Generations and Gender Survey

Manual to the Wave 1 Questionnaire

Version presented to the meeting of the UN Informal Working Group on the GGP at Spetses, Greece on 24 to 26 May 2004

Saved on 17.05.2004
GGS Questionnaire Development Group, Wave 1

Gijs Beets, NIDI
Francesco Billari, Bocconi University, Milan
Christoph Bühler, MPI DR
Martine Corijn (until June 2002), UN ECE PAU
Aline Désesquelles, INED
Tineke Fokkema, NIDI
Alphonse MacDonald, UN ECE PAU
Gerda Neyer, MPI DR
Ariane Pailhé, INED
Antonella Pinnelli, University La Sapienza, Rome
Anne Solaz, INED
Zsolt Spéder, Demographic Research Institute, Hungarian Central Statistical Office

Andres Vikat, co-ordinator, MPI DR
Table of Contents

1. GENERATIONS AND GENDER SURVEY .................................................................5

2. QUESTIONNAIRE AND INTERVIEWING ..........................................................7
   Face to Face Interviews ......................................................................................7
   Elements of the Questionnaire ...........................................................................7
   Asking the Questions ..........................................................................................8
   Recording the Answers .....................................................................................8
   Special Codes ....................................................................................................9
   The time dimension ............................................................................................9

3. SPECIFIC INSTRUCTIONS .................................................................................10
   START OF INTERVIEW .....................................................................................10
   SECTION 1: HOUSEHOLD ...............................................................................10
   SECTION 2: CHILDREN ..................................................................................12
       Childcare .........................................................................................................12
       Non-Resident Children ..................................................................................14
       Stepchildren ..................................................................................................15
       Grandchildren ...............................................................................................15
   SECTION 3: PARTNERSHIPS ..........................................................................16
       Current Co-Resident Partner or Spouse .........................................................16
       Current Non-Resident Partner or Spouse .....................................................16
       Intentions of Union Formation .....................................................................17
       Partnership History .......................................................................................18
       Child Alimony/Maintenance .......................................................................19
       Partner Alimony .............................................................................................19
   SECTION 4: HOUSEHOLD ORGANISATION AND PARTNERSHIP QUALITY ....19
   SECTION 5: PARENTS AND PARENTAL HOME ..............................................19
       Parents .............................................................................................................19
       Brothers, Sisters, Grandparents .....................................................................20
   SECTION 6: FERTILITY ...................................................................................20
       Current Pregnancy ...........................................................................................20
       Fecundity ..........................................................................................................21
       Intentions to have Children ...........................................................................21
   SECTION 7: HEALTH AND WELL-BEING .......................................................21
   SECTION 8 AND 9: ACTIVITY AND INCOME ................................................22
   SECTION 10: HOUSEHOLD POSSESSIONS, INCOME AND TRANSFERS ....23
   SECTION 11: VALUE ORIENTATIONS AND ATTITUDES ..............................24
   SECTION 12: INTERVIEWER OBSERVATIONS .............................................24
   SECTION 13: INTERVIEWER REPORT ..........................................................24
   OPTIONAL SUB-MODULE A: NATIONALITY AND ETHNICITY .......................24
   OPTIONAL SUB-MODULE B: PREVIOUS PARTNERS ....................................24
   OPTIONAL SUB-MODULE C: INTENTIONS OF BREAKING UP ......................24
   OPTIONAL SUB-MODULE D: HOUSING .......................................................24
The purpose of this Manual is to provide to the organisers of national Generations and Gender Surveys reference material about the GGS Questionnaire and some background information about the survey. It explains the concepts used in the questionnaire, provides detailed instructions on how to fill it in, and explains the principles for country-specific solutions.
1. Generations and Gender Survey

The Generations and Gender Survey (GGS) is a panel survey that deals with topics related to children, partners, parents, work and everyday life. Its aim is to study what factors influence family formation, having children, and relations between younger and older generations.

The Survey is the core element of the Generations and Gender Programme (GGP), a cross-national, comparative, multidisciplinary, retrospective and prospective study of the dynamics of family relationships in contemporary industrialised countries. The Programme is coordinated by the Population Activities Unit of the United Nations Economic Commission for Europe (PAU) in Geneva. To develop the Programme, including the Survey and its instruments, a consortium of Europe’s leading centres of population research was established. The Consortium consists of the Centre for Analysis of Social Exclusion at the London School of Economics (United Kingdom); the Department of Demography of the University La Sapienza (Italy); the Hungarian Central Statistical Office; Institut national d’études démographiques (France); the Max Planck Institute for Demographic Research (Germany); the Netherlands Interdisciplinary Demographic Institute; and Statistics Canada. The GGS Questionnaire and this Manual have been developed by the Questionnaire Development Group, one of the GGP working groups formed by the Consortium.

The Generations and Gender Survey is multidisciplinary: It uses approaches and theories from demography, sociology, economics and social psychology. A large part of its questionnaire is devoted to questions about family situation at the time of the interview, family related events experienced in the past and about intentions of vital events like forming a partnership, having children, leaving parental home. The Survey also deals with a number of aspects that influence the probability of experiencing those events and their intentions: socioeconomic characteristics like activity, education level, income and assets; health; normative pressures from family, kin and social network as well as individual’s own values, orientations and beliefs.

A major innovation of the survey lies in its focus on the impact of intergenerational and gender relations on demographic behaviour and the other way round, which is reflected in the title of the survey. The GGS will help to answer questions like How does higher participation of women in the labour market influence fertility and union formation? What is the role of the division of household tasks between men and women on explaining their fertility decisions? How does demographic change (higher life expectancy, lower fertility, decreasing union stability) influence intergenerational solidarity?

The concept of gender denotes socially constructed relations between men and women. The implications of those relations for various spheres of life have been a major area of social science research over several decades. The pertinent “gender” issues that need better understanding include access to education and to employment, autonomy (economic independence, freedom of movement, ability to make decision), and division of roles between men and women. In the GGS questionnaire, the generations or gender issues are included in the form of (1) appropriately designed response items (e.g. having separate alternatives of mother and father instead of one alternative for parents), (2) questions on values and attitudes related to gender and generations issues (e.g. parent-child obligations, gender roles), (3) questions on relations between generations (e.g. frequency of the contacts, monetary transfers, emotional support), and (4) questions on division of household tasks and on decision-making and budget sharing within couples.

GGS is designed as a panel survey with at least three waves with an interval of three years. It should use a probability sample that represents a country’s non-institutional population of 18–79 year-old men and women and allows to achieve about 10,000 interviews at Wave 1 in each
participating country. Face-to-face interviews in each wave should be conducted with one person in a household. The Survey will be conducted in many countries and should collect comparable data. To achieve this goal, each participating country should follow the same survey design, the questionnaire, and the instructions contained in this Manual.

A period of three years between the panel waves allows to observe sufficiently many demographic events for statistical analysis between the waves while it allows to keep drop-out from panel follow-up sufficiently low. The panel approach enables to analyse people’s intentions for the coming years and the circumstances that may prevent realisation of the intentions. In this set-up, information about past events and about situation at the interview is used to explain the events that will be observed between the panel waves (information on which will be obtained from interviews three years later) as well as the intentions of these life events (obtained from the first interview). In addition, after having data from two panel waves, researchers will be able to analyse how various aspects of an individual’s life and his/her value orientations and attitudes change in response to formation and dissolution of partnerships and birth of children.

GGS is an innovative survey as it combines panel design, retrospective event histories, gender and generations aspects, multidisciplinarity and international comparability.
2. Questionnaire and Interviewing

The GGS Questionnaire for Wave 1 consists of a core part that each participating country should fully implement and four optional sub-modules that deal with topics that may not be critically important for all countries: A: Nationality and Ethnicity, B: Previous Partners, C: Intentions of Breaking up, and D: Housing. It is strongly recommended for each country to include these standard modules in order to facilitate comparative research on these topics. The four modules do not form an integrated package. Hence, using only some of them would not pose problems beyond not receiving information contained in the dropped modules. The included modules should be implemented fully, without dropping any of the questions.

The instructions in this Manual assume that interviewers will use printed paper questionnaires. It is recommended to use computer-assisted interviews (CAPI) in countries where this is possible. The detailed instructions on recording the answers would then need to be modified accordingly.

Face to Face Interviews

GGS is a face-to-face survey where the interviewers record the answers. R should not fill in the questionnaire himself/herself. Interviews with the use of laptop computers (CAPI) are recommended.

Elements of the Questionnaire

The questionnaire is organised into 13 sections with numbered headings. Within a section there may be several sub-sections with unnumbered headings for orientation only. None of the headings should be read out to R or discussed with him/her.

Read out the questions exactly as printed in the questionnaire. Some questions form blocks where several questions have the same number and are distinguished with letters (a, b, c). These questions should be read out like all the others if they are not skipped according to filtering and routing.

Some questions are preceded by introductory texts to facilitate smooth transition from one topic to another. These texts should be read out to R. They are printed with the same font as questions, but they do not have numbers.

Some questions include several items that form a battery where the same type of judgement is asked about various issues. The items are numerated by letters and have to be read out to R.

Answer categories are written out mainly for coding purposes. As a rule, they do not have to be read out to R. The exceptions are

- the questions that include answer categories in their phrasing;
- 701, 836, 846, 924, C01, D08, D19;
- the questions with answer categories definitely not, probably not, probably yes, definitely yes: 118, 124, 319, 324, 518, 532, 548, 554, 563, 578, 612, 616, 622, 623, 624, 631, 807a, 810, 814, 818, 820, 824, 826, 848, 849, 853, 854, 856.

In the latter case you may stop repeating the four answer categories after it has become clear that R has become familiar with the formation of intention questions. However, always probe for definitely/probably if R does not provide it himself/herself.

Interviewer Checks and Instructions direct you so that Rs get to answer questions that apply to their situation. They often require that you look back to the answer to an earlier question before proceeding, and you have to follow these specifications in detail before
continuing. The Checks and Instructions are labelled as such and are in bold-and-italic type. Do not read them to R.

Routing. In addition to the Interviewer Checks and Instructions, the interviewer is also directed by the arrows and texts after answer categories. Always proceed with the next question after recording an answer, unless instructed otherwise.

Household Grid. At the beginning of the interview, answers have to be recorded in the Household Grid, which folds out of the questionnaire to facilitate the use of its contents during the interview. [If the Household Grid is printed on a detached sheet make absolutely sure that the grid matches the questionnaire.]

In a number of questions you need the booklet of show cards to give R the possibility to look at the categories from which he/she has to pick the answer. The questions are not printed, only the answer categories are. Some cards are used for several questions with identical answer categories. The categories on show cards correspond to those printed in the questionnaire, with the exception that the cards do not include special categories like does not know, not applicable or refused even when they are printed into the questionnaire.

Satisfaction Scale is a show card that is used many times in connection with questions about satisfaction with various things. Its purpose is to be a visual aid to R for evaluating his/her satisfaction on a scale from 0 to 10. R can either say a number or point at the scale. In the latter case code the number that is closest to the spot where R pointed.

List of Providers and Receivers is printed into the end of the questionnaire. Use it to code the open answers to a number of questions about providing and receiving help and support. The list is not shown to R at any stage of the interview.

Slashes (/) are used throughout the questionnaire to indicate that the interviewer should select the most appropriate term to use. In phrases like “Was your partner/spouse …”, “What is he/she doing …”, “… living with someone/your partner” or “… to have another child” use only the one of the two terms that is appropriate. In interviewer instructions partner is used for partner/spouse. It may be feasible to use the partner’s name during the interview.

Square brackets in the questions indicate that a name, an answer to a previous question or a varying item has to be used in that place.

Asking the Questions

Questions should be read out exactly as they are printed, using appropriate options in case of several alternatives separated with a slash and for the phrases in square brackets.

In questions about facts, especially in those about the past, an additional question may help to obtain a complete or appropriate answer from R. This is called probing. Probing should always be neutral and not suggest a specific answer.

For example, many questions pertain to month and year of events. It is possible that R does not remember it precisely. Probe then for the season and the year of the event and suggest R to think of other life events that occurred around the same time to refresh memory.

The questionnaire deals with some topics that R might find sensitive. Simply ask the question directly and professionally. Do not suggest in any way that you are dealing with a potentially sensitive issue.

Recording the Answers

Some questions have pre-coded answers and some do not. Questions with pre-coded answers are based on predictions about the possible answers that various Rs may give. The interviewer should circle the number (code) which corresponds to R’s reply. Normally only one answer is
allowed; so only one circle should appear. In specific cases it is indicated that more than one
answer is allowed.

In questions without pre-coded responses record answers exactly as given.

Special Codes

Some special codes apply consistently throughout the questionnaire. The general rule is that
the answers does not know, refused and not applicable are explicitly included among the
answer categories only if uncertainty is a meaningful piece of information itself, or where a
question or an item is expected not to apply for a sizeable number of Rs. Probe in cases where
R simply does not know the facts asked for. Write in the appropriate code after R still could
not answer after probing.

Use code 97 for does not know, use 98 for refused and 99 for not applicable.

However in cases of calendar years 97, 98 and 99 are reserved for 1997, 1998 and 1999
respectively. In those cases codes 9997, 9998 and 9999 should be used, respectively.

If R cannot remember the exact month of an event, suggest R to recall some other event at
about the same time to refresh memory. If the month still remains unknown, try to get the
season and code this as follows: 21 winter months at the beginning of the year (January,
February), 22 spring, 23 summer, 24 autumn, 25 winter at the end of the year (December).

Add any comments that would be of interest to understand the interview better. Feel free to
write such comments anywhere in the questionnaire.

The time dimension

Most questions refer to the situation at the time of the interview or to the situation that R
perceives as usual at the time of the interview. Most questions about past events include the
month and year of occurrence.

Questions about intentions always refer to the intention within the next three years, that is, a
period of three years starting at the day of the interview. Questions about income, transfers,
care and support refer to over the last 12 months, that is, a period of 12 months preceding the
day of the interview.
3. Specific Instructions

Start of Interview

001 As soon as R has agreed to start the interview record the date and starting time and read the introductory text.

002 Convince R to have the interview without others being present in the same room. Be tactful in this and do not put the interview at risk. If the interview cannot be conducted in private write the type of relationship the other present persons have to R on the provided lines. Note during the interview whether R’s answers were influenced by the presence of those persons, so you are to be able to record this information after the interview in 1302.

Section 1: Household

Fold out the Household Grid where you record the basic information about all the members of R’s household.

101 R is supposed to mention the members of his/her household without any further explanation. If R doubts about whether to include a certain person among the household members or not, consider the following definition:

A household consists of persons who live in the same dwelling-unit for at least four days in a normal week over a period of at least three months. In addition to them, dependent children with joint custody, and others who mainly live in the same dwelling-unit, but study or work at non-daily commuting distances or are temporarily in hospital, jail or military service. Visitors whose main place of residence is somewhere else do not belong to the household. Babies less than three months old belong to the household.

A person who lives alone forms a one-person household. Members of a household do not have to be related as family members. For example, three unrelated persons who live together cannot be considered as one family but will be considered as one household.

Record information on R, his/her current partner, children and other household members in the appropriate rows of the Household Grid. The purpose of recording names is to make communication easier; names are not going to be stored in electronic data files. Explain this to R if he/she is reluctant to say the names.

Code a household member’s relationship to R using the list at the bottom of the Grid. R’s stepchildren whom he/she has adopted need to be coded as stepchildren (Category 4).

If there are more household members than there is room in Household Grid use an additional sheet.

103 Information on R’s sex is normally known from the sample information or is evident, in which case fill in M or F in the Household Grid. However, should there be even a smallest doubt, ask about this tactfully.

104 Write down R’s age as well.

105–106 If R is born in the country of his/her current residence write the municipality of birth on the line in 106a. If R is born abroad write the country of birth in 106b. If R was born in another country than the place of birth is now located in, for
example the former German Democratic Republic or Czechoslovakia, then R
should mention the current name of the country where his/her place of birth is.

107 If R has settled in permanently more than once consider only the first of such
settlements.

*Living* should be separated from *visiting*. The start of permanent residence refers
to the time since when R’s main place of residence was in the country. This does
not necessarily have to correspond to the time when R received a permit for
permanent residence. It may be the case that after moving to a country, an
immigrant first has various time-limited permits or visas and may only later
acquire a permanent residence permit. The answer should refer to the time when R
actually started to live in that country, regardless of his/her legal status.

108 R should self-identify his/her status according to his actual activity. The
explanations in the following paragraphs are meant to better understand the
meaning of the categories if uncertain.

108, 111 People working with an employer in paid employment are *employed*. This
category also includes those who are working in paid apprenticeship, working
with an employer in the framework of special schemes related to employment,
members of producers’ co-operatives, people temporarily absent from their work,
e.g. because of vacation, sickness or injury, bad weather, lay-off, labour dispute,
personal or family reasons.

*Self-employed* people are sole or joint owners of the unincorporated enterprises,
workers engaged in production undertaken entirely for their own final
consumption or own capital formation, people temporarily absent from their work
e.g. because of vacation, sickness or injury, bad weather, lay-off, labour dispute,
personal or family reasons. Self-employed people whose main activity is work in
paid employment must be classified as employees.

*Helping family members in a family business or farm* are people who do unpaid
work in a family enterprise or a farm.

The category *unemployed* applies to people who are not employed and are looking
for work.

Category ‘student, in school, in vocational training’ includes people in education
or unpaid training. In *education* means any enrolment, either part-time or full-
time, in general, vocational or technical programs that is supposed to lead to a
qualification.

*Country-specific: the category ‘on maternity leave, parental leave or childcare
leave’ should be phrased using the labels that correspond to the relevant leaves
in that country. In countries that have a so-called career break, which is also
frequently used for taking care of small children, it should be included among the
categories on leave. Persons who are on sick-leave or on a leave because their
child is sick should not be included in this category.*

*Maternity leave* is a leave of absence from work for pregnant women and/or for
women immediately after childbirth. *Country-specific: In most countries, all or
part of the maternity leave is compulsory.*

*Parental leave* and *childcare leave* are optional leaves of absence from work to
take care of a child for a longer period of time. They may be with or without
benefits or income substitution. *Country-specific: Some countries – Austria,
Germany, Belgium, Finland, Norway – have separate regulations regarding
parental leave and childcare leave. Either of the leave options count for belonging into this category.

Rs who are neither employed nor self-employed and whose main activity is to do housework, to look after children or for other persons, without being paid for that activity are included in ‘looking after the home or family’

‘In military service or social service’ applies to conscripts who perform the time limited military service in the military or perform social service as an alternative to the military service. Do not record professional military personnel in this category. They should be recorded as employed.

R has to consider limitations related to a health problem or a disability, whatever their degree of severity. Do not consider other than health related reasons for a limited capacity to perform daily activities. For example, it should not be considered a disability if a person cannot prepare a meal because he or she does not know how to cook or because he or she is in jail.

Read out the answer categories. You may stop repeating the four answer categories after it has become clear that R has become familiar with the formation of intention questions. However, always probe for definitely/probably if R does not provide it himself/herself.

The term intention refers to R’s own action towards a certain event. Although R may himself/herself have adjusted his/her intentions to the constraints that he/she experiences, intention is not R’s subjective assessment of a probability or likelihood of a future life course transition. If R gives a completely neutral or uncertain answer, probe whether R probably intends or probably does not intend to make the transition. If uncertainty remains, code 97 does not know.

Level of education refers to the highest completed formal qualification attained by the time of interview.

Write in subject as told by R. If R completed the same the level of education several times in different subjects write in all the main subjects.

This is the time when the degree or formal qualification was assigned. If R completed the same the level of education several times in different subjects write time of first attainment of this level.

Current studying means any enrolment, either part-time or full-time, in general, vocational or technical programs that is supposed to lead to a qualification. Answering yes to thin question does not imply that studying has to be indicated as R’s main activity in 108.

Resume education includes both continuing the studies that R may have interrupted and engaging in new studies to obtain an additional formal qualification. This may also include part-time studies. See also 118.

Section 2: Children

Childcare

After handing out Card 201-1 or 201-2 depending on whether R has a co-resident partner, read items a–f and record answers in the table, item by item. If Category 6 is mentioned then ask 201b immediately. Write the reference number(s) (row number(s)) from the Household Grid into the cell of Category 6.
If R has difficulty to answer because different people perform a task at different times, probe to find out who usually does most of the task. R may also have difficulty to answer if a task is performed about equally by himself/herself and another person or about equally by his/her partner and another person. In those cases probe to find out who is the usual main performer of the task. If R still cannot decide, code 2 if R was one of the performers of the task and code 4 if the partner was one of the performers of the task. In other words, R and the partner are preferred. In the same manner, category 6 should be preferred to category 7 if R cannot decide between the two, and all categories from 1 to 7 should be preferred to 8 if R remains undecided.

Categories 6 and 7 aggregate the contribution of a certain category of people. That is, when considering these alternatives against others, the total contribution of all other household members needs to be considered in the case of Category 6 and the total contribution of all those who live outside the household in the case of Category 7.

The answer category 99 Not applicable is not given on the Show Card. It is more likely to occur with those tasks that are more specific for certain age ranges of children, like e (young children do not have homework) and f (young children may not make use of any school or care facility).

203a Regularity does not require that childcare is performed at the same days each week or at the same times of the day each day. Infrequently used childcare may also be regular. If R is unsure whether his/her infrequent use of professional childcare is regular, figure out whether there is currently any arrangement with some even infrequent regularity, and code yes in Q203a if positive. If childcare is not currently used because of holidays, a child’s sickness or other temporary reasons only, code yes in 203a.

Country-specific: The list of care types needs to cover all notable arrangements in a country. All the items mentioned in the table should also be mentioned in the question text.

203b, c First, tick in the table all the alternatives R mentions from the Card and then record the frequency of use of each mentioned arrangement (203c). The frequency consists of a number and one of the three letters W, M, and Y. R may say, e.g. “5 times per week” (circle W), “10 times per month” (circle M), or “6 times per year” (circle Y). If R answers in other units write down the exact answer R provides.

204 In this question, childcare should be understood as help with looking after children who require supervision when not at school, day care centre, similar institution or with a babysitter (nanny). Write the code of each (up to five) mentioned provider into the table using the List of Providers and Receivers. It may happen that R mentions here some professional childcare arrangement he/she did not indicate in the previous question (203), in which case add this information to the table in 203c.

205 The amount should reflect the current regular situation. If R has difficulties to answer because of strongly varying use of childcare, ask him/her to provide an average over a period that he/she considers as the current usual pattern of childcare use.

206, 207 See 108 about parental and childcare leaves. Make sure that R does not consider maternity leave in answering this question. Country-specific: In most countries, all or part of the maternity leave is compulsory: working is prohibited. Maternity
leave is the leave that is restricted to the childbearing woman, whereas take-up of parental leave or childcare leave is optional. Fold out the Household Grid to retrieve the number(s) of the child(ren) R mentions.

208 If R provides help to couples and families, he/she should indicate the primary person whom he/she considered helping. Only the help that R himself/herself provided should be considered, not the one provided by his/her partner. If R is a professional childcare provider only the help outside the official circuit should be considered, i.e. the help that R provides voluntarily to others.

208c refers to the receiver’s residence at the time when R provided the childcare, which may be different from his/her current place of residence.

Non-Resident Children

209 Children with whom R lives in the same household at the time of the interview are denoted as co-resident children, all others being non-resident children. The question is formulated differently for Rs who live with children (children are listed in the Household Grid) and those who do not. Household members whose code for Relationship to R is 2–6 should all be considered as children in the preceding Interviewer Check, irrespective of their age.

R’s biological children are blood-related to him/her: They are children whom a female R has given birth to or whom a male R is a biological father to. R may have biological children with different partners. Adopted children are only those for whom official adoption is registered and R is one of the adoptive parents. Stepchildren should not be considered in answering this question even if they have been adopted by R.

Do not consider other household members who could be called as children based on their age, for example, R’s grandchildren, children of R’s sister. Code yes in this question if R has had biological or adopted children who are not alive any more.

The table of non-resident children should also include those live born children who are not alive any more at the time of interview. R should also mention those children who died at a very young age. It is not necessary to mention stillbirths, abortions or miscarriages, that is, pregnancies that did not end with a live birth. (In case of a live birth the child shows evidence of life after complete expulsion or extraction from mother.)

210–211 Start filling in the table by writing the names of all the non-resident children mentioned by R in 210, preferably starting with the oldest. Do not repeat here the children already mentioned in the Household Grid.

212 Always ask this question. Do not take it for granted from the provided name, because you may have misheard or misinterpreted it.

213 R may also answer foster child if such a child was already included in the table.

215 The current partner may also be a non-resident partner, in which case he/she has not been mentioned in the Household Grid.


220 If the child left more than once after re-joining the household in the meantime, the time when the last departure took place should be mentioned. Code 9999 if R never lived with the child.
221 The time R needs to get from his or her home to the place where the other person live has to be expressed as the normal travelling time with the transport that R normally uses. If more than one means of transport are normally used to get to the destination, the waiting time should be included in the travelling time, that is, the door-to-door time needs to be considered. In case R would travel part of the year with one means of transport and the other part of the year with another means with completely different travelling durations R should answer about the means that he or she uses more frequently. The minutes can be approximate.

222 In this question, looking after children should be understood as looking after children who require supervision when they are not at school, day care centre, similar institution or with a baby sitter (nanny).

223 Questions on meeting frequency ask for the number of times R and the other person see each other physically face to face, not considering any other form of contact. If the answer indicates a frequency that is less than once a year and more than never, circle Y and write in a fraction like 1/3 = once in three years, 2/5 = twice in five years, etc.

225 Foster-children may be assigned to R’s custody either formally or informally. For example, a child of a relative who is brought up in R’s household without any formal assignment of custody is also a foster-child. If R has had foster children re-enter the table and ask all the questions according to the routing instructions, with the exception that 213 can be coded 3 without asking.

R may have already given information on his/her non-resident foster children by listing them in response to 210, although he/she is not explicitly asked to do so. If this turns out to be the case, just make sure that each child has a correct code in 213 and proceed.

Stepchildren

226 Stepchildren are biological or adopted children to R’s partner and not biological children to R. Typically, they come into R’s life when he/she starts a relationship with a partner who already has children. R may have adopted them.

According to the Interviewer Check, 226 is posed only to Rs who live together with a partner or spouse at the time of interview, that is, a partner is listed in the Household Grid. The stepchildren should be the children of that partner and not of R.

Table

Start filling in the table by writing the names of all the non-resident children mentioned by R in 227, preferably starting with the oldest. Do not repeat here the children already mentioned in the Household Grid and the children mentioned in the table of R’s non-resident children. If it turns out that R has accidentally included stepchildren among his/her own children when answering previous questions, correct the status of an incorrectly classified child.

231 By living together with R, it is meant that the main place of residence of the child and R was the same over a single period that lasted longer than three months. If the child has visited R’s household so that the total duration of those visits exceeds three months, this should not be considered as living together.

Grandchildren

238–242 Grandparents and grandchildren are defined either through biological descent or adoption. So, for example, a biological son of a biological daughter counts the same as an adopted son of an adopted daughter.
Only the help that R himself/herself provided should be considered, not the one provided, for example, by his/her partner.

Section 3: Partnerships

Current Co-Resident Partner or Spouse

This question addresses the time of onset of actual co-residence, which may differ from the date of marriage. If R is uncertain, the interviewer should suggest him/her to think since when she actually considered himself/herself and the partner to be members of the same household. Official registration of place of residence should not be considered, actual main place of residence should.

If R and the current partner have lived separately without breaking up their partnership (e.g. because of work at a non-commuting distance), the date when they first started to live together should be considered.

If R would like to talk about several current partnerships he/she has simultaneously, instruct him/her to focus on the partner he/she considers the main or most important one for him/her.

Country-specificity: In countries where it is possible to register same-sex partnerships, R with a same-sex partner should be asked the question like 302 with appropriately adjusted terminology. In other respects, these questions should be formulated like the current ones on marriage. If there are no legal provisions for registering same-sex partnerships, 302 should be skipped if partners are of same sex.

If a couple had both a civil marriage and a religious ceremony but in different months, the month of the first occurrence of the legal marriage should be mentioned. Country-specificity In countries where marriage in church grants the legal status of husband and wife, marriages in church should be considered in determining the first occurrence, while in others only civil registration should count.

After writing down the response to 302 use the appropriate word spouse or partner to use in questions about this partner throughout the rest of the questionnaire.

If the partner was born in another country than the place of birth is now located in, for example the former German Democratic Republic or Czechoslovakia, then R should mention the current name of the country where the partner’s place of birth is.

See 120, 121.

Current Non-Resident Partner or Spouse

This question is asked only from those Rs who have not mentioned that a partner lives in his/her household (Interviewer Check before 301). A partner is a person with whom R has an intimate relationship. The word intimate assumes sexual intimacy, but having had sexual intercourse is not an absolute requirement.

The aspect of sexual intimacy is crucial for distinguishing the partners from business partners with whom R may have close professional ties and from friends to whom R may feel close emotionally. If necessary, explain that non-residential partnership is a couple relationship like a co-residential partnership is, except that the couple does not live together.
If R would like to talk about several current partnerships he/she has simultaneously, instruct him/her to focus on the partner he/she considers the main or most important one.

In questions that deal with partners, the partner is denoted as partner/spouse. If the partner is married to R, the interviewer should use the word spouse, if not married, he/she should use the word partner.

307 If R has difficulties with determining the time when the relationship with his/her current non-resident partner started, suggest him/her to think about the time since when he/she considers that person a partner. It may also be the case that R has previously lived together with that partner, but now they live separately while still in close relationship. In such a case the time when these two persons first became partners should be mentioned, not the time when they started to live at different places.

308 Be careful in handing out the next card depending on the answer to 308a. If R has answered to 308a with 2 both my partner and I want to live apart the interviewer should ask both 308b and 308c and use the corresponding show cards.

309 Do not suggest in any way that this question is sensitive. It should be asked with the same professional attitude like all the other questions. If R reacts in a way that requires further clarification, explain that this survey is conducted in the whole population and may thus include people who have a same-sex partner, and that it is necessary to know that also in order to avoid disturbing R in the course of interview with questions that are not relevant to his/her life situation.

310 The time of divorce (or the corresponding event for other registered partnerships, including registered same-sex partnerships where this is legal) is the time when the marriage has legally ended. This may be different from the time of legal separation (in countries where such status exists) or the time when the spouses actually began to live separately.

312 See 303.

313–314 See 120, 121.

315 See 108.

316 See 221.

317 See 223.

318 See 113.

Intentions of Union Formation

319 See 118.

320 If R has a non-resident partner read out the phrase your partner instead of someone. If R would not like to answer this question on the grounds that he/she does not intend to live together, suggest him/her to imagine this situation and give answers with respect to his/her perception of such imagined situation.

323 If R has a non-resident partner read out the phrase and your partner’s.

324 If R has either a co-resident or a non-resident partner read out marry your partner instead of marry somebody. If R is already married to the non-resident partner comes out in asking this question code 99 not applicable.
Partnership History

325 This question focuses on co-residential partnerships that imply living in the same household at the same address, regardless of whether the partners ever got married. However, if R has previously been married without ever living together with his/her spouse, the answer should also be yes. Coresidential unions where the partners have separated within three months from starting to live together do not need to be considered.

If R currently has either a co-resident or a non-resident partner start the question with the phrase Apart from your current partnership or marriage.

Table Work column-wise in the table, that is, proceed through all the questions in the table about the first partnership and then continue with all questions on second partnership, if any, and so on. If R had resumed co-residence with the same partner after separation, this counts as a separate partnership. If the partnership has ended, the requirement is that the partners were married or lived in the same household for at least three months. In the retrospective questions, living with the same partner more than once has to be considered as separate partnerships.

In questions that deal with partners, the partner is denoted as partner/spouse. If the partner is married to R, the interviewer should use the word spouse, if not married, he/she should use the word partner.

See 301. Do not interfere when an overlap of partnerships appears from the start and end dates of partnerships R mentions in the partnership history.

See 302. Ask R to correct an error if he/she indicated an overlap of marriages.

The children that the partner and R had had or adopted together, that is, their shared children, should not be included in this count even if they were born or adopted before the couple started to live together. Any foster-children should not be included.

Time of break-up is the time when R and the partner actually ceased to be partners. This may be and frequently is different from legal aspects like registration at different addresses, legal separation or divorce.

The phrase have children together with him/her is refers to the children to whom R and the referred previous partner were the biological parents or adoptive parents. Country-specificity: In some countries, two partners of same sex are also allowed to adopt a child.

If the circumstances changed during the 12 months that immediately followed the break-up of the partnership R should answer about the arrangement that prevailed most of the time. R should concentrate on the actual living arrangements of the children during those 12 months. This may differ from the legal arrangements either because the legal arrangements were settled later or because they were not followed in practice.

If the couple had more than one child, it may happen that for most of the time during those 12 months they lived at different places from one another. In that case, the interviewer should make sure R mentions all alternatives that were the main arrangement for any one child.

See 310.

This question pertains to all partnerships recorded in the table. The column number(s) of same-sex partnership(s) should be written on the line. See also 309.
Child Alimony/Maintenance

338 R should consider both legally arranged and voluntary payments for the children that one of the spouses is paying after the couple’s separation or divorce. When the ex-partner is unable to fulfill the legal obligations for maintenance payments the corresponding replacement payments from the state should be included in maintenance payments if R receives them.

340 The amounts of alimony or maintenance payments should reflect the actually paid amount regardless of whether they correspond or differ from the legally set amount. For example, in the case when a previous partner makes voluntary additional payments to the legally set ones they should be included in the amount, in the same ways as the reported amounts should reflect the partner’s failure to pay the legally set sum.

341 The payment should be the one expressed in the previous question.

Partner Alimony

346 R should consider both legally arranged and voluntary payments that one of the spouses is paying to the other after the couple’s legal separation or divorce. Alimony paid for the children should not be considered in those payments.

Section 4: Household Organisation and Partnership Quality

401 After handing out the Card 401-1 or 401-2 depending on whether R has a co-resident partner, read out items a–f are and record answers in the table, item by item. If Category 6 is mentioned then ask 401b immediately, in order to identify the household member who does the task. Write the reference number(s) (row number(s)) from the Household Grid into the cell of Category 6.

In case R has difficulty to answer because different people perform a task at different times, probe to find out who usually does most of the task. R may also have a difficulty to answer if a task is performed about equally by himself/herself and another person or about equally by his/her partner and another person. In those cases probe to find out who is the usual main performer of the task. If R still cannot decide, code 2 if R was one of the performers of the task and code 4 if the partner was one of the performers of the task. In other words, R and the partner are preferred. In the same manner, category 6 should be preferred to category 7 if R cannot decide between the two.

Categories 6 and 7 aggregate the contribution of a certain category of people. That is, when considering these alternatives against others, the total contribution of all other household members needs to be considered in the case of Category 6 and the total contribution of all those who live outside the household in the case of Category 7.

402 Only those who used Show Card 401-2 continue with 402

405 See 401.

410 The question is only on thoughts about breaking up, not on any action.

Section 5: Parents and Parental Home

Parents

In this section of the questionnaire several parallel sections are printed for Rs at different life situations. According to the routing a single R gets only questions from one parallel section.
501 Find the answer from the Household Grid.

502, 508, 511, 539, 564 Probe if the answer is not immediately clear.

509, 512, 523, 540, 565 Time of break-up is the time when R’s parents actually ceased to be partners. This may be and frequently is different from legal aspects like registration at different addresses, legal separation or divorce.

514, 528, 544, 556, 557 See 113.

515, 529, 545, 551, 558 See 221.

516, 530, 546, 552, 559, 560 See 223.

518, 532, 548, 554, 563 See 118.

Brothers, Sisters, Grandparents

566 Brothers and sisters may have exactly the same parents (biologically full brothers and sisters), have only one parent in common (half brothers and sisters) or no common parents at all (adopted or foster brothers and sisters). The question pertains to all of them in total. Please note that the numbers written in 566b can never be larger than the numbers in the corresponding fields of 566.

567 Grandparents and grandchildren are defined either through biological descent or adoption. So, for example, a biological son of a biological daughter counts the same as an adopted son of an adopted daughter.

Parental Home during Childhood

571 The question addresses the relationship between the parents, not the relationship between R and his/her parents. If the parents R mentioned in 570 did not have any relationship when R was 15 (e.g. one of them had died or they were living separately and had no contact) code 99 not applicable.

573, 575 The questions refer to the highest level of education R’s father or mother has completed during his/her lifetime.

576, 577 Living separately from parents is the situation where R’s main place of residence was different from that of his/her parents for a period of more than three months.

Intentions to Start Living Separately from the Parents

578 See 118.

579 If R would not like to answer this question on the grounds that he/she does not intend to live separately from parents, suggest him/her to imagine this situation and give answers with respect to his/her perception of such imagined situation.

Section 6: Fertility

At the beginning of this section an Interviewer Check together with 601 direct Rs with a same-sex partner, female Rs at age 50 or older, male Rs with female partners 50 or older and Rs without sexual experience past the questions on current pregnancy and fecundity (fecundity means the capacity of a man, a woman or a couple to produce a live child).

601 The question on the card should not be read loudly.

Current Pregnancy

602 This question has three different formulations. One for women, one for men who have a co-resident or non-resident partner, and one for men without a partner. If a male R without a partner answers that there is a woman currently pregnant by him
refer to that woman as *the woman currently pregnant by you* in the following questions, or as *she* when it is clear from the context.

603 If R does not know the answer because of abortion plans or for whatever other reason the interviewer should ask for the time when the pregnancy started and add nine months to it to achieve the expected birth date which then has to be written into the appropriate cell.

604 The question addresses the overall wish to have a child, which is not necessarily the same as the wish to have a child around the time the pregnancy actually occurred.

607, 618 R has to mention all the treatment types undergone by himself/herself R and his/her partner.

608, 619 The question refers to the time when either R or his/her partner/spouse first got engaged into any of the treatments he/she mentioned in the previous question. If R or his/her partner/spouse had children before, the time of starting treatment after the last birth is meant.

609, 620 *Country-specific: The list should cover the range of available methods with commonly understandable labels in a country.*

**Fecundity**

614 Frequently, R may not know the exact month since when he/she is probably not able to have children. Probe for the part of the year.

618 See 607.

619 See 608.

621 Do not consider abstaining from sexual intercourse among using or doing something to prevent pregnancy.

**Intentions to have Children**

622 *Have a/another child* means giving birth to a child or fathering of a biological child, not adoption or taking a foster-child. The question refers to the intention within the next three years, which is different from *wanting to have a baby now* (611, 615). See also 118.

623 If it turns out here that R has included this intention in his/her answer to the previous question ask 622 again to obtain a correct answer.

626 The answer should refer to the number of children R intends to have in addition to the children he/she already has.

627 Use *a child or another child* depending on whether R has children. If R would not like to answer this question on the grounds that he/she does not intend to have children, suggest him/her to imagine this situation and give answers with respect to his/her perception of such imagined situation.

629 Use the phrase *and your partner’s or and your spouse’s* depending on whether R has a partner and whether he/she is married.

630 The question addresses possible pregnancies in the future. Neither the current pregnancy nor the children that R already has should be counted.

**Section 7: Health and Well-Being**

701 Read out the categories.
702 If R wonders because he/she has several chronic conditions, advise to give answers for the duration he/she had any of the currently present conditions.

704–712 R should answer about regular help received or given during the last 12 months. People who are receiving/providing help only occasionally or temporarily, for example, after having had an accident or recovering after having been in hospital, should not be recorded as care receivers or providers. Personal care to small children must be excluded, as well as the care provided by any person within the context of his/her job.

708, 712, 715, 718 The questions refer to the time (at that time) of giving or receiving help or, in 715 and 718, to the time of talking. If some of this occurred when the mentioned person lived in R’s household and also when he/she lived in a separate household, ask R to consider the person’s location when most of the help or emotional exchange between them occurred over the last 12 months.

720–721 If R seems to become irritated, explain that these questions are tested throughout the world and that they form the easiest and shortest way to find out about feelings of loneliness and depression. The past/previous week is synonym with the last seven days.

Sections 8 and 9: Activity and Income

Sections 8 and 9 are address activity and income of R and his/her partner, respectively. In both sections, Rs’ routing into sub-sections depends on his/her or the partner’s activity at the time of the interview.

802 See 108.

803 Maternity leave is often followed immediately by parental leave and if people continue to childcare leave this may also follow without going to work in between. If R interrupted a leave and went to work, and subsequently resumed the leave, code the time since when he/she continuously on leave.

805 **Country-specificity:** Version a of this question should be used in countries with no legal provisions for part-time leave and version b for countries where such provisions exist.

806, 905 **Opportunity** means R’s perception of her actual opportunity to resume work with the same employer. The legal right may not be sufficient, e.g. when the company closes down or the employer is expected to evade his legal obligations in practice. On the other hand, the legal right may also not be the necessary requirement if the employer has convinced R that he/she will be taken back after the leave.

807a, 810, 814, 818, 820, 824, 826, 848, 849, 853, 854, 856 See 118.

808 If R has been unemployed more than once he/she should answer about the start of his/her current unemployment spell started.

829 See 108 about self-employment.

834 **Country-specificity:** Part-time job is defined according to the respective legal regulations in a country.

860 Additional job or business includes any kind of work like part-time work, odd jobs, homework, second jobs, part-time self-employment, running a small business, or part-time agriculture, as long as it provides any income. If R mentions be more than one additional job collect information about the one in which he/she spends most of the working hours.
R should list each type of income of which he/she or the partner received any amount at any time during the last 12 months. Tick each column number that corresponds to the income type R mentions.

The payment should be the one expressed in the previous question.

Country-specific: The provided ranges should reasonably reflect the distribution of people by monthly income in a country. One should try to use intervals between round sums so that there would be less than 10% in the highest open category.

Section 10: Household Possessions, Income and Transfers

Item e: home computer may be either a desktop or a laptop computer, but not a game console like PlayStation, X-Box or GameBoy.

If R’s household is not interested some of the listed things he/she should think of whether the financial situation of his/her household would allow such expenses if its members like.

Do not record in-kind benefits, for example, the value of luncheon vouchers from employer, because these are normally not included in income. Include near-cash benefits whereby the recipient receives money that is intended to repay certain expense, for example heating, food, housing, medical, child care, education. There is no need to distinguish between private and social security pensions. Record disability or invalidity pensions under disability allowance/benefit. “Sick pay” should be included in illness benefit.

Note that the types of income listed in 1006 have not been dealt with earlier in the questionnaire, so the answer has to be yes when any of the household members had received that type of income.

Information on whether R and his/her partner received the types of income listed in 1007 has already been collected in previous parts of the questionnaire. 1007 asks whether any other household member than R and the partner received those types of income.

The total household income consists of employee income, income from self-employment, property income, and transfers received. It is the income of all household members including R. Net income means the income without taxes and social security.

Do not distinguish between monetary and non-monetary incomes in transfers and inheritances. Transfers within the household, exchanges between R and his/her partner or with co-resident children should be excluded as well as transfers to other household members than R and his/her partner. If more than one transfer is mentioned in 1011 proceed column-wise, that is, asking questions on the first, and then on the second, etc., transfer. R should define himself/herself whether a transfer is of substantive value or not.

If R mentions many persons immediately in 1011 skip 1015 until 1012-1014 are recorded for all the mentioned persons. Then ask 1015 to find out whether there are any more persons to be included.

See 1010–1015.
Section 11: Value Orientations and Attitudes

1101–1103 If R states that s/he officially adheres to some denomination or even is member of a ‘certain religion’ but actually is not actively participating in religious ceremonies he or she should give an answer about this religious domination.

1104 Record R’s first (most important) and second (second most important) choice.

1107 Read each statement separately. R should answer spontaneously, without starting to analyse or reflect on details.

1115 If R tries to express explicit disagreement with being contacted again make use of the arguments below. Tick mark the disagreement only after all persuasion fails.

The provided information is only used for statistical processing for scientific research. No information will be forwarded at any time to governmental or commercial organisations. Keeping the record of names and addresses is necessary to link the first and the second interview so that the same facts do not have to be asked again.

The person whose address is asked for should not belong to R’s household.

Section 12: Interviewer Observations

Record this information after leaving R’s home.

Section 13: Interviewer Report

Record his information after leaving R’s home.

Optional Sub-Module A: Nationality and Ethnicity

A01–A05 If R would have some doubts on which language to choose it remains up to him/her to make a final choice. For bilingual (from early life onwards) persons both languages may be registered. R’s with more than one citizenship should have the opportunity to state so.

Optional Sub-Module B: Previous Partners

B06–B10 It is not important whether all these children came with their parent to start living with R. If there was only one child the question would run: Is this child a boy or girl? The choice for youngest or younger depends on whether the previous partner/spouse had more children at the time who might not have come to live with R.

Optional Sub-Module C: Intentions of Breaking Up

C01–C05 The questions refer to breaking up the relationship as active behaviour, not a union dissolution that results from death or illness.

Optional Sub-Module D: Housing

D02, D18 Living floor space is the total floor space of rooms. Normal bedrooms, dining rooms, living rooms, habitable cellars and attics, servants' rooms, kitchens and other separate spaces used or intended for habitation all count as rooms. A kitchenette, i.e. a kitchen of less than 4 square metres or 2 metres wide, corridors, verandas, utility rooms (e.g. boiler rooms, laundry rooms) and lobbies do not count as rooms, nor do bathrooms and toilets (even if they are more than 4 square metres).
Country-specific: Living floor space and useful floor space are the two standard concepts used to describe the size of the accommodation. Use the one that is customary in your country. When people hire or buy accommodation they usually talk about a certain figure that characterises the size of the living space. The concept that people commonly understand should be used. Useful floor space is defined as the floor space measured inside the outer walls excluding non-habitable cellars and attics and, in multi-dwelling houses, all common spaces.

D08 Read out the categories, code as soon as R indicates that a category applies and continue with reading out the categories.

D14 For buildings almost completely rebuilt later on, the year of rebuilding should be given. If only small reconstruction or extensions were made record the year of the original construction.