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**SOURCE
QUESTIONNAIRE**

Round 8

2016/2017

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	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 – C44	Subjective wellbeing, social exclusion, crime, religion, perceived discrimination, national and ethnic identity, test questions (continued in section I), refugees.
Rotating module	D1 – D32	Climate change and energy, including: attitudes, perceptions and policy preferences.
Rotating module	E1 – E42	Welfare, including attitudes towards welfare provision, size of claimant groups, attitudes towards service delivery and likely future dependence on welfare, vote intention in EU referendum.
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.
Core	Section H	Human values scale.
Core	Section I	Test questions.
Interviewer questionnaire	Section J	Interviewer self-completion questions.

NOTE

One question that belongs to the module on Welfare is placed in section B. This is marked with a footnote.

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.**

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 not generally be read out to respondents by the interviewer (unless specified). Refusal codes (7, 77, 777, etc.) have been added to all questions for consistency between countries.

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 careful⁵ 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 advantage⁶ of you if they got the chance, or would they try to be fair⁷?

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 helpful⁸ 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	

ENTER END TIME OF SECTION A: (Use 24 hour clock)
(END time for CAPI countries only)

⁵ 'can't be too careful': need to be wary or always somewhat suspicious.

⁶ 'take advantage': exploit or cheat.

⁷ 'fair': in the sense of treat appropriately and straightforwardly.

⁸ The intended contrast is between self-interest and altruistic helpfulness.

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

B2⁹ **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

B3¹⁰ **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

⁹ **NEW CORE QUESTION** added in ESS8. Please refer to IF13 in the ESS7 Supplementary Questionnaire for translation.

¹⁰ **NEW CORE QUESTION** added in ESS8. Please refer to IF16 in the ESS7 Supplementary Questionnaire for translation.

B4¹¹ 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

B5¹² CARD 8 And how confident are you in your own ability to participate in politics?

- Not at all confident¹³ 1
- A little confident 2
- Quite confident 3
- Very confident 4
- Completely confident 5

- (Refusal) 7
- (Don't know) 8

¹¹ **NEW CORE QUESTION** added in ESS8. Please refer to IF14 in the ESS7 Supplementary Questionnaire for translation.

¹² **NEW CORE QUESTION** added in ESS8. Please refer to IF17 in the ESS7 Supplementary Questionnaire for translation.

¹³ '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)		
		00	01	02	03	04	05	06	07	08	09	10	77	88
B6	...[country]'s parliament?	00	01	02	03	04	05	06	07	08	09	10	77	88
B7	...the legal system?	00	01	02	03	04	05	06	07	08	09	10	77	88
B8	...the police?	00	01	02	03	04	05	06	07	08	09	10	77	88
B9	...politicians?	00	01	02	03	04	05	06	07	08	09	10	77	88
B10	...political parties?	00	01	02	03	04	05	06	07	08	09	10	77	88
B11	...the European Parliament?	00	01	02	03	04	05	06	07	08	09	10	77	88
B12	...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] national¹⁴ election in [month/year]?

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

¹⁴ This refers to the last election of a country's primary legislative assembly.

ASK IF YES AT B13 (code 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 (WRITE IN) _____		07
	(Refusal)	77
	(Don't know)	88

ASK ALL

There are different ways of trying to improve things in [country] or help prevent¹⁵ things from going wrong. During the last 12 months, have you done any of the following?

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

	Yes	No	(Refusal)	(Don't know)
B15 ...contacted a politician, government or local government official?	1	2	7	8
B16 ...worked in a political party or action group?	1	2	7	8
B17 ...worked in another organisation or association?	1	2	7	8
B18 ...worn or displayed a campaign badge/sticker?	1	2	7	8
B19 ...signed a petition?	1	2	7	8
B20 ...taken part in a lawful public demonstration?	1	2	7	8
B21 ...boycotted certain products?	1	2	7	8
B22 ¹⁶ ...posted or shared anything about politics online, for example on blogs, via email or on social media such as Facebook or Twitter ¹⁷ ?	1	2	7	8

¹⁵ 'help prevent things going wrong' in the sense of help prevent serious problems arising.

¹⁶ **NEW CORE QUESTION** added in ESS8.

¹⁷ 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.

B23 Is there a particular political party you feel closer¹⁸ to than all the other parties?

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

ASK IF YES AT B23 (code 1)

B24 Which one? [Country-specific codes]		
	Conservative	01
	Labour	02
	Liberal Democrat	03
	Scottish National Party	04
	Plaid Cymru	05
	Green Party	06
Other (WRITE IN) _____		07
	(Refusal)	77
	(Don't know)	88

ASK IF PARTY GIVEN AT B24 (codes 01 to 07)

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

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	

¹⁸ '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.

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 extremely¹⁹ 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] government²⁰, 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	

B30 STILL CARD 11 And on the whole, how satisfied are you with the way democracy²¹ 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	

¹⁹ Please note that for CORE items using 'extremely' or 'completely', the same translation should be used as in previous rounds. This applies throughout sections A, B, C, F and I. If translators are unsure, contact ess_translate@gesis.org.

²⁰ The people now governing, the present regime.

²¹ The democratic system 'in practice' is meant, as opposed to how democracy 'ought' to work.

B31 CARD 12 Now, using this card, please say what you think overall about the state of education²² 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 IN GRID**

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
B33	The government should take measures to reduce differences in income levels.	1	2	3	4	5	7	8
B33a²³	When jobs are scarce, men should have more right ²⁴ to a job than women.	1	2	3	4	5	7	8

²² The 'state of education' (see 'state of health services' in B32, too) covers issues of quality, access and effectiveness/efficiency.

²³ **NEW QUESTION** as part of the ESS8 module on Welfare; D6 in ESS4.

²⁴ 'more right to': should be given preference/priority.

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
B34	Gay men and lesbians should be free to live their own life as they wish ²⁵ .	1	2	3	4	5	7	8
B35²⁶	If a close family member was a gay man or a lesbian, I would feel ashamed.	1	2	3	4	5	7	8
B36²⁷	Gay male and lesbian couples should have the same rights to adopt children as straight couples.	1	2	3	4	5	7	8

B37 CARD 14 Now thinking about the European Union, some say European unification²⁸ 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	

²⁵ Freedom of lifestyle is meant, 'free/entitled to live as gays and lesbians'.

²⁶ **NEW CORE QUESTION** added in ESS8.

²⁷ **NEW CORE QUESTION** added in ESS8.

²⁸ '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] should²⁹ allow people of the same race or ethnic group as most [country]'s people to come and live here³⁰?

- 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

²⁹ 'should' in the sense of 'ought to'; not in the sense of 'must'.

³⁰ '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	

ENTER END TIME OF SECTION B: (Use 24 hour clock)
 (END time for CAPI countries only)

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 socially³¹ 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 intimate³² and personal³³ 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

³¹ 'meet socially' implies meet by choice rather than for reasons of either work or pure duty.

³² 'intimate' implies things like sex or family matters.

³³ '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 activities³⁴? 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 assault³⁵ 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 area³⁶ 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

³⁴ Events/encounters with other people, by choice and for enjoyment rather than for reasons of work or duty.

³⁵ Physical assault.

³⁶ Respondent's local area or neighbourhood.

The next set of questions are about yourself.

C7 How is your health³⁷ 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 hampered³⁸ 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 Europe³⁹.

C9⁴⁰ CARD 23 How emotionally attached⁴¹ 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	

³⁷ Physical and mental health.

³⁸ 'Hampered': limited, restricted in your daily activities.

³⁹ Europe in general, not specifically European Union.

⁴⁰ **NEW CORE QUESTION** added in ESS8.

⁴¹ 'Emotionally attached' in the sense of 'identifying with AND feeling close to'.

C10⁴² STILL CARD 23 And how emotionally attached do you feel to Europe⁴³?

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 to⁴⁴ any particular religion or denomination?

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

ASK IF YES AT C11 (code 1)

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

Roman Catholic	01	GO TO C15
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 ESS8 NC Intranet should be made available to interviewers. Use of a showcard at C12 is optional.

⁴² **NEW CORE QUESTION** added in ESS8.

⁴³ Europe in general, not specifically European Union.

⁴⁴ Identification is meant, not official membership.

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

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

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

ASK IF YES AT C13 (code 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 ESS8 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	ASK C19
No	2	GO TO C20
(Refusal)	7	
(Don't know)	8	

ASK IF YES AT C18 (code 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 (WRITE IN) _____	10
(Refusal)	77
(Don't know)	88

ASK ALL

C20 Are you a citizen of [country]?

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

ASK IF NO OR DON'T KNOW AT C20 (codes 2 or 8)

C21 What citizenship do you hold?
[to be coded into pre-specified ISO 3166-1 (2-character)]

WRITE IN _____

(Refusal)	77
(Don't know)	88

ASK ALL

C22 Were you born in [country]?

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

ASK IF NO AT C22 (code 2)

C23 In which country were you born?
[to be coded into pre-specified ISO 3166-1 (2-character)]

WRITE IN _____

(Refusal) 77
 (Don't know) 88

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

WRITE 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)]

WRITE IN UP TO 2 LANGUAGES _____

(Refusal) 777
 (Don't know) 888

C26 Do you belong⁴⁵ to a minority ethnic group in [country]?

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

C27 Was your father born in [country]?

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

⁴⁵ 'Belong' refers to attachment or identification.

ASK IF NO AT C27 (code 2)

C28 In which country was your father born?
 [To be coded into pre-specified ISO 3166-1 (2 character)]

WRITE IN _____

(Refusal) 77
 (Don't know) 88

ASK ALL

C29 Was your mother born in [country]?

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

ASK IF NO AT C29 (code 2)

C30 In which country was your mother born?
 [To be coded into pre-specified ISO 3166-1 (2 character)]

WRITE IN _____

(Refusal) 77
 (Don't know) 88

ASK ALL⁴⁶

CODE ALL

C31 Can I just check, what month is your birthday?

INTERVIEWER ENTER MONTH OF RESPONDENT BIRTHDAY (e.g. where January = 01 and December = 12):

--	--

(Refusal) 77
 (Don't know) 88

C32 INTERVIEWER CODE: INTERVIEWER REFER TO MONTH OF RESPONDENT BIRTHDAY AND CODE:

MONTH OF BIRTHDAY = 01, 04, 07, 10 OR 77	1	GO TO INTRO BEFORE C33
MONTH OF BIRTHDAY = 02, 05, 08, 11 OR 88	2	GO TO INTRO BEFORE C36
MONTH OF BIRTHDAY = 03, 06, 09 OR 12	3	GO TO INTRO BEFORE C39

⁴⁶ CAPI countries should replace this method with automated random allocation to Group 1 (C33-C35), Group 2 (C36-C38) or Group 3 (C39-C41). Respondents must be allocated to the same group in section I as used here.

ASK IF CODE 1 AT C32

People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they're under threat. Here are some questions about this issue⁴⁷.

CARD 26⁴⁸ How important do you think each of these things should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here? Firstly, how important should it be for them to... **READ OUT...**

		Not at all important										Extremely important (Refusal)		(Don't know)
		00	01	02	03	04	05	06	07	08	09	10	77	88
C33	...have good educational qualifications?	00	01	02	03	04	05	06	07	08	09	10	77	88
C34	...come from a Christian ⁴⁹ background?	00	01	02	03	04	05	06	07	08	09	10	77	88
C35	...have work skills that [country] needs?	00	01	02	03	04	05	06	07	08	09	10	77	88

GO TO INTRODUCTION BEFORE C42

⁴⁷ The same translation for this introduction should be used as in the ESS7 module on Immigration.

⁴⁸ **NEW TEST QUESTIONS** for ESS8. Slight variation of items D1, D3 and D5 in ESS7.

⁴⁹ Israel changes 'Christian' in this item.

ASK IF CODE 2 AT C32

People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they're under threat. Here are some questions about this issue⁵⁰.

C36⁵¹ CARD 27 How important do you think having good educational qualifications should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here?

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

C37⁵² CARD 28 How important do you think coming from a Christian⁵³ background should be in deciding whether someone should be able to come and live here?

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

C38⁵⁴ CARD 29 How important do you think having work skills that [country] needs should be in deciding whether someone should be able to come and live here?

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

GO TO INTRODUCTION BEFORE C42

⁵⁰ The same translation for this introduction should be used as in the ESS7 module on Immigration.

⁵¹ **NEW TEST QUESTION** for ESS8. Variation of D1 in ESS7.

⁵² **NEW TEST QUESTION** for ESS8. Variation of D3 in ESS7.

⁵³ Israel changes 'Christian' in this item.

⁵⁴ **NEW TEST QUESTION** for ESS8. Variation of D5 in ESS7.

ASK IF CODE 3 AT C32

People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they're under threat. Here are some questions about this issue⁵⁵.

CARD 30⁵⁶ How important do you think each of these things should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here? Firstly, how important should it be for them to... **READ OUT**...

		Not at all important					Very important	(Refusal)	(Don't know)
C39	...have good educational qualifications?	0	1	2	3	4	5	7	8
C40	...come from a Christian ⁵⁷ background?	0	1	2	3	4	5	7	8
C41	...have work skills that [country] needs?	0	1	2	3	4	5	7	8

ASK ALL⁵⁸

Some people come to this country and apply for refugee status on the grounds⁵⁹ that they fear persecution in their own country.⁶⁰

CARD 31 Using this card, please say how much you agree or disagree with the following statements. Firstly... **READ OUT**...

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
C42 ⁶¹ The government should be generous ⁶² in judging people's applications for refugee status.	1	2	3	4	5	7	8

⁵⁵ The same translation for this introduction should be used as in the ESS7 module on Immigration.

⁵⁶ **NEW TEST QUESTIONS** for ESS8. Variation of items D1, D3 and D5 in ESS7.

⁵⁷ Israel changes 'Christian' in this item.

⁵⁸ Due to complex routing in section C, National Coordinators should carefully check routing to ensure that ALL respondents are asked C42 – C44 and section D.

⁵⁹ 'on the grounds': in the sense of both 'because' and 'stating that'.

⁶⁰ The same translation for this introduction should be used as before D49 in the ESS1 module on Immigration.

⁶¹ **REPEAT** item from the ESS7 Immigration module. Please refer to D15 in ESS7 for translation.

⁶² 'generous': 'liberal'.

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
C43 ⁶³	Most applicants for refugee status aren't in real fear of persecution ⁶⁴ in their own countries.	1	2	3	4	5	7	8
C44 ⁶⁵	Refugees whose applications are granted should be entitled to bring in their close family members.	1	2	3	4	5	7	8

ENTER END TIME OF SECTION C: (Use 24 hour clock)
 (END time for CAPI countries only)

⁶³ REPEAT item from the ESS1 Immigration module. Please refer to D52 in ESS1 for translation.

⁶⁴ In the sense of people making bogus or exaggerated claims.

⁶⁵ REPEAT item from the ESS1 Immigration module. Please refer to D55 in ESS1 for translation.

ASK ALL

Now some questions on a different topic.

D1 CARD 32 If you were to buy a large electrical appliance for your home, how likely is it that you would buy one of the most energy efficient⁶⁶ ones?

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

D2 CARD 33 There are some things that can be done to reduce energy use⁶⁷, such as switching off appliances that are not being used, walking for short journeys, or only using the heating or air conditioning when really needed. In your daily life, how often do you do things to reduce your energy use?

- Never 01
- Hardly ever 02
- Sometimes 03
- Often 04
- Very often 05
- Always 06

- (Cannot reduce energy use) 55
- (Refusal) 77
- (Don't know) 88

D3 CARD 34 Overall, how confident are you that you could use less energy than you do now?

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

⁶⁶ 'energy efficient' in the sense of 'using less energy'.

⁶⁷ 'energy use' in the broadest possible sense, not only electricity.

CARD 35 The highlighted box at the top of this card shows a number of energy sources that can be used to generate electricity⁶⁸. Please take a moment to look over them.

INTERVIEWER: PAUSE TO ALLOW RESPONDENT TO READ THE LIST.

How much of the electricity used in [country] should be generated from each energy source? Please choose your answer from the options at the bottom of this card.

		A very large amount ⁶⁹	A large amount	A medium amount	A small amount	None at all	(I have not heard of this energy source before)	(Refusal)	(Don't know)
D4	First, how much of the electricity used in [country] should be generated from coal?	01	02	03	04	05	55	77	88
	INTERVIEWER: if respondent queries which type of coal, please read out: 'Coal refers to all types of coal that can be used for generating electricity, including black coal ⁷⁰ and brown coal ⁷¹ .'								
D5	And how about natural gas?	01	02	03	04	05	55	77	88
D6	And how about hydroelectric power generated by flowing water from rivers, dams and seas?	01	02	03	04	05	55	77	88
D7	How much of the electricity used in [country] should be generated by nuclear power?	01	02	03	04	05	55	77	88
D8	And how about sun or solar power?	01	02	03	04	05	55	77	88
D9	And how about wind power?	01	02	03	04	05	55	77	88

⁶⁸ If countries feel there are major energy sources missing from this list, this must be discussed with ESS ERIC HQ, ess@city.ac.uk.

⁶⁹ 'amount' should be translated as 'quantity' and not as 'portion', 'part' or 'proportion'.

⁷⁰ Black coal is used in the UK to refer to 'bituminous coal'. Please use the most common term for 'black coal' or 'bituminous coal' in your country.

⁷¹ Brown coal is used in the UK to refer to 'lignite'. Please use the most common term for 'brown coal' or 'lignite' in your country.

		A very large amount ⁶⁹	A large amount	A medium amount	A small amount	None at all	(I have not heard of this energy source before)	(Refusal)	(Don't know)
D10	And how about biomass energy generated from materials like wood, plants and animal excrement?	01	02	03	04	05	55	77	88

D11 CARD 36 How worried are you that there may be power cuts⁷² in [country]?

Not at all worried	1
Not very worried	2
Somewhat worried	3
Very worried	4
Extremely worried	5
(Refusal)	7
(Don't know)	8

The next few questions are about energy people use at home for things such as heating, lighting, cooking and electrical appliances.

D12 STILL CARD 36 How worried are you that energy may be too expensive for many people in [country]?

Not at all worried	1
Not very worried	2
Somewhat worried	3
Very worried	4
Extremely worried	5
(Refusal)	7
(Don't know)	8

⁷² 'power cuts' in the sense of 'interruptions to the electricity supply'.

D13 STILL CARD 36 How worried are you about [country] being too dependent on energy imports from other countries?

- Not at all worried 1
- Not very worried 2
- Somewhat worried 3
- Very worried 4
- Extremely worried 5

- (Refusal) 7
- (Don't know) 8

D14 STILL CARD 36 How worried are you about [country] being too dependent on using energy generated by fossil fuels such as oil, gas and coal?

- Not at all worried 1
- Not very worried 2
- Somewhat worried 3
- Very worried 4
- Extremely worried 5

- (Refusal) 7
- (Don't know) 8

STILL CARD 36 How worried are you that energy supplies could be interrupted... **READ OUT...**

		Not at all worried	Not very worried	Somewhat worried	Very worried	Extremely worried	(Refusal)	(Don't know)
D15	...by natural disasters or extreme weather?	1	2	3	4	5	7	8
D16and by insufficient power being generated?	1	2	3	4	5	7	8
D17	...and by technical failures?	1	2	3	4	5	7	8

D18 STILL CARD 36 And how worried are you that energy supplies could be interrupted by terrorist attacks?

- Not at all worried 1
- Not very worried 2
- Somewhat worried 3
- Very worried 4
- Extremely worried 5

- (Refusal) 7
- (Don't know) 8

D19 CARD 37 You may have heard the idea that the world's⁷³ climate is changing due to⁷⁴ increases in temperature over the past 100 years. What is your personal opinion on this? Do you think the world's climate is changing? Choose your answer from this card.

Definitely changing	1	
Probably changing	2	GO TO D21
Probably not changing	3	
Definitely not changing	4	ASK D20
(Refusal)	7	
(Don't know)	8	GO TO D21

ASK IF DEFINITELY NOT CHANGING AT D19 (code 4)

D20 CARD 38 How much have you thought about climate change before today?

Not at all	1	
Very little	2	
Some	3	
A lot	4	GO TO D30
A great deal	5	
(Refusal)	7	
(Don't know)	8	

⁷³ 'world's' in the sense of 'the Earth's'.

⁷⁴ 'due to' in the sense of 'as a result of'.

D21⁷⁵ CARD 38 How much have you thought about climate change before today?

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

- (Refusal) 7
- (Don't know) 8

D22 CARD 39 Do you think that climate change is caused by natural processes, human activity, or both?

Entirely by natural processes	01	ASK D23
Mainly by natural processes	02	
About equally by natural processes and human activity	03	
Mainly by human activity	04	
Entirely by human activity	05	
(I don't think climate change is happening)	55	GO TO D30
(Refusal)	77	ASK D23
(Don't know)	88	

D23 CARD 40 To what extent do you feel a personal responsibility to try to reduce climate change?

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

D24 CARD 41 How worried are you about climate change?

- Not at all worried 1
- Not very worried 2
- Somewhat worried 3
- Very worried 4
- Extremely worried 5

- (Refusal) 7
- (Don't know) 8

⁷⁵ This is a duplication of D20 for routing purposes.

D25 CARD 42 How good or bad do you think the impact of climate change will be on people across the world? Please choose a number from 0 to 10, where 0 is extremely bad and 10 is extremely good.

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

D26 CARD 43 Now imagine that large numbers of people limited their energy use. How likely do you think it is that this would reduce climate change?

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

D27 STILL CARD 43 How likely do you think it is that large numbers of people will actually limit their energy use to try to reduce climate change?

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

D28 STILL CARD 43 And how likely do you think it is that governments⁷⁶ in enough countries⁷⁷ will take action that reduces climate change?

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

⁷⁶ National governments.

⁷⁷ 'enough countries' to have an impact rather than the actual number of countries.

Now some questions about the way society works.⁷⁸

CARD 45 Using this card, please say how much you agree or disagree with each of the following statements. **READ OUT EACH STATEMENT AND CODE IN GRID**

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
E1	Large differences in people's incomes are acceptable to properly reward differences in talents and efforts.	1	2	3	4	5	7	8
E2	For a society to be fair ⁷⁹ , differences in people's standard of living ⁸⁰ should be small.	1	2	3	4	5	7	8

E3 **CARD 46** Of every 100 people of working age⁸¹ in [country] how many would you say are unemployed⁸² and looking for work? Choose your answer from this card. If you are not sure please give your best guess.

0-4	01
5-9	02
10-14	03
15-19	04
20-24	05
25-29	06
30-34	07
35-39	08
40-44	09
45-49	10
50 or more	11
(Refusal)	77
(Don't know)	88

⁷⁸ The same translation for this introduction should be used as in ESS4.

⁷⁹ 'fair' in the sense of a just society.

⁸⁰ 'standard of living': people's material circumstances.

⁸¹ 'working age': the age from which people are legally entitled to work up to retirement age.

⁸² 'unemployed': people who cannot find paid work.

In the next few questions we will be asking you how good or bad certain things are for different groups in [country] nowadays.

E4 CARD 47 Using this card, what do you think overall about the standard of living⁸³ of pensioners⁸⁴? Please tell me on a score of 0 to 10, where 0 means extremely bad and 10 means extremely good.

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

E5 STILL CARD 47 What do you think overall about the standard of living of people who are unemployed⁸⁵? Use the same card.

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

⁸³ 'standard of living': people's material circumstances.

⁸⁴ 'pensioners': those who are older than the official retirement age.

⁸⁵ 'unemployed': people who cannot find paid work.

CARD 48 People have different views on what the responsibilities of governments⁸⁶ should or should not be. For each of the tasks I read out please tell me on a score of 0-10 how much responsibility you think governments should have. 0 means it should not be governments' responsibility at all and 10 means it should be entirely governments' responsibility. Firstly to... **READ OUT...**

		Should not be governments' responsibility at all										Should be entirely governments' responsibility		(Refusal)	(Don't know)
		00	01	02	03	04	05	06	07	08	09	10	77	88	
E6	...ensure a reasonable standard of living ⁸⁷ for the old ⁸⁸ ?	00	01	02	03	04	05	06	07	08	09	10	77	88	
E7	...ensure a reasonable standard of living for the unemployed ⁸⁹ ?	00	01	02	03	04	05	06	07	08	09	10	77	88	
E8	...ensure sufficient child care services ⁹⁰ for working parents?	00	01	02	03	04	05	06	07	08	09	10	77	88	

I am now going to ask you about the effect of social benefits and services on different areas of life in [country]. By social benefits and services we are thinking about things like health care, pensions and social security^{91 92}.

CARD 49 Using this card, please tell me to what extent you agree or disagree that social benefits and services in [country]... **READ OUT...**

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
E9	...place too great a strain on the economy?	1	2	3	4	5	7	8
E10	...prevent widespread poverty?	1	2	3	4	5	7	8

⁸⁶ 'governments' in the sense of all governments and NOT only the people now governing / present regime. The 'state' can be used instead of governments if appropriate.

⁸⁷ 'standard of living': people's material circumstances.

⁸⁸ This question refers to things like pensions, other benefits or facilities for retired people.

⁸⁹ 'unemployed': people who cannot find paid work.

⁹⁰ 'child care services': refers to things like day care centres, playgroups and paid childminders but not relatives.

⁹¹ 'social security' meaning cash benefits of one sort or another, such as sick pay, unemployment benefits, child benefits etc.

⁹² The same translation for this introduction must be used as in ESS4.

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
E11	...lead to a more equal society?	1	2	3	4	5	7	8
E12	...cost businesses too much in taxes and charges?	1	2	3	4	5	7	8

STILL CARD 49 And to what extent do you agree or disagree that social benefits and services in [country]... **READ OUT...**

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
E13	...make people lazy?	1	2	3	4	5	7	8
E14	...make people less willing to care for one another?	1	2	3	4	5	7	8

E15 CARD 50 Thinking of people coming to live in [country] from other countries, when do you think they should obtain the same rights to social benefits and services as citizens already living here? Please choose the option on this card that comes closest to your view.
CODE ONE ANSWER ONLY

- Immediately on arrival 1
- After living in [country] for a year, whether or not they have worked 2
- Only after they have worked and paid taxes for at least a year 3
- Once they have become a [country] citizen 4
- They should never get the same rights 5
- (Refusal) 7
- (Don't know) 8

CARD 51 Using this card, please say how much you agree or disagree with each of the following statements about people in [country].

READ OUT EACH STATEMENT AND CODE IN GRID

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Refusal)	(Don't know)
E16	Most unemployed ⁹³ people do not really try to find a job.	1	2	3	4	5	7	8
E17	Many people with very low incomes get less benefit than they are legally entitled to.	1	2	3	4	5	7	8
E18	Many people manage to obtain benefits and services to which they are not entitled.	1	2	3	4	5	7	8

CODE ALL⁹⁴

E19 INTERVIEWER ENTER MONTH OF RESPONDENT BIRTHDAY (e.g. where January = 01 and December = 12) (SEE C31):

--	--

(Refusal) 77
(Don't know) 88

E20 INTERVIEWER CODE: INTERVIEWER REFER TO MONTH OF RESPONDENT BIRTHDAY AND CODE:

MONTH OF BIRTHDAY = 01, 05, 09 OR Code 77	1	GO TO INTRO BEFORE E21
MONTH OF BIRTHDAY = 02, 06, 10 OR Code 88	2	GO TO INTRO BEFORE E24
MONTH OF BIRTHDAY = 03, 07 OR 11	3	GO TO INTRO BEFORE E27
MONTH OF BIRTHDAY = 04, 08 OR 12	4	GO TO INTRO BEFORE E30

⁹³ 'unemployed': people who cannot find paid work.

⁹⁴ CAPI countries should replace this method with automated random allocation to Group 1 (E21-E23), Group 2 (E24-E26), Group 3 (E27-E29) or Group 4 (E30-E32).

ASK IF CODE 1 AT E20

CARD 52 Imagine someone who is unemployed and looking for work. This person was previously working but lost their⁹⁵ job and is now receiving unemployment benefit. What do you think should happen to this person's unemployment benefit if... **READ OUT...**

	This person should lose all their unemployment benefit	This person should <u>lose</u> about half of their unemployment benefit	This person should <u>lose a small part of</u> their unemployment benefit	This person should be able to <u>keep</u>⁹⁶ all their unemployment benefit	(Refusal)	(Don't know)
E21 ...they turn down a job because it pays a lot less than they earned previously?	1	2	3	4	7	8
E22 ...they turn down a job because it needs a much lower level of education ⁹⁷ than the person has?	1	2	3	4	7	8
E23 ...they refuse to regularly carry out unpaid work in the area where they live in return for unemployment benefit?	1	2	3	4	7	8

GO TO INTRODUCTION BEFORE E33

⁹⁵ 'their' meaning a gender neutral term for a single person.

⁹⁶ 'keep' in the sense of 'be able to keep receiving'.

⁹⁷ A general word for 'education' should be used here, NOT qualification.

ASK IF CODE 2 AT E20

CARD 52 Imagine someone in their⁹⁸ 50s who is unemployed and looking for work. This person was previously working but lost their⁹⁹ job and is now receiving unemployment benefit. What do you think should happen to this person's unemployment benefit if... **READ OUT...**

	This person should <u>lose all</u> their unemployment benefit	This person should <u>lose about half of</u> their unemployment benefit	This person should <u>lose a small part of</u> their unemployment benefit	This person should be able to <u>keep¹⁰⁰ all</u> their unemployment benefit	(Refusal)	(Don't know)
E24 ...they turn down a job because it pays a lot less than they earned previously?	1	2	3	4	7	8
E25 ...they turn down a job because it needs a much lower level of education ¹⁰¹ than the person has?	1	2	3	4	7	8
E26 ...they refuse to regularly carry out unpaid work in the area where they live in return for unemployment benefit?	1	2	3	4	7	8

GO TO INTRODUCTION BEFORE E33

⁹⁸ 'Their' meaning a gender neutral term for a single person.

⁹⁹ 'Their' meaning a gender neutral term for a single person.

¹⁰⁰ 'Keep' in the sense of 'be able to keep receiving'.

¹⁰¹ A general word for 'education' should be used here, NOT qualification.

ASK IF CODE 3 AT E20

CARD 52 Imagine someone aged 20-25 who is unemployed and looking for work. This person was previously working but lost their¹⁰² job and is now receiving unemployment benefit. What do you think should happen to this person's unemployment benefit if... **READ OUT...**

	This person should <u>lose all</u> their unemployment benefit	This person should <u>lose about half of</u> their unemployment benefit	This person should <u>lose a small part of</u> their unemployment benefit	This person should be able to <u>keep</u>¹⁰³ all their unemployment benefit	(Refusal)	(Don't know)
E27 ...they turn down a job because it pays a lot less than they earned previously?	1	2	3	4	7	8
E28 ...they turn down a job because it needs a much lower level of education ¹⁰⁴ than the person has?	1	2	3	4	7	8
E29 ...they refuse to regularly carry out unpaid work in the area where they live in return for unemployment benefit?	1	2	3	4	7	8

GO TO INTRODUCTION BEFORE E33

¹⁰² 'their' meaning a gender neutral term for a single person.

¹⁰³ 'keep' in the sense of 'be able to keep receiving'.

¹⁰⁴ A general word for 'education' should be used here, NOT qualification.

ASK IF CODE 4 AT E20

CARD 52 Imagine a single parent with a 3-year-old child who is unemployed and looking for work. This person was previously working but lost their¹⁰⁵ job and is now receiving unemployment benefit. What do you think should happen to this person's unemployment benefit if... **READ OUT...**

	This person should <u>lose all</u> their unemployment benefit	This person should <u>lose about half of</u> their unemployment benefit	This person should <u>lose a small part of</u> their unemployment benefit	This person should be able to <u>keep</u>¹⁰⁶ all their unemployment benefit	(Refusal)	(Don't know)
E30 ...they turn down a job because it pays a lot less than they earned previously?	1	2	3	4	7	8
E31 ...they turn down a job because it needs a much lower level of education ¹⁰⁷ than the person has?	1	2	3	4	7	8
E32 ...they refuse to regularly carry out unpaid work in the area where they live in return for unemployment benefit?	1	2	3	4	7	8

¹⁰⁵ 'their' meaning a gender neutral term for a single person.

¹⁰⁶ 'keep' in the sense of 'be able to keep receiving'.

¹⁰⁷ A general word for 'education' should be used here, NOT qualification.

ASK ALL¹⁰⁸

In the next 10 years the government may change the way it provides social benefits and services in response to changing economic and social circumstances.

E33 CARD 53 Would you be against or in favour of the government providing social benefits and services only for people with the lowest incomes, while people with middle and higher incomes are responsible for themselves¹⁰⁹?

Strongly against	1
Against	2
In favour	3
Strongly in favour	4
(Refusal)	7
(Don't know)	8

E34 STILL CARD 53 Now imagine there is a fixed amount¹¹⁰ of money that can be spent on tackling unemployment. Would you be against or in favour of the government spending more on education and training programs for the unemployed at the cost of reducing unemployment benefit?

Strongly against	1
Against	2
In favour	3
Strongly in favour	4
(Refusal)	7
(Don't know)	8

E35 STILL CARD 53 Would you be against or in favour of the government introducing extra social benefits and services¹¹¹ to make it easier for working parents to combine work and family life even if it means much higher taxes for all?

Strongly against	1
Against	2
In favour	3
Strongly in favour	4
(Refusal)	7
(Don't know)	8

¹⁰⁸ Due to complex routing at E19-E32, National Coordinators should carefully check routing to ensure that ALL respondents are asked the rest of section E (E33-E40).

¹⁰⁹ 'responsible for themselves' in the sense of 'not being provided for by the government'.

¹¹⁰ 'fixed amount' in the sense of 'a given or set amount'.

¹¹¹ The same phrase for 'social benefits and services' must be used here as elsewhere in the module.

E36 CARD 54 Some countries are currently talking about introducing a basic income scheme¹¹². In a moment I will ask you to tell me whether you are against or in favour of this scheme. First, I will give you some more details. The highlighted box at the top of this card shows the main features of the scheme. A basic income scheme includes all of the following:
...**READ OUT**...

- The government pays everyone a monthly income to cover essential living costs.
- It replaces many other social benefits.
- The purpose is to guarantee everyone a minimum standard of living.
- Everyone receives the same amount regardless of whether or not they are working.
- People also keep¹¹³ the money they earn from work or other sources.
- This scheme is paid for by taxes.

INTERVIEWER: PAUSE TO GIVE THE RESPONDENT TIME TO READ CARD.

Overall, would you be against or in favour of having this scheme in [country]?
Please choose your answer from the options at the bottom of the card.

Strongly against	1
Against	2
In favour	3
Strongly in favour	4
(Refusal)	7
(Don't know)	8

¹¹² Country specific terms should not be used here.

¹¹³ 'keep' in the sense of 'continue receiving'.

E37¹¹⁴ CARD 55 It has been proposed that there should be a European Union-wide social benefit scheme for all poor people. In a moment I will ask you to tell me whether you are against or in favour of this scheme. First, look at the highlighted box at the top of this card, which shows the main features of the scheme. A European Union-wide social benefit scheme includes all of the following:
...READ OUT...

- The purpose is to guarantee a minimum standard of living for all poor people in the European Union.
- The level of social benefit people receive will be adjusted to reflect the cost of living in their country.
- The scheme would require richer European Union countries to pay more into such a scheme than poorer European Union countries.

INTERVIEWER: PAUSE TO GIVE THE RESPONDENT TIME TO READ CARD.

Overall, would you be against or in favour of having such a European Union-wide social benefit scheme? Please choose your answer from the options at the bottom of the card.

Strongly against	1
Against	2
In favour	3
Strongly in favour	4
(Refusal)	7
(Don't know)	8

E38¹¹⁵ CARD 56 If more decisions were made by the European Union rather than by national governments, do you think the level of social benefits and services provided in [country] would become higher or lower?

Much higher	1
Higher	2
Neither higher nor lower	3
Lower	4
Much lower	5
(Refusal)	7
(Don't know)	8

¹¹⁴ This question is mandatory in EU countries.

¹¹⁵ This question is mandatory in EU countries.

In the next few questions, we would like you to think about what might happen during the next 12 months.

E39 CARD 57 Using this card, please tell me how likely it is that during the next 12 months you will be unemployed¹¹⁶ and looking for work for at least four consecutive weeks?

- Not at all likely 1
- Not very likely 2
- Likely 3
- Very likely 4

- (Never worked OR no longer working and not looking for work) 5
- (Refusal) 7
- (Don't know) 8

E40 STILL CARD 57 And during the next 12 months how likely is it that there will be some periods when you don't have enough money to cover your household necessities¹¹⁷? Use the same card.

- Not at all likely 1
- Not very likely 2
- Likely 3
- Very likely 4

- (Refusal) 7
- (Don't know) 8

¹¹⁶ 'unemployed': people who cannot find paid work.

¹¹⁷ 'household necessities' refers to things like food, rent/mortgage, utilities and clothing.

Now a question on a different topic.¹¹⁸

E41¹¹⁹ 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) 3
- (Would spoil¹²⁰ the ballot paper) 4
- (Would not vote) 5
- (Not eligible to vote) 6

- (Refusal) 7
- (Don't know) 8

E42¹²¹ 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) 3
- (Would spoil¹²² the ballot paper) 4
- (Would not vote) 5
- (Not eligible to vote) 6

- (Refusal) 7
- (Don't know) 8

ENTER END TIME OF SECTION E: (Use 24 hour clock)

(END time for CAPI countries only)

¹¹⁸ To be included only if either E41 or E42 are fielded.

¹¹⁹ **NEW QUESTION** for EU countries only. This question can be included on a voluntary basis.

¹²⁰ 'spoil' in the sense of marking the ballot paper so as to make it null or invalid.

¹²¹ **NEW QUESTION** for non-EU countries only. This question can be included on a voluntary basis.

¹²² 'spoil' in the sense of marking the ballot paper so as to make it null or invalid.

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?

WRITE IN NUMBER:

--	--

(Refusal) 77
(Don't know) 88

IN GRID, 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 58** 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
OPTIONAL: First Name or initial						
F2 Sex						
Male	1	1	1	1	1	1
Female	2	2	2	2	2	2
F3 Year born						
F4 Relationship						
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
OPTIONAL: First Name or initial						
F2 Sex						
Male	1	1	1	1	1	1
Female	2	2	2	2	2	2
F3 Year born						
F4 Relationship						
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 REFER TO HOUSEHOLD GRID AND CODE:

RESPONDENT LIVES WITH HUSBAND / WIFE / PARTNER (code 01 at F4)	1	ASK F6
ALL OTHERS	2	GO TO F7

F6 CARD 59 You just told me that you live with your husband / wife / partner.
Which one of the descriptions on this card describes your relationship to them¹²³?

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

NOTE ON CATEGORIES FOR F6 (CARD 58)

The set of country-specific categories that are applicable to F6 and are listed in the 'Consultation outcomes' for marital status on the ESS8 NC Intranet should be made available to interviewers.

F7 And can I just check have you ever lived with a partner, without being married to them
(or in a civil union)¹²⁴?

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 union¹²⁵ dissolved?

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

¹²³ Note that these sentences should be translated to provide the same stimulus in ALL countries.

¹²⁴ 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.

¹²⁵ See previous footnote.

F9 INTERVIEWER CODE:

RESPONDENT LIVES WITH HUSBAND / WIFE / PARTNER
(code 01 at F5)
ALL OTHERS

1	CODE F10
2	GO TO F11

F10 INTERVIEWER CODE:

RESPONDENT COHABITING
(Code 03 or 04 at F6)
ALL OTHERS

1	ASK F11
2	GO TO F12

ASK IF NOT LIVING WITH A HUSBAND / WIFE / PARTNER OR ARE COHABITING

F11 CARD 60 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 CODE¹²⁶

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 60)

The set of country-specific categories that are applicable to F11 and are listed in the 'Consultation outcomes' for marital status on the ESS8 NC Intranet should be made available to interviewers.

CODE ALL**F12 INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE:**

RESPONDENT HAS CHILDREN LIVING AT HOME
(code 02 at F4)
DOES NOT

1	GO TO F14
2	ASK F13

¹²⁶ 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) the interviewer should code this as 01.

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

ASK ALL

F14 CARD 61 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 62 What is the highest level of education you have successfully completed?
Please use this card.

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

WRITE IN:

(Refusal) 77
(Don't know) 88

F17a CARD 63 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 paid work (or away temporarily) (employee, self-employed, working for your family business) 01
- in education, (not paid for by employer) even if on vacation 02
- unemployed and actively looking for a job 03
- unemployed, wanting a job but not actively looking for a job 04
- permanently sick or disabled 05
- retired 06
- in community or military service¹²⁷ 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Refusal) 77
- (Don't know) 88

F17b INTERVIEWER CODE:

MORE THAN ONE CODED AT F17a

ONLY ONE CODED AT F17a

1	ASK F17c
2	GO TO F17d

¹²⁷ 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 IN F17b (code 1)

F17c STILL CARD 63 And which of these descriptions best describes your situation (in the last seven days)?
Please select only one.

CODE ONE ANSWER ONLY

- in paid work (or away temporarily) (employee, self-employed, working for your family business) 01
- in education, (not paid for by employer) even if on vacation 02
- unemployed and actively looking for a job 03
- unemployed, wanting a job but not actively looking for a job 04
- permanently sick or disabled 05
- retired 06
- in community or military service¹²⁸ 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Refusal) 77
- (Don't know) 88

CODE ALL

F17d INTERVIEWER REFER TO F17a AND CODE:

RESPONDENT IN PAID WORK AT F17a (code 01 at F17a).	1 GO TO F21
RESPONDENT NOT IN PAID WORK AT F17a (All NOT coded 01 at F17a).	2 ASK F18

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

Yes	1 GO TO F21
No	2
(Refusal)	7
(Don't know)	8

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

F19 Have you ever had a paid job?

Yes	1 ASK F20
No	2
(Refusal)	7
(Don't know)	8

¹²⁸ 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 (code 1)

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

WRITE 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 NOTE: 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.

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

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

ASK IF SELF-EMPLOYED (code 2 at F21)

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

WRITE IN number of employees: **GO TO F24**

(Refusal) 77777
(Don't know) 88888

ASK IF EMPLOYEE OR FAMILY BUSINESS OR DON'T KNOW/REFUSAL (codes 1, 3, 7 or 8 at F21)

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 ALL WORKING/PREVIOUSLY WORKED

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 supervising¹²⁹ the work of other employees?

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

ASK IF YES AT F25 (code 1)

F26 How many people are/were you responsible for?

WRITE IN:

- (Refusal) 77777
- (Don't know) 88888

ASK ALL WORKING/PREVIOUSLY WORKED

CARD 64 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 control (Refusal) (Don't know)			
	00	01	02	03	04	05	06	07	08	09	10	77	88	
F27 ...to decide how your own daily work is/was organised?														

¹²⁹ 'supervising': intended in the sense of both monitoring and being responsible for the work of others.

F28	...to influence policy decisions about the activities of the organisation?	I have/had no influence										I have/had complete control		(Refusal)	(Don't know)
		00	01	02	03	04	05	06	07	08	09	10	77		

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.

WRITE 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.

WRITE IN HOURS:

(Refusal) 777
 (Don't know) 888

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

F32 CARD 65 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?
WRITE IN

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

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

[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	ASK F37
No	2	GO TO F39
(Refusal)	7	
(Don't know)	8	

ASK IF YES AT F36 (code 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?

NOTE TO 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 66 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 67 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 income¹³⁰.

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 2016 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.

F42 CARD 68 Which of the descriptions on this card comes closest to how you feel¹³¹ 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

¹³⁰ The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

¹³¹ 'feel': 'describe', 'view' or 'see'.

F43 INTERVIEWER CODE:

RESPONDENT LIVES WITH HUSBAND/WIFE/PARTNER
(code 01 at F5)

1	ASK F44
---	----------------

DOES NOT

2	GO TO F52
---	------------------

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

F44 CARD 69 What is the highest level of education your husband/wife/partner has successfully completed? **Please use this card.**

INTERVIEWER NOTE: 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 70 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 paid work (or away temporarily) (employee, self-employed, working for your family business) 01
- in education, (not paid for by employer) even if on vacation 02
- unemployed and actively looking for a job 03
- unemployed, wanting a job but not actively looking for a job 04
- permanently sick or disabled 05
- retired 06
- in community or military service¹³² 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Refusal) 77
- (Don't know) 88

F45b INTERVIEWER CODE:

MORE THAN ONE CODED AT F45a

ONLY ONE CODED AT F45a

1	ASK F45c
2	GO TO F45d

F45c STILL CARD 70 And which of the descriptions on this card best describes his/her situation (in the last 7 days)? Please select only one.

- in paid work (or away temporarily) (employee, self-employed, working for your family business) 01
- in education, (not paid for by employer) even if on vacation 02
- unemployed and actively looking for a job 03
- unemployed, wanting a job but not actively looking for a job 04
- permanently sick or disabled 05
- retired 06
- in community or military service¹³³ 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Refusal) 77
- (Don't know) 88

¹³² 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).

¹³³ 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 REFER TO F45a AND CODE:

PARTNER IN PAID WORK AT F45a (code 01 at F45a).	1 GO TO F47
PARTNER NOT IN PAID WORK AT F45a (All NOT coded 01 at F45a).	2 ASK F46

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
(Refusal)	7
(Don't know)	8

ASK IF PARTNER IN PAID WORK (code 01 at F45d or code 1 at F46)

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

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

F49 What training or qualifications are needed for the job?
WRITE 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.

WRITE IN HOURS:

--	--	--

- (Refusal) 777
- (Don't know) 888

ASK ALL

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

F52 CARD 71 What is the highest level of education your father successfully completed?
Please use this card.

INTERVIEWER NOTE: 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	ASK F54
Self-employed,	2	
Not working	3	GO TO F56
(Father dead/absent ¹³⁴ when respondent was 14)	4	
(Refusal)	7	
(Don't know)	8	ASK F54

ASK IF FATHER WORKING OR DON'T KNOW (codes 1, 2 or 8 at F53)

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

WRITE IN

¹³⁴ 'absent': not living in same household.

F55 CARD 72 Which of the descriptions¹³⁵ on this card best describes the sort of work he did when you were 14?
CODE ONE ANSWER ONLY

INTERVIEWER NOTE: 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

¹³⁵ Most of the occupations here have not been annotated. If translators are unable to identify the intended occupation, contact 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 73 What is the highest level of education your mother successfully completed?

Please use this card.

INTERVIEWER NOTE: 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	ASK F58
Self-employed,	2	
Not working	3	GO TO F60
(Mother dead/absent ¹³⁶ when respondent was 14)	4	
(Refusal)	7	
(Don't know)	8	ASK F58

ASK IF MOTHER WORKING OR DON'T KNOW (codes 1, 2 or 8 at F57)

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

¹³⁶ 'absent': not living in same household.

F59 CARD 74 Which of the descriptions on this card best describes the sort of work she did when you were 14?
CODE ONE ANSWER ONLY

INTERVIEWER NOTE: 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 75 How would you describe your ancestry¹³⁷? 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
Bangladeshi	06	06
Chinese	07	07
Gypsy/Roma	08	08
Indian	09	09
Irish	10	10
Jamaican	11	11
Nigerian	12	12
Pakistani	13	13
Polish	14	14
Somali	15	15
Other (WRITE 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 ESS7 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). Responses to be recoded into the 'European Standard Classification of Cultural and Ethnic Groups' available on the ESS8 NC Intranet.

¹³⁷ **NEW ANNOTATION** for ESS8: 'ancestry' in the sense of 'descent' or 'family origins'.

ENTER END TIME OF SECTION F: (Use 24 hour clock)

(END time for CAPI countries only)

GO TO SECTION H

SECTION H

INTERVIEWER: IF RESPONDENT IS MALE, ASK H1. IF RESPONDENT IS FEMALE, ASK H2.

MALE RESPONDENTS

H1 CARD 76 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	(Refusal)	(Don't know)
A Thinking up new ideas ¹³⁸ 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 It is important to him to be rich. He wants to have a lot of money and expensive ¹³⁹ things.	1	2	3	4	5	6	7	8
C 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
D It's important to him to show ¹⁴⁰ his abilities. He wants people to admire ¹⁴¹ what he does.	1	2	3	4	5	6	7	8
E It is important to him to live in secure ¹⁴² surroundings. He avoids anything that might endanger his safety.	1	2	3	4	5	6	7	8

¹³⁸ Having new ideas, with an emphasis on the creative side of having them through generating them himself.

¹³⁹ 'expensive': in the sense of costing a lot rather than their being 'luxury' items.

¹⁴⁰ 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.

¹⁴¹ He wants his actions to be admired, not his person.

¹⁴² 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	(Refusal)	(Don't know)
F	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 ¹⁴³ .							
	1	2	3	4	5	6	7	8
G	He believes that people should do what they're told ¹⁴⁴ . He thinks people should follow rules ¹⁴⁵ at all times, even when no-one is watching.							
	1	2	3	4	5	6	7	8
H	It is important to him to listen to people who are different ¹⁴⁶ from him. Even when he disagrees with them, he still wants to understand them.							
	1	2	3	4	5	6	7	8
I	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
J	Having a good time is important to him. He likes to "spoil" ¹⁴⁷ himself.							
	1	2	3	4	5	6	7	8
K	It is important to him to make his own decisions about what he does. He likes to be free and not depend ¹⁴⁸ on others.							
	1	2	3	4	5	6	7	8

¹⁴³ Important for himself (his life) is the focus.

¹⁴⁴ 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.

¹⁴⁵ 'rules' in the sense of 'rules and regulations'.

¹⁴⁶ 'different' in almost any way. The key idea is that he sees difference/diversity positively and as something worth learning about.

¹⁴⁷ 'spoil himself': 'treat himself' is another idiom. Strongly negative 'self-indulgence' is *not* intended.

¹⁴⁸ 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	(Refusal)	(Don't know)
L	It's very important to him to help the people around him. He wants to care for ¹⁴⁹ their well-being.	1	2	3	4	5	6	7	8
M	Being very successful is important to him. He hopes people will recognise his achievements.	1	2	3	4	5	6	7	8
N	It is important to him that the government ensures ¹⁵⁰ 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
O	He looks for adventures and likes to take risks. He wants to have an exciting ¹⁵¹ life.	1	2	3	4	5	6	7	8
P	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
Q	It is important to him to get ¹⁵² respect from others. He wants people to do what he says.	1	2	3	4	5	6	7	8
R	It is important to him to be loyal to his friends. He wants to devote ¹⁵³ himself to people close to him.	1	2	3	4	5	6	7	8

¹⁴⁹ 'care for': here in the sense of actively promote their well-being.

¹⁵⁰ 'ensures' in the sense of 'guarantees'.

¹⁵¹ 'exciting' more in the sense of 'exhilarating' than 'dangerous'.

¹⁵² get/have this respect, not deserve respect.

¹⁵³ '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	(Refusal)	(Don't know)
S He strongly believes that people should care for ¹⁵⁴ nature. Looking after the environment is important to him.	1	2	3	4	5	6	7	8
T 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
U He seeks every chance ¹⁵⁵ 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

ENTER END TIME OF SECTION H: (Use 24 hour clock)

(END time for CAPI countries only)

GO TO SECTION I

¹⁵⁴ 'care for': look after, basically synonymous with 'looking after' in the second sentence.

¹⁵⁵ seeks: active pursuit rather than 'taking every' chance.

FEMALE RESPONDENTS¹⁵⁶

H2 CARD 76 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	(Refusal)	(Don't know)
A 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 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
C 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
D 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
E 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
F 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

¹⁵⁶ 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	(Refusal)	(Don't know)
G	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
H	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
I	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
J	Having a good time is important to her. She likes to "spoil" herself.							
	1	2	3	4	5	6	7	8
K	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
L	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
M	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	(Refusal)	(Don't know)
N	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
O	She looks for adventures and likes to take risks. She wants to have an exciting life.	1	2	3	4	5	6	7	8
P	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
Q	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
R	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
S	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
T	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	(Refusal)	(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

ENTER END TIME OF SECTION H: (Use 24 hour clock)

(END time for CAPI countries only)

SECTION I

CODE ALL

I1 INTERVIEWER CODE: SEE C32 FOR CODE. RESPONDENTS MUST BE CODED IN THE SAME GROUP AT I1 AS AT C32:

CODE 1 AT C32	1	GO TO INTRO BEFORE I2
CODE 2 AT C32	2	GO TO INTRO BEFORE I5
CODE 3 AT C32	3	GO TO INTRO BEFORE I8

ASK IF CODE 1 AT I1

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.

People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they're under threat. Here are some questions about this issue¹⁵⁷.

I2 CARD 77 How important do you think having good educational qualifications should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here?

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

I3 CARD 78 How important do you think coming from a Christian¹⁵⁸ background should be in deciding whether someone should be able to come and live here?

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

I4 CARD 79 How important do you think having work skills that [country] needs should be in deciding whether someone should be able to come and live here?

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

NOW COMPLETE INTERVIEW END DATE AND TIME

INTERVIEWER ENTER END DATE: / / (dd/mm/yy)

INTERVIEWER ENTER END TIME: (Use 24 hour clock)

(END DATE AND TIME in ALL countries)

INTERVIEWER THEN ANSWER SECTION J BELOW

¹⁵⁷ The same translation for this introduction should be used as in ESS7.

¹⁵⁸ Israel changes 'Christian' in this item.

ASK IF CODE 2 AT I1

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.

People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they're under threat. Here are some questions about this issue¹⁵⁹.

CARD 80 How important do you think each of these things should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here? Firstly, how important should it be for them to... **READ OUT...**

		Not at all important						Very important	(Refusal)	(Don't know)
I5	...have good educational qualifications?	0	1	2	3	4	5	7	8	
I6	...come from a Christian ¹⁶⁰ background?	0	1	2	3	4	5	7	8	
I7	...have work skills that [country] needs?	0	1	2	3	4	5	7	8	

NOW COMPLETE INTERVIEW END DATE AND TIME

INTERVIEWER ENTER END DATE: / / (dd/mm/yy)

INTERVIEWER ENTER END TIME: (Use 24 hour clock)

(END DATE AND TIME in ALL countries)

INTERVIEWER THEN ANSWER SECTION J BELOW

¹⁵⁹ The same translation for this introduction should be used as in ESS7.

¹⁶⁰ Israel changes 'Christian' in this item.

ASK IF CODE 3 AT I1

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.

People come to live in [country] from other countries for different reasons. Some have ancestral ties. Others come to work here, or to join their families. Others come because they're under threat. Here are some questions about this issue¹⁶¹.

CARD 81 How important do you think each of these things should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here? Firstly, how important should it be for them to... **READ OUT...**

		Not at all important										Extremely (Refusal) (Don't know)		
		00	01	02	03	04	05	06	07	08	09	10	77	88
I8	...have good educational qualifications?													
I9	...come from a Christian ¹⁶² background?													
I10	...have work skills that [country] needs?													

NOW COMPLETE INTERVIEW END DATE AND TIME

INTERVIEWER ENTER END DATE: / / (dd/mm/yy)

INTERVIEWER ENTER END TIME: (Use 24 hour clock)

(END DATE AND TIME in ALL countries)

INTERVIEWER THEN ANSWER SECTION J BELOW

¹⁶¹ The same translation for this introduction should be used as in ESS7.

¹⁶² Israel changes 'Christian' in this item.

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 | ASK J6 |
| No | 2 | GO TO J6a |

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

J6a¹⁶³ 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

¹⁶³ **NEW QUESTION FOR INTERVIEWER QUESTIONNAIRE ADDED IN ESS8.**

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 write them in the space below.

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.

END OF INTERVIEWER QUESTIONNAIRE