

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.