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I Sample Design Guidelines

Michelle Simard, Sarah Franklin

1. Introduction

The sample design guidelines factor in the above requirements plus the type of analysis that is to be performed. GGS will be used to perform longitudinal analyses.

The central objects of interest in such a survey are risks of event-occurrence (or synonymously hazards or intensities) and the patterns of their dependence on fixed and time-varying covariates, most of which are also collected in the survey, but some of which come from the contextual-data base. Typical events in a demographic survey are births (of various orders), moves out of the parental home, the formation and dissolution of marital and non-marital unions, and the like. Risk dependencies are studied by means of hazard-regression methods. Serious additional consideration needs to be given to the role of multilevel modeling when the object of analysis is a set of event histories rather than a set of independent observations for a linear-regression model.

2. Survey Design Guidelines

Countries are strongly advise to consult sampling experts from the start of the planning of the study to avoid unnecessary complication in the processing and analysis of the data and the optimize the use of available resources. These guidelines only provide an overview of the issues to be considered and is not a sampling manual.

Because GGS is an international survey where international comparisons are to be done and the survey results have the potential to impact on government policy it is important that care be taken in the design of its sample. In order to allow for inter-country and time depended intra-country comparison it is necessary that probability sampling is used. It is essential that, in each participating country, the survey agency responsible for the sample design and implementation be a reputable institution that is willing and able to conform to the GGS guidelines.

Each country will ultimately determine which sample design is most appropriate for GGS given the most suitable survey frame and the method and cost of survey collection (the GGS questionnaire is designed for face-to-face interviews). STC recommends that the following guidelines be used when selecting a survey frame and sample design:

2.1 GGS Longitudinal target population: the resident non-institutionalized population aged 18-79

The target population is the population for which information is desired. Note that there is only one longitudinal population -- the specific population established at a given time point and followed through time. Thus, the target longitudinal population is the resident non-institutionalized population aged 18-79 selected at wave 1.

Note that at the second wave, the original sample is 3 years older and the age structure of the original sample will be: 21 - 82 years old. The same can be applied for the third wave, i.e. the age structure of the sample will be 24-85 years old.

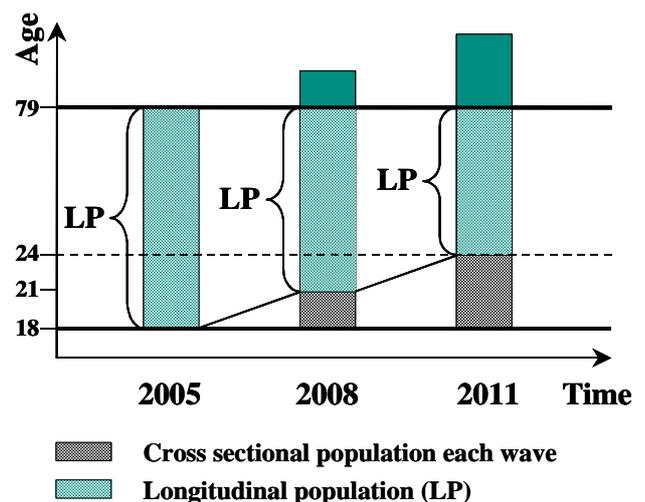
Note that everybody in the original sample will be interviewed in subsequent samples.

Careful studies are required to evaluate if the original sample of 18 - 79 years old persons is still representative at the second (and later the third) wave. If there is large attrition for a given group, supplementary sampling may be required.

Note that if one country wants to produce cross-sectional estimates, supplementary samples, i.e. top-up samples, must be drawn in subsequent waves.

Diagram 1

Conceptual difference between cross-sectional and longitudinal population



2.2 GGS survey population: may exclude up to 5% of the target population

The survey population is the population actually covered by the frame and surveyed for GGS. Often, exclusions are due to frame limitations or practical constraints – such as eliminating remote regions where survey collection would be prohibitively expensive. In order to facilitate international comparisons, STC recommends that each country minimize as much as possible exclusions from the target population. Any country that excludes more than 5% of the target population must provide valid reasons for the proposed exclusions.

2.3 Survey frame: list versus area frame

The survey frame provides the means of identifying and contacting the units of the survey population. There are two main categories of frames: list and area frames.

List frame

A list frame is a physical list of all units in the survey population (for example, a list generated from a population register). For GGS, in order to satisfy the sample design guidelines, any list frame of residents must include, for each person, the following auxiliary variables: design information: age, sex and place of residence (i.e., geography) and contact or tracing information such as name, phone and/or addresses. Other auxiliary information is also desirable in order to perform nonresponse analysis and weight adjustments (i.e., socio-demographic information such as level of education, income, size of household, etc.).

If administrative data are used to create a list frame, note that the usefulness of the administrative data depends on such criteria as the data's:

- concepts and definitions (they should be consistent with GGS),
- coverage of the target population (at least 95% coverage),
- quality of the data,
- timeliness with which the data are updated,
- reliability of the administrative source,
- privacy issues,
- ease of use of the data.

Area frame

An area frame is a special kind of list frame where the units on the frame are geographical areas. The survey population is located within these geographic areas. Area frames may be used when an adequate list frame is unavailable, in which case the

area frame can be used as a vehicle for creating a list frame.

Area frames are usually made up of a hierarchy of geographical units. Frame units at one level can be subdivided to form the units at the next level. Large geographic areas like provinces may be composed of districts or municipalities with each of these further divided into smaller areas, such as city blocks. In the smallest sampled geographical areas, the population may be listed in order to sample units within this area.

Sampling from an area frame is often performed in several stages. For example, suppose that a country does not have a good quality, up-to-date list frame of residents from which to draw the GGS sample. An area frame could be used to create an up-to-date list of households as follows: at the first stage of sampling, geographic areas are sampled, for example, districts. Then, for each selected district, a list frame is built by listing all the households in the sampled district. At the second stage of sampling, a sample of households is then selected. At the third stage of sampling, an individual within a household is selected.

It is important that the geographical units to be sampled on an area frame be uniquely identifiable on a map and that their boundaries be easily identifiable by the interviewers. For this reason city blocks, main roads and rivers are often used to delineate the boundaries of geographical units on an area frame.

Each country will determine the most appropriate survey frame for GGS. If possible, it is recommended that a list frame be used since sampling for GGS from an area frame will be considerably more complicated. However, countries with the appropriate infrastructure already in place can decide to use area frame. Multi-stage sampling will then be used. Note that the control of a targeted sample size of individuals may be more difficult to achieve directly as the sampling unit of the first stage will most likely be geographical area.

Once the first wave sample has been completed the successful interviews become a list frame for that part of the population that will be covered in subsequent waves (panel part). Only the new sample units, which should have been predetermined need to be sampled, and added to the hybrid list frame.

When selecting the best frame for GGS, each country should try to minimize the following four types of frame defects:

- Undercoverage: exclusions from the frame of some units that are part of the target population (e.g., a population register or census data may be out-of-date).
- Overcoverage: inclusions on the frame of some units that are not part of the target population. This is often due to a time lag in the processing of frame

data (e.g., a population register may include some dead individuals who have not been identified as such).

- Duplication: an individual or household may appear several times on the frame.
- Misclassification: an individual or household may be misclassified (e.g., a man may be misclassified as a woman or a person's age may be incorrect).

2.3.1 Tips and Guidelines

In order to choose and make the best use of the frame, the following tips and guidelines are useful:

- When deciding which frame to use, assess different possible frames at the planning stage of the survey for their suitability and quality.
- Avoid using multiple frames, whenever possible. However when no single existing frame is adequate, consider multiple frame.
- Use the same frame for surveys with the same target population. If one country already conducts household surveys and have rotated out panels representative of GGS target population, this may be a very suitable and practical option.
- Incorporate procedures to eliminate duplication and to update for births, deaths and out-of scope units and change any other frame information in order to improve and/or maintain the level of quality of the frame.
- Incorporate frame updates in the timeliness manner possible. Determine and monitor coverage of administrative sources through contact with the source manager.
- Emphasize the importance of coverage and implement effective quality assurance procedures on frame-related activities. Monitor the quality of the frame periodically by matching alternate sources and by verifying information during data collection.
- Implement map checks for area frames, through field checks or by using other map sources, to ensure clear and non-over-lapping delineation of the geographical area used in the sampling design.

2.4 Perform probability sampling

STC recommends that a probability sample be selected. Probability sampling is a method of sampling that allows inferences to be made about the population based on observations from a sample. In order to be able to make inferences, the sample should not be subject to selection bias. Probability sampling avoids this bias by randomly selecting units from the population (using a computer or table of random numbers). Random means that selection is unbiased – it is based on chance. With probability sampling, it is

never left up to the discretion of the interviewer to subjectively decide who should be sampled.

There are two main criteria for probability sampling: one is that the units be randomly selected; the second is that all units in the survey population have a non-zero inclusion probability in the sample and that these probabilities can be calculated. It is not necessary for all units to have the same inclusion probability, indeed, in most complex surveys; the inclusion probability varies from unit to unit.

There are many different types of probability sample designs. The most basic is simple random sampling and the designs increase in complexity to encompass systematic sampling, probability-proportional-to-size sampling, cluster sampling, stratified sampling, multi-stage sampling, multi-phase sampling and replicated sampling. Each of these sampling techniques is useful in different situations. Again, it is left up to each country as to the probability design selected.

Non-probability sampling, by contrast, is a method of selecting units from a population using a subjective (i.e., non-random) method. An example of non-probability sampling is quota sampling. Since non-probability sampling does not require a complete survey frame, it is a fast, easy and inexpensive way of obtaining data. The problem with non-probability sampling is that it is unclear whether or not it is possible to generalize the results from the sample to the population. The reason for this is that the selection of units from the population for a non-probability sample can result in large biases.

Due to selection bias and (usually) the absence of a frame, an individual's inclusion probability cannot be calculated for non-probability samples, so there is no way of producing reliable estimates or estimates of their sampling error. In order to make inferences about the population, it is necessary to assume that the sample is representative of the population. This usually requires assuming that the characteristics of the population follow some model or are evenly or randomly distributed over the population. This is often dangerous due to the difficulty of assessing whether or not these assumptions hold. For this reason, STC does not recommend quota sampling or any other form of non-probability sampling.

2.5. Survey designs

The choice of the survey design parameters, namely, stratification, method of selection, sample size determination, sample allocation and actual selection which are the main steps in performing probability sampling depends on the choice of frame. The following section discusses two options: the use of a list frame and the use of an area frame.

If list frame is used: Self-weighted design

A self-weighted design means that each individual in the survey population has the same probability of being selected. STC suggests that countries use a self-weighted design, or as close to a self-weighted design as possible. A list frame will simplify achieving a self-weighted design, as opposed to using an area frame which will be considerably more complicated.

However it is important to note that STC recognizes that the use of a list frame increases survey costs considerably more than the use of an area frame for which the selection of cluster of households reduces operational and interviewing costs. STC recommends that if one country uses an area frame with multi-stage sampling, it will be done using one of the probability sampling methods.

Note: Self-weighted designs simplify analysis. While STC strongly recommends that weights be used at analysis to protect against non-ignorable designs, mis-specified models and non-random attrition patterns (e.g.: a specific group demonstrates higher non-response than other groups which result in non-response bias), we recognize that some of the longitudinal analysis may be model-based and not use the survey weights. Hence the recommendation that a self-weighted design be used.

Examples of self-weighted designs are:

- one stage, unstratified, simple random sample or systematic sample,
- one-stage stratified simple random sample using N-proportional allocation across strata,
- for a two-phase design, self-weighting is achieved by selecting a simple random sample or systematic sample, or a stratified sample with N-proportional allocation at each phase,
- for a multi-stage design, self-weighting is achieved by selecting clusters with probability-proportional-to-size (PPS) at all stages except the final one. At the final stage, a fixed number of units within a cluster is selected (e.g., always pick $n=5$ at the final stage).

However, if one country uses weights in the production of their estimates, the issue of self-weighted design is less important.

If an area frame is used: Multi-stage sampling

By using a multi-stage sampling, controlling the sample's distribution by age and sex is more complicated. However, some countries have already conducted multi-stage sampling and have experience doing so. The choice of a survey design depends on the experience conducting household surveys in each

country. In some country, it would be easier to implement a two-stage design as in other it will be a three-stage sampling design.

The first stage sampling involves the selection of primary sampling units (PSU), which in most cases, are constructed from enumeration area identified and used in a preceding national census of population and housing. The units selected in the second stage are often dwelling or households and the third are typically persons. In multi-stage design, the last stage is the ultimate targeted sampling units, which for GGS is the person.

Note: STC recognizes that a self-weighted design is more difficult to achieve with multi-stage. STC recommends that as long as the design is based on probability sampling and that appropriate estimation technique is used, there is no issue for countries implementing different designs such as unequal probability sampling methods.

If countries conduct a regular rotating household panel national survey [such as a Labour Force survey], the use of the rotated out panels as a sampling frame is one option which will ensure quality national estimates as well as easy top-up sampling procedure and simplify the tracing as well.

Important note on domain of interest: In the choice of the survey design, countries should ensure that the chosen design parameters are driven by the objective of the survey. For GGS, the sampling design should ensure the production of quality estimates for the following main domain of study: Men and Women divided by two age groups: reproductive and non-reproductive age, namely 18-44 and 45-79.

2.5.1 Stratification

If a list frame is used: Stratify the population by sex, age and region

Stratification is recommended for two reasons:

- to ensure that the sample has an adequate representation of men and women of reproductive and non-reproductive ages (see table 1 in item 8.),
- to facilitate regional estimates and link to the metadatabase.

The number of strata should be kept to a minimum in order to avoid dividing the sample into too many, small sub-samples. The following is recommended:

- 2 age categories, dividing the population into reproductive and non-reproductive ages (e.g., 18-44, 45-79),
- as few regions as possible (e.g., aggregate regions wherever possible).

If an area frame is used: First stage sampling: geographical region

Traditionally, when an area frame is used the first stage sampling will be completed with cluster sampling. Cluster sampling is the process of randomly selecting complete groups (clusters) of population units from the survey frame. It is usually a less statistically efficient sampling strategy than simple random sampling and is performed for several reasons. The first reason is that sampling clusters can greatly reduce the cost of collection, particularly if the population is spread out and personal interviews are conducted. The second reason is that it is not always practical to sample individuals units from the population. Sometimes sampling groups of the population units is much easier, such as entire households. Finally it allows the production of estimates for the clusters themselves (e.g. average revenue per household). Different sample designs can be used to select clusters, such as simple random (SRS), systematic (SYS) or probability proportional to size (PPS). A common design uses PPS where sampling is proportional to the size of the cluster.

Each country can decide on which method they prefer to complete their probability sampling. The main criterion is to ensure the minimal number of respondent at the last wave for each of the 4 domains of study.

2.6 Time between waves: 3 years; minimum 3 waves

The sample should be designed for at least three waves: individuals selected for the longitudinal sample in year 1 at wave 1 are followed-up in year 4 (at wave 2) and in year 7 (at wave 3).

2.7 Minimum number of respondents at wave 3 required for the longitudinal sample

The minimum required number of respondents for GGS will vary by country and is driven by the requirement to sustain robust analysis for a minimum of events. We thus recommend that there be in priority:

- 1) at least 3,000 respondents women of reproductive (see section 2) ages, i.e. 18-44 at wave 1 or 24-50 at wave 3;
- 2) if possible, at least 3,000 respondents for the men in the reproductive age (same age range) and
- 3) if possible, at least 2,000 respondents for the women and men in the non-reproductive ages, i.e. 45-79 at wave 1 or 51-85 at wave 3.

Please note that it is possible for countries to have smaller sample size, but the quality and the

robustness of the survey results will decrease and in some case it may be impossible for countries to perform even simple analysis if sample size is insufficient.

3. Sample size determination

This section describes some of the possible methods to derive sample size. The choice of a method will be driven by each country's frame and survey design. Two examples will be presented; one with the use of a list frame and the self-weighted design. In this particular case, a targeted minimal sample size is used to derive the initial sample size. Note that the population size is also required for this method. The second example uses a minimum precision as the target not a minimum sample size. This method requires a target precision for the estimates and a given design effect.

STC recommends that each country have an analysis plan for GGS and ensure that the minimum sample size calculated for either 3.1 or 3.2 of this document meets any precision requirements for estimates.

3.1 Using list frame

There are a fair number of methods available of calculating sample size using a list frame. We present only one example for illustrative purposes.

The following example assumes a list frame and a self-weighted design.

Suppose that a country has 3 million people in the survey population and that it is distributed as follows:

Table 1

Fictitious Distribution of the Survey Population by Age and Sex

		Sex	
		Men	Women
Age	18-44	$N_1=750\ 000$	$N_2=840\ 000$
	45-79	$N_3=600\ 000$	$N_4=810\ 000$

If one country wants to achieve a self-weighted design, the proportion of the sample, a_h , that should fall in cell h is equal to:

$$a_h = \frac{N_h}{\sum_h N_h}$$

where

$$\sum_h a_h = 1$$

Table 2

Distribution of Respondents by Age and Sex

		Sex	
		Men	Women
Age	18-44	a1=.25	a2=.28
	45-79	a3=.20	a4=.27

The smallest cell must have 2,000 respondents. From above, that is men aged 45-79. If a_{\min} is the smallest proportion, then to determine the sample size in the other cells:

$$n_h = \frac{a_h}{a_{\min}} \times 2000$$

thus,

$$n_1 = \frac{.25}{.20} \times 2000$$

$$n_1 = 2500$$

Similarly, $n_2=2800$ and $n_4=2700$. Thus the total minimum number of respondents is 10,000:

$$n = \sum_h n_h$$

$$n = 2500 + 2800 + 2000 + 2700$$

$$n = 10,000$$

Note that this achieves a self-weighted design since the probability of selection for all age and sex groups, π_h , are equivalent:

$$\pi_1 = \frac{n_1}{N_1} = \frac{2500}{750000} = .00333$$

$$\pi_2 = \frac{n_2}{N_2} = \frac{2800}{840000} = .00333$$

In general:

$$\pi_1 = \pi_2 = \pi_3 = \pi_4 = \frac{n}{N} = \frac{10000}{3000000} = .00333$$

3.2 Using area frame and estimation precision

Before describing how to do so, we first define sampling error and coefficients of variation.

3.2.1 Sampling error

Sampling error is intrinsic to all sample surveys. Sampling error arises from estimating a population characteristic by measuring only a portion of the population rather than the entire population. A census has no sampling error since all members of the population are enumerated.

The magnitude of the sampling error can be controlled by the sample size (it decreases as the

sample size increases), the sample design and the method of estimation.

The most commonly used measure to quantify sampling error is sampling variance. Sampling variance measures the extent to which the estimate of a characteristic from different possible samples of the same size and the same design differ from one another. The standard error of an estimator is the square root of its sampling variance.

Since all sample surveys are subject to sampling error, the statistical agency must give some indication of the extent of that error to the potential users of the survey data. One criterion that is often used to determine whether survey estimates are publishable is the coefficient of variation (CV). The coefficient of variation is the standard error of an estimate expressed as a percentage of that estimate. For example:

$$CV(P) = \frac{SE(p)}{p}$$

where

p is the true value of some population proportion,

$SE(p)$ is the true standard error of that population proportion.

The CV is usually computed as the estimate of the standard error of the survey estimate to the estimate itself, thus for some proportion P :

$$CV(\hat{P}) = \frac{SE(\hat{P})}{\hat{P}} = \sqrt{\frac{(1 - \hat{P}) \times deff \times (N - n_r)}{n_r \times \hat{P} \times (N - 1)}}$$

where

n_r is the number of respondents,

$deff$ is the design effect (explained below).

The design effect ($deff$) is a measure used to quantify the impact of the sample design on the analysis results. Specifically, it is the ratio of the sampling variance of an estimator under a given design to the sampling variance of an estimator under simple random sampling of the same sample size. Therefore, for a simple random sample design, $deff = 1$; for most other designs, typically $deff > 1$. For example, the sampling variance of an estimate from a clustered sample is typically larger than the variance using a sample of the same size not drawn through clusters.

The coefficient of variation is usually expressed as a percentage. It is useful in comparing the precision of sample estimates where their size or scale differs from one another. Statistics Canada recommends that an estimate with a CV greater than 25% should not be published. An estimate with a CV between 16.5% and 25% may be published but there should be a cautionary note to the user or reader indicating that the estimate

has a high sampling variance. An estimate with a *CV* less than 16.5% may be published without qualification.

For example, to estimate the level of precision we can expect for an estimated proportion of 5% for the smallest stratum (containing 2000 respondents at wave 3), assuming a simple random sample and ignoring the finite population correction factor:

$$\begin{aligned} CV\hat{P} &= \sqrt{\frac{(1-\hat{P}) \times deff}{n_r \times \hat{P}}} \\ &= \sqrt{\frac{(1-.05) \times 1}{2000 \times .05}} \\ &= .097 \end{aligned}$$

3.2.2 How to calculate the sample size required to satisfy a given level of precision

For those countries with an analysis plan, it is possible that the minimum sample size calculated in steps 8 and 9 may not be adequately large to produce precise estimates for some domains of interest. For this reason it is recommended that each country also determine the sample size required to meet any precision requirements it might have.

There are standard formulas to calculate the sample size required to precisely estimate a finite population parameter given the design effect for that estimate. For example, to estimate a finite population proportion, *P*, given a targeted level of precision (expressed as a coefficient of variation, CV^2), the following formula could be used (ignoring for now the adjustment for expected nonresponse):

$$n = \frac{deff \times (1 - P) \times N}{CV^2 \times P \times N + deff \times (1 - P)}$$

Suppose that a country wishes to estimate in each region proportions as low as 5% (i.e., characteristics appearing in only 5% of the population) with a *CV* of 16.5% and suppose that the design effect in each region is 2 and the size of the population in each region is $N=10,000$, then:

$$\begin{aligned} n &= \frac{2 \times (1 - .05) \times 10,000}{.165^2 \times .05 \times 10,000 + 2 \times (1 - .05)} \\ n &= \frac{2 \times (1 - .05) \times 10,000}{.165^2 \times .05 \times 10,000 + 2 \times (1 - .05)} \\ n &= 1,225 \end{aligned}$$

Thus, if there are 10 such regions, in order to precisely estimate at wave 3 a proportion of 5% in each region, 12,250 respondents are required. Note that this is greater than the 10,000 calculated in steps 8 and 9 earlier.

Note that in order to determine the sample size required at wave 1, the above number of respondents calculated above needs to be adjusted for the expected nonresponse and attrition across the waves as described in chapter.

A country's analysis plan should also determine if cross-sectional estimates are required at each wave. Populations change over time (e.g., due to deaths, immigrants, etc.): the cross-sectional populations at waves 2 and 3 are not the same as the wave 1 longitudinal population. Currently, it is assumed that cross-sectional estimates are not required – that GGS inferences will only be made about the longitudinal population (i.e., the population at wave 1). If a country wishes to produce cross-sectional estimates at each wave, then it may want to add sample at each wave (e.g., of immigrants) in order to ensure cross-sectional representativity.

3.3 Wave 1 sample size must be adjusted for anticipated nonresponse and attrition across the waves

To determine the number of individuals who must be sampled at wave 1 in order to obtain the required number of respondents at wave 3, each country should factor in the expected nonresponse at each wave.

Using the above example, suppose that we need 10,000 respondents at wave 3 and we expect an 80% response rate at each wave and a 10% attrition rate at waves 2 and 3 (attrition refers to individuals who are 'lost' between waves, for example people who move who cannot be traced). Then we must survey 24,113 individuals at wave 1:

$$\begin{aligned} n_{wave\ 1} &= \frac{n_{r, wave\ 3}}{rr_{wave\ 1} \times rr_{wave\ 2} \times (1 - att_{wave\ 2}) \times rr_{wave\ 3} \times (1 - att_{wave\ 3})} \\ &= \frac{10000}{.8 \times .8 \times (1 - .1) \times .8 \times (1 - .1)} \\ &= 24113 \end{aligned}$$

where

$n_{wave\ 1}$ = sample size at wave 1

$nr_{wave\ 3}$ = number of respondents at wave 3

$rr_{wave\ 1}$ = response rates at wave 1

$att_{wave\ 2}$ = attrition rate at wave 2

Response rates and attrition rates are likely to vary by sub-groups of population. Different inflation rates can be used in order to ensure the minimal number of respondents. STC recommends that if one country uses different response rates, weights have to be used in order to ensure unbiased estimates of the population.

For example, if one country completed non-response studies showing that young males usually have lower response rates, countries should inflate appropriately.

If a country has an analysis plan, it should ensure that the minimum sample size calculated above meets its analytical needs.

4. Guidelines for response and attrition rate

It is recommended that the target response rate for GGS be at least 80% at each wave and that the maximum attrition rate be at 10% for each of the 3 waves unless major operational constraints.

Response rate is defined as the number of responding unit on the total number of selected unit.

See section 6.4 for a more detailed definition.

Attrition includes lost of units between waves due to not being able to trace them.

STC do not recommend replacing non-respondents with other respondents: each country should make every effort to achieve at least an 80% response rate.

4.1 Over-sampling of subpopulations

Countries may over-sample targeted sub-population. There are several reasons why one country wants to over-sample sub-groups; past studies of non-response or a particular interest in some sub-population. STC recommends that if one country over-sample some sub-population, weights have to be used in order to ensure unbiased estimates of the population.

5. Cross-sectional samples

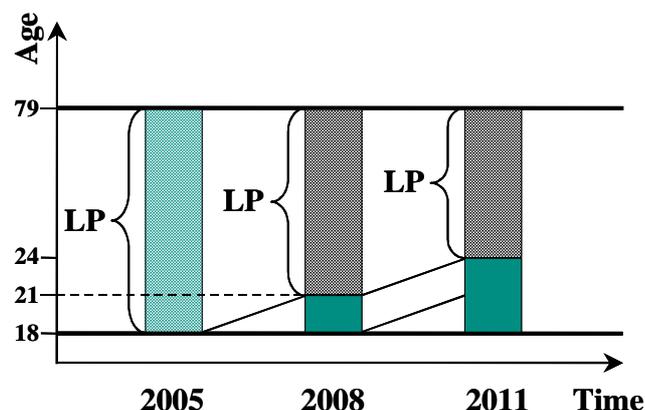
As seen in diagram 1, the longitudinal population aged from wave to wave, this population is becoming smaller and smaller: the population above 79 is subtracted from the longitudinal population and the youngest at wave 1, the 18 years olds will be respectively 21 and 24 yrs old at each subsequent waves. To ensure the representativity of each cross-sectional population, i.e. from 18 to 79 years for a given wave, the bottom portion (solid green blocks) must be covered by some sampled units as shown in diagram 2.

STC recommends two options:

Option 1: Sample 12-17 year olds in wave 1, but do not conduct interview at wave 1. Trace & interview those who are 18 and over at each subsequent waves.

Option 2: At each wave sample from the cross-sectional population that is not present in the longitudinal sample (thus 18-20 year olds in wave 2 and again only the 18-20 year olds at wave 3 as the 18-20 year olds at wave 2 will be 21-23 year old in wave 3).

Diagram 2



As mentioned on page 6, if countries conduct a regular rotating household panel national survey, the use of the rotated out panels as a sampling frame is the simplest option ensuring top-up samples.

6. Other important issues

STC recommends that non-response weight adjustments be performed at each wave in order to reduce any nonresponse bias and is strongly recommending the evaluation of any non-response patterns that is non-random. To preserve the self-weighted design, STC recommends that the nonresponse adjustments be performed within the original sample design strata (see also the next point).

6.1 When calculating the final estimation weights, avoid large adjustments to the sample design weights and validate GGS estimates with other sources

The principle behind estimation in a probability survey is that each sample unit represents not only itself, but also several units of the survey population. It is common to call the average number of units in the population that a unit in the sample represents the design weight of the unit. The design weight is the inverse of the probability of selection.

While the design weights can be used for estimation, most surveys produce a set of estimation weights by adjusting the design weights. The two most common reasons for making adjustments are to account for nonresponse and to make use of auxiliary data (e.g., by post-stratification).

The sum of the final estimation weights should equal the country's total survey population (if a nonresponse weight adjustment is not performed, the sum of the weights will underestimate the total survey population). The final estimation weights should be validated by comparing weighted GGS estimates with other sources (e.g., vital statistics) to verify that the survey's estimates are accurate.

In order to preserve the self-weighted design, we recommend that the final estimation weights be as close as possible to the original sample design weights (hence the recommendation that the nonresponse adjustments be performed within the sample design strata).

If post-stratification is performed, STC recommends that the post-stratified weight be no greater than 1.5 times the original sample design weight. It is also recommended that if post-stratification is performed, the number of post-strata be kept to a minimum in order to avoid dividing the sample into too many small post-strata which can lead to biased estimators.

6.2 Determine tracing procedures

Attrition can jeopardize the integrity of the sample; high attrition rates in GGS could result in the wave 3 sample no longer being representative of the longitudinal population. It is therefore important that all attempts be made to minimize attrition.

Many things can happen over the course of three years -- the time between GGS waves -- which could make it difficult to contact an individual at subsequent waves. Successful tracing can depend on a large part on the ingenuity and perseverance of those doing the tracing. Some examples of procedures that could be used for GGS include:

- ask the respondent for the name and address of persons close to him/her who are unlikely to move (e.g., parents),
- ask the respondent to notify the survey agency if there is a change of address,
- consider the use of monetary or other incentives to encourage participation and maintain co-operation across waves (e.g., send a survey newsletter once a year),
- send birthday cards every year to remind the individual of the survey,
- institute tracing methods: e.g., telephone directories, motor vehicle registrations, death records for lost persons.

6.3 Define and code non-respondents

At each wave, a person should be considered a non-respondent only if the interviewer has made at

least three attempts to contact the person at different times of the day. All non-respondents should be included on the final file along with a nonresponse code in order to be able to calculate nonresponse rates and determine the nonresponse weight adjustments. Every person sampled at wave 1 must appear as a record on the final file along with a final status code. This includes respondents, non-respondents and out-of-scope individuals.

Examples of final status codes include:

- **Out-of-scope:** The sampled individual does not belong to the survey population. For example, if the survey population is 18-79 and the interviewer discovers that the sampled individual is 16, then this individual is out-of-scope. This is not non-response.
- **Refusal:** The sampled individual refused to participate in the survey or refused to continue before the questionnaire contained enough information to qualify as partially completed.
- **No one at home:** At least three attempts were made at different times of the day, but no member of the household could be contacted.
- **Temporarily absent:** The household was contacted but the sampled individual was absent during the entire survey period.
- **Unable to trace:** All attempts to trace the household or sampled individual were unsuccessful.
- **Language difficulties:** The interview could not be conducted due to language difficulties.
- **Interview prevented due to some disability.**

The GGS response rate would then be calculated as:

$$\text{response rate} = \frac{\text{number of responding units (i.e., complete + partial)}}{\text{resolved in-scope units + unresolved units}} \times 100$$

For example, suppose a sample of 1,000 units is selected and 800 are resolved (complete, partial, refusal, out-of-scope, etc.) after one week of data collection. Of the resolved units, 700 are in-scope for the survey. Of the in-scope units, 550 respond to the survey (either complete or partial responses). Then, the response rate after the first week of the survey is $550/(700+200) = 61.1\%$.

6.4 Calculate replicate weights for variance estimation

STC recommend using the collapsed Jackknife or bootstrap to estimate sampling variance of a survey estimate. On requests, more details will be provided on how to calculate these weights.

7. Documentation of the sample design

The following items should be included in the sample design documentation:

- a description of the sampling frame used (including auxiliary variables on the frame and a description of frame defects),
- a definition of the survey population (including percentage under-coverage of the target population; define all exclusions from the target population),
- wave 1 sample size (describe how it was calculated; assumed nonresponse/attrition rates),
- stratification variables,
- sample allocation across strata,
- sample design used (e.g., one-stage stratified SRS, two-stage cluster design, etc. – describe how sampling was conducted at each stage/phase, how clusters were defined, etc.),
- survey response rates observed,
- post-stratification (if performed, explain which variables were used),
- weighting (describe how the sample design and final estimation weights were calculated; describe how nonresponse weight adjustments were performed),
- variance estimation (describe the method used to estimate sampling variance).

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II Wave 1 Questionnaire Manual

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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. The survey seeks 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 co-ordinated by the Population Activities Unit (PAU) of the United Nations Economic Commission for Europe (UNECE) in Geneva. A consortium of leading European centres of population research was formed to develop the programme, including the survey and its instruments. The consortium is composed of the Centre for Analysis of Social Exclusion at the London School of Economics (United Kingdom); the Department of Demography of the University of Rome “*La Sapienza*” (Italy); the Hungarian Central Statistical Office; the *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 were developed by the Questionnaire Development Group, one of the GGP working groups formed by the Consortium.

The Generations and Gender Survey is a **multidisciplinary** exercise: It draws on approaches and theories from a number of social science disciplines, including demography, sociology, economics and social psychology. A large part of the survey questionnaire is devoted to questions on the family situation at the time of the interview, family-related events experienced in the past, and the intentions of respondents to engage in vital events such as forming a partnership, having children, and leaving the parental home. The survey also deals with a number of aspects that influence the probability of experiencing those events and their intentions, these include: socio-economic characteristics such as activity and education level, income and assets; health; normative pressures from family, kin and social network, and an 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 vice versa. The GGS will help to answer such important questions as “*How does*

higher participation of women in the labour market influence fertility and union formation?”, “*What role does the division of household tasks between men and women play in explaining their fertility decisions?*”, and “*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 in various spheres of life have been a major area of social science research over several decades. The pertinent gender issues in need of better understanding cover: 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) an appropriately designed response items (e.g. with separate answer categories for “*mother*” and “*father*” rather than the generic designation of “*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 at an interval of three years. It will use a probability sample representing a country’s non-institutional population of 18–79 year-old men and women. Face-to-face interviews will be held with one person in a household in each wave. The survey will be conducted in many countries and will seek to 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 three-year period between the panel waves is sufficient to observe many demographic events for statistical analysis; this period of time was also chosen to ensure that drop-out from panel follow-up will be kept at reasonably low levels. The panel approach makes it possible to analyse people’s intentions in coming years and the circumstances, which may prevent their intentions to be realised. In this context, information about past events and about the situation during the interview is used to explain the events that will be observed between the panel waves (information 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, once data from two panel waves have been collected, 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, multidisciplinary and international comparability.

This Manual provides the organisers of national Generations and Gender Surveys (GGS) with reference material on the GGS Questionnaire and some background information about the survey. It explains the concepts used in the questionnaire, the principles for country-specific solutions, and provides detailed instructions on how to complete it.

2. Questionnaire and Interviewing

The GGS Questionnaire for Wave 1 consists of the *core* questionnaire that each participating country needs to implement in full and four *optional sub-modules* dealing with topics which are not critically important for all countries. The optional sub-modules are: 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 to facilitate comparative research on these topics. The four modules do not form an integrated package, and using only some of them would not pose any significant problem other than not obtaining the information gathered 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. Whenever possible, try to use computer-assisted interviews (CAPI). 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 altogether because of 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 in the same font as questions, but are not numbered.

Some questions include several **items** that form a battery of questions aimed at eliciting the same type of

judgement about various issues. The items are lettered 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:

- questions that include answer categories in their phrasing;
- 701, 836, 846, 924, C01, D08, D19;
- 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 is familiar with the formation of intention questions. However, always probe for “*definitely/probably*” if R does not provide these answers himself/herself.

Interviewer checks and instructions direct you to get Rs to answer questions that apply to their situation. These checks and instructions often require that you look back to the answer to an earlier question before proceeding, and you will need 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 answer categories are printed, but not the questions. 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 in 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 choose 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 to the interviewer to select the most appropriate term. When faced with questions as: “*Was your partner/spouse ...*”; “*What is he/she doing ...*”; “*... living with someone/your partner*”; or “*... to have a/another child*”; use only the one of the two terms that is appropriate. In interviewer instructions *partner* is used for *partner/spouse*. You may, if you wish, 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 when several alternatives are separated with a slash and for the phrases in square brackets.

In questions about facts, especially about those that have occurred at some date in the past, an additional question may help to obtain a more 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 relate to the month and year that a particular event took place. It is possible that R does not remember it precisely. Probe then for the season and the year of the event and refresh R’s memory by suggesting that he/she thinks of other life events that occurred around the same time.

The questionnaire deals with some topics that R might find sensitive and/or delicate. Simply ask the question directly and professionally. Avoid giving the impression that you are, in any way, 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. Circle the number (code) which corresponds to R’s reply. Normally only one answer is allowed, only one circle should, therefore, 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 only explicitly included in the answer categories if a number of Rs are expected to be unsure of the answer, or where a question or an item is expected not to apply for a sizeable number of Rs. Probe in cases where R says he/she simply does not know the facts. 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*”.

When recording calendar years, codes 97, 98 and 99 are reserved for the years 1997, 1998 and 1999, respectively use the corresponding codes 9997, 9998 and 9999.

If R cannot remember the exact month of an event, encourage him or her to recall some other event which took place at around the same time in order to refresh his or her memory. If the month still remains unknown, try to elicit 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, 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*, 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. Try to be tactful and do not jeopardise the interview. 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. This information can be recorded 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, there are 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, however, 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 give the names. Code a household member's relationship to R using the list at the bottom of the Grid. Any stepchildren adopted by R need to be coded as such (Category 4).
- If there are more household members than there is room in the 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. Code R as born in the country of current residence and ask him/her to provide information on municipality when either of the two conditions are met:
- the place of birth was part of the country of current residence at the time when R was born,
 - the place of birth is part of the country of current residence at the time of the interview.
- Use the current name of a country where the place of birth is located in, for example, Germany for places located in the former German Democratic Republic, and the Czech Republic or Slovakia for places in the former Czechoslovakia.
- Country-specific: refer to concrete situations of name or border change.

- 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 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 or her actual activity. The explanations in the following paragraphs are meant to better understand the meaning of the categories.
- 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 within the framework of special schemes related to employment, members of producers’ cooperatives, people temporarily absent from their work because, for example, they are on holiday, on sick leave, are unable to work because of weather conditions, are involved in a labour dispute, or for any personal or family reasons.
- “Self-employed” people are sole or joint owners of unincorporated enterprises, workers engaged in production undertaken entirely for their own final consumption or own capital formation, people temporarily absent from their work, for example, they are on holiday, on sick leave, are unable to work because of weather conditions, are involved in a labour dispute, or for any 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.
- The 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 programmes 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 country-specific ‘leave’ categories. One example of this are the so-called ‘career breaks’, which are frequently used for taking care of small children. 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 taken 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 belong in this category.*
- Rs who are neither employed nor self-employed but whose main activity is to do housework, look after children or 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 time-limited military service or social service instead of military service. Do not record professional military personnel in this category. They should be recorded as employed.
- 113 R has to consider limitations related to a health problem or disability, whatever the severity of the problem. 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/she is in jail.
- 118 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, use code 97 “does not know”.
- 120 Level of education refers to the highest completed formal qualification attained by the time of interview.
- 121 Record the subject of study given by R. If R completed the same level of education several times in different main subjects write down all the main subjects.
- 122 This is the time when the degree or formal qualification was obtained. If R completed the same the level of education several times in different subjects, record time of first attainment of this level.
- 123 “Current studying” means any enrolment, either part-time or full-time, in general, vocational or technical programmes that is supposed to lead to a qualification. Answering “yes” to this question does not imply that studying has to be indicated as R’s main activity in 108.

- 124 “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

- 201 After handing out Cards 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) and row number(s) from the Household Grid into the cell of Category 6. If R has difficulty answering because different people perform a task at different times, probe to find out who usually carries out most of the tasks. R may also have difficulty in answering if a task is performed equally by himself/herself and another person, or equally by his/her partner and another person. In these cases probe to find out who is the usual main performer of the task. If R still cannot decide, use code 2 if R carried out the task and code 4 if the partner carried it out. In the same manner, category 6 should be chosen over category 7 if R cannot decide between the two, and all categories from 1 to 7 are to be chosen instead of 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 tasks that are more specific to 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 on 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”, work 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, or because a child is sick or any other temporary reasons, code “yes” in 203a. *Country-specific: The list of care types needs to cover the most commonly used 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 provided by R.
- 204 In this question, childcare should be understood as assistance in looking after children who require supervision when not at school, day care centre, similar institution or with a baby sitter (nanny). Write the code of each (up to five) provider into the table using the list of providers and receivers. It may happen that R will raise the question of a 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 or children given by R.
- 208 If R is assisting couples and families, he/she should indicate the primary person whom he/she considers helping. Only the help that R himself/herself provides should be considered, not the one provided by his/her partner. If R is a professional childcare provider, only take into account the help provided outside the official circuit, 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, this may be different from his/her current place of residence.

Non-Resident Children

- 209 Children living with R in the same household at the time of the interview are denoted as “*co-resident children*”, and all others are “*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 of whom a male R is the biological father. 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 may be considered as children because of their age or the fact that they may be R’s grandchildren or nephews or nieces. 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.
- 218–219 See 206–207.
- 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/her home to the place where the other person lives has to be expressed as the normal time it takes for R to travel using his/her usual form of public transport. If more than one means of transport is normally used to get to the destination, the waiting time should be included in the travelling time, the time that is calculated is the time it takes to go from door-to-door. 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 times, R should answer about the means that he/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 or similar institution, or with a baby sitter (nanny).
- 223 In 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 has not been explicitly asked to do so. If this turns out to be the case, 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, question 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 question 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. For example, a biological son of a biological daughter is counted in the same manner as an adopted son of an adopted daughter.
- 241 Only the help that R himself/herself provided should be taken into account, and not the help provided, for example, by his/her partner.

Section 3: Partnerships

Current Co-Resident Partner or Spouse

- 301 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 ask him/her to think since when he/she actually considered himself/herself and his/her partner to be members of the same household. Only take into consideration the R's actual place of residence and not the official registration of place of residence. 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 had simultaneously, instruct him/her to focus on the partner he/she considers the main or most important one for him/her at the time of the survey.
- 302 *Country-specific: In countries where it is possible to register same-sex partnerships, R with a same-sex partner should be asked a question along the lines of the one in 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, question 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-specific: 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 other countries only civil registration should count.* After writing down the response to question 302 use the appropriate word *spouse* or *partner* in questions about this partner throughout the rest of the questionnaire.
- 303 Code partner as born in the country of current residence when either of the two conditions are met:
 - the place of birth was part of the country of current residence at the time when the partner was born,
 - the place of birth is part of the country of current residence at the time of the interview.
Use the current name of a country where the place of birth is located in, for example, Germany for places located in the former German Democratic Republic, and the Czech Republic or Slovakia for places in the former Czechoslovakia. *Country-specific: refer to concrete situations of name or border change.*
- 304–305 See questions 120 and 121.

Current Non-Resident Partner or Spouse

- 306 This question is only asked with Rs who have not mentioned that a partner lives in his/her household (Interviewer Check before question 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 to distinguishing *partners* from business partners with whom R may have close professional ties, as well as with friends R may feel close to emotionally. If necessary, explain that non-residential partnership is a couple relationship like a co-residential partnership, 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 a *partner/spouse*. If the partner is married to R, the interviewer should use the word *spouse*, if unmarried, 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, propose that he/she thinks about the time when he/she began considering that person as a *partner*. It may also be the case that R has previously lived together with the same partner, but that now they live separately while still in close relationship. In such cases the time when these two persons first became partners should be mentioned, not the time when they started to live at different places.
- 308 Consider the response to question 308a before handing out the next card. If R has answered question 308a with 2 “*both my partner and I want to live apart*”, you should ask both questions 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 as in the other questions. If R reacts in a way that requires further clarification, explain that this survey is conducted among the whole population, and may thus include people who have a same-sex partner, and that it is necessary to know the answer in order to avoid disturbing R in the course of the 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 with that person, ask him/her to imagine this situation and give answers with respect to his/her perception of such an 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, this 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”. Co-residential 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 the 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 a *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*.
- 326 See question 301. Do not interfere when an overlap of partnerships appears from the start and end dates of partnerships R mentions in the partnership history.
- 327 See question 302. Ask R to correct an error if he/she indicated an overlap of marriages.
- 329 The children that the partner and R have 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.
- 331 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 such as registration at different addresses, legal separation or divorce.
- 332 The phrase “*have children together with him/her*” refers to the children to whom R and the referred previous partner are the biological parents or adoptive parents.
Country-specific: In some countries, two partners of same sex are also allowed to adopt a child.
- 333 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 and focus on the actual living arrangements of the children during those 12 months. This may differ from the legal arrangements either because they 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 in different places. In that case, the interviewer should make sure R mentions all the alternatives that were the main arrangement for any one child.
- 334 See question 310.
- 337 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 question 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 fulfil his/her legal obligations for maintenance payments, the corresponding replacement payments from the state should be included in maintenance payments if R receives them.
- 340 The alimony or maintenance payments should reflect the actually paid amounts, regardless of whether they correspond to, or differ from, the legally set amount. For example, in the event a previous partner makes voluntary additional payments to the legally set ones they should be included in the amount, in the same manner 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* and record answers in the table, item by item. If Category 6 is mentioned then ask question 401b immediately, in order to identify the household member who does the task. Write the reference number(s) in the row number(s) of the Household Grid into the cell of Category 6.
In case R has difficulty answering 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 determining if a task is performed equally by himself/herself and another person, or equally by his/her partner and another person. In such 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 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 about thoughts of breaking up, not about 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 such as 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 questions 566b can never be larger than the numbers in the corresponding fields of question 566.
- 567 Grandparents and grandchildren are defined either through biological descent or adoption. So, for example, a biological son of a biological daughter counts as the same as an adopted son of an adopted daughter.
- 568 See 105-106.

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 question 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 question 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 to him/her to imagine this situation and give answers with respect to his/her perception of this hypothetical situation.

Section 6: Fertility

At the beginning of this section an Interviewer Check together with question 601 direct Rs with a same-sex partner, female Rs at age 50 or older, male Rs with female partners aged 50 or over, and Rs without any sexual experience beyond the questions on current pregnancy and fecundity (*fecundity* is defined as the capacity of a man, woman or 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 any 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 is then recorded in 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 types of treatment he/she or R and his/her partner have been through.
- 608, 619 The question refers to the time when either R or his/her partner/spouse first became involved in the treatment(s) referred to in the previous question. If R or his/her partner/spouse had previously had children, the start date of the treatment after the last birth is required.
- 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 when he/she found out that he/she is probably not able to have children. Probe for the time of year.
- 618 See question 607.
- 619 See question 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 a biological child, and 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*” (questions 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 question 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 that he/she imagines this situation and gives answers with respect to his/her perception of this hypothetical 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 R already has should be counted.

Section 7: Health and Well-Being

- 701 Read out the categories.
- 702 If R cannot choose 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, e.g. after having had an accident or convalescing 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 questions 715 and 718, to the time of the conversation. 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 past 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 meant to express the last seven days.

Sections 8 and 9: Activity and Income

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

- 802 See question 108.
- 803 Maternity leave is often followed immediately by parental leave and if people continue to take childcare leave, this may also follow without going to work in between. If R interrupted a period of childcare leave and went to work, and subsequently resumed the leave, code the time since when he/she continuously on leave.
- 805 *Country-specific: 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. the company he/she worked for may close down, or his/her employer is expected not to respect his legal obligations. 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 question 118.
- 808 If R has been unemployed more than once he/she should answer about the start of his/her current spell of unemployment .
- 829 See question 108 about self-employment.
- 834 *Country-specific: Part-time job is defined according to the respective legal regulations in a country.*
- 860 Additional job or business includes any kind of paid employment such as part-time work, odd jobs, homework, second jobs, part-time self-employment, running a small business, or part-time agriculture. If R mentions more than one additional job, obtain information about the one in which he/she spends most of his/her working hours.
- 864, 936 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.
- 866, 938 The payment should be the one expressed in the previous question.
- 867, 939 *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

- 1001 Item *e*: *home computer* may be either a desktop or a laptop computer, but not a game console like *PlayStation*, *X-Box* or *GameBoy*.
- 1003 If R's household is not interested in some of the listed items, he/she should think of whether the financial situation of his/her household would allow them to purchase the kinds of items they would like.
- 1006, 1007 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 question 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 question 1007 has already been collected in previous sections of the questionnaire. Question 1007 asks whether any other household member (i.e. other than R and his/her partner) received those types of income.
- 1008, 1009 The total household income consists of employee income, income from self-employment, property income, and any transfers which may have been received. It is the income of all household members including R. Net income means the income after taxes and social security have been deducted.
- 1010–1015 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 question 1011 proceed column-wise, i.e. begin by asking questions on the first transfer, then the second, etc. R should define himself/herself whether a transfer is of substantive value or not.
If R mentions many persons immediately in question 1011 skip question 1015 until questions 1012-1014 are recorded for all the mentioned persons. Then ask question 1015 to find out whether there are any more persons to be included.
- 1016–1020 See questions 1010–1015.

Section 11: Value Orientations and Attitudes

- 1101–1103 If R states that he/she officially adheres to some denomination or is a member of a 'certain religion', but is not currently actively participating in religious ceremonies he/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 box indicating disagreement only after all attempts at persuasion fail.
The provided information is only used in statistical processing for scientific research. No information will be forwarded at any time to governmental or commercial organizations. 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 this 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. Rs with more than one citizenship should have the opportunity to provide this information.

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 may 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 a result of active behaviour, not a union dissolution resulting 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 m² or 2 m², 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 m²).
- 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 rent 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.
- D05 In the case of joint ownership, write reference numbers of all owners on the line.
- 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.

III Wave 1 Questionnaire

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1. Core Questionnaire

Interviewer Instruction: Write in the time and date when the interview starts.

001. Interview started at _____ on _____

Interviewer Instruction: Read the following text.

This survey is called the Generations and Gender Survey. It is about topics related to children, partners, parents, work and everyday life. The aim is to study what factors influence family formation, having children, and relations between younger and older generations. The study is part of an international programme co-ordinated by the UN Economic Commission for Europe. Your participation is voluntary, but it is very important because you represent many other people. We will hold the information you give us in the strictest confidence and use it only for statistical processing. It would also be better if we could have this interview without others being present, if possible. If you have any questions, please let me know.

Interviewer Instruction: Write who else is present when the interview starts.

002. Other persons present at the start of interview

Section 1: Household

Household Roster

101. To begin, I would like to ask you about all persons who live in this household. Who are they? To help me keep track of your answers, please tell me their first names and how they are related to you.

Show Card 101: Relationship to R. Write answers in Household Grid.

1 – 0 – R lives alone

102. a. Are there any other household members who usually live here but are now away on business, at school, at boarding school, at university, in hospital or somewhere else?

1 – yes ↓

2 – no → **go to 103**

b. Please tell me their first names and how they are related to you.

Write the names and relationships in Household Grid, tick mark in Column 'Temporarily Away'.

103. Sex of respondent.

Select M/F in Household Grid.

104. Now I'd like to ask you a few questions about yourself. In what month and year were you born?

Write R's month and year of birth and age in Household Grid.

105. Were you born in [the UK]?

1 – yes ↓

2 – no ↓

106. a. In which municipality in [the UK] were you born?

Place of birth (municipality)

106. b. In which country were you born?

Country of birth _____

107. In what month and year did you first start living permanently in [the UK]?

month year

108. Which of the items on the card best describes what you are mainly doing at present?

Show Card 108: Activity. Write answers in Household Grid.

Interviewer Check: Does R live alone? See Household Grid.

yes → go to the text before 114

no → continue ↓

Now I would like to ask you a few questions about the people who live together with you in this household.

Interviewer Instruction: Ask 109 and 110 about each household member and write answers in the Household Grid.

109. Can I just check, that [name] is male/female?

110. a. How old is he/she?

b. In what month and year was he/she born?

Interviewer Instruction: Ask 111 about each household member who is at least 14 years old. See Household Grid for the age.

111. Which of the items on the card best describes what [name] is mainly doing at present?

Show Card 108 and write in Household Grid.

HOUSEHOLD GRID

	#	Temporarily away	Name	Relationship to R	Sex	Age	Month and year of birth	Month and year when first came to live with R (non-biological children only)	Activity	Disability
R	1			R	M F		M ___ Y ___			
	P	2			M F		M ___ Y ___			
Children	3				M F		M ___ Y ___	M ___ Y ___		
	4				M F		M ___ Y ___	M ___ Y ___		
	5				M F		M ___ Y ___	M ___ Y ___		
	6				M F		M ___ Y ___	M ___ Y ___		
	7				M F		M ___ Y ___	M ___ Y ___		
	8					M F		M ___ Y ___	M ___ Y ___	
Other members	9				M F		M ___ Y ___			
	10				M F		M ___ Y ___			
	11				M F		M ___ Y ___			
	12				M F		M ___ Y ___			
	13				M F		M ___ Y ___			
	14					M F		M ___ Y ___		

Card 101: Relationship to R

1 – partner or spouse	10 – stepparent or foster parent of current partner or spouse
2 – biological child with the current partner or spouse	11 – grand-or great-grandchild (either R’s or partner’s)
3 – biological child with a former partner or spouse	12 – grand-or great-grandparent (either R’s or partner’s)
4 – stepchild	13 – brother or sister
5 – adopted child	14 – partner’s or spouse’s brother or sister
6 – foster child	15 – partner or spouse of a child
7 – biological or adoptive parent	16 – other relative of R
8 – stepparent or foster parent	17 – other relative of partner or spouse
9 – biological or adoptive parent or current partner or spouse	18 – a non-relative

Card 108: Activity

1 – employed or self-employed
2 – helping family member in a family business or a farm
3 – unemployed
4 – student, in school, in vocational training
5 – retired
6 – on maternity leave, parental leave or childcare leave
7 – ill or disabled for a long time or permanently
8 – looking after the home or family
9 – military service or social service
10 – other

Interviewer Instruction: Ask 112 about each non-biological child in the household (codes 4–6 in relationship with R).

112. In what month and year did you and [name] first start living in the same household?

Write in Household Grid.

113. a. Is any member of your household limited in his/her ability to carry out normal everyday activities, because of a physical or mental health problem or a disability?

1 – yes ↓

2 – no → **go to 114**

b. Who are these persons?

Tick mark in Column ‘Disability’ in Household Grid.

Dwelling Unit

Now I would like to ask you some questions about your accommodation.

114. How many rooms are there in the dwelling where you live, NOT counting kitchens, bathrooms and toilets? Exclude also rooms used solely for business, hallways and utility rooms.

Number of rooms _____

115. In what month and year did you start living in this [type of accommodation]?

month year

116. Does your household own or rent this accommodation or does it come rent-free?

1 – owner

2 – tenant or subtenant, paying rent

3 – accommodation is provided rent-free

4 – other

117. How satisfied are you with your dwelling? On a scale from 0 to 10 where 0 means ‘not at all satisfied’ and 10 means ‘completely satisfied’ and 5 means ‘about average’, what number best represents your satisfaction with your dwelling? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale _____

118. Do you intend to move within the next three years?

1 – definitely not.....→ **go to 120**

2 – probably not.....→ **go to 120**

3 – probably yes.....→ continue with 119

4 – definitely yes.....→ continue with 119

119. Would that be to another country, to another municipality or within the same municipality?

1 – to another country

2 – to another municipality

3 – within the same municipality

4 – within the country, but cannot say about municipality

Education

Now I would like to ask a few questions about your education.

120. What is the highest level of education you have successfully completed?
[Country-specific list to be compatible with ISCED]

121. What was the main subject matter of these studies?

Write exact answer.

122. In what month and year did you reach that level?

month year

123. Are you currently studying?

1 – yes → **go to Interviewer Check before 201**

2 – no → continue with 124

124. Do you intend to resume your education within the next three years?

1 – definitely not

2 – probably not

3 – probably yes

4 – definitely yes

Section 2: Children

Childcare

Interviewer Check:

Does R have any children younger than 14 in the household?

See Household Grid for codes 2–6 in ‘Relationship to R’ and ‘Age’ <14.

yes → continue ↓

no → go to 208

201. a. I’m going to read out various tasks that have to be done when one lives together with children. Please tell me, who in your household does these tasks? Choose your answer from the card.

Is there a partner in the household? See Household Grid.

yes



Hand out Card 201-1

[Comment: This card includes all alternatives from the table head]

no



Hand out Card 201-2

[Comment: This card does not include the partner-related alternatives]

Start asking item by item from the table below.

If the answer is 6 “Always or usually other persons in R’s household”, ask question 201b before proceeding to the next item.

b. Could you just tell me which of the other household members?

Write the reference number(s) of the household member(s) from the Household Grid into the table below.

	always R	usually R	R and P about equally	usually P	always P	always or usually other persons in the household	always or usually someone not living in the household	children do it themselves	not applicable
a. dressing the children or seeing that the children are properly dressed	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	8	99
b. putting the children to bed and/or seeing that they go to bed	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	8	99
c. staying at home with the children when they are ill	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	8	99
d. playing with the children and/or taking part in leisure activities with them	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	8	99
e. helping the children with homework	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	8	99
f. taking the children to/from school, day care centre, babysitter or leisure activities	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	8	99

Interviewer Check:

Is there a partner in the household? See Household Grid.

yes → continue ↓

no → go to 203

202. How satisfied are you with the way childcare tasks are divided between you and your partner/spouse? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

203. a. Do you get regular help with childcare from a day care centre, a nursery or pre-school, an after-school care-centre, a self-organised childcare group, a babysitter, or from some other institutional or paid arrangement?

1 – yes ↓

2 – no → go to 204

b. Please name all the alternatives from the card that are regularly used.

Show Card 203: Professional childcare providers [Comment: A country-specific list that covers all institutional arrangements. All the arrangements on the card should also be mentioned in the question text.], **and tick mark mentioned arrangements in the table below.**

Ask 203c for each care mode mentioned in 203b.

c. How frequently do you make use of [mentioned arrangement]?

Write in the table.

	tick mark if mentioned	frequency of use			
		W= week; M= month; Y= year			
1 – babysitter (nanny)		_____ times per	W	M	Y
2 – day care centre		_____ times per	W	M	Y
3 – nursery or pre-school		_____ times per	W	M	Y
4 – after-school care-centre		_____ times per	W	M	Y
5 – self-organised childcare group		_____ times per	W	M	Y
6 – other institutional arrangement		_____ times per	W	M	Y

204. a. Do you (also) get regular help with childcare from relatives or friends or other people for whom caring for children is not a job?

1 – yes ↓

2 – no → **go to 205**

b. From whom do you get this help?

Code up to 5 persons in the table below using the List of Providers and Receivers.

Ask 204c for each person mentioned in 204b.

c. How frequently does [mentioned person] help to look after your children?

Write in the table.

Code from the List of Providers and Receivers	Frequency of use			
	W= week; M= month; Y= year			
	_____ times per	W	M	Y
	_____ times per	W	M	Y
	_____ times per	W	M	Y
	_____ times per	W	M	Y
	_____ times per	W	M	Y

205. How much does your household usually pay per month for childcare, if anything?

_____ € per W M Y

0 – does not pay for childcare

206. Now, please think of your children who currently live in your household. With whom have you been on parental leave or childcare leave [use country-specific label]?

Write in reference numbers from the Household Grid.

Household Grid reference numbers _____

0 – has not been on parental leave/ childcare leave with any co-resident child

207. And in connection with which children has the child's father (mother) been on parental leave or childcare leave [use country-specific label]?

Household Grid reference numbers _____

0 – has not been on parental leave/ childcare leave with any co-resident child

208. a. Over the last 12 months, have you given regular help with childcare to other people?

If it is R's job is to provide childcare, consider only the help outside his/her job.

1 – yes ↓

2 – no → *go to Interviewer Check before 209*

		Persons who receive help from R				
		1	2	3	4	5
b. Whom have you helped? <i>Record up to 5 persons in this row. Code using the List of Providers and Receivers.</i>	List of Providers and Receivers					
c. Did this person live in the same household with you at that time?	1 – yes 2 – no					

Non-Resident Children

Interviewer Check:

Does R have children in the household?

yes →

209. We already talked about those children who currently live in your household. In addition to them, have you given birth to/ fathered any other children or have you ever adopted any other children? Do not include stepchildren, that is, children belonging to your current or prior partner/spouse. I will ask you about those children later.

no →

209. Have you given birth to/ fathered any children or have you ever adopted any children? Do not include stepchildren, that is, children belonging to your current or prior partner/spouse. I will ask you about those children later.

1 – yes → continue with
210 ↓

2 – no → *go to 225*

		1	2	3	4	5	6	7	8
Interviewer Check: If the child is 14 or older (see 216a) go to 220. If the child is younger than 14 continue ↓									
218.	Were you on parental leave or childcare leave with [name]?								
		1 – yes							
		2 – no							
219.	Was [name]'s father/mother on parental leave or childcare leave with [name]?								
		1 – yes							
		2 – no							
220.	In what month and year did you and [name of child] stop living in the same household?								
		month ...	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
		year ...	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
221.	How long does it take to get from your home to where [name] is living at present?								
		hour ...	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
		min ...	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
Interviewer Instruction: Ask the next question about each child who is younger than 14.									
222.	How often do you look after [name]?								
	W= week M= month Y= year	times per	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
		W	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
		M	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
		Y	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
		0 – never	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
223.	How often do you see [name]?								
	W= week M= month Y= year	times per	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
		W	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
		M	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
		Y	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
		0 – never	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]	[[]]
224.	How satisfied are you with your relationship with [name]? Please use this card and tell me the value on the scale.								
		Value from Card 117:							
		Satisfaction Scale							
Go to 212 for the next child. If no more children continue ↓									
225.	(In addition to the children we already talked about,) have you ever had any foster-children?								
	1 – yes →								
	2 – no ↓								

225. (In addition to the children we already talked about,) have you ever had any foster-children?

1 – yes →
2 – no ↓

Code 3 at 213 without asking.

Stepchildren

Interviewer Check: Does R live together with a partner? See Household Grid.

yes → continue ↓ no → go to 238

226. Next, I would like to know about any stepchildren, that is, children your current partner/spouse has had, other than those who currently live in the household. Has your partner had children who do not currently live in your household? Please include any children who may have died.

1 – yes ↓ 2 – no → go to 238

Now I'd like to ask you a few questions about each of them, starting with the oldest.

Interviewer Instruction: First, fill in answers to 227 and 228 for all mentioned children, then continue by asking all the other questions about the first stepchild, then about the second, and so on.

		1	2	3	4	5	6	7	8
227.	To help me to keep track of them please tell me their names first. Write in.	Name ...							
228.	a. Are they all alive?	1 – yes 2 – no ↓							
	b. Please mention those children who are not alive any more.	tick mark deceased children							
Interviewer Instruction: Use past tense when asking about a deceased child.									
229.	Can I just check, that [name] is male/female?	1 – male 2 – female							
230.	In what month and year was he/she born?	month ... year ...							
231.	Has [name] ever been a member of your household for at least 3 months?	1 – yes 2 – no → go to 229 for the next stepchild; if no more stepchildren go to 238							
232.	In what month and year did he/she start living in your household?	month ... year ...							
Interviewer Check: If the child is alive (see 228) go to 234. If the child is deceased continue ↓									

		1	2	3	4	5	6	7	8
233.	In what month and year did he/she die?	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
	month ...	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
	year ...	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
Go to 229 for the next stepchild. If no more stepchildren go to 238									
234.	In what month and year did you and [name of child] stop living in the same household?	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
	month ...	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
	year ...	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
235.	How long does it take to get from your home to where [name] is living at present?	__	__	__	__	__	__	__	__
	hour ...	__	__	__	__	__	__	__	__
	min ...	__	__	__	__	__	__	__	__
236.	How often do you see [name]?	__	__	__	__	__	__	__	__
	W = week M = month Y = year	__	__	__	__	__	__	__	__
	times per	__	__	__	__	__	__	__	__
	W M Y	__	__	__	__	__	__	__	__
	0 – never	__	__	__	__	__	__	__	__
237.	How satisfied are you with your relationship with [name]? Please use this card and tell me the value on the scale.								
	Value from Card 117: Satisfaction Scale								
Go to 229 for the next stepchild. If no more stepchildren continue ↓									

Grandchildren

238. How many grandchildren do you have?

_____ 0 – no grandchildren → *go to Interviewer Check before 301*

Ask if R has 2 or more grandchildren



239. a. In what month and year was the oldest of your grandchildren born?

month |__|__| year |__|__|

240. And in what month and year was the youngest of your grandchildren born?

month |__|__| year |__|__|

Ask if R has 1 grandchild



239 b. In what month and year was your grandchild born?

month |__|__| year |__|__|

Go to 241

241. How frequently do you help to look after your grandchild(ren)?

_____ times per: W M Y

0 – does not help

242. a. Do you have any great-grandchildren?

1 – yes ↓

2 – no → *go to Interviewer Check before 301*

b. How many?

Section 3: Partnerships**Current Co-Resident Partner or Spouse**

Interviewer Check: Does R live together with a partner? See Household Grid.

yes → *continue* ↓

no → *go to 306*

I would like to move on with a few questions about your current partner or spouse.

301. In what month and year did you and he/she first start living together?

month |__|__| year |__|__|

Interviewer Check: Is the partner of same sex as R? See Household Grid.

yes → *go to 303*

no → *continue with 302* ↓

[Comment: Countries where it is possible to register a same sex partnership, should route same-sex partners into questions analogous to 302, using the appropriate terminology.]

302. a. Are you and he/she legally married?

1 – yes ↓

2 – no → *go to Interviewer Instruction before 303*

b. In what month and year did you marry?

month |__|__| year |__|__|

Interviewer Instruction: If R is married use ‘spouse’ and if R is not married use ‘partner’ wherever ‘partner/spouse’ is printed.

303. a. Was your partner/spouse born in [the UK]?

1 – yes → **go to 304**

2 – no ↓

b. In which country was he/she born?

Country of birth _____

c. In what month and year did he/she first start living permanently in [the UK]?

month year

304. What is the highest level of education your partner/spouse has successfully completed?
[Country-specific list to be compatible with ISCED]

305. What was the main subject matter of these studies?

Write exact answer.

Go to Interviewer Check before 319

Current Non-Resident Partner or Spouse

Note: Rs who have a co-resident partner do not have to answer to this section.

306. Are you currently having an intimate (couple) relationship with someone you're not living with? This may also be your spouse if he/she does not live together with you. Our survey does not only cover heterosexual relationships, but also same-sex relationships. If you have a partner of the same sex, please answer the following questions as well.

1 – yes ↓

2 – no → **go to 319**

307. In what month and year did this relationship start?

month year

308. a. Are you living apart because you and/or your partner want to or because circumstances prevent you from living together? Please choose your answer from the card.

Show Card 308a.

1 – I want to live apart	2 – both my partner and I want to live apart	3 – my partner wants to live apart	4 – we are constrained by circumstances
↓	↓	↓	↓
b	b → c	c	d

b. Why do you (R) want to live apart?
Please choose the most important reason.

Show Card 308b.

1 – for financial reasons
2 – to keep independence
3 – because of children
4 – not yet ready for living together
5 – other

If 308a=2 continue with 308c →

If 308a=1 continue with 309 ↓

c. Why does your partner want to live apart? Please choose the most important reason.

Show Card 308c.

1 – for financial reasons
2 – to keep independence
3 – because of children
4 – not yet ready for living together
5 – other
97 – do not know

d. By which circumstances?
Please choose the most important circumstances.

Show Card 308d.

1 – work circumstances
2 – financial circumstances
3 – housing circumstances
4 – legal circumstances
5 – my partner has another family
6 – other

309. Please tell me whether your partner is male or female.

- 1 – male
2 – female

Interviewer Check: Is the partner of same sex as R?

yes → go to 311

no → continue with 310 ↓

[Comment: Countries where it is possible to register a same sex partnership, should route same-sex partners into questions analogous to 310, using the appropriate terminology.]

310. a. Have you ever been legally married to him/her?

1 – yes ↓

2 – no → go to 311

b. In what month and year did you marry?

month | | | | year | | | |

c. Are you still married to him/her?

1 – yes → go to 311

2 – no ↓

d. In what month and year did you get a divorce?

month | | | | year | | | |

Interviewer Instruction: If R is married use ‘spouse’ and if R is not married use ‘partner’ wherever ‘partner/spouse’ is printed.

311. In what month and year was your partner/spouse born?

month | | | | year | | | |

312. a. Was your partner/spouse born in [the UK]?

1 – yes → go to 313

2 – no ↓

b. In which country was he/she born?

Country of birth _____

c. In what month and year did he/she first start living permanently in [the UK]?

month | | | | year | | | |

313. What is the highest level of education your partner/spouse has successfully completed?

[Country-specific list to be compatible with ISCED]

314. What was the main subject matter of these studies?

Write exact answer.

315. Which of the items on the card best describes what he/she is mainly doing at present?

Show Card 108: Activity

- 1 – employed or self-employed
2 – helping family member in a family business or a farm
3 – unemployed
4 – student, in school, in vocational training
5 – retired
6 – on maternity leave, parental leave or childcare leave
7 – ill or disabled for a long time or permanently
8 – looking after the home or family
9 – military service or social service
10 – other

316. How long does it take to get from your home to where he/she is living at present?

_____hours _____minutes

Show Card 321: How Much Would Your Decision Depend on ... ?

	not at all	a little	quite a lot	a great deal	not applicable
a. your financial situation	1	2	3	4	99
b. your work	1	2	3	4	99
c. your housing conditions	1	2	3	4	99
d. your health	1	2	3	4	99

Interviewer Check: Does R have a non-resident partner? See 306.yes → *continue* ↓

no → go to 323

322. Does your partner think that you should start living together?

- 1 – yes
- 2 – no
- 3 – partner is not sure
- 97– R does not know

323. Although you may feel that the decision to start living together with a partner is yours (and your partner's), it is likely that others have opinions about what you should do. I'm going to read out some statements about what other people might think about you starting to live with a/your partner during the next three years. Please tell me to what extent you agree or disagree with these statements, choosing your answer from this card.

Show Card 323: Agreement Scale.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	not applicable
a. Most of your friends think that you should start living together with a/your partner	1	2	3	4	5	99
b. Your parents think that you should start living together with a/your partner (Interviewer: if necessary, ask for step-/foster-parents)	1	2	3	4	5	99
c. Your children think that you should start living together with a/your partner	1	2	3	4	5	99
d. Most of your other relatives think that you should start living together with a/your partner	1	2	3	4	5	99

324. Do you intend to marry somebody/ your partner during the next 3 years?

- 1 – definitely not
- 2 – probably not
- 3 – probably yes
- 4 – definitely yes

Partnership History

325. (Apart from your current partnership or marriage,) have you ever before lived together with someone as a couple or have you ever been married? As I mentioned previously, our survey also concerns same-sex partnerships. If you ever had a same-sex partnership, please answer the following questions for those partnerships as well.

1 – yes ↓

2 – no → go to 401

I would like to ask a few questions about each of your previous partners or spouses. If you have lived with the same partner/spouse more than once, this counts as separate partnerships. Let us start with your first partnership

		1	2	3	4	5	6	7	8
326.	In what month and year did you start living together with your first/second/... partner or spouse?	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...
327.	a. Were you and he/she legally married?	1 – yes 2 – no → go to 328							
	b. In what month and year did you legally marry him/her?	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...
328.	In what month and year was he/she born?	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...
329.	When you started living together, how many children, if any, did your partner/spouse already have that were not yours? Please include adopted and foster children.	number							
330.	How did this partnership end? Please choose your answer from the card. Show Card 330: End of Partnership	1 – Broke up 2 – Partner died							
331.	In what month and year did that happen?	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...
Interviewer Check: If the partner died (see 330) go to 336. If the partnership ended in breaking up continue ↓									

	1	2	3	4	5	6	7	8
332. Did you have children together with him/her?	1 – yes 2 – no → go to Interviewer Check before 334							
333. With whom did your children mainly stay in the first year after you broke up? Please choose your answer from the card. You may choose more than one answer if your shared children mainly lived at different places from each other. Show Card 333: Where Did Children Mainly Stay?	1 – with me 2 – with my ex-partner 3 – with both of us on a time-shared basis 4 – with relatives 5 – with others 6 – at a children's home 7 – started to live independently 8 – child was already living independently 9 – other							
Interviewer Check: If R was married to this partner (327) continue ↓. If not married to this partner go to 336								
334. a. Did you and he/she get divorced?	1 – yes 2 – no → go to 336							
b. In what month and year did you get divorced?	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...	month ... year ...
335. Who started the legal process of divorce?	1 – R 2 – R and P together 3 – P							
336. Have you had any other partnership afterwards (apart from your current partnership)?	1 – yes → go to 326 on the next partner ↑ 2 – no → continue with 337							
337. a. As mentioned, our survey also deals with same-sex partnerships. May I ask you, have any of your previous partners been of the same sex as you?	1 – yes ↓ 2 – no → go to the Interviewer Check before 338							
b. Which one(s)?								

Write reference numbers of same-sex partners from the table on the line below.

Child Alimony/ Maintenance

Interviewer Check: *Did R have shared children with any of the previous partners? See 332 in the Partnership Table*

yes → *continue* ↓

no → *go to 346*

338. Do you currently receive maintenance payments for any of the children you had with your previous partner(s)/spouse(s)? Do not include here any alimony that you may be receiving for yourself.

1 – *yes* → *go to 340*

2 – *no* ↓

339. Have you received maintenance payments for children at any time over the last 12 months?

1 – *yes* ↓

2 – *no* → *go to 342*

340. How much?

_____ € per W M Y

341. How many times have you received these payments during the last 12 months?

_____ times

Go to 346

342. Do you currently pay maintenance payments for any of those children?

1 – *yes* → *go to 344*

2 – *no* ↓

343. Have you paid maintenance payments for children at any time over the last 12 months? Do not include here any alimony that you may be paying to a previous partner/spouse for him/herself.

1 – *yes* ↓

2 – *no* → *go to 346*

344. How much?

_____ € per W M Y

345. How many times have you paid these payments during the last 12 months?

_____ times

Partner Alimony

346. Do you currently receive alimony [country-specific term] or other payments from (any of) your previous partner(s)/spouse(s) for yourself? (Do not consider here the alimony paid for your children.)

1 – *yes* → *go to 348*

2 – *no* ↓

347. Have you received such payments at any time over the last 12 months?

1 – *yes* ↓

2 – *no* → *go to 350*

348. How much?

_____ € per W M Y

349. How many times have you received these payments during the last 12 months?

_____ times

Go to 401-

350. Do you currently pay alimony [country-specific term] or other payments to (any of) your previous partner(s)/spouse(s)? (Do not consider here the alimony paid to children.)

1 – yes → **go to 352**

2 – no ↓

351. Have you paid such payments at any time over the last 12 months?

1 – yes ↓

2 – no → **go to 401**

352. How much?

_____ € per W M Y

353. How many times have you paid these payments during the last 12 months?

_____ times

Section 4: Household Organisation and Partnership Quality

Household Organisation

401. Now I would like to ask you some questions about who does what in your household. Please tell me who does the following tasks in your household, choosing your answers from the card.

Interviewer Check: Look at the Household Grid.

R lives alone



Show Card 401-1

[Comment: This card includes the alternatives 1, 2 and 7 where the 7 is 'always or usually someone else']

R does not live alone



There is a partner in the household



Show Card 401-2

[Comment: This card includes all alternatives from the table head]

There is no partner in the household



Show Card 401-3

[Comment: This card does not include the partner-related alternatives]

Start asking item by item from the table below.

If the answer is 6 "Always or usually other persons in R's household", ask question 401b before proceeding to the next item.

b. Could you just tell me which of the other household members?

Write the reference number(s) of the household member(s) from the Household Grid into the table below.

	always R	usu- ally R	R and P about equally	usu- ally P	always P	always or usu- ally other per- sons in the household	always or usually someone not living in the house- hold	not appli- cable
a. preparing daily meals	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99
b. doing the dishes	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99
c. shopping for food	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99
d. vacuum-cleaning the house	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99
e. doing small repairs in and around the house	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99
f. paying bills and keeping financial records	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99
g. organising joint social activities	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99

Interviewer Check: Look at the Household Grid.

R lives alone



*Ask 403 and 404 using the word
'you' instead of 'your household'*

R does not live alone



*There is a partner in the
household*



continue



*There is no partner in the
household*



go to 403

402. How satisfied are you with the division of household tasks between you and your partner/spouse? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

403. Which people give your household regular help with household tasks?

Code using the List of Providers and Receivers.

404. Does your household regularly pay someone to do housework?

1 – yes

2 – no

Decision-Making

Interviewer Check:

Does R’s partner live in the household?

yes → continue
↓

no
↓

*Does R have a non-resident partner?
See 306*

yes → go to 407

no → go to 501

405. We have already talked about the various tasks that have to be done in a household. Now I would like to ask you some questions about decisions. Who makes decisions about the following issues in your household?

Show Card 401-2 and start asking item by item from the table below.

If the answer is 6 “Always or usually another person in R’s household”, ask question 405b before proceeding to the next item.

b. Could you just tell me which of the other household members?

Write the reference number of the household member from the Household Grid into the table below.

	always R	usu-ally R	R and P about equally	usu-ally P	always P	always or usu-ally other persons in the household	always or usually someone not living in the household	not applicable
a. routine purchases for the household	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99
b. occasional more expensive purchases for the household	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99
c. the time you spend in paid work	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99
d. the time your partner/spouse spends in paid work	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99
e. the way children are raised	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99
f. social life and leisure activities	1	2	3	4	5	6 Ref. # in Hh. Grid:	7	99

406. How do you and your partner/spouse organise your household income? Which of the items on this card fits best?

Show Card 406: Organising income.

- 1 – I manage all the money and give my partner/spouse his/her share
- 2 – My partner/spouse manages all the money and gives me my share
- 3 – We pool all the money and each takes out what we need
- 4 – We pool some of the money and keep the rest separate
- 5 – We each keep our own money separate
- 6 – Other [Comment: This category is only for coding, it should not be presented in the Card itself.]

Partnership Quality

Note: This section is asked from those who have either a co-resident or a non-resident partner.

407. How satisfied are you with your relationship with your partner/spouse? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

408. Now I am going to read out a list of things that couples may have disagreements about. Within the last 12 months, how often did you and your partner/spouse have disagreement about [household chores]? Please choose answers from this card.

Show Card 408: Frequency.

	never	seldom	sometimes	frequently	very frequently
a. household chores	1	2	3	4	5
b. money	1	2	3	4	5
c. use of leisure time	1	2	3	4	5
d. sex	1	2	3	4	5
e. relations with friends	1	2	3	4	5
f. relations with parents and in-laws	1	2	3	4	5
g. child-raising issues	1	2	3	4	5
h. having children	1	2	3	4	5
i. drinking alcohol	1	2	3	4	5

Interviewer Check: If R replied with 1 “never” to all items in 408 go to 410.

409. Couples deal with serious disagreements in various ways. When you have a serious disagreement with your partner/spouse, how often do you [keep your opinion to yourself]? Please choose your answer from the card.

Show Card 408: Frequency.

	never	seldom	sometimes	frequently	very frequently
a. keep your opinion to yourself	1	2	3	4	5
b. discuss your disagreement calmly	1	2	3	4	5
c. argue heatedly or shout	1	2	3	4	5
d. end up becoming violent	1	2	3	4	5

410. Even the people who get along well with their partners sometimes wonder whether their marriage or partnership will work. Over the past 12 months, have you thought about breaking up your relationship?

- 1 – yes
- 2 – no

Section 5: Parents and Parental Home

[Comment: In this part, separate parallel sections are printed for Rs at different life situation. According to the routing, one R gets questions from one parallel section only.]

Co-Residence with Biological Parents

Now I would like to ask you some questions about your parents and your parental home.

501. At the beginning of our interview when we were talking about your household you mentioned that you are ...

Look up from Household Grid.

- 1 – living with both of your parents → continue with 502
- 2 – living with your father (not your mother) → **go to 503**
- 3 – living with your mother (not your father) → **go to 504**
- 4 – not living with your parents → **go to 533**

Is this correct?

502. Are both the parents who are living in this household your biological parents?

- 1 – yes, both → **go to 564**
- 2 – no, only my father → **go to 505**
- 3 – no, only my mother → **go to 519**
- 4 – no, both are adoptive, foster or step-parents → **go to 533**

503. Is your father who is living in this household your biological father?

- 1 – yes → **go to 505**
- 2 – no → **go to 533**

504. Is your mother who is living in this household your biological mother?

- 1 – yes → **go to 519**
- 2 – no → **go to 533**

Questions to Those Who Live with Biological Father, Not Mother

505. May I ask you whether your biological mother is still alive?

- 1 – yes, still alive → **go to 510**
- 2 – no, not alive any more → continue with 506
- 3 – I do not know whether she still is alive → **go to 507**
- 4 – I do not know anything about my biological mother → **go to 566**

506. In which year did she die?

year

507. In which year was she born?

year

508. Did your biological parents ever break up?

- 1 – yes → continue with 509
- 2 – no, they never lived together → **go to 566**
- 3 – no, other situation → **go to 566**

509. In which year did that happen?

year

Go to 566

510. In which year was she born?

year

511. Did your biological parents ever break up?
 1 – yes → continue with 512
 2 – no, they never lived together → *go to 513*
 3 – no, other situation → *go to 513*
512. In which year did that happen?
 year
513. Which of the items on this card apply to your mother's living arrangement? Please mention all categories that apply.

Show Card 513: Mother's Living Arrangement.

Code all answers that apply.

- 1 – alone
 2 – with her partner/spouse
 3 – with her son(s)
 4 – with her daughter(s)
 5 – with a relative
 6 – with a friend
 7 – in a room of a boarding house
 8 – in a dwelling that specifically meets the needs of the elderly (like a service flat, semi-independent sheltered accommodation)
 9 – in a home for the elderly
 10 – in a nursing home
514. Is your mother limited in her ability to carry out normal everyday activities because of a physical or mental health problem or a disability?
 1 – yes
 2 – no
515. How long does it take to get from your home to where your mother is living at present?
 _____ hours _____ minutes
516. How often do you see your mother?
 _____ times per: W M Y
 0 – never
517. How satisfied are you with the relationship with your mother? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

518. Do you intend to start living together with your mother within the next 3 years?
 1 – definitely not
 2 – probably not
 3 – probably yes
 4 – definitely yes

Go to 566

Questions to Those Who Live with Biological Mother, Not Father

519. May I ask you whether your biological father is still alive?
 1 – yes, still alive → *go to 524*
 2 – no, not alive any more → continue with 520
 3 – I do not know whether he still is alive → *go to 521*
 4 – I do not know anything about my biological father → *go to 566*
520. In which year did he die?
 year
521. In which year was he born?
 year

522. Did your biological parents ever break up?
- 1 – yes → continue with 523
 2 – no, they never lived together → go to 566
 3 – no, other situation → go to 566

523. In which year did that happen?
 year |_|_|

Go to 566

524. In which year was he born?
 year |_|_|

525. Did your biological parents ever break up?
- 1 – yes → continue with 526
 2 – no, they never lived together → go to 527
 3 – no, other situation → go to 527

526. In which year did that happen?
 year |_|_|

527. Which of the items on this card apply to your father's living arrangement? Please mention all categories that apply.

Show Card 527: Father's Living Arrangement.

Code all answers that apply.

- 1 – alone
 2 – with his partner/spouse
 3 – with his son(s)
 4 – with his daughter(s)
 5 – with a relative
 6 – with a friend
 7 – in a room of a boarding house
 8 – in a dwelling that specifically meets the needs of the elderly (like a service flat, semi-independent sheltered accommodation)
 9 – in a home for the elderly
 10 – in a nursing home
528. Is your father limited in his ability to carry out normal everyday activities because of a physical or mental health problem or a disability?
- 1 – yes
 2 – no
529. How long does it take to get from your home to where your father is living at present?
 _____ hours _____ minutes
530. How often do you see your father?
 _____ times per: W M Y
 0 – never
531. How satisfied are you with the relationship with your father? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

532. Do you intend to start living together with your father within the next 3 years?
- 1 – definitely not
 2 – probably not
 3 – probably yes
 4 – definitely yes

Go to 566

Questions to Those Who Do Not Live with Either Biological Parent

Basic data on both parents

533. Now I am going to ask a few questions about your biological parents. May I ask you whether your biological father is still alive?

- 1 – yes, still alive → *go to 535*
- 2 – no, not alive any more → continue with 534
- 3 – I do not know whether he still is alive → *go to 535*
- 4 – I do not know anything about my biological father..... → *go to 536*

534. In which year did he die?

year

535. In which year was he born?

year

536. And your biological mother, is she still alive?

- 1 – yes, still alive → *go to 538*
- 2 – no, not alive any more → continue with 537
- 3 – I do not know whether she still is alive..... → *go to 538*
- 4 – I do not know anything about my biological mother → *go to 566*

537. In which year did she die?

year

538. In which year was she born?

year

539. Did your biological parents ever break up?

- 1 – yes → continue with 540
- 2 – no → *go to 541*
- 3 – no, they never lived together → *go to 541*
- 4 – I do not know anything about my parents..... → *go to 566*

540. In which year did that happen?

year

Routing

Interviewer Instruction: Look up whether the biological mother and father are alive (see 533 and 536). If both are alive look up whether they had ever split up (see 539). Code the parental situation below and follow the corresponding route to further questions.

541. Let me summarise:

- 1 – both your biological parents are alive and they never split up → continue with 542
- 2 – both your biological parents are alive but have split up or never lived together .. → *go to 543*
- 3 – your biological father is alive, your biological mother (probably) not..... → *go to 543*
- 4 – your biological mother is alive, your biological father (probably) not..... → *go to 549*
- 5 – neither of your biological parents is (probably) alive any more..... → *go to 566*

Co-residence of parents

542. Are your father and mother still living together?

- 1 – yes → *go to 555*
- 2 – no → continue with 543

Father, if parents do not live together or if mother not alive

543. Which of the items on this card apply to your father's living arrangement? Please mention all categories that apply.

Show Card 527: Father's Living Arrangement.

Code all answers that apply

- 1 – alone
- 2 – with his partner/spouse
- 3 – with his son(s)
- 4 – with his daughter(s)
- 5 – with a relative
- 6 – with a friend
- 7 – in a room of a boarding house
- 8 – in a dwelling that specifically meets the needs of the elderly (like a service flat, semi-independent sheltered accommodation)
- 9 – in a home for the elderly
- 10 – in a nursing home

544. Is your father limited in his ability to carry out normal everyday activities because of a physical or mental health problem or a disability?

- 1 – yes
- 2 – no

545. How long does it take to get from your home to where your father is living at present?

_____ hours _____ minutes

546. How often do you see your father?

_____ times per: W M Y

0 – never

547. How satisfied are you with the relationship with your father? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

548. Do you intend to start living together with your father within the next 3 years?

- 1 – definitely not
- 2 – probably not
- 3 – probably yes
- 4 – definitely yes

Mother, if parents do not live together or if father not alive

Interviewer Check: Is R's mother alive? See 536.

yes → continue ↓

no → go to 566

549. Which of the items on this card apply your mother's living arrangement? Please mention all categories that apply.

Show Card 513: Mother's Living Arrangement.

Code all answers that apply.

- 1 – alone
- 2 – with her partner/spouse
- 3 – with her son(s)
- 4 – with her daughter(s)
- 5 – with a relative
- 6 – with a friend
- 7 – in a room of a boarding house
- 8 – in a dwelling that specifically meets the needs of the elderly (like a service flat, semi-independent sheltered accommodation)
- 9 – in a home for the elderly
- 10 – in a nursing home

550. Is your mother limited in her ability to carry out normal everyday activities because of a physical or mental health problem or a disability?

- 1 – yes
- 2 – no

551. How long does it take to get from your home to where your mother is living at present?

_____ hours _____ minutes

552. How often do you see your mother?

_____ times per: W M Y

0 – never

553. How satisfied are you with the relationship with your mother? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

554. Do you intend to start living together with your mother within the next 3 years?

- 1 – definitely not
- 2 – probably not
- 3 – probably yes
- 4 – definitely yes

Go to 566

Both parents, if live together

555. Which of the items on this card apply your parents' living arrangement? Please mention all categories that apply.

Show Card 555: Parents' Living Arrangement.

Code all answers that apply.

- 1 – just the two of them
- 2 – with their son(s)
- 3 – with their daughter(s)
- 4 – with another relative
- 5 – with a friend
- 6 – in a room of a boarding house
- 7 – in a dwelling that specifically meets the needs of the elderly (like a service flat, semi-independent sheltered accommodation)
- 8 – in a home for the elderly
- 9 – in a nursing home

556. Is your father limited in his ability to carry out normal everyday activities because of a physical or mental health problem or a disability?

- 1 – yes
- 2 – no

557. What about your mother? (Is she limited in her ability to carry out normal everyday activities because of a physical or mental health problem or a disability?)

- 1 – yes
- 2 – no

558. How long does it take to get from your home to where your parents are living at present?

_____ hours _____ minutes

559. How often do you see your father?

_____ times per: W M Y

0 – never

560. How often do you see your mother?

_____ times per: W M Y

0 – never

561. How satisfied are you with the relationship with your father? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

562. How satisfied are you with the relationship with your mother? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

563. Do you intend to start living together with your parents within the next 3 years?

1 – definitely not

2 – probably not

3 – probably yes

4 – definitely yes

Go to 566

Questions to Those Who Live with Both Biological Parents

564. Did your biological parents ever break up?

1 – yes → continue with 565

2 – no → **go to 566**

565. In which year did that happen?

year |__|__|

Brothers, Sisters, Grandparents

566. a. How many brothers and sisters have you ever had?

_____ brothers

_____ sisters

b. How many of your brothers and sisters are alive?

_____ brothers

_____ sisters

567. How many of your grandparents are alive?

Parental Home During Childhood

568. Where did you live for most of your childhood, that is until you were 15?

1 – In this country, municipality

2 – Abroad, country

569. Did you live most of your childhood up to the age of 15 with both of your own biological parents?

1 – yes → **go to 571**

2 – no → continue with 0 ↓

570. With whom did you live for most of your childhood, that is, until you were 15? Please choose your answer from this card.

Show Card 570: Childhood Family.

- 1 – with biological mother only → *go to 574*
- 2 – with biological father only → *go to 572*
- 3 – with biological mother and stepfather..... → continue with the text before 571
- 4 – with biological father and stepmother..... → continue with the text before 571
- 5 – with (a) grandparent(s) → *go to Interviewer Check before 576*
- 6 – with (an)other relative(s) → *go to Interviewer Check before 576*
- 7 – with (an) adoptive parent(s) → continue with the text before 571
- 8 – with (a) foster parent(s) → continue with the text before 571
- 9 – in a boarding school → *go to Interviewer Check before 576*
- 10 – in an orphanage..... → *go to Interviewer Check before 576*
- 11 – in a special youth home → *go to Interviewer Check before 576*
- 12 – other → *go to Interviewer Check before 576*

Interviewer Instruction: Use the answer given here (570) in the following sentence.

Now I'd like to ask you some questions about [answer to 570] with whom you lived most of your childhood.

571. How was the relationship between your parents up to the time you were 15 years of age? Taking all things together, on a scale from 0 to 10, where 0 is really bad and 10 is absolutely perfect, how would you describe the relationship between your parents at that time?

Scale value: _____

97 – does not know

99 – not applicable

572. What was your father's occupation when you were 15?

(Code: ISCO)

97 – does not know

99 – not applicable

573. What is the highest level of education that your father has successfully completed?

Country-specific categories to be coded with ISCED

97 – does not know

99 – not applicable

574. What was your mother's occupation when you were 15?

(Code: ISCO)

96 – does not know anything about mother → *go to Interviewer Check before 576*

97 – does not know

99 – not applicable

575. What is the highest level of education that your mother has successfully completed?

Country-specific categories to be coded with ISCED

97 – does not know

99 – not applicable

Interviewer Check: Does R currently live with at least one parent? See for codes 7 and 8 in the Household Grid.

yes → go to 577

no → continue ↓

576. In what month and year did you for the first time start living separately from your parents for at least three months?

month year

Go to Interviewer Check before 601

582. Although you may feel that the decision to start living separately from parents is yours, it is likely that others have opinions about what you should do. I'm going to read out some statements about what other people might think about you leaving the parental home during the next three years. Please tell me to what extent you agree or disagree with these statements, choosing your answer from the card.

Show Card 323: Agreement Scale.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	not applicable
a. Most of your friends think it is about time for you to live separately from parents	1	2	3	4	5	99
b. Your parents think that it is about time for you to live separately from parents	1	2	3	4	5	99
c. Most of your other relatives think that it is about time for you to live separately from parents	1	2	3	4	5	99
d. Your children think that you should live separately from your parents	1	2	3	4	5	99

Section 6: Fertility

Note: The scheme below is designed to skip questions on current pregnancy and fecundity for female Rs 50 or older and male Rs with partners 50 or older and for Rs who have never had sexual intercourse with a person of the opposite sex.

Interviewer Check: Current partner is of same sex → go to 631

Interviewer Check: See Household Grid for R's age

R is a woman who is 50 or older	R is a woman who is younger than 50	R is a man
→ go to 631	<p>↓</p> <p>Does R currently have or previously ever had a co-resident partner? See Household Grid and 325.</p> <p>yes → go to 602</p> <p>no</p> <p>↓</p> <p>Hand out Card 601f and continue</p>	<p>↓</p> <p>Does R currently have either a co-resident (see Household Grid) or non-resident partner (see 311) who is 50 or older?</p> <p>yes → go to 631</p> <p>no</p> <p>↓</p> <p>Does R currently have or previously ever had a co-resident partner? See Household Grid and 325.</p> <p>yes → go to 602</p> <p>no</p> <p>↓</p> <p>Hand out Card 601m and continue</p>

601. Please answer yes or no to the question on this card.

[Comment: Card 601f has the question "Have you ever had sexual intercourse with a man?"]

Card 601m has the question "Have you ever had sexual intercourse with a woman?"]

Both cards also display answer categories 1 – yes, 2 – no.]

- 1 – yes → continue with 602
 2 – no → go to 622

Current Pregnancy

Ask from women: 602. I now would like to continue with some questions on pregnancies and having children. Are you currently pregnant?

Ask from men who have a female partner, either co-resident, see Household Grid, or non-resident, see 306: 602 I now would like to continue with some questions on pregnancies and having children. Is your partner/spouse currently pregnant?

Ask from men without a partner: 602 I now would like to continue with some questions on pregnancies and having children. Do you know of any woman who is currently pregnant by you?

Interviewer Instruction:

If the answer “yes” is obtained from a man without a partner, use “she” instead of “partner” or “spouse” in the questions on current pregnancy.

- 1 – yes → continue with 603
 2 – no → **go to 611**
 3 – maybe, do not know yet → **go to 611**

603. In what month and year is the child expected to be born?

month year

604. Just before this pregnancy began, did you yourself want to have a/another baby at some time?

- 1 – yes → continue with 605
 2 – no → **go to 606**
 3 – not sure → continue with 605

605. Did this pregnancy occur sooner than you wanted, later than you wanted, or at about the right time?

- 1 – sooner
 2 – later
 3 – about the right time

606. Couples do not always have the same feelings about the number or timing of children. Just before this pregnancy began, did your partner/spouse want to have a/another baby?

- 1 – yes
 2 – no
 3 – partner was not sure
 97– R does not know

Interviewer Check: Look at the answers to 604 and 606.

Answer to both 604 and 606 is ‘2 – no’ → go to 609

Any other combination of answers → continue with 607 ↓

607. Did you or your partner/spouse do any of the things listed on this card to help you (your partner/spouse) get pregnant? Please name all of the things you did.

Show Card 607: Infertility Treatment.

- | | |
|---|---------------------|
| 1 – receiving medication
2 – methods for ascertaining timing of ovulation
3 – in vitro fertilisation (IVF) or micro-fertilisation (ICSI)
4 – surgery
5 – artificial insemination
6 – other medical treatment | → continue with 608 |
|---|---------------------|

0 – did not use or do anything (not on the card) → **go to 609**

620. Are you or your partner/spouse using or doing any of the things listed on this card to prevent pregnancy at this time? Please name all of the things you use or do.

Show Card 609: Contraception

[Comment: Country-specific list that should cover the range of available methods with commonly understandable labels in a country]

1 – condom	→ go to 622
2 – pills	
3 – intra-uterine device (coil, loop)	
4 – diaphragm/ cervical cap	
5 – foam/ cream/ jelly/ suppository	
6 – injectables (e.g. Depo-Provera)	
7 – implants (e.g. Norplant)	
8 – Persona	
9 – hormonal emergency contraception afterwards (“morning-after pill”)	
10 – withdrawal	
11 – safe period method (rhythm)	
0 – did not use or do anything (not on the card)	→ continue with 621

621. In what month and year did you last use or do anything to prevent pregnancy?

month year
 0 – never used or did anything

Intentions to Have Children

622. Do you intend to have a/another child during the next three years?

1 – definitely not
 2 – probably not
 3 – probably yes
 4 – definitely yes

623. Do you intend to adopt a child or apply for adoption or take a foster child during the next three years?

1 – definitely not
 2 – probably not
 3 – probably yes
 4 – definitely yes

Interviewer check: Did R answer 3 or 4 to either of the previous two questions?

yes → go to 625 no → continue ↓

624. Supposing you do not have a/another child during the next three years, do you intend to have any (more) children at all?

1 – definitely not..... → go to 627
 2 – probably not..... → go to 626
 3 – probably yes..... → continue with 625
 4 – definitely yes..... → continue with 625

625. Would you prefer your first/next child to be a boy or a girl?

1 – boy
 2 – girl
 3 – it does not matter

626. How many (more) children in total do you intend to have?

_____ children

627. Now, suppose that during the next 3 years you were to have a/another child. I would like you to tell me what effect you think this would have on various aspects of your life. Please choose your answers from the card.

Show Card 320: Better or Worse.

If you were to have a/another child during the next three years, would it be better or worse for ...	much better	better	neither better nor worse	worse	much worse	not applicable
a. the possibility to do what you want	1	2	3	4	5	99
b. your employment opportunities	1	2	3	4	5	99
c. your financial situation	1	2	3	4	5	99
d. your sexual life	1	2	3	4	5	99
e. what people around you think of you	1	2	3	4	5	99
f. the joy and satisfaction you get from life	1	2	3	4	5	99
g. the closeness between you and your partner/spouse	1	2	3	4	5	99
h. your partner's/spouse's employment opportunities	1	2	3	4	5	99
i. the care and security you may get in old age	1	2	3	4	5	99
j. certainty in your life	1	2	3	4	5	99
k. the closeness between you and your parents	1	2	3	4	5	99

628. How much would the decision on whether to have or not to have a/another child during the next three years depend on the following?

Show Card 321: How Much Would Your Decision Depend on ... ?

	not at all	a little	quite a lot	a great deal	not applicable
a. your financial situation	1	2	3	4	99
b. your work	1	2	3	4	99
c. your housing conditions	1	2	3	4	99
d. your health	1	2	3	4	99
e. you having a suitable partner	1	2	3	4	99
f. your partner's/spouse's work	1	2	3	4	99
g. your partner's/spouse's health	1	2	3	4	99
h. availability of childcare	1	2	3	4	99
i. your opportunity to go on parental leave or care leave	1	2	3	4	99

703. a. Are you limited in your ability to carry out normal everyday activities, because of a physical or mental health problem or a disability?

1 – yes ↓

2 – no → **go to 704**

b. Since how long?

1 – less than 6 months

2 – 6 months to one year

3 – 1 year to 5 years

4 – 5 years to 10 years

5 – 10 years or more

Personal Care

704. Do you need regular help with personal care such as eating, getting up, dressing, bathing, or using toilets?

1 – yes ↓

2 – no → **go to 710**

705. Over the last 12 months, have you received regular help with personal care from professional persons from the public sector or from a private organisation?

Answers 1 and 2 may both apply.

1 – yes, from the public sector

2 – yes, from a private organisation

3 – yes, but do not know type of organisation

4 – no

706. Over the last 12 months, have you (also) received such help from other people for whom providing such care is not a job?

1 – yes ↓

2 – no → **go to 710**

		Persons who helped R				
		1	2	3	4	5
707. From whom did you get this help? <i>Record up to 5 persons in this row. Code using the List of Providers and Receivers.</i> <i>Ask 708 and 709 about all mentioned persons.</i>	List of Providers and Receivers					
708. Did this person live in the same household with you at that time?	1 – yes 2 – no					
709. Was [person, i.e. your partner, your father] paid for the help?	1 – yes 2 – no					

710. Over the last 12 months, have you given people regular help with personal care such as eating, getting up, dressing, bathing, or using toilets? Do not include the care you may have given to small children.

If it is R's job to help people with personal care, consider only the help outside his/her job.

1 – yes ↓

2 – no → **go to 713**

		Persons who received help from R				
		1	2	3	4	5
711. Whom have you helped? <i>Record up to 5 persons in this row. Code using the List of Providers and Receivers.</i> <i>Ask 712 about all mentioned persons.</i>	List of Providers and Receivers					
712. Did you and this person live in the same household at that time?	1 – yes 2 – no					

Emotional Support

713. Over the last 12 months, have you talked to anyone about your personal experiences and feelings?

1 – yes ↓

2 – no → *go to 716*

		Persons to whom R has talked				
		1	2	3	4	5
714. Whom have you talked to? <i>Record up to 5 persons in this row. Code using the List of Providers and Receivers.</i> <i>Ask 715 about all mentioned persons.</i>	List of Providers and Receivers					
715. Did you and this person live in the same household at that time?	1 – yes 2 – no					

716. Over the last 12 months, has anyone talked to you about his/her personal experiences and feelings?

If it is R's job to listen to other people's problems, consider only the help outside his/her job.

1 – yes ↓

2 – no → *go to 719*

		Persons who have talked to R				
		1	2	3	4	5
717. Who was it? <i>Record up to 5 persons in this row. Code using the List of Providers and Receivers.</i> <i>Ask 718 about all mentioned persons.</i>	List of Providers and Receivers					
718. Did you and this person live in the same household at that time?	1 – yes 2 – no					

Locus of Control

719. How much control do you feel you will have over the following areas of your life in the next three years?

Show Card 321: How Much Would Your Decision Depend on ... ?

	not at all	a little	quite a lot	a great deal	not applicable
a. your financial situation	1	2	3	4	99
b. your work	1	2	3	4	99
c. your housing conditions	1	2	3	4	99
d. your health	1	2	3	4	99
e. your family life	1	2	3	4	99

Well-Being

720. I am going to read out six statements about your current experiences. Please indicate for each of them to what extent they have applied to you recently.

Show Card 720.

	yes	more or less	no
a. There are plenty of people that I can lean on in case of trouble	1	2	3
b. I experience a general sense of emptiness	1	2	3
c. I miss having people around	1	2	3
d. There are many people that I can count on completely	1	2	3
e. Often, I feel rejected	1	2	3
f. There are enough people that I feel close to	1	2	3

721. Please tell me how frequently did you experience the next items during the previous week.

Show Card 721.

During the past week...	seldom or never	some-times	often	most or all of the time
a. I felt that I could not shake off the blues even with help from my family or friends	1	2	3	4
b. I felt depressed	1	2	3	4
c. I thought my life had been a failure	1	2	3	4
d. I felt fearful	1	2	3	4
e. I felt lonely	1	2	3	4
f. I had crying spells	1	2	3	4
g. I felt sad	1	2	3	4

Section 8: Respondent's Activity and Income

[Comment: In this part, separate parallel sections are printed for Rs at different activity status.]

801. Now I would like to ask you some questions about your present work and daily activities. Early in the interview you have told me that you are [answer to 108].

Interviewer Instruction: Look up the answer to 108, code it below, and follow the corresponding route to further questions.

- 1 – employed or self-employed → *go to text before 832*
- 2 – helping family member in a family business or a farm → *go to text before 832*
- 3 – unemployed → *go to 808*
- 4 – student, in school, in vocational training → *go to 812*
- 5 – retired → *go to 816*
- 6 – on maternity leave, parental leave or childcare leave → continue with 802
- 7 – ill disabled for a long time or permanently or → *go to 820*
- 8 – looking after the home or family → *go to 822*
- 9 – in military service or social service → *go to 826*
- 10 – other → *go to 831*

Questions to Those on Maternity, Parental or Childcare Leave

802. Are you on maternity leave, on parental leave or on childcare leave?

- 1 – on maternity leave
- 2 – on parental leave
- 3 – on childcare leave

803. In what month and year did you start this leave?

month year

804. How satisfied are you with being on maternity/parental/childcare leave? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

[Comment: 805a and b are meant to be used interchangeably. Version a is to be used in countries where there are no legal provisions for a part-time leave. Version b is to be used in countries where such provisions exist.]

805. a. Did you do any paid work in the 7 days ending last Sunday, either as an employee or self-employed?

- 1 – yes
- 2 – no

b. Is your leave full-time or part-time?

- 1 – full-time
- 2 – part-time

806. Do you have the opportunity to resume your work after your maternity/parental/childcare leave has ended?

- 1 – yes ↓
- 2 – no ↓

807. a. Do you intend to resume your work after your leave has ended?

- 1 – definitely not
- 2 – probably not
- 3 – probably yes
- 4 – definitely yes

b. Would you like to resume your work after your leave has ended?

- 1 – yes
- 2 – no
- 3 – not sure

Go to text before 832

Go to text before 832

Questions to the Unemployed

808. In what month and year did you become unemployed?

month year

809. How satisfied are you with being unemployed? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

810. Do you intend to take a job or start a business within the next three years?

- 1 – definitely not
- 2 – probably not
- 3 – probably yes
- 4 – definitely yes

811. Did you have a job or business directly before you became unemployed?

- 1 – yes → *go to text before 828* 2 – no → *go to 831*

Questions to Students

812. Since what month and year are you a student, studying at school, or in vocational training?

month year

813. How satisfied are you with being student, studying at school or in vocational training? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

814. Do you intend to finish education within the next three years?

- 1 – definitely not
- 2 – probably not
- 3 – probably yes
- 4 – definitely yes

815. Did you have a job or business directly before you started this education or training?

- 1 – yes → *go to text before 828* 2 – no → *go to 831*

Questions to the Retired

816. In what month and year did you retire?

month year

817. How satisfied are you with being retired? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

818. Do you intend to take a job or start a business within the next three years?

- 1 – definitely not
- 2 – probably not
- 3 – probably yes
- 4 – definitely yes

819. Did you have a job or business directly before you retired?

- 1 – yes → *go to text before 828* 2 – no → *go to 831*

Questions to the Ill or Permanently Disabled

820. Do you intend to take a job or start a business within the next three years?
- 1 – definitely not
 - 2 – probably not
 - 3 – probably yes
 - 4 – definitely yes
821. Did you have a job or business directly before your illness or handicap appeared?
- 1 – yes → *go to text before 828*
 - 2 – no → *go to 831*

Questions to Homemakers

822. Since what month and year are you a homemaker?
- month year
823. How satisfied are you with being homemaker? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

824. Do you intend to take a job or start a business within the next three years?
- 1 – definitely not
 - 2 – probably not
 - 3 – probably yes
 - 4 – definitely yes
825. Did you have a job or business directly before you became a homemaker?
- 1 – yes → *go to text before 828*
 - 2 – no → *go to 831*

Questions to Those Who Are in Military Service or Social Service

826. Do you intend to take a job or start a business within the next three years?
- 1 – definitely not
 - 2 – probably not
 - 3 – probably yes
 - 4 – definitely yes
827. Did you have a job or business directly before your military or social service started?
- 1 – yes ↓
 - 2 – no → *go to 831*

Previous Employment

I would now like to ask a few questions about your previous job or business. If you were engaged in two or more jobs or businesses, I would like you to tell me only about the one in which you spent most of your working hours.

828. What was your last occupation? Please describe the principal activity you performed.

(Code: ISCO)

829. Was this job or business ...
- 1 – work for an employer in paid employment
 - 2 – self-employment
 - 3 – farming
 - 4 – work without payment in a family enterprise

830. Why did you stop working in your previous job or business? Please indicate the main reason.

Show Card 830: Reason for Stopping Work.

- 1 – laid off (business closure, redundancy, early retirement, dismissal etc.)
- 2 – mandatory retirement
- 3 – end of contract/temporary job
- 4 – sale/closure of own or family business
- 5 – marriage
- 6 – child birth/need to look after children
- 7 – need to look after old, sick, disabled person(s)
- 8 – partner's/spouse's job required move to another place
- 9 – studying
- 10 – military or social service
- 11 – own illness or disability
- 12 – wanted to retire or to live off private means
- 13 – other reason _____

Questions to Those Who Did Not Declare Working

831. Did you do any paid work in the 7 days ending last Sunday, either as an employee or self-employed?

- 1 – yes ↓
- 2 – no → *go to 864*

Questions to Those Who Are Working

I would now like to ask a few questions about your current job or business. If you are engaged in two or more jobs or businesses, I would like you to tell me now only about the one in which you spend most of your working hours.

832. What is your current occupation? Please describe the principal activity you perform.

(Code: ISCO)

833. In what month and year did you start this job or business?

month year

834. Is your work full-time or part-time?

- 1 – full-time
- 2 – part-time

835. How many hours per week do you normally work in this job or business including overtime?

_____ hours per week

836. Which of the following statements best describes where you work?

- 1 – I usually work in one place away from home
- 2 – I usually work at home
- 3 – I usually work part of the week at home and part away from home
- 4 – I usually work in a variety of places away from home

837. When do you usually work at this job? Please choose your answer from the card.

Show Card 837: Work Schedule.

Regularly:

- 1 – during the daytime
- 2 – in the evening
- 3 – at night
- 4 – early in the morning
- 5 – over the weekend
- 6 – the working hours change periodically
- 7 – two or more working periods each working day

Irregularly:

- 8 – work on call
- 9 – irregular working times
- 10 – some other arrangement of working time

838. Are you ...

- 1 – a paid employee, → continue with 839
- 2 – self-employed, → **go to 850**
- 3 – in employment-related training or paid apprenticeship, or → continue with 839
- 4 – working without pay in a family enterprise → continue with 839

Questions to employees

839. How satisfied are you with your current job? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

840. Do you supervise or co-ordinate the work of any personnel?

- 1 – yes
- 2 – no

841. Is your local unit of the business or organisation where you work composed mostly of men, women or equally composed?

- 1 – mostly of men
- 2 – mostly of women
- 3 – about equally of men and women

842. Is the business or organisation where you work private, public or mixed?

- 1 – private
- 2 – public
- 3 – mixed

843. Are you entitled to any of the following services or benefits that are either free or subsidised and are paid for by the business or organisation that you work for? *[Comment: Country specific list]*

- | | yes | no |
|---|-----|----|
| a. child-minding or crèche..... | 1 | 2 |
| b. health care or medical insurance | 1 | 2 |
| c. education and training | 1 | 2 |
| d. housing..... | 1 | 2 |

844. Does your employer allow regular flexible time arrangements for personal reasons, like for adapting to children's schedules?

- 1 – yes
- 2 – no

845. Is your current work contract, if you have any, a permanent contract, a fixed-term contract, or a temporary contract?
- 1 – permanent
 - 2 – fixed-term
 - 3 – temporary
 - 4 – no written contract

846. Aside from working time or hours, which of the following would best describe the regularity or irregularity of your work?
- 1 – continuous through much of the year
 - 2 – seasonal
 - 3 – intermittent
 - 4 – casual
 - 5 – other

847. And how satisfied are you with job security? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

848. Do you intend to change company or start a business within the next three years?
- 1 – definitely not
 - 2 – probably not
 - 3 – probably yes
 - 4 – definitely yes

849. Do you intend to give up paid work within the next three years?
- 1 – definitely not
 - 2 – probably not
 - 3 – probably yes
 - 4 – definitely yes

Go to 855

Questions to the self-employed

850. How satisfied are you with your self-employment? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale: _____

851. How many paid employees do you have, including family members who work for pay?

Number of employees _____

- 0 – no paid employees

852. What are your expectations about the development of your business or farm within the next three years? Do you think your business or farm will ...

- 1 – grow and expand
- 2 – keep going as it is today
- 3 – decline
- 4 – probably be given up
- 97 – do not know

853. Do you intend to start a new business or take a job during the next three years?

- 1 – definitely not
- 2 – probably not
- 3 – probably yes
- 4 – definitely yes

854. Do you intend to give up paid work during the next three years?

- 1 – definitely not
- 2 – probably not
- 3 – probably yes
- 4 – definitely yes

Questions to all those who are working

855. How often has each of the following happened to you during the past three months?

Show Card 855.

	several times a week	several times a month	once or twice a month	never
a. I have come home from work too tired to do the chores that need to be done	1	2	3	4
b. It has been difficult for me to fulfil my family responsibilities because of the amount of time I spent on my job	1	2	3	4
c. I have arrived at work too tired to function well because of the household work I had done	1	2	3	4
d. I have found it difficult to concentrate at work because of my family responsibilities	1	2	3	4

Interviewer Check: Is R older than 45 and not retired? See Household Grid

yes → continue ↓

no → go to 860

856. Do you intend to retire or take early retirement within the next three years?

- 1 – definitely not
- 2 – probably not
- 3 – probably yes
- 4 – definitely yes

857. Now, suppose that during the next 3 years you were to retire. I would like you to tell me what effect you think this would have on various aspects of your life. Please choose your answers from the card.

Show Card 320: Better or Worse.

If you were to retire, do you think this would be better or worse for..	much better	better	neither better nor worse	worse	much worse	not applicable
a. the possibility to do what you want	1	2	3	4	5	×
b. your financial situation	1	2	3	4	5	×
c. what people around you think of you	1	2	3	4	5	×
d. the joy and satisfaction you get from life	1	2	3	4	5	×
e. your state of health	1	2	3	4	5	×
f. the closeness between you and your partner/spouse	1	2	3	4	5	99
g. the closeness between you and your children and grandchildren	1	2	3	4	5	99

858. How much would the decision to retire during the next three years depend on the following?

Show Card 321: How Much Would Your Decision Depend on ... ?

	not at all	a little	quite a lot	a great deal	not applicable
a. your financial situation	1	2	3	4	99
b. your work	1	2	3	4	99
c. your health	1	2	3	4	99
d. your family life	1	2	3	4	99

859. Although you may feel that the decision to retire is yours alone, it is likely that others have opinions about what you should do. I'm going to read out some statements about what other people might think about you retiring during the next three years. Please tell me to what extent you agree or disagree with these statements, choosing your answer from the card.

Show Card 323: Agreement Scale.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	not applicable
a. Your partner/spouse thinks that you should retire	1	2	3	4	5	99
b. Your children think that you should retire	1	2	3	4	5	99
c. Most of your friends think that you should retire	1	2	3	4	5	99
d. Most of your relatives think that you should retire	1	2	3	4	5	99

Additional Job or Business

860. Do you currently earn money from an additional job or business? This 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.

1 – yes ↓

2 – no → **go to 864**

861. What kind of activity is this?

(Code: ISCO)

862. How many hours per week do you normally work in your additional job or business including overtime?

_____ hours per week

863. Is this additional job or business ...

- 1 – work for an employer in paid employment,
- 2 – self-employment,
- 3 – work without payment in a family enterprise,
- 4 – work in employment-related training or paid apprenticeship,
- 5 – odd jobs,
- 6 – or another kind of work?

Section 9: Partner's Activity and Income

[Comment: In this part, separate parallel sections are printed for R's partners at different activity status.]

Interviewer Check: Does R have a co-resident partner? See Household Grid.

yes → continue



no



Does R have a non-resident partner? See 306

yes → continue



no → go to 1001

901. a. Now I would like to ask you some questions about your partner's/spouse's present work and daily activities. Early in the interview you have told me that your partner/spouse is [answer to 111 in Household Grid or answer to 315]

Interviewer Instruction: Look up the answer to 111 or to 315, code it below, and follow the corresponding route to further questions.

- 1 – employed or self-employed → go to text before 921
- 2 – helping family member in a family business or a farm → go to text before 921
- 3 – unemployed → go to 907
- 4 – student, in school, in vocational training → go to 909
- 5 – retired → go to 911
- 6 – on maternity leave, parental leave or childcare leave → continue with 902
- 7 – ill or disabled for a long time or permanently → go to 913
- 8 – looking after the home or family → go to 914
- 9 – in military service or social service → go to 916
- 10 – other → go to 920

Questions to Those Whose Partner Is on Maternity, Parental or Childcare Leave

902. Is your partner/spouse on maternity leave, on parental leave or on childcare leave?

- 1 – on maternity leave
- 2 – on parental leave
- 3 – on childcare leave

903. In what month and year did your partner/spouse start this leave?

month year

[Comment: 904a and b are meant to be used interchangeably. Version a is to be used in countries where there are no legal provisions for a part-time leave. Version b is to be used in countries where such provisions exist.]

904. a. Did your partner/spouse do any paid work in the 7 days ending last Sunday, either as an employee or self-employed?

- 1 – yes
- 2 – no

- b. Is your partner's/spouse's leave full-time or part-time?

- 1 – full-time
- 2 – part-time

905. Does your partner/spouse have the opportunity to resume work after his/her maternity/parental/childcare leave has ended?

- 1 – yes ↓
- 2 – no ↓

906. a. Does your partner/spouse want to resume work after his/her leave has ended?

- 1 – yes
- 2 – no
- 3 – partner is not sure
- 97– R does not know

906. b. Would your partner/spouse like to resume work after his/her leave has ended?

- 1 – yes
- 2 – no
- 3 – partner is not sure
- 97– R does not know

Go to text before 921

918. Was this job or business ...
- 1 – work for an employer in paid employment,
 - 2 – self-employment,
 - 3 – farming,
 - 4 – or work without payment in a family enterprise?
919. Why did your partner/spouse stop working in his/her previous job or business? Please indicate the main reason.

Card 919: Reason for Partner Stopping Work

- 1 – laid off (business closure, redundancy, early retirement, dismissal etc.)
- 2 – end of contract/temporary job
- 3 – mandatory retirement
- 4 – sale/closure of own or family business
- 5 – marriage
- 6 – child birth/need to look after children
- 7 – looking after old, sick, disabled person(s)
- 8 – R's job required move to another place
- 9 – studying
- 10 – military or social service
- 11 – own illness or disability
- 12 – wanted to retire or to live off private means
- 13 – other reason

Questions to Those Who Did Not Declare Partner Working

920. Did your partner/spouse do any paid work in the 7 days ending last Sunday, either as an employee or self-employed?
- 1 – yes ↓
 - 2 – no → **go to 936**

Questions to Those Whose Partner Is Working

I would now like to ask a few questions about your partner's/spouse's current job or business. If he/she is engaged in two or more jobs or businesses, I would like you to tell me now only about the one in which he/she spends most of his/her working hours.

921. What is your partner's/spouse's current occupation? Please describe the principal activity he/she performs.

(Code: ISCO)

97 – do not know about partner's work → **go to 936**

922. Is your partner's/spouse's work or business full-time or part-time?
- 1 – full-time
 - 2 – part-time
923. How many hours per week does your partner/spouse normally work in this job or business including overtime?
-
924. Which of the following statements best describes where your partner/spouse works?
- 1 – he/she usually works in one place away from home
 - 2 – he/she usually works at home
 - 3 – he/she usually works part of the week at home and part in one place away from home
 - 4 – he/she usually works in a variety of places

925. When does your partner/spouse usually work at this job? Please choose your answer from the card.

Show Card 837: Work Schedule.

Regularly:

- 1 – during the daytime
- 2 – in the evening
- 3 – at night
- 4 – early in the morning
- 5 – over the weekend
- 6 – the working hours change periodically
- 7 – two or more working periods each working day

Irregularly:

- 8 – work on call
- 9 – irregular working times
- 10 – some other arrangement of working time

926. Is your partner/spouse ...

- 1 – a paid employee, → continue with 927
- 2 – self-employed, → **go to 931**
- 3 – in employment-related training or paid apprenticeship, or → continue with 927
- 4 – working without pay in a family enterprise → continue with 927

Questions to those whose partner is an employee

927. Does your partner/spouse supervise or co-ordinate the work of any personnel?

- 1 – yes
- 2 – no

928. Is the business or organisation where your partner/spouse works private, public or mixed?

- 1 – private
- 2 – public
- 3 – mixed

929. Is your partner/spouse entitled to any of the following services or benefits that are either free or subsidised and are paid for by the business or organisation that he/she works for?

	yes	no	do not know
a. child-minding or crèche.....	1	2	97
b. health care or medical insurance.....	1	2	97
c. education and training.....	1	2	97
d. housing.....	1	2	97

930. Does your partner's/spouse's employer allow regular flexible time arrangements for personal reasons, like for adapting to children's schedules?

- 1 – yes
- 2 – no
- 97 – do not know

Go to 932

Question to those whose partner is self-employed

931. How many paid employees does your partner's/spouse's business have, including family members who work for pay?
Number of employees _____

Partner's Additional Job or Business

932. Does your partner/spouse currently earn money from an additional job or business? This 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.

- 1 – yes ↓
- 2 – no → **go to 936**

933. What kind of activity is this?

(Code: ISCO)

934. How many hours per week does your partner/spouse normally work in his/her additional job or business including overtime?

935. Is this additional job or business ...

- 1 – work for an employer in paid employment,
- 2 – self-employment,
- 3 – work without payment in a family enterprise,
- 4 – work in employment-related training or paid apprenticeship,
- 5 – odd jobs,
- 6 – or another kind of work?

Partner's Income

	1	2	3	4	5	6	7	8	9
<p>936. This list shows different types of income. Please tell me which of these types of income has your partner/spouse personally received during the last 12 months.</p> <p>Record all the received payment types in this row.</p>	<p>Show Card 864: Payment Type</p> <p>1 – earnings from a main job or business</p> <p>2 – earnings from an additional job or business</p> <p>3 – retirement pension</p> <p>4 – widow's or survivor's or war benefit</p> <p>5 – disability allowance, incapacity or illness benefit</p> <p>6 – unemployment benefit or job seeker's allowance</p> <p>7 – social assistance payment</p> <p>8 – study benefits or a scholarship</p> <p>9 – maternity leave, parental leave or childcare leave benefit</p>								
<p>937. How many times has your partner/spouse received this [payment type] during the last 12 months?</p>	<p>Number of times</p>								
<p>938. What was the average net amount of this payment?</p> <p><u>For payment types 1 and 2:</u> If your partner/spouse is working with an employer, please include also earnings from any overtime he/she normally did. Please give me the net-amount, that is, the take-home pay.</p>	<p>Write in amount and go to 937 for the next payment type.</p> <p>97– do not know → continue with 939</p> <p>98– refused → go to 937 for the next payment type</p>								
<p>939. Please look at this card and give me the approximate range of the amount your partner/spouse received each time from that [payment type].</p>	<p>Show Card 867: Income Range.</p> <p>1 – 499 € or less</p> <p>2 – 500 to 999 €</p> <p>3 – 1,000 to 1,499 €</p> <p>4 – 1,500 to 1,999 €</p> <p>5 – 2,000 to 2,499 €</p> <p>6 – 2,500 to 2,999 €</p> <p>7 – 3,000 to 4,999 €</p> <p>8 – 5,000 € or more</p> <p>97 – do not know, cannot say</p> <p>98 – refused</p> <p>Go to 937 for the next payment type received.</p>								

Section 10: Household Possessions, Income and Transfers

Household Possessions and Economic Deprivation

1001. In the following I would like to talk with you about the financial situation of your household – about the things your household possesses and can afford as well as the income and transfers your household receives.

Show Card 1001.

Please look at this list. For each item, please indicate whether or not your household possesses it. It does not matter whether the item is owned, rented, or otherwise provided for your use. If you do not have an item, please indicate whether you ...

would like to have it but cannot afford it, or

do not have it for other reasons, e.g. you don't want or need it.

	yes	would like but cannot afford	do not have for other reasons
a. colour TV	1	2	3
b. video recorder or DVD player	1	2	3
c. washing machine	1	2	3
d. microwave	1	2	3
e. home computer	1	2	3
f. dishwasher	1	2	3
g. telephone (whether fixed or mobile)	1	2	3
h. a car or a van available for private use	1	2	3
i. a second car	1	2	3
j. a second home (e.g. for vacation)	1	2	3

1002. A household may have different sources of income and more than one household member may contribute to it. Thinking of your household's total monthly income, is your household able to make ends meet ...

- 1 – with great difficulty
- 2 – with difficulty
- 3 – with some difficulty
- 4 – fairly easily
- 5 – easily
- 6 – very easily

1003. There are some things many people cannot afford even if they would like them. Can I just check whether your household can afford these, supposing you wanted them?

	yes	no
a. keeping your home adequately warm	1	2
b. paying for a week's annual holiday away from home	1	2
c. replacing any worn-out furniture	1	2
d. buying new, rather than second-hand clothes	1	2
e. eating meat, chicken or fish every second day	1	2
f. having friends or family for a drink or meal at least once a month	1	2

Total Household Income

1008. If you add up the income from all sources received during the last 12 months, what is your household's total net income from all members including yourself? Please state the net income, which means after deductions for taxes and social security.

Write in.

If R gave the answer per month, probe:

Does this sum describe the average income of your household over the last 12 months? [If not] Please tell me the average value over the last 12 months.

_____ per M Y → *go to 1010*

97 – do not know, cannot say..... → continue with 1009

98 – refused → *go to 1010*

1009. Please look at this card and give me the approximate range of the net monthly income of your household.

Show Card 867: Income Range.

1 – 499 € or less

2 – 500 to 999 €

3 – 1,000 to 1,499 €

4 – 1,500 to 1,999 €

5 – 2,000 to 2,499 €

6 – 2,500 to 2,999 €

7 – 3,000 to 4,999 €

8 – 5,000 € or more

97– do not know, cannot say

98– refused

Monetary Transfers and Inheritance

1010. During the last 12 months, have you or your partner/spouse received for one time, occasionally, or regularly money, assets, or goods of substantive value from a person outside the household? Please think also about land and property or inheritance that was transferred to you or your partner/spouse during this time.

1 – yes ↓

2 – no → *go to 1015*

	Persons who gave R or partner money, goods, and/or assets					
	1	2	3	4	5	
1011. Who has given you that? <i>Record up to 5 persons in this row. Code using the List of Providers and Receivers</i> <i>Ask 1012–1014 about each mentioned person.</i>	List of Providers and Receivers					
1012. Was this an inheritance?	1 – yes → <i>go to 1014</i> 2 – no					
1013. Was it a one-time, occasional or a regular transfer?	1 – one-time 2 – occasional 3 – regular					
1014. What was the total cash value of the money, assets, or goods that you or your partner/spouse received from this person within the last 12 months?						
<i>Go to 1012 for the next person. If no more persons continue ↓</i>						

1015. During the last 12 months, have you or your partner/spouse given for one time, occasionally, or regularly money, assets, or goods of substantive value to a person outside the household? Please think also about land and property you or your partner/spouse transferred during this time.

1 – yes ↓

2 – no → *go to 1101*

	Persons to whom R or partner gave money, goods and/or assets					
	1	2	3	4	5	
1016. To whom have you given that? <i>Record up to 5 persons in this row. Code using the List of Providers and Receivers.</i> <i>Ask 1017 and 1018 about each mentioned person.</i>	List of Providers and Receivers					
1017. Was it a one-time, occasional or a regular transfer?	1 – one-time 2 – occasional 3 – regular					
1018. What was the total cash value of the money, assets, or goods that you or your partner/spouse gave to this person within the last 12 months?						

Section 11: Value Orientations and Attitudes

Now, I would like to ask your views and attitudes towards several domains of life.

1101. Which religious denomination do you adhere to, if any?

[Comment: The list below was designed for the UK. In each country, this list should be designed so that the most common denominations in that country come first and all denominations relevant to that country are included. The following denominations need to be included in the list regardless of their prevalence in a country: Roman Catholic, Protestant, Orthodox (Russian/Greek/etc.), Jews, Muslim, Hindu, Buddhist.]

- 1 – Protestant / Church of England / Church of Scotland
- 2 – Roman Catholic
- 3 – Buddhist
- 4 – Hindu
- 5 – Muslim
- 6 – Jewish
- 7 – Sikh
- 8 – Orthodox (Russian/Greek/etc.)
- 9 – other Christian
- 10 – other religion
- 11 – none

1102. How often, if at all, do you attend religious services (apart from weddings, funerals, baptisms, and the like)?

_____ times per: W M Y
0 – never

1103. I am going to read out some statements about religious ceremonies and I would like you to tell me to what extent do you agree or disagree with each one.

Show Card 323: Agreement Scale.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a. It is important for an infant to be registered in the appropriate religious ceremony	1	2	3	4	5
b. It is important for people who marry in registry offices to have a religious wedding too	1	2	3	4	5
c. It is important for a funeral to include a religious ceremony	1	2	3	4	5

1104. People sometimes talk about what the aims of this country should be for the next 10 years. On this card are listed some of the goals which different people would give top priority. Would you please say which one of these you, yourself, consider the most important?

Show Card 1104 and code one answer only under first choice.

And which would be the next most important?

Code one answer only under second choice.

a. first choice	b. second choice	Card 1104
1	1	a stable economy
2	2	progress toward a less impersonal and more human society
3	3	progress toward a society in which ideas count more than money
4	4	the fight against crime

1105. Generally speaking, would you say that most people can be trusted or that you need to be very careful in dealing with people?

- 1 – most people can be trusted
- 2 – need to be very careful

1106. Do you think most people would try to take advantage of you if they got a chance, or would they try to be fair?

- 1 – would take advantage
- 2 – would try to be fair

1107. To what extent do you agree or disagree with each of the following statements?

Show Card 323: Agreement Scale.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a. Marriage is an outdated institution	1	2	3	4	5
b. It is all right for an unmarried couple to live together even if they have no interest in marriage	1	2	3	4	5
c. Marriage is a lifetime relationship and should never be ended	1	2	3	4	5
d. It is all right for a couple with an unhappy marriage to get a divorce even if they have children	1	2	3	4	5
e. A woman has to have children in order to be fulfilled	1	2	3	4	5
f. A man has to have children in order to be fulfilled	1	2	3	4	5
g. A child needs a home with both a father and a mother to grow up happily	1	2	3	4	5
h. A woman can have a child as a single parent even if she doesn't want to have a stable relationship with a man	1	2	3	4	5
i. When children turn about 18–20 years old they should start to live independently	1	2	3	4	5
j. Homosexual couples should have the same rights as heterosexual couples do	1	2	3	4	5

1108. Here is a list of qualities that children can acquire. Which, if any, do you consider to be especially important? Please choose up to three and mention them in the order of importance.

Show Card 1108: Qualities of Children.

- | | |
|--|-------------------------------------|
| 1 – good manners | 7 – thrift, saving money and things |
| 2 – independence | 8 – determination, perseverance |
| 3 – hard work | 9 – religious faith |
| 4 – feeling of responsibility | 10 – unselfishness |
| 5 – imagination | 11 – obedience |
| 6 – tolerance and respect for other people | |

Most important quality _____

Second most important quality _____

Third most important quality _____

1109. Here are some aspects of a job that people say are important. Please look at them and tell me which ones you personally think are important in a job? Please choose up to three and mention them in the order of importance.

Show Card 1109: Aspects of a Job.

- | | |
|--|---|
| 1 – good pay | 7 – generous holidays |
| 2 – not too much pressure | 8 – a job in which you feel you can achieve something |
| 3 – good job security | 9 – a responsible job |
| 4 – a job respected by people in general | 10 – a job that is interesting |
| 5 – good working hours | 11 – a job that meets one's abilities |
| 6 – an opportunity to use initiative | |

Most important aspect _____

Second most important aspect _____

Third most important aspect _____

1110. There are widely varying views on how we should care for people in our society. Please indicate for each of the topics mentioned whether you think (your own opinion) it is mainly the task for society, the family or for both.

Show Card 1110

	mainly a task for society	more a task for society than for the family	a task equally for both society and the family	more a task for the family than for society	mainly a task for the family
a. Care for older persons in need of care at their home	1	2	3	4	5
b. Care for pre-school children	1	2	3	4	5
c. Care for schoolchildren during after-school hours	1	2	3	4	5
d. Financial support for older people who live below subsistence level	1	2	3	4	5
e. Financial support for younger people with children who live below subsistence level	1	2	3	4	5

1111. To what extent do you agree or disagree with each of the following statements?

Show Card 323: Agreement Scale.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a. Grandparents should look after their grandchildren if the parents of these grandchildren are unable to do so	1	2	3	4	5
b. Parents ought to provide financial help for their adult children when the children are having financial difficulties	1	2	3	4	5
c. If their adult children were in need, parents should adjust their own lives in order to help them	1	2	3	4	5

1112. I am going to read out some statements about who should take care of an elderly parent. I would like you to say to what extent you agree or disagree with them, choosing your answer from the card.

Show Card 323: Agreement Scale.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a. Children should take responsibility for caring for their parents when parents are in need	1	2	3	4	5
b. Children should adjust their working lives to the needs of their parents	1	2	3	4	5
c. When parents are in need, daughters should take more caring responsibility than sons	1	2	3	4	5
d. Children ought to provide financial help for their parents when their parents are having financial difficulties	1	2	3	4	5
e. Children should have their parents to live with them when parents can no longer look after themselves	1	2	3	4	5

1113. To what extent do you agree with the following statements?

Show Card 323: Agreement Scale.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a. In a couple it is better for the man to be older than the woman	1	2	3	4	5
b. If a woman earns more than her partner, it is not good for the relationship	1	2	3	4	5
c. On the whole, men make better political leaders than women do	1	2	3	4	5
d. Women should be able to decide how to spend the money they earn without having to ask their partner's permission	1	2	3	4	5
e. Looking after the home or family is just as fulfilling as working for pay	1	2	3	4	5
f. A pre-school child is likely to suffer if his/her mother works	1	2	3	4	5
g. Children often suffer because their fathers concentrate too much on their work	1	2	3	4	5
h. If parents divorce it is better for the child to stay with the mother than with the father	1	2	3	4	5

1114. To what extent do you agree or disagree with the following statements?

Show Card 323: Agreement Scale.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a. When jobs are scarce, men should have more right to a job than women	1	2	3	4	5
b. When jobs are scarce, younger people should have more right to a job than older people	1	2	3	4	5
c. When jobs are scarce, people with children should have more right to a job than childless people	1	2	3	4	5

1115. a. That's all the questions I have. Thank you very much for your time and patience. You have been a great help. One of the things we are most interested in is how things might change over time, and so we will come back to interview you again. In case you happen to move, is there someone else we could contact who would help us find you?

Name of contact: _____

Relationship to respondent: _____

Telephone number: _____

Interviewer, tick mark here ___ ONLY if respondent says that he/she does not want to be re-contacted.

Section 12: Interviewer Observations

Interviewer Instruction: Fill in the following answers without asking.

1201. Interview ended at _____ on _____

1202. Type of dwelling

- 1 – a detached house
- 2 – a semi-detached house
- 3 – an attached row house
- 4 – an apartment/room in a building of less than 4 floors and no elevator
- 5 – an apartment/room in a building of less than 4 floors and with elevator
- 6 – an apartment/room in a building with 4 floors or more and no elevator
- 7 – an apartment/room in a building with 4 floors or more and with elevator
- 8 – a dwelling unit that specifically meets the needs of the elderly (service-flat, semi-independent, sheltered accommodation)
- 9 – a farm
- 10 – an institution (home for the elderly, nursing home)
- 11 – other, specify ...

1203. Floor on which R lives

Interviewer Instruction: Fill in the Interviewer Report immediately after the interview.

2. Optional Sub-Modules of the Questionnaire

Optional sub-modules deal with topics that are relevant and important for GGS, but they may be of only limited importance in some potential GGS countries. Four optional sub-modules have been developed: (a) Nationality and Ethnicity, (b) Previous Partners, (c) Intentions of Breaking Up, and (d) Housing. It is strongly recommended 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 any problems beyond not receiving the information contained in the dropped modules. However, the QDG foresees that when implemented, each module is implemented fully, without dropping any of the questions.

Optional Sub-Module A: Nationality and Ethnicity

Comment: Questions on nationality and ethnicity are designed for being inserted into the different parts of the questionnaire where certain characteristics of R and those of people close to R are dealt with.

Household

To be inserted after question 107.

A01. What is your mother tongue?

[Some most common languages in a country to be provided, along with an open answer.]

A02. What language or languages do you usually speak at home?

Code or write in up to 2 languages, starting with the one used most often.

First language

[Some most common languages in a country to be provided, along with an open answer.]

Second language

[Some most common languages in a country to be provided, along with an open answer.]

A03. Could you look at this card please and tell me which of these groups you consider you belong to?

Show Card A03: Ethnic Group.

[Card with a list of most sizeable ethnic groups in a country, with a possibility for an open answer.]

A04. What is your present citizenship? *Write in.* _____

A05. a. Is that since birth?

1 – yes → *go to 108 (core)*

2 – no ↓

b. In what year did you receive [British] citizenship?

year | | | |

A15. Could you look at this card please and tell me which of these groups your mother considers herself belong to?

Show Card A03: Ethnic Group.

[Card with a list of most or all sizeable ethnic groups in a country, with a possibility for an open answer? The list could be taken from some general national surveys.]

A16. What is your mother's present citizenship?

Write in. _____

A17. Is that since birth?

1 – yes

2 – no

Optional Sub-Module B: Previous Partners

Comment: Below, the entire part *Partnership History* is presented so that the optional questions on the previous partners' pre-union children are included. The optional questions are in green colour, the core questions in normal (black) colour.

Partnership History

B01. (Apart from your current partnership or marriage,)

have you ever before lived together with someone as a couple or have you ever been married? As I mentioned previously, our survey also concerns same-sex partnerships. If you ever had a same-sex partnership, please answer the following questions for those partnerships as well.

1 – yes ↓

2 – no → **go to 401 (core)**

I would like to ask a few questions about each of your previous partners or spouses. If you have lived with the same partner more than once, this counts as separate partnerships. Let us start with your first partnership.

		1	2	3	4	5	6	7	8
B02.	In what month and year did you start living together with your first/second/... partner or spouse?	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __
B03.	a. Were you and he/she legally married?	1 – yes 2 – no → go to B04							
	b. In what month and year did you legally marry him/her?	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __
B04.	In what month and year was he/she born?	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __	__ __ __ __
B05.	What was the highest level of education that your first/second/... partner/spouse had while you were living together?	[Country-specific list to be compatible with ISCED]							
B06.	When you started living together, how many children, if any, did your partner/ spouse already have that were not yours? Please include adopted and foster children.	number 0 – none → go to B11							
B07.	How many were girls and how many were boys? [If one child: Is this child a boy or a girl?]	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
B08.	What was the age of the youngest/ younger child when you started living with her/his mother/father?	age							
B09.	How many of these children ever lived regularly in your joint household?	number							
B10.	How often do you now see one or more of these children, including those who never lived with you? W= week M= month Y= year	__ W	__ M	__ Y	__ 0	__ -	__ -	__ -	__ -
B11.	How did this partnership end? Please choose your answer from the card. Show Card 330: End of Partnership	1 – Broke up 2 – Partner died							

B12. In what month and year did that happen?	month ... year ...	_____ _____									
Interviewer Check: If the partner died (see B11) go to B19. If the partnership ended in breaking up continue ↓											
B13. Did you have children together with him/her?	1 – yes 2 – no → go to Interviewer Check before B17										
B14. With whom did your children mainly stay in the first year after you broke up? Please choose your answer from the card. You may choose more than one answer if your shared children mainly lived at different places from each other. Show Card 333: Where Did Children Mainly Stay	1 – with me 2 – with my ex-partner 3 – with both of us on a time-shared basis 4 – with relatives 5 – with others 6 – at a children's home 7 – started to live independently 8 – child was already living independently 9 – other										
B15. On average, how often did you see the child(ren) who did not stay with you in the first year after you broke up?	times per W M Y 0 – never 99 – not applicable										
B16. On average, how often did your partner/ spouse see the child(ren) who stayed with you in the first year after you broke up?	times per W M Y 0 – never 99 – not applicable										
Interviewer Check: If R was married to this partner (B03) continue ↓. If not married to this partner go to B19.											
B17. a. Did you and he/she get divorced?	1 – yes 2 – no → go to B19										
b. In what month and year did you get divorced?	month ... year ...										
B18. Who started the legal process of divorce?	1 – R 2 – R and P together 3 – P										

B19. Have you had any other partnership afterwards (apart from your current partnership)?

1 – yes → **go to B02 on the next partner** ↑ 2 – no → continue with B20

B20. a. As mentioned, our survey also deals with same-sex partnerships. May I ask you, have any of your previous partners been of the same sex as you?

1 – yes ↓ 2 – no → **go to the Interviewer Check before 338 (core)**

b. Which one(s)?

Write reference numbers of same-sex partners from the table on the line below.

Optional Sub-Module C: Intentions of Breaking Up

To be included after question 410, regardless of the answer given to 410

C01. Do you [singular you] intend to break up with your partner/ spouse during the next 3 years?

- 1 – definitely not
- 2 – probably not
- 3 – probably yes
- 4 – definitely yes

C02. (Even though it may be very unlikely,) Think for a moment about how various areas of your life might change if you would break up with your partner/ spouse in the next three years.

Show Card 320: Better or Worse.

If you were to break up with your partner/ spouse, do you think this would be better or worse for ...	much better	better	neither better nor worse	worse	much worse	not applicable
a. the possibility to do what you want	1	2	3	4	5	×
b. your employment opportunities	1	2	3	4	5	×
c. your financial situation	1	2	3	4	5	×
d. your sexual life	1	2	3	4	5	×
e. what people around you think of you	1	2	3	4	5	×
f. the joy and satisfaction you get from life	1	2	3	4	5	×
g. the welfare of your children	1	2	3	4	5	99
h. the closeness between you and your children and grandchildren	1	2	3	4	5	99

C03. How much would your decision about whether or not to break up with your partner/ spouse in the next three years depend on the following things? Please choose an answer from this card.

Show Card 321: How Much Would Your Decision Depend on ... ?

	not at all	a little	quite a lot	a great deal	not applicable
a. your financial situation	1	2	3	4	99
b. your work	1	2	3	4	99
c. your housing conditions	1	2	3	4	99
d. your health	1	2	3	4	99

C04. Does your partner think that you and he/she should break up?

- 1 – yes
- 2 – no
- 3 – partner is not sure
- 97– R does not know

- C05. Although you may feel that the decision to break up with your partner/spouse is yours and your partner's/spouse's, it is likely that others have opinions about what you should do. I'm going to read out some statements about what other people might think about you breaking up with your partner/ spouse during the next three years. Please tell me to what extent you agree or disagree with these statements, choosing your answer from this card.

Show Card 323: Agreement Scale.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	not applicable
a. Most of your friends think that you should break up with your partner/ spouse	1	2	3	4	5	99
b. Your parents think that you should break up with your partner/ spouse (Interviewer: if necessary, ask for step-/foster-parents)	1	2	3	4	5	99
c. Your children think that you should break up with your partner/ spouse	1	2	3	4	5	99
d. Most of your other relatives think that you should break up with your partner/ spouse	1	2	3	4	5	99

Optional Sub-Module D: Housing

Comment: The optional questions are in green colour, the core questions in normal (black) colour.

Size of the Dwelling Unit

- D01. Core question 1.14: How many rooms are there in the dwelling where you live, NOT counting kitchens, bathrooms and toilets? Exclude also rooms used solely for business, hallways and utility rooms.

Number of rooms _____

- D02. What is the living floor space of the dwelling unit?

- 1 – under 30 square meters
- 2 – between 30 and 39 square m
- 3 – between 40 and 49 square m
- 4 – between 50 and 59 square m
- 5 – between 60 and 79 square m
- 6 – between 80 and 99 square m
- 7 – between 100 and 119 square m
- 8 – 120 square meters and over

Tenure Status

- D03. Core question 1.15: In what month and year did you [R is meant] start living in this [type of accommodation]?

month |__|__| year |__|__|

- D04. Core question 1.16: Does your household own or rent this accommodation or does it come rent-free?

- 1 – owner → continue with D05
- 2 – tenant or subtenant, paying rent → *continue with D05*
- 3 – accommodation is provided rent free..... → *go to D12*
- 4 – other → *go to D12*

- D05. Which member of the household owns/rents the place you live in?

Write in reference number of mentioned household member from Household Grid.

Household Grid reference number _____

Interviewer Check: Look at the answer to D04.

1 – owner → continue ↓

2 – tenant or subtenant, paying rent → go to D12

D06. How did you/he/she obtain it?

- 1 – bought
- 2 – built
- 3 – expanded an existing home, e.g., built an annex or attic
- 4 – received from parents or (an)other relative(s)
- 5 – inherited
- 6 – other way

D07. In which year did he/she buy/acquire this accommodation? If this took place over a period of time, please mention the year when the process of buying/acquiring started.

year

D08. How did you/he/she finance the purchase/construction/expansion?

Code all answers provided by R.

- 1 – mortgage.....→ **go to D14**
- 2 – savings.....→ **go to D14**
- 3 – proceeds from sale of previous home→ **go to D14**
- 4 – gift→ continue with D09
- 5 – loan from a private person→ continue with D09
- 6 – loan from a bank, employer or other institution→ **go to D14**
- 7 – inheritance→ **go to D11**
- 8 – insurance payment or accident compensation.....→ **go to D14**
- 9 – other.....→ **go to D14**

D09. Who provided the gift/loan? (more than one answer possible)

Code using the List of Providers and Receivers.

D10. Did this person live in your household at that time?

- 1 – yes
- 2 – no

Go to D14.

D11. Who left you/him/her the inheritance?

Code using the List of Providers and Receivers.

Go to D14.

D12. Who is the accommodation rented from or provided by?

[Comment: In the list below, countries should make sure they use appropriate labels for these categories so that they yield the intended answers. Some common providers of public housing may be singled out by name.]

Show Card D12.

- 1 – public or communal agency→ **go to D14**
- 2 – household member's employer.....→ **go to D14**
- 3 – private company or firm.....→ **go to D14**
- 4 – housing association.....→ **go to D14**
- 5 – private person.....→ continue with D13

D13. Who is this person?

Code using the List of Providers and Receivers.

D23. Is it within your [type of accommodation], outside the apartment within the same building, or outside the building?

- 1 – in the dwelling unit
- 2 – outside the dwelling unit within the building
- 3 – outside the building

D24. Does your household have a flush toilet?

- 1 – yes ↓
- 2 – no → **go to D26**

D25. Is it within your [type of accommodation], outside the apartment within the same building, or outside the building?

- 1 – in the dwelling unit
- 2 – outside the dwelling unit within the building
- 3 – outside the building

Problems and Satisfaction with the Accommodation

D26. Do you have any of the following problems with your accommodation?

	yes	no
a. leaking roof, damp or rot walls, floors, foundation or window frames	1	2
b. too dark, not enough light	1	2
c. noise from neighbours or noise from the street	1	2
d. pollution or other environmental problems caused by traffic or industry	1	2
e. problems in finding a parking space	1	2
f. crime, violence or vandalism in the area	1	2

D27. Core question 117: How satisfied are you with your dwelling? On a scale from 0 to 10 where 0 means 'not at all satisfied' and 10 means 'completely satisfied' and 5 means 'about average', what number best represents your satisfaction with your dwelling? Please use this card and tell me the value on the scale.

Show Card 117: Satisfaction Scale.

Value from Satisfaction Scale _____

Intentions to Move

D28. Core question 118: Do you intend to move within the next three years?

- 1 – definitely not → go to next section
- 2 – probably not..... → **go to next section**
- 3 – probably yes..... → continue with D29
- 4 – definitely yes..... → continue with D29

D29. Core question 119: Would that be to another country, to another municipality or within the same municipality?

- 1 – to another country
- 2 – to another municipality
- 3 – within the same municipality
- 4 – within the country, but cannot say about municipality

IV Definitions and Documentation of the Final Disposition Codes

Andrej Kveder

Definitions and Documentation of the Final Disposition Codes

At each wave, a person should be considered as a finalized case only if the interviewer has made at least three attempts to contact that person at different times of the day. All the individuals sampled at each wave, including during wave I, must appear as a record on the final data file for each wave along with final disposition codes at respective waves in order to be able to calculate response rates and determine nonresponse weight adjustments.

Consider using the following final disposition categories for final disposition codes, these are based on the standards proposed by the American Association for Public Opinion Research (AAPOR, 2004), and the Institute of Social and Economic Research at the University of Essex, United Kingdom (Lynn et al., 2001).

- Complete Interview (1)
 - An obtained completed survey questionnaire from the sampled individual with at least 90% of all in-scope questions answered. The in-scope questions are all the questions the respondent should answer given the questionnaire built-in skip patterns are followed.
- Partial Interview (2)
 - An obtained completed survey questionnaire from the sampled individual with 67% to 90% of all in-scope questions answered.
- Not eligible (3)
 - Residential household, but no eligible individual: The sampled individual does not belong to the survey population. For example, if the survey population is aged between 18-79 and the interviewer discovers that the sampled individual is 16 years-old, then this individual is not eligible for interview.
 - Non-residential household: The supplied address is either not fully constructed or has been demolished. The structure at the address can be vacant or it can be a non-residential building occupied by a business, school, communal service or similar.
- Eligible, Non-interview
 - Non-contact (4): This category may apply to the following situations: (i) the household is known to hold eligible respondents, however, at least three contact attempts were made at different times of the day, but no member of the household could be contacted; (ii) a contact was established with somebody at the address, but not with a sampled individual or another member of the selected household; (iii) in the consecutive waves this category also includes the households or sampled individuals where all attempts to trace were unsuccessful.
 - Refusal (5): The sampled individual refused to participate in the survey or refused to continue with the interview before the questionnaire contained enough information to qualify as partially completed.
 - Other nonresponse (6): The following situations may apply: (i) the household was contacted but the sampled individual was absent during the entire survey period; (ii) the interview could not be conducted due to language difficulties; (iii) the interview was not feasible due to some disability or prolonged illness.
- Unknown eligibility
 - Contacted (7): The eligibility of the sampled individual could not be established due to their refusal to share the necessary information with the interviewer. The refusal can occur either when the interviewer is trying to ascertain whether the address is residential or when the interviewer is inquiring about the eligibility of the selected individual.
 - Not contacted (8): These are more common cases of the unknown eligibility, where a contact was not possible because of range of different obstacles, such as security systems, dogs, locked gates, multi-dwelling units with difficult access, remote unreachable areas. The address supplied from the sampling frame could either be wrong, does not exist or insufficient information on the dwelling could be provided within the sampling frame.

If, and only if, the final disposition codes are included in the final data file for each sampled individual, it will be possible to calculate the response rate according to accepted international standard. Let us now show how the response rate can be calculated from the information on the final disposition. The final disposition codes can be denoted as follows:

I = Complete interview (1)

P = Partial interview (2)

NE = Not eligible (3)

NC = Non-contact (4)

R = Refusal (5)

O = Other non-response (6)

UC = Unknown eligibility, contacted (7)

UN = Unknown eligibility, non-contact (8)

e_c = Estimated proportion of contacted cases of unknown eligibility that are eligible

e_N = Estimated proportion of non-contacted cases of unknown eligibility that are eligible

Given the above notation the response rate can be calculated as:

$$RR = \frac{I + P}{(I + P) + (R + NC + O) + (e_c UC + e_N UN)}$$

Note that the e_c and e_N have to be estimated according to the best available objective information and not arbitrarily understated in order to artificially inflate the response rate. The estimation of the two ratios must be thoroughly documented in the technical report of the survey. The most frequently used assumption when estimating the ratios is that the proportion of eligible units within the resolved units is the same as the eligibility ratio within the units of unknown eligibility. In this case the calculation is as follows:

$$e_c = e_N = \frac{(I + P) + (R + NC + O)}{(I + P) + (R + NC + O) + NE}$$

In order to illustrate the calculation of the response rate, let us consider the following example. A sample of 1,000 units is selected and 880 are resolved (I, P, R, NC, O and NE) after one week of data collection. Of the resolved units, 790 are eligible for the survey (I, P, R, NC and O). Of the eligible units, 635 respond to the survey (I and P), 50 refuse to participate (R), and 105 are the non-contacts and other nonresponse (NC and O) totalling the nonrespondents (R, NC and O) to 155. That leaves 120 unresolved cases or cases with unknown eligibility (UC and UN). The proportion of the eligible units among the resolved ones is therefore $(635+155)/880=89.8\%$. Then, the response rate at the end of the first week of the survey is $635/(635+155+0.898*120)=70.7\%$.

For a more detailed discussion of the final disposition codes and the calculation of various rates, including the response rate, see “Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys” (AAPOR, 2004) and “Recommended Standard Final Outcome Categories and Standard Definitions of Response Rate for Social Surveys” (Lynn et al., 2001).

Reference:

Lynn, Peter, Beerten, Roeland, Laiho, Johanna and Martin, Jean (October 2001) ‘Recommended Standard Final Outcome Categories and Standard Definitions of Response Rate for Social Surveys’, Working Papers of the Institute for Social and Economic Research, paper 2001-23. Colchester: University of Essex. [URL: <http://www.iser.essex.ac.uk/pubs/workpaps/pdf/2001-23.pdf>]

The American Association for Public Opinion Research. 2004. Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys. 3rd edition. Lenexa, Kansas: AAPOR. [URL: <http://www.aapor.org/pdfs/standarddefs2004.pdf>]