered a final contact code (e.g. interview completed, language barrier, moved abroad, hard refusal, deceased), you must:

- make a personal contact attempt on **at least four** different occasions,
- spread across **at least two weeks** (and preferably across the entire fieldwork period),
- at different times of the week: at least **once in the evening** (after [h] PM) and at least **once at the weekend**.

WHEN TO KEEP TRYING

If you were unable to conduct an interview during a contact attempt, you should plan another contact attempt if:

- you did not make any contact at all (Q5 answer 6 in the contact form);
- the respondent was temporarily unavailable (Q6 answer 5);
- the respondent had a short-term illness (Q6 answer 6);
- you obtained a refusal that was not hard (see Q6 answer 2, 3 and 4);
- the respondent has moved within the area in which you interview (see Q6 answer 11).

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

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

3. Doing your doorstep tasks

3.1. Locating the address and assessing the home and neighbourhood

Once the fieldwork has started, you can start making contact attempts. [The respondent may have been/has been called beforehand / **All first contact attempts for the ESS must be face-to-face**]. If you are having trouble locating an address, and have access to the internet, websites such as 'Google Maps' (<http://maps.google.com>) may be of use.

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

If you manage to make contact with anyone at the doorstep or through the intercom, always **check whether you have the right address** [and whether the person to be interviewed lives there].

3.2. Selecting the household

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

3.3. Selecting the respondent

WHAT IS A 'HOUSEHOLD'?

A household can be:

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

Included are: people on holiday, away working or in hospital for less than 6 months; school- age children at boarding school; students sharing private accommodation.

Excluded are: people who have been away for 6 months or more, students away at university or college; temporary visitors and people living in institutions.

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

Note that **a household is not only defined as a traditional family unit**. The definition used for ESS is broader, as shown in the text box 'what is a household?'.
household?'

Questions B1-B4 on the contact form will help you to select the individual within the household for the interview. Any responsible **adult** member of the household may provide the information that you need in order to establish who it is you are to interview. Never take this information from those aged under 18, unless only people under 18 are living in the household – in that case, ask the oldest person living there. Before filling out questions B1-B4, explain that you have to ask a few questions to make sure you interview someone selected randomly, so as to get a true picture of the views of everyone in the country. Try to make the person giving the information feel that he or she is helping.

For question **B2**, you must find out how many persons aged 15 or over are living at the household. [A person should be considered 15 or older if he or she is 15 on the day when you do the listing of household members].

[At **B3**, list the first name or initial of all residents that are 15 years or older [in alphabetical order / in order of age]; **also those residents that are not at home at that moment**. By referring to the Kish grid that is included in your contact form, you can determine which person has been selected. An example is shown in the box on the right. Please also note:

- the **labels on the Kish grid vary across sample units**. So, the grid that you have to use for one household will rarely be identical to the one for the next household.
- if there are **two people with the same first name**, list them in alphabetic order of their full name. If the full names are the same, list them in order of their age, with the eldest first. Make sure that you write in the initials: this is part of the way that back-checks can be carried out on your work, to reassure us that the correct person has been selected.
- if there are **13 or more adults** living at the selected address, use the look-up list at the end of these instructions to tell you which one to select for the interview. List the first 12 names in the grid as normal, and continue on the back of the contact form as necessary.]

EXAMPLE: WORKING WITH KISH GRIDS

In this example, there are four adults in a household called Brian, John, Maggie and Paul, while only John and Maggie are currently at home.

FIRST NAME OR INITIAL	PERSON NUMBER
B.	01
J.	02
M.	03
P.	04

By referring to the example selection label shown below (Kish grid), you will see that in this example person number 3 is to be interviewed, as this is the number printed under '4' on the label. So in the example, person number 3 (initial M) has been selected, and you will write her name on the front page.

PERSON / HH ROW (No. in household)											
2	3	4	5	6	7	8	9	10	11	12	
SELECT ROW (Selected person no.)											
2	1	3	2	4	7	6	5	8	4	1	



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

3.4. Introducing yourself

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

EXAMPLE: INTRODUCTION AT THE DOOR

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

I work for [survey agency] and I am here to talk to you about a national survey called the European Social Survey. Can I just check that this is [address]? And are you [respondent name]?

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

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

Introduce yourself [by showing your identity badge, refer to the introduction letter and brochure,] check whether you are at the right address and briefly state the reason for the visit. Checking whether you are at the right address is important because you can only interview the selected respondents, but it will also show that you have come especially for the respondent, instead of going door to door for instance to sell things. Keep copies of the letters and brochures with you when you go out into the field, as the selected person may not have received or may not remember receiving the brochure or may have lost it, and you must collect their informed consent to take part in the interview. It is also important to do this in case the respondent wishes to contact the office after you have left.

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

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

3.5. Obtaining cooperation

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

- Be friendly, cheerful and interested. It always helps to make a connection, for instance by commenting on a lovely garden or cute pets.
- Speak clearly and not too quickly. Remember that you have tried to persuade respondents many times before, but the potential respondent is not so familiar with the ESS or with being asked to participate in a survey.
- Even though you may have been confronted with refusals before, assume that the respondent will naturally want to participate. Try to avoid saying things that suggest that persuading respondents to participate is a big challenge.

- Avoid asking any questions that can easily prompt a negative answer, such as 'can you spare a few minutes?'. This makes it easier for the respondent to say that they don't want to take part at all and after you have obtained such a direct refusal, coming back and trying again will be much more difficult. If you put the respondent on a track of giving information or positive answers, they are more likely to continue doing so.
- Do not give up too easily, but try not to be too pushy either. If you sense a target respondent is going to refuse or they suggest this is a bad time, withdraw quickly and politely and call back later. It is better to obtain an appointment than a refusal!
- When making an appointment, ask for the respondent's phone number (ideally a mobile). Do your absolute best to keep to any appointment made.

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

EXAMPLE: THE 'IGNORANT' RESPONDENT

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

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

EXAMPLE: THE REPLACER

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

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

EXAMPLE: THE BUSY RESPONDENT

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

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

EXAMPLE: THE CONCERNED RESPONDENT

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

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

EXAMPLE: THE RESPONDENT WITH SPECIFIC CONCERNS

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

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

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

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

3.6. Working with incentives

[Description, conditions]

4. Conducting a good ESS interview

4.1. Information to provide before you start

Each selected [respondent/household/address] will have received [an advance letter and] a brochure containing information that **must** be conveyed to each target respondent. If the selected person has not received or does not remember receiving [the advance letter and] the brochure or has lost it, give them a copy and allow them to read through the information and give them a chance to ask questions about the study.

To ensure that the ESS is in line with the EU's General Data Protection Regulation (GDPR) and [nationality] data protection laws, all the information listed in the brochure needs to be conveyed to respondents. This includes:

- What is the European Social Survey
- Why we are contacting respondents
- What participation in the ESS involves
- The voluntary nature of participation
- If respondents decide not to participate
- Respondents' privacy - safe storage and further use of the data
- Respondents' rights
- Who is responsible
- Which organisations are involved
- What gives us the right to collect respondents' personal data
- Where to obtain more information

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

- Explain that the interview should take around an hour to complete.
- Then point out that at some questions, the question and possible response options will be read out to the respondent; at others the question will be read out and the respondent will be asked to choose their answer from a showcard.
- **Hand all showcards over to the respondent** before you start.
- Only start the interview when you have answered all of the respondent's questions.

4.2. The ESS interview: structure and time required

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

If you are an experienced interviewer for the ESS, you may recognise sets of questions. That is because the questions asked for the ESS are part of either a core module or a

rotating module. Core modules are repeated every round, while the rotating modules change across rounds.

The full interview should take approximately one hour. An interview will only be considered complete if all sections have been attempted, up to and including question G17a/b/c. **If there are any serious gaps, we will not be able to use the interview.** Note that partial interviews should not be planned; they can only be the result of unforeseen circumstances that have broken off the interview. In those cases, always try to go back to the respondent to complete the questionnaire.

Type	Q#	Topics
Core	A1 – A6	Media use; internet use; social trust.
Core	B1 – B43	Politics, including: political interest, trust, electoral and other forms of participation, party allegiance, socio-political orientations, immigration.
Core	C1 – C42	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.
Rotating	D1 – D35	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.
Core	F1 – F61	Socio-demographic profile, including: household composition, sex, age, marital status, type of area, education & occupation of respondent, partner, parents, union membership, income and ancestry.
Rotating	G1 – G32	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.
Core	Section H	Human values scale.
Core	Section I	Test questions.
Interviewer questionnaire	Section J	Interviewer self-completion questions.

4.3. The ESS rules for standardised interviewing

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

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

THE ESS RULES FOR STANDARDISED INTERVIEWING: AT THE START

1. Never start the interview before you have given all essential information (see 4.1) and you have answered any queries the respondent may have. The essential information should be repeated even if you have already explained (parts of) it at the doorstep. Make sure the respondent has all the showcards before you start (but NOT a copy of the questionnaire!).
2. Choose a proper seating arrangement so the respondent cannot see [the computer screen/the paper questionnaire]. Make sure this remains so throughout the interview.
3. The interview should take place in a quiet environment with as few distractions as possible. If at all possible, only you and the respondent should be present in the interview setting. If someone other than the respondent is present, always explain that it is best for the respondent to be interviewed alone and try to come up with a solution such as going to another room or even rescheduling.

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

THE ESS RULES FOR STANDARDISED INTERVIEWING: READING QUESTIONS

1. Questions should be read exactly as written in the questionnaire, i.e. you must not skip or change words. This helps to ensure that all respondents are asked exactly the same question. Where introductions to new blocks of questions are provided these must always be read to respondents; other than that, the respondents must not be made aware of transitions between blocks.
2. The questions should be read clearly and at a slightly slower than conversational pace. Respondents should have sufficient time to think and answer each question.
3. Whenever a question begins with CARD X, ensure that the respondent has the correct showcard in front of them. The answer options on the showcard should generally not be read out by you, unless stated otherwise in the questionnaire.
4. Never make assumptions about the respondent's answers, e.g. by skipping a question or starting a question with "I know this probably doesn't apply to you, but...". This sort of phrase could influence the respondent's answer.
5. Before accepting the respondent's answer, ensure that the respondent has heard the entire question. This is important for helping to ensure that all concepts in the question are being considered by the respondent. If the respondent interrupts you before hearing the whole question, the question should be repeated to ensure the respondent hears it through to the end. This helps to ensure that all respondents hear exactly the same question, including the same response options.
6. Where response options appear in brackets, these should NOT be read out to respondents. For example, "don't know" should not be read out to respondents. This code should only be used when the respondent says "don't know".
7. If you repeat a question, re-read it in the same words, i.e. as it appears in the questionnaire. Do not try to re-phrase the question.
8. If the respondent asks for repetition of response options, repeat all response options.

Once you have read a question, ideally you immediately obtain an answer. However, in some other circumstances you will need to **react to what the respondent says or asks**. For instance, throughout the questionnaire there are a number of general phrases that may cause the respondent to ask for further explanation. An example might be "In your area". In this and many similar cases we do NOT wish to give the respondent any further explanation, however tempting that may be. The phrases used are intended as general ones. When respondents ask you to clarify a specific term, such as "European unification" (B37), please again refrain from giving your own definition. This is reflected in the rules about reacting to responses that are included in the text box below.

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

THE ESS RULES FOR STANDARDISED INTERVIEWING: REACTING TO RESPONSES

1. Remain neutral in your reactions to the respondent's answers and to the questions, i.e. take care not to sigh or laugh when reading the question, and never agree or disagree with respondents' answers. This is important for helping to ensure you don't influence the respondent's answer and that the respondent continues to feel comfortable to express his or her views throughout the survey.
2. Do not give definitions of terms within a question if requested by the respondent (unless explicitly stated in your instructions); instead simply offer to repeat the question, and tell respondents that they should answer in terms of whatever they understand by the phrase. This helps to ensure that all respondents are asked the same question and they are not being given different definitions of terms. If some respondents cannot answer the question as posed, a 'don't know' code is acceptable; then you just move on to the next question.
3. In general, if the respondent says "don't know" or refuses to answer, accept this and move on to the next question. At sensitive questions, try and gently reassure the respondent that everything they say will be treated in strict confidence. If they still refuse, code this as a refusal.
4. If the respondent appears to contradict what he or she said earlier, accept this and move on to the next question.
5. The interviewer should never interpret an answer onto a scale. For numeric scales, the respondent should always be asked to provide the number themselves. It is important that the answers that are coded are those given by the respondent (rather than the interviewer's interpretation of the respondent's answer).
6. If the respondent starts to elaborate on their answers, digresses or attempts to engage you in conversation, try to get back to the 'regular' pace of asking questions and obtaining answers. Use neutral feedback such as silence, or say "that's very interesting and we could talk about this after the interview, but it's best if we move on with the other questions now."

Your final task is to take down the answer. Note that almost all questions have explicit refusal codes (7, 77, 777, etc.) which should be used when appropriate. DO NOT just leave the question blank, or use any other code when the respondent refuses to answer. Similarly, if a respondent does not know the answer to a question you may not just skip the question. If there is no explicit code for this, then record 'don't know' by [using the 'notepad' facility / using a special short cut in the CAPI programme]. We need to know whether respondents refuse directly or cannot answer particular questions.

At questions where an 'other' answer code has been provided, the other answer should be recorded verbatim. Unless specifically stated, 'other answer' should be coded only when one

of the pre-coded answers will not fit after probing. At questions where there is no specific provision for 'other answer', none is anticipated. However, if they do occur, answers should be recorded in the CAPI program. For such questions, in which no specific 'other' answer space is provided, first repeat the question with the appropriate emphasis before accepting an 'other' answer.

If a respondent breaks off the interview part way through (this happens very rarely), you should establish whether they would be prepared to continue at a later time, and code the outcome as appropriate on the contact form (**Q5**).

4.4. Administering the questionnaire: in detail

The ESS Round 9 briefing session includes you going through the whole interview questionnaire using the 'example briefing interview'. This section provides details about particular questions where a little more explanation may be useful to you. This should help you to respond to most questions that respondents may ask you during the interview. The question number or variable name is listed in italics on the left of the page.

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

MEDIA USE

A1 This question asks respondents about the amount of time spent 'watching, reading or listening to news about politics and current affairs'. Respondents are asked to respond in 'hours and minutes'. If respondents give an answer such as 'a quarter of an hour', 'an hour and a half', etc., this should be entered in the required format, i.e. '00 hours and 15 minutes', '1 hour and 30 minutes', etc. It is important that you enter 00 00 if respondents report no time is spent to avoid the response being treated as missing data. In addition, please make sure to report hours in the box HOURS and minutes in the box for MINUTES.

A2/A3 If respondents query whether they should answer about simply being online (connected) or actively using the internet, please do NOT provide clarification. Simply read the question again and say it is up to the respondent to choose how they answer. A3 is another open question whereby respondents are asked to respond in 'hours and minutes'. If respondents give an answer such as 'a quarter of an hour', 'an hour and a half', etc., this should be entered in the required format, i.e. '00 hours and 15 minutes', '1 hour and 30 minutes', etc.

VOTING & POLITICAL BEHAVIOUR

B13 If respondents answer that they did participate in the election, but deliberately 'spoil' their ballot paper or left it blank, record this as 'No' (code 2). This is especially relevant in countries where voting is compulsory.

B17 The organisations or associations that are meant include any that try to

improve things in [country], help prevents things from going wrong or from serious problems arising. It does not include political parties or action groups as these are covered by the previous item (B16).

SECTION D – TIMING OF LIFE

Introductions Throughout section D there are a number of very important introductions explaining to respondents what the following set of questions refer to. It is especially important that these instructions are read out to respondents.

D1 If respondents query whether self-employment should be taken into account for answering this question, please say that self-employment for 20 hours or more per week for at least 3 months should be included.

D2 If respondents appear confused or query about which job is meant, please clarify that '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 in the previous question (see also interviewer note).

D6 If respondents query what types of marriage they should include, please say: 'Marriage refers to legal marriage only and does not include other forms of legally recognised relationships'.
The same meaning is implied for other questions referring to marriage in section D.

D8-D9 Please make sure that you use the correct phrase 'given birth to a child' if respondent is a woman; 'fathered a child' if respondent is a man.

If respondents query whether step/adopted/foster children or children of partners should be included, please ask them to consider only their own biological children when answering these two questions.

Likewise, only biological child/children (and mother/father) is meant rather than step/adopted/foster children or children of partners throughout this section (e.g. at D20a/b, D25a/b, D28a/b, D30a/b, D32a/b).

D9-D10 If a respondent mentions that he has no children born alive at D9, please refrain from asking item D10 and simply code 'don't know'.

*D15a/b-
D34a/b* The Question Module Design Team is interested in attitudes towards women and attitudes towards men. There is not enough space to ask all respondents about both and a so-called split ballot design has been introduced so that half of respondents are asked about men and half about women.

There are a number of interviewer instructions in this block of items regarding probing of 'don't knows' and 'refusals' (before D15a/b, D18a/b, D22a/b and D27a/b). These may be different from normal interviewer instructions and should be followed carefully. The instructions refer to a whole set of questions, not just to the question they follow.

*D15a/b-
D29a/b*

In these questions, you will have to record the age provided by the respondent in response to each item.

Questions D15a/b-D21a/b ask about the age at which men or women reach specific stages of life and about the ideal age for certain life events. Questions D22a/b-D25a/b ask **before what age** a man or a woman is **too young** for specific life events. This means that respondents should report what they consider to be the youngest acceptable age for each life event.

Conversely, questions D26a/b-D29a/b ask **after what age** a man or a woman is **too old** for specific life events. This means that respondents should report what they consider to be the oldest acceptable age for each life event.

D18a/b

The introduction before D18a/b reads 'In each case please give an approximate age'. Note that this does NOT contradict the interviewer note for all items asking for an age ('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'.').

These instructions are meant to be followed sequentially: if respondents give an age range, you should probe to get a specific age; if respondents cannot give a specific age within that age range, this should be accepted as 'Don't know' and you should NOT try to come up with a specific age.

HOUSEHOLD GRID

F1

This question asks for the total number of people in the household (including children). You should have, of course, recorded the number of people over the age of 15 at B2 on the contact form. If you should discover at this stage that you have been given the wrong information for the contact form selection:

- Do NOT change the contact form or redo the selection procedure
- DO record the correct information at F1
- DO make a note of what happened beside the household grid.

F4

This question refers to **the individuals in the grid and their relationship to the respondent**. The direction of this relationship is crucial. Ensure that the respondent is answering "this person is my..."

Foster parents should be recorded as 'Parent, parent-in-law, partner's parent, step parent' (code 03).

LEGAL 'MARITAL' AND PARTNERSHIP STATUS

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

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

At F11 the interviewer instruction 'priority code' is used. Reading from the top to the bottom of the list code the answer given from the highest point on the list e.g. if the respondents says that they are married (code 01) and divorced (code 04), you should code this as 01.

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

HIGHEST LEVEL OF EDUCATION

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

F52, F56

If respondents completed their highest level of education abroad they should try and place this in the equivalent category from the list on the showcard(s). Their best estimate of this is acceptable, or you could consult the list of common foreign qualifications provided to you. Only when this is not possible should you use the 'other' code. If this has to be used record the qualification on the questionnaire as it may be possible to recode this later in the office.

YEARS OF EDUCATION

F16 'Years of education' refers to all education completed including school and education after school. These years do not have to be continuous but the total should only include the years in education, not the gaps in between. Vocational training should be included, but apprenticeships should not. Part-time education should be reported as the equivalent number of full-time years. For example, if a course would take one year full-time, but was done part-time over two years, it would be reported as one year.

ECONOMIC ACTIVITY

F17a-F17d F17a **is a multi-code question** and some respondents should choose several types of economic activity undertaken in the last seven days. All of them should be coded at F17a. Remember to probe respondents to find out if any others are relevant by asking 'Which others?'. **All** economic activities that a respondent has undertaken in the last seven days should be recorded.

At F17c, only one answer should be given. This should be the activity the respondent considers to be their main activity. If a respondent is not sure or doesn't know, please probe to find out which of the items on the card comes closest to what they were doing in the last week.

The following notes explain the categories at F17a more fully:

Code

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

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

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

People away temporarily would include those who were absent from work last week because of sickness or injury, holiday, compassionate leave, or maternity leave, provided that they have a job to go back to with the same employer or as self-employed in the same field. It would also include people who were temporarily laid off, or on strike, or locked out, again provided that they have a job with the same employer to go back to, or to the same self-employed status.

People whose contract of employment incorporates regular but intermittent work (e.g., some staff in educational institutions, or professional sportsmen, whose wages are paid only during term-time or in the season, and who therefore may not have worked last week) are included in this category.

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

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

03 Unemployed, and actively looking for a job

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

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

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

- 05 **Permanently sick or disabled** covers people out of work and not seeking work because of permanent (or indefinite) sickness or disability. People who have never worked because of disability are included. In cases of doubt over whether an illness or disability is permanent, treat it as permanent if it has lasted continuously for six months or more.
- 06 **Retired** from work covers people who have retired from their occupation at approximately the normal retirement age or who have taken 'early retirement', and are not seeking further employment of any sort.
- 07 **In community or military service** Note that this code does not apply to jobs in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).
- 08 **Doing housework, looking after children or other persons** covers anyone involved in unpaid domestic or caring duties. There can be more than one person in a household in this category - here we are concerned only with the respondent's position.
- 09 **Other** is not on the show card. It covers anyone who does not fit into any of the 8 categories on the card.

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

Code

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

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

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

People away temporarily would include those who were absent from work last week because of sickness or injury, holiday, compassionate leave, or maternity leave, provided that they have a job to go back to with the same employer or as self-employed in the same field. It would also include people who were temporarily laid off, on strike, or locked out, again provided that they have a job with the same employer to go back to, or to the same self-employed status.

People whose contract of employment incorporates regular but intermittent work (e.g., some staff in educational institutions, or professional sportsmen, whose

wages are paid only during term-time or in the season, and who therefore may not have worked last week) are included in this category.

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

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

03 Unemployed, and actively looking for a job

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

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

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

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

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

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

Women who leave work when they marry to look after the home or to raise a family and who have not worked for many years, should be classified as 'looking after the home' rather than retired. But it is difficult to define retirement exactly. Apart from the proviso made about women, the respondent's description from the card should generally be accepted.

07 **In community or military service** Note that this code does not apply to jobs in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

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

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

F21 The next few questions ask about the respondent's main job (where applicable). This could be their current job, or their last job, if they are currently out of work. You will need to adapt the tenses etc. of the questions as appropriate.

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

Some self-employed persons will have their own business; some will simply be involved with casual or intermittent work. A person in a one-man business is not necessarily self-employed; if the business is a company, he or she may well be an employee of the company, drawing a salary.

F31-F34a Occupation Question Sequence

We wish to collect occupational details of almost all respondents, excluding only those who have never had a job.

Ask everyone else about their current or last job. Please probe fully for all relevant details; if any are missing, we may be unable to code occupation and industry accurately. For example, there are many different types of engineer and each has its own code. You must therefore probe for the full job title as well as the exact type of engineering performed.

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

F32 We wish to record the type of organisation that the respondent does / did work for. The question seeks to identify the sector they work in. The main distinction we are looking for here is whether the job is in an environment where the ownership or funding or comes from some part of the public sector, understood as central or local government, even if this is dispensed through some third party, such as a funding council or some arms-length organization. Where a sector may have complex inter-relationships between public and private management, get the respondent to focus on their own employment situation. So someone providing outside catering or cleaning services to a hospital or school is in the private sector even if it is a state-funded school.

F33-34a Respondents are less likely to see the classification of occupations as a problematic or detailed task, so we need you to get as much information as possible. Job titles are a useful starting point but are rarely sufficient. Jobs such as accountant, teacher, nurse, engineer, and labourer can have many different types and be carried out in different situations. Use F34 to probe for as full a description of their work activities as possible, possibly getting them to specify their day-to-day duties.

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

HOUSEHOLD INCOME

F41 At F41 you should obtain the **total net income** of the household from all sources, that is, **after tax**. Income includes not only earnings but state benefits, occupational and other pensions, unearned income such as interest from savings, rent, etc.

We want figures **after** deductions of income tax, national insurance, contributory pension payments and so on. The questions refer to **current level** of income or earnings or, if that is not convenient, to the nearest **tax** or other period for which the respondent is able to answer. The respondent is given a showcard that enables them to choose between their household's weekly, monthly or annual income, whichever they find easiest. They will then give you the letter that corresponds to the appropriate amount. This system is designed to reassure the respondent about the confidentiality of the information they are giving.

ECONOMIC ACTIVITY OF PARTNER

F45a / F45c See 'Economic Activity' notes above for details of codes and probing.

SOCIOCULTURAL ORIGINS

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

SECTION G – JUSTICE AND FAIRNESS

G8-G17 In this block of questions, different groups of respondents will be asked slightly different questions based on their main source of personal income.

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 and/or grants.

Some of these questions refer to an income 'before tax and compulsory deductions', while other questions refer to an income 'after tax and compulsory deductions'.

Please note that not all respondents will be asked the same number of questions.

Further information on specific questions is provided below.

G9a
G11a/b/c
G15a

All these are open questions in which you should type in the pay/income reported by respondents or code 'refusal' or 'don't know' as appropriate.

G16a/b/c

These open questions may be sensitive for some respondents. If a respondent voices his/her concerns, please make sure to reassure them that their answers will be treated confidentially.

G9a
G11a/b/c

These questions ask respondents to report their usual gross/net pay/income from pensions/income from social benefits and/or grants. These questions are not intended to encourage respondents to rely on calculators or documents to provide an exact answer. If respondents only know their gross pay/income and do not know their net pay/income (or vice versa), record 'don't know' as appropriate.

If respondents state that they do not have a **usual** pay/income (e.g. because they are seasonal workers, are employed informally, are employed on a zero-hour contract, do piecework, etc.), ask them to

think of what they receive from work/pensions/social benefits and/or grants in a typical week/month/year.

If their usual pay includes regular bonuses or commissions on top of a basic/fixed pay, respondents can include those as part of their usual pay. However, if these bonuses are only occasional or irregular, they should not be included.

If respondents are self-employed, they should provide an estimate of what they usually receive in a typical week/month/year – either as a self-assigned salary or as the usual payment they receive if they don't have an assigned salary.

For some respondents (e.g. those working for a family-run farming business) it may be difficult to separate their own income from that of the overall business; if that is the case, interviewers should ask them to split the overall income over the number of people who are actively involved in the work.

G10a
G12a/b/c If respondents answered 'don't know' or 'refusal' in the previous question, they are given a showcard that enables them to choose between their weekly, monthly or annual pay/income from pensions/income from social benefits and/or grants, whichever they find easiest. They will then give you the letter that corresponds to the appropriate amount. This system is designed to reassure the respondent about the confidentiality of the information they are giving.

G13a
G14a/b/c
G17a/b/c
G18/G19/G20 Please note that the verbal labels are the same on both the left- and the right-hand side of the response scale; therefore, if respondents only say e.g. 'somewhat unfair', it is **essential** for interviewers to clarify whether respondents intend to use the left-hand side or the right-hand side of the scale before coding a response.

Instructions on how to use the scale should always be read out at G13a, G14b, G14c (as the first instance of this answer scale, depending on the group the respondent belongs to), and G20 (as the direction of the answer scale is different for this question). For all other questions using this scale, the instructions should be read out only if the respondent needs additional instructions on how to use the scale.

G8b-G17b If respondents query what they should include as part of their 'income from pensions', please ask them to include both pensions from individual private plans and old-age benefits, but NOT other welfare provisions such as sickness, disability or survivor's benefits (as these are included at G8c/G17c).

G17b This question is about incomes from pensions of people who worked in the same occupation as the respondents. If respondents have had multiple occupations and query which one they should think of, ask them

to think of the occupation in which they worked for the most time during their career.

G8c-G17c If respondents query what they should include as part of their 'income from social benefits and/or grants', please ask them to include social benefits and/or grants such as unemployment benefits, sickness benefits, disability benefits, and survivor's benefits.

G17c This question is only about the group of people receiving incomes from social benefits. For respondents who say they only receive income from grants, there is a hidden code that should be used.

G18 Respondents should answer this question using card 65. Note that for respondents who are asked G18 after G17c, this is the same card as for the previous question; on the other hand, for respondents who are asked G18 after G17a or G17b, this is a new card.

The rest of section G (G18 onwards) should be asked to all respondents.

HUMAN VALUES SCALE (SECTION H)

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

TEST QUESTIONS (SECTION I)

I1-I9 These final few questions are similar to ones earlier in the questionnaire. Respondents should not try to remember their previous answers but should treat them as new questions. It is very important to read the full introductions to respondents and to ensure they have the correct showcard in front of them.

INTERVIEWER QUESTIONS (SECTION J)

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

5. Reporting

5.1. Filling out the contact forms

5.1.1. Why?

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

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

5.1.2. How?

For **each assigned case**, one contact form should be filled out. From this contact form, it has to be clear who the respondent is, when and by whom contact attempts were made, and what the result of each contact attempt was. For each [sample unit], make sure you go through all the appropriate questions before closing the form. In addition, always take notes during the **respondent selection procedure** using the form on the second page. This page is an essential part of your contact form. It should therefore also be filled out completely and accurately. Fill out the name of the selected respondent on the contact form as soon as you have finished this procedure.

5.1.3. Things to pay attention to

In general, please keep in mind the following:

- ✓ Always **work under your own ID**, which should be the same as the one you fill out on the main questionnaire.
- ✓ **All contact attempts** must be registered. This includes early attempts that do not lead to any contact.

HOW THE CONTACT FORM HELPS YOU

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

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

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

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

- ✓ Fill out the contact form **immediately upon your contact attempt**. If you wait longer, you may forget important information. This will also make sure that your attempts are entered in consecutive order.
- ✓ Whatever outcome you fill out on your contact form, **always fill out the N-questions about the home and its neighbourhood** unless the address is invalid.
- ✓ Check the contact form for completeness and accuracy before you submit it to the survey agency.

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

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

5.2. Reporting on the home and the neighbourhood

5.2.1. Why?

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

OBSERVABLE DATA IN SHORT

Whenever an address is visited for the first time, you should fill out five questions about the home and its environment. You tell us what kind of home the sampled person lives in, and whether or not you see much graffiti and litter in its immediate neighbourhood. Even if the sampled person does not cooperate, your observations still give us some information about them. This allows us to check whether the people who respond are similar to the people who do not respond in terms of their living circumstances. Such similarity is important, because we want to make sure that our realised sample represents the whole population.

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

5.2.2. How?

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

- you answer these questions **once for everyone in the sample**. We require a complete form for all respondents but also for non-respondents and noncontacts. Only invalid addresses cannot be reported on in these questions.
- you fill out the form out **at the beginning of the first contact attempt**. Describe the home before you ring the doorbell. Do not fill out the form again if a colleague has already done so for that address. We need **one form per sample unit**.
- you fill out the form yourself when you are looking at the home **in person**. Never use other means of filling this out, for instance by asking the respondent to describe their home during a phone call. You are the only one who has been trained to evaluate the circumstances and to fill out the form correctly.

In addition, it is always best to fill out the form **during daylight hours**. You can obviously see better that way, but also the circumstances during daylight hours can be different, e.g., a gate may be open during the day but locked at night. Only fill out the form in the evening if there is no way to do it during daylight hours. So:

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

Please follow these specific instructions per question:

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

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

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



TYPE 2: Detached house. A detached house shares none of its walls with other buildings. You will see only one mailbox outside.



TYPE 3: Semi-detached house. A semi-detached house shares a wall on only one side. You may see two mailboxes outside, two front doors and/or two driveways.



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



TYPE 5: The only housing unit in a building with another purpose. Choose this if one household lives in a building that also contains, e.g., a shop or an office.



Another category is that of **multi-unit dwellings**. These buildings are home to multiple households. You can often derive this from the fact that there are multiple mailboxes outside and/or a doorbell or intercom system with multiple names to choose from.

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



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



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



A final category contains **other dwellings**.

TYPE 9: House-trailer, boat, (semi-)mobile home. If the home is a trailer, a boat or other (semi-)mobile home, choose type 9.



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



N2. Before reaching the (target) respondent's individual door, is there an entry phone system or locked gate/door?

1: Yes: an entry phone system. Choose this category if there is a system in place that requires you to introduce yourself over an intercom at the (target) respondent's own front door. If the (target) respondent lets you through here, you do not reach another locked front door – you immediately enter the home or a student house with rooms.



2: Yes: a locked gate/door. Only choose this category if you find a locked gate preventing access to the home. There may be a bell at the gate, but no intercom.



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



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

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

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

Consider the following issues when assessing this question: roof problems (e.g. sagging roof, missing roofing material), problems with windows (e.g. boarded up or broken windows), wall problems (e.g. sloping outside walls, broken plaster or peeling paint), guttering problems and any other issues with the building's construction and finishing.

The pictures below illustrate these problems in homes that are all in very bad condition.

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



N4. In the immediate vicinity, how much litter and rubbish is there?

N5. In the immediate vicinity, how much vandalism and graffiti is there?

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

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

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

N4. Litter and rubbish	
1. a very large amount	3. a small amount
	

N5. Graffiti and vandalism	
1. a very large amount	1. a small amount
 <p>to</p>  <p>or more</p>	 <p>to</p>  <p>or less</p>

5.2.3. Things to pay attention to

- ✓ We have noticed that in previous rounds of the ESS, interviewers have often forgotten to fill out all N-questions for each target respondent's home and neighbourhood. Please make sure that we get **complete data for each case** in ESS9 (except invalid addresses), even those that chose not to participate. This is very important for the survey.
- ✓ The quality of the observable information that we get can sometimes go down as interviewers take on more cases. Please keep trying to deliver complete and accurate answers, whether you are reporting on your first or your fifteenth case.
- ✓ Different interviewers can interpret the categories differently. This is why you were shown pictures during the briefing session, and why this manual also includes pictures. Try to compare the home and neighbourhood that you see to the **pictures rather than to your own opinion** about what 'a large amount of graffiti' is, for instance.

5.3. Returning work

The first ESS interviews can take place on [date] and we aim to have finished all interviews by [date]. However, we of course expect you to return data before that end date. [Details on when and how to return data / documents]

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

Good luck!

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

In case you have any questions, please contact [contact details].

Appendix. Look-up Table

(For 13-100 Dwelling Units or 13-100 persons at one issued address)

NUMBER OF HOUSEHOLDS/ PEOPLE IN HOUSEHOLD:	SELECT NUMBER:
13	12
14	8
15	11
16	7
17	13
18	3
19	14
20	2
21	14
22	8
23	13
24	5
25	12
26	6
27	17
28	17
29	2
30	21
31	10
32	26
33	8
34	22
35	8
36	3
37	28
38	19
39	25
40	16

NUMBER OF HOUSEHOLDS/ PEOPLE IN HOUSEHOLD:	SELECT NUMBER:
41	41
42	32
43	9
44	40
45	7
46	35
47	8
48	36
49	15
50	44
51	35
52	2
53	24
54	17
55	49
56	27
57	39
58	3
59	48
60	35
61	22
62	10
63	51
64	37
65	64
66	65
67	66
68	28
69	45
70	53

NUMBER OF HOUSEHOLDS/ PEOPLE IN HOUSEHOLD:	SELECT NUMBER:
71	25
72	48
73	50
74	39
75	51
76	11
77	12
78	74
79	42
80	9
81	33
82	51
83	69
84	78
85	53
86	19
87	66
88	23
89	17
90	19
91	40
92	11
93	35
94	12
95	41
96	3
97	10
98	25
99	61
100	99