

European Social Survey Round 6 Cognitive Interviewing Pre-testing Report¹

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(September 2011)

1. Introduction

This report details the methodology, results and recommendations from cognitive interviewing (CI) testing that was carried out in spring 2011 as part of the questionnaire design process for round 6 of the European Social Survey (ESS).

Project participants

Five ESS National Coordination (NC) teams volunteered to participate in the CI project. Table 1 shows the countries represented, the organisations involved and their role in the project.

Table 1: CI Project participants

Country	Role in Project	Organisation	Individuals
UK	Lead Coordinator & CI analysts	City University London	Rory Fitzgerald, Sally Widdop, Lizzy Gatrell
	Assistant Coordinator & CI analysts	The National Centre for Social Research (NatCen)	Michelle Gray & Meera Balarajan
	CI fieldwork team		2 interviewers ³
Austria	CI Country Coordinator & CI analyst	Wiener Institut für Sozialwissenschaftliche Dokumentation und Methodik (WISDOM)	Christian Bischof
	CI fieldwork team		2 interviewers
Bulgaria	CI Country Coordinator & CI analyst	Agency for Social Analysis	Martin Dimov
	CI fieldwork team		2 interviewers
Israel	CI Country Coordinator & CI analyst	Tel Aviv University	Irit Adler
	CI fieldwork team		2 interviewers
Portugal	CI Country Coordinator, CI interviewer & CI analyst	Instituto de Ciências Sociais (ICS) – University of Lisbon	Susanna Lavado

Funding

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¹ The structure of this report follows the Cognitive Interview Reporting Framework (CIRF) developed by Boeije and Willis (2011).

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³ See Section 6 'Data Collection' for more information about the interviewers.

project (Grant Number 262208). The work formed part of ongoing program of questionnaire development, in preparation for Round 6 of the ESS.

2. Research Objectives

a) Testing aim

The primary aim of the CI project was to test new questions that measured understanding of democracy and personal and social well-being. These were designed by teams of academics⁴ as part of two rotating modules intended to be fielded in Round 6 of the ESS (in 2012). We were particularly interested in establishing how respondents in different countries interpreted and understood the questions given that they were designed in British English in the UK. All questions fielded in the ESS ultimately need to be suitable for respondents aged 15 and over, of varying educational background and resident in around 30 different European countries. In addition to our general aim, we also had more specific aims for each of the test questions – these are discussed in sub-section d) below.

b) Other forms of testing

The CI testing was carried out at approximately the same time as similar (or in some cases the same) questions were fielded in three countries (the UK, Portugal and Hungary) on quantitative omnibus surveys. In addition, the Survey Quality Predictor (SQP) program was applied to the items measuring understanding of democracy⁵. By testing items in these different ways, our intention was to gather evidence of how the questions were ‘working’ (or not) from a range of different sources. The evidence gathered was used to make recommendations to the two question module design teams (QDTs) in order to improve the questions prior to a large-scale quantitative pilot in November 2011.

c) Background to the questions

In total, 16 questions were tested via cognitive interviewing; eight measured understanding of democracy and eight measured personal and social well-being. The questions included both attitude questions and more factual questions reporting behaviour.

All of the democracy items and six of the eight items measuring personal and social wellbeing that were tested were new questions that had (to our knowledge) not been fielded anywhere else in the world. All of these questions had been developed through an iterative process of expert review lasting 10 months from June 2010-April 2011. One item measuring personal and social well-being (Q15) had previously been fielded in Round 3 of the ESS (in 2006); similarly Q16 had been included in the English Longitudinal Study of Ageing.

14 of the test items required respondents to use a showcard. For one of the remaining two items, the response scale was read out to respondents and for the other the question was open-ended (where respondents were required to give a number).

d) Question aims

The aim of each question was provided to the researchers in each national team in the interview protocol. The question aims and question wording can be found in Table 2.

⁴ The democracy questions were designed by the question design team (QDT) led by Professor Hanspeter Kreisi and the Personal and Social well-being questions were designed by the QDT led by Professor Felicia Huppert.

⁵ For information about the SQP Program see Saris and Gallhofer (2007).

Table 2: Question aims & question wording

Q No.	Aim	Question Wording
1	To see whether the respondent thinks it is important in a democracy if everyone is treated equally by the law regardless of their social, economical or political status.	People hold different views on what is important for democracy. The questions that follow are about how important certain things are for a democracy. Q1 CARD 1 How important would you say it is for a democracy that everyone is treated ⁶ equally by the law ⁷ ? Choose your answer from this card where 0 is not at all important and 10 is extremely important.
2	To examine respondents' views about participation in democracy, beyond voting in national elections.	Q2 STILL CARD 1 How important would you say it is for a democracy that citizens are able to ⁸ decide major issues by voting directly in national referendums? Use the same card.
3	To find out whether respondents regard 'free and fair' elections as important for a democracy. 'Free and fair' is meant in terms of an election where nobody is obliged to vote or constrained to vote for a party if he/she does not want to. All votes have the same weight.	Q3 STILL CARD 1 How important would you say it is for a democracy that there are free and fair national elections ⁹ ? Use the same card.
4	To see whether respondents think that accountability of governments to other bodies of the state such as the legal system is important for a democracy.	Q4 STILL CARD 1 How important would you say it is for a democracy that the courts are able to overrule ¹⁰ governments that abuse their powers? Use the same card.
5	To assess how broad the respondents think representation should be in a democracy and in particular, protection of minorities' rights.	Q5 STILL CARD 1 How important would you say it is for a democracy that the rights of minorities are protected against majority decisions? Use the same card.
6	To assess whether respondents think a majoritarian or proportional system is more important for a democracy.	Q6 CARD 2 Some countries have a system for national elections that generally results in one party winning and forming a government on its own. Other countries have an election system that generally results in more than one party forming a government and sharing power. I now want to ask which system you think is better for a democracy. Use this card where 0 means a system which generally results in one party forming a government and 10 means a system which generally results in more than one party forming a government.

⁶ 'treated' – in the sense of 'dealt with'.

⁷ 'the law' – in the sense of the written law and those who enforce it.

⁸ 'are able to' - in the sense of have the opportunity to.

⁹ This refers to national elections in general.

¹⁰ 'overrule' - to require governments to stop abusing their powers.

Q No.	Aim	Question Wording										
7	To see whether respondents think it is important for a democracy that governments are responsible to stakeholders other than their own citizens.	<p>Once again please answer the next few questions in terms of what you think is important for a democracy.</p> <p>Q7 CARD 3 Would you say that it is important for democracy that governments in Europe should only serve the interests of their own country or should they also take account of the needs of other countries in Europe? Choose your answer from this card.</p>										
8	To see whether respondents has a majoritarian or proportional vision of representative democracy.	<p>Q8 CARD 4 Some people say that government policies should only take account of majority opinion, others say they should <u>also</u> take account of minority opinion. Choose your answer from this card where 0 means the government should only take account of majority opinion and 10 means the government should take account of majority and minority opinion.</p>										
9	To assess to what extent people have a sense of direction in their lives and are able to organise their daily activities and life plans towards the future.	<p>Now I want to ask you some questions about how you feel about yourself and your life.</p> <p>Q9 CARD 5 Using this card, please say how much you agree or disagree with this statement. 'I generally feel that I have a sense of direction¹¹ in my life'.</p>										
10	To assess personal control over the respondent's own life and activities (choosing to take personal control over things that are important to them).	<p>Q10 STILL CARD 5 Using this card, please say how much you agree or disagree with this statement. 'I have little control over many of the important things in my life'.</p>										
11	To see if the respondent feels absorbed in activities that are interesting or challenging.	<p>Q11 CARD 6 To what extent do you do things that you find interesting or challenging? Please choose your answer from this card where 0 is not at all and 6 is a great deal.</p>										
12	To assess how physically active the respondent has been in the last 7 days.	<p>Q12 CARD 7 On how many of the last 7 days did you do at least moderate physical activity? That is activities which require moderate physical effort and make you breathe somewhat harder than normal.</p>										
13	To assess how often the respondent notices what is happening around them.	<p>Q13 People differ in how much notice they take of things around them. Would you say that you take notice¹² of the things around you...READ OUT...</p> <table style="margin-left: auto; margin-right: 0;"> <tr> <td>...none of the time</td> <td style="text-align: right;">01</td> </tr> <tr> <td>...some of the time</td> <td style="text-align: right;">02</td> </tr> <tr> <td>...most of the time</td> <td style="text-align: right;">03</td> </tr> <tr> <td>...or, all or almost all of the time?</td> <td style="text-align: right;">04</td> </tr> <tr> <td>(Don't know)</td> <td style="text-align: right;">88</td> </tr> </table>	...none of the time	01	...some of the time	02	...most of the time	03	...or, all or almost all of the time?	04	(Don't know)	88
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...or, all or almost all of the time?	04											
(Don't know)	88											

¹¹ 'sense of direction' – a feeling or awareness of what one wants to do in the future.

¹² 'take notice' – be aware of, be distracted from your own thoughts and activities by the environment around you.

Q No.	Aim	Question Wording														
14	To assess the sources of support that the respondent has.	<p>Q14 How many close friends, if any, do you have? Please include members of your family you consider to be close friends.</p> <p style="text-align: center;">WRITE IN: _____</p> <p style="text-align: right;">(Don't know) 88</p>														
15	To assess the respondent's involvement with activities in their local area.	<p>Q15 CARD 8 In the past 12 months, how often did you help with or attend activities organised in your local area¹³?</p> <p>INTERVIEWER NOTE: 'activities organised in your local area' should include any the respondent thinks are relevant.</p> <table style="width: 100%; text-align: right;"> <tr> <td>At least once a week</td> <td>01</td> </tr> <tr> <td>At least once a month</td> <td>02</td> </tr> <tr> <td>At least once every three months</td> <td>03</td> </tr> <tr> <td>At least once every six months</td> <td>04</td> </tr> <tr> <td>Less often</td> <td>05</td> </tr> <tr> <td>Never</td> <td>06</td> </tr> <tr> <td>(Don't know)</td> <td>88</td> </tr> </table>	At least once a week	01	At least once a month	02	At least once every three months	03	At least once every six months	04	Less often	05	Never	06	(Don't know)	88
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16	To assess the respondents subjective socio-economic position	<p>Q16 CARD 9 The ladder on this card represents where people stand in society. At the top of the ladder are the people who are the best off – those who have the most money, most education and best jobs. At the bottom are the people who are the worst off – who have the least money, least education, and the worst jobs or no jobs. The higher up you are on the ladder, the closer you are to the people at the very top and the lower you are, the closer you are to the people at the very bottom. Please choose a point on the ladder to show where you would place yourself.</p>														

¹³ Respondent's local area or neighbourhood

3. Research design

The design of the CI testing project can be divided into two main areas – translation and the interview protocol. We consider these below.

a) Translation

All countries were required to use ESS TRAPD¹⁴ procedures when translating the source protocol and showcards from English into the language in which the interview would be conducted. Annotations (footnotes) were provided in the protocol to aid translation (but were not intended to be translated themselves). The annotations aimed to avoid ambiguity by providing definitions and clarification about the concept behind questions, especially where the words themselves were unlikely to have direct equivalents in other languages.

The source protocol was translated into the main language spoken by the respondents in the participating countries. This included German (for Austria), Bulgarian (for Bulgaria), Hebrew (for Israel) and Portuguese (for Portugal). The layout and content of the translated protocols matched the source protocol with the exception of the ‘question aims’ box, which was removed¹⁵. National teams were advised not to include the annotations in the translated protocols that were given to the interviewers.

b) Interview protocol

The interview protocol included guidance for participating countries on translation, building rapport and establishing the socio-demographic background information for each respondent as well as the question aims, question wording and probes.

The aim of the question was provided in a box immediately before the test question. The test question was then included followed immediately by another box, which contained the probes. The ‘probe box’ was shaded in grey to make it distinct from the ‘question aim’ box (see Figure 1).

Some of the probes were general, others more specific however, all were scripted and were intended to be read out verbatim following translation. Scripted probes were chosen to try to ensure that all interviewers (in all countries) attempted to elicit the same information from respondents. In addition, due to the varying experience of the interviewers¹⁶ in each country, we wanted to try and ensure the interviews were conducted in as standardised and equivalent way as possible in each country.

Interviewers were instructed to read out the test questions to respondents word-for-word as they would in a survey interview. Once a survey answer had been provided, the interviewers probed the respondents on their answers. In some cases the probe box gave specific instructions to the interviewers e.g. ‘INTERVIEWER: try and uncover whether the respondent was thinking about how the law is written, how it is enforced or both of these things’ (Question 1 – see Figure 1 below).

¹⁴ TRAPD stands for Translation, Review, Adjudication, Pre-testing and Documentation (Harkness, et al. 2003). In this project only T, R, A and D have been used.

¹⁵ The Austrian interview protocol appears to have retained the ‘Question aims’ box but the Country Coordinator reported that respondents were not informed of the question aims.

¹⁶ See section 6a for information about the interviewers and their levels of experience.

Figure 1: The layout of the source Interview Protocol

<p>Aim of Q1: To see whether the respondent thinks it is important in a democracy if everyone is treated equally by the law regardless of their social, economical or political status.</p>												
<p>INTERVIEWER READ OUT: People hold different views on what is important for democracy. The questions that follow are about how important certain things are for a democracy.</p>												
<p>Q1 CARD 1 How important would you say it is for a democracy that everyone is treated¹⁷ equally by the law¹⁸? Choose your answer from this card where 0 is not at all important and 10 is extremely important.</p>												
Not at all important											Extremely important	(Don't know)
00	01	02	03	04	05	06	07	08	09	10		88
<p>PROBES:</p> <ul style="list-style-type: none"> • <i>INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?</i> • What were you thinking about when you answered this question? • How did you go about choosing the number you did? How easy or difficult did you find this? <i>INTERVIEWER: explore if the respondent assessed the importance of everyone being treated equally by the law.</i> • What did 'democracy' mean to you in this question? <p>If not already covered in the above probes:</p> <ul style="list-style-type: none"> • What did 'everyone is treated equally by the law' mean to you when you answered this question? (<i>INTERVIEWER: try and uncover whether the respondent was thinking about how the law is written, how it is enforced or both of these things</i>) • <i>If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?</i> 												

c) Question order

To ensure that all of the questions could be tested, interviewers were instructed to rotate the order in which the questions were asked. For the first interview, questions 1-8 (democracy) were asked first followed by questions 9-16 (well-being); for the next interview questions 9-16 (well-being) were asked first followed by questions 1-8 (democracy) and so on. To make administration of this easier for interviewers, the coordinators from three countries (the UK, Austria and Israel) chose to produce two different versions of the interview protocol to avoid confusion.

4. Ethics

a) Ethical approval for the project

Ethical approval for this cross-national cognitive interviewing project was granted for the Lead Coordinators by the School of Arts & School of Social Sciences Research Ethics Committee at City University London. Key areas covered in the application were: project aims, design, sample composition, recruitment strategies (including informed consent), data collection methods, plans for analysis and subsequent dissemination of findings as well as data handling, data protection (confidentiality) and data storage.

¹⁷ 'treated' – in the sense of 'dealt with'

¹⁸ 'the law' – in the sense of the written law and those who enforce it

In the UK, fieldwork was carried out by interviewers employed by the National Centre for Social Research (NatCen). NatCen subscribes to the International Statistical Institute Declaration of Professional Ethics and the Social Research Association's Ethical Guidelines. All responses were treated in strict confidence in accordance with the Data Protection Act 1998 and used for research purposes only.

The ESS National Coordination teams from Austria, Bulgaria, Israel and Portugal adhered to the Declaration on Ethics of the International Statistical Institute (ISI - <http://isi-web.org/about/ethics-intro>), to which the European Social Survey subscribes. In addition, the Country Coordinators abided by the specific ethical procedures established by their own organisations and agreed to the confidentiality measures employed on this project.

b) Informed consent

Guidelines on introducing the survey and recruitment of potential respondents were provided to interviewers in the form of a statement that was read out as part of the doorstep screening questionnaire. This included guarantees of confidentiality and a reminder of voluntary participation. All potential respondents were asked to give their consent to participate – for respondents aged under 18, parental consent was secured (see Section 5c for more information about recruitment).

c) Data protection

All respondents were given individual respondent identifiers, which were limited to the initials of the country where the interview took place, a participant number and basic demographic information e.g. UK05, female, aged 56, completed A-levels. In some countries the interviewer's initials were also added.

In order to facilitate sharing of the charted cognitive interview data collected by NatCen amongst the project participants, all individuals with access to the data were required to sign NatCen's Third Party Agreement Form in order to be compliant with the ISO 27001 Information Security Management Standard. This was because there was a small possibility that the charts may have contained confidential information about the respondent that could have enabled them to be identified.

In addition, to enhance data security, NatCen staff emailed the UK data charts to the Lead Coordinators at City University in an encrypted Winzip file. A password was provided separately. All electronic files were stored in a secure area of the City University network – access to which was restricted to the three Lead Coordinators. Within this area, all of the excel files containing interview data (provided by NatCen and the other countries) were password protected. Printed copies of the charts were produced for the joint analysis meeting. These were stored in a locked drawer and remained on City premises for the duration of the analysis and subsequently shredded. Each interview was tape-recorded and the recordings were stored securely by each country. Access to the recordings was restricted to the Country Coordinator in each country.

5. Participant selection

a) Intended Sample

The aim was to conduct 10 cognitive interviews in each country. The sample composition in each country reflected this and aimed to be a mix of gender, ages, education level and interest in politics according to the quotas in Table 3.

Table 3: Sample quotas

Characteristic	Categories (quotas)	Number of interviews
Sex	Male	5
	Female	5
Age	15-22	3
	23-64	4
	65+	3
Interested in politics	Very interested or quite interested	5
	Hardly interested, Not at all interested or don't know	5
Education ¹⁹	Did not complete or does not intend to complete A-levels or equivalent	6
	Completed or intends to complete A-levels or equivalent	4

These variables were chosen as they may have had an influence on the responses given. In particular, age and education may have influenced responses to the well-being questions, and education and interest in politics may have had an impact on responses to the democracy questions. For the 'age' category, we wanted to interview respondents from a range of age groups and wherever possible, interviewers were advised to try and include at least one respondent below the legal voting age in each country²⁰.

Interest in politics was used as a proxy for voting behaviour. Our aim was to try and include people that were interested in politics and those that were less interested as we thought that this might have an impact on the way that they understood the questions – particularly those that focused on democracy. We included a question about interest in politics as part of the recruitment questionnaire (see section 5c for more information on recruitment). The question came from the main ESS survey:

How interested would you say you are in politics? Are you...**READ OUT...**

very interested,	1
quite interested,	2
hardly interested,	3
or, not at all interested?	4
(Don't know)	8

For education, our aim was to include respondents with differing educational levels. For simplicity, we made a distinction between those with and without qualifications required to enter higher education (University/College). In the UK, students may study for A-levels (Advanced level exams), which gives them access to higher education, including University. The other participating countries were advised to use a question that they thought would be suitable to establish to which quota the respondent belonged, in order to fill the quotas set: i.e. 6 of the 10 respondents should not have had A-levels or equivalent (pre-university qualifications) and 4 respondents should have had these. For younger respondents (aged 15-18), if they indicated that they were intending to complete A-levels (or equivalent) they were categorised as 'completed A-levels'.

¹⁹ Countries were instructed to replace 'A-levels' with the name of the qualifications that provide a direct route to University.

²⁰ This reflects the fact that in the main survey ESS respondents are aged 15 and over – meaning that those below the legal voting age may ultimately be asked the survey questions.

b) Sample achieved

Feedback from the participating countries suggested that it was quite difficult to fulfil the quotas. In particular, the education quota created some problems during recruitment – particularly for older respondents in the UK for whom A-levels did not exist when they completed their education. The number of respondents recruited for each quota in each country can be seen in Table 4.

Table 4: Sample achieved

Characteristic	Categories (quota)	Number of respondents (target per country)	Number of respondents in each country (actual)				
			Austria	Bulgaria	Israel	Portugal	UK
Sex	Male	5	5	5	5	5	5
	Female	5	5	5	5	5	5
Age	15-22	3	3	3	3	3	3
	23-64	4	4	4	4	4	4
	65+	3	3	3	3	3	3
Interest in politics	Very interested or quite interested	5	5	5	5	5	6
	Hardly interested, Not at all interested or don't know	5	5	5	5	5	4
Education	Did not complete or does not intend to complete A-levels or equivalent	6	6	4	6	5	6
	Completed or intends to complete A-levels or equivalent	4	4	6	4	5	4

Only two countries (Austria and Israel) were able to recruit respondents that matched the quota sample criteria exactly. Bulgaria and Portugal matched all quotas except education. In Bulgaria, more respondents had completed or intended to complete A-levels and in Portugal an equal number of respondents filled each education quota. In the UK all quotas except interest in politics were met. For this quota, more respondents who said they were interested in politics were recruited compared to those who said they were not.

c) Recruitment

Guidance in respondent recruitment was provided to the country representatives by the Lead Coordinators. This included doorstep screening procedures and the use of incentives and confirmation letters.

All countries were advised:

1. To recruit 'back-up' respondents in the event that one or more potential respondents chose not to participate after initially committing to the interview. This would ensure that ten interviews could still be achieved in each country.
2. To use door-step screening. Snowballing or using friends of friends was not permitted.
3. To select one urban and one rural location. If interviewing was only going to take place in one city, the teams were advised to include two different neighbourhoods.

4. To keep a written record of all recruits including the characteristics of those recruited using the quota grid provided.
5. To keep a written record of recruits who were contacted but not interviewed (including their characteristics and the reasons why they were not interviewed e.g. not available during fieldwork period, refused, etc.) using the screening questionnaire provided.
6. To use the screening questionnaire to identify 'eligible' respondents and to complete the quota sheet provided. A screening questionnaire was provided to ensure comparability and similar recruitment approaches were used in all countries. This was translated and adapted accordingly for each country (e.g. the education question was tailored to the country-specific education qualification).

In addition, specific instructions were provided for the person conducting the recruitment (usually the interviewer). These were:

1. To use a separate screening questionnaire for each person contacted.
2. To give each person recruited a unique identifier (serial number), which should be alphanumeric. The first few digits represented the country (BG, PT, UK etc), followed by the recruiter's initial and then a two digit number 01, 02 etc to indicate the first, second person, recruited e.g. UKAB01.
3. To read out the script included in the screening questionnaire, that briefly explained the purpose of the research and what was involved. This ensured informed consent could be obtained before the respondent was screened and recruited.
4. To ask the 'survey' type questions (included in the screening questionnaire) of each person contacted to elicit background information about the respondent.
5. To ask the 'screening questions' to each person contacted to check they were eligible to participate in the testing and to help fill the quotas. The screening questions checked the respondent's sex, age, degree of interest in politics and their education level.
6. To use the quota sheet provided to keep a record of the number of people interviewed and their characteristics (i.e. number of men, number of respondents aged 65 or over). The interviewers were advised to fill in the boxes on the quota sheet with the serial numbers of those respondents identified as eligible (through the screening questionnaire) and needed for an interview (through checking the quota grid boxes).

Making appointments and confirming details

Interviewers were advised that once they had identified an eligible respondent and they had agreed to take part, they needed to arrange a convenient time to do the interview. They were directed to get contact details for the respondent (i.e. their current address, telephone number and - if appropriate - email) and to provide the respondent with a confirmation letter detailing when the interview would take place.

Templates of confirmation letters were provided, which included further information about the project. There were two versions – one which confirmed the date, time and location of the interview and another which indicated that the interviewer would be in touch to arrange a convenient time for their interview. The Country Coordinators were advised to print the letters on headed paper from their organisation and to give the name of the researcher or research team and their contact number in case the respondent needed to contact them, e.g. to rearrange the interview, or ask questions.

Incentives

The decision about whether to use incentives was left to the individual Country Coordinators. In the end, only the UK and Portugal chose to give respondents incentives. The incentives given were vouchers of more or less the same value - £20 / €20. The interviewers gave the respondent the voucher at the end of the interview as a 'thank you' for taking part.

6. Data Collection

a) Interviewers

In the UK, two experienced cognitive interviewers from NatCen were used. However, in the other test countries, the interviewers had no experience of conducting cognitive interviews. In almost all countries, two interviewers carried out the interviews - conducting five interviews each. However, in Portugal one interviewer conducted all ten interviews.

The country representatives were given a one day training course in sampling and recruitment, cognitive interviewing techniques, note taking, charting and analysis as well as the opportunity to conduct practise interviews and receive feedback on interview technique. The training was provided by the Assistant Coordinators from NatCen. The idea was that the country representatives would then train their interviewers themselves. However, in Portugal the country representative and the interviewer were the same person.

b) Recording strategy

All interviews were tape recorded by the interviewers. The recordings were subsequently used by the interviewers when completing the notes templates after the interview had been completed. (Interviewers were advised against taking notes during the interview to avoid distracting the interviewer and/or the respondent.)

c) Notes template

The notes template was designed specifically for this project based on a standard notes template commonly used by the Assistant Coordinators at NatCen. The source version was produced in English and was then translated by each Country Coordinator. The interviewers completed the template in their own language, writing clear, detailed, structured notes organised by headings related to 'understanding' and 'response'. These categories were then replicated in the data charts, which were completed during the charting process (see section 7 on Data Analysis for more information).

7. Data analysis

The data analysis part of this project involved the following five stages:

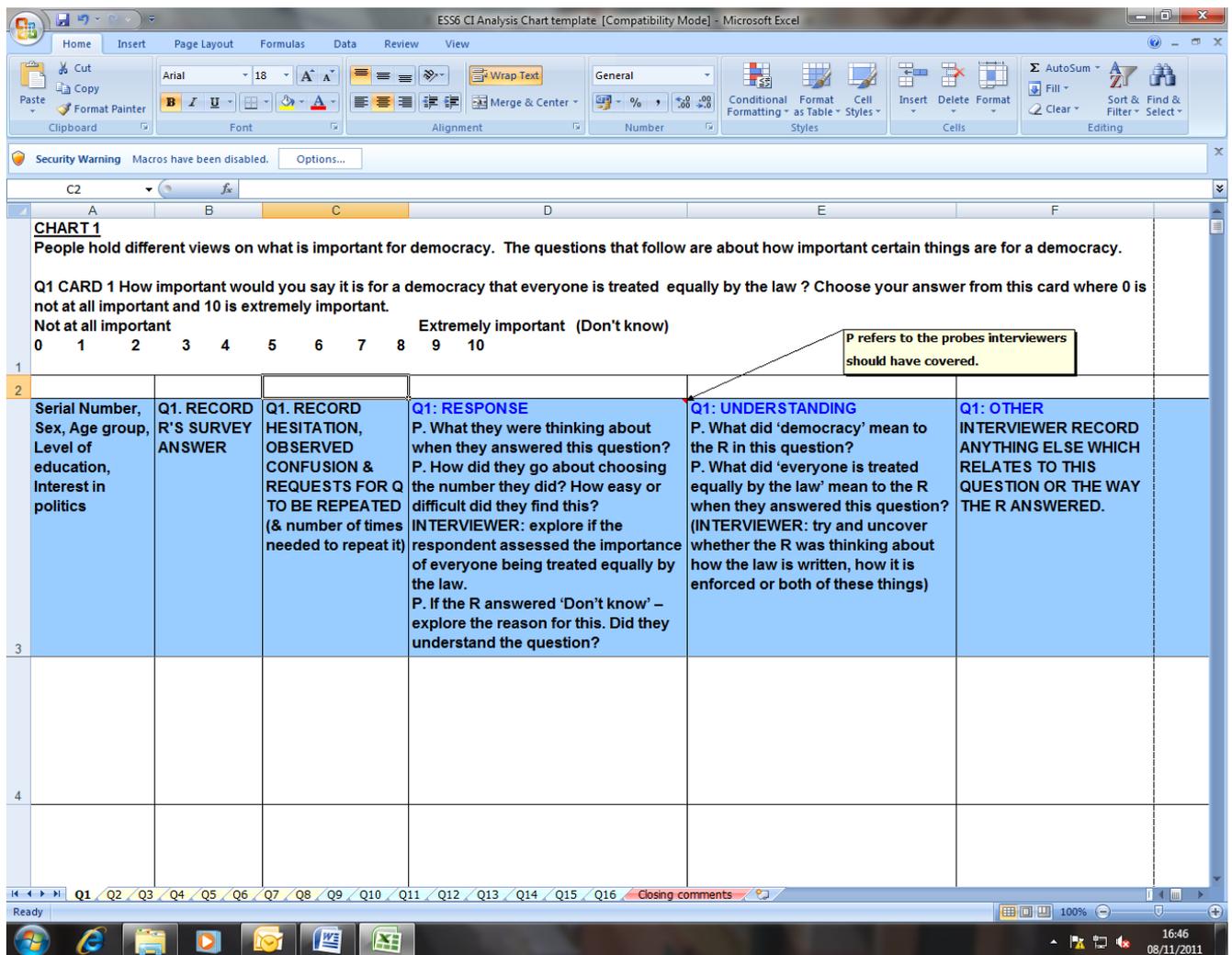
- a) Charting the data (all countries)
- b) Constructing bullet point lists (all countries)
- c) Joint analysis meeting (all countries)
- d) Post-meeting in-depth question summaries (Lead Coordinators)
- e) Country verification (all countries)

a) Charting the data

A template was devised by the Lead Coordinator and Assistant Coordinators as a means to summarise the data. This was in Microsoft Excel and based on the Framework tool²¹ (see Figure 2). Excel templates were produced for each country, containing 17 worksheets – one for each question plus one for additional comments. Colour coding was used to determine which worksheets focussed on the democracy questions and which on the personal and social well-being questions. Each worksheet consisted of six columns, reflecting the issues to be explored. Each row represented one respondent and each cell contained a summary of the key points and/or findings noted.

²¹ Framework is a 'matrix-based analytical tool [that] facilitates rigorous and transparent data management and allows the analyst freedom to conduct across- and within-case interpretation (Ritchie and Spencer, 1994; Spencer et al. 2003)' Fitzgerald et al. (2011). More details about Framework can be found in Fitzgerald et al. (2009).

Figure 2 Data Analysis Chart (example for Question 1)



Serial Number, Sex, Age group, Level of education, Interest in politics	Q1. RECORD R'S SURVEY ANSWER	Q1. RECORD HESITATION, OBSERVED CONFUSION & REQUESTS FOR Q TO BE REPEATED (& number of times needed to repeat it)	Q1: RESPONSE P. What they were thinking about when they answered this question? P. How did they go about choosing the number they did? How easy or difficult did they find this? INTERVIEWER: explore if the respondent assessed the importance of everyone being treated equally by the law. P. If the R answered 'Don't know' – explore the reason for this. Did they understand the question?	Q1: UNDERSTANDING P. What did 'democracy' mean to the R in this question? P. What did 'everyone is treated equally by the law' mean to the R when they answered this question? (INTERVIEWER: try and uncover whether the R was thinking about how the law is written, how it is enforced or both of these things)	Q1: OTHER INTERVIEWER RECORD ANYTHING ELSE WHICH RELATES TO THIS QUESTION OR THE WAY THE R ANSWERED.

The Country Coordinators were responsible for 'charting' the data from each interview using the Interviewer Notes and referring back to the original tape recordings if required. The following guidance was given on how to chart the interview data and what to include/exclude:

- “Column A – Please record the demographic information about the respondent in this column.
- Column B – Please record the survey answer in this column. If the respondent changed their answer at all during the interview, please record the initial answer and the subsequent answer(s) and explain what brought about a revised response in this column.
- Column C - Any hesitations, confusions & requests for the question to be repeated or re-read should be recorded in this column.
- Column D (RESPONSE), Column E (UNDERSTANDING) and Column F (OTHER) - You should type a summary of the findings for the issues covered for that question beneath these column headings.
- There should be enough detail for the research team to establish what the respondent meant by what they said and what happened in the interview.
- You should address each probe (noted in the column heading) and ensure that the responses and detail which relates to each probe are in the right place.

- You should not include personal details (i.e. name or address) in the charts and you should also remove anything which would allow your respondents to be identified (job title and organisation for example)
- You should not include lots of information from the respondent which does not relate to the question and the probes (i.e. tangents or diversions). For example, we do not need to know that the respondent told you all about what they had been doing that day, but we WOULD want to know if they said they were feeling depressed (especially important for the well being questions).
- Please make sure that any observations from you (the interviewer / researcher) are shown as TEXT IN CAPITALS so they are distinguishable from the summarised raw data (from the respondent).
- Where there was no data collected (either because the interviewer did not probe on something or the respondent had nothing to say) please indicate this as: 'Not probed on'."

The charting process was completed in English so that the data could be shared amongst all project participants at the joint analysis meeting. By the end of the charting process, each Country Coordinator had produced one Excel document containing summarised data for all ten respondents for each of the 16 questions tested. The focus during charting was on succinctly summarising the interview data – including both problems / difficulties experienced by the respondent and indicators that they understood what the question was asking.

b) Constructing bullet point lists

In order for the project researchers to familiarise themselves with the data and to prepare for the joint analysis meeting, each Country Coordinator was asked to produce a detailed bullet point list in English for each of the test questions. As a first step they printed out the charts and then looked across the interviews, highlighting interesting things to make a note of.

We were interested in recording where questions were understood by respondents and where they weren't and were specifically interested in the *nature of problems* experienced by respondents. It was the issue or the problem itself which was deemed important rather than how many respondents mentioned it²².

The Country Coordinators were specifically encouraged to include the following information:

- "An assessment of whether Rs²³ were generally able to answer the question without difficulty (and evidence for this) and if problems did come up, what they were (i.e. any hesitation, observed confusion, requests for repeats given by respondents). If any R answered 'don't know' note the reasons here. It is also important to note if R's changed their answers and why they did so – perhaps it was a result of probing or for another reason.
- A summary of the 'response' data - think about whether Rs were able to find a suitable answer category for their response, how well that category fitted their 'in mind' answer (i.e. how they wanted to answer) and how they made judgements of what to include or exclude from their answers; remember that the actual answer category they would choose in a normal survey interview is very important information.
- A summary of the 'understanding' data e.g. any recurring findings like ease or difficulty in understanding key terms or phrases in the question. Please note things which occurred more than once (which, using your judgement may indicate a wider problem)

²² Country Coordinators were encouraged to reflect on whether an issue affected all or most respondents rather than some. However, they were discouraged from quantifying their findings.

²³ 'R' or 'Rs' refers to 'the respondent' or 'respondents'.

as well as things which only occurred once, or in a few cases (which you could see being a problem for certain types of people).

- A summary of any other information of relevance to the responses given by the Rs. Here you can note down specific contextual information, how the Rs felt when answering the questions (were the Qs too sensitive or personal?) and evidence of any issues relating to social desirability (where R's may have wanted to give the most 'socially desirable' answer in the eyes of the interviewer).
- Try and identify possible reasons to explain the problems found (see Identifying sources of error below).
- Note down any recommendations or suggestions you have for improving the question (based on the evidence in the interviews). This could include providing translation guidance or annotations, interviewer instructions or notes for respondents as well as changes to the actual question stem or answer categories e.g. did the R suggest a more familiar word or did you feel it would be easier as an interviewer to administer the question in a different way (perhaps you had to repeat the questions several times in order for it to be understood)."

The Country Coordinators were also encouraged to include examples and/or quotes to support the findings and comments and to note the serial numbers of the respondents for ease of reference.

Identifying sources of error

As this was a cross-national project, we wanted to try and identify the reasons why the respondents may have had difficulties understanding the questions. By identifying these sources of error, we hoped to be able to address these when improving the questions later in the development process. In order to identify the sources of error, we used the Cross national Error Source Typology (CNEST) developed by Fitzgerald, et al. (2011) (see Table 6). The Country Coordinators were asked to examine the problems identified in the data and to apply the error source typology to categorise their findings. Further application of the typology was carried out at the joint analysis meeting and in subsequent analysis carried out by the Lead Coordinators.

The focus of analysis was the country-level. We were particularly interested in identifying the sources of error detected in each country rather than by different sub-groups of respondents. Looking at the country level enabled us to establish whether a particular problem was isolated to only one country or whether the problem was more widespread.

The bullet point summaries were submitted to the Lead Coordinators (at City) and the Assistant Coordinators (at NatCen) in advance of the joint analysis meeting. This enabled three researchers (Michelle Gray - NatCen, Rory Fitzgerald and Sally Widdop - City) to produce a summary of main findings, which were then used to structure discussions at the joint analysis meeting.

c) Joint analysis meeting

A one-day joint analysis meeting was held in June 2011. It was attended by all of the project participants identified in Table 1. The primary aim of the meeting was to discuss and agree on the main findings from the CI testing project for each of the questions tested. A secondary aim was to ensure that the analysis was not limited to a series of separate country level analyses, but was a collective analysis representing findings from all of the countries where testing took place. At the joint analysis meeting, we worked through the questions one by one, considering the summaries produced by the researcher leading the discussion as well as key points from the bullet point lists supplied by each country. We were interested in identifying whether or not something found in one or more countries was also found elsewhere. Key questions were also

posed to some or all countries depending on the issue being discussed. We also tried to identify the sources of error in the problems observed collectively.

Table 6: Cross national Error Source Typology (CNEST)

Error classification	Description	Error found in:	
		Source language testing (the UK)	Non source language testing (Austria, Bulgaria, Portugal & Israel)
1) Poor source question design	All or part of the source question has been poorly designed resulting in measurement error	Always	1 or more countries
2) Translation problems...	Errors occur in translation, resulting in a loss of functional equivalence	Never	1 or more countries
(a) resulting from translator error	Errors stem from the translation process (i.e. a translator making a mistake or selecting an inappropriate word or phrase) rather than from features of the source question that make translation difficult		
(b) resulting from source question design	Features of the source question, such as use of vague quantifiers to describe answer scale points, are difficult / impossible to translate in a way that preserves functional equivalence	Occasionally	1 or more countries
3) Cultural portability	The concept being measured does not exist in all countries. Or the concept exists but in a form that prevents the proposed measurement approach from being used (i.e. you can't simply write a better question or improve the translation). For example, to measure religiosity a different question might be needed in a Christian country compared to a Muslim one.	Less likely*	1 or more countries

Note: *Cultural portability problems should be less likely in the source country (language). This is because the question designers should have a greater familiarity with this culture. However, this is not always the case and is complicated further by within-country diversity in cultural practices

d) Post-meeting in-depth question summaries

Following the joint analysis meeting, the Lead Coordinators produced in-depth summaries of each of the questions tested. The starting point for this work was the summaries produced in advance of the joint analysis meeting as well as the discussion notes from the meeting itself. More often than not the original interview data from the charts also had to be reviewed in order to ensure that the summary was accurate. The questions were divided between the three Lead Coordinators. Once a summary had been produced by one researcher it was checked by the other two researchers. If disagreement occurred – e.g. concerning identification of an error source - this was discussed by all researchers until a conclusion could be reached.

The summaries included key findings for each question as well as application of the error source typology and recommendations on how the question should be improved (where applicable). On occasion, queries were also raised for the original question designers to provide clarification over what the question was intended to measure.

Several issues which affected more than one question were identified. These cross-question issues only emerged in the analysis of the democracy questions. These were as follows:

- Respondents did not refer directly to democracy when probed on how they answered each of the democracy questions, suggesting that they were considering the importance of different characteristics in *general*, for society or for their own country rather than the importance for democracy *specifically*
- Respondents had difficulties using the response scales at questions 6, 7 and 8. This was because the scale end point labels for these questions were unnecessarily complicated
- Respondents found it difficult to think abstractly when choosing a score. Instead they ‘grounded’ the questions in the context of their own country, in some cases inappropriately including an evaluative element to their choice of score – i.e. considering the extent to which a characteristic (such as referenda) happens in their own country when scoring its importance for democracy.

e) Country verification

The final stage in the analysis phase was that the in-depth summaries were sent to the Country Coordinators to ensure that the final conclusions were an accurate and complete reflection of the findings from each country and to establish agreement on the recommendations made to improve the question. This process was an important way of ‘validating’ the research findings (Enerstvedt, 1989; Conrad and Blair, 2009) and was crucial to ensure that the process of charting into English and subsequent analysis did not lead to incorrect conclusions. All comments were carefully considered and amendments made to the summaries as required. The in-depth question summaries were finalised following verification from the Country Coordinators (the in-depth summaries are included in Annex 1).

8. Key Findings

As a general rule, the in-depth question summaries included evidence of where respondents *did* understand the question as intended and evidence of where they *did not*. All problems that emerged during the interviews were documented so those that were likely to extend to the wider survey population as well as those that may have been more specific to an individual respondent’s circumstances were documented.

Our main concern was that where respondents did not understand questions (particularly for the questions measuring democracy) they would be more likely to a) answer don’t know; b) choose the mid-point c) satisfice or d) just guess and pick a number on the scale. All of these outcomes could have a serious impact on the quality of the data collected in the main survey.

a) Error sources

The range of error sources detected for the test questions are displayed in Table 7.

Table 7 Quantity of error sources detected

Error source	Questions where error source found	No. of Qs category was applied to	Countries where error source was found
Poor source question design	All questions	16	All
Translation problem: resulting from translator error	Q1, Q2, Q3, Q4, Q11, Q12	6	Portugal (Q1, Q2), Bulgaria (Q3), Austria (Q1, Q2, Q4, Q12), Israel (Q11)
Translation problem: resulting from source question design	Q11, Q12, Q13, Q15, Q16	5	Austria (Q15), Portugal (Q11, Q12, Q13, Q15, Q16), Bulgaria (Q12), Israel (Q13).
Cultural portability	Q4, Q5, Q7, Q8, Q16	5	Bulgaria (Q4, Q5, Q8, Q16), Austria (Q4, Q5), Israel (Q5, Q7, Q8), Portugal (Q5)

Perhaps unsurprisingly, 'poor source question design' was the most prevalent error source, which was detected for all questions. The second most common error source was 'translation problems as a result of a translation error' affecting six questions (four measuring democracy and two measuring personal and social wellbeing). This error source was detected more often in Austria and Portugal than in Israel and Bulgaria. The error source 'translation problem resulting from source question design' was detected for five questions – all of which measured personal and social well-being. Finally, the error source 'cultural portability' was detected for five questions and in four countries - Bulgaria (four questions), Israel (three questions) and Austria (two questions) and Portugal (one question).

Full details of the error sources detected for the democracy questions can be found in Table 8. Table 9 displays the error sources detected for the questions measuring personal and social well-being.

Table 8 Error Sources detected – Democracy questions

Question No. ²⁴	Error source identified	Explanation
1	Poor source question design	Not all respondents were thinking about how important ‘...equal treatment of the law is for a democracy ’ but were instead thinking more generally about whether equality (usually although not always via the law) was a good thing for a country. Some respondents did this because they were not really clear on what democracy is. Others gave a reasonable description of democracy when probed but did not appear to have brought this to bear when answering the question. Testing also reveals that it was not clear whether the question refers to how the law is written or how it is enforced (e.g. by the courts) or both of these.
	Translation problems... resulting from translator error	In Portugal there was a fairly direct translation of the question vis-a-vis the source. However respondents were thinking of ‘equality’ very much in economic terms rather than more specifically in terms of the law. It is hoped that a functionally equivalent translation could be found even if this means departing from a more literal translation. The translation of ‘treated equally’ into German (for Austria) (gleich behandelt) was felt by the Austrian representative to be too synonymic to gender equality. However the Austrian representative also felt that it would be difficult to find a better translation but did acknowledge that: ‘dass alle vor dem Gesetz gleich gestellt sind’ or ‘dass alle vor dem Gesetz gleich sind’ might work better as both convey the idea that everyone is equal before the law.
2	Poor source question design	The phrase ‘voting directly’, which was intended to be used to explain what referendums were may not have been clear enough to all respondents creating difficulties when answering.
	Translation problems... resulting from translator error	Unsuitable term used for national referendums in Austria. Unsuitable term used for citizens in Austria. ‘Voting directly’ translated simply as ‘vote’ in Portugal, which appeared to make some respondents think about voting in elections rather than in referendums. These problems led to loss of equivalence in Austria and Portugal.
3	Poor source question design	The annotation for ‘national elections’ that was used during cognitive interviewing is incorrect. In the mainstage ESS the annotation for ‘national elections’ is: ‘This refers to the last election of a country’s primary legislative assembly’. This may have had an influence on the choice of translations used. The current question is not measuring the idea of ‘votes having the same weight’. The idea of ‘votes having the same weight’ was only mentioned by two respondents (PT08 and IL9). PT08 referred to a dictatorship where not everyone could vote - only men and certain women. IL9 referred to votes being biased in favour of a certain party. This dimension of the question was picked up by so few respondents it suggests that it is not visible enough. The QDT should confirm if this is really required.

²⁴ Refer to Table 2 in this document for question wording

Question No. ²⁵	Error source identified	Explanation
3 (contd...)	Translation problems... resulting from translator error	Although the Bulgarian team confirmed that 'national' was not essential to the Bulgarian translation, its omission appeared to lead respondents in Bulgaria to think about 'all elections' rather than national elections specifically.
4	Poor source question design	<p>Respondents in all countries did not appear to be making a direct link to democracy.</p> <p>The question is complex and there will be some respondents in all countries who cannot reliably answer an item about something which they do not feel confident about answering.</p> <p>In most countries there was an emphasis on corruption and bribes and less on constitutional or balance of power checks. The QDT should confirm if this is acceptable, since the conceptual description suggests a wider conception of accountability. In particular the term 'abuse their power' is difficult for some respondents to comprehend and perhaps leads to the emphasis on corruption rather than other checks.</p> <p>'The courts' intended by the question was not always clear to respondents.</p> <p>'Government' was interpreted differently within and across countries. This term should be clarified in the source question.</p>
	Translation problems... resulting from translator error	In Austria the translation used for overrule (überstimmen) may not have been the optimal choice (the Austrian representative confirms this as a literal translation of 'outvoted'). The Austrian representative suggested that alternative words (e.g. 'aufheben' or 'außer Kraft setzen' - literal translations of 'cancel a law' or 'repeal a law') might be better but the question would need to be revised (i.e. it would not be sufficient simply to remove überstimmen and replace it with one of these choices).
	Cultural portability	In countries where the courts overruling government is rare (e.g. in Bulgaria) respondents sometimes struggled to understand what the question was asking. Or in countries like Austria where the role is limited to a specific type of court (constitutional) a lack of specificity in the question is problematic. This contrasts with Israel, for example, where respondents were much clearer about this possibility due to their national situation.
5	Poor source question design	<p>Difficult terms in the question e.g. 'minority' / 'majority' caused problems for some respondents making it harder for them to understand the question.</p> <p>Respondents had difficulty understanding the abstract idea that minorities can be protected from majority decisions.</p>
	Cultural portability	Some respondents only thought about one specific minority group whereas others assessed a range of different minority groups (this varied cross-nationally). In addition, the specific minority groups thought about varied across the test countries. The QDT should consider whether these things are problematic.

²⁵ Refer to Table 2 in this document for question wording

Question No.	Error source identified	Explanation
6	Poor source question design	<p>There is evidence that respondents ignore the term 'system' when answering the question, and focus instead on their preference for one party governments or coalition governments. This is further backed up by probing of the phrase 'system for national elections', whereby respondents talked about elections in general rather than majoritarian or proportional representation.</p> <p>There is evidence that the scale is problematic for some respondents in all countries (particularly in the UK) due to the end points being labelled with opposing arguments, e.g. there was some confusion about the meaning of the mid-point, and some respondents thought a dichotomous response was more appropriate.</p>
7	Poor source question	<p>The scale format where opposing arguments were placed at either end of the scale created unnecessary confusion for respondents in all countries except Portugal (possibly because the end labels were too long and the scale label for 10 was misunderstood).</p> <p>The reference to 'Europe' created some confusion (e.g. there were respondents who queried whether it meant 'the EU' or Europe in a geographical sense).</p>
	Cultural portability	<p>There are concerns that this question may not work as effectively in countries that are not in Europe in a geographical sense, like Israel and Turkey.</p>
8	Poor source question design	<p>The scale is poorly conceived, with some confusion about the end points and the meaning of the mid-point, e.g. there were respondents who appeared to (incorrectly) view the mid-point as the balance between taking account of both majority and minority opinions.</p>
	Cultural portability	<p>The types of minorities and majorities considered differ considerably. For example in Israel and Bulgaria ethnicity is the main dimension, whereas in the UK there is more variation in examples given.</p>
9	Poor source question design	<p>Almost all respondents chose one of the agree categories (21 chose 'agree strongly'; 19 chose 'agree'). This could indicate potential skewed distributions in the main fieldwork.</p> <p>The idea of organising daily activities towards the future was given infrequently, which was stated as one of the aims of the question. In addition, there were older respondents who did not think about the future at all but instead focused on their current sense of direction or a sense of direction that they previously had.</p> <p>There were respondents in each country that made reference to unexpected events or unplanned activities that can have an impact on a person's sense of direction. This influenced the responses they gave.</p>

Table 9 Error Sources detected – Personal and Social well-being questions

Question No.	Error source identified	Explanation
10	Poor source question design	<p>The measurement aims state that tapping ‘choosing to take personal control’ is the main aim. However the question and responses suggest having control is being measured (regardless of effort). The QDT are asked to clarify the key aim.</p> <p>There were respondents who found the negative slant to the question alongside an ‘agree / disagree’ scale confusing. This led to an incorrect choice on occasion (note however that this was not found in the source language).</p> <p>The ‘neither agree nor disagree’ answer category was used inconsistently.</p> <p>There were respondents who related the question of a little control to external events. The QDT should confirm whether this is OK (since some respondents will clearly refer to more mundane personal issues, others to the possibility of an earthquake or war).</p>
11	Poor source question design	<p>The term ‘challenging’ is used inconsistently by respondents. There is variation in whether respondents refer to ‘challenging’ in the sense of difficult things that give a sense of satisfaction or sense of achievement, or in the sense of a negative difficulty (e.g. barriers to doing things they find interesting).</p> <p>There were respondents who referred to things that they used to (but no longer) do or to things they would like to do, rather than what they currently do.</p>
	Translation problems... resulting from translator error	In Israel it appears the question was translated to refer to ‘interesting AND challenging’ activities rather than ‘interesting OR challenging’ activities, again causing a lack of equivalence.
	Translation problems... resulting from source question design	There is evidence that ‘challenging’ is difficult to translate in Portuguese in a way that avoids negative connotations for some respondents.
12	Poor source question design	There was discrepancy in counting the day of the interview in the UK sample (UKJC01; UKJC03) and with some respondents referring to a typical week (UKCT04; UKJC04).
	Poor source question design	‘Moderate’ is a problematic term. There is evidence that either ‘moderate’ or the lack of attention given to ‘at least’ caused difficulties (in Bulgaria and Portugal some respondents excluded anything above moderate; BG0101; BG0104; PTSL06; PTSL07). This was also raised by one of the Assistant Coordinators from the UK at the Joint Analysis Meeting.
	Translation problems... resulting from translator error	Austria’s translation used ‘last week’ instead of ‘7 days’.
	Translation problems... resulting from source question design	‘Breathe harder than normal’ creates confusion in Bulgaria (BG0202; BG0205; BG0204) and Portugal (PTSL02). On occasion respondents thought they were being asked to count the number of times they had breathed harder than normal; other respondents thought of how often they breathe harder than normal due to old age, lack of fitness (all in Bulgaria) or anxiety (Portugal). The Bulgarian translation was “...makes you start panting, breathe harder than normal” (Ви кара да се задъхате, да дишате малко по-трудно от нормалното) which may have led to some confusion.

Question No.	Error source identified	Explanation
13	Poor source question design	The word 'things' is not immediately clear – there is variation in interpretation, in terms of whether 'social' or 'physical' things, or both, were considered.
	Translation problems... resulting from source question design	It is possible that translation of 'things' was made difficult because of its ambiguity. In Portugal and Israel respondents were more focused on social things, though in other countries there was more of a balance. In Israel the phrase 'things around you' culturally implies the social or family surroundings.
14	Poor source question design	There are respondents who are unable to give precise answers, so an open question format is not appropriate. There was inconsistency in whether or not respondents included family members. There were respondents who excluded them 'on principle', i.e. regardless of how close they were they would never be considered a 'friend'.
15	Poor source question design	The reference period is not being observed by some respondents in all countries. Some respondents found it difficult to remember the last 12 months, some thought more generally about their usual routines, and some referred to personally relevant time periods, such as when they moved house. There was large variation in the types of activities respondents considered, including community based work, volunteering, religious activities, sports, socialising with friends and housework.
	Translation problems... resulting from translator error	The Austrian and Portuguese representatives did not think that anything in the translation of 'local area' would encourage respondents to think of their own homes. It is possible that the inclusion of activities within respondents' own homes in these countries is related to the term 'activities organised...'
16	Poor source question design	Considering three separate dimensions together can sometimes lead to confusion and to respondents adopting inconsistent response strategies (e.g. averaging, choosing just one dimension to consider, 'don't know').
	Translation problems... resulting from source question design	The scale labels 'best off' and 'worst off' have financial connotations in British English, which would not be immediately clear – especially in the context of the question, which mentions education, jobs and money. In Portugal 'best off' and 'worst off' appear to have been translated as 'most' and 'least successful'. This led almost all respondents to define the terms along the lines of educational or career achievements. This definition is not consistent with the translation in other countries.
	Cultural portability	Respondents in Bulgaria (in particular) reported that education and income are not necessarily related, making it difficult for respondents to consider these dimensions together. This was also noted by the Bulgarian representative at the Joint Analysis meeting.

9. Recommendations

At the end of each question summary²⁶ recommendations were provided to improve the question. These were intended for consideration by the ESS Questionnaire design sub-group as well as the two Question Module Design teams. The recommendations varied according to the specific nature of the questions tested but largely fell into the categories shown in Table 10.

Table 10 Recommendations

Error source addressed	Recommendation given	Question(s) affected
Poor source question design	Consider dropping the sub-concept / concept from the module	Q4
	Ask the QDT to clarify the <u>aim</u> of question further	Q3, Q9, Q10, Q12, Q14, Q15
	Clarify specific components of the question with the QDT	Q1, Q11, Q13, Q15
	Improve source question design – question wording	Q1, Q2, Q4 (if retained), Q5, Q6, Q7, Q9, Q10, Q11, Q12, Q14, Q15, Q16
	Improve source question design – response scale	Q7, Q8, Q9, Q10, Q14
	Provide correct annotation in the source question (to match one used elsewhere in the ESS)	Q3
	Check placement of the question carefully to avoid cross-question contamination	Q11
Translation problems... resulting from translator error	Improve translation in a specific country	Q4, Q11
	Improve source question wording	Q1
	Add annotation to source question to improve the translation guidance given to countries	Q2, Q12, Q14
Translation problems... resulting from source question design	Clarify specific components of the question with the QDT	Q11, Q12
	Amend source question wording	Q16
	Add annotation to source question to improve the translation guidance given to countries	Q11, Q13, Q15
	Amend annotation in source question	Q15
Cultural portability	Consider dropping the sub-concept / concept from the module	Q4
	Consider dropping this question in ESS countries that are not geographically in Europe (e.g. Israel and possibly Turkey) given that it would be impossible to formulate an appropriate evaluation item ²⁷ for this question in these countries.	Q7
	Amend source question wording	Q16
	Clarify specific components of the question with the QDT	Q5, Q8

Most questions have more than one recommendation – e.g. Q14 clarify question aim, improve question wording and improve the response scale. On occasion, the same recommendation has been proposed to address different sources of error e.g. Q16 – the recommendation to improve the source question wording addresses errors identified as a) translation problems resulting from poor source question design and b) cultural portability.

²⁶ The in-depth question summaries can be found in Annex 1.

²⁷ The design for the democracy module specifies that one ‘meaning’ item (along the lines of How important is X for a democracy) and one ‘evaluation’ item (along the lines of ‘To what extent does X exist in [country]?’) should be asked for each sub-concept.

The sources of error and the recommendations from cognitive testing were included in a Question Module Design Template (Fitzgerald, 2007) alongside analysis from the omnibus surveys and SQP coding. Members of the ESS Questionnaire design sub-group from City University considered all of the analysis and produced 'Final recommendations' for the two QDTs to consider.

A small selection of the recommendations that were given to the question module design teams on the basis of the findings from the cognitive testing (and on one occasion the omnibus testing as well) can be found in Table 11.

Table 11 Examples of recommendations made to the QDTs based on findings from cognitive testing

Question Number & Wording	Recommendation made	Change made to the question
<p>Q3 How important would you say it is for a democracy that there are free and fair national elections*? *This refers to national elections in general</p>	<p>This question worked well in cognitive interviewing. We therefore suggest retaining the wording for the Pilot.</p>	<p>The only change made to the question was to add an annotation to assist translators. Annotation: *elections – this refers to national elections for the country’s primary legislative assembly.</p>
<p>Q4 How important would you say it is for a democracy that the courts are able to overrule* governments that abuse their powers? *’overrule’ – to require governments to stop abusing their powers.</p>	<p>This item performed reasonably well in omnibus testing but several issues arose in cognitive interviewing and there was high item non-response for the corresponding evaluation item in omnibus testing. We propose serious consideration to dropping this sub-concept, as it may be too complex for a significant proportion of respondents. If retained, we propose the following re-wording (using exceed rather than abused, referring to the highest courts and government ministers).</p>	<p>How important would you say it is for a democracy that the highest court* can stop government ministers from exceeding their powers? Use this card. *Add country specific court name if necessary</p>
<p>Q13 People differ in how much notice they take of things around them. Would you say that you take notice* of the things around you... ...none of the time ...some of the time ...most of the time ...or, all or almost all of the time? * take notice of the things’ – be aware of, be distracted from your own thoughts and activities or by the environment around you.”</p>	<p>This item performed quite well in cognitive interviewing. We therefore propose making only a minor amendment to the annotation to facilitate translation.</p>	<p>The only change made to the question was to amend the annotation: Annotation: “take notice of the things’ – be aware of, be distracted from your own thoughts and activities or by the environment around you, whether physical or social.”</p>
<p>Q16 The ladder on this card represents where People stand in society. At the top of the ladder are the people who are the best off – those who have the most money, most education and best jobs. At the bottom are the people who are the worst off – who have the least money, least education, and the worst jobs or no jobs. The higher up you are on the ladder, the closer you are to the people at the very top and the lower you are, the closer you are to the people at the very bottom. Please choose a point on the ladder to show where you would place yourself.</p>	<p>Naming three separate dimensions of ‘being well off’ to consider in Q16 proved difficult for some respondents, and was particularly problematic for respondents in Bulgaria, where it was reported that income and education in particular are not necessarily related. We propose using the ISSP question instead (not socio-economic position <i>per se</i> but position in society nonetheless).</p>	<p>ISSP Q wording: ‘In our society there are groups which tend to be towards the top and groups which tend to be towards the bottom. Below is a scale that runs from top to bottom. Where would you put yourself now on this scale? 11 point scale – 0 is bottom and 10 is top’</p>

Final decisions on the items to be piloted emerged following further expert review and discussions between the question module design teams and the ESS questionnaire design sub-group.

10. Reflections, Strengths and Limitations

The purpose of this CI project was to test new questions that measured understanding of democracy and personal and social well-being in order to establish how respondents in different countries interpreted and understood the questions given that they were designed in British English in the UK. A secondary aim was to pin-point the reasons for any problems detected and categorise these sources of error so that the questions could be amended to avoid misunderstanding or item non-response in the Pilot survey. Both of these aims were successfully met.

The success of this project can in part be attributed to the experiences and lessons learned from another cognitive testing project carried out in 2007-2008, with collaborators from the US and Europe (the ESS-BI CI project²⁸). Many of the researchers involved in that project were also involved this time, bringing their past experience and knowledge to the project. The success of the project and the usefulness of the outcomes generated can also be attributed to our insistence on providing rigorous, clear, and thorough instructions and our commitment to documenting every stage of the project. This has provided a comprehensive understanding of the questions tested and enabled the question module design teams to be provided with sound evidence-based recommendations of measures to improve their questions.

However, as with any project, improvements could still be made on a few areas. The sampling criteria could have been clearer especially with regard to the quota for education, where A-levels caused confusion both for older respondents and for the European Country Coordinators who needed to produce an equivalent question. The face-to-face joint analysis meeting was an invaluable exercise and critical part of the analysis phase of the project. We video-recorded the meeting, which enabled all researchers to be actively involved in discussions rather than being distracted documenting what was said. Unfortunately, due to technical problems part of the recording was unusable. In future, we would endeavour to carry out a trial-run of the recording equipment to ensure that no data is lost.

One of the other limitations of this project was time. The most problematic element of this was that the country verification process could not be finalised before the recommendations were made by the Lead Coordinators to the question module design teams. However, we do not believe this had a detrimental impact on the recommendations because the changes subsequently made by the countries were fairly minor and not directly related to the recommendations.

If more time were available, it would be interesting to analyse the data with different sub-groups in mind. For example, the level of education, the age and/or the gender of the respondent could all contribute to their understanding of the questions. Whilst this was considered in the analysis of responses to Questions 9, 10 and Q12²⁹, due to the patterns of responses that emerged, this level of analysis was not conducted for the other test questions.

²⁸ For further information about this project refer to Miller, et al. (2011).

²⁹ Q9 Agree/Disagree: 'I generally feel that I have a sense of direction in my life'. Q10 Agree/Disagree: 'I have little control over many of the important things in my life'.; Q12 On how many of the last 7 days did you do at least moderate physical activity? That is activities which require moderate physical effort and make you breathe somewhat harder than normal.

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ANNEX 1

In-depth question summaries

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ANNEX 2

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QUESTION 1

Aim of Q1: To see whether the respondent thinks it is important in a democracy if everyone is treated equally by the law regardless of their social, economical or political status.

INTERVIEWER READ OUT: People hold different views on what is important for democracy. The questions that follow are about how important certain things are for a democracy

Q1 CARD 1 How important would you say it is for a democracy that everyone is treated³⁰ equally by the law³¹? Choose your answer from this card where 0 is not at all important and 10 is extremely important.

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

1. Hesitancy, requests for repeats

UK - 1 request for repetition (UKJC05), 1 giggle (UKJC01)!

Austria – 2 minor hesitations (AT02, AT06).

Bulgaria – 2 hesitations (BG0102, BG0104).

Israel – 1 hesitation or 1 request for the question to be repeated (IL5, IL6).

Portugal – 2 requests for the question to be repeated (PTSL08, PTSL10). The interviewer chose to repeat the question for another respondent (PTSL04).

2. Don't know responses and range of responses given

Respondents in all countries rated equal treatment by the law quite highly, with the most common response in all countries as 10. There was only a single don't know response. The pattern of responses in the UK and Austria were almost identical.

Table 1.1 Response Patterns

Country	Don't know responses	Other responses (N x response given)	Most common response
UK	0	1x5, 1x8, 1x9, 7x10	10
Austria	0	1x6, 1x8, 1x9, 7x10	10
Bulgaria	0	1x8, 1x9, 8x10	10
Israel	1	1x4, 1x5, 1x9, 6x10	10
Portugal	0	1x6, 1x7, 2x9, 6x10	10

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking of when you answered this question?’)

Although there is evidence from all countries that parts of the question worked for some respondents, there were respondents who did not appear to manage to complete all of the cognitive parts of the question (think of the importance of democracy, think of equal treatment of the law, think about how the law is written and enforced, think in general terms rather than about their own country). Key points to note from the testing were:

- There were respondents in all countries who could not explain what democracy means to them or who made it clear they have no interest in the concept (see specific section on this below).
- There was a split in all countries between those respondents who directly referred to democracy when asked how they answered the question and those that did not.
- In general, respondents in most countries were in fact able to think in general terms at this question without reference to their own country when answering the question. However in Israel and Bulgaria there were respondents who did refer to their own country when asked how they had answered.

³⁰ 'treated' – in the sense of 'dealt with'

³¹ 'the law' – in the sense of the written law and those who enforce it

- In Portugal there were respondents who thought more about the importance of economic equality rather than equal treatment 'by the law' suggesting equivalence might have been lost. However, there were also respondents who talked about equality in terms of rights and duties in society; fairness and morality (e.g. PTSL05; PTSL08).
- There were respondents in all countries gave their answer based on how different groups are treated compared to others e.g. the disabled, those with / without power, those with / without money, different political parties and ethnic majorities / minorities. However 'equal treatment by the law' was not always clear, with differing interpretations of what this was meant. There were respondents in Austria who thought of the courts, and those who thought of more general equality. Across all countries there were respondents who thought of how the law is written and enforced, and others who thought only of enforcement. In Austria there was a possible translation error on this term suggesting a link too close to gender equality.
- Respondents tended to give high scores but some notable exceptions suggested good reasons for the lower scores. More confused respondents ending up in the higher end of the scale range.

Referring to democracy

A key aim of the democracy module is to ask respondents to say whether they feel certain characteristics are important for democracy in general and then to follow-up with questions about the extent of these same characteristics in the country they currently live in³². It is therefore essential that respondents answer these questions with reference to how important each characteristic is for democracy. However Table 1.2 suggests that there were respondents in all countries who were not directly thinking of how important 'equal treatment by the law' is **for a democracy** in general. Since this pattern was found in all countries, albeit to a varying extent, this is a source questionnaire error. It suggests a key weakness in the overall approach adopted in this module. The researchers at the joint analysis meeting felt it reflected some respondents' unwillingness or lack of ability to think about what is important for a democracy from a theoretical point of view (either because they did not understand democracy (see below)- or because they could not think in such abstract terms. It could also be that the task of having to consider two different things (1: the importance of everyone being treated equally by the law, and 2: the importance of this for a democracy) is just too much for people, so even those who did show a clear understanding of 'democracy' struggled to make the link. Another possible reason why the link was often lost could be that in countries where there *is* already a democracy, it may seem strange to be asked about the importance of certain features of it and as a result, respondents focus less on democracy and more on the feature in question (equal treatment by the law for example). There were respondents who were thinking instead about whether or not they felt equal treatment by the law is important in general or for their own country rather than for democracy. A key question for the module designers is whether this is sufficient. If so, perhaps it is better to ask all respondents to do this by removing the reference to democracy entirely and relying instead on the fact that all ESS countries are at least, to a basic extent, democracies.

³² Only the first type of question was covered in the cognitive interviewing.

Table 1.2: Whether respondents referred to ‘democracy’ when asked ‘What were you thinking about when you answered this question and ‘how did you go about choosing that number?’

Country	Reference to democracy	No reference to democracy	Ambiguous
UK	UKJC04; UKJC05; UKJC03; UKCT03	UKCT01; UKCT02; UKCT04; UKJC01; UKJC02	UKCT05
Austria	AT01; AT04; AT08; AT09	AT02; AT03; AT05; AT06; AT10	AT07
Bulgaria	BG0101; BG0201; BG0103; BG0105	BG0102; BG0202; BG0104; BG0204; BG0205	BG0203
Israel	IL1; IL3; IL4; IL5; IL6; IL7; IL8	IL2; IL10	IL9
Portugal	PTSL02; PTSL05; PTSL06; PTSL07; PTSL08; PTSL09; PTSL10	PTSL03; PTSL04	PTSL01

UK – At first it appears the question was not too problematic, with little hesitation and all respondents answering. However there were respondents for whom there was little direct evidence they were thinking of how important ‘equal treatment by the law’ is for a democracy (UKCT01; UKCT02; UKCT04; UKJC01; UKJC02). For example respondent UKCT01 appeared to be thinking of an ‘ideal world’ and respondent UKCT02 was thinking of ‘planning laws’ but without a specific reference to democracy. However for other respondents the importance of ‘equal treatment by the law’ for democracy was clear in their answer (UKJC04; UKJC05; UKJC03; UKCT03). References to ‘equal treatment by the law’ were clearer than those to democracy, although they are slightly diffuse. Examples include thinking of equal treatment for ‘...people in higher positions like politicians’ (UKCT01), that no one should be exempt otherwise it makes a ‘mockery of the law’ (UKCT04) and that ‘the law of the land has to be fair’ (UKJC04). One respondent had a slightly different perspective, namely that sometimes the law should not treat everyone equally, e.g. because of disability / background people should have special treatment (UKJC02). One respondent appeared to be more focused on the equality angle and less on the law side (UKCT03)³³. One respondent appeared to not really understand the question at all focusing only on how they had been treated personally (UKCT05). There is also evidence of thinking specifically about the UK (UKCT03; UKCT05).

Austria – There were respondents (AT01; AT04; AT08; AT09) who appeared to be making a direct link to democracy but also respondents who weren’t (AT02; AT03; AT05; AT06; AT10). Respondent AT10 for example admitted they had no interest in the topic of democracy at all when probed. One respondent was thinking of Austria rather than more generally or theoretically (AT04). There were also respondents who appeared to be thinking more of the equality side rather than the law side, e.g. a respondent mentioned it should be not only be the rich being treated properly especially in terms of health care (AT04). Another said that men and women should get equal wages (AT05) perhaps related to the choice of translation³⁴ (See Error source classification table).

Bulgaria – As in other countries there were respondents (BG0101; BG0201; BG0103; BG0105) who made a direct link to democracy and those who didn’t (BG0102; BG0202; BG0104; BG0204; BG0205). There were respondents who thought of Bulgaria rather than more generally / theoretically (BG0102; BG0202; BG0103; BG0104; BG0204; BG0205), reflecting perhaps an ability to answer the question only in terms of their own experience. And so there was a general recurring theme across the answers from respondents in Bulgaria about the importance of equal treatment by the law regardless of wealth and / or political status. For example BG2003 said “...if you have money in Bulgaria – you are god” and that ‘political status can make you above the law’ (BG0205). One respondent appeared not to understand the question (BG0201).

Israel – As in other countries there was a split between respondents who were thinking of democracy (IL1; IL3; IL4; IL5; IL6; IL7; IL8) and those who appeared not to be (IL2; IL10). There were respondents who grounded

³³ This might reflect the proximity of a well-being question about social structure. Half the sample were asked this question immediately before Q1 in the democracy module.

³⁴ One respondent was asked a well-being module social status question immediately before Q1 in the democracy module, the other was asked Q1 as the first question in the cognitive interview.

their answer in terms of the situation in Israel (IL3; IL10) and others who appeared to be thinking more generally (e.g. IL1; IL2; IL4; IL5). There were respondents in Israel who were thinking of the importance of equality of the law (IL1; IL4; IL5; IL7; IL8; IL9) and those who were not (IL6; IL9; IL10). Not all respondents thought in terms of equal treatment for specific groups of people (e.g. IL4 thought of 'all society members'). However those that did made references to the Jewish majority and minorities (IL10), people with disabilities (IL7) and even political parties (IL3 – see below). One respondent who had lived in Russia gave a low score (5) because 'giving everyone equal treatment by the law might lead to anarchy' (IL5). There were respondents who did not appear to accept / understand the question (IL2 commented that they wanted to think about justice not treatment by the law and then answered don't know and, as noted earlier, IL3 who was narrowly focused on the equal right of parties to be elected but who answered 10).

Portugal – It was common for respondents in Portugal to make a direct link in terms of equality and democracy (PTSL02; PTSL05; PTSL06; PTSL07; PTSL08; PTSL09; PTSL10) but there were respondents who did not (PTSL03; PTSL04). Worrying were those respondents who did not appear to be thinking of the law when answering (PTSL01; PTSL02; PTSL03; PTSL04; PTSL06; PTSL07; PTSL09). Instead these respondents were instead thinking of 'economic and social equality' rather than legal equality suggesting some form of translation error since equivalence was lost. For example one respondent was focused on 'social and economic differences' (PTSL03), whereas another felt that '...everyone should have at least the minimum to live'. However one or two were thinking directly of the law (e.g. PTSL05 was thinking of legal equality regardless of 'race and nationality' and PTSL10 that 'there are always people who judge and those who are judged').

4. Understanding (or absence of understanding) of the key terms probed on in the Q

What does democracy mean at this question?

Respondents were specifically probed on what democracy meant to them when they were answering this question (note they were not asked what democracy means to them more generally only in the context of this question).

There were respondents in all countries (See Table 1.3) who could not describe what democracy means to them or in the case of Bulgaria did so only in very general terms after probing. If there are respondents in all countries who do not understand a term that is to be repeated 20 times throughout the module, there is a real concern about the quality of the responses they are likely to provide across the module. There might also be a concern that they are more likely to answer 'don't know' in the ESS main stage.

Table 1.3 Respondents who did not define democracy

Country	Could not / would not define democracy
UK	ULCT02; UKJC01
Austria	AT10
Bulgaria	BG0102*; BG0204*
Israel	IL6
Portugal	PTSL01; PTSL02; PTSL04

**respondents very reluctant to give answer; after probe referred to 'freedom in general'*

Table 1.4 shows there were some similarities about the types of definitions respondents gave about democracy across countries. This included references to Elections / People power (all countries), not being a dictatorship (3 countries), freedom of speech / freedom more generally (3 countries) and equal treatment / no discrimination (4 countries). In all countries there were less common or unique answers such as 'pleasing both sides', 'a market economy' and simply references to the current situation in their own country. This range of answers is unlikely to be problematic since the QDT explicitly did not want to define democracy but rather get respondents to answer based on their own understandings of the term.

UK – There was an eclectic mix of answers to the probe about the meaning of democracy at this question. These ranged from those who referred to power being with the people / decisions made by everybody (UKJC02; UKJC03; UKJC05) to being related to the opposite of dictatorship (UKCT03; UKCT04).

Austria – Of those who answered this question references were made to equal rights and fairness (AT03; AT07; AT09), people having a say (AT04; AT08) and being without dictatorship (AT06; AT08).

Bulgaria – A mix of answers were given. There were references to order (BSG101; BGS104), to people power (BG0201; BG0105), freedom (BG0201; BG0204), law and equal rights (BG0103; BG0202; BG0104) and even free markets (BG0203). All respondents gave a definition although some were reluctant and only did so after probing (BG0102; BG0204).

Israel – Direct references were made to the regime in Israel (IL1; IL7), to rule of the people and / or elections (IL2; IL4; IL5; IL7; IL10), freedom / freedom of speech (IL3; IL4; IL9), equality (IL4; IL9) or human rights (IL5).

Portugal – There were respondents who saw democracy in terms of equality / equal rights (PTSL01; PTSLO6, PTSLO7; PTSLO8; PTSLO9), equality in terms of the law (PTSL10), an active role in decision making (PTSL09), freedom to do what one likes within limits (PTSL03) and freedom / freedom of speech (PTSL05; PTSLO9) and citizen responsibility (PTSL05; PTSLO7).

Table 1.4 Meaning of democracy at Q1

	Elections / People power	Not dictatorship	Freedom of speech / freedom	Equal treatment; equal rights; no discrimination	Other
UK	UKJC02; UKJC03; ULJC05	UKCT03; UKCT04			Pleasing both sides (UKCT05) Decision made by everybody rather than just person (UKJC05)
Austria	AT04; AT08	AT06; AT08;		AT03; AT07; AT09	A form of government (AT01)
Bulgaria	BG0201; BG0105	BG0101	BG0201; BG0204*	BG0202 BG0103; BG0104	Civil rights, free market (BG0203) Everything after 1989 (BG0204) Order (BSG101, BGS104)
Israel	IL2; IL4; IL5; IL7; IL10		IL3; IL4; IL9	IL4; IL9	The regime in Israel (IL1; IL7) Human rights (IL5)
Portugal	PTSL03;		PTSL03; PTSL05; PTSL09	PTSL01; PTSLO6; PTSL07; PTSLO8; PTSL09	Respect each other , equal treatment by the law (PTSL10) Active role in decision making (PTSL09) Duties and rights (PTSL05; PTSLO7)

*Not all respondents are included in this table because the relevant probe did not appear to have been asked in all cases. *Answer obtained only after sustained probing.*

What did ‘everybody is treated equally by the law’ mean at this question? Were respondents thinking of how the law is written, how it is enforced or both?

UK – There were respondents who were clearly thinking only of the application of the law (UKCT01; UKCR02; UKCT03; UKCT04) others both the way it is written and how it is applied (UKCT05; UKJC03). The idea of the law applying equally regardless of social status was also explicit on occasion (e.g. UKJC04*; UKJC03).

Austria – Gender equality (AT02) and equal rights for everybody (AT03) were mentioned at this probe. It was not really clear, however what ‘treated equally by the law’ meant: there were respondents who had the idea of a trial at a court (AT03; AT04; AT06), those who had the idea of general equal treatment (AT02; AT05; AT07) and those who thought of both (AT01; AT08). There were respondents who were thinking both of how the law is written and how it is enforced (AT03; AT04) and those who focused just on one of these dimensions (AT08 – written, AT09 – enforced). There was also mention of the law being ‘the existing rules of conduct in society’ (AT01).

Bulgaria – There was a clear theme that no one should be above the law because of their status (BG0101; BG0201; BG0102; BG0103; BG0203; BG0104; BG0204; BG0205; BG0105). It was not always entirely clear but it appears respondents were thinking more about how the law is applied rather than how it is written (e.g. BG0205).

Israel – A mixed selection of responses were given here. There were respondents who thought of how the law is written and enforced (e.g. IL1; IL), others how it is written (IL3) but this was not always explicit. There were occasions where respondents felt that equal treatment by the law should be limited to citizens (IL4) or that it should not apply because people are different from one another (IL6).

Portugal – It was rare that respondents had been thinking about the law when they answered the question.

Rather the focus was generally about 'equality' in general or socio-economic terms (PTSL01; PTSL03; PTSL04; PTSL06; PTSL07). One respondent appeared to be thinking specifically about the law (PTSL05).

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	<p>Not all respondents were thinking about how important '...equal treatment of the law is for a democracy' but were instead thinking more generally about whether equality (usually although not always via the law) was a good thing for a country. Some respondents did this because they were not really clear on what democracy is. Others gave a reasonable description of democracy when probed but did not appear to have brought this to bear when answering the question.</p> <p>Testing also reveals that it was not clear whether the question refers to how the law is written or how it is enforced (e.g. by the courts) or both of these.</p>
2) Translation problems... (a) resulting from translator error	<p>In Portugal there was a fairly direct translation of the question vis-a-vis the source. However respondents were thinking of 'equality' very much in economic terms rather than more specifically in terms of the law. It is hoped that a functionally equivalent translation could be found even if this means departing from a more literal translation. The translation of 'treated equally' into German (for Austria) (gleich behandelt) was felt by the Austrian representative to be too synonymic to gender equality. However the Austrian representative also felt that it would be difficult to find a better translation but did acknowledge that: 'dass alle vor dem Gesetz gleich gestellt sind' or 'dass alle vor dem Gesetz gleich sind' might work better as both convey the idea that everyone is equal before the law.</p>
(b) resulting from source question design	None
3) Cultural portability	None

6. Recommendations / suggested changes to improve the Q

- Ask the QDT to consider whether democracy should be referred to in the meaning questions at all. Instead perhaps refer to how important things are for a country to have and infer relevance to democracy from role of each feature as a democratic function. Of course this may prove a step too far but would likely lead to more accurate data collection.
- Clarify with the QDT which scenarios they are considering, e.g. is it how politicians draft the law or how the law is enforced for different groups in society? And if it is enforcement, is enforcement by the courts meant? Since conveying both is likely to be tricky this needs to be made explicit in the source question. The current question is too vague in this regard and needs to be made more concrete.
- Remove the reference to 'equally' to avoid emphasis on economic or gender equality and perhaps refer instead to 'treats everyone the same'.
- Three possible rewordings of the question would be:
 - 'How important would you say it is (for a democracy) that the law treats everyone the same? Choose your answer from this card where 0 is 'not at all important' and 10 is 'extremely important'. Or
 - 'How important would you say it is (for a democracy) that the courts treat everyone the same when they are accused of a crime?' Choose your answer from this card where 0 is 'not at all important' and 10 is 'extremely important'. Or
 - 'How important would you say it is (for a democracy) that politicians pass laws that treat everyone the same?'

QUESTION 2

Aim of Q2: To examine respondents views about participation in democracy beyond voting in national elections.

Q2 STILL CARD 1 How important would you say it is for a democracy that citizens are able to³⁵ decide major issues by voting directly in national referendums? Use the same card.

**Not at all
important**

**Extremely
important**

**(Don't
know)**

00

01

02

03

04

05

06

07

08

09

10

88

1. Hesitancy, requests for repeats

Overall, the question was repeated for respondents on occasion in all countries. This is not necessarily a problem but does suggest that the question may be slightly complicated and people need to hear it more than once in order to understand, comprehend and then answer.

UK – Respondents in general answered this question without hesitation. However, on a rare occasion, the respondent hesitated and the question was re-read (UKJC01). Following the second reading, the respondent was able to provide an answer and commented that originally she wasn't sure what 'the meaning' of the question was.

Austria – On rare occasions, the question was repeated (AT03 & AT07) and the respondents provided an answer once they had heard the question a second time.

Bulgaria – This question was repeated for one respondent (BG0101) who then gave an answer. In addition, there were instances where respondents hesitated before answering (BG0102, BG0103 and BG0104). The question was not re-read to these respondents and they did all choose a number from the scale.

Israel – Hesitation was noted on occasion for respondents (IL1 and IL10) and the question was repeated for IL9. All respondents provided an answer.

Portugal – There were respondents for whom the question was repeated – this was for a range of reasons: i) the Interviewer felt that the respondent didn't understand (PTSL01 and PTSL08); ii) the respondent said they didn't know (PTSL04); iii) the respondent thought about an earlier question when answering (PTSL06) and iv) respondent requested that the last part of the question was re-read (PTSL10). All of these respondents did go on to provide an answer.

2. Don't know responses and range of responses given

All respondents provided an answer to question 2, no respondents answered 'don't know' and 10 was the most common response given. On a rare occasion, a UK respondent commented that they didn't understand the question therefore they answered that it was not important and scored 0 (UKCT02) rather than 'don't know'.

Table 2.1 Response Patterns

Country	Don't know responses	Other responses (N x response given)	Most common response
UK	0	1x0, 1x3, 1x7, 2x8, 5x10	10
Austria	0	1x0, 1x4, 5x7, 1x8, 2x10	7
Bulgaria	0	2x5, 2x7, 2x8, 1x9, 3x10	10
Israel	0	1x2, 1x4, 1x5, 1x7, 1x8, 2x9, 3x10	10
Portugal	0	1x7, 2x8, 2x9, 5x10	10

³⁵ 'are able to' - in the sense of have the opportunity to

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking when you answered this question?’)

One conclusion from question 1 was that not all respondents were thinking about democracy when they answered the question. Unfortunately, this also seems to be reflected in the responses given for question 2. Table 2.2 below shows the respondents that made reference to democracy (directly or indirectly) when answering question 2 and those that did not.

Table 2.2 – references made to democracy when answering Q2

Country	Reference to democracy	No reference to democracy	Ambiguous
UK	UKCT03; UKCT04; UKJC02	UKCT01; UKCT02; UKCT05; UKJC01; UKJC03; UKJC05	UKJC04
Austria	AT01; AT07; AT08; AT09	AT03; AT04; AT05; AT06; AT10	AT02
Bulgaria	BG0201; BG202; BG0203; BG0104;	BG0101; BG0102; BG0103; BG0204; BG0105; BG0205	
Israel	IL2; IL3; IL5; IL6; IL7; IL8; IL9; IL10	IL1; IL4	
Portugal	PTSL03; PTSL05; PTSL06; PTSL08; PTSL10	PTSL02; PTSL04; PTSL09	PTSL01; PTSL07

In the UK, Austria and Bulgaria we can see that there were respondents who did not make reference to democracy when answering question 2. In contrast, in Israel and Portugal there were respondents who made reference to democracy.

In general, respondents in all countries were thinking about the following things when answering question 2:

- whether or not politicians should always decide
- when citizens should be able to decide (e.g. on specific topics)
- practical issues / implications of holding referendums
- other things

Respondents in Portugal and Bulgaria referred to the importance of voting in elections (rather than referendums) suggesting that the question may not have been understood correctly. This was not found in the other test countries.

UK – There were respondents who thought that the government or politicians should make all decisions because the public were not capable or qualified to do so (UKCT01; UKCT04 and UKCT05). There were also those who thought that people should be able to have their say (UKCT03; UKJC01; UKJC02, UKJC03; UKJC04). A pragmatic approach was taken on rare occasions because the respondent thought referendums on everything would take too long and be non-productive and so a slightly lower response (8) was chosen (UKCT04).

Austrian Respondents were generally thinking in a similar way to UK respondents. On rare occasions, a respondent thought that the government should decide overall (even if they are incapable) (AT05). There were respondents who thought that people should be able to have their say (AT02; AT07; AT09) but not necessarily be able to decide on everything (AT01; AT02) and that the people should have their say but it depends on the topic (AT03; AT06; AT09). On a rare occasion a respondent commented that you can’t always consider people’s opinions because of the costs involved in doing so (AT09). On a similarly rare occasion, a respondent commented that they had no interest in politics and scored 0 (not at all important) (AT10).

Bulgaria - On a rare occasion, respondents reflected on the poor performance of politicians commenting that if they were good referendums wouldn’t be needed (BG0102). There were also respondents who made reference to the importance of people being able to have their say or letting people decide for themselves (BG0201; BG0202; BG0203; BG0104). On rare occasions, respondents commented that although referendums were important they were more appropriate for some topics than others (BG0103). On a practical level, there were respondents who mentioned that referendums were suited to sophisticated, educated societies (BG0101; BG0103; BG0105). On a rare occasion, a respondent weighed up the importance of referendums against voting in elections (BG0205) and another respondent thought about whether referendums happen in Bulgaria – because they do not, the respondent scored lower than she might have done if they did occur (BG0204).

Israel – There were respondents who considered the importance of letting those who are elected decide (IL3; IL5) compared to letting the people have their say (IL6; IL7; IL9). There were also those who mentioned that people should have their say but that it depends on the topic being considered (IL1; IL8). There were respondents who commented on practical issues such as the practicalities of holding a referendum in Israel (IL1) and that some people might not understand the formal language involved (IL3) or might vote based on emotion rather than what is rational (IL10). On a rare occasion a respondent commented that they found the question difficult to answer because they do not think democracy is the best way to rule (IL5).

Portugal – On rare occasions, a respondent (PTSL07) emphasised that it is always better to ask people than let politicians decide everything because sometimes the electoral programme is one thing and the actions are another. They also emphasised that it was important that people can speak their minds but that the use of referendums should depend on the topic. There were respondents who focused solely on the importance of people having their say (PTSL01; PTSL04; PTSL05; PTSL06; PTSL10). A practical approach to referendums was also observed in Portugal. Here respondents pointed out that referendums can't be for everything as this would be impractical (PTSL07), and that the cost to the country of referendums would be too much especially in the current economic climate (PTSL09). Other respondents focused on voting in general – in national elections, rather than specifically in referendums (PTSL01; PTSL02; PTSL03; PTSL04). This may have been because of a translation error in Portuguese where 'voting directly' was translated simply as 'vote', suggesting that equivalence was lost.

4. Understanding (or absence of understanding) of the key terms probed on in the Q

Respondents were probed on their understanding of three key terms: 'major issues', 'national referendums' and 'citizens'. The responses given to each probe is shown below.

▪ 'Major issues'

In three countries (Austria, Portugal and Israel), there were respondents who were unable to think of any specific issues (AT06; AT07; AT08; AT10; PTSL01; PTSL06; IL5). There were respondents from all countries except Austria who mentioned 'deciding who the Prime Minister or President will be' as a major issue, showing that they were thinking about national elections rather than referendums (UKJC03; PTSL02; PTSL03; BG0204; IL1; IL5).

However, there were respondents who were able to identify 'major issues'. The issues raised are categorised by theme in Table 2.3. The full list of issues mentioned can be found in Appendix 1. Issues to do with the economic crisis/economy in general as well as social or welfare issues were identified in all countries. Law/crime/security, war and peace, immigration and foreign relations and resources/energy were mentioned in three countries (but not the same countries). The EU was mentioned in two countries.

Table 2.3: Themes that emerged in response to 'major issues'

THEME	WHICH COUNTRIES DID THEME OCCUR?
Economic crisis / economy	All countries
Social / welfare	
Politics – specific comments about early elections & more general comments (including incorrect references to elections)	All countries except Austria
Law, crime and security	3 countries (UK, Austria and Israel)
War & Peace	3 countries (Austria, Bulgaria and Israel)
Immigration & foreign relations	
Resources / Energy	
Country-specific national issues	3 countries (UK, Bulgaria, Israel)
No specific issues	3 countries (Austria, Portugal and Israel)
EU	2 countries (UK and Austria)

▪ 'National Referendums'

There is evidence from all countries that respondents understood what a referendum was. There were respondents who defined them as a vote for everybody in the country to vote on a particular issue (UKCT01; UKCT04; UKCT05; UKJC04; PTSL07; BG0101; BG0205; IL1; IL4; IL7); references were also made to finding out whether people agree or disagree with the proposals made (UKJC05; AT01; IL2; BG0201; BG0202; BG0102;

BG0204) and they were also likened to ‘polls’ where people are asked to give their opinion (PTSL08; PTSL09; IL8; IL10). There were respondents who highlighted the role of the people in referendums e.g. opportunity to choose and be involved in decisions for the country (PTSL05; PTSL10; BG0105; IL3).

On occasion, respondents in all countries gave definitions which suggested that they were confused about what referendums were or that they didn’t really understand what they were. This was largely clear through vague references to ‘people voting’ (UKCT02); a decision on a national level (AT02); same rights for all (AT07) and vote in elections (PTSL03). On rare occasions, respondents said that they didn’t know and then offered a definition, which suggested that they did know but when probed directly felt less confident in their responses e.g. UKCT01; BG0104; IL9; PTSL06). There was also evidence of respondents in all countries (except Bulgaria) not knowing what referendums were at all, particularly in the UK and Portugal (e.g. UKCT03; UKJC01; UKJC02; UKJC03; PTSL01; PTSL02; PTSL04; PTSL06; IL6; AT10).

The Austrian team believe that the translation of ‘national referendums’ as ‘nationaler Volksentscheid’ may have caused problems on occasion as the term is not commonly used in Austria (see for example AT01). Instead, ‘Volksabstimmung’ can be used as well as ‘Volksbefragung’ (national council asks people to vote) and ‘Volksbegehren’ (8,000 signatures are required for a vote to arise).

▪ **‘Citizens’**

Respondents in all countries generally understood the term ‘citizens’. Respondents mentioned things like: people who live in a country (UKCT01; UKCT02; UKCT03; UKCT04; UKJC04; UKJC05; BG0201; PT03; PT05; IL6), people who have citizenship (UKJC05; AT03; BG0102; BG0204), people who hold a British passport (UKJC02), people who are over 18 and have the right to vote (PTSL07; PTSL08; IL1; BG0105), ‘tax payers’ (AT06) and more generally - all people / all of us / all Portuguese (PTSL01; PTSL02; PTSL09; PTSL10). There were some respondents who mentioned citizen’s responsibilities including ‘taking responsibility for your country’ (AT07) and fulfilling citizenship duties or being loyal to the state (IL2; IL6; IL8; IL9; IL10).

However, there were also respondents who struggled to define the term. In Bulgaria ‘citizen’ was seen as a measure of how far a certain society has developed to become a civil society (BG0101); in the UK citizen was defined as people living in the city (UKJC03). There were respondents in Portugal who could not define citizens stating simply ‘we are all citizens’ (PTSL04; PTSL06) or saying people ‘respecting each other’ (PTSL03).

There were respondents in Austria (AT04; AT05; AT07) who misinterpreted the probe – thinking they were being asked ‘how much being a citizen of Austria means to them’ rather than what the term ‘citizen’ meant when they answered the question. The Austrian team explained that the translation used (Staatsbürger) has the meaning ‘to have the citizenship’ rather than Bürger, which is a slightly weaker form but does not have connotations of citizenship.

In Israel, it is clear that the term ‘citizen’ generated responses that were different to those provided by respondents in the other four test countries. ‘Citizens’ was understood as state citizens with the citizenship right to vote (IL2; IL3). In addition, respondents referred to: the age of citizens that have the right to vote in national referendums (IL1; IL4; IL6), the specific group of citizens that have the right to vote³⁶ (IL4; IL7; IL8). One respondent declined to answer this probe because he thought it was too complicated (IL5).

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	The phrase ‘voting directly’, which was intended to be used to explain what referendums were may not have been clear enough to all respondents creating difficulties when answering.
2) Translation problems... (a) resulting from translator error	Unsuitable term used for national referendums in Austria. Unsuitable term used for citizens in Austria. ‘Voting directly’ translated simply as ‘vote’ in Portugal, which made some respondents think about voting in elections rather

³⁶ The Israeli researchers explained that In Israel there is a wide public and political argument whether the Arab citizens [or the non-Jewish citizens] should be giving the right to vote on security issues or the returning of territories on national referendums

	than in referendums. These problems led to loss of equivalence in Austria and Portugal.
(b) resulting from source question design	None
3) Cultural portability	None

6. Recommendations / suggested changes to improve the question

- Annotate ‘vote directly’ to assist with translation and avoid the problems identified in Portugal.
- We note that the question wording tested in the omnibus surveys gets round some of the problems identified through cognitive testing as it provided more information of what referendums were. The wording for the item tested in the omnibus survey was:

‘How important would you say it is for a democracy that people have the final say on major new laws by voting on them directly?’

0-10 Not at all important-Extremely important

Item non-response for this item was low – 4.2% in GB, 4.5% in HU and 3.4% in PT.

Most respondents in the cognitive interviews did understand what ‘referendums’ were and for this reason, we can be confident that a good part of the population would too. Therefore, we suggest adding ‘in referendums’ to the end of the question for those respondents what would understand what they are e.g.:

‘How important would you say it is for a democracy that people have the final say on major new laws by voting on them directly in referendums?’

0-10 Not at all important-Extremely important

APPENDICES FOR QUESTION 2

Appendix 1 - Understanding of ‘major issues’

ISSUE MENTIONED	RESPONDENTS
CONSTITUTION Big changes that could replace entire political system e.g. early elections	BG0102
EU EU membership (joining/leaving the EU)	UKCT01; UKCT04; AT05; UK09
ECONOMIC CRISIS / ECONOMY Government decisions on how to get out of debt / reduction of national budget / state finances Running the country (infrastructure) Economy in general	UKJC05, AT02, AT04, PTSL07, BG0104 UKJC04 PT07, BG0103, IL4
WAR & PEACE National participation in military alliance / Libya Military action Sanctions v. Libya Peace negotiations / agreements Returning territories	AT01 IL3 BG0105 IL1; IL3; IL8 IL1; IL2; IL8; IL10
LAW / CRIME / SECURITY Death penalty Release of prisoners Security issues	UKCT01, IL7 IL7, IL10 AT02, IL1, IL4, IL10
SOCIAL / WELFARE Abortion Health	AT01, PTSL08, PTSL09 UKCT05, PTSL04, PTSL05, PTSL10, IL4;

ISSUE MENTIONED	RESPONDENTS
Welfare Education Housing Taxes Quality of life / well-being of people	IL10 IL10, UKJC04 UKJC04, UKJC02, PTSL05, IL10 PTSL10 PTSL04 PTSL07
IMMIGRATION & FOREIGN RELATIONS Foreign relations Immigration	BG0104, IL7 AT04
RESOURCES / ENERGY Distribution of country resources Nuclear energy / Building nuclear power plant Environment	IL2 AT03, AT05, BG0101, BG0103, BG0205 AT05
COUNTRY-SPECIFIC ISSUES Challenge to runway at Heathrow Monarchy Freedom of religion 'nationwide effect' / 'influence everyone in country' Neighbourhood amenities	UKCT03 UKCT01 IL9 BG0201, BG0202, BG0203 BG101
POLITICS – general comments but not specific issues Political issues 'issues faced by the state' 'for parliament or whatever' Something to do with central government Decide who the President or Prime Minister will be in the next election [misunderstood 'referendum']	IL1 BG0205 UKJC01 UKCT02 UKJC03, PTSL02, PTSL03, BG204, IL1, IL5)
No specific issues	AT06, AT07, AT08, AT10, PTSL01, PTSL06, IL5

Appendix 2 - Understanding of 'national referendums'

Definition given – shows understanding	Country (Respondents)
A vote for everybody to vote on one particular issue that affects us	UK (CT01, CT04, CT05, JC04), PT (07), BG (0101, 0205), IL (1, 4, 7)
A vote that is taken by everybody to decide whether the majority of the people agree or disagree.	UK (JC05), AT (01), IL (2), BG (0201, 0202, 0102, 0204)
People vote for a specific issue, this will be evaluated and politicians will follow up on it.	AT (08)
Polls about certain issues, where all population is called to give its opinion	PT (08, 09), IL (8, 10)
The opportunity for the people to come against the government on a particular issue	UK (CT03)
The power to chose, participation in society, being able to judge situations that are imposed to us. It is a way of being involved in decisions that are for us and of contributing to society.	PT (05)
The people can contribute for the decisions of the country and it is not up to the politicians to decide.	PT (10), BG (0105), IL (3)
Theoretical, people can co-decide, in practice there are not much possibilities.	AT 03
A referendum should take place, when the government is not sure how to decide or a constitution law is affected.	AT 01
People deciding on the spot different issues that have long term effect on entire society	BG 0103
Definition given – might show confusion / uncertainty	Country (Respondents)
'Has to do with people voting'	UK (CT02)

R answered, in Austria we don't have national referendums, we have Volksabstimmung	AT (01)
A decision on national level	AT (02)
Definition given – might show confusion / uncertainty	Country (Respondents)
It means the same rights for everyone	AT (07)
When citizens of a country have to vote	AT (08)
A kind of voting where those over 18 can vote in what they want for the country. The last referendum in Portugal was the president election.	PT (03)
R said didn't know then said - people voting on certain problem, and how this could be solved.	BG0104
Protection from politicians' interests; the people determine their own destiny.	IL9
No definition – did not understand	Country (Respondents)
R did not understand 'national referendum'. He guessed it would apply country wide as in AV.	UK (CT03)
R did not know what it meant.	UK (JC01, JC02, JC03), PT (02, 04, 06), IL6
'No idea'	AT (10)
R could not give a definition	PT (01)
No definition but did seem to understand Q	IL 5
No definition – not probed on / not clear enough	AT (05, 06) / BG (0203)

Appendix 3 - Understanding of 'citizens'

Definition given – shows understanding	Country (Respondents)
People who live here and want to live here and work here are British citizens	UK (CT01)
People who live in this country. The ordinary person going about their ordinary business.	UK (CT02, CT03, CT04, JC05)
Everybody, the people, the community, us, our neighbours, people in this country as a whole.	UK (JC02, JC04), PT (01, 02, 04, 05,06, 09, 10), BG0201
Citizens of the [COUNTRY] / people who have citizenship.	UK (JC05), AT (03), BG (0102, 0204)
They have a [COUNTRY] passport	UK (JC01), AT (09, 10)
People which are born in Austria, who received their education in Austria	AT05
To be a citizen of Austria, you must be born in this country or have lived a long time in this country.	AT08
People who live in Bulgaria and haven't left yet	BG0205
'Citizens' are people who live in a country, in a society, that must respect each other. They have some rights, like the right to be free, to think whatever they want, and to make their choices.	PT03
Being an Austrian citizen means to take responsibility for your country / make a contribution to it	AT07, BG0103
In R mind 'citizens' would be only those who identify themselves as Bulgarians, nothing more, nothing less.	BG0203
Citizens should almost be everyone, but we must remember that some people should not vote because of their age.	PT07
Definition given – shows understanding	Country (Respondents)
Citizens are people over 18 that can pronounce	PT08

themselves. Those who have enough understanding to have an opinion.	
From one side he considered what he believes was the Law definition i.e. entire adult (18+) population of the country.	BG0105
Politically mature citizen who can make decisions	AT01
Definition given – suggests problems	Country (Respondents)
Are the people that decide	AT 02
R associates 'citizen' to how far a certain society has become a civil society. BG society is not "fully grown" to become a civil one like us for example. "Bulgaria could turn into Holland or Switzerland, but we are only half way there – 50%"	BG0101
People living in the city	UK (JC03)
Taxpayers	AT06
Misunderstood probe	UK CT05
No answer	BG0202

QUESTION 3

Aim of Q3: The question aims to find out whether respondents regard ‘free and fair’ elections as important for democracy. ‘Free and fair’ is meant in terms of an election where nobody is obliged to vote or constrained to vote for a party if he/she does not want to. All votes have the same weight.

Q3 STILL CARD 1 How important would you say it is for a democracy that there are free and fair national elections³⁷? Use the same card.

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

1. Hesitancy, requests for repeats

There were respondents from the UK, Bulgaria and Israel who hesitated before answering this question (UKCT02, UKCT03, UKJC01; BG203 and IL3). The question was re-read for UKCT03 and re-read twice for UKJC01. A Bulgarian respondent queried whether the question referred to Bulgaria or whether it was meant more generally (BG203). An Israeli respondent commented that he wasn't sure he had chosen the ‘right answer’ (IL3). There was no evidence of hesitation or requests for repeats from respondents in Austria or Portugal.

2. Don't know responses and range of responses given

Overall all respondents were able to provide an answer (UKJC01 struggled at first but eventually, when prompted, opted for 7/8). 10 was a commonly chosen response, although some lower scores were occasionally given (e.g. 0, 5, 7, 8 and 9). There is definitely a skew in the responses towards ‘extremely important’ in all countries, though quantitative conclusions cannot be drawn from this purposive sample.

Table 3.1 Response Patterns

Country	Don't know responses	Other responses (N x response given)	Most common response
UK	0	2x5, 7x10, other x1*	10
Austria	0	1x0, 1x9, 8x10	10
Bulgaria	0	10x10**	10
Israel	0	10x10	10
Portugal	0	1x8, 2x9, 7x10	10

Notes: *‘Other’ - UKJC01 chose ‘7 or 8’ (after initially saying ‘don't know’). ** BG203 said 10 after hesitating and querying whether the question was about Bulgaria specifically or elections in general; the researcher felt that they really didn't understand the question. The respondent eventually noted that in both cases having free and fair elections is extremely important, but in Bulgaria this has never happened so far.

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking when you answered this question?’)

The answer strategy used by respondents suggested that they understood the question correctly. Respondents were thinking about the following key themes when answering the question:

- The idea that elections are the basis / basic requirement for democracy
- The importance of elections / voting in general
- What the term ‘free and fair’ meant as well as what the specific words ‘free’ and ‘fair’ meant to them

³⁷ This refers to national elections in general

Table 3.2: Themes that emerged in the responses to ‘what were you thinking about when you answered this question

THEME	COUNTRY
Elections are the basis / basic requirement for democracy	UKCT01; UKCT04; UKJC04; UKCT02; AT01; AT03; AT05; AT08; BG0101; BG0102; BG0104; BG0201; BG0203; BG0205; IL1; IL5; IL7 Not found in Portugal.
The importance of elections / voting in general (i.e. without specific reference to democracy)	UKCT02; UKJC01; UKJC02; UKJC05; AT02; AT04; AT07; IL3; IL6; PTSL01; PTSL02; PTSL03; PTSL06; PTSL05; PTSL07; PTSL08; PTSL10; Not found in Bulgaria.
What the term ‘free and fair’ meant	UKCT03; BG0204; BG0105; IL2; IL9; IL4; IL10 Not found in Austria or Portugal.
What the specific words ‘free’ and ‘fair’ meant to them	UKCT02; UKCT05; UKJC03; AT06; AT09; PTSL01; PTSL04 Not found in Bulgaria or Israel.

UK - When answering this question, there were respondents in the UK who were thinking about how important elections are to democracy (UKCT01; UKJC04) and that without free and fair elections ‘you don’t have a democracy’ (UKCT04). There were respondents who focused on people’s right to be able to express an opinion by voting (UKCT02) or commented on the importance of voting in general (UKJC01) or made reference to the voting system in Britain in the past (UKJC02). Respondent UKJC05 commented that he was not thinking of any particular elections but rather “an election of any type where people have to be put into a position of responsibility whether it’s an election for a tennis club or electing a community councillor.” This suggests that the respondent misunderstood or did not hear the reference to ‘national elections’. On occasion respondents focused only on ‘free’ elections – and misunderstood what was meant by free. One stated that they were free in the sense that they didn’t cost anything (UKCT02) and another focused on the disorderly nature of elections as a ‘free for all’ (UKCT05). Respondents occasionally mentioned ‘fair’ – one commented that everyone wants everything to be fair “so if it’s fair then no fighting” (UKJC03) whilst another seemed confused by the question / probe – querying what ‘free and fair’ meant (UKCT03) and commenting that he had seen with the first past the post system that the party with the most votes cast had won fewer seats which was not fair and needed to be changed.

Austria – Respondents occasionally commented that free and fair elections were the basic idea or requirement for democracy (AT01; AT03; AT08). There were also respondents who commented that it is very important but did not elaborate further or link this directly to democracy (AT02; AT04; AT07). On a rare occasion, a respondent stated that they were thinking about the people, the individual citizens and how they can make their own decision (AT05) suggesting an implicit reference to democracy. Some respondents commented on what happens in free elections - citizens are able to change things, if they vote and another party is elected for government (AT06) and that democracy already includes fair elections (AT09). On rare occasions, a respondent (AT10) stated that they didn’t care about the topic and chose 0 (they did not elaborate on what they were thinking about when answering).

Bulgaria – The idea that free and fair elections are the basis for democracy and therefore very important was highly visible in the responses from Bulgaria e.g. BG101; BG102; BG104; BG201; BG203; BG205, who mentioned the importance of ‘fair and independent’ elections to democracy and BG201; BG103, who mentioned how being able to ‘choose your own [representative] was key to democracy. Respondents in Bulgaria did not focus on the importance of voting in general (i.e. no respondent did not mention democracy). On a few occasions, respondents described how elections would not be ‘free and fair’ showing that they knew the difference between free and fair and non-free and fair. BG204 referred to biased or manipulated elections and BG105 stated that they had made a comparison to the totalitarian regime from 20 years ago, when only one party would have won all the elections. It was unclear what one respondent was thinking about when answering this question (BG202) however, their responses to the other probes suggest that they did understand the question.

Israel – There were respondents who focused on the idea that free and fair elections are the basis for democracy (IL1; IL5; IL7). One respondent thought about the importance of elections in general to a democracy (IL3) and another thought about the importance of free and fair elections in general (IL6) but did not specifically

refer to democracy. On a few occasions, respondents thought about circumstances that would mean elections were not 'free and fair', showing that they knew the difference between free and fair and non-free and fair. They mentioned fraud and deception in election campaigns (IL9), faked votes; diversion of results; incitement or slander (IL4) or free of emotional, religious or economic pressure (IL10). On rare occasions, a respondent thought about elections in Israel and assessed how fair and 'clean' the system was when answering (IL2).

Portugal – Respondents generally focused on the importance of voting in elections in general (i.e. they didn't explicitly mention democracy) and mentioned that they are important because they serve to choose someone that govern well (PTSL01; PTSL06) who is aligned with our ideas (PTSL05) or can represent us (PTSL07; PTSL10) as well as make our country evolve (PTSL02, PTSL03; PTSL05). Respondents also commented that elections allow people to give their opinion (PTSL08) and have the opportunity to improve things (PTSL08). On rare occasions, respondents mentioned the importance of freedom (everyone should have the freedom to vote in who they want) (PTSL01) or fair – in the sense that those who are elected fulfil what they promised (PTSL04).

4. Understanding (or absence of understanding) of the key terms probed on in the question

Respondents were specifically probed on:

- whether they were thinking of particular elections when answering this question
- what 'free and fair' national elections meant to them
- when an election would not be 'free and fair'

Elections thought about³⁸:

In general, respondents in all countries commented that they were not thinking of any elections in particular when answering this question (UKCT01, AT02, AT03, AT04, AT05, AT07, AT09, AT10, BG101, IL1, IL4, IL5, IL6, IL7, PTSL01, PTSL03, PTSL06, PTSL08 & PTSL09). Those that were thinking about specific elections mentioned a range of different 'elections' (see table 3.2 below).

Table 3.3 Elections

Specific elections respondents thought about - unproblematic	Country
All elections	BG101 (see below)
General elections; National elections; Parliamentary elections in general	UKCT03, UKCT04, UKJC03, BG103 IL2, IL3, IL9, AT01, PTSL04, BG203 IL8, IL10
Forthcoming / latest / most recent parliamentary election / recent election for Parliamentary President	UKCT05, UKJC01, UKJC04 / BG204
Forthcoming government constitution election	PTSL02, PTSL07, PTSL10
Local elections	UKCT04, IL2, BG104
Most recent communal election in Vienna	AT06
Ones that happened in the past in country / how things used to be (e.g. in dictatorship)	UKJC02, BG105, PTSL08
Elections in some African countries	PTSL05
Specific elections respondents thought about – potentially problematic	Country
Tennis club	UKJC05
Community councillor	UKJC05
Municipal elections	IL9
Workers committee	IL9
Focus on regimes rather than elections – e.g. communist, Nazis and Libyan	AT08

³⁸ This issue was not probed on for some Bulgarian respondents (BG201, BG102, BG202, BG205)

The fact that a Bulgarian respondent mentioned ‘all elections’ and that it was extremely rare for Bulgarian respondents to specifically mention that they were thinking about ‘national elections’ makes us suspect that a translation error may have occurred. A rough Google translation revealed that the word ‘national’ had been omitted from the translation. The Bulgarian team confirmed however, that ‘election’ in Bulgarian, has the same general sense as ‘national election’. The same Google translation check for the other countries revealed that ‘national’ had been included.

Those that were mentioned seem unproblematic – with the exception of those listed in the last 5 rows of Table 3.3, which were probably beyond the scope of this question. UKJC05 mentioned tennis club and community councillor elections – but did show good understanding of ‘free and fair’ elections. IL9 mentioned ‘workers committee’, which was slightly unusual but is still a ‘national’ election even if not a political one. AT08 also focused on political regimes rather than elections per se.

Understanding of ‘free and fair’ national elections

Respondents in all countries generally showed good understanding of ‘free and fair’ in relation to national elections. Table 3.4 shows the kinds of things mentioned by respondents in relation to ‘free and fair’.

Table 3.4 Free and fair elections

Understanding of free and fair (elections)	Country
People being able to choose who to vote for / being free to vote for who you want to vote for	UKCT02, UKJC02, UKJC03, UKCT04, UKJC05, PTSL01; PTSL04; PTSL07, AT04, AT05
Everyone being allowed to vote / open to all without restriction / No fear of voting for who you want / voting without feeling intimidated	UKCT02, UKJC04, UKCT01, UKCT05, PTSL08; PTSL10, IL1; IL2; IL3, IL4; IL5; IL6; IL7; IL8 BG0101, BG0104, AT06
Votes are not manipulated / unbiased results / elections respect the will of citizens	PTSL03, PTSL05, IL9; IL10
No “double voting” or voting with double personality	BG0105, BG0205, BG020
Free of emotional, religious or economic pressure	IL10
No bribes	BG0104, BG0204, BG0201
Fair process	AT10
Fair counting of votes / results are not pre-determined	AT01, AT03AT10
Parties free to exist (i.e. extremist organisations cannot be banned if a democracy is to exist)	UKCT04
For more than one party to exist (i.e. not a dictatorship)	AT02
Everyone can be a candidate in elections	PTSL07
Free and fair media reporting	AT01
Free access to polling stations	AT01
Free and fair elections do not exist	AT07

In rare cases, respondents did not understand what was meant by ‘free and fair’. UKCT03 asked the interviewer what was meant by it and explained he had seen that the first past the post system was not fair and needed to be changed. In addition, PTSL02 said she did not know what it means. UKJC01 was very confused by the question and did not offer a definition for free and fair. PTSL09 answered the question by thinking about the importance of voting in general, they were unable to define ‘free and fair’ simply stating ‘free and fair elections are all electoral acts’.

There were also respondents who regarded the terms ‘free and ‘fair’ separately. For BG0103 ‘fair’ would mean how different political candidates refer to each other, whereas ‘free’ would mean that no interference of spontaneous election process of any kind is observed. For AT08 ‘free’ means that it doesn't matter who you choose, there will be no negative consequences and ‘fair’ means that the results are not falsified. Similarly, AT09 said that ‘free’ meant that everyone who wants to participate can do so and ‘fair’ meant that voting and counting of votes was fair. PTSL06 said that fair elections are those where citizens vote in the correct politician; and free elections are those where the vote is not mandatory. PTSL10 said that fair elections are those in which there is no fraud (for example, if there are 50 votes in a ballot box, they do not say there are 100); and free elections are those in which all adults can vote.

Respondents were also probed on when an election would *not* be free and fair. The things that respondents thought about can be seen in the Table 3.4. Respondents generally understood this probe and could think of the ways in which an election would not be free and fair. Respondents focused on the following themes: the way that potential candidates are treated, the voting process, dictatorships the outcome of the election process.

Table 3.5 Elections that are not free and fair

Understanding of when election would <u>not</u> be free & fair - candidates	
If a person who was wanting to run for election was not allowed to for one reason or another	JC05, AT08
When the government prevents certain parties from taking part in the elections.	IL6
When someone is prevented from presenting his proposals without a reason	PT07
When people are not permitted to vote	IL7, AT08, AT09
Understanding of when election would <u>not</u> be free & fair – voting process	
When there is fraud (e.g. results are falsified)	PT10, IL1, AT01, AT08, AT09, AT10
When people buy votes	BG105, BG101, IL5
If someone is prevented from voting without a reason	PT07
If someone was forcing you into picking something you don't want to do / when someone imposes their power to certain people, telling them how to vote	UKJC02, BG101, IL8, IL1, IL2, IL10, AT01, AT04, AT06
Bribing people to vote in a certain way	UKJC03, PT01, BG102, BG201, BG104, IL7, IL8, IL10
Bringing people from other countries into Bulgaria and nearly forcing them to vote for one specific party	BG201, BG102, BG104, BG205, BG105, BG203
If you had to pay for it	UKJC02
When not all people have access to ballot boxes / polling station	IL7, AT01
When postal voting is used because people can vote after the first results.	AT05
Unfair electoral process	AT10
Biased votes	IL9
Understanding of when election would <u>not</u> be free & fair – dictatorships	
A dictatorship where not everyone voted (for example, only men and certain women could vote)	PT08
When people can only vote in one party	PT08, IL4, AT02, PT04
When the ruling party is the one that runs the election. In such a case, the party will do anything to keep ruling	IL3
Understanding of when election would <u>not</u> be free & fair - results	
When the results are manipulated and false	PT03, BG102
When there is a discrepancy between the real votes and the counted votes	PT05

Note: Some respondents were not probed on this issue (UKCT01, UKCT02, UKCT03, UKCT04, UKCT05, BG202, BG103, BG204)

There were respondents who commented that the elections in their countries were always free and fair (UKJC04 and BG201); others could not conceive how an election could not be free and fair (PTSL06), commented that elections were always free and fair (PTSL09) or stated that free and fair national elections do not exist (AT07). There were also some more unusual responses to this probe, namely situations where people do not know who they want to vote for (PTSL01), where no one goes to vote and everything remains the same (PTSL02), when an election does not permit the government to change (PTSL04) and more specifically 'the election where George Bush won' (AT03).

There were respondents in Bulgaria who referred to 'bringing people from other countries into Bulgaria and nearly forcing them to vote for one specific party' as an example of when elections would not be free and fair. In this context they specifically mentioned threats of violence made to force people to vote in a certain direction. The research team summarised this as 'specific violations of electoral system, observed throughout the modern history [in Bulgaria]'.

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	<p>The current question is not measuring the idea of 'votes having the same weight'. The idea of 'votes having the same weight' was only mentioned by two respondents (PT08 and IL9). PT08 referred to a dictatorship where not everyone could vote - only men and certain women. IL9 referred to votes being biased in favour of a certain party. This dimension of the question was picked up by so few respondents it suggests that it is not visible enough. The QDT should confirm if this is really required.</p> <p>The annotation for 'national elections' that was used during cognitive interviewing is incorrect. In the mainstage ESS the annotation for 'national elections' is: 'This refers to the last election of a country's primary legislative assembly'. This may have had an influence on the choice of translations used.</p>
2) Translation problems...	Although the Bulgarian team confirmed that 'national' was not required in translation, its omission appeared to lead respondents in Bulgaria to think about 'all elections' rather than national elections specifically.
(a) resulting from translator error	
(b) resulting from source question design	None
3) Cultural portability	None

6. Recommendations / suggested changes to improve the question

- Overall, it seems that the question is working well, with no major problems reported. However, the current question does not measure the idea of 'votes having the same weight'. The QDT should consider whether the question needs to be amended to accommodate this dimension. If not, we would suggest that no changes are made to the question wording. If it is important to get this missing element across in the question stem, we suggest something along the lines of:

Q3 STILL CARD 1 How important would you say it is for a democracy that there are free and fair national elections³⁹ where each [person/citizen's] vote carries the same weight?

- Use ESS standard annotation for national elections in the Round 6 Pilot and Round 6 mainstage survey to enhance equivalence in translations.

³⁹ This refers to national elections in general

QUESTION 4

Aim of Q4: To see whether respondents think that accountability of the governments to other bodies of the state is important for a democracy. The legal system is used as an example.

Q4 STILL CARD 1 How important would you say it is for a democracy that the courts are able to overrule⁴⁰ governments that abuse their powers? Use the same card.

**Not at all
important**

00

01

02

03

04

05

06

07

08

09

10

**Extremely
important**

**(Don't
know)**

88

1. Hesitancy, requests for repeats

In all countries there were respondents who needed the question to be repeated or who hesitated before answering. In most countries there were also some requests for clarification about aspects of the question or spontaneous comments that the question was difficult. These two different indicators in combination suggest the question was cognitively challenging for respondents.

UK – Two respondents asked for the question to be repeated (UKCT05; UKJC01), whilst 2 other respondents hesitated (UKCT01; UKCT02). One respondent said immediately that they felt they did not know enough about this to provide a useful answer to the question (UKJC04) whilst another said they were unsure what the question was asking (UKJC01).

Austria – There were 3 requests for repetition (AT01; AT03; AT07) and one respondent hesitated (AT08).

Bulgaria – There were 4 respondents who asked for the question to be repeated (BG0101; BG0202; BG0203; BG0104) and 2 respondents who hesitated (BG0101; BG0201). There were also two immediate requests for clarification about the question (BG0201; BG0203) and one respondent stated that ‘...this is a very sophisticated question’ (BG0101).

Israel – There were 3 requests for repetition (IL4; IL6; IL7) with IL6 asking for the question to be repeated multiple times. There was also one hesitation (IL9).

Portugal – There were 3 requests to repeat the question (PTSL06; PTSL07; PTSL08) and one respondent who queried part of the premise of the question ‘...the courts are able to overrule?’ (PTSL09).

2. Don't know responses and range of responses given

In Austria and Portugal all respondents gave an answer to the question, though there were occasional ‘don't know’ responses in the UK, Bulgaria and Israel. In Austria, Israel and Portugal responses were clustered towards the top of the scale. This was the case in the UK too but to a slightly lesser extent. In Bulgaria 5 (the mid-point of the scale) was the most common response. Quantitative conclusions should not be drawn from this purposive sample.

Table 4.1 Response Patterns

Country	Don't know responses	Other responses (N x response given)	Most common response
UK	2*	1x5, 1x6, 2x8, 2 x 9, 2x10	8, 9 & 10
Austria	0	1x0, 1x5, 1x6, 1x8, 1x9, 5x10	10
Bulgaria	2	3x5, 2x8, 2x9, 1x10	5
Israel	1	1x0, 2x5, 1x9, 5x10	10
Portugal	0	1x6, 3x8, 2x9, 4x10	10

* One respondent did not give an answer in addition to the respondent who answered ‘don't know’

⁴⁰ ‘overrule’ - to require governments to stop abusing their powers

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking when you answered this question?’)

Were direct references made to democracy?

Although there were occasions when respondents referred directly to the importance of this role for the courts in a democracy, this was relatively rare. In general, respondents were simply thinking of whether it is a good thing or not that courts can overrule governments.

UK – As noted above, immediate reactions respondents suggest this question was occasionally difficult to answer. There was also evidence that respondents were answering thinking only about the courts overruling the government and not directly about the importance of this for a democracy (UKCT01; UKCT02; UKCT03; UKCT04; UKCT05; UKJC01; UKJC03). Perhaps democracy was implicit in their answers since reference was often made to quite specific examples from the UK political system (see below). There was one respondent who referred directly to democracy when answering (UKJC04).

Austria - As noted above this question was difficult for certain respondents to answer with some initial requests for repetition. There was no direct evidence that respondents were referring to democracy when answering. However, as in the UK, there were more general references to occasions when overruling the government should be considered (AT01; AT03; AT04; AT09)⁴¹.

Bulgaria – As noted above there was clear evidence that this question was found challenging by respondents in Bulgaria. There were respondents who were thinking of democracy when answering the question (BG0102; BG0104). For example one respondent said that they were not sure whether ‘democratic foundations state that courts would be able to overrule any decisions’ (BG0102). The ability of the courts to overrule governments was also mentioned in a more general sense (BG0103; BG0205; BG0105).

Israel – In Israel there were some requests for repetition suggesting the question was a challenge for some. Other respondents were thinking of the importance of the courts having this ability for a democracy (IL1; IL8; IL9) while others focused on whether or not courts are able to overrule governments more generally (IL2; IL3; IL4; IL5; IL7; IL10).

Portugal - As noted above, the immediate reactions from respondents suggest this question was occasionally difficult to answer. There were respondents who were thinking of the importance for democracy of the courts having this ability (PTSL02; PTSL10) with others focusing on whether or not courts are able to overrule governments (PTSL03; PTSL04; PTSL05; PTSL07; PTSL08) or individual politicians (PTSL10).

Leaving the issue of whether the respondent was referring to democracy aside, were there respondents who really struggled with this question?

There were respondents in every country who really struggled with the question. There were respondents who gave answers and those who chose don’t know. Reasons for this included not understanding key parts of the question, e.g. ‘the courts’ or ‘overruling the government’, having no interest in the topic or thinking more generally about the courts’ role, e.g. sentences being too lenient. In some countries there was a further problem in that respondents could not accept the premise that courts *could* overrule the government (UK, Bulgaria and Portugal) suggesting they were unable to think hypothetically on this issue. This was a particular salient issue in Bulgaria, where it appears this happens only very rarely, suggesting a cultural issue.

UK

- There were respondents who were unable to answer because they struggled to think hypothetically, as they did not think it was possible for the courts to overrule the government or could not imagine this happening (UKJC02; UKJC04). One respondent said he could not imagine a scenario where the courts would be able to overrule the government and said it would not happen: “I’m not sure how a court could overrule a government, cus isn’t the point of the government to choose what the courts decide?” (UKJC02).
- There were respondents (UKJC04) who did not feel that they had enough knowledge about what power the courts currently have to answer the question, and UKCT05 said “Those in the courts have a tremendous

⁴¹ ‘The Austrian representative at the joint analysis meeting suggested that the situation where courts could overrule governments would only happen very rarely in Austria. This seems in contradiction to the interview responses given.’

amount of knowledge of things generally perhaps superior to the government on many issues” but claimed he didn’t have the knowledge of the topic and couldn’t say why he chose number 6 from the scale.

- One respondent queried which courts were being referred to – the British courts or the European courts? (UKCT01)
- Another respondent referred to the courts giving their opinion and having their say which is somewhat different to overruling (UKJC01)

Austria

- There was one case where the respondent did not appear to have really understood the question. Despite saying the question was easy and answering ‘6’ they referred to the banking system and the government not being able to support all banks (AT05).
- Another respondent answered ‘0’, saying they had no interest in this topic (AT10).
- The other 8 respondents in Austria were able to make a reasonable attempt at answering the question.

Bulgaria

- There were respondents who did not understand the term ‘courts’ (BG0201) or who queried which courts were being referred to (BG0202).
- Other respondents could not think of anybody that could overrule decisions made by the Bulgarian council of Ministers (BG0203) or could not think of a line in the constitution that would allow this (BG0204; BG0205).

Israel

- There was one respondent in Israel who did not appear to understand the question at all. This respondent thought overruling the government ‘meant reductions in punishment and criminal judging’ (IL6).

Portugal

- One respondent considered the question inversely, commenting that the government should be able to speed up the work of the courts (PTSL06).
- Another reflected on sentences being too lenient (PTSL04).
- Another respondent thought that the question was difficult to answer because the courts in Portugal cannot overrule the government (PTSL09).
- Yet another had doubts over the answer they gave, feeling they personally are actually more concerned with the citizens calling the government to account than the courts (PTSL07).

Leaving the issue of whether the respondent was referring to democracy aside, how did respondents who otherwise understood the question go about answering it?

In most countries respondents thought either of very specific examples involving actual cases or potential cases, or alternatively in more general terms of the types of issues where this might apply. In Portugal respondents thought only of very specific cases rather than more generally. In Bulgaria there were respondents who did not think of examples because they could not envisage this happening in the Bulgarian context.

UK - Despite the absence of direct references to democracy there were two groups of respondents who demonstrated they understood the basic idea of the courts being able to overrule the government.

- First there were those who seemed to get the gist of the question, who thought of very specific occasions when answering. For example they:
 - thought about being able to take the government to court for their actions over the Iraq war (UKCT01; UKCT03);
 - thought about the recent expenses scandal (UKCT02)
 - talked about when the government put a ban on pregnant and gay people entering the army with the courts overriding the government which then ended up costing the country money (UKJC05).
- Second there were a few respondents, who had clearly got the gist of the question but who thought more generally (and did not mention specific examples when answering). For example:
 - “Generally...the government just not doing the right things with their power” (UKJC03)
 - The courts have a tremendous amount of knowledge of things...perhaps superior to the government (UKCT05)
 - thought about holding the government accountable for their actions to show they are not above the law (UKCT01);

Austria -

- There were respondents who got the gist of the question and understood it broadly as intended. They were thinking of very specific occasions when answering the question. For example:

- some system regimes where international courts might need to intervene (e.g. Africa, Ghadafi) (AT08)
- The Grasser scandal where the former minister of finance was accused of embezzlement (AT09)
- When the constitution is broken (AT01)
- Ernst Strasser a member of the European parliament who accepted offer of up to €100,000 per year in exchange for proposing amendments in the EU parliament (AT02)
- Other respondents, who had clearly got the gist of the question and had understood it as intended, thought more generally and did not think of actual examples when answering the question. For example:
 - Politicians aren't allowed to do everything (AT02)
 - Preventing laws e.g. racist or strict asylum laws (AT03)
 - The government and state employees have to take responsibility (AT04)
 - If something goes wrong the courts should stop that (AT07)

There were no cases in Austria where respondents said they could not imagine a scenario where the courts would be able to overrule the government.

Bulgaria – It appears that respondents in Bulgaria were not always probed on the types of situations they were thinking of when answering the question. However this makes sense since there were respondents who were not clear whether this was feasible in Bulgaria. One respondent did have specific situations in mind (privatisation of Bulgarian airlines and Bulgarian rail - BG0105); another was thinking more generally (the extent to which Bulgaria courts have proven themselves of having actually overruled the government - BG0103).

Israel

- There were respondents who got the gist of the question and understood it broadly as intended whilst thinking of very specific occasions when answering the question. For example:
 - The construction of the Israeli security wall (IL5)
 - President Kalzav's trial (IL7)
- There were also respondents, who had clearly got the gist of the question and had understood it as intended, who thought more generally and did not think of specific real life examples when answering the question e.g.:
 - Protecting minority rights (IL1)
 - An absurd situation was referenced by one respondent like imposing a tax on the air we breathe (IL2)
 - The embezzlement of public funds (IL3)
 - Representatives' salaries and benefits (IL10)

Portugal

- There were respondents who got the gist of the question and understood it broadly as intended whilst thinking of very specific occasions when answering the question. For example:
 - The former prime minister being accused of corruption (PTSL01; PTSL10)
 - A paedophile scandal with some politicians and famous people involved (PTSL04; PTSL06)
 - The current situation and the Prime Minister who resigned from his job (PTSL07)
 - A recent case where a court member was caught drink-driving (PTSL08)
 - The government tried to implement a system to evaluate teachers without their agreement (PTSL09)

There were no cases in Portugal where respondents were thinking more generally. However there were a number of cases where respondents said they were not thinking of any specific situations (PTSL02; PTSL03; PTSL06).

What were respondents who gave higher and lower scores thinking about when they answered this question?

Generally respondents giving a score of 8 or more supported the idea of the courts being able to overrule the government. However there were concerns amongst these respondents too, such as the government sometimes needing to have the final say and the need for impartiality amongst the courts. In Israel there was a distinction between the government overall and individuals from within the government.

Those giving scores below 8 did so for a variety of reasons, including disagreement with courts making decisions over elected governments, because even though they support the principle they think that things are not like that in reality and because of fears about corruption.

UK

- Respondents who gave answers of 8 or higher generally thought that the courts should be able to overrule the government (UKCT01; UKCT02; UKCT03; UKCT04; UKJC03). For example one respondent reported that ‘...Even though they are the government what gives them the right to abuse power and not to be punished for it’ (UKCT03). Sometimes however respondents who gave high answers had reservations (e.g. UKCT04 gave an answer of 9 because they felt that it is ‘sometimes necessary for governments to have a final decision on a matter’).
- Respondents choosing lower answers did so because they disagreed with certain decisions by the courts (UKJC05) or because they didn’t understand the topic and wanted to opt for something in the middle (UKCT05). This second issue is of particular concern to the question design objectives since one would assume a less favourable response from a lower number.

Austria

- Respondents giving scores of 8 or higher (AT01; AT02; AT03; AT04; AT07; AT08; AT09) all suggested that the courts having some power to stop governments was a good thing. For example one respondent said ‘If governments abuse their powers, courts must stop them. Courts are the only institutions which are able to overrule governments’ (AT09).
- Respondents giving lower scores had reasons for not wanting courts to have too much power in this regard (AT05; AT06). AT05 noted that the courts could still be corrupt whilst AT06 preferred a balanced system where the courts were not too strong.

Bulgaria

- Of those respondents who gave scores of 8 or more, and who appeared to understand the question, one chose 8 rather than a higher scores because the courts being any to overrule government ‘might not be in line with democracy or the constitution’ (BG0102; BH0205), whilst another chose 9 saying that ‘...sometimes they (politicians) got carried away’. One choosing 10 did so saying it was very important whilst expressing doubts about judicial impartiality in Bulgaria. (BG0103).
- Of those giving lower scores, reasons included the subjectivity / non-representativeness of the courts (BG0101) and concern that courts overruling the government would compromise democratic principles (BG0104). Another had clearly misinterpreted the question, choosing 5 despite thinking such checks were ideal but picking a lower score because that is ‘not how things are in Bulgaria’ (BG0105).

Israel

- Respondents who gave high scores of 8 or more appeared to have two trails of thought. Some appeared to be thinking of government decisions as a whole (e.g. IL2; IL3) whereas others appeared to be thinking of being able to take individuals from within government to task when necessary (e.g. IL7; IL10).
- The reasons for giving lower scores included the courts not having stood in democratic elections (IL8), the importance for governments to not have their hands tied (IL9) and experience that the courts in Israel had appeared to be running the country rather than the government, who should in fact be doing so (IL5).

Portugal

- Respondents who gave high scores of ‘8’ or more gave a variety of reasons including the importance of independence between the courts and the government (PTSL03) because there might be abusive governments (PTSL05); that it is important but citizens also have a role (PTSL07); it is important because ‘we see a lot of frauds and scandals’ (PTSL08) and that it is important courts can judge politicians ‘but not so that they are above everyone’ (PTSL10).
- A score of ‘6’ was given because the respondent did not feel able to trust the courts to make the right decisions because of corruption (PTSL01).

4. Understanding (or absence of understanding) of the key terms probed on in the Q

What did ‘the courts’ mean to the respondent in this question?

With the exception of Portugal, there were respondents in all other countries who referred to the highest court or constitutional court. Again with the exception of Portugal, there were also respondents in all countries who referred to all courts or a range of courts. In Austria and Portugal there were respondents who referred to ‘justice’ and ‘fairness’ without giving specific examples. Detailed responses are in Appendix 1.

What does ‘overrule the government’ mean at this question?

There was a range of answers across the countries on this issue. There were respondents in all countries who clearly understood that it meant ‘stopping, overturning or suspending a law’. Others were a little less clear,

mentioning the courts ‘having their say’ or ‘supervising the government’. There were also cases in all countries where respondents appeared not to have understood this key phrase at all.

UK – generally consistent e.g. stop or overrule decisions, to hold a government accountable for their actions (UKCT01; UKCT02; UKCT04; UKCT05; UKJC03) especially if they adversely affect too many of the population (UKCT03). Other answers included the courts being able to have their say (UKJC01) and a focus on financial issues specific to compensation for people ‘kicked out of the army for being gay’ as the result of a government ban (UKJC05). There were respondents who found it hard to accept this was possible at all (UKJC02; UKJC04).

Austria – It was rare for respondents to answer correctly. There may have been a poor choice of word for ‘overrule’ in Austria (see error source table). On occasion respondents referred to the possibility of the Austrian courts overruling the government when it passes legislation (AT02, AT06). Another respondent mentioned that in Austria the government cannot be overruled, only that laws can be suspended by the constitutional court (AT01). There were also respondents who were vague, saying they wished it would happen more often (AT03), that ‘courts have to say to governments what went wrong and that they should not take it personally’ (AT07), and that this involves national referendums (AT08). Another respondent suggested that overrule might be the wrong word since governments cannot be overruled but specific decisions may be ‘taken under attack’ (AT09).

Bulgaria – There were respondents who understood this term quite well, e.g. ‘a law passed by parliament is overruled’ (BG0101; BG0103; BG0104) or with reference to the constitution (BG0102; BG0105). However, there were also respondents who did not provide a definition of this term (BG0205; BG0204; BG0203; BG0202) suggesting problems with understanding the question or a lack of adequate probing on this issue.

Israel – There were respondents who appeared to have understood this term, e.g. ‘to decide when a certain law is not legal’ (IL1; IL2; IL3; IL5; IL7; IL8) or where a party should be disqualified from an election to ‘stop it harming citizens’ (IL4). There were also less clear responses, e.g. ‘to keep the government’s integrity’ (IL10) or the respondent reiterated that they did not understand the question at all (IL6).

Portugal – There was a wide mix of answers to this probe. These ranged from the anticipated answers around ‘when they break the law’ (PTSL01) and stopping the government when they take unconstitutional measures (PTSL09) through to having more power (PTSL03; PTSL10; PTSL07) and supervising the government (PTSL05). There were then more unexpected answers, including ‘preventing the government from spending money when it’s not needed’ (PTSL02), having more power than the government (PTSL03), the courts improving the country (PTSL04), control rather than overrule (PTSL05), ‘a strong person with power over the courts would be more straight’ (PTSL06) and doing justice to governments that proceed in the wrong way (PTSL08).

What does ‘abuse their powers’ mean at this question?

There were respondents in all countries who could not give a definition. However in all countries there were respondents who did have some ideas, either expressed in general terms or with specific examples. Common themes included corruption and bribes, dictatorships, not doing what they promised to do, and going beyond the law. Full summaries are provided in Appendix 2.

Table 4.2 Descriptions of ‘abuse their powers’ at this question

	Corruption and bribes	Dictatorships	Going against the majority	Not doing as promised	Harming others /putting the country at risk	Other
UK	UKCT01; UKCT02	UKJC02	UKCT03; UKCT04		UKJC05 UKJC01	Punishing contentious objectors UKCT05
Austria	AT01; AT03; AT04; AT10; AT08; AT10		AT05	AT06		Ernst Strasser (AT02)
Bulgaria ⁴²	BG0101; BG0201; BG0105				BG0104; BG0204	
Israel	IL3; IL5; IL7		IL9		IL2; IL4	not attending to public

⁴² The Bulgarian data was rather incomplete on this issue.

Portugal	Corruption & bribes PTSL04; PTSL08	PTSL10		PTSL07; PTSL09	PTSL01	petition (IL10) PM forcing his will on ministers (PTSL03)
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What did government mean at this question?

There was a wide variety of phrases used to describe what government means at this question. Unfortunately in some countries the issue was not probed on with all of the respondents. A full set of descriptions for each country can be found in Appendix 3. There were respondents who were thinking of the executive power level and there were those who were considering parliament. There were respondents who were thinking more generally of those that govern but there were also respondents who explicitly referred to local authorities. In addition there were respondents in Israel and Portugal who did not understand this term at all.

Table 4.3 Meaning of government at this question

	Prime Minister / Ministers	Parliament / law makers	People who govern / run country	Local authorities	Other
UK	UKCT05	UKCT02; UKCT04; UKJC02	UKJC01 UKJJC04 UKJC05	UKCT02	
Austria		AT01	AT06; AT08		The parties and coalition of parties (AT03); Not sure (AT07; AT10); Politicians and parties that rule at the moment (AT09)
Bulgaria	BG0102; BG0204	BG0101; BG0102; BG0204;			Not sure (BG0202); governments across time (BG0103); The current government (BG0105)
Israel	IL1; IL4 IL7; IL8	IL7; IL9	IL2; IL5; IL7; IL10	IL1	Representatives of the people (IL3); Does not understand (IL6)
Portugal	PTSLO3; PTSL04; PTSL09; PTSL10	PTSL04; PTSL05; PTSL06; PTSL09	PTSLO1; PTSL09)		Cannot define; do not understand politics (PTSLO2); All people that have a political role (PTSL08)

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	<p>Respondents in all countries did not appear to be making a direct link to democracy.</p> <p>The question is complex and there will be some respondents in all countries who cannot reliably answer an item about something which they do not feel confident about answering.</p> <p>In most countries there was an emphasis on corruption and bribes and less on constitutional or balance of power checks. The QDT should confirm if this is acceptable, since the conceptual description suggests a wider conception of accountability. In particular the term 'abuse their power' is difficult for some respondents to comprehend and perhaps leads to the emphasis on corruption rather than other checks.</p>

	<p>'The courts' intended by the question was not always clear to Rs.</p> <p>'Government' was interpreted differently within and across countries. This term should be clarified in the source question.</p>
2) Translation problems... (a) resulting from translator error	In Austria the translation used for overrule (überstimmen) was not perhaps the optimal choice (the Austrian representative confirms this as a literal translation of 'outvoted'). The Austrian representative suggested that alternative words (e.g. 'aufheben' or 'außer Kraft setzen' - literal translations of 'cancel a law' or 'repeal a law') might be better but the question would need to be revised (i.e. it would not be sufficient simply to remove überstimmen and replace it with one of these choices).
(b) resulting from source question design	None
3) Cultural portability	In countries where the courts overruling government is rare (e.g., Bulgaria), respondents sometimes struggled to understand what the question was asking. Or in countries like Austria where the role is limited to a specific type of court (constitutional) a lack of specificity in the question is problematic. This contrasts with Israel, for example, where respondents were much clearer about this possibility due to their national situation.

6. Recommendations / suggested changes to improve the Q

- Separation of powers is a complex concept. Whilst some respondents in every country clearly did understand the question, it is likely there will be a substantial proportion of respondents in every country who do not really understand this topic (NB there is high INR on evaluation item in the omnibus survey). That proportion is likely to be larger in some countries than others. Serious consideration should therefore be given to dropping this item/concept.

- If the question is retained it could be made more specific by referring to a particular court and the ministers in the government. For instance:

How important would you say it is for a democracy that the highest court* can stop government ministers from abusing their powers? Use the same card.

*Add country specific name

- An alternative would be to focus on ministers following policies that contradict the law with constitution added only in countries where this applies:

How important would you say it is for a democracy that the highest court* can stop government ministers if they implement policies that contradict the law (or constitution)? Use the same card.

*Add country specific court name if necessary

- NB – the omnibus item used exceed their powers rather than abuse their powers. This might help to reduce the emphasis only on personal corruption.

APPENDICES FOR QUESTION 4

Appendix 1: What did 'the courts' mean to the respondent in this question?

UK – There were three broad interpretations of the courts that respondents said they were using when answering the question. Those respondents referring to the highest legal body were perhaps closest to the core aim of the question, since governments being overruled is most likely to be at this level.

- The highest legal body:
 - The Old Bailey, The High Court (UKCT01, UKJC01)

- The supreme court (UKJC03)
 - The highest authority, above government (UKCT03)
- Any court / courts in general:
 - Any court from the Old Bailey down to the local magistrates court (UKCT04)
 - Civil and law courts (UKJC04)
- Other
 - Those on trial that have to attend court (UKCT05, UKJC01)
 - Judges and juries (UKJC02)
 - Unelected members that make decisions that impact on everybody (UKJC05)

Austria - Respondents answered with two different assessments to this probe:

- As the highest legal body with constitutional and possibly international meaning:
 - The constitution court (AT01)
 - Justice (courts) are instance of the Austrian democracy (AT01, AT08, AT09)
 - The European court of justice (AT03)
- With the meaning of justice and fairness:
 - Represent the law, should make fair decisions, decide the verdict (AT02, AT05, AT06, AT07, AT10)
 - The instance for decisions (AT03)
 - A respondent commented that the courts are a good thing (AT04)

Bulgaria - Despite the uncertainty about whether government decisions can actually be overruled most respondents in Bulgaria were thinking of the Bulgarian Supreme or Constitutional court. Some other respondents had courts in general or some other things in mind.

- The highest legal body:
 - Supreme Court or Constitutional Court must be responsible for rejecting government decisions (BG0102)
 - The Supreme Court (BG0103 BG0204)
 - The Supreme Court for government decisions to be evaluated, isn't it? (BG0104)
 - Bulgarian constitutional court (BG0105)
- Any court / courts in general:
 - Government institutions responsible for actual law abiding (BG0101)
 - The entire judicial system of the country (BG0201)
- Other
 - Certain judicial institution other than the Supreme Court (BG0203)

Israel - Most respondents in Israel referred to the High or Supreme Court. However there were also those who thought about the courts more generally and, like in Austria, those who referred to the meaning of justice and fairness

- The highest legal body:
 - High or supreme Court (IL1, IL2, IL3, IL5, IL6)
- Any court / courts in general:
 - Courts other than the supreme court as well (IL3)
 - All courts from district court up to the Supreme Court (IL4)
 - The District court (IL6)
- With the meaning of justice and fairness:
 - Even the plain citizen can receive justice if the government did him wrong (IL7)
 - Institutions that keep the law and punish those who break it (IL8)
 - Protect the innocent and punish those who break the law (IL9)
 - The sacred body that guards and serves the law (IL10)

Portugal - Unlike in other countries in Portugal no specific courts were mentioned. The meaning of Justice and fairness dominated almost all answers in Portugal.

- With the meaning of justice and fairness:
 - Where the law is made, where justice is enforced (PTSL01)
 - The ones that defend those in need (PTSL02)
 - Institutions that judge people for their crimes (PTSL03)
 - Courts are justice (PTSL04, PTSL06)
 - Courts are the people that know and enforce the law in the country (PTSL07)

- Courts are autonomous institutions that that should impose what is correct and just (PTSL08)
 - Other
 - Courts are where crimes are judged (PTSL10).
 - A source of power – the ones that have the greater power to supervise things (PTSL05)
 - Courts are where the law should be enforced (PTSL09)

Appendix 2: What does ‘abuse their powers’ mean at this question?

UK – Put the country into serious debt (UKCT01), corruption (UKCT01, UKCT02), to do things most people are against e.g. Iraq (UKCT03, UKCT04) or which are inappropriate for good and benefit of everybody else (UKJC05), applying rigorous punishment on conscientious objectors (UKCT05) and verging on a dictatorship (UKJC02).

Austria – Laws to privilege own party (AT01), Ernst Strasser (AT02), Misuse (AT03, AT04, AT10), not obeying a referendum (AT05), parties doing the opposite of what they are elected for (AT06), exploiting position for own benefit (AT08, AT10).

Bulgaria – Using public funds for own benefit (BG0101, BG0201, BG0105), taking decisions that are not in the interest of the country (BG0104), unconstitutional activities not in peoples interest (BG0204). The Bulgarian data was rather incomplete on this issue.

Israel – Unjust legislation e.g. china 1 child policy (IL2), discrimination (IL3) embezzlement (IL3, IL5, IL7), forcing decisions on the public (IL4), going against public opinion (IL9), not attending to public petition (IL10).

Portugal – Breaking a law (PTSL01), not thinking of the poor and unemployed (PTSL02), prime minister forcing his will on ministers (PTSL03), corruption & bribes (PTSL04, PTSL08), going beyond what is written in the law (PTSL05), promising some things and then doing others (PTSL07, PTSL09), dictatorships abroad (PTSL10).

Appendix 3: Meaning of government at this question

UK

People working in the parliament or in the government including local authorities (UKCT02)

Parliament (UKCT04)

PM (UKCT05)

The people that govern / run the country (UKJC01 / UKJJC04 / UKJC05)

Parliament (UKJC02)

UKCT01, UKCT03, UKJC03 were not probed on this issue.

Austria

Law-making part of democracy (AT01)

The parties and coalition of parties (AT03)

Elected people of the country who rule (AT06)

Not sure (AT07)

Power holder and policy maker (AT08)

Politicians and parties that rule at the moment (AT09)

Not sure (AT10)

Respondents AT02, AT04 and AT05 were not probed on this issue.

Bulgaria

National Assembly (Bulgarian parliament) (BG0101)

The whole parliament and the government appointed by the ruling party (BG0102)

Not sure (BG0202)

More than government in more than one period of time (BG0103)

No definition provided (BG0203)

The whole of parliament and the PM (BG0204)

The current government (BG0105)

Respondents BG0201, BG0205 not probed on this issue.

Israel

Governments mean the executive authority and the local authorities, local council (IL1)

The chosen group that has the rule, ability to decide policy (IL2)

The representatives of the people (IL3)

Ministers, cabinet and prime minister (IL4)

The people who run state affairs (IL5)

Does not understand (IL6)

Parliament, PM, President, Ministers, Lawmakers (IL7)

The ruling system, the Prime Minister, government ministers (IL8)

The people's representatives chosen by the majority of voters (IL9)

The ruling body (IL10)

Portugal

People that make the decisions, people that rule the country (PTSLO1)

Cannot define, do not understand politics (PTSLO2)

The PM and other ministers (PTSLO3)

The Ministers and the members of parliament (PTSL04)

The one's that make the laws (PTSL05)

People who dictate the law (PTSL06)

All people that have a political role (PTSL08)

The national parliament, the prime-minister, the president, all the deputies, everyone that governs (PTSL09)

The Prime minister (PTSL10)

PTSL07 was not probed on this issue.

QUESTION 5

Aim of Q5: To assess how broad the respondents think representation should be in a democracy and in particular, protection of minorities' rights.

Q5 STILL CARD 1 How important would you say it is for a democracy that the rights of minorities are protected against majority decisions? Use the same card.

**Not at all
important**

00

01

02

03

04

05

06

07

08

09

10

**Extremely
important**

**(Don't
know)**

88

1. Hesitancy, requests for repeats

There were respondents in all countries who hesitated before answering this question (UKCT01; UKCT03; UKCT04; UKJC01; UKJC05; AT09; BG0101; BG0201; BG0102; BG0104; IL1; IL10; PTSL04). The question was re-read for UK respondents on occasion (UKCT01; UKCT02), and in Bulgaria (BG0201; BG0102; BG0104; BG0205) and Israel (IL1; IL6). In Portugal the question was re-read once for respondents PTSL04; PTSL06; PTSL08; PTSL10 and twice for respondent PTSL07.

On occasion respondents from the UK and Portugal commented that either they didn't understand the question (UKCT01; UKCT02; UKJC01; PTSL04) or said that they thought the question was difficult (UKCT05; PTSL07). In addition, a few respondents from the UK, Austria and Bulgaria queried whether the question meant 'people' (UKCT03), what was meant by 'minorities' (AT07) or what was meant by 'majorities' (BG0104; BG0204). Occasionally Bulgarian respondents commented that they were unsure which number to pick (BG0101) or asked for direction (BG0201).

2. Don't know responses and range of responses given

One respondent said 'don't know' (AT10) because he had no idea what to associate with 'minorities' but said he knows that majorities always win. One UK respondent (UKJC01) could not give an answer because she did not understand the question.

Table 5.1 Response Patterns

Country	Don't know responses	Other responses (N x response given)	Most common response
UK	0	1x5*, 3x7, 1x8**, 4x10, 1x No answer	10
Austria	1	1x3, 2x5, 1x8, 5x10	10
Bulgaria	0	1x0, 2x5, 3x8, 1x9, 3x10	8 and 10
Israel	0	3x5, 1x6, 1x7, 1x8, 1x9, 3x10	10
Portugal	0	1x3, 1x4, 1x6, 2x7, 1x8, 1x9, 3x10***	10

*UKCT02 - R initially chose 0 then changed to 5; **UKJC02 R chose 6-7 then picked 8. ***PT06 answered 8 then changed to 10 after being probed on why chose 8

The response distribution was more varied than some of the other democracy items. Despite this, the most common response was still 10, except in Bulgaria where the most common responses were 8 and 10. The mid-point (5) was used in this question by some respondents. Most of the respondents choosing 5 expressed difficulty understanding key terms in the question or found the question confusing – perhaps suggesting that they chose the mid-point instead of 'don't know'. The reasons for choosing 5 are shown in Table 5.2. Quantitative conclusions cannot be drawn from this purposive sample.

Table 5.2 Reasons for choosing '5'

Country/ID	Reasoning
UK	R did not understand Q so chose 0 and after probing said 5 because they thought it was necessary for minorities to be heard (UKCT02)
Austria	R was not confident they 'were right' (AT01); R found it difficult to find an 'appropriate answer' and 'wanted to find the golden mean' (AT02)
Bulgaria	R found it difficult to understand majority (majority in ethnicity or in parliament?) (BG0102); R did not understand what was meant by 'majority' (BG0104)
Israel	R stated that it is the mid-point (and reflected balance between the two end points) (IL3, IL7); It was not easy for R to choose as he wasn't completely sure that he fully understood the concept - he chose the middle point because he felt he has no certain position on this question (IL8)

3. Answer strategy used – for each country (responses to the probe 'What were you thinking when you answered this Q?')

- Respondents were generally able to answer this question.
- In general, respondents were able to operationalise the idea that minorities should be protected against majority decisions
- There were respondents in all countries who found this question difficult. In particular, they had:
 - General difficulties understanding the question (UK, IL)
 - Difficulty understanding 'minorities' (all countries)
 - Difficulty understanding 'majorities' (BG)
 - Difficulty understanding when minorities might need protection / what they might need protection from (UK, PT)
 - Difficulty with abstract nature of the Q – prompting comments such as 'it depends on the situation' (AT)
- Respondents thought of different examples when thinking about the rights of minorities compared to the actions of the majority.
- The minority groups mentioned varied by country. It was felt by some of the country representatives that responses differed depending on the minority groups that respondents thought about.

UK – There were respondents who found this question difficult. There were no 'don't know' answers but one respondent (UKJC01) did not give an answer. This respondent did not understand the question including what was meant by 'minorities'. Another respondent (UKCT01) explicitly stated that she found the question difficult. She initially could not choose a number because she wanted to choose 'it's important' but couldn't equate that to the scale. The respondent ran through different scenarios of why minorities might be protected and for each one considered changing the score given. The respondent eventually chose 7 because she thinks protection is necessary but needs to know specific circumstances. Another respondent (UKCT03) was hesitant and asked if the question referred to people. He decided that it did and chose 10 stating "*it is extremely important that their decisions [the government] don't affect people on a lower scale*". Respondent UKCT05 also commented that the question was 'exceedingly hard'. He did answer and showed that he understood the question in his response to the other probes.

On occasion respondents (UKCT02; UKJC02) changed their mind after giving a number suggesting confusion. UKCT02 initially chose 0 and said that she didn't understand the question. After probing and deciding for herself what minority and majority meant, she chose 5 because it was 'midway' and commenting that it is necessary to allow minority groups to be heard. UKJC02 initially said 6 or 7 then spontaneously chose 8 as she thought it was important that minorities can voice their opinions and that the majority of the country is happy. She also stated that "*the point of a democracy is about being fair to everyone, but the problem with a democracy is that the majority is the ones with control so the problem with democracy is that not all minorities will be getting exactly what they want but I still think it is important that then get what they want*" thus showing that she understood the question.

There were also respondents (UKCT04; UKJC03; UKJC04; UKJC05) who understood the question, with hesitation only shown by UKJC05.

UK respondents thought of different examples when answering this question. These were:

- RELIGION - preachers of hate deserve no protection at all whereas someone's right to wear a headdress should be protected (UKCT01)
- IMMIGRATION - some immigrants [to the UK] were expecting a worry free life and many are disillusioned when they arrive and there are those [immigrants] that abuse the available benefits (UKCT05)

- RACE - R suggested that if someone at her school wanted to be “head girl or head boy” they may not get it because of their minority status within the school because of their race (UKJC03)
- GOVERNMENT & CLASSES - the majority were the government, its contacts, very wealthy people, the upper class and that their decisions and actions should not affect the working classes who are the minority who he feels have no say in anything without financial weight (UKCT03)
- GENERAL - Democracy is by majority vote but if the minorities can always be overruled that tends to become persecution which is against principles of democracy. There have been occasions when minorities have made a nuisance of themselves and misused their rights so there are times when they have to be overruled (UKCT04)
- SOCIAL STATUS (education, money, jobs) - R made reference to the ladder example [from the well-being Qs] by suggesting that everybody on that ladder should have the ability to have their say or opinions heard (UKJC04)
- GAY MEN - R said that those who were originally kicked out the army [for being gay] were not consulted or allowed to argue their case when they have the right to have their opinions heard (UKJC05)

Austria – There were respondents who took some time to think about the question. On occasion a respondent said that they found the question difficult (AT04), another reported confusion from this question in relation to what was meant by ‘minorities’ (AT07), another (AT08) stated that the question was clear but that it was “very difficult to find the appropriate answer because it is a sensitive topic”. Another respondent (AT09) took a while to answer and said that he wanted to “take a look at other possible answers” before choosing a number. Finally, one respondent (AT10) said that he has no idea - he didn’t know what to associate with minorities, but knows that majorities always win. In the end he chose ‘don’t know’.

The following things were mentioned by respondents in response to this probe:

- Commenting that it is a sensitive topic (AT08)
- Stating that it is very important (but not elaborating further) (AT03)
- Stating that it depends on the situation (AT08) / it depends on the minority (AT04)
- Weighing up the protection of the rights of minorities and the majority (AT08; AT09; AT02)
- Focusing on protecting minorities only (AT01; AT05; AT07)
- Focusing on the behaviour of minorities and whether they deserve protection (AT06) [this is similar to UKCT05]
- RELIGION / CULTURE - Minorities should not force their religious and cultural views on the majority and the majority shouldn't oppress the cultural and religious way of life of minorities (AT08)
- CIVIL RIGHTS - Civil rights of minorities have to be protected (AT07; AT08)
- PLACE NAME SIGNS – controversy surrounding place names in area where Slovenian minority want signs to be bi-lingual (AT04)

Bulgaria - There were respondents who found this question difficult. One respondent (BG0201) hesitated before answering and another (BG0205) asked for the question to be re-read. Both did go on to answer. BG0201 explained that her hesitation stemmed from thinking about minorities who ‘abuse their status’ and ‘exaggerate their problems from time to time’ whereas BG0205 said she had second thoughts about her answer as ‘minorities tend to exaggerate their real needs and go too far when rights are concerned’. On occasion respondents (BG0102; BG0104 and BG0204) had problems understanding ‘majorities’ and asked what was meant by ‘majority’ (BG0102; BG0204) or asked what type of majority was envisaged (BG0104).

Respondents answering this question focused on:

- the behaviour of minorities and whether they deserve protection (BG0201) [similar to UKCT05 and AT06]
- minority interests should be well protected, but noticing that some minorities go too far (BG0103) [similar to UKCT05 and AT06]
- the idea that the decision made by the majority should define minorities rights (BG0104)
- the fact that there could be more than one interpretation of the Q: Is it that the majority should take decisions which would be valid for the minorities as well, or is it that the rights of minorities wouldn’t be controlled by the decisions of majority (BG0104)
- a global view - every society is part of a “Bigger family, no matter whether he likes it or not”, and that if a certain group is a minority in its own country, it may be otherwise globally (BG0101)
- that democracy would mean that minorities rights should be well protected (BG0202)
- the balance between minorities staying minorities (preserving their identity) and their more active integration (BG0103)
- the different nationalities currently living in the country and that every ethnicity requires protection. On the other hand there should be clear boundaries and clear limits to what extend this should be really happening (BG0203)

- how minorities shouldn't be given equal chance, or equal opportunities (BG0105)

Israel - There were respondents who found this question difficult. One said it was difficult because she had not thought about the subject before – she chose 5 (IL7). Another said that they were not completely sure they fully understood the concept – they also chose 5 (IL8). One other respondent commented that the question made it difficult to choose an answer – they chose 9 (IL10). The first and last respondents discussed here (IL7 and IL10) showed that they understood the question in their response to other probes, even though they found the question difficult.

The respondents gave the following examples when answering this probe:

- Specific minority groups
 - The Israeli Arabic minority groups and how they receive benefits from the state even though they do not serve the state (IL10) or how they deserves full citizenship rights but only if they are loyal to the state (IL2, IL9).
 - R thought of need to secure the democracy. Rights of minorities should be protected, but there should be restriction to that principal too and minorities should recognize their position among the majority (IL5).
 - R thought of specific minority groups e.g. Jews and Arabs, the Druze minority, the Circassia minority and Jewish immigrants (IL4)
 - Infiltrator refugees from Eritrea and Sudan who cannot be deported but whom the government should make decisions about and not the public that may be influenced by emotional feelings and not rational thought (IL7)
- Protection of minority rights
 - R thought about the meaning of concept of 'being protected against majority decisions' (IL8)
 - equality of mankind and that in a Democracy it is highly important to protect minorities' rights (IL1)
 - very important for a democracy that the rights of minorities to be protected but chose 7 not 10 because in Israel the leaders of the Arabic minority use their citizenship rights to carry out non-democratic actions = the R was clearly thinking about their own country rather than democracy in general when answering
- Who should make decisions
 - there are issues that the majority should decide upon, but there are issues that the minority rights should be the major consideration (IL7)
 - In a democracy, the majority has the final decision, and its decision is final and obligated by everyone. Minority should be given free opportunity to express his opinion, but at the end, the final decision is the one that has being accepted by majority (IL3)
 - R believes that it is not fair that some people will decide for others. Everyone has the right to express their opinion (IL6)

Portugal – There were respondents who were confused about the wording of the Q but managed to answer by thinking about majorities doing something to help and protect the minorities (PTSL02, PTSL05) and by thinking that democracy is for everyone [not just the majority] (PTSL06). Another respondent said that they found the question difficult because we normally think that all citizens are equal and found it difficult to think how majority decisions might be detrimental to the minority (PTSL07).

Respondents were thinking about the following things when answering this question:

- we live in a democracy; majority should have power over the minority. In an election for example, majority wins and minority loses, so they do not have to be protected by the majority. If we live in a democracy, majority is the one that rules (PTSL01)
- protecting people in need and how the majority should organize to make the situation better (PTSL02)
- minorities also have the right to have their opinion. The majority opinion should not be the only one considered right, everyone's opinion should be considered (PTSL03)
- Minorities have no rights; the others are the ones that have the rights. Minorities rights should be more protected and minorities should have more strength. Minorities have less powers, but they should have more powers so that [the society] would be more fair (PTSL04)
- the minorities are already the most harmed, so it is important to somehow protect them (PTSL05)
- everyone has the right to democracy and so they should participate in everything. Everyone should be equal in a democracy; it does not matter if the person is rich or poor. We are all equal, but people treat other people badly (PTSL06)
- majorities have the right to make decisions against minorities, providing that they are legitimate decisions
- the rights of a few are protected from the decisions of the most e.g. the majority could decide in a referendum that the minimal income should end. It is a legitimate decision of the majority, but it destroys an

acquired right of a minority. It is a perfectly normal act of democracy. But maybe it is not a dignified act (PTSL07)

- R was thinking that the majority should always win, because majorities have a larger expression and representation of people. Because of that, majority decisions should be respected. But he also thinks that sometimes minorities also present ideas that are good and it will be good to implement some measures they propose (PTSL08)
- minorities should be protected just like majorities. R thought that minority groups like immigrants, should be treated as any Portuguese citizen; we should all be treated equally (PTSL09)
- minorities should have their own voice, majorities cannot ignore minorities just because they are more and the others are less. The majority can make the law but they should protect the small ones in that law too (PTSL10)

4. Understanding (or absence of understanding) of the key terms probed on in the Q

We can already see from the responses to the first probe that the terms ‘minorities’ and ‘majority’ caused difficulties for respondents. In particular respondents struggled with understanding ‘rights of minorities’. Respondents were specifically probed on their understanding of key terms in the question. A summary of the findings is shown below.

▪ Understanding of ‘minorities’ and if thought of a particular minority group

Respondents generally seemed to understand what was meant by minorities and could give examples of the minorities / minority groups they were thinking of. There were respondents who referred to minorities in general (without mentioning specific examples) e.g. UKCT05, AT02, AT07 see Table 5.3.

Table 5.3 Minorities thought about

Thought about...	Country / ID
People from smaller / marginalised / disadvantaged groups such as ethnic minorities/ religious groups	UKCT04; UKJC03; AT01; AT03; AT05; AT06; AT07; AT08; all respondents from BG and IL
Migrants or immigrants	UKCT01; AT02; AT07; AT08; PTSL05; PTSL09; PTSL10
Smaller political parties e.g. Green Party or the Nazi party	UKCT04; UKJC05; UKJC02; AT09; PTSL08
Those in need, the poor, people from a lower class	UKCT04; PTSL02; PTSL05; PTSL06

Other examples found in Portugal but not elsewhere included referring to all the population – because they have less power (PTSL04) and a small percentage of the population (PTSL03; PTSL07). Similarly, examples found in Austria but not elsewhere included women (AT07) and punks (AT08). Other groups mentioned by respondents included disabled / handicapped people (UKJC04; AT02; BG0101), the homeless (BG0104) and small groups that oppose the majority opinion (IL6).

▪ ‘Rights of minority groups’

The rights of the minority groups that were mentioned included social rights that support quality of life, including access to education (IL4; IL9; PTSL05), medical care (IL9; PTSL05), benefits and conditions (IL6), the right to work (IL4), money, house, job (PTSL04; PTSL09; PTSL10) and same-sex marriages (IL1).

‘Citizenship rights’ were also mentioned by Portuguese and Israeli respondents (IL2; IL5; IL10; PTSL07). The right to reside in the country (IL7) and to perform religious commandment (IL3; IL8; IL9) was mentioned in Israel. The right for Muslim women to wear a Burqa was mentioned by an Austrian respondent (AT07). Religious rights were not mentioned in the other test countries. In Austria respondents mentioned language of teaching / official language (AT01; AT02; AT05; AT06) as well as culture and tradition (AT03). Equal rights to participate in democracy (PTSL06; PTSL09), express opinion and be heard (PTSL01; PTSL03; PTSL10) and for small parties to be able to present proposals (PTSL08) were mentioned by Portuguese respondents. Others thought that the minority should get the same rights as the majority (AT05), more support in parliament (AT09), have representatives in the executive power (BG0204; BG0101) and have the right to vote / participate in democracy (BG0205; PTSL06; PT10; IL2; IL9).

▪ ‘Majority’

Majority was understood to mean dominant religious or ethnic group in Israel and Bulgaria, whereas more general definitions related to class, the population and bigger groups in society by respondents from the UK, Austria and Portugal. Majority was understood as the religious majority (Jewish) universally by Israeli

respondents. In Bulgaria, the most commonly mentioned majority was the dominant ethnic group. One Bulgarian respondent (BG0102) queried whether ‘ethnic’ or ‘parliamentary’ majority was meant, suggesting that this was not clear for them. UK respondents defined ‘majority’ as the upper class and the government (UKCT03) as well as ‘the man on the street, me, my friends, neighbours, colleagues’ (UKJC04) and as the opposite of minority (UKCT01 and AT07). The ‘larger bit of the population’ was mentioned by respondents in the UK, Austria and Portugal (UKJC05; UKCT04; AT03; AT06; PT03; PTSL06; PTSL07; PTSL10). Austrian and Portuguese respondents also mentioned ‘predominant’ people (AT03), citizens of the country (AT04; PTSL05; PTSL09) as well as the biggest political parties (AT09) or parties with bigger representation (PTSL07; PTSL08) and those that have more power (PTSL02; PTSL04).

▪ **‘Majority decisions’**

There is not much detail in the charts to describe how respondents understood ‘majority decisions’. Comments tended to be general e.g. ‘the decision most people want’ (UKJC01; UKCT01; UKCT02), decisions of the majority (AT01; AT02; IL9), the will of the majority (IL6), decisions made by more than 50% of the population (PTSL03; PTSL10) and decisions made without thinking about others (PTSL02). Others were a little more specific mentioning decisions accepted by the majority of voters (IL3; IL8), laws and decisions made by the government/parliament via democratic voting (IL2; IL4; IL5; IL7; IL10) and decisions that discriminate against immigrants (PTSL09).

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	<ul style="list-style-type: none"> • Difficult terms in the question e.g. ‘minority’ / ‘majority’ caused problems for a group of respondents making it harder for them to understand the question. • Respondents had difficulty understanding the abstract idea that minorities can be protected from majority decisions.
2) Translation problems... (a) resulting from translator error	None
(b) resulting from source question design	None
3) Cultural portability	Some respondents only thought about one specific minority group whereas others assessed a range of different minority groups (this varied cross-nationally). In addition, the specific minority groups thought about varied across the test countries. The QDT should consider whether these things are problematic.

6. Recommendations / suggested changes to improve the Q

<ul style="list-style-type: none"> ▪ Simplify the question to avoid the difficulties associated with understanding vague terms e.g. by replacing ‘minorities’ with ‘minority groups’ and by removing the reference to ‘majority decisions’ from the question completely ▪ Add ‘all’ before ‘minority groups’ to avoid respondents focussing on one minority group only e.g. ‘How important would you say it is for a democracy that the rights of all minority groups⁴³ are protected when decisions are made by the majority?’ 0 = Not at all important 10 = Extremely important • Clarify with QDT whether thinking about a specific minority group only is problematic.
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⁴³ ‘Minority groups’ is not a common expression in Portugal and may require annotation.

QUESTION 6

Aim of Q6: To assess whether respondents think a majoritarian or proportional system is more important for a democracy.

Q6 CARD 2 Some countries have a system for national elections that generally results in one party winning and forming a government on its own. Other countries have an election system that generally results in more than one party forming a government and sharing power.
I now want to ask which system you think is better for a democracy. Use this card where 0 means a system which generally results in one party forming a government and 10 means a system which generally results in more than one party forming a government.

One party forms a government

More than one party forms a government

(Don't know)

00 01 02 03 04 05 06 07 08 09 10 88

1. Hesitancy, requests for repeats

UK – There was one hesitation (UKJC05). One respondent requested clarification (“so you want me to choose the one I prefer?”) and several respondents found the card confusing and the scale difficult to choose from (UKCT01; UKCT02; UKJC01). All respondents eventually chose a response, except for one R who chose ‘don’t know’ because he did not know enough about the topic (UKCT05) and one respondent who understood the question in two parts and gave two responses accordingly (UKJC04).

Austria – One respondent hesitated (AT02) and said they found the question difficult. There were no requests for repeats or clarification.

Bulgaria – There was occasional hesitation (BG0102; BG0103). Occasionally respondents said they did not understand the question and gave a ‘don’t know’ response (BG0103; BG0104; BG0105).

Israel – There was one hesitation (IL8) and one request for the question to be repeated (IL3). One further respondent ‘gave a lot of thought’ before giving an answer, though the interviewer did not consider this to be hesitation (IL1).

Portugal – There was no hesitation but one respondent initially said she did not know how to answer, before giving a response.

2. Don’t know responses and range of responses given

There were three ‘don’t know’ responses in Bulgaria and one in the UK (as well as one respondent who gave two separate answers, as if the question were in two parts). The most common response in testing in Austria, Bulgaria and Israel was ‘10’, in Portugal it was 8, 9 and 10, and in the UK was 0, 1 and 4. This suggests that to some extent respondents in each country tended to favour the situation resulting most frequently from the electoral system in their own country, although in Portugal there has been a mixed pattern of coalition and single party governments⁴⁴. Quantitative conclusions cannot be drawn due to purposive sampling.

Table 6.1 Response Patterns

Country	Don’t know responses	Other responses (N x response given)	Most common response
UK	1 (& one respondent who gave two separate answers)	2X0; 2X1; 2X4; 1X5; 1X10	0, 1 and 4
Austria	0	2X5; 2X7; 1X8; 5X10	10
Bulgaria	3	1X1; 6X10	10

⁴⁴ In the UK the government is usually formed of one majority party, but occasionally (and currently) a coalition. In Austria, Bulgaria and Israel governments are almost always coalitions. In Portugal there have been minority, majority and coalition governments.

Israel	0	1X0; 1X1; 2X5; 1X8; 5X10	10
Portugal	0	1X0; 1X1; 1X3; 1X4; 2X8; 2X9; 2X10	8, 9 and 10

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking when you answered this Q?’)

- Overall, there was relative consistency across countries in the reasons given for choosing particular answers
- The exception to this was the UK, where respondents referred specifically to the current coalition government in their responses. The UK was also the only country in which no respondents likened a one party government to a dictatorship
- The scale and card were found difficult to use by respondents in all countries.

Across all countries there were respondents (who gave a score over ‘5’) who thought of coalition governments as improving the decision making process in a number of ways including consideration of more perspectives and allowing fairer or broader representation of voters. In all countries except the UK, respondents talked about one party forming a government as being like an autocracy, a dictatorship or a form of totalitarianism, which is perhaps understandable given the different political histories of the countries. Austria, Bulgaria and Portugal have all been dictatorships in the past, and Israel has a large immigrant population from the former Soviet Union.

Table 6.2 Summary of reasons for choosing a number over 5 (i.e. better for more than one party to form a government)

Country	Variety of opinions/ compromise	One party risks dictatorship/ abuse of power	Fairer representation
UK	UKJC04; UKJC05		
Austria	AT09; AT03	AT01; AT08	AT05
Bulgaria	BG0102	BG0201; BG0202; BG0203; BG0205	BG0102; BG0204
Israel	IL2; IL6; IL7; IL8; IL10	IL7; IL10	IL6; IL8; IL10
Portugal	PTSL03; PTSL05; PTSL10	PTSL04; PTSL05; PTSL10; PTSL07	

In the UK, Israel and Portugal respondents who gave scores of below ‘5’ talked about disagreement within coalitions and the difficulty in reaching decisions due to the different opinions, values or interests of different political parties. In Bulgaria and Israel respondents on occasion mentioned the benefit of a one party government in terms of clearer accountability (e.g. “If the government does not respond to public expectations it can be overthrown” (IL9)). There were respondents in the UK (but not in any other country) who discussed their negative impressions of the current British coalition government and certain disagreements caused by the different values of the two parties (Conservatives and Liberal Democrats).

Table 6.3 Summary of reasons for choosing a number below 5 (i.e. better that only one party forms a government)

Country	More than one party leads to conflict of opinions/ values/ interests	Bad experience of coalition government	Clearer accountability	Other
UK	UKCT02; UKJC01; UKCT03	UKCT01; UKCT02; UKCT03; UKJC01		UKCT04 ⁴⁵ ; UKJC02 ⁴⁶
Austria ⁴⁷				
Bulgaria			BG0101	
Israel	IL9		IL9	IL4 ⁴⁸
Portugal	PTSL01; PTSL02; PTSL06; PTSL09			

⁴⁵ ‘Alternative Voting system sounds a good idea’

⁴⁶ “Proportional representation is “bad... because when a crisis came along they couldn’t handle it” (thinking about Germany).

⁴⁷ There were no answers below 5

⁴⁸ Less risk of emotional or financial extortion

On occasion respondents in every country, except Portugal, considered the actual situation in their own countries when answering the question. However there was an occasion (in Israel) where the respondent highlighted that their consideration of the current situation altered their response (IL1; see below).

UK – Respondents generally referred to the situation in the UK, but this was always appropriate to their response, e.g. UKJC01 was thinking about Britain’s current coalition government and ‘the ways that they do not often agree’.

Austria – The interviewer commented that on occasion a respondent was thinking only about Austria’s election system when answering the question, though this is not clear from the probes (AT06). There were respondents who referred to systems in Austria, but this always seemed to be appropriate to their response (AT01; AT02; AT03; AT06; AT08; AT09). For example, AT08 said that having several parties form a government protects democracy, but in Austria the several-party government is wasting time on arguing and criticising each other, which is why she chose ‘7’ and not ‘9’.

Bulgaria – Occasionally respondents referred specifically to Bulgaria, but this seemed appropriate – both respondents used Bulgaria’s history as a dictatorship as their rationale for supporting a system in which more than one party forms a government (BG0202; BG0205).

Israel – One respondent said that she would have chosen ‘10’ as this is what she believes to be better for democracy, but ‘when thinking about the situation in Israel, she chose ‘5’ because what is better theoretically is not necessarily what actually is’ (IL1). This suggests a problem, since this item is about what is important for a democracy. Other respondents also referred to experience of Israel’s system, but this seemed appropriate to their responses (IL4; IL5; IL7).

Portugal – No respondents referred to the situation in Portugal – respondents thought universally in the abstract while answering the question.

Difficulties with the scale / card

There is evidence that there were respondents in all countries who found the scale difficult to interpret.

UK- There were respondents who reported difficulties using the scale. Occasionally respondents (UKCT01; UKCT03) said that this was a ‘yes/no question’ and thought the numbered scale was ‘unnecessary and confusing’. Another respondent (UKCT02) had understood the task as choosing an answer to reflect how much she was in favour of a one party government, automatically answering ‘8’ and saying she ‘would choose one party’. After examining the card she realised her mistake and changed her answer to ‘0’ without prompting. A further respondent (UKJC01) spontaneously answered ‘1’ (and justified her response appropriately) but was confused by the show card, which “caught her out”. She was unsure ‘which direction the numbers referred to’ and her first instinct was to be drawn towards the higher end of the scale (she was thinking of a one party government only, and her agreement with this led her to the higher end of the scale). Finally, one respondent (UKJC04) misunderstood the scale completely, and gave one answer for ‘one party forms a government’ (‘8’) and a separate answer for ‘more than one party forms a government’ (‘5’).

Austria – There were no difficulties with the scale mentioned by respondents in Austria (occasionally respondents found the question difficult, but not because of the scale). However, one respondent chose ‘10’ and gave a justification that suggests misinterpretation of the scale “people... should be able to choose one political party [from] many political parties. In the end the majority wins” (AT10). It is not entirely clear whether this is misinterpretation of the concept (i.e. the respondent agrees there should be more than one party available to choose from) or misinterpretation of the scale.

Bulgaria – There were occasions in which respondents did not understand the scale. One respondent (BG0101) felt that it should start with ‘1’ rather than ‘0’, to reflect the concept of a one party government. Another respondent (BG0201) said that the scale was unnecessary as “it is either for or against”. Both of these respondents chose an answer from the scale and justified their choice appropriately. Other respondents (BG0103; BG0104; BG0105) did not choose an answer from the scale, but this was due to a lack of understanding or knowledge of the topic rather than an issue with the scale itself.

Israel – There were no difficulties with the scale mentioned by respondents in Israel. However one respondent (IL3) read the scale as “‘1’ represents a dictatorship, ‘10’ represents many parties forming the government and ‘5’ represents some parties forming the government, but not too many”, suggesting a slight misinterpretation of the scale.

Portugal – One respondent expressed difficulty with the scale (PTSL06), explaining that she wanted to choose ‘only one party forms a government’ but then giving a response of ‘10’ (“which one do you want? A ‘10’? Do you think I chose the wrong number?”). She then changed her response to ‘0’.

4. Understanding (or absence of understanding) of the key terms probed on in the Q

There is evidence that respondents were not thinking specifically of the *type of election system* in countries, but more often simply the concept of a single-party versus a coalition government (and their preference of the two options). Respondents tended not to refer to election systems in their responses until probed specifically on their understanding of this term.

In the UK there were respondents who referred to the type of electoral system and considered proportional representation or the alternative voting system. However this is likely to be related to the interviews being conducted at the same time as large scale public discussions about changing the UK voting system and a referendum on this matter in May 2011.

Table 6.4 Whether or not respondents specifically mentioned election systems before probing

Country	Specific mention of election system	No specific mention of election system
UK	UKCT03; UKCT04; UKCT05; UKJC02	UKCT01; UKCT02; UKJC01; UKJC03; UKJC04; UKJC05
Austria	AT09; AT10	AT01; AT02; AT03; AT04; AT05; AT06; AT07; AT08
Bulgaria	BG0101; BG0204	BG0201; BG0102; BG0202; BG0103; BG0203; BG0104; BG0205; BG0105
Israel	IL2; IL5; IL7	IL1; IL3; IL4; IL6; IL8; IL9; IL10
Portugal	PTSL05; PTSL08	PTSL01; PTSL02; PTSL03; PTSL04; PTSL06; PTSL07; PTSL09; PTSL10

When probed on their understanding of ‘a system for national elections’⁴⁹ respondents in all countries referred in general terms to voting and electing a government. However, it was rare for respondents in any country (and no respondents in Austria at all) to specifically mention the system itself in terms of majoritarian or proportional representation (i.e. how the share of votes results in a particular type of government). Those who did were UKCT01; UKCT04; BG0103; IL6; PTSL03.

In all countries except for the UK, there were respondents who either said that they did not understand the phrase ‘a system for national elections’ or gave (‘guessed’) an answer but said that they did not really understand (AT05; AT06; AT10; BG0103; IL8; IL10; PTSL02; PTSL04; PTSL06). There were also respondents (including in the UK) whose responses to the probes indicate that they clearly did not understand the phrase in the way it was intended (e.g. UKCT05; UKJC04; AT07; IL4; IL7; IL9; PTSL05; PTSL08). This suggests it might be more appropriate to ask a question about the number of parties in government rather than the electoral system.

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	<p>There is evidence that respondents ignore the term ‘system’ when answering the question, and focus instead on their preference for one party governments or coalition governments. This is further backed up by probing of the phrase ‘system for national elections’, whereby respondents talked about elections in general rather than majoritarian or proportional representation.</p> <p>There is evidence that the scale is problematic for respondents in all countries (particularly in the UK) due to the end points being labelled with opposing arguments, e.g. there was some confusion about the meaning of the mid-point, and some respondents thought a dichotomous</p>

⁴⁹ See appendix for details of respondents’ understandings of the phrase.

	response was more appropriate.
2) Translation problems... (a) resulting from translator error	None
(b) resulting from source question design	None
3) Cultural portability	None

6. Recommendations / suggested changes to improve the Q

<ul style="list-style-type: none"> There is evidence that respondents in all countries tend not to think specifically about the ‘<i>system</i> for national elections’ when answering this question, although the concepts of single-party governments and coalitions appear to be generally well understood across countries. It is therefore suggested that re-wording of the question is considered, omitting the phrase ‘system for national elections’ and focussing instead on the outcome, in terms of the number of parties in a government: <p>“Some countries generally have more than one party forming a government and sharing power. Other countries usually end up with a single party forming a government on its own.</p> <p>How important would you say it is for a democracy that more than one party usually forms a government and shares power?</p> <p>Not at all important – Extremely important”</p> <ul style="list-style-type: none"> This re-wording also addresses the problems with the scale. The introductory paragraph in this suggested re-wording provides context so respondents are aware of the alternative to the question. Consider including this item (if retained) for the pilot respondent debrief exercise

APPENDICES FOR QUESTION 6

Appendix 1: Justifications for answers above or below 5, across countries

Country	Justifications for answers above ‘5’	Justifications for answers below ‘5’
UK	<ul style="list-style-type: none"> In bad times it is better to have more minds working on issues and problems (UKJC04) From a ‘democratic point of view... we need more opinions from a wider selection of the community to make decisions’ (UKJC05) 	<ul style="list-style-type: none"> Current coalition does not work very well (UKCT01; UKCT02; UKCT03; UKJC01) More than one party results in conflict (UKCT02; UKJC01) Each group has different values which don’t work together (UKCT03) Alternative Voting system sounds a good idea (UKCT04) Proportional representation is “bad... because when a crisis came along they couldn’t handle it” (thinking about Germany; UKJC02)
Austria	<ul style="list-style-type: none"> If only one party, the misuse of power is higher (AT01) They have to find a compromise. One government party can prevent a mistake from the other party (AT03) The best is if all parties are in government (AT05) In one party only few people rule and there is a big risk of heading to autocracy and dictatorship (AT08) If one party rules it will lead to stagnation and laziness (AT09) 	<ul style="list-style-type: none"> There were no answers below 5
Bulgaria	<ul style="list-style-type: none"> Coalitions would prevent authoritarian 	<ul style="list-style-type: none"> Only one makes the decisions, and only one

	<p>decisions in the parliament (BG0201)</p> <ul style="list-style-type: none"> • Greater variety in government (BG0102) • Old totalitarian regime where only one party forms the government is not right and contradicts democratic principles (BG0202) • Power should be shared for the good of the people (BG0203) • Each party should be represented in government (BG0204) • If the government is formed by only one political party it is close to dictatorship (BG0205) 	is held accountable (BG0101)
Country	Justifications for answers above '5'	Justifications for answers below '5'
Israel	<ul style="list-style-type: none"> • A coalition of parties has a balance system that takes into account more than one viewpoint in the decision making process (IL2; IL6; IL7; IL8; IL10) • It is not fair when only one party forms the government (IL6) • Wouldn't want to live in a one party system regime, as in a dictatorship or in Communism (IL7) • A larger portion of the public is being represented (IL8; IL10) • One party government can lead to dictatorship (IL10) 	<ul style="list-style-type: none"> • There is less risk of emotional or financial extortion so it is easier for the government to govern (IL4) • Hands will not be tied in coalition agreements (IL9) • If the government does not respond to public expectations it can be overthrown (IL9)
Portugal	<ul style="list-style-type: none"> • There will be more discussions and different perspectives that will 'broaden our horizons' (PTSL03; PTSL05; PTSL10) • 'Only one party would be a disgrace because it would do... whatever it wants, and no one would oppose' (PTSL04; PTSL05; PTSL10) • When a government is formed by one party there is no internal control and 'excesses' may happen (PTSL07) 	<ul style="list-style-type: none"> • Two parties would have different opinions and never reach an agreement (PTSL01; PTSL02; PTSL06) • Everyone would act in the interest of their own party (PTSL06) • One party can make all the decisions for the country (PTSL09)

Appendix 2: Respondents understandings of the phrase 'a system for national elections' (excluding those who answered 'don't know')

Country	
UK	<ul style="list-style-type: none"> • The votes are counted and the majority wins (UKCT01) • The way we vote (UKCT02; UKCT04; UKJC01; UKJC02) • How they choose different parties and governments (UKCT03) • Government do their best (UKCT05) • The way elections are done (UKJC03) • The polling station (UKJC04) • "A chance to make their opinions known by electing a member that suits them" (UKJC05)
Austria	<ul style="list-style-type: none"> • The election (AT01; AT02; AT03) • Statutory principles for the election (AT01) • There are several parties and people can elect what they want (AT04) • Same rights and that everyone is allowed to vote (AT07) • Democracy, decision is made by the people (AT08) • "Implementations must be realised" (AT09)
Bulgaria	<ul style="list-style-type: none"> • Overall election process as in the Constitution or law (BG0101; BG0102; BG0203) • Way elections are held (BG0201; BG0202; BG0204; BG0105; BG0205) • The way seats in Parliament are distributed (BG0103)

	<ul style="list-style-type: none"> • The system that stipulates how MPs are to be elected and distributed (BG0104)
Israel	<ul style="list-style-type: none"> • “Whole state is one election area and the results determine the relativity of representation in the parliament” (IL1) • “Formatting the state government” (IL2) • The way people gain representation (IL3) • State election when all citizens have the right to vote (IL4) • Parties are elected rather than personal candidates in Israel (IL5) • Several parties stand for public voting and the government is formed by people from the parties that form the coalition (IL6) • Anyone can vote or can be elected with no relation to where they reside (IL7) • Public votes for different parties according to its platforms (IL9) • System used for parliamentary elections (IL10)
Portugal	<ul style="list-style-type: none"> • Portuguese system – where normally only one party forms a government (PTSL01) • “Using our votes, we decide who will be a part of the government, the number of people in each party” (PTSL03) • The way elections occur (PTSL05) • Rules that guide the elections in Portugal (PTSL07) • All citizens can give their opinion by voting (PTSL08) • Formation of central or local government (PTSL09) • Elections in the whole country (not just in Lisbon, for example) (PTSL10)

QUESTION 7

Aim of Q7: To see whether respondents think it is important for a democracy that governments are responsible to stakeholders other than their own citizens.

INTERVIEWER READ OUT: Once again please answer the next few questions in terms of what you think is important for a democracy.

Q7 CARD 3 Would you say that it is important for democracy that governments in Europe should only serve the interests of their own country or should they also take account of the needs of other countries in Europe? Choose your answer from this card.

**Only serve
the needs of
their own
country**

**Serve the
needs of their
own country
and take into
account the
needs of other
countries**

**(Don't
know)**

00 01 02 03 04 05 06 07 08 09 10 88

1. Hesitancy and requests for repeats

The layout of the showcard caused confusion for respondents in the UK (UKCT01; UKCT05; UKJC01; UKJC04; UKJC05). In particular, this occasionally made respondents think that an answer was needed for each label on the scale (UKCT05; UKJC04). Hesitation was noted on occasion for respondents in the UK, Austria and Israel (UKCT02; UKJC03; IL2; IL7; IL8; AT8; AT9). One respondent in Portugal re-read the scale aloud before answering (PTSL07) and the question was occasionally repeated in Bulgaria and Israel (BG0104; IL2). There were respondents who queried parts of the question – whether it meant ‘just Europe’ (UKCT04) or if it referred to the EU or also the neighbouring countries (BG0104). One respondent (IL7) commented that they didn’t really understand the question (and then answered 6).

2. Don’t know responses and range of responses given

Occasionally respondents gave one response and then changed their mind – either as a result of probing/discussion, as they thought the Q through, or because of difficulties using the show card (UKCT03 – initially chose 5 then changed to 10; UKJC01 – initially chose 1 then changed to 8; PTSL08 – initially chose 10 then changed to 8 during probing). It was rare for respondents to choose ‘don’t know’. The only respondent who did so was IL10 who said that Europe does not interest her. The most common responses were 5 (BG), 8 (UK; PT) and 10 (UK; AT; IL), though quantitative conclusions cannot be drawn from this purposive sample.

Table 7.1 Response Patterns

Country	Don't know responses	Other responses (N x response given)	Most common response
UK	0	1x0, 1x3, 1x4, 1x5, 1x7, 2x8, 2x10 and 1x other*	8 and 10
Austria	0	2x2, 1x3, 2x4, 1x5, 1x8, 3x10	10
Bulgaria	0	1x4**, 5x5, 1x7, 3x10	5
Israel	1	1x0, 1x5, 2x6, 1x7, 4x10	10
Portugal	0	1x7, 4x8, 2x9, 3x10	8

*Other response - UKJC04 – gave two answers – 10 and 5. **R chose 4 but also considered 3.

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking when you answered this Q?’)

Overall the responses given suggest that respondents were able to think about the two sides of the question and gave an answer that reflected their thoughts. On occasion, respondents reported that they found the question

difficult – especially in the UK and Israel. The main issues detected across the countries as well as where this was found and if it might be a problem are shown in the Table 7.2.

Table 7.2 Main issues detected in answer strategy

Issue	Country	Problem?
Difficulties with using the showcard – in the sense that the scale end point labels caused confusion	UK, AT, BG, IL but not in Portugal	Yes
Weighing up whether the needs of their own country was important compared to the needs of other countries	All countries	No
Mentioning the responsibilities held by governments as members of the EU – i.e. to take into account the needs of other countries in the EU or in Europe	All countries	Yes – Israel – because Israel is not in Europe (or the EU) some respondents could not understand how this Q was applicable to them No - other countries

UK – There were respondents in the UK (UKCT01; UKCT05; UKJC01; UKJC04 and UKJC05) who had difficulties using the showcard – see section above for details. In addition, one respondent (UKJC02) scored 5 but during probing it became apparent that she may have misunderstood the scale. Her reason for selecting the mid-point was that she understands both situations of helping others but also helping yourself, in which case scoring 10 might have been more appropriate. This theme also emerged in other countries (see later comments under each country). It may be that respondents chose 5 to allow for the fact that governments should in principle serve the needs of their own country and take into account the needs of others (as reflected by score 10) but perhaps not in all situations – hence a score of 5 and above.

There were also respondents (UKCT03 and UKJC01) who did not completely understand the question – they initially chose numbers towards the lower end of the scale but after probing changed to a higher number suggesting the question might be too complex. UKJC01 initially thought about the influence of Westminster (English parliament) on the Scottish government and answered 01, but after probing mentioned that the Westminster government and Scottish government should serve each other for different things and switched her answer to 08). UKCT03 said that the government should look after their own country but sometimes it was necessary to put input into other countries e.g. earthquake and military action in Libya. The respondent did not hear the part of the question that referred to Europe – once he realised this he mentioned examples such as providing financial assistance to Greece and Ireland (rather than disaster relief overseas). This respondent initially said 5 then changed to 10 once he realised that Europe was meant. This suggests that these respondents would not have understood the question as intended if it was read to them (without probing) during the mainstage survey.

There were also respondents who understood this question as intended. Those giving responses towards the lower end of the scale (scoring 0, 3 and 4) mentioned 'the relevance of a body that was elected by the country to look after their interests and not other people's' (UKJC05); said your country should come first – you have to fix your own country before you can fix someone else's (UKJC03) and realised that we (the UK) cannot stand alone (e.g. we need other countries for trade) but we also need to be strong in protecting our position within the EU (UKCT04). Those giving higher scores: UKCT01 scored 8 as he thought national needs were the most important but also other countries needed to be considered (for diplomacy and trade) but not at the detriment of the UK. UKCT02 scored 10 because we have to give so much to the EU and overseas for earthquakes / famine relief but at the same time would appreciate assistance from other countries if it was needed.

Austria – Occasionally respondents hesitated before answering this question (AT08; AT09). AT08 was unsure between scores 4 or 5 but eventually chose 4. AT09 reported that he found the question difficult. However, it seems that respondents basically understood this question as intended. As in the UK, those choosing numbers towards the lower end of the scale (2, 3 and 4) mentioned that the interests of the own country should be the most important but as a member of the EU it is also important to take into account other countries (AT02); how focusing on the needs of other countries in accordance with EU specifications hasn't been working, now we should focus on our own needs (AT03); that a government should primarily serve the needs of their own country but should also take account of the needs of other European countries (AT09) and mainly our own interests but also a little bit to the interests of other countries (AT06); as part of the EU we have to take account of the needs of other countries but there are institutions within the EU that take care of the European community; It is more

important that the government should serve the interests of their own country (AT08). Those giving higher scores: a respondent who chose 8 commented that they should choose 10 but also has to think a little bit about our own country (AT04). Those selecting 10 said Governments only serve the needs of their own country and that is why many things don't work in Europe (AT01); all countries should form a unity and not do their own thing (AT05) and you have to take care of Austria but also other countries in Europe (AT07).

Finally, one respondent selected 5, saying you have to take care of Austria but also help and take account of the needs of other countries (AT10). It is possible that he may have misunderstood the scale as a response of this nature could be seen as more in line with point 10 on the scale.

Bulgaria – Probing suggests that respondents who answered '5' may have done so by mistake. It appears that these respondents did not understand (or did not read) the first part of the scale label for scale point 10 so that the scale points would have been 0 – only serve the needs of their own country and 10 – take into account the needs of other countries. The translation for this item (of both the question and that showcard) appears to be equivalent to the source, so perhaps the respondents were not reading the showcard correctly.

For example, occasionally respondents choosing 5 did so because they thought of the EU and NATO and all similar alliances as an example of cooperation between countries; 5 symbolises the perfect situation where there would be no way for a country to take a decision without consulting the other countries (BG0201) and noted there cannot be a government in any country that could make decisions on its own without considering other governments and countries policies. 'The Bulgarian government should take care of its own people and stay accountable to big countries and alliances like the EU or NATO but should not bow down to the alliances' (BG0205). Both of these responses suggest that a higher number on the scale might have been more appropriate.

However, other respondents chose 5 and stated that the first priority of every government is to serve the people living in the country then to look after the interests of other countries (BG0102; BG0204) as well as one (BG0202) who commented that the government should take care of national interest with the same priority as other countries and alliances such as EU and NATO would do. He was convinced that certain countries should 'look for internal interest at the same time as foreign interests' (BG0202). These respondents may have been using the scale appropriately and scored 5 to allow for different situations e.g. governments should serve the needs of their own country and take into the needs of other countries but not to the same degree.

The ambiguity surrounding the use and interpretation of scale point 5 was also detected on occasion for respondents in the UK (UKJC02) and Austria (AT10). Other scores given to this question were 4, 7 and 10. Each of these respondents appears to have understood the scale as intended. The respondent who chose 4 did so because they thought that every country is more or less dependent on other countries' decisions and actions, but that their first priority should be to serve the people who put it in charge. In the context of international interests then the government should consider other countries interests (BG0103). The respondent who chose 7 did so because they focused on the current situation in Bulgaria and the Balkans and observed that 'bigger countries have a lot of interests here', with which the Bulgarian government should comply (BG0203). The reasoning given by respondents who chose '10' was that EU societies should be considered a being part of one big society therefore all problems must be treated equally (BG0101); countries should cooperate among themselves and take neighbouring countries into account so that country borders would cease to exist.' Europe should be united and countries should consider their neighbours appropriately' (BG0105) and 'EU members should not only take care of their own policies but should cooperate with other countries in Europe' (BG0104).

Israel – Respondents in Israel (IL1; IL3; IL5; IL6; IL9) gave scores that indicated that they understood the question as intended. However, the question created problems for other respondents. The fact that Israel is not part of Europe meant that this question created problems for respondents on occasion (IL2; IL8; IL10). IL8 scored 7 because he generally thinks that countries should take account of their neighbours because of their mutual relations. However, he initially thought that Israel does not have any contact with Europe and 'the relations between European countries do not concern us' suggesting that the question was more difficult for him because of this. IL10 answered 'don't know' to this question for a similar reason – she stated that Europe does not interest her and she does not know enough about the relations between countries in Europe in order to answer. Another respondent (IL2) also had difficulties understanding the question because Israel is not part of Europe. This respondent scored 5 and explained that he was balancing the obligation of the government to serve the interests of citizens and their need to take account of other countries.

Other difficulties with the scale were reported, e.g. IL7 initially thought about giving a score to each of the scale labels. This pattern was also found in the UK (UKCT05; UKJC04). When probed on the reason for selecting 6 the respondent said that she chose it because it reflected both the need to serve the interests of the country, together with the need to take account of other countries. A further possible problem with the scale was shown by IL4. This respondent scored 10 but during probing stated that she had thought of the EU and that countries are dependent on each other and should take account of each other's needs. She did not mention that countries should serve the needs of their own country when answering – suggesting that she may not have thought about this part of the scale when answering.

Portugal –Minor difficulties with this question were reported by respondents in Portugal. One respondent (PTSL07) re-read the scale aloud before answering. PTSL08 chose 10 but then changed his answer to 8 during probing after thinking about immigrants within Portugal 'that are not helping the situation that the country is in'. This made him move away from 10 as he thought more efforts needed to be concentrated on resolving this issue but overall he did not appear to have understood the question. In general respondents (PTSL01; PTSL02; PTSL03; PTSL04; PTSL05; PTSL06; PTSL07; PTSL09 and PTSL10) appeared to understand the question as intended. These respondents talked about the balance between serving the needs of Portugal as well as considering the needs of other countries.

On occasion, respondents mentioned being a member of the EU or part of Europe when thinking about 'the needs of other countries' (PTSL01; PTSL09; PTSL05 and PTSL10). Others spoke more generally about how all countries should help each other out (PTSL02; PTSL07) or were more specific making reference to trade and exports (PTSL03; PTSL06). Finally, one respondent (PTSL04) reflected on how isolated Portugal was when it was a dictatorship but now that it is not money can enter the country.

4. Understanding (or absence of understanding) of the reason for probed on in the Q

The probes for this question were limited to exploring why the respondent chose the number that they did. For the most part, respondents had already addressed this inadvertently in response to the probe 'what were you thinking about when you answered this question' (as discussed above). However, where respondents mentioned other things this is recorded in Annex 1.

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	The scale format where opposing arguments were placed at either end of the scale created unnecessary confusion for respondents in all countries except Portugal (possibly because the end labels were too long and the scale label for 10 was misunderstood). The reference to 'Europe' created some confusion (e.g. there were respondents who queried whether it meant 'the EU' or Europe in a geographical sense).
2) Translation problems... (a) resulting from translator error	None
(b) resulting from source question design	None
3) Cultural portability	There are concerns that this question may not work as effectively in countries that are not in Europe in a geographical sense, like Israel and Turkey.

6. Recommendations / suggested changes to improve the Q

- Due to the difficulties associated with the scale label for point 10 we could consider revising the question (see below for suggestion). This revision would also overcome the problems associated with the ambiguity of 'Europe'.

'Governments must always consider the needs of their own country. How important is it for a democracy that governments also consider the needs of other European countries?

0 = Not at all important

10 = Extremely important

- We should consider whether ESS countries that are not geographically in Europe (e.g. Israel and possibly Turkey) should be asked to field this question given that it would be impossible to formulate an appropriate evaluation item for this question in these countries.

APPENDICES FOR QUESTION 7

Appendix 1: reasons for giving the number chosen

Response	Country, ID and (N)	Reason
DK	IL10 (1)	Not interested in Europe – only in IL; does not know enough about relations between countries in Europe
Selected 5 then changed their mind to 10	UKCT03 (1)	Thought about world-wide context (no reference to Europe); had difficulties using the card - only looked at first half of scale initially; 0-5 help your own country & 5-10 help with others
Selected 1 then changed their mind to 8	UKJC01 (1)	Initially thought only of serving own country then thought some more and after probing changed to 8 - thinking about UK and Scotland helping 'serving each other'
Changed mind 10 then 8	PTSL08 (1)	Initially thought that should not only worry about ourselves but also about other people / countries b/c all equal before God & have same rights & duties. Then thought about immigrants who do not contribute to society & changed answer to 8.
2 Answers: 7 and 2	UKCT05 (1)	Did not understand card – thought the scale labels were 2 separate Qs. R quickly chose 'taking the needs of other countries into account' as his answer.
2 answers: 10 and 5	UKJC04 (1)	Did not understand the card – answered this Q as two Qs by giving an answer for each situation
0	UKJC05 & IL6 (2)	UK – small issue with card as knew wanted to answer with only serve the needs of their own country but thought that this was at 1 not 0 (did work it out). R thinking of elected body within a country that looks after their interests. They wouldn't have been elected by the people & wouldn't be interested in what happens to other countries. IL - 0= each country should think of its own citizens and only that.
2	AT02 & AT03 (2)	AT02 - In first instance the interests of own country should be the most important. But nowadays as a member of the EU, it's also important to care about other countries. AT03 - At the moment in AT a lot was organized according to EU specifications; interests of other countries were prevailing, but this hasn't worked; now we should serve our own interests.
3	UKJC03 & AT09 (2)	UK - "your country should come first... so it's not don't help other countries at all, it's just fix yours first." AT - Number goes in the direction of 'to serve interests of own country', but also considers 'interests of other countries' (close to 4 and 5). R mentions the European parliament and its responsibilities.
4	UKCT04, BG0103, AT06, AT08 (4)	UK – although we cannot stand alone we need to be strong in defending our EU position with regard maintaining our budget rebate. BG –first priority of every govt is to serve people who put it on charge...when common international interests are concerned than the Government should consider other countries' interests. AT - A government that serves the interests of its own country gains more wealth and comes nearer to a welfare state, but a government should not ignore other countries.
5	UKJC02, BG0201,	UK – R said that she could not answer "either side" because she understands both situations of helping others but also helping yourself.

Response	Country, ID and (N)	Reason
	BG0102, BG0202, BG0204, BG0205, IL2, AT10 (9)	BG – R was considering the EU – Bulgaria relations when answering the question (0102), R was convinced that a certain government should take care of national interests with the same priority as what other countries and especially alliances would decide (0202), BG should take care of its own population and then comply with EU regulations (0204), she thinks that no matter how small BG is and how many interest there are the government should take care of his own people but stay accountable in front of big countries and alliances like NATO and EU. On the other hand R thinks that BG should not bow against big countries. There should be a balance (0205) AT – You have to take care of AT, but also help and take account of the needs of other countries. Countries have to support each other.
6	IL5 & IL7 (2)	IL5 – It is not easy task to measure the interest of others against your own interest. The reality proves that everyone [COUNTRY] takes care only for himself, 6 is the ideal number, not the real empirical one. IL7 – it is close to the middle point which intuitively looked the best answer. It reflects both the need to serve the interests of the countries, but together with the need to take account of the needs of others.
7	PTSL04, BG0203, IL8 (3)	PT – because if it is only us, it would be like a house with no neighbours, no one to help. BG – it best depicts the current situation, whereas 8 and above would be more leaning to extremes. R considered how small BG is and all the influence of bigger countries which governments should comply with. “Bigger countries have a lot of interests here” IL – in principal, countries should take account for neighbour countries, because of their mutual relations.
8	PTSL01, PTSL06, PTSL09, AT04 (4)	PT – because he thinks that if we live in a European Union, we should think about other countries, and help them as they helped us (01), because she believes we need the things that the others produce, we are not self-sufficient (06), thinking about European Union. If we are part of EU, Portugal must think at an European level (09) AT – Actually I should choose 10, but we have also to think a little bit on our own country.
9	PTSL03, PTSL05 (2)	PT03 – we have to serve ourselves first, but we should also seek to fulfil other countries needs. PT05 - Right now, we need help from other countries. So maybe we should also somehow think about the others. Of course the more important decisions should be made thinking about us as a country.
10	UKCT02, PTSL02, PTSL07, PTSL10, BG0101, BG0104, BG0105, IL1, IL3, IL4, IL9, AT01, AT05, AT07 (14)	UK – R chose 10 partly because it is important but mainly because the text on the show-card is directly above number 10. It was also used when it was considered that Britain would appreciate consideration from other countries, when it was necessary and therefore we should also consider other EU countries. PT – if we all help each other, we are all going to be better (02), Only serving the interests of our own country must be against the interests of the others. We should also consider that the others cannot be harmed (07), If we help each other, we will not be the same because some countries are bigger than others, but we will be almost at the same level (10) BG – Europe must be one whole thing regardless of different countries differences, power and state wellbeing (0101), EU members shouldn't take care only of their own policies, rather to feel cooperative to the other countries in Europe and concentrate more on mutual agreement which is for best of everyone. EU countries should evaluate European environment and try to be as cooperative as possible to others (0104), Europe should be united and countries should consider their neighbours appropriately (0105) IL – The EU is the major player in Europe. Countries that want to be a member of the union should take account of the needs of other countries in the union. Countries that are members of the EU must take account of the needs of other countries in the union because this is what the union is about [among other things] (01), if countries

Response	Country, ID and (N)	Reason
		<p>have reciprocal relations, and one country is in a good state it should assist the country which is in a bad state. This kind of relationship ensures that if it needs assistance in the future, it will get it (03), this is the whole idea beyond the EU: mutual support (04), it is the country interest to take account of other countries interest, to establish a joint political power and to protect each other (09)</p> <p>AT - This is the only way for a working EU. R asked, what the point of interest is: only the EU or all countries in Europe (01); All countries should form a unity. And not do one's own thing (05); You have to take care of AT, but also take a look at the other countries in Europe. You must help other countries to develop. Europe is a union and a complex of several European countries and they stick together and that is great. Europe is a role model (07)</p>

QUESTION 8

Aim of Q8: To see whether respondents prefer a majoritarian or proportional vision of representative democracy.

Q8 CARD 4 Some people say that government policies should only take account of majority opinion, others say they should also take account of minority opinion. Choose your answer from this card where 0 means the government should only take account of majority opinion and 10 means the government should take account of majority and minority opinion.

Only take
account of
majority
opinion

00 01 02 03 04 05 06 07 08 09 10 88

Take account
of majority and
minority
opinion (Don't
know)

1. Hesitancy and requests for repeats

UK – One respondent hesitated slightly (UKJC03) but one respondent also said before answering that this was actually two separate questions in one (UKCT05). It later transpired that respondents occasionally did not appear to understand the terminology of the question (see further details below).

Austria – There were hesitations on occasion (AT01; AT10) and these respondents said that they found the question difficult to answer.

Bulgaria – There was no hesitation or requests for repetition, though one respondent refused to answer the question, as she felt that it had already been covered earlier in the interview (BG0205).

Israel – There were hesitations on occasion – one respondent was pausing for consideration of the question as a whole (IL4) and others paused to consider who the majority and minority are in Israel (IL7; IL10). The question was repeated once for one respondent (IL10).

Portugal – There were no hesitations or repetitions, though there were respondents who were confused about the response scale and changed their response after intervention by the interviewer (PTSL02 changed from '10' to '4'; PTSL05 changed from '5' to '10'; PTSL06 changed from '9' to '10'; PTSL08 changed from 'middle point' to '10').

2. Don't know responses and range of responses given

There were no use of 'don't knows' in any country. One respondent in Bulgaria refused to answer this question because they felt the issue had already been covered by question 4⁵⁰ earlier in the interview (BG0205). Across countries the most common response was '10' in particular in Bulgaria, the UK and Portugal, though quantitative conclusions cannot be drawn due to purposive sampling.

Table 8.1 Response Patterns

Country	Don't know responses	Other responses (N x response given)	Most common response
UK	0	1x3; 1x6; 2x8; 6x10	10
Austria	0	1x0; 2x5; 2x7; 2x8; 3x10	10
Bulgaria	1 (refusal)	1x0; 1x5; 7x10	10
Israel	0	1x3; 2x5; 1x6; 3x8; 3x10	8 and 10
Portugal	0	2x4; 1x8; 1x9; 6x10	10

⁵⁰ It seems likely this respondent was referring to question 5, as question 4 seems unrelated to question 8 (whereas question 5 and question 8 both mention 'minorities' and 'majorities').

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking when you answered this Q?’)

- There is evidence that respondents in different countries used quite different strategies, though there were respondents in all countries who mentioned either balanced decision making or the rights of minorities in terms of political participation and fairness
- There were respondents who considered the question in the abstract before being probed for specific examples of minority and majority groups (this happened in all countries; more details of these examples can be found in the next section)
- Other respondents referred spontaneously to specific situations within their own country (in all countries except Portugal)
- There was confusion with the scale on occasion in all countries, usually related to the use of the middle of the scale as a balance between minority and majority opinion.
- Occasionally respondents in all countries, except Portugal, referred back to previous questions and said they were thinking of the same concepts or examples.

UK – Respondents tended to justify their response choice first by explaining why this should be the case, as well as why it should not be the opposite. For example, one respondent chose ‘3’ on the scale because “someone has to make a decision at some point” and highlighted the alternative by saying “How would they ever make a decision if they have to take everyone into account?” (UKCT01). Another respondent chose ‘10’ because ‘everyone has their own opinions and they should be listened to and might just be helpful’. She highlighted that choosing a lower number ‘would suggest that it was not so important and it was ok not to listen to everyone’ (UKCT02). Respondents generally thought in the abstract before being probed for examples, though there were respondents who either referred spontaneously to their own personal position as a minority (UKCT03) or spontaneously referred to examples of relevant issues in the UK (UKCT05; UKJC04; UKJC05).

There were respondents who thought about achieving balance in the decision making process (UKCT01; UKCT02; UKCT04; UKJC03; UKJC05) and minority rights (UKCT02; UKCT03; UKJC02; UKJC03). There is evidence that the scale was misunderstood by one respondent, who thought of the middle of the scale (respondent chose ‘6’) as representing a ‘balance’ of majority and minority (UKCT05). This respondent pointed out that the scale really referred to two separate questions. There was a further misunderstanding of the scale by UKJC04, who chose ‘10’ to represent the importance of taking majority opinion into account (he considered ‘taking majority and minority opinion into account’ as a separate issue, but said that he could not decide on a numbered response for this). Another respondent (UKJC05) regarded this as a ‘yes or no question’ and thought the scale was therefore inappropriate. One respondent referred back to question 5 and associated their response with this (UKCT03).

Austria – Respondents tended not to give detailed justifications of their response choice when probed, though there were respondents who talked about achieving a balance in decision making (AT03; AT04; AT06) and the importance of not ‘neglecting’ the rights of minorities (AT05; AT07; AT08; AT09). It appears that respondents thought in the abstract before being probed for examples, though on occasion respondents referred spontaneously to situations in Austria (AT03). The scale was poorly understood on occasion by respondents, who appear to have viewed the middle of the scale as representing a balance of majority and minority (AT03; AT04). One respondent talked about it being clear that minority opinions be taken into account, but interpreted ‘10’ as equal weights given to minority and majority opinions, which she disagreed with (and consequently chose ‘7’; AT01). One respondent referred back to a previous question when probed on definitions of majority and minority opinion, though it is not clear which question (AT06).

Bulgaria – Respondents who chose ‘10’ referred to this being the ‘foundation’ or ‘essence’ of democracy (BG0201; BG0102; BG0202; BG0204) thinking mainly about political rights of minorities (BG0102; BG0104; BG0204; BG0105) and balanced decision making (BG0101). Respondents were generally thinking in the abstract before being probed for examples (BG0101; BG0201; BG0102; BG0203; BG0104) but on occasion respondents referred spontaneously to specific examples or situations in Bulgaria (BG0202; BG0103; BG0105). It is possible that one respondent interpreted his response (‘5’) as the ‘balance’ between minority and majority, indicating misinterpretation of the scale (BG0101). On occasion respondents referred back to question 5 and said that they were thinking of the same thing (BG0101; BG0203; BG0105).

Israel – Respondents gave logical responses to the probes that indicated their survey response was appropriate, thinking about minority rights (IL2; IL4; IL7), social balance (IL1; IL9) and political participation (IL3; IL5; IL6; IL7; IL8; IL10). Respondents thought in the abstract before being probed for examples (IL1; IL3; IL4; IL5; IL6; IL8;

IL9; IL10) though there were respondents who referred spontaneously to specific examples in Israel (IL2; IL7). There does not appear to have been any misinterpretation of the scale, although it is difficult to understand the reasons for choosing '8' rather than '10', as respondents who did so said that they thought the opinions of all groups should be taken into account by governments (IL3; IL4). One respondent gave the response '5' and likened the issue to referenda, and his response is consistent with that given to question 2 (regarding the importance of referenda). Occasionally respondents referred back and related their answer to previous questions; in one case it was not clear which specific questions (IL3) and one respondent thought that taking account of majority and minority opinion was similar to referendums (IL5).

Portugal – Respondents gave logical responses to the probes that indicated their survey response was appropriate. Balanced decision making (PTSL02; PTSL05; PTSL08; PTSL09) or minority rights or fairness (PTSL03; PTSL04; PTSL05; PTSL06; PTSL07; PTSL09; PTSL10) were generally discussed. There were respondents who found the scale confusing and changed their response following further explanation of the scale by the interviewer (e.g. PTSL02; PTSL05; PTSL06; PTSL08). These instances either involved the respondents' desire to choose 'a middle point' so that both minority and majority opinions are accounted for (PTSL05; PTSL08) or other misinterpretations of the scale (PTSL02 chose '10' initially to reflect the majority opinion, and then changed to '4'). Respondents generally thought in the abstract before being probed for examples, with one respondent spontaneously giving the example of less known political parties appearing on television (PTSL09). No respondents referred back to previous questions.

4. Understanding (or absence of understanding) of the key terms probed on in the Q

- There was wide variation in the types of minority and majority opinions considered across countries, with respondents in all countries thinking of the opinions of minority and majority groups (this happened in all countries, though once in Portugal related to inhabitants of a hypothetical village⁵¹), or thinking of parliamentary or electoral minorities and majorities (this happened in all countries except Austria)
- On occasion in Austria and Bulgaria the terms 'majority opinion' and 'minority opinion' were not well understood by respondents (e.g. AT06 gave a confusing response to the probe; for BG0104, the interviewer felt that the respondent was uncertain about the scope of the terms)

Table 8.2 Definitions of minority and majority opinions given by respondents when probed

Country	Majority Opinion	Minority Opinion
UK	Whoever is ruling the government (UKCT01); Electoral majority (UKCT02); Upper class (UKCT03); Powerful people (UKCT03); Consensus of most people (UKCT04); General population (UKCT05); The bigger lot (UKJC01); What most people like (UKJC02); Voice of most people (UKJC03) People who don't want the A9 road expanded (UKJC04)	Gay marriage rights (UKCT01); Religion (UKCT01); Different to/ opposite of majority (UKCT02; UKCT04; UKJC01; UKJC02); People with no money (UKCT03); A balance (UKCT05); People that don't win the election (UKJC03); People who use the A9 road everyday and want it expanded (UKJC04)
Austria	No-one knows (AT01); The opinion of 50% or more (AT02); Austrian citizens (AT03); Christians (AT03); Caucasians (AT03); Rich people (AT04); Well thought out (AT05); Always wins (AT07); Opposite of minority (social/ political; AT08); Voting decisions (AT09)	No-one knows (AT01); The opinion of less than 50% of people (AT02); Acclaimed rights (AT03); Poor people (AT04); Opposite of majority (social/ political; AT08; AT09)
Bulgaria	In free and independent elections decisions are made by the majority (BG0101); Opinions of people identified as Bulgarians (BG0201; BG0202; BG0203; BG0105); Parliamentary majority (BG0102)	Opposite of majority (BG0101); Opinions of non-Bulgarian population (BG0201; BG0202; BG0203); Thoughts of party with fewer seats in Parliament (BG0102);

⁵¹ PTSL07 talked about building a road that crossed a small village and taking the inhabitants of that village into consideration in the planning process.

		Gypsy / Turkish / Greek population (BG0202; BG0105)
Israel	Interests of public majority (IL1; IL5; IL6; IL8; IL9); Values of people represented by their parties in government (IL2; IL3; IL10); Opinion of the Jewish public (IL4; IL9); Jewish citizens (IL7)	Interests of minorities (IL1); Values of people whose parties are not in government (IL2; IL3); Opinion of the Druze (minority religious group), Circassians (minority ethnic group) and immigrants (IL4); Should be accounted for but does not count (IL5); Opposite of majority opinions (IL6); Arab minority (IL7; IL9; IL10); Opinions of most unique and extreme groups (IL8)
Portugal	Power to choose, only their opinion is right (PTSL01); A lot of people (PTSL02); People who tell the truth (PTSL02); Thoughts of the larger part of the population (PTSL03; PTSL07); Ones with more power (PTSL04); Opinion that prevails (PTSL05); Opinion of everyone in general (PTSL06); Opinion expressed in elections (PTSL07); Opinion of the big parties (PTSL08); Government opinions (PTSL09); Opinion of parties (PTSL10).	Cannot be heard (PTSL01); Not all answers are equal (PTSL02); Thoughts of the smaller part of the population (PTSL03); Ones with less power / the disgraced (PTSL04); When people do not have a formed opinion about something (PTSL05); Opinion of a small group (PTSL10); Opinion contrary to that of most people (PTSL07); Opinion of small parties (PTSL08; PTSL10); Less heard but have a right to be considered (PTSL09).

There was more variation in the types of example of specific groups or issues relating to minority and majority opinions in the UK and Austria than in other countries, with respondents in both countries considering ethnic or religious groups, immigration, social class and planning decisions, and respondents in the UK considering Parliament or electoral representation. In Israel respondents generally considered ethnic or religious groups as minorities; in Bulgaria respondents generally considered either ethnic or religious groups, or did not think of any specific examples; in Portugal respondents tended not to think of specific examples but were more general in their answers. However, there were respondents who considered minority and majority opinions in the context of elections or political parties. It is possible that something in the Portuguese translation made respondents focus on this political dimension, although this does not seem to be the case when explored using Google Translate. Austria was the only country in which no respondents thought about Parliament or electoral representation.

Table 8.3 Specific examples of minority and majority groups or issues provided by respondents when probed, across countries

Country	Ethnic or religious groups	Immigration	Social class	Planning decisions (e.g. housing, transport, etc)	Parliament / elected representatives of a majority	Other minority groups/ issues	No specific examples
UK	UKCT01; UKCT05	UKCT05	UKCT03	UKJC04	UKCT02; UKCT04; UKJC03	UKCT01; UKJC02; UKJC03; UKJC05	UKJC01
Austria	AT01; AT02 ⁵² ; AT03; AT08	AT07	AT04	AT01; AT02; AT08; AT09			AT05; AT06; AT10
Bulgaria	BG0201; BG0202; BG0203; BG0105				BG0101; BG0102		BG0103; BG0104; BG0204; BG0205
Israel	IL1; IL2; IL3;			IL2; IL6	IL2; IL3;		IL5; IL8

⁵² AT01 and AT02 referred specifically to the controversy over providing bi-lingual place name signs for the Slovenian minority in parts of Austria.

	IL4; IL7; IL9; IL10				IL10	
Portugal				PTSL07	PTSL07; PTSL08; PTSL09; PTSL10	PTSL01; PTSL02; PTSL03; PTSL04; PTSL05; PTSL06

Some of the examples given by respondents across countries suggest that there is good understanding of majority and minority opinions. However, on occasion respondents (in the UK, Austria and Bulgaria but not in Israel or Portugal) could not articulate their understanding of the terms or give examples, suggesting poor understanding of the concepts (e.g. AT06; AT10; BG0103; BG0104; BG0205; UKJC01).

Respondents were also probed on what they thought 'take account of these majority and minority opinions' would mean for a government. There are some commonalities across countries, with respondents mentioning listening, evaluating, considering, taking account of everyone's point of view. There were also respondents across countries who mentioned the concept of ideas being improved ('better', more thorough) by taking account of different opinions and the concept of minorities having a right to be heard.

Table 8.4 Summary table of the types of comments given to the probe of 'what would 'take account of these majority and minority opinions' mean for government?'

Country	Listen/ evaluate/ consider everyone's point of view	Minorities have a right to be heard	Ideas are improved by taking account of different opinions	Responsibility of governments	Other
UK	UKCT01; UKCT02; UKCT03; UKCT04; UKJC03		UKJC02; UKJC03	UKJC04	UKCT05; UKJC05
Austria	AT01	AT04; AT07	AT07	AT03	AT05
Bulgaria	BG0101; BG0201; BG0202; BG0103; BG0203; BG0204		BG0204	BG0103	
Israel	IL1; IL2; IL3; IL6; IL8	IL2; IL4; IL7		IL3; IL4; IL9	IL3; IL4; IL10
Portugal	PTSL02; PTSL04; PTSL05; PTSL06; PTSL08; PTSL09	PTSL06	PTSL02; PTSL04; PTSL08; PTSL09; PTSL10	PTSL01; PTSL03; PTSL07	PTSL03

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	The scale is poorly conceived, with some confusion about the end points and the meaning of the mid-point, e.g. there were respondents who appeared to (incorrectly) view the mid-point as the balance between taking account of both majority and minority opinions.
2) Translation problems... (a) resulting from translator error	None
(b) resulting from source question design	None
3) Cultural portability	The types of minorities and majorities considered differ

considerably. For example in Israel and Bulgaria ethnicity is the main dimension, whereas in the UK there is more variation in examples given.

6. Recommendations / suggested changes to improve the Q

- There is evidence that the scale is difficult to interpret for respondents from all countries, for example it is unclear what '5' on the scale represents. Consider changing the response scale to measure the extent to which governments should take account of minority opinions as well as majority opinions:

How important is it for a democracy that governments not only do what the majority of people want but also consider minority opinions?

Not at all important – Extremely important

- There are mixed levels of understanding of the terms 'minority opinion' and 'majority opinion', with some respondents thinking of the opinions of minority groups, and others thinking about issues where there are views held by a minority of the population. Others thought about Parliamentary majorities and minorities. The QDT should be asked to confirm whether or not this is a problem.

APPENDICES FOR QUESTION 8

Appendix 1: What did the respondent think 'take account of these majority and minority opinions' would mean for a government when they answered this question?

UK

- To consider everyone's point of view (UKCT01; UKCT03; UKCT04; UKJC03)
- Showing that they are going to listen to the people (using compulsory questionnaires; UKCT02)
- Taking account of immigrants' opinions would bring greater unity between immigrants and the rest of the population (UKCT05)
- Research the whole topic rather than just going with the masses (UKJC02)
- Each side may have a good and important point to make on the subject (UKJC03)
- This is the government's 'job' (UKJC04)
- It would be difficult for the government to make a decision that would suit everyone (UKJC05)

Austria

- To find a compromise (AT01)
- A matter of course (AT03)
- People with less money can also decide so they can get justice (AT04)
- This can only work if people work together to find a suitable solution for both (AT05)
- The opinions of minorities are also important (AT07)

Bulgaria

- All actions should be well supported by 'everyone in the society' (BG0101)
- Government should feel different moods, evaluate the situation in society and act accordingly (BG0201)
- Listen to what both sides want (BG0201)
- Able to listen and identify specific problems of minority and majority groups and look after their interests if needed (BG0202)
- All decisions should be made with vast public acceptance or referenda (BG0103)
- The government should examine public opinion and the 'moods among people' (BG0203)
- People with power should evaluate different opinions in society and from all perspectives and make decisions that are best for everyone (BG0204)

Israel

- Take into account all considerations and interests of all groups in society (IL1; IL3; IL6)
- Must take account of values, interests and opinions of citizens that are not represented in the government (IL2)

- Not introducing laws that harm or deprive the public or parts of it (IL3; IL4)
- Giving the minorities the citizens' rights to which they are entitled (IL4)
- Giving everyone the right to vote and to be elected to parliament (IL7)
- Consider the minority opinion that influences the majority opinion (IL8)
- Allow everyone to express their opinions 'gives the government the right to exist' (IL9)
- Some major decisions fail because of coalition agreements that give minority opinion huge power (IL10)

Portugal

- Government should have their opinion and also want to listen to others (PTSL01)
- Government should have opinions from both sides to see which the best options are (PTSL02)
- It is difficult because governments are usually influenced more by what the majority thinks so that they please a larger part of the population (PTSL03)
- Review the situation and see the things that are wrong (PTSL04)
- Balance interests and listen to both opinions (PTSL05; PTSL08; PTSL09)
- Put together everyone's opinion, everyone has a right to answer (PTSL06)
- Produce documents and make certain decisions (PTSL07)
- Consider minorities' opinions and 'reflect on some of the truths they say' (PTSL08)
- 'To be able to have the best piece of the cake, that cake should have all ideas mixed in' (PTSL09)
- Combining the opinions of the majority and the minority can produce an even better idea (PTSL10)

QUESTION 9

Aim of Q9: To assess to what extent people have a sense of direction in their lives and are able to organise their daily activities and life plans towards the future.

Q9 CARD 5 Using this card, please say how much you agree or disagree with this statement. 'I generally feel that I have a sense of direction in my life'.

Agree strongly 1
 Agree 2
 Neither agree nor disagree 3
 Disagree 4
 Disagree strongly 5

1. Hesitancy and requests for repeats

On rare occasions respondents hesitated, queried what the question meant, asked for the question to be repeated or laughed when it was read out. However, in all of these instances (with one exception) respondents went on to give a response from the scale. One respondent laughed and then answered 'don't know'. This information is summarised in Table 9.1.

Table 9.1 Initial reaction from respondents

Reaction	Response category given	Country & Respondent ID
Hesitation	Agree	UKJC05, BG0101
Question re-read once	Neither agree nor disagree	BG0102, PT04
Question re-read more than once	Agree	IL5
Queried the meaning of the question	Agree	AT07
Chose 'Disagree' then immediately changed to 'Disagree strongly'	Disagree strongly	UKCT01
Laughed	Don't know	BG0205

2. Don't know responses and range of responses given

In general this question seemed to have been fairly easy for respondents to comprehend and answer. All respondents, except one, were able to answer this question. There was one 'don't know' response from an 82 year old in Bulgaria (BG0205). One respondent considered 'don't know' as he found the question difficult but after some thought chose 'Agree' (AT02). 'Agree strongly' and 'Agree' were the most common responses, with 'disagree' (4) and 'disagree strongly' (1) used only occasionally. However, in Bulgaria 'Neither agree nor disagree' was the most commonly used category (3). The category 'neither agree nor disagree' was only chosen by one other respondent in Portugal (PTSL04). Quantitative conclusions cannot be drawn from this purposive sample.

Table 9.2 Response Patterns

Country	Don't know responses	Other responses (N x response given)	Most common response
UK	0	2x Agree strongly, 7x Agree, 1x Disagree strongly	Agree
Austria	0	9x Agree strongly, 1x Agree	Agree
Bulgaria	1	2x Agree strongly, 2x Agree, 3x Neither agree nor disagree, 2x Disagree	Neither agree nor disagree
Israel	0	4x Agree strongly, 4x Agree, 2x Disagree	Agree strongly and Agree
Portugal	0	4x Agree strongly, 5x Agree, 1x Neither agree nor disagree	Agree

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking when you answered this Q?’)

Overall, this question was fairly straightforward for respondents. The key themes that emerged in response to this general probe in all countries were:

- Respondents in all countries focused on different time periods e.g. their current situation, current plans, future plans/aims as well as reflecting on the on the past in order to assess the future.
- The aspects of life thought about by respondents appeared to be linked to their age although the patterns detected did vary by country (see Table 9.3). **Younger respondents** focused on their current education/career plans and what they want to achieve in future; **older respondents** focused on what they had achieved and what they currently do without mentioning future plans and respondents from the middle age group thought about what they have achieved so far and what they want to do next.

Table 9.3 Responses given and age of respondent

Age group	Response given	UK	Austria	Bulgaria	Israel	Portugal
Younger (aged 15-22)	Focus on their current education/career plans and what they want to achieve in future	Yes to some extent	Unclear	No pattern found	Yes to some extent	Yes
Older (aged over 65)	Focus on what they had achieved and what they currently do without mentioning future plans	No	Yes but for middle age group not older	No pattern found	No	Yes
Middle (aged 23-64)	Thought about what they have achieved so far and what they want to do next/in the future	Yes to some extent	Yes but for younger age group not middle	Yes to some extent	Yes to some extent	Yes

- There was a sense amongst respondents in all countries on occasion that people should expect the unexpected and that it is not possible to predict what the future holds. Where these views were held respondents tended not to pick the more extreme positive category (i.e. they chose agree or neither agree nor disagree rather than agree strongly)
- Respondents occasionally found this question difficult for personal reasons (UKCT01) or because it generated negative emotions e.g. loneliness/emptiness (IL4). This highlights the sensitivity of the question.

UK – A time period is not explicitly included in the question wording but ‘current’ is implied by the use of ‘have’ and ‘future orientation’ by the use of ‘direction’. Whilst there is evidence to suggest that respondents realised this (e.g. UKCT02, UKCT03, UKCT04) there were respondents who did not appear to do so and instead thought only about their current situation (UKJC01; UKJC04; UKJC05) or only about the future (UKJC02; UKJC03), which could lead to loss of equivalence. One respondent referred to ‘daily activities’ mentioning looking after children and commenting that her direction was to look after them (UKCT02).

The trend related to young respondents was found in the UK to some extent (see section 3 for earlier discussion). Younger respondents focussed on their job (UKCT03), or their education/career choice (UKJC02 & UKJC03). The trend detected for older respondents in table 9.3 was not found in the UK. These respondents focussed on their grandchildren (UKCT04), their involvement in a community group (UKCT04), their religion (UKCT05) and their ‘happiness’ in general (UKJC01). The trend for respondents in the middle age group (23-64) was found to some extent. These respondents also focused on their job (UKCT01), their children (UKCT02), reflected on how fortunate they are (UKJC04) and referred to ‘happiness’ (UKJC05).

On a rare occasion, not knowing what might happen (i.e. ‘the unexpected’) was mentioned (UKCT02); considering this made the respondent choose ‘agree’ rather than ‘agree strongly’.

Austria – Austrian respondents generally mentioned specific time frames when answering this question (i.e. AT02; AT04; AT05; AT06; AT07; AT08 & AT09). These respondents mentioned: current plans only (AT09), knowing what they are currently doing and knowing where life will take them [in the future] (AT08), knowing what they want to do in the future (AT02; AT06; AT07). There were respondents who reflected on what they have achieved / experienced in life, which enabled them to think about their current plans (AT04; AT05). In contrast, there were also respondents who gave general responses about whether they have a sense of direction / orientation or not but did not mention a time frame at all (AT01; AT03). Respondent AT10 did focus on the

current situation but also questioned whether they have everything under control - suggesting that they may have misunderstood the question by focusing on control rather than sense of direction.

The trend related to the age of the respondent was different in Austria. The pattern for younger respondents was mixed – the respondents referred to the current situation (AT09) or the future (AT02) but did not mention anything more specific. One other younger respondent referred to their job and reflected on whether they have everything under control (AT10). The responses given by respondents in the older age group (e.g. AT04 and AT05) were more in keeping with the trend for the middle age group. These respondents reflected on their life and thought about what they are currently doing or want to do next. Older respondent AT06 focused on their current plans (without reflection on what had been achieved so far). Respondents in the middle age group focused on whether they had a sense of direction in general (AT01; AT03) or mentioned completing education and choosing what to study next (AT07; AT08). This is more in line with the pattern for younger respondents rather than those from the middle age group.

Finally, one respondent commented on not knowing what might happen in the future (AT02) and therefore chose agree rather than agree strongly. This was also found in the other test countries.

Bulgaria – Respondents generally (with the exception of BG0203 and BG0205) focused on the future. BG0203 and BG0205 mentioned their current situation instead. No respondents mentioned the past when answering.

There is no clear pattern between the responses given by younger and older respondents and their age. It can be seen that only respondents from the middle age group mentioned uncertainty about the future. Both young and old respondents mentioned knowing what they want to become or do in the future (BG0202 - younger) or that they know where their life is going (BG0204 - older). There were mentions of decisions needed to be made in the future (BG0101 – older; BG0201 - young). On occasion, young respondents and those from the middle age group focused on the current priorities in their life (BG0203 - middle) and their uncertainty about their current situation (BG0105 - young). Only respondents in the middle age category (aged 23-64) commented on their uncertainty about the future in general (BG0103; BG0104) or about being unsure if they will be able to find a suitable job (BG0104). One 82 year old respondent (who answered don't know) refused to speculate on the future because of her age (BG0205).

On a rare occasion a respondent commented that not everything in life can be controlled by people because events happen to change plans – because of this the respondent chose neither agree nor disagree (BG0102). This strategy was also found in the other test countries.

Israel – Respondents generally focussed on their plans for the future when answering this question (IL1; IL3; IL6; IL7; IL10) although there were respondents who referred to present/current situation and the future (IL5; IL8) and others who did not refer to a time period at all (IL2; IL4). On a rare occasion, a respondent referred to current plans and their life course so far (IL9).

Younger respondents (aged 15-22) focused on plans for the future (IL3), completing school (IL7) and their future careers (IL6; IL7). Respondents in the middle age category (23-64) focused on expectations for themselves and their family (IL1), education / career (IL1; IL8), and general ambitions or future plans (IL5; IL10). Respondents in the older age group (65+) mentioned their retirement (IL2), purpose in life (IL4) and their family (IL9).

On a rare occasion, a respondent commented that sometimes life doesn't always go your way (IL2) so chose agree rather than agree strongly. This strategy was also found in the other test countries.

Portugal – The answers from respondents were seemingly influenced by their age – the youngest thought more about their future plans (PTSL01; PTSL03; PTSL05), middle aged people more about the present and also about the future (PTSL02; PTSL07; PTSL09; PTSL10) and the oldest respondents more about what they had accomplished and not about their future (their answer corresponded more to the statement 'I feel like I *had* a sense of direction in my life' rather than '*have*') e.g. PTSL04, PTSL06 and PTSL08 (all older respondents).

Respondents focussed on 'goals' (PTSL01; PTSL05; PTSL07; PTSL09), education plans (PTSL03; PTSL05), their current situation in life compared to the past (PTSL04), their current situation – taking stock of achievements so far (PTSL02; PTSL06; PTSL08), current and future plans (PTSL05) and changes to make in order to realise plans in the future (PTSL02; PTSL10).

As in the other test countries, one respondent commented on ‘never knowing what the future holds’ or that ‘political questions could alter the future’ (PTSL07). He said that because of this he could have chosen ‘agree’ but then thought that ‘right now if things continue to go well he would be good and need not worry’.

4. Understanding (or absence of understanding) of the key terms probed on in the Q

Respondents were probed specifically on what ‘sense of direction’ meant to them when they were answering this question. Overall, respondents were thinking of things that were in line with the question aims. Respondents in all countries indicated that they were thinking about goals, targets, specific plans for the future, ambitions as well as a ‘general plan’ for the future. Other common themes were reflecting on the respondent’s current role in life, contemplating how life will develop in the future and control / stability in life. See Table 9.4 for a summary.

Table 9.4 The meaning of ‘sense of direction’

Idea / thing mentioned when thought about what ‘sense of direction’ meant	Country
Having goals or targets / following a path towards a goal / being on the right track	UKCT01; UKCT03; AT07; BG0101; IL1; IL2; IL6; IL8; IL9; PTSL01; PTSL03; PTSL04; PTSL05; PTSL07
Having something to aim for / a purpose / priorities / points of orientation / ambition / challenge / dreams	UKCT01; UKCT04; UKCT05; UKJC04; AT01; BG0202; BG0203; IL4; PTSL10
Idea / thing mentioned when thought about what ‘sense of direction’ meant	Country
How R get’s on [in life]	UKJC01; AT04
What the R is doing; their role in their life	UKJC05; IL10; PTSL09; AT09
General plans for the future / how life will develop from this point onwards – no specific reference made to priorities / aims etc	UKJC03; AT02; AT03; BG0201; BG0205; BG0103; BG0105; BG0104; BG0204; IL3; IL10; PTSL09
Achievements in life	PT07
R’s children	UKCT02
Feeling of control over personal life, stability in life and career	AT06; AT08; AT09; AT10; PTSL08
Know what to do / what not to do	IL7
Knowing where life takes you	AT09
Life will improve / offer opportunities	AT 07; PTSL02; PTSL06
Grow old with dignity; to be respected as a person	AT05
Ability to integrate ideology into practical life	IL5

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	<p>Almost all respondents chose one of the agree categories (21 chose ‘agree strongly’; 19 chose ‘agree’). This could indicate potential skewed distributions in the main fieldwork.</p> <p>Very few respondents mentioned organising their daily activities towards the future, which was stated as one of the aims of the question. There were older respondents who did not think about the future at all but instead focused on their current sense of direction or a sense of direction that they previously had.</p> <p>There were respondents in each country that made reference to unexpected events or unplanned activities that can have an impact on a person’s sense of direction. This influenced the responses they gave.</p>
2) Translation problems... (a) resulting from translator error	None – ‘sense of direction’ translated well
(b) resulting from source question design	None
3) Cultural portability	None - ‘sense of direction’ worked well cross-nationally

6. Recommendations / suggested changes to improve the Q

- If the QDT are interested in increasing the amount of differentiation in the responses given an 11 point scale could be used for this question and the statement could be strengthened. The question could be amended to:
 - ‘To what extent do you generally feel that you have a sense of direction in your life?’
 - Please use this card where 0 = Not at all and 10 = Completely
- The QDT are asked to clarify what the measurement aim of this question is. Does ‘sense of direction’ refer to current state or the future? Should respondents be thinking about daily activities as well as overall life plans? We also note that ‘sense of direction’ does not necessarily mean that respondents are working towards it. The question wording could be adapted to meet these different concerns.
- It might be possible to overcome the issue of ‘unexpected events’ by amending the question wording to read:

‘Barring unexpected events, I feel that I have a general sense of direction in my life’

We note that this does make the question longer and is unlikely to be the final wording but that the principle could still be adopted.

QUESTION 10

Aim of Q10: To assess personal control over the respondents own life and activities (choosing to take personal control over things that are important to them).

Q10 STILL CARD 5 Using this card, please say how much you agree or disagree with this statement. 'I have little control over many of the important things in my life'.

Agree strongly	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Don't know)	8

1. Hesitancy and requests for repeats

UK – There were respondents in the UK who, in a variety of combinations, hesitated, asked for repetition or sought initial clarification. This included hesitation and deliberation (UKCT01), hesitation then a request for repetition (UKCT03), a long hesitation (UKJC01), hesitation and a query about what 'important things' meant (UKJC02) and a slight hesitation (UKJC03, UKJC04).

Austria – There was one request for repetition in Austria (AT10).

Bulgaria – There were respondents in Bulgaria that fell into this category including a hesitation (BG0102), a slight hesitation (BG0202) and a long hesitation with reported uncertainty about which option to choose (BG0103).

Israel – There was slight hesitation (IL3), and a repetition request as the respondent did not hear the question well (IL4).

Portugal – There was one request for repetition (PTSL08).

2. Don't know responses and range of responses given

Only one respondent did not provide an answer to the question. There was no single most common answer across countries, although 3 was used quite frequently in the UK, Austria and Portugal.

Table 10.1 Response Patterns

Country	Don't know responses	Other responses	Most common response
UK	1*	3x2, 3x3, 3x4	3, 4
Austria	0	3x2, 4x3, 2x4, 1x5	3
Bulgaria*	0	1x1, 3x3, 1x4, 4x5	5
Israel	0	1x2, 3x3, 5x4, 1x5	4
Portugal	0	2x1, 3x2, 3x3, 2x4	2, 3

*The respondent never provided any answer (UKJC01), for 1 respondent in Bulgaria the response was not clear in the charts (BG0201).

3. Answer strategy used – for each country (responses to the probe 'What were you thinking when you answered this Q?')

- There were respondents in two countries that were **confused** by the 'agree / disagree' scale, leading to measurement error. Occasionally respondents in Portugal appeared to be confused with the scale. One chose an inappropriate answer and then changed it (PTSL02) whereas others chose inappropriate answers and retained them (PTSL04, PTSL06). In Austria one respondent felt they largely had control over things but agreed with the statement (AT05).
- There were respondents in all countries who **disagreed or strongly disagreed** with the statement because they felt they had either a lot, some, or even total control over their lives (UKCT01; UKJC03; UKJC05; AT06; AT09; AT10; BG0101; BG0103; BG0203; BG0204; BG0105; IL1; IL2; IL4; IL5; IL8; IL10; PTSL05; PTSL09). This implies the question was fairly well understood by a group of respondents in all countries.

- Where respondents **choose disagree** rather than **disagree strongly** reasons included: levels of control depending on the area of life concerned (UKJC03), the possibility of having more control (UKJC05; IL2; PTSL05), strongly disagreeing meaning you would 'be like a machine' (BG0101), not having control over mundane things (IL1), 'sometimes things lead in other directions' (IL5) external factors getting in the way (PTSL09) such as an earthquake (BG0102). These reasons appear to be a sound basis for choosing this less extreme answer category.
- Respondents who chose **disagree strongly** did so because: they have everything under control (AT10), because people always find a way to control things (BG0103), because everything is happening the way they planned it (BG0203), because you either do or do not have control over your life (BG0105) and because everyone has control over their life they just don't realise it (IL10). Again these responses suggest respondents understood the question. No respondents chose this option in the UK or Portugal.
- There were respondents who chose **neither agree nor disagree** in every country. Reasons included: it depends on the area of your life (UKCT01; IL3), being aware of your own limitations (UKCT05; PTSL01), laws and regulations frustrating you (UKJC05), some things not being in your control (AT03; AT04; AT08; BG0102; BG0202; PTSL07) and having worries about how life is nowadays (IL3; IL60). This rather diverse range of responses suggests that this category was used inconsistently.
- Amongst those that **agreed** or **agreed strongly** that they had little control over the important things in their life, the reasons given included: being young so having little control in key areas (UKCT01; IL9; PTSL03), e.g. where to live / study, or being too old (BG0205) e.g. to control her grandchildren. These responses suggest respondents understood the question.
- There were respondents who chose agree rather than agree strongly, with reasons including having control but some things not being in your control (UKCT02), and exceptions required to keep others happy (AT07). Again these responses suggest respondents understood the question.
- Agree strongly was chosen rarely and tended to be chosen in error, due to problems understanding the scale (see note above regarding these cases in Portugal).

UK – Respondents in the UK generally appeared to understand the question even if it took some time, thought and repetition of the question. However there was inconsistent use of the mid-point on the scale.

Those that said Disagree / Disagree strongly (i.e. they feel they DO have control over the important things in their life)

- Have control because I know where my children are and children are extremely important to her (UKCT01).
- Chose disagree as he has control over things that make him happy, e.g. how much free time he gets and what he gets to do with it. Did not chose disagree strongly as he felt that he could have more control (UKJC05).
- Chose disagree rather than disagree strongly because sometimes has control and sometimes does not. However question is difficult to answer as it depends on the specific area of life (UKJC03 - chose 4 disagree).

Those that said neither agree nor disagree

- Chose neither agree nor disagree and said this was a 'cop-out' answer. Both agreed and disagreed with various areas so hard to choose (UKCT01).
- Chose neither agree nor disagree as aware he has limitations and doesn't always know best (UKCT05).
- Chose neither agree nor disagree as laws and regulations often 'frustrate' what you want to do (UKJC04).

Those that said Agree / Agree strongly (feel that they have little control over the important things in life)

- As a young respondent (15-22) he felt he had limited control but that this would increase as he got older (UKCT03). He chose agree.
- Thinking about life in general another respondent agreed but didn't agree strongly because he can't be sure about health, and interest rates changes are reducing his savings as he has no control over these things (UKCT02).

Austria – Although there was reasonable understanding of the question from some respondents others may have chosen the wrong option in a real interview. And some others appeared to hold the same opinion but chose different answers or misinterpreted the scale.

Those that said Disagree / Disagree strongly (i.e. they feel they DO have control over the important things in their life)

- One respondent really struggled with the scale but in the end correctly chose 'disagree' to express that he does have control (AT06).

- Another respondent said strongly disagree because they have everything under control (AT09) however another chose disagree for exactly the same reason (AT10)

Those that said neither agree nor disagree

- One said a lot of things are comfortable (like their job) but some things less so, e.g. getting ill (AT03).
- There are a lot of things I don't have under control (e.g. marriage and eating disorder) (AT04).
- Things I can control like career are fine, but there will always be some things that are down to luck (AT08).

Those that said Agree / Agree strongly (feel that they have little control over the important things in life)

- One respondent appeared to have got confused by the scale saying largely I can control things yet saying they agree that have little control over things (AT05).
- Another said they had control over most things but sometimes there were exceptions e.g. to keep others happy (AT07). They chose agree.

Bulgaria - The question appeared to work reasonably well in Bulgaria although as elsewhere there was perhaps inconsistent use of the mid-point of the scale.

Those that said Disagree / Disagree strongly (i.e. they feel they DO have control over the important things in their life)

- One respondent chose 4 (disagree) rather than 5 (disagree strongly), since 5 would be like 'being a machine'. However he did not like the scale, saying "you either have control or you do not – you can't be a bit pregnant and this is similar" (BG0101).
- Another respondent really struggled between choosing neither agree nor disagree and disagree strongly because he was convinced that no matter how hard it is people always find a way to control things (BG0103). In the end he chose disagree strongly.
- Another chose disagree strongly, saying '...Everything is happening the way I plan it....and everything is going well so far' (BG0203).
- Another chose disagree strongly because all was well with her family and at her age 'hardly anything drastic could happen to me anymore' (BG0204).
- Another respondents chose disagree strongly feeling that either people do or do not have control over their life 'There is no such thing as little control' (BG0105).

Those that said neither agree nor disagree

- One respondent said that, although subjectively she might have control over things, external events could mean that suddenly you do not have control anymore, e.g. earthquake (BG0102).
- There is a difference between how I want things to happen and how they happen in reality, so can't say 'cannot control things' but not in 'full control' either (BG0202).
- Another respondent considered agree, reflecting concerns over whether she would find a job, but chose the neither option because she had a few things under control like finishing her education- that is entirely down to her (BG0104).

Those that said Agree / Agree strongly (feel that they have little control over the important things in life)

- The respondent who answered 'agree' did so because saying she was frustrated by not being able to control her grandchildren due to her age (BG0205).

Israel – The question appeared to work reasonably well in Israel although as elsewhere there was perhaps inconsistent use of the mid-point of the scale.

Those that said Disagree / Disagree strongly (i.e. they feel they DO have control over the important things in their life)

- One respondent felt she has control over the important things in life but maybe not some more mundane things, so she chose disagree rather than disagree strongly (IL1).
- Another respondent chose disagree rather than disagree strongly because although he hasn't got complete control, he does have control (IL2).
- One respondent said they know how to handle delicate situations (IL4).
- Another chose disagree not strongly disagree because he plans and has control over his life, but sometimes they lead to other directions (IL5).
- Another chose disagree because he does not 'subject major moves in his life to other peoples' decisions' (IL8).

- One respondent disagree strongly because 'everyone has control over their lives, they just don't always realise it'. She also thought about responsibility and felt that she is responsible for her own life (IL10).

Those that said neither agree nor disagree

- One respondent felt he had control in most important areas of life, e.g. friends, job, girlfriends, but over some areas has little or no control and these might change his life (IL3).
- Another respondent chose this option because he has doubts about the things he is doing nowadays (IL6).
- One respondent chose this middle option because '...she knows that life does not always follow the direction you choose' (IL3).

Those that said Agree / Agree strongly (feel that they have little control over the important things in life)

There was one respondent in Israel who agreed. This young respondent chose 'agree' because she cannot make important decisions about where to go to school and study (IL9).

Portugal - There were respondents who understood the question in Portugal; however there were also respondents who changed their answers during probing and gave question answers and probe answers that contradicted each other suggesting the scale had been misunderstood.

Those that said Disagree / Disagree strongly (i.e. they feel they DO have control over the important things in their life)

- Chose disagree rather than strongly disagree because although she might not have all the control, 'some control she always has' (PTSL05).
- Another chose disagree because she has control over some things but 'external factors may unbalance things' (PTSL09).

Those that said neither agree nor disagree

- One respondent chose the middle option because he can only control the things that depend on him (PTSL01).
- Another chose this category because he controls what he can, but external pressures are very big (PTSL07).

Those that said Agree / Agree strongly (feel that they have little control over the important things in life)

- One respondent said she feels she can manage things but could do with a little more money to better organise her life (PTSL02). However this respondent got confused, initially choosing 'disagree' then changing her answer during probing to reflect her views correctly and chose agree strongly.
- PTSL04 chose agree strongly, despite 'always being in control in regards to financial issues and about all things in life', suggesting they had misinterpreted the scale.
- PTSL06 agreed strongly with the statement because she feels like she has control over her life, again suggesting she had misinterpreted the scale.
- Another respondent chose agree because 'certain things we just cannot control' (PTSL10).

4. Understanding (or absence of understanding) of the key terms probed on in the Q

What did respondents understand by 'little control' when answering this question?

- In all countries there were respondents who referred to little control as being related to external factors.
- 'Other people limiting control' was also mentioned in all countries.
- In all countries other than Portugal, there were respondents who referred to a lack of control as referring to the future and not knowing what was going to happen.
- In all countries except the UK, there were some definitions that fell outside these three categories and this was particularly the case in Portugal. For instance in Austria having little control was equated with 'not doing things which are good for me', in Bulgaria having a 'lack of control over grandchildren', in Israel 'not thinking before you answer' and in Portugal 'being crazy' or 'spending too much money'.

The table below shows the way little control was understood in each of the countries. The full range of answers is given in Appendix 1.

Table 10.2 Respondents understanding of ‘little control’ when answering this question

	External factors	Other people limiting control	Future uncertainty	Other
UK	UKCT01; UKCT04; UKCT05; UKCT03; UKJC04	UKJC01; UKJC02; UKJC03; UKJC05	UKCT02	
Austria	AT01; AT06	AT02; AT03	AT08; AT09; AT10	Not doing things which are good for me (AT04); Controlling things gives a sense of security (AT05); Having little control which is a problem (AT07)
Bulgaria*	BG0104; BG0204		BG0102	No such thing; you either have control or you don't (BG0101; BG0105); Whether things comply with your will (BG0203); Not being able to control ones grandchildren (BG0205)
Israel	IL1; IL2; IL3; IL9	IL6; IL8; IL7	IL10; IL5	Not thinking before giving an answer (II4)
Portugal	PTSL01; PTSL07	PTSL05		Knowing something is going to happen but not being able to stop it (PTSL03); Someone who has little control is someone who is crazy (PTSL04); Not being able to change things (PTSL07); Difficulties so big you struggle to solve them (PTSL08); Not being able to control day-to-day difficulties (PTSL09); Not having all our senses working at 100% (PTSL10); Spending more money than you have (PTSL02; PTSL06)

*It is not clear whether respondent BG0202 understood when they answered ‘Trying to guide things gives them direction’ (BG0202)

What did respondents understand by ‘important things in my life’ at this question?

There was a clear pattern of what respondents thought of as the important things in life when answering this question. Family, children and partners and to a lesser extent friends were seen as important in all countries. Other key concerns included jobs and career (all countries), health (UK, Austria Bulgaria and Israel) and financial or physical objects (UK, Austria, Israel and Portugal). There was also an eclectic mix of other answers that included bible reading, the hierarchy of needs, personal well-being and interests / hobbies.

Table 10.3: What did respondents understand by ‘important things in my life’ at this question?

Country	Family / children / marriage / friends	Job / career	Health	Financial / physical	Other
UK	UKCT01; UKCT02; UKCT05; UKJC04		UKJC04	UKCT01; UKCT02; UKJC03	Not be treated as a child (UKT03); interests (UKCT04); bible reading (UKCT05); freedom (UKJC01 / 04 / 05); future (UKJC02)
Austria	AT02; AT03; AT04; AT05; AT08; AT09; AT10	AT02; AT03; AT06; AT08	AT04	AT06; AT08	The hierarchy of needs (AT01); To help others (AT07)
Bulgaria	BG0101; BG0202; BG0103; BG0204;	BG0203; BG0104;	BG0102; BG0103		Personal contacts beyond work and family (BG0201);

	BG0203; BG0205; BG0105; BG0102	BG0204; BG0202			education (BG0202); things that promote your personal and immediate wellbeing (BG0101); Personal development (BG0103); Passion to travel the world (BG0104)
Israel	IL1; IL2; IL3; IL4; IL8; IL9	IL1; IL3; IL8	IL8; IL9	IL2; IL9	Current project (IL5); successes (IL6); where live; school attend (IL7); personal security (IL9); personal wellbeing (IL1)
Portugal	PTSL03; PTSL04; PTSL06; PTSL07; PTSL09; PTSL10	PTSL01; PTSL05; PTSL09		PTSL02; PTSL08	Interests (PTSL05)

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	<p>The measurement aims state that tapping 'choosing to take personal control' is the main aim. However the question and responses suggest 'having control' is being measured (regardless of effort). The QDT are asked to clarify the key aim.</p> <p>There were respondents who found the negative slant to the question alongside an 'agree / disagree' scale confusing. This led to an incorrect choice on occasion (note however that this was not found in the source language).</p> <p>The 'neither agree nor disagree' answer category was used inconsistently.</p> <p>There were respondents who related the question of a little control to external events. The QDT should confirm whether this is OK (since some respondents will clearly refer to more mundane personal issues, others to the possibility of an earthquake or war).</p>
2) Translation problems...	None
(a) resulting from translator error	None
(b) resulting from source question design	None
3) Cultural portability	None

6. Recommendations / suggested changes to improve the question

<ul style="list-style-type: none"> As noted above the QDT are asked to clarify whether the measurement aim is taking control OR having enough control. If <i>taking control</i> is the aim the item could be: 'I take control over many of the important things in my life' Ideally a scale should be used that avoids an agree / disagree format (which would also avoid inconsistent use of the mid-point) e.g.: 'How much control would you say you have over the important things in your life?' No control – Total control (11 point scale) If the QDT want to stick with the agree / disagree format a positively worded statement would be better 'I have enough control over many of the important things in my life'

If *only things the R can influence are to be considered* the Q could be preceded by: 'Thinking only of the things you personally can influence'

APPENDICES FOR QUESTION 10

Appendix 1: The way little control was understood in each of the countries.

UK

External factors

Having to get a damaged car fixed and no control over the cost (UKCT01)

Reduced interest rates and health problems (UKCT04)

Not being able to influence the important things in life, e.g. a fellow Christian being deported when their visa ran out (UKCT05)

Not being able to control big issues, not having a say (UKCT03)

Something that could upset your strategy in life (UKJC04)

Future direction

Not knowing where life is going (UKCT02)

Others in control

Having someone telling you what to do (UKJC01)

Not being able to do anything about it (UKJC02, UKJC03)

Where you are not in charge of your own destiny (UKJC05)

Austria

External factors

Things that the respondent can't know or change (AT01)

Things happening which are not expected (AT06)

Future direction

Having no sense of direction (AT08)

Life out of control, not knowing what will happen tomorrow (AT09)

Lose one's sense of direction (AT10)

Others in control

If I can't change things (AT02)

Things I can't decide (AT03)

Other answers

Not doing things which are good for me (AT04)

Controlling things gives a sense of security (AT05)

Having little control which is a problem (AT07)

Bulgaria

External factors

When things depend on your actions but are out of reach (BG0104)

Things that could happen to you (BG0204)

Future direction

Whether things happen as planned (BG0102)

Other answers

No such thing, you either have control or you don't (BG0101, BG0105)

Whether things comply with your will (BG0203)

Not being able to control ones grandchildren (BG0205)

Not clear they understood

Trying to guide things gives them direction (BG0202)

Israel

External factors

When outcomes are dependent on external factors, not up to us (IL1, IL2, IL3, IL9), e.g. Syria

Others in control

Being influenced by others / at the mercy of others (IL6, IL8)

Not being able to decide on important issues such as type of school (IL7)

Future direction

Not being able to fulfil your dreams (IL10)

Things that take you outside your own plans (IL5)

Other answers

Not thinking before giving an answer (IL4)

Portugal

External factors

Being subject to external factors (PTSL01)

Others in control

Being influenced to take the wrong decisions (PTSL05)

Other answers

Knowing something is going to happen but not being able to stop it (PTSL03)

Someone who has little control is someone who is crazy (PTSL04)

Not being able to change things (PTSL07)

Difficulties so big you struggle to solve them (PTSL08)

Not being able to control day-to-day difficulties (PTSL09)

Not having all our senses working at 100% (PTSL10)

Spending more money than you have (PTSL02, PTSL06)

QUESTION 11

Aim of Q11: To see if the respondent feels absorbed in activities that are interesting or challenging.

Q11 CARD 6 To what extent do you do things that you find interesting or challenging? Please choose your answer from this card where 0 is not at all and 6 is a great deal.

Not at all								A great deal		(Don't know)
	00	01	02	03	04	05	06			88

1. Hesitancy and requests for repeats

UK – There was hesitation (UKJC03) and repeats of the question (UKCT05; UKJC01; UKJC02) on occasion. One repeat (UKCT05) was only during probing, whereas the other two arose from confusion about what the question was asking, and were therefore more problematic. When the interviewer read the question to UKJC01 the respondent asked “a great deal of what...”?

Austria – There were no instances of hesitation but there were repetitions (AT06; AT10). AT10 initially thought the question had asked “...to take up a challenge?”

Bulgaria – There was one instance of hesitation while the respondent tried to decide where the mid-point of the scale was (BG0102).

Israel – There were no hesitations, repetitions or requests for clarification.

Portugal – There were requests for repetition in Portugal (PTSL01; PTSL04; PTSL07; PTSL09; PTSL10). On occasion respondents asked whether the question referred to ‘things’ at work (PTSL06; PTSL07). The Portuguese interviewer believed that one respondent confused ‘interesting’ with ‘important’ because they sound similar in Portuguese (PT07).

2. Don't know responses and range of responses given

The question received positive feedback in all countries and was regarded as easy for respondents to answer. All respondents gave an answer. The most common response was 6 and 4, though in Portugal 2 and 4 were the most popular choices.

Table 11.1 Response Patterns

Country	Don't know responses	Other responses (N x response given)	Most common response
UK	0	1x2*; 1x3; 4x4; 3x5; 1x6	4
Austria	0	1x2; 2x3; 2x4; 1x5; 4x6	6
Bulgaria	0	1x2; 1x3; 2x4; 1x5; 5x6	6
Israel	0	1x2; 1x3; 2x4; 2x5; 4x6	6
Portugal	0	3x2; 2x3; 3x4; 1x5; 1x6	2 and 4

*Respondent said 1 then changed to 2.

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking when you answered this Q?’)

There were respondents in all countries who thought of both interesting and challenging things. However in all countries, except Bulgaria, there were occasions when respondents thought only of interesting things. More problematic perhaps is that respondents did not give equal weight in their answer strategy to interesting and challenging things, suggesting that the ‘double-barrelled’ nature of the question may result in inconsistency if respondents think differently about interesting than challenging.

In Israel and Bulgaria there were occasions where it was unclear whether respondents were thinking of things that were interesting, things that were challenging or both of these. This was because they described ‘interesting and challenging’ as ‘enjoyable (e.g. IL4; IL6; IL7; BG0103). This interpretation was not observed in the UK, Austria or Portugal.

There was one occasion (only in Portugal) where it appears that the respondent has taken an ‘average’ of interesting and challenging things (PTSL09) but there is nothing to suggest this could be a more common problem in the main stage survey.

Table 11.2 When probed, were respondents thinking about things which are both interesting and challenging or only about one of these things?

Country	Interesting Only	Challenging Only	Both interesting and challenging	Neither / Unclear
UK	UKJC01; UKJC02		UKCT01; UKCT02; UKCT03; UKCT04; UKCT05; UKJC03; UKJC04; UKJC05	
Austria	AT02; AT03; AT09		AT01; AT04; AT05; AT06; AT07; AT08; AT10	
Bulgaria			BG0101; BG0201; BG0102; BG0202; BG0103; BG0203; BG0104; BG0204; BG0205; BG0105	
Israel	IL2		IL1; IL3; IL5; IL8; IL9; IL10	IL4; IL6; IL7
Portugal	PTSL04; PTSL06; PTSL08	PTSL02; PTSL03	PTSL01; PTSL07; PTSL09; PTSL10	PTSL05 ⁵³

It is possible that respondents were occasionally influenced by the previous question (Q10: ‘Please say how much you agree or disagree with this statement. ‘I have little control over many of the important things in my life’’) as on occasion (in the UK, Bulgaria and Israel) respondents mentioned ‘control’ (UKJC02; BG0102; IL7). This may also have been the reason (partly or fully) for some respondents talking about the challenges of doing interesting things (see next section; e.g. AT07; BG0104; PTSL08; UKCT05) i.e. they do less interesting things because they face challenges (such as time constraints, cost or age) which are beyond their control.

4. Understanding (or absence of understanding) of the key terms probed on in the Q

Respondents were probed for their understanding of ‘things that you find interesting or challenging’.

- Evidence showed that respondents in all countries thought about things that they find interesting or challenging when answering
- Respondents in all countries mainly thought about things they currently do / experience
- On occasion, respondents in all countries thought about things that they used to do or would like to do (but don’t currently do)
- Occasionally the term ‘challenging’ was misinterpreted (in the UK, Austria and Portugal, but not in Bulgaria or Israel)

Overall the range of activities cued by the question in the different countries was fairly similar.

UK – Respondents generally thought about interesting or challenging activities in which they currently participate, but on occasion respondents thought about things they used to do or would like to do (but do not currently do), e.g. UKCT01; UKJC03. For UKCT01 this is not problematic as the respondent still chose an appropriate answer (i.e. low down the scale) to reflect their current situation. However, UKJC03 talked about things she would like to do but rarely does, yet still gave a response of ‘4’, which seems inappropriate from her responses to the probes. ‘Challenging’ appeared to have been understood by respondents, associated with both physical (e.g. UKCT02; UKJC01; UKJC02; UKJC05) and mental/ intellectual challenges (UKCT01; UKCT03;

⁵³ Respondent thought separately about interesting things and challenging things and added both to reach an overall number.

UKCT04). However, one respondent said that ‘the challenge is being able to continue with [the things he finds interesting] as his age advances and his health and finances decline’ (UKCT05). This may be problematic if the respondent included the challenges in his response (if the definition of challenging is intended to be ‘stimulating’ (and therefore positive for wellbeing) rather than so ‘difficult’ that wellbeing is negatively affected). This is unclear from probing.

Austria – Respondents generally thought about activities they currently do on a regular basis. On occasion respondents thought of things they like to do but do not have enough time for (AT03; AT07) but their responses took this into account. Respondents’ understanding of ‘challenging’ was not extensively probed, though on occasion respondents gave examples of challenging physical activities, such as hill-walking (AT05) or sports (AT10), or of mental / intellectual activities, such as studying (AT07) or work (AT08), suggesting the term was reasonably well understood. However, on occasion respondents talked about the challenges associated with doing interesting things, e.g. lack of time, which caused them to give a lower response (AT02; AT03). This may be evidence that respondents are thinking of the challenges to being able to do interesting things (rather doing things that challenge them physically or mentally).

Bulgaria – On occasion it was not clear whether respondents were thinking about activities in which they currently participate. For example, BG0201 responded vaguely to the probes, referring to her ‘future career development’, suggesting that she was thinking hypothetically rather than answering appropriately. On another occasion respondents talked in quite abstract terms about ‘giving it their all’ to achieve something rather than thinking of examples of activities they do themselves (e.g. BG0201; BG0203; BG0205). It would be interesting to know if this was related to something in the translation (this does not appear to be the case, from a brief look with Google Translate). There were few examples provided of challenging activities, with almost no respondents distinguishing between challenging and interesting. One respondent demonstrated good understanding of how challenging an activity is, by suggesting that it is dependent on how much personal satisfaction one gets from doing that activity. He went on to give examples of extreme sports that are both challenging and interesting, but that constantly winning a game of cards means the game is no longer challenging, which would make him lose interest (BG0103). This association was also echoed by BG0104.

Israel – Respondents in Israel universally thought of their own current activities that they find interesting or challenging. Respondents defined ‘interesting or challenging’ as one concept, generally associating it with enjoyable activities (IL1; IL4; IL5; IL6; IL7; IL8; IL10) or referred to those activities which went ‘beyond daily activities’ (IL3; IL8). It appears from Google translate that the question refers to things that are interesting AND challenging, rather than ‘or’ suggesting a translation error.

Portugal – Respondents tended to think of activities in which they currently participate (or otherwise) and find interesting or challenging. On occasion respondents (PTSL04; PTSL08) were thinking solely of ‘doing good’ and helping people, but this was their definition of ‘interesting and challenging’, so the responses are appropriate. One respondent (PTSL10) did not mention current activities but talked more about his principles (about being ‘a fighter’ and trying to be strong and better himself). This respondent talked about challenging in the sense of ‘overcoming challenges’ suggesting that he may have misinterpreted the question slightly. On occasion respondents talked about ‘challenging’ with negative connotations, relating it to ‘harming others’ (PTSL04) or defiance (PTSL06). One respondent focused on ‘difficult... things she could not do’ (PTSL02). The Portuguese representative at the Joint Analysis meeting highlighted that ‘challenging’ may have negative connotations in the Portuguese language for some people, but that it was difficult to find a better alternative word.

Overall the range of activities cued by the question in the different countries was fairly similar.

Table 11.3 Types of activities mentioned that respondents found either interesting or challenging or both

Country	Sports ⁵⁴	Helping people / social ⁵⁵	Arts and culture / creative ⁵⁶	Studying/ work/ decision making ⁵⁷	Manual tasks ⁵⁸	Travel
UK	UKCT01; UKCT02; UKCT04; UKJC03; UKJC05	UKCT05	UKCT04; UKJC02; UKJC04	UKCT03; UKCT04; UKJC02	UKCT02; UKJC01; UKJC04	
Austria	AT01; AT02; AT05; AT06; AT09; AT10	AT01; AT04	AT03; AT04; AT05; AT06; AT07; AT08	AT01; AT07; AT08		AT03; AT09
Bulgaria	BG0103; BG0104; BG0105	BG0203; BG0204; BG0105	BG0102; BG0103; BG0105	BG0201; BG0102; BG0202; BG0104; BG0204	BG0101	BG0102; BG0104
Israel	IL7; IL8	IL6; IL7	IL1; IL2; IL4; IL6; IL8; IL9; IL10	IL1; IL3; IL4; IL5; IL7		IL5; IL10
Portugal	PTSL05	PTSL02; PTSL04; PTSL08; PTSL09	PTSL05; PTSL06	PTSL01; PTSL02; PTSL03; PTSL07	PTSL02; PTSL06	PTSL05

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	<p>The term 'challenging' is used inconsistently by respondents. There is variation in whether respondents refer to 'challenging' in the sense of difficult things that give a sense of satisfaction or sense of achievement, or in the sense of a negative difficulty (e.g. barriers to doing things they find interesting).</p> <p>There were respondents who referred to things that they used to (but no longer) do or to things they would like to do, rather than what they currently do.</p>
2) Translation problems... (a) resulting from translator error	In Israel it appears the question was translated to refer to 'interesting AND challenging' activities rather than 'interesting OR challenging' activities, causing a lack of equivalence.
(b) resulting from source question design	There is evidence that 'challenging' is difficult to translate in Portuguese in a way that avoids negative connotations for some respondents.
3) Cultural portability	None

⁵⁴ Including football, tennis, climbing, extreme sports, etc

⁵⁵ Including social clubs, volunteering, looking after children, etc

⁵⁶ Including museums, art and craft, card games, reading, theatre, etc

⁵⁷ Anything at school, University or job-related

⁵⁸ Respondents included gardening, housework, DIY

6. Recommendations / suggested changes to improve the Q

- On the whole this question appears to have worked well, though it could be improved with some small amendments.
- Consider amending the question to ask only about 'things that you find interesting' to prevent the term 'challenging' influencing respondents' answer (e.g. thinking about the challenges associated with doing interesting things). It should be noted however, that this is likely to have an effect on the distribution of responses.
- Consider annotating 'challenging' in the sense of 'satisfying activities requiring effort'. Clarification from the QDT is required about whether it is important that respondents interpret 'challenging' in a positive sense rather than things being 'difficult' to the detriment of wellbeing. It should be noted that annotation would not address issues of 'negative' interpretations in the UK.
- Consider adding a time reference period to prevent respondents thinking hypothetically or about what they plan to do in the future or what they did in the past, e.g. 'nowadays'. This time reference should be clarified with the QDT.
- Consider the placement of the question carefully to avoid contamination, e.g. by moving the question so that it is not immediately preceded by the question on control over the important things in life.

QUESTION 12

Aim of Q12: To assess how physically active the respondent has been in the last 7 days.

Q12 CARD 7 On how many of the last 7 days did you do at least moderate physical activity? That is activities which require moderate physical effort and make you breathe somewhat harder than normal.

No days	00
One day	01
Two days	02
Three days	03
Four days	04
Five days	05
Six days	06
Seven days	07
(Don't know)	88

1. Hesitancy and requests for repeats

In general there was little hesitation across countries (with the exception of Bulgaria). There were requests for clarification of the time period or of what activities to include as 'moderate' in all countries other than Israel.

In the UK there was one instance of hesitation (UKJC02) seemingly related to the respondent feeling 'guilty' that she did not do more exercise. There was a request for repetition (UKJC01) and one for clarification of the reference period (UKCT03).

In Austria respondents answered quickly with the exception of occasional hesitations (AT01; AT02). These were related to requests for clarification (AT01) or extra cognitive effort required when the last 7 days had not been atypical week (e.g. illness – AT02). There was another request for clarification related to whether the question meant sports (AT09).

In Bulgaria there were instances of hesitation, requests for repetition and clarification of the term 'moderate'. The instances of hesitation appeared to be mostly related to confusion over trying to count the number of times a respondent had breathed harder than normal (BG0201; BG0202; BG0204).

Respondents in Israel found the question easy to answer but one respondent requested a repeat and hesitated whilst thinking about her response (IL10). One respondent deliberated between two or three days, though did not hesitate (IL4).

In Portugal there was no hesitation but there were requests for clarification over whether or not to include walking (PTSL05) or over the reference period (PTSL10).

2. Don't know responses and range of responses given

Two 'don't know' responses were given in Bulgaria, but not in any of the other test countries. The most common response ranged from 0 in Israel to 7 in both Bulgaria and Portugal.

Table 12.1 Response Patterns

Country	Don't know responses	Other responses (N x response given)	Most common response
UK	0	2x1; 1x2; 1x3; 1x4; 1x4/5; 1x5; 1x5/6; 1x6; 1x'every day'	5
Austria	0	1x1; 2x2; 1x3; 4x4; 1x7	4
Bulgaria	2	1x2; 1x3; 1x4; 1x5; 3x7; 1x'everyday'	7
Israel	0	4x0; 1x1; 2x2; 1x3; 1x4; 1x5;	0
Portugal	0	2x0; 2x2; 1x3; 2x4; 3x7	7

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking when you answered this Q?’)

There was similar variation in the time period considered across countries. There were respondents who thought of the last seven days (as required by the question) and there were those who thought of a ‘typical’ week, the last full week (Monday to Sunday) and occasionally a shorter or longer time period. The question in general was easier to answer for respondents who either did no physical activity at all, or who had weekly routines.

The main issues arising across countries were:

- Variation in whether respondents included or excluded the day of the interview (this was an issue in both the UK and Austria)
- Thinking of the last complete week rather than the last 7 days (this was an issue in Austria and the UK, though in Portugal sometimes respondents referred to ‘last week’)
- Thinking of a typical week rather than the last 7 days (this occurred in all countries)

UK – There was some variation in whether or not respondents included the interview date in the reference period (e.g. UKJC01 and UKJC03 did but UKJC05 did not). One respondent wanted to answer ‘every day’ and struggled to match this response with the option ‘seven days’ on the card (UKJC04). One respondent thought about the last complete week (i.e. Monday to Sunday; UKCT03). Other respondents considered a typical seven days (UKCT04; UKJC04). Another thought about the last 5 days (school week) though these were the only days on which she exercised so this does not appear to be problematic (UKJC02).

Austria – Respondents occasionally thought about activities yesterday and then went back over the last 7 days, i.e. excluding the interview date (AT01; AT03; AT09). Others thought about the last complete week (i.e. Monday to Sunday) and not the last 7 days (AT07; AT08; AT10). There were some difficulties when the preceding 7 days were not typical, due to illness (AT02); holiday (AT06); lack of time (AT08) or laziness (AT10). In these cases respondents tended to report the answer appropriately, except AT02, who thought about a typical week. However, in general respondents reported finding the question easy to answer. On occasion respondents had the same routine of activities each week so did not require much effort to answer (AT04; AT05).

Bulgaria – It does not appear that any respondents included the day of their interview in their calculations. Occasionally respondents did not refer to specific time periods (i.e. last 7 days) but to things they do in their life in a typical week (BG0101; BG0105) or over a longer period of time than 1 week (BG0103). There was also some uncertainty about the types of activity to include (see next section).

Israel – It does not appear that any respondents included the day of their interview in their calculations. Respondents generally thought of the last 7 days when answering the question (IL1; IL4; IL5; IL6; IL8; IL9; IL10), although one thought of a typical week because of the Passover holiday⁵⁹ (IL3). There was some embarrassment for one respondent (IL1) who did not do any physical activity and was thinking about the discrepancy between this and a desirable level. The question was easy to answer for respondents who either did no physical activity (IL1; IL2; IL6; IL9), or had a regular routine of activities on specific days (IL3; IL5; IL7; IL8).

Portugal – It does not appear that any respondents included the day of their interview in their calculations. Occasionally respondents thought specifically about the ‘last week’ (PTSL03; PTSL08) or last seven days (PTSL09). In general though, respondents thought about a typical week in their lives (PTSL01; PTSL02; PTSL04; PTSL05; PTSL06; PTSL07; PTSL10). One respondent gave a confusing answer and appeared not to understand the question (PTSL06). Again the question was easy to answer for respondents who did no physical activity (PTSL04; PTSL09) or had a regular routine (PTSL01; PTSL03; PTSL05; PTSL07; PTSL10) or had an unusual few days (PTSL08).

4. Understanding (or absence of understanding) of the key terms probed on in the Q

Respondents were probed on their understanding of the term ‘**moderate physical activity**’. With the exception of Bulgaria the term was generally well understood in a similar way, although there is a lack of consistency in whether or not respondents included certain activities (in particular walking) in their answers. There were also some issues caused by the terms ‘moderate’, and ‘breathe somewhat harder than normal’ see details below.

The main issues arising across countries were:

⁵⁹ The Passover holiday was during the fieldwork period for the cognitive interviewing project in Israel.

- Including only 'formal' exercise rather than any moderate physical activity (this occurred explicitly in Israel and Portugal, and on one occasion in Bulgaria, and variation in whether or not walking was included occurred in all countries)
- Excluding physical activities that went beyond 'moderate' (this occurred in the UK, Bulgaria and Portugal)
- Confusion over the phrase 'breathe somewhat harder than normal' (this was an issue in Bulgaria, and possibly in Portugal)
- There were also differences in whether respondents mentioned specific examples of physical activity before prompting (i.e. in the 'response' probes rather than the 'understanding' probes). The UK was the only country in which all respondents explicitly mentioned examples without prompting (see table).

Table 12.2 Comparison of unprompted mention of (any) physical activity examples between countries

COUNTRY	Explicit mention of physical activity examples before probing? ⁶⁰	
	Yes ⁶¹	No
UK	UKCT01; UKCT02; UKCT03; UKCT04; UKCT05; UKJC01; UKJC02; UKJC03; UKJC04; UKJC05.	
Austria	AT04; AT07; AT08; AT09; AT10	AT01; AT02; AT03; AT05; AT06
Bulgaria	BG0202; BG0103; BG0105	BG0101; BG0201; BG0102; BG0203; BG0104; BG0205
Israel	IL2; IL3; IL5; IL6; IL7; IL10	IL1; IL8; IL9
Portugal	PTSL01; PTSL03; PTSL05; PTSL06; PTSL07; PTSL08; PTSL10	PTSL02; PTSL04; PTSL09

UK – On the whole the term was well understood, with both leisure (e.g. brisk walking (UKCT01)) 'formal' exercise (e.g. swimming (UKCT01) running (UKCT01; UKJC03) dance classes (UKCT02)) and work based (UKCT01; UKCT03; UKCT04; UKJC05) physical activities included. Walking was included on some occasions (UKCT01; UKCT04; UKCT05; UKJC01; UKJC02) but explicitly excluded on others (UKJC03; UKCT02).

Austria – Although there was no explicit discussion of 'formal' versus 'informal' physical activity, there was some variation in whether or not respondents included walking – younger respondents did include walking (AT07; AT08) but one older respondent did not include it ("I'm quite fit; a normal walk isn't a physical effort"; AT05). There was large variation in types of activities mentioned, including both 'formal' types of exercise, such as running (AT07; AT09) and more 'informal' everyday activities, such as walking the dog (AT04) or shopping (AT02). All activities mentioned seem appropriate, suggesting good understanding of the term.

Bulgaria – Respondents displayed mixed levels of understanding and there was some uncertainty about the types of activity to include (BG0202; BG0203; BG0204). One respondent pointed out that if only sporting activities should be counted her response would be 'no days' but if the question refers to any activity that caused her to breathe harder she would choose '7 days' as she gets out of breath very easily (BG0204). She therefore did not answer the question. One respondent appeared to understand the term well, adding duration (15-20 minutes) to their definition and appropriately excluding short activities such as running for a bus (BG0103). However, respondents occasionally inappropriately excluded activities requiring more physical effort (BG0101; BG0104) suggesting that the term 'at least' was overlooked, or that the term 'moderate' may be problematic here. There was some confusion with the term 'breathe harder than normal', where respondents occasionally included small efforts such as climbing a few stairs that make them breathe harder due to their age (BG0205) or physical condition (BG0204)⁶².

Israel – The term was well understood by most respondents, who generally included 'formal' exercise, such as power walking (IL1; IL2; IL3; IL4; IL7; IL9; IL10); swimming (IL2); cycling (IL3; IL9). One respondent included DIY in her response (IL10) but another did not include heavy lifting as he did not consider this to be physical activity (IL6). One respondent walks daily but did not consider this to be moderate physical activity (IL2).

⁶⁰ Did respondents mention examples of activities when asked about response strategy rather than probing on types of activity?

⁶¹ Including walking if they include this as moderate physical activity.

⁶² This case was one of the 'don't know' responses; the other was a respondent who felt embarrassed thinking of sexual activity (BG0202).

Portugal – On the whole the term was well understood, with a variety of activities included; both sporting activities (PTSL01; PTSL03; PTSL04; PTSL05; PTSL07; PTSL08; PTSL09) and day to day activities, such as walking (PTSL03; PTSL05; PTSL06; PTSL07; PTSL08; PTSL09; PTSL10). On occasion respondents excluded walking because they ‘only thought about sport activities’ (PTSL04). Respondents also occasionally excluded some day to day activities such as using public transport or house cleaning (PTSL07; PTSL09). One respondent included watching TV as mental effort (PTSL10). On occasion respondents (PTSL06; PTSL07) put the emphasis on ‘moderate’ (e.g. “*I do not do things very fast*”) and appeared to exclude anything activities requiring more effort. PTSL07 mentioned that “*the question asks for moderate activities and not strong physical activities.*” One respondent emphasised feeling tired and nervous, and having an increased heart rate (PTSL02) suggesting that this may be related to the phrase ‘breathe somewhat harder than normal’.

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	<p>‘Moderate’ is a problematic term. There is evidence that either ‘moderate’ or the lack of attention given to ‘at least’ caused difficulties (in Bulgaria and Portugal some respondents excluded anything above moderate; BG0101; BG0104; PTSL06; PTSL07). This was also raised by a British individual at the Joint Analysis Meeting.</p> <p>There was discrepancy in counting the day of the interview in the UK sample (UKJC01; UKJC03) and with some respondents referring to a typical week (UKCT04; UKJC04).</p>
2) Translation problems...	
(a) resulting from translator error	Austria’s translation used ‘last week’ instead of ‘7 days’.
(b) resulting from source question design	<p>‘Breathe harder than normal’ creates confusion in Bulgaria (BG0202; BG0205; BG0204) and Portugal (PTSL02). On occasion respondents thought they were being asked to count the number of times they had breathed harder than normal; other respondents thought of how often they breathe harder than normal due to old age, lack of fitness (all in Bulgaria) or anxiety (Portugal). The Bulgarian translation was “...makes you start panting, breathe harder than normal” (Ви кара да се задъхате, да дишате малко по-трудно от нормалното) which may have led to some confusion.</p>
3) Cultural portability	None

6. Recommendations / suggested changes to improve the Q

<ul style="list-style-type: none"> Exclude the word ‘moderate’ from the question. Use the wording ‘starting yesterday and counting backwards’ to encourage consideration of comparable reference periods for accuracy. Annotate ‘7 days’ with ‘7 days must be used in translation rather than ‘a week’. Include specification of duration to encourage consideration of appropriate activities. QDT should specify what duration of physical activity they are interested in measuring (or if this is inappropriate). This will help to avoid low levels of activity that cause harder breathing due to illness or lack of fitness. A revised wording might be: ‘Starting from yesterday, on how many of the last 7 days were you physically active for 20 minutes or longer in a way that made you breathe somewhat harder than normal?’ It should be noted that adding this ‘duration reference’ may encourage respondents to exclude work based physical activity. If the QDT is keen to measure physical activity at work, a separate question should be considered.
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QUESTION 13

Aim of Q13: To assess how often the respondent notices what is happening around them. *Please note that there is no showcard at Q13.*

Q13 People differ in how much notice they take of things around them. Would you say that you take notice⁶³ of the things around you...**READ OUT...**

...none of the time	01
...some of the time	02
...most of the time	03
...or, all or almost all of the time?	04
(Don't know)	88

1. Hesitancy and requests for repeats

Overall this question worked very well, with little hesitation across countries, and very few requests for repetition or clarification.

UK – Occasionally hesitancy was observed when respondents answered this question (UKJC02; UKJC03). One respondent was thinking that she ‘notices that she notices things a lot’, and another paused to consider whether the question was referring to noticing things socially (relationships) or more generally and answered thinking about social things only (UKJC02). Despite the hesitancy or feeling that the question was vague (UKJC02) this did not impact on the question working in the intended way.

Austria - The respondents answered very quickly, with one request for repetition (AT01).

Bulgaria - None of the respondents hesitated, but one asked for clarification of ‘things around you’ (BG0104) before choosing a response.

Israel – There was no hesitation recorded, though one respondent asked for repetition and the interviewer felt this was due to decreasing concentration levels (IL3).

Portugal – Again, there was no hesitation, and one respondent asked for the question to be repeated (PTSL09).

2. Don't know responses and range of responses given

Respondents in all countries provided an answer to the question with no ‘don't know’ responses. The most common response was ‘3’ and no respondents answered ‘1’.

Table 13.1 Response Patterns

Country	Don't know responses	Other responses (N x response given)	Most common response
UK	0	3x02; 5x03; 2x04	03
Austria	0	4x02; 4x03; 2x04	02 / 03
Bulgaria	0	3x02; 5x03; 2x04	03
Israel	0	4x02; 2x03; 4x04	02 / 04
Portugal	0	3x03; 7x04	04

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking when you answered this Q?’)

Respondents across countries thought of a wide range of things when answering this question. Across countries, the main themes were:

- Respondents making reference to noticing either *physical* things around them or *social* things, or in some cases both (there was a variety of examples given in all countries, but examples were more frequently social

⁶³ ‘Take notice’ – be aware of, be distracted from your own thoughts and activities by the environment around you.

in Bulgaria, Israel and Portugal. In the UK respondents mentioned physical things only or both physical and social more frequently than social things only. In Austria there was a fairly even mix of respondents mentioning physical things only, social things only, or both)

- Respondents making reference to noticing things ‘out of the ordinary’ (there were instances of this in the UK, Austria and Israel but not in Bulgaria or Portugal)
- Respondents saying they found it more difficult to notice things when they are busy or focused (this occurred in all countries apart from the UK)

Table 13.2 Respondents in each country giving examples of physical things noticed, social things, or both

	Physical things noticed only (inc buildings, seasons, nature, etc)	Social things noticed only (family, friends, social events, neighbours, changes in behaviour, society, etc)	Both physical and social things noticed
UK	UKCT02; UKJC01; UKJC04; UKJC05	UKCT05; UKJC02	UKCT01; UKCT03; UKCT04; UKJC03
Austria ⁶⁴	AT01; AT02; AT06	AT03; AT05; AT07; AT09	AT04; AT08
Bulgaria	BG0102	BG0201; BG0202; BG0103; BG0204; BG0205	BG0101; BG0203; BG0104; BG0105
Israel ⁶⁵		IL2; IL5; IL6; IL7; IL8; IL9; IL10	IL1; IL4;
Portugal ⁶⁶		PTSL01; PTSL02; PTSL03; PTSL04; PTSL05; PTSL06;	PTSL07; PTSL08

UK – Respondents universally found the question easy to answer, and thought of a variety of different ‘things’ that they take notice of including; seasons (UKCT01; UKJC04), the demeanour of others (UKCT01; UKJC02), the physical environment (UKCT02; UKCT03), politics (UKCT03; safety issues (UKCT04), the neighbourhood (UKCT05), as well as plants and animals (UKJC01; UKJC04). There were respondents who referred to their local surroundings, including their neighbourhood (UKCT05; UKCT03) or their journeys to school (UKCT02) or work (UKCT03; UKCT04; UKJC04). On occasion, respondents made reference to noticing things that were out of the ordinary (e.g. UKJC05 “*I’m an observant person and generally pick up on things going around... if something happens that is not normal for a situation*”). No respondents mentioned noticing things less if they were busy (which respondents did in all other countries).

Austria – Although respondents gave fewer specific examples than in the UK, the examples they did give were similar and included physical things, social things, or both. On occasion, respondents, as in the UK and Israel, made reference to noticing things that were out of the ordinary, emotional or exciting (e.g. AT02; AT03). There were respondents who said that they noticed things less when they were busy, or that it depended on the situation, e.g. ‘it’s not possible to take notice of all things around’ (AT01); ‘depends on the daily situation and her time’ (AT08).

Bulgaria – Respondents referred to noticing social things more frequently than in the UK and Austria. They referred to things in their working environment (BG0205; BG0105); changes in their friends (BG0202) and “interesting people” (BG0103). There was no reference made to noticing things ‘out of the ordinary’. On occasion respondents mentioned noticing things less when they were busy or distracted (BG0201; BG0203). On a single occasion there was disagreement with the scale used, as the respondent would have preferred to choose ‘some things, all of the time’ (BG0105).

Israel – Although respondents in each country mentioned noticing social things, this was particularly common in Israel (and Portugal). When probed, respondents thought about a wide variety of things they notice, including events (IL2), nature (IL4), buildings (IL4), family (IL2; IL4; IL10) and the behaviour of others (IL5; IL7; IL8; IL9). On one occasion a respondent mentioned noticing things out of the ordinary (in particular things outside her home (IL10)). One respondent mentioned that they found it more difficult to notice things when they were busy or focused (IL3). Another respondent mentioned taking notice when making decisions (IL6).

Portugal – All respondents found the question easy to answer. As mentioned above, most respondents thought about social relationships or events when answering the question (e.g. PTSL01; PTSL03; PTSL04; PTSL05;

⁶⁴ AT10 did not give any examples.

⁶⁵ IL3 did not give any examples.

⁶⁶ PTSL09 and PTSL10 gave ambiguous answers.

PTSL06). There were no references only to thinking of physical things but on occasion respondents mentioned physical and social things (PTSL07; PTSL08). There was no mention of noticing things out of the ordinary. One respondent mentioned that they found it more difficult to notice things when they were busy or focused (PTSL08).

4. Understanding (or absence of understanding) of the key terms probed on in the Q

Respondents were probed on their understanding of the phrase ‘take notice of the things around you’. In all countries the phrase was well understood, with mixed interpretation of ‘things’ as social or physical in all countries (see previous section). Overall, the main themes were:

- Noticing the smallest of details, not only big things (in Bulgaria, Israel and Portugal)
- Noticing only or mainly things of interest or relevance to one’s own life (in Austria, Bulgaria and Portugal; in UK and Israel there were no instances of only noticing things of interest or relevance to one’s own life, but there were respondents who included ‘personal things’ as examples of things they take notice of)
- An association of ‘taking notice of things’ with taking time to listen to other people and also being a good friend (in all countries, apart from Austria)
- Highlighting how important it is to take notice of things in one’s personal life or for society (this occurred in all countries except the UK)

UK – No respondents mentioned specifically noticing small things or things of personal interest per se (as in other countries), though one respondent mentioned reflecting on “*how things around him could affect his life*” (UKCT03). Respondents talked in general terms about noticing things in the general environment (e.g. UKCT01; UKJC05). One respondent talked about “*being attentive to neighbours during conversations and discussing their concerns*” (UKCT05). There was one interpretation of ‘take notice’ in terms of health and safety (UKCT04). No respondents in the UK reflected on the fundamental importance of taking notice of things, e.g. for society (as respondents did in other countries).

Austria –No respondents mentioned noticing the small things in life (as in Bulgaria, Israel and Portugal), but there were respondents who discussed taking notice mainly of things in which they are interested (e.g. AT01; AT03). There was some mention of noticing things in conversation (AT03; AT05) but not explicitly about listening to people or friendship (as in all other countries). One respondent alluded to the personal importance of taking notice: “If you see what went wrong in your life and you recognise that, then you can learn from it” (AT07).

Bulgaria –There were respondents who interpreted the phrase as including the “small things in life” (BG0101; BG0103) and others mentioned only noticing things of interest (BG0104; BG0105). There were also respondents who made a connection between noticing things and listening to other people (BG0201; BG0205) and being a good friend (BG0202; BG0204). One respondent reflected on the importance of taking notice of things to avoid being ‘anti-social’ (BG0204).

Israel –One respondent mentioned noticing “even the smallest nuances” (IL7). No respondents mentioned things of interest, though on occasion there was mention of “personal” things (IL6; IL8). One respondent associated ‘taking notice’ with giving advice to family, neighbours and friends (IL10) but others also mentioned relationships with or the emotions of other people (IL1; IL2; IL4; IL7; IL8; IL9). One respondent talked about the importance of ‘taking notice of things’ in Judaism: “...one should not shut himself from the public. One should be involved in making peace, advising and giving help” (IL10).

Portugal –One respondent mentioned noticing small details (PTSL10). One respondent took notice of things in which he was interested (“curious about”; PTSL07). There were respondents who made a connection between ‘taking notice’ and helping or “listening to... the problems of others” (PTSL05; PTSL06). On occasion a respondent interpreted ‘to take notice’ negatively, as worry and anxiety (PTSL02). One respondent reflected on the importance of taking notice of things: “the ones that do not pay attention to what happens in society are outcasts, people that do not live in society... We have to be connected to this world and to what is going on in everyday life” (PTSL01). In Portugal the term ‘notice’ (‘reparar’) was translated more closely to ‘pay attention’ (‘prestar atenção’). ‘Reparar’ in Portuguese means ‘to notice’ and also ‘to repair’; therefore the most functionally equivalent term was used to avoid confusion.

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	The word 'things' is not immediately clear – there is variation in interpretation, in terms of whether 'social' or 'physical' things, or both, were considered.
2) Translation problems...	
(a) resulting from translator error	None
(b) resulting from source question design	It is possible that translation of 'things around you' was made difficult because of its ambiguity. In Portugal and Israel respondents were more focused on social things, though in other countries there was more of a balance. In Israel the phrase 'things around you' culturally implies the social or family surroundings.
3) Cultural portability	None

6. Recommendations / suggested changes to improve the Q

<ul style="list-style-type: none"> • This question appears to work well in all countries. • Clarification with the QDT is required as to whether or not the variation in thinking about physical or social things is problematic. • One possible improvement might be to annotate 'things around you' as 'both the physical world and people' to encourage consistency, though it may not be problematic for respondents to think of different examples. • One of the country representatives suggested that it may be better not to read out the response categories, to avoid confusion with the last category ('all or almost all of the time').

QUESTION 14

Aim of Q14: To assess the sources of support that the respondent has. *Please note that there is no showcard at Q14.*

Q14 How many close friends, if any, do you have? Please include members of your family you consider to be close friends.

WRITE IN: _____

(Don't
know)
88

1. Hesitancy, requests for repeats

UK – There were instances of hesitation while respondents counted their close friends (UKCT01; UKJC02). One respondent queried “how close are we talking?” (UKCT01) and there were respondents who changed their answer after probing (e.g. UKCT01; UKJC04).

Austria – There were instances of hesitation (AT01; AT07; AT09; AT10). There were respondents who said they found the question difficult to answer (AT01; AT07; AT09): one answered ‘don’t know’ then changed to ‘5’ (AT01); others were confused by the mention of family members (AT07; AT09).

Bulgaria – There were hesitations (BG0201; BG0202; BG0103; BG0204) related to taking time to count their close friends.

Israel – There was one hesitation (IL6) and further instances of pausing to calculate their response (IL1; IL3; IL4; IL7; IL8). Where the respondent hesitated (IL6) they could not decide on a final answer, instead responding “many”. Another respondent did give an answer but was felt by the interviewer to ‘disapprove’ of the question (IL4).

Portugal – There were no instances of hesitation but there were respondents who expressed surprise at the question, either saying that the question was unexpected (PTSL01) or simply making a noise that indicated surprise (PTSL05; PTSL09). There was one request for repetition (PTSL06).

2. Don’t know responses and range of responses given

There was one ‘don’t know’ response in Bulgaria and one response of ‘many’ in Israel, where the respondent could not decide which of his friends he considered to be close friends (IL6). There were also respondents in the UK, Bulgaria and Portugal who gave a range of numbers as their response (UKJC02; UKJC04; BG0201; PTSL03). These are shown in italics below and discussed in more detail later.

Table 14.1 Response Patterns

Country	Don’t know responses	Other responses (N x response given)	Most common response
UK	0	2x3; 1x4; 1x5; 1x6; 1x 6/7; 1x6-12; 1x10; 1x’dozen or so’; 1x20	3
Austria	0	1x0; 1x3; 4x5; 2x10; 1x11; 1x15	5
Bulgaria	1	2x4; 1x5; 1x7; 1x8; 1x9; 1x10; 1x15; 1x15-16;	4
Israel	1 (“many”)	1x3; 3x4; 1x 5; 1x7; 2x10; 1x150	4
Portugal	0	1x4; 1x5; 1x6; 2x10; 1x12; 1x15-17; 2x20; 1x30	10/ 20

3. Answer strategy used and R’s sensitivity to the Q– for each country (responses to the probe ‘What were you thinking when you answered this Q?’)

Across countries the main answer strategies and issues were:

- Providing an approximate estimate instead of a precise response, including where respondents gave a range of numbers or said ‘about’ or ‘approximately’ (this occurred in all countries; see table)
- Feeling embarrassed or awkward when answering the question (this occurred on occasion in all countries, though in Israel and Portugal it was assumed by the interviewer rather than mentioned by the respondent.

There were also occasions in testing, when respondents mentioned that they *would find* the question difficult or embarrassing to answer if they did not have any friends (e.g. UKCT03; UKJC02) and one respondent felt “sad” that she had so few friends (UKCT01), highlighting that this question could be sensitive for a group of respondents in this position.

- In all countries other than the UK respondents occasionally felt good after answering the question because it made them think about their friends.
- Some uncertainty over who to include in respondents’ calculations (this occurred in all countries, though there were differences in whether respondents went on to include or exclude people they were unsure of).

Table 14.2 Precise value or approximate estimate given by respondents

Country	Precise value given	Approximate estimate given (including where respondents gave a range)	No response / unclear
UK	UKCT01; UKCT02; UKCT03; UKCT04; UKJC01; UKJC03	UKCT05; UKJC02; UKJC04; UKJC05	
Austria	AT02; AT03; AT04; AT05; AT07; AT08; AT09; AT10	AT06	AT01
Bulgaria	BG0101; BG0102; BG0202; BG0103; BG0104; BG0204; BG0205	BG0201; BG0105	BG0203
Israel	IL1; IL2; IL3; IL4; IL5; IL7; IL8; IL9	IL10	IL6
Portugal	PTSL06; PTSL08; PTSL10	PTSL01; PTSL03; PTSL04; PTSL05; PTSL07; PTSL09	PTSL02

UK – There was variation in whether respondents included family members in their response, depending on personal circumstances. There was an occasion in testing when a respondent actually excluded anyone who wasn’t family, as in her opinion only family could be close friends (UKJC01). On occasion respondents mentioned that they *would find* the question difficult or embarrassing to answer if they did not have any friends (e.g. UKCT03; UKJC02) and one respondent felt “sad” that she had so few friends (UKCT01). In testing there was a group of respondents who failed to give a single numeric value as a response, instead answering 6/7 (UKJC02); 6-12 (UKJC04) or “a dozen or so” (UKJC05). On occasion respondents were unsure whether to include people in their answer due to issues with trust (UKJC02) or lack of contact (UKJC05).

Austria – There was some variation in whether family members were included, with more respondents including than excluding them. There were respondents who felt ‘insecure’ (AT01) or ‘not good’ (AT09) when answering the question, but there were also respondents who actually mentioned that answering the question and thinking about friends made them feel good (e.g. AT03; AT05; AT07; AT10). Respondents universally gave a single numeric value, but one initially said ‘don’t know’ before changing to ‘5’ (AT01). On occasion respondents were unsure whether to include people in their answer due to ‘blurring of boundaries’ between friends and close friends (AT08); it “not feeling right to exclude them” (AT09) or memories of past arguments (AT10). In all three cases the individuals were counted in the respondent’s answer.

Bulgaria – There was less variation in whether family members were included than in other countries, with one respondent excluding them (BG0104). On occasion respondents felt embarrassed or gave the impression to the interviewer that they were uncomfortable answering this question (e.g. BG0202; BG0103). One respondent chose not to answer the question (BG0203), reflecting that it was impossible to know whether someone felt that he was a close friend (implying that reciprocity is a necessary condition of close friendship). One other respondent answered 15-16 and failed to give a single numeric value (BG0201). On one occasion a respondent (BG0202) was unsure whether to include people. He decided not to include some family members as “some of them don’t really like [him], and [he] feels the same way too”.

Israel – There was some variation in whether respondents included family members in their response, depending on personal circumstances. No respondents expressed discomfort at answering the question, though the interviewer thought that one respondent found it emotional (IL4). As with Austria, there were respondents who mentioned that the question made them think of their good friends, which in turn made them feel good (e.g. IL3; IL5; IL9; IL10). Respondents universally gave a single numeric value as their response, with the exception of one (IL6) who could not count all his friends and gave the answer “many”. Unlike in the UK and Austria, those respondents who were unsure whether to count certain people in their answer each ended up excluding them,

due to not knowing them for long enough (IL7); or lack of contact (IL8). The respondent who did not count (IL6) had difficulty deciding who to include, due to problems with the distinction between 'friends' and 'close friends'.

Portugal – Respondents generally did include family members in their response. No respondents expressed discomfort at answering the question, though the interviewer thought that one respondent found it uncomfortable and a sensitive topic, as he 'trusted' only his children and parents (PTSL10). There were respondents who 'felt good' answering the question (e.g. PTSL04; PTSL06; PTSL07; PTSL08; PTSL09) though one felt the question was 'strange' and 'unexpected' (PTSL01). All respondents gave a single numeric value as their response, with the exception of one (PTSL03) who gave the answer '15-17' and could not decide on a single value. On occasion respondents were unsure whether to include people in their answer and decided on the basis of how they 'got on' (PTSL03) or memories of shared moments (PTSL05). It is not clear whether these people were included or not in respondents' answers.

4. Understanding (or absence of understanding) of the key terms probed on in the Q

Respondents were probed on their understanding of the term 'close friend' as opposed to 'friend'. Overall levels of understanding were good across countries, but there was variation in how a close friend was defined (see table).

Table 14.3 Criteria for counting someone as a 'close friend', by country

Country	Trust/ loyalty/ Dependability/ Discreet	Can talk to/ discuss problems with	Have fun/ do things with/ similar interests	There in times of difficulty	In frequent contact	Known for a long time / shared memories	Reciprocity / Someone you want to help	Understand each other
UK ⁶⁷	UKCT01U KCT02UK JC02; UKJC04	UKCT01U KCT03UK CT04UKC T05UKJC 02; UKJC03; UKJC04; UKJC05	UKJC03	UKCT03U KJC02; UKJC04; UKJC05	UKCT04	UKCT01U KCT02UK JC05	UKCT01U KCT03UK JC03	UKCT04
Austria	AT1; AT5; AT7; AT8; AT9; AT10	AT3; AT4; AT5; AT9	AT3; AT4; AT6; AT8	AT4; AT5	AT3; AT8; AT9; AT10	AT8	AT2	
Bulgaria ⁶⁸	BG0101; BG0201; BG0102; BG0202; BG0103; BG0204; BG0105	BG0201; BG0102; BG0202; BG0103; BG0104; BG0105	BG0102; BG0104	BG0201; BG0202; BG0103; BG0204	BG0205	BG0101; BG0202; BG0204		BG0103
Israel	IL1; IL4; IL5; IL7; IL9	IL1; IL5; IL6; IL7; IL9	IL3	IL1; IL5; IL6; IL7	IL3; IL6; IL8		IL2; IL7; IL9; IL10	IL3; IL10
Portugal	PTSL03; PTSL04; PTSL07; PTSL10	PTSL05/ PTSL06; PTSL08; PTSL09	PTSL03	PTSL01; PTSL02; PTSL04; PTSL05; PTSL08	PTSL01; PTSL06; PTSL08; PTSL09	PTSL03; PTSL04; PTSL05; PTSL09	PTSL04; PTSL08; PTSL10	PTSL03; PTSL07; PTSL08; PTSL09

Criteria for counting someone as a 'close friend' across countries included:

- Someone who is trustworthy, loyal, dependable and discreet
- Someone you can talk to and discuss problems with
- Someone you can have fun with and share similar interests
- Someone who is there in times of difficulty

⁶⁷ UKJC01 answered that 'close friends are your family'.

⁶⁸ BG0203 answered 'don't know' – response to this probe was ambiguous.

- Someone with whom you have frequent contact
- Someone who you have known for a long time and share memories with (not mentioned in Israel)
- Someone you want to help and support (not mentioned in Bulgaria)
- Someone who understands you and who you understand (not mentioned in Austria)

On occasion there was some confusion over whether or not to include family members (there was variation in all countries. In the UK and Portugal there were occasions in which respondents included *only* family members, and in every country at least one respondent did not include *any* family members). This variation should not be problematic if respondents choose to exclude family members due to personal circumstances (i.e. they do not consider them to be close friends) but there is evidence that there were respondents across countries who simply excluded any family members out of principle (i.e. because they do not think family and close friends *should* be considered together), ignoring the question wording (this occurred in all countries other than the UK).

Table 14.4 Inclusion of family members, by country

Country	Family members not included	Only family members included	Both family and friends included
UK	UKCT01; UKCT03	UKCT04; UKJC01	UKCT02; UKCT05; UKJC02; UKJC03; UKJC04; UKJC05
Austria ⁶⁹	AT01; AT04 ⁷⁰ ; AT08		AT02; AT03; AT05; AT07; AT09; AT10
Bulgaria ⁷¹	BG0104		BG0101; BG0201; BG0102; BG0202; BG0204; BG0205; BG0105
Israel ⁷²	IL1; IL5; IL8		IL2; IL3; IL4; IL7; IL10
Portugal	PTSL04	PTSL10	PTSL01; PTSL02; PTSL03; PTSL05; PTSL06; PTSL07; PTSL08; PTSL09

UK – UKCT01 and UKCT03 considered but then excluded family members as friends due to personal circumstances (i.e. they were not close friends with them).

Austria – It is unclear whether AT01 excluded family members for personal reasons or out of principle. AT04 excluded family members because she did not have any family other than her husband, but it is unclear why she excluded him. AT08 however, excluded her parents on principle, referring to their “special status as parents”.

Bulgaria – BG0101 included family members because the question specifically asked him to, but disagreed that they should be counted together. BG0104 excluded family members on principle because she felt that they “should be evaluated separately from friends”.

Israel – IL1 excluded family members due to personal circumstances, but agreed with the principle of inclusion if relevant. It is unclear whether IL5 excluded family members for personal reasons or out of principle.

Portugal – PTSL04 excluded family members out of principle, reporting that that “family is family, a friend is something else”.

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	There are respondents who are unable to give precision, so an open question format is not appropriate. There was inconsistency in whether or not respondents included family members. There were respondents who excluded them ‘on principle’, i.e. regardless of how close they were they would never be considered a ‘friend’.

⁶⁹ It is unclear whether or not AT06 included family members.

⁷⁰ Response was ‘0 close friends’.

⁷¹ BG0103 did not feel comfortable disclosing who he had included. BG0203 did not respond, but thought that friends and family should be considered separately.

⁷² IL6 did not answer the question (“many” close friends). It is unclear whether or not IL9 included family members.

2) Translation problems...	
(a) resulting from translator error	None
(b) resulting from source question design	None
3) Cultural portability	None

6. Recommendations / suggested changes to improve the Q

- It may be helpful to provide a range for respondents. Previous MTMM experiments on ESS have suggested this can improve question quality, e.g.

None

1-4

5-9

10-14

15-19

20-24

25-29

30 or more

- In addition the word 'approximately' could be added into the question.
- Since some respondents refused to include family members it might be better to exclude them from the question entirely. If it is important to measure close family members a separate question should be considered.
- Consider adding an annotation to 'close' in the sense of 'emotionally close, though the word 'emotionally' must not be included in the question, to avoid social desirability effects'.

QUESTION 15

Aim of Q15: To assess the respondent's involvement with activities in their local area. *Note that Q15 was asked as E3 in round 3 of the ESS. Austria, Bulgaria and Portugal - please use your translation of question E3 (from round 3) here adapting the showcard number accordingly.*

Q15 CARD 8 In the past 12 months, how often did you help with or attend activities organised in your local area⁷³?

INTERVIEWER NOTE: 'activities organised in your local area' should include any the respondent thinks are relevant.

At least once a week	01
At least once a month	02
At least once every three months	03
At least once every six months	04
Less often	05
Never	06
(Don't know)	88

1. Hesitancy and requests for repeats

UK – There were instances of hesitation while respondents thought about what sorts of activities to include, or how they should define their 'local area' (UKCT01; UKCT03; UKJC02; UKJC04; UKJC05). One respondent asked for clarification of whether 'church' could be included in their response (UKCT01) before deciding to exclude it. Another respondent (UKJC05) queried what 'local area' meant. One respondent (UKJC01) initially did not give a response, instead giving an explanation of their activities and asking for help in choosing the appropriate response option (the interviewer re-read the question and the respondent was able to choose an option).

Austria – There was one instance of hesitation mentioned (AT04) and also instances of observed confusion, whereby respondents said that they 'didn't understand the question' (AT03) or asked for clarification of 'activities' (AT01; AT07) or of 'local area' (AT04).

Bulgaria – There were instances of hesitation (BG0102; BG0103), one request for repetition (BG0103) and one request for clarification of 'activities' (BG0201).

Israel – There were instances of hesitation (IL3; IL6; IL9). One respondent asked for repetition of the time frame (IL1), another asked for repetition of the whole question (IL3) and another respondent asked for several repetitions (IL9).

Portugal – There were no instances of hesitation, but there were requests for repetition (PTSL06; PTSL10).

2. Don't know responses and range of responses given

There was one 'don't know' response given in Bulgaria (BG0102, who was 'not sure if there had been any special events in her neighbourhood in the last 12 months') and two in Israel (both of whom said they could not remember). The most common response was 6 (in the UK, Bulgaria and Portugal) or 1 (in Austria and Israel) though quantitative conclusions cannot be drawn due to purposive sampling.

Table 15.1 Response Patterns

Country	Don't Know Responses	Range of Responses (N x response given)	Most common response
UK	0	2x01; 2x02; 1x03; 1x04; 1x05; 3x06	6
Austria	0	6x01; 1x02; 1x04; 1x05; 1x06	1

⁷³ Respondent's local area or neighbourhood

Bulgaria	1	1x01; 1x04; 1x05; 6x06	6
Israel	2	4x01; 1x03; 2x04; 1x06	1
Portugal	0	1x01; 1x02; 1x04; 7x06	6

3. Answer strategy used – for each country (responses to the probe ‘What were you thinking when you answered this Q?’)

Across countries the main themes were:

- Respondents found it easy to answer the question if they had regular routines or never took part in activities.
- There were difficulties when respondents were confused about definitions of some of the terms used in the question
- There were respondents who thought about personal activities, such as housework in their own home, rather than organised activities as specified in the question
- There was some confusion over whether the question was referring to attendance at events or whether respondents had to have organised events themselves
- There were a occasions where it appeared that some respondents were thinking about and including in their answer, organised activities they knew about but did not actually attend
- There were respondents who reported difficulties in recalling the past 12 months.

UK – There were respondents who found the question easy to answer because they had participated regularly in activities (UKCT04; UKCT05; UKJC02; UKJC05) or because they knew they never did so (UKCT03; UKJC03). On occasion respondents found the question confusing in terms of which activities to include (UKCT01) or when activities took place on a seasonal or irregular basis (UKJC01; UKJC04). On occasion respondents mentioned finding it difficult to remember the past 12 months (UKCT02; UKCT03).

Austria – Respondents found the question easy to answer if they took part in regular activities (e.g. AT02) or very rarely did (e.g. AT06). However, there were respondents who found the question confusing and therefore difficult to answer (AT01; AT03; AT04). There were respondents who focused on the term ‘help with’ in the question, and answered thinking about helping out at home or with family (AT07; AT10). There were also respondents who thought about personal activities, such as housework (AT07; AT08; AT10) rather than organised activities.

Bulgaria – There was some confusion around which activities respondents should include in their answer. One respondent (BG0201) was confused about whether they should include activities organised ‘officially’ by the council, or whether they should be thinking about activities organised by friends. She decided to focus on activities with her friends. There were respondents who thought about activities they had known were taking place, but noted that they did not attend and therefore correctly did not include them in their response (BG0202; BG0103; BG0104; BG0204). There were respondents who mentioned the lack of opportunities to take part in activities in their local area (BG0102; BG0105).

Israel – Respondents generally found the question easy to answer as they had regular routines (regardless of whether their routines included activities; IL1; IL2; IL3; IL4; IL5; IL7; IL8; IL10). There were respondents who found the question difficult to answer if they were confused about which activities to include (IL2; IL6) or if they struggled to remember the last 12 months (IL6; IL9). On occasion respondents could not answer the question despite the question being re-read because they could not remember whether or not they had participated in such activities (IL6; IL9).

Portugal – The question was easy to answer for those respondents who had a regular routine, whether this included regular activities (PTSL01; PTSL07) or none at all (PTSL02; PTSL03; PTSL04; PTSL05; PTSL06; PTSL09; PTSL10). There were respondents who never participate in activities organized in their local area (7 respondents).

4. Understanding (or absence of understanding) of the key terms probed on in the Q

Respondents were probed on their understanding of the terms ‘local area’ and ‘activities’, as well as what time period they thought of. Key themes across countries were:

- There was wide variation in definitions of ‘local area’ in terms of the geographical size in all countries, including some respondents who incorrectly limited their definition just to their own homes (in Austria and Portugal). This does not appear to be related to translation.

- In Bulgaria and Austria 'local area' was sometimes defined in terms of social circles rather than geographically, but not in any other country. It is possible that this is due to translation issues; in Bulgaria 'local area' appears to have been translated as 'neighbourhood', which might encourage a 'social' definition.
- Respondents in all countries thought of a similar variety of activities, though in Bulgaria respondents predominantly thought of group cleaning activities organised by the local authority
- Respondents in the UK, Israel and Portugal (but not in Austria or Bulgaria) thought of volunteering or helping others

UK – There was huge variation in how respondents defined 'local area', ranging from one square mile (UKCT02) to 'several square miles' (UKCT01), the whole borough (UKCT04), or even "a hundred and odd miles away" (UKJC05, who lives in a rural area). Other definitions included the area of work responsibilities (UKCT04), the area encompassing all essential services (UKCT05) and housing blocks (UKJC02; UKJC03). There was no mention of social circles as part of this definition. There was also variation in how respondents defined 'activities', including community projects (UKCT01; UKCT03) or activities to help others (UKJC03; UKJC05), religious activities (UKCT05; UKJC02), school activities (UKCT02; UKJC02), socialising (UKCT03; UKJC01) and voluntary work related activities, such as working in a charity shop (UKJC03), scouts (UKCT04) or mountain rescue (UKJC05). There were respondents who thought of the specified 12 months time period, but found it difficult to remember (UKCT02; UKCT03; UKCT04). Others thought about a longer time period (UKCT01), particular seasons or times of the year when activities took place (UKJC01; UKJC04) or more generally, about their usual routine (UKCT05; UKJC02; UKJC05). One respondent mistakenly thought of the past week and recognised her mistake (UKJC03). This may be the result of previous questions relating to the past 7 days.

Austria – There was variation in how respondents defined 'local area', ranging from one's own flat (AT07; AT08; AT10) to the district (AT02; AT05; AT09) or even the entire federal state (AT04). Other definitions included the housing estate (AT03), 'where I have friends' (AT04), 'where I feel well, where I know the people around' (AT05), where one feels comfortable (AT07) and family who share a living space (AT10). Definitions of 'activities' varied, including organised sports (AT01; AT02; AT09), resident or organisation meetings (AT03; AT04; AT05), housework or chores (AT07; AT08; AT10) and socialising (AT04; AT08). One respondent was influenced by the previous questions on democracy and wondered if the question referred to political or cultural activities (AT01). There were respondents who thought correctly of the 12 month time period (AT01; AT02; AT03; AT05). Others referred back to several years (AT04; AT09; AT10) or a personally relevant time period relating to how long they had lived in the area (AT07; AT08; AT09).

Bulgaria – Again there was variation in definitions of 'local area', with more references to social circles and people. Definitions include immediate surroundings and the street (BG0201; BG0205), several 'blocks' of a neighbourhood (BG0202; BG0103; BG0204; BG0105) or where one 'fits in' (BG0101). Local area was also frequently defined in terms of friends, family and neighbours (BG0201; BG0202; BG0203; BG0204). There were respondents who defined 'activities' as group cleaning organised by the local authority (BG0101; BG0201; BG0102; BG0103; BG0204; BG0205; BG0105). Other definitions included events such as lectures or concerts (BG0202; BG0104) and social activities organised informally with friends (BG0203). There were respondents who thought correctly of the 12 months time period (BG0101; BG0102; BG0104). Others thought more generally of their regular routines if they never took part in any activities (BG0202; BG0204).

Israel – There was slightly less variation in definitions of 'local area', with most respondents mentioning either 'neighbourhood' (IL1; IL2; IL10) or town / city (IL4; IL5; IL6; IL7; IL8; IL9). One respondent thought of his Kibbutz and the regional council (IL3) and another thought of specific parts of town (nearby streets, the town centre and the mall; IL6). There was no mention of social circles as part of this definition. There were respondents who defined activities in terms of volunteering to help others (IL4; IL6; IL7; IL8; IL9). Other definitions included activities organised by educational (IL1) or religious institutions (IL2; IL3), organised sports or entertainment (IL4), political activities (IL5) or organised group cleaning activities (IL10). There were respondents who correctly thought of the 12 month time period (IL2; IL4; IL7; IL8; IL9) whilst others referred to personally relevant time periods, according to house moves or other life events (IL1; IL3; IL5) or more general routines (IL10). On occasion respondents found it so difficult to remember the past that they gave a 'don't know' response (IL6; IL9).

Portugal – There was variation in definitions of 'local area', ranging from one's own house (PTSL03) or the building in which a respondent lives (PTSL02; PTSL08), to one's own street (PTSL10) or neighbourhood (PTSL03; PTSL05; PTSL06), to the whole council or borough (PTSL01; PTSL07; PTSL09). There was no mention of social circles as part of this definition. When defining 'activities' respondents thought about socialising, such as parties (PTSL01; PTSL03; PTSL08) or meeting with friends (PTSL06), organised sports (PTSL03; PTSL06; PTSL09; PTSL10), volunteering (PTSL03), political activities (PTSL09; PTSL10) and

religious activities (PTSL07). However, those respondents who defined their ‘local area’ as their home were unable to think of any activities as examples (PTSL02; PTSL04). PTSL10 thought of some examples but did not include them as they took place outside his street (which he defined as his local area). Respondents generally thought about a year in time (approximately the last 12 months) although this was sometimes defined by personal circumstances, such as moving house (PTSL02) or joining a club (PTSL01).

Respondents were also probed on whether replacing ‘your local area’ with ‘near to where you live’ would have made a difference to their response.

There was variation in responses to this probe across countries.

- In the UK respondents generally felt that ‘near to where you live’ would either decrease the area they considered or would mean the same thing as ‘local area’ and not make a difference.
- Respondents in Israel, as in the UK, generally felt that ‘near to where you live’ would either decrease the area they considered or would mean the same thing as ‘local area’ and not make a difference.
- Respondents in Austria generally felt that ‘near to where you live’ would increase the area they considered.
- Respondents in Bulgaria generally felt that changing the phrase would not make a difference to their response, though one (BG0202) said that ‘near to where you live’ would exclude consideration of friends, whereas ‘local area’ would include social circles.
- Respondents in Portugal generally felt that changing the phrase would not make a difference to their response, but there were respondents who felt that the wording ‘near to where you live’ would make the question easier to answer.

Table 15.2 Would it have made a difference to your response if ‘your local area’ was replaced with ‘near to where you live’?

Country	Would not have made a difference	Would have increased area	Would have decreased area	Would have made Q more difficult	Would have made Q easier
UK	UKCT01; UKCT03; UKJC03; UKJC04;		UKCT02; UKCT05; UKJC01; UKJC02; UKJC05	UKCT04	UKJC05
Austria	AT06; AT09; AT10	AT01; AT02; AT03; AT05; AT07; AT08 ⁷⁴			AT10
Bulgaria	BG0101; BG0202 ⁷⁵ ; BG0104	BG0102		BG0105	BG0103
Israel	IL1; IL4; IL5; IL6	IL7	IL2; IL3; IL8; IL9; IL10	IL2	IL8; IL9
Portugal	PTSL01; PTSL02; PTSL03; PTSL04; PTSL06; PTSL07; PTSL08	PTSL10	PTSL05; PTSL09		PTSL02; PTSL05; PTSL07; PTSL10

5. Error sources identified

Error classification	Description of why this error has been observed
1) Poor source question design	The reference period is not being observed by some respondents in all countries. Some respondents found it difficult to remember the last 12 months, some thought more generally about their usual routines, and some referred to personally relevant time periods, such as when they moved house. There was large variation in the types of activities respondents considered, including community based work, volunteering, religious activities, sports, socialising with friends and

⁷⁴ ‘Wohnumgebung’ seems to translate as ‘living environment’, and it is possible that respondents include their own house in these responses, so ‘near to where you live’ would increase the geographical area considered.

⁷⁵ Respondent later said that ‘near to where you live’ would exclude friends from their considerations

	housework.
2) Translation problems...	
(a) resulting from translator error	None
(b) resulting from source question design	The Austrian and Portuguese representatives did not think that anything in the translation of 'local area' would encourage respondents to think of their own homes. It is possible that the inclusion of activities within respondents' own homes in these countries is related to the term 'activities organised...'
3) Cultural portability	None

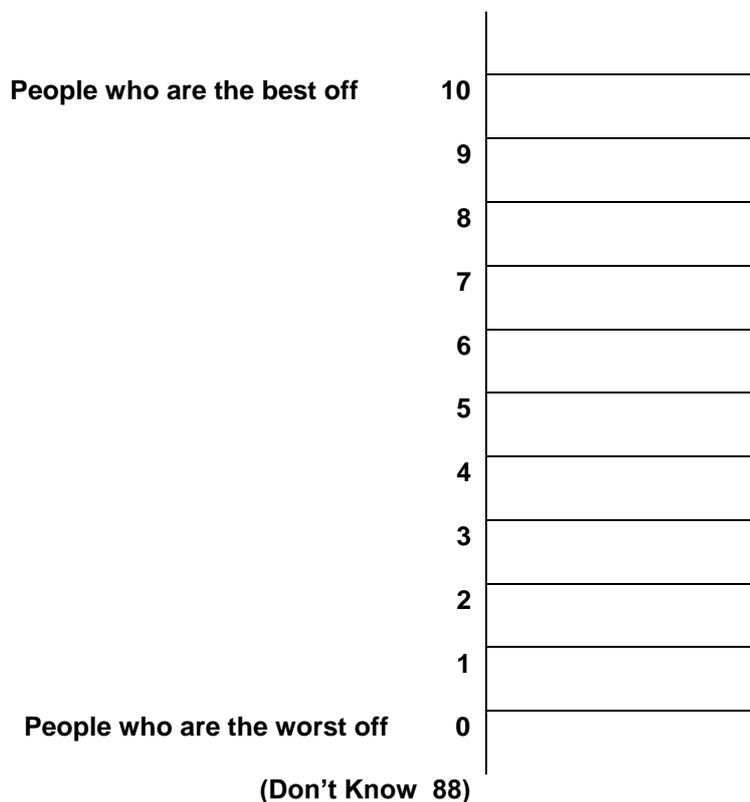
6. Recommendations / suggested changes to improve the Q

- This question is quite confusing for some respondents in all countries to understand.
- Consider reducing the time phrase from 12 months to six months to reduce the difficulty in recalling activities. This would require changing the scale accordingly, and would be problematic as this is a repeat item.
- 'Activities' should be more clearly defined to reduce the large discrepancy between including or excluding formal organised activities, socialising with friends, helping support family members, and cleaning one's own home. Clarification is required from the QDT as to whether 'any activities considered relevant' is really appropriate (e.g. is 'going out with friends' meant to be included?). Is the aim of the question to measure community engagement or involvement, or any form of social engagement (e.g. friends and family)?
- Translation of 'local area' should be carefully considered to ensure that this reflects the neighbourhood rather than someone's own home. Consider changing the annotation of 'local area' to 'respondent's local area or neighbourhood outside their own home'. However, if the annotation is changed this may have an effect on the frequency distributions.
- It should be clarified with the QDT whether it is important if some respondents define 'local area' socially and some geographically.
- Consider annotating the question to encourage respondents to think of organised activities outside their own home ('social activities with other people?').

QUESTION 16

Aim of Q16: To assess the respondents subjective socio-economic position

Q16 CARD 9 The ladder on this card represents where people stand in society. At the top of the ladder are the people who are the best off – those who have the most money, most education and best jobs. At the bottom are the people who are the worst off – who have the least money, least education, and the worst jobs or no jobs. The higher up you are on the ladder, the closer you are to the people at the very top and the lower you are, the closer you are to the people at the very bottom. Please choose a point on the ladder to show where you would place yourself.



1. Hesitancy and requests for repeats

UK – There were no hesitations or requests for repeats or clarification. One respondent initially answered ‘about the middle’ and only after probing specified ‘maybe 6’ (UKJC01).

Austria – There was one hesitation (AT02) and one request for repetition of the question (only following a probe; AT05).

Bulgaria – There were instances of hesitation (BG0202; BG0103 (hesitated when answering the probes rather than the initial question; BG0204).

Israel – There were no hesitations but one respondent (IL3) gave an explanation of their answer before giving the answer itself.

Portugal – There were hesitations, when respondents commented on how difficult the question was before giving an answer (PTSL01; PTSL07). One respondent asked for clarification about the scale (PTSL06) and another misunderstood the question and changed his response following further explanation (PTSL08).

2. Don't know responses and range of responses given

One respondent in Austria answered 'don't know' and two respondents (one in the UK and one in Israel) refused to answer the question because they disagreed with the hierarchical concept of society 'on principle' (UKJC04) or felt uncomfortable ranking themselves low on the ladder (IL4).

Table 16.1 Response Patterns

Country	Don't Know Responses	Range of Responses (N x response given)	Most common response
UK	1 (refusal)	3x4; 3x5; 3x6	4/5/6
Austria	1	1x3; 2x4; 1x5; 2x6; 1x7; 2x9	6/9
Bulgaria	0	1x0; 1x3; 3x4; 1x5; 3x7; 1x8	4/7
Israel	1 (refusal)	4x5; 1x7; 2x8; 2x9	5
Portugal	0	2x2; 2x4; 3x5; 1x6; 2x7	5

3. Answer strategy used – for each country (responses to the probe 'What were you thinking when you answered this Q?')

When answering the question respondents thought of a variety of aspects, including income, employment, family, neighbourhood, etc.

The main themes across countries were:

- There were respondents choosing just one dimension of the question to respond to (e.g. money only or education only)
- Discrepancies between the dimensions chosen by respondents, making it difficult to provide a single answer, e.g. feeling that they should rank high on one aspect, such as education, but low on other aspects, such as money.
- There were respondents comparing themselves against people they knew personally rather than the whole of society
- There were respondents including a consideration of how content they are with their position when choosing a response, e.g. increasing their ranking if they feel happy with how 'well off' they are
- Occasions where respondents included other dimensions not mentioned in the question when choosing a response (e.g. health status)
- Respondents across countries suggested that that the position on the ladder should not be limited to socioeconomic status, for example it might include spirituality
- Identifying with a particular group in society (e.g. neighbourhood or age group) and choosing a position for the collective group rather than for themselves as an individual, i.e. ranking themselves according to how they feel the group with which they identify is ranked.

UK – There were respondents who were thinking only about the financial aspect in the question (UKCT01; UKJC03) whereas others took a vague average of where they would position themselves in respect of all the aspects of the question (income, employment and education; UKCT02; UKCT03). On occasion respondents considered health status in their answer, as well as money and education (UKCT04⁷⁶). There was variation in who respondents chose to compare themselves against. On occasion respondents compared themselves to where they had been in the past (UKCT02) and others with people they know (UKCT04). There were respondents who identified with their neighbourhood and positioned themselves and their local area collectively vis-a-vis the rest of society (UKCT03). On occasion respondents included how content they were with their position in their calculations of where they place themselves (e.g. UKJC01 thought about placing herself '4' but answered '6' because 'she is happy with where she is'; UKJC02 also felt that she 'did not have as much as the rest of society' but ranking herself lower down on the ladder would be 'ungrateful'. This respondent answered '6' because 'she feels she has as much as she needs'.

Austria – On occasion respondents expressed confusion at which aspect of the question they should respond to (i.e. money, education or jobs; AT01). There were respondents who thought purely in financial terms (AT02; AT04; AT06) whereas others also considered employment and education (AT03; AT07; AT08; AT09). One

⁷⁶ This respondent did not mention jobs in his answer but he is retired.

respondent thought almost solely in terms of educational attainment (AT10). One respondent (AT05) said he was a 'happy medium' ('6') then went on to talk about corruption and people who were in a 'bad situation' through no fault of their own.

Bulgaria – There were respondents who considered mainly education (BG0201; BG0102; BG0202), another thought mainly about money (BG0103), and others a mix of the three aspects specified (BG0101; BG0102; BG0104). There were also respondents who highlighted discrepancies in their positioning according to the different dimensions, i.e. they might have low education but a very good job earning lots of money, or they might be extremely well educated but in a low paid job (BG0203; BG0204). Although respondents compared themselves to others in society (in Bulgaria) one respondent compared herself as an older woman (and all older people collectively) against younger age groups in the country (BG0205).

Israel – There were respondents who considered all three dimensions as specified (IL2; IL3) and others considered only one or two (IL1; IL5). On occasion respondents highlighted that they felt other dimensions should be included for consideration in the question (IL3; IL10). One respondent included health as a consideration in their answer (IL8). Another respondent felt uncomfortable answering the question and refused to do so because of the requirement to combine the different dimensions (IL4). There were respondents who gave an answer but said that they found it difficult to combine the different dimensions (IL6; IL7; IL10).

Portugal - There were respondents who considered all three dimensions as specified (PTSL05; PTSL09; PTSL10) and others just one or two (PTSL01; PTSL02; PTSL04; PTSL06; PTSL08). One younger respondent thought about the position of their parents rather than themselves (PTSL03). On occasion respondents highlighted that it was difficult to combine the different dimensions (PTSL07). One respondent misinterpreted the phrase 'the closer you are to the people at the very bottom' and included his concern for the worst off in society in his answer (changing his answer only after clarification; PTSL08).

4. Understanding (or absence of understanding) of the key terms probed on in the Q

Respondents were probed on their understanding of the phrases 'the best off' and 'the worst off' and asked about how they felt answering the question.

There was similar variation across countries in how 'the best off' and 'the worst off' were defined. In all countries 'best off' and 'worst off' were associated with income and wealth, employment and types of jobs (see table). In the UK, Austria and Bulgaria (but not in Israel or Portugal) health was highlighted as an important dimension of being 'well off' (e.g. UKCT04; AT04; BG0104). Housing and/ or homelessness was highlighted as an important dimension in all countries apart from Austria (e.g. UKCT03; BG0203; IL3; PTSL04).

In all countries, except Portugal⁷⁷, there were respondents who raised the issue that being 'well off' should not be considered solely in financial terms (e.g. AT04; AT06; AT07; BG0105; IL10; UKCT04; UKJC04) and in Bulgaria several respondents pointed out that being financially well off was not necessarily related to education or being 'intellectually' well off, and it therefore does not make sense to consider both dimensions together (BG0202; BG0204; BG0205; BG0105).

On occasion (in Austria and the UK only) respondents highlighted that one's position depends on how one is viewed by others (e.g. AT01; UKJC02).

There were also respondents across countries (with the exception of Austria and Portugal) who mentioned either that being well off was dependent on how content one is with one's situation (e.g. BG0103; IL10; UKJC01; UKJC02).

On occasion, across countries, respondents mentioned that they felt uncomfortable or embarrassed answering the question (AT01; BG0101; IL3; PTSL02⁷⁸; UKJC04) and occasionally suggested that it was a confusing or difficult question to answer (AT01; AT07; BG0103; IL3; IL7; IL10; PTSL07; UKCT03).

⁷⁷ 'Best off' in Portugal was translated as 'most successful', which may have placed greater emphasis on wealth than in other countries.

⁷⁸ Respondent said she felt OK but interviewer sensed she was embarrassed.

Table 16.2 Respondents' definitions of 'the best off' and 'the worst off', across countries

	Best Off	Worst off
UK	<p>Money / Rich (UKCT01; UKCT02; UKCT03; UKCT04; UKCT05; UKJC03)</p> <p>Nice house (UKCT03; UKJC01; UKJC03)</p> <p>Good Job (UKCT01; UKCT02)</p> <p>Holidays (UKCT01)</p> <p>Private school/ good education (UKCT02; UKJC03)</p> <p>Having everything (UKCT03)</p> <p>Don't have to do anything for themselves (UKJC05)</p> <p>Lots of opportunities (UKCT03)</p> <p>Good health (UKCT04)</p> <p>Footballers (UKCT05)</p> <p>The Queen (UKJC02)</p> <p>Millionaires (UKJC02)</p> <p>Big businessmen with vast hotels (UKJC04)</p>	<p>Opposite of best off (UKCT01)</p> <p>On the dole (UKCT02)</p> <p>No money (UKCT02; UKCT04; UKJC02)</p> <p>Poor education (UKCT02)</p> <p>Dingy flat (UKCT03)</p> <p>No heating (UKCT03)</p> <p>Parents with no goals (UKCT03)</p> <p>Having practically nothing (UKCT03)</p> <p>Poor mental or physical health (UKCT04; UKCT05; UKJC04)</p> <p>Not sensible (UKCT05)</p> <p>Have to work harder (UKJC01)</p> <p>Struggling (UKJC03; UKJC04)</p> <p>Cannot live a comfortable life (UKJC05)</p>
Austria	<p>Good financial situation (AT02; AT04; AT06)</p> <p>As in question (AT03)</p> <p>Without debts (AT04)</p> <p>A lot of work (AT06)</p> <p>Doesn't exist, people always have problems (AT07)</p> <p>Financial/ job security (AT08)</p> <p>Able to recover when they suffer a financial loss (AT08)</p> <p>Don't have to worry (AT09)</p> <p>Doctors / people who are well educated (AT10)</p>	<p>No money (AT02; AT07)</p> <p>As in question (AT03)</p> <p>Single mothers (AT04)</p> <p>Sick children (AT04)</p> <p>Have nothing (AT06)</p> <p>Young (AT07)</p> <p>No supporting family (AT07)</p> <p>Just enough money to survive (AT08)</p> <p>No education (AT08)</p> <p>No job chances (AT08)</p> <p>No financial/ job security (AT08)</p> <p>Opposite of best off (AT09)</p>
Bulgaria	<p>High education (BG0101)</p> <p>Active life (BG0101)</p> <p>Qualifications (BG0101)</p> <p>The elite (BG0202)</p> <p>People with connections (BG0202)</p> <p>People with opportunities (BG0202)</p> <p>People who succeed in life (BG0202)</p> <p>Good health (BG0104)</p> <p>Top managers (BG0204)</p> <p>Businessmen (BG0204; BG0205)</p> <p>Footballers (BG0204)</p> <p>Young (BG0205)</p>	<p>Pensioners/ the elderly (BG0101; BG0205)</p> <p>Disability (BG0101)</p> <p>No job (BG0101)</p> <p>Parasites of society (BG0201)</p> <p>Left with nothing (BG0202; BG0204)</p> <p>Homeless (BG0203; BG0104; BG0204)</p> <p>Severe mental health issues (BG0203)</p> <p>Poor health (BG0104; BG0105)</p> <p>People who beg for food (BG0204)</p>
Israel	<p>Wealthy (IL1; IL3; IL5; IL6; IL7; IL9)</p> <p>Economic power (IL1; IL2)</p> <p>Millionaires (IL1)</p> <p>Top of the social ladder (IL2; IL3)</p> <p>Politically powerful (IL2)</p> <p>Live in villas and penthouses (IL3; IL7)</p> <p>Chief executives (IL3)</p> <p>Upper class (IL4)</p> <p>Prepared for times of need (IL5)</p> <p>Well educated (IL6; IL7)</p> <p>Lawyers and engineers (IL6)</p> <p>People with the highest salaries (IL6; IL9)</p> <p>Can afford high living standards (IL9)</p> <p>Private jets (IL9)</p> <p>'Enough financial means' (IL8; IL10)</p>	<p>Low salary (IL1; IL3)</p> <p>Low education (IL2; IL7)</p> <p>Inadequate morality (IL2)</p> <p>Homeless (IL3; IL6)</p> <p>Below the poverty line (IL4)</p> <p>No pension rights (IL5)</p> <p>No savings (IL5)</p> <p>Nothing to eat (IL6)</p> <p>Poor neighbourhoods (IL7)</p> <p>Cannot afford to fulfil their wishes (IL9)</p> <p>Stuck in 'own jail' (IL10)</p> <p>Not enough financial means (IL2; IL5; IL6; IL8; IL9)</p>
Portugal	<p>People with a degree/ good education (PTSL01; PTSL03; PTSL05; PTSL06; PTSL10)</p>	<p>Less education (PTSL01; PTSL09)</p> <p>Unimportant jobs (PTSL01; PTSL05)</p> <p>Less income (PTSL02; PTSL05)</p>

	Best Off	Worst off
	Owners of multinational companies (PTSL01) Lots of money/ high income (PTSL02; PTSL03; PTSL04; PTSL05; PTSL09) Better life (PTSL02; PTSL04) 'Have the minimum to govern themselves' (PTSL04) Good jobs (PTSL05) Have all the privileges (PTSL06) In the right place at the right time (PTSL07) Stability (PTSL09) Prime Minister and President (PTSL10)	Did not have the chance to study (PTSL03) No job (PTSL05; PTSL06; PTSL07; PTSL09) No house (PTSL04; PTSL06; PTSL10) Had a goal and did not reach it (PTSL05) 'Live badly' (PTSL06) Work a lot and don't see any results (PTSL07) Unlucky (PTSL08) 'Did not achieve a certain degree of culture' (PTSL08) Social problems (PTSL09) Illiterate (PTSL10) Drug addicts (PTSL10)

In Portugal 'best off' and 'worst off' appear to have been translated as 'most and least successful'. This led almost all respondents to define the terms along the lines of educational or career achievements. This definition is not necessarily problematic in itself, but is not consistent with the translation in other countries and should be addressed. Translation of these terms should be considered carefully in all countries to ensure equivalence

5. Error sources identified

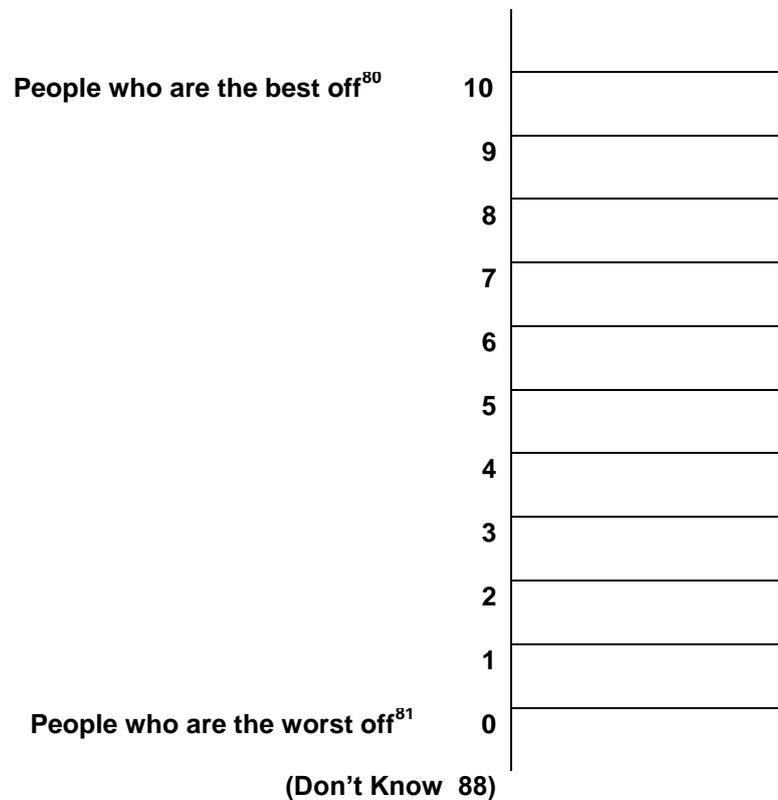
Error classification	Description of why this error has been observed
1) Poor source question design	Considering three separate dimensions together can sometimes lead to confusion and to respondents adopting inconsistent response strategies (e.g. averaging, choosing just one dimension to consider, 'don't know').
2) Translation problems...	
(a) resulting from translator error	None
(b) resulting from source question design	The scale labels 'best off' and 'worst off' have financial connotations in British English, which would not be immediately clear – especially in the context of the question, which mentions education, jobs and money. In Portugal 'best off' and 'worst off' appear to have been translated as 'most' and 'least successful'. This led almost all respondents to define the terms along the lines of educational or career achievements. This definition is not consistent with the translation in other countries.
3) Cultural portability	Respondents in Bulgaria (in particular) reported that education and income are not necessarily related, making it difficult for respondents to consider these dimensions together. This was also noted by the Bulgarian representative at the Joint Analysis meeting.

6. Recommendations / suggested changes to improve the Q

- Change the question so that it relates to a single dimension of subjective economic status (i.e. wealth)⁷⁹.
- Simplify the wording so that the question length is shortened:

⁷⁹ It should be noted that according to the Israeli representative, the phrase "best off" would not necessarily be associated with social position in Hebrew. It relates to more to character, for example there is a phrase in Hebrew that says "the best off for flying" [the Air force] regarding qualities such as intelligence and braveness. Likewise, "the worst off" may relate to criminal activities or people with bad character.

Q16 CARD 9 The ladder on this card represents where people stand in society in terms of how well off they are financially. Please choose a point on the ladder to show where you would place yourself compared to other people in (country).



- Alternatively ask a question that does not define best-off and worst off (bearing in mind this is likely to lead to a wide variety of interpretations, including health, spirituality, etc):

⁸⁰ 'best off' in the sense of 'financially best off'

⁸¹ 'Worst off' in the sense of 'financially worst off'.

CARD 9 The ladder on this card represents where people stand in society. At the top of the ladder are the people who are the best off. At the bottom are the people who are the worst off. Please choose a point on the ladder to show where you would place yourself.

Top	10	
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
Bottom	0	

(Don't Know 88)

ANNEX 2 – INTERVIEW PROTOCOL

European Social Survey Round 6 Cognitive Testing

FINAL Interview Protocol

Aims of the project

The primary aim of this cognitive testing project is to test new questions on **understanding and evaluation of democracy** and **personal and social well-being** that have been designed for the European Social Survey. We will be particularly interested in how respondents in each country interpret and understand the questions. As the questions have been developed in English in the UK we want to make sure that they are suitable for respondents in other European countries.

Guidance for participating countries

- Please translate the questions and probes into the languages in which the interviews are being conducted.
- Throughout the protocol, annotations (footnotes) are provided to aid translation. These aim to avoid ambiguity by providing definitions and clarification about the concept behind questions, especially where the words themselves are unlikely to have direct equivalents in other languages. Annotations should NOT be translated, they are a translation tool. Under no circumstances should they appear in the protocol given to interviewers.
- The aim of each question is included in a box before each question. This box should not be included in the protocol that is given to interviewers.
- The test questions should be read out to respondents verbatim as they would be in a survey interview.
- At some questions there are answer codes that appear in brackets. These codes allow for answers respondents might give but should not be read out to them and must never appear on the showcard. The answer codes on showcards should not be read out to respondents by the interviewer.
- General and more specific probes for each question are shown immediately after the question – in a box under the heading ‘PROBES’. Following translation, the probes are intended to be read out verbatim.
- To ensure that all of the questions can be tested, interviewers should rotate the order that the questions are asked in. For the first interview ask questions 1-8 followed by questions 9-16. For the next interview ask questions 9-16 followed by 1-8 and so on.

Building rapport and Background about the respondent

Please spend approximately 5 minutes at the beginning of the interview introducing the study and establishing rapport with the respondent.

Please cover the following points:

- Thank the respondent for agreeing to take part
- Tell them the project is being conducted on behalf of the European Social Survey
- Explain the purpose of the study – i.e. to develop questions that will eventually be asked of many people in different European countries; we need to make sure everyone understands the questions and understands them the same way.
- Explain the structure of the interview – i.e. we will ask you some questions on democracy and well-being as they would appear in a survey; then ask additional questions about how you went about answering the question.
- Inform them about interview length (1 hour); confidentiality; anonymity; access to data (restricted)
- Obtain consent to record the interview and remember to switch the recorder on
- Encourage the respondent to speak freely – there are no right or wrong answers; interested in how you understood the questions; help us to improve the questions where necessary
- Inform respondent that they can skip a question if they want to

SERIAL NUMBER:

Test Questions

Aim of Q1: To see whether the respondent thinks it is important in a democracy if everyone is treated equally by the law regardless of their social, economical or political status.

INTERVIEWER READ OUT: People hold different views on what is important for democracy. The questions that follow are about how important certain things are for a democracy.

Q1 CARD 1 How important would you say it is for a democracy that everyone is treated⁸² equally by the law⁸³? Choose your answer from this card where 0 is not at all important and 10 is extremely important.

**Not at all
important**

00

01

02

03

04

05

06

07

08

09

10

**Extremely
important**

**(Don't
know)**

88

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- What were you thinking about when you answered this question?
- How did you go about choosing the number you did? How easy or difficult did you find this? *INTERVIEWER: explore if the respondent assessed the importance of everyone being treated equally by the law.*
- What did 'democracy' mean to you in this question?

If not already covered in the above probes:

- What did 'everyone is treated equally by the law' mean to you when you answered this question? (*INTERVIEWER: try and uncover whether the respondent was thinking about how the law is written, how it is enforced or both of these things*)
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

⁸² 'treated' – in the sense of 'dealt with'

⁸³ 'the law' – in the sense of the written law and those who enforce it

Aim of Q2: To examine respondents views about participation in democracy beyond voting in national elections.

Q2 STILL CARD 1 How important would you say it is for a democracy that citizens are able to⁸⁴ decide major issues by voting directly in national referendums? Use the same card.

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

- PROBES:**
- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
 - What were you thinking when you answered this question?
 - What made you choose the number you did? How easy or difficult was this? INTERVIEWER: explore reasons for ease/difficulty.
 - What did 'major issues' mean to you in this question? INTERVIEWER: Probe for examples.
 - What did 'national referendums' mean to you in this question?
 - What did 'citizens' mean to you in this question?
 - *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

Aim of Q3: The question aims to find out whether respondents regard 'free and fair' elections as important for a democracy. 'Free and fair' is meant in terms of an election where nobody is obliged to vote or constrained to vote for a party if he/she does not want to. All votes have the same weight.

Q3 STILL CARD 1 How important would you say it is for a democracy that there are free and fair national elections⁸⁵? Use the same card.

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

- PROBES:**
- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
 - What were you thinking when you answered this question?
 - What made you choose the number you did? How easy or difficult was this? INTERVIEWER: explore reasons for ease/difficulty.
 - When you answered this question were you thinking of particular elections? If yes, which one(s)?
 - What did 'free and fair' national elections mean to you in this question? When would an election not be 'free and fair'?
 - *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

⁸⁴ 'are able to' - in the sense of have the opportunity to

⁸⁵ This refers to national elections in general

Aim of Q4: To see whether respondents think that accountability of the governments to other bodies of the state such as the legal system is important for a democracy.

Q4 STILL CARD 1 How important would you say it is for a democracy that the courts are able to overrule⁸⁶ governments that abuse their powers? Use the same card.

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

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- What were you thinking when you answered this question?
- What made you choose the number you did? How easy or difficult was this?
INTERVIEWER: explore the reasons for ease/difficulty.
- What types of situations, if any, were you thinking of when answering this question?
- What did 'courts' mean to you in this question?
- What did 'being able to overrule governments' mean to you in this question?
- How did you understand 'governments' when answering this question?
- What did 'abuse their powers' mean to you in this question?
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

Aim of Q5: To assess how broad the respondents think representation should be in a democracy and in particular, protection of minorities' rights.

Q5 STILL CARD 1 How important would you say it is for a democracy that the rights of minorities are protected against majority decisions? Use the same card.

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

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- What were you thinking of when you answered this question?
- What made you choose the number you did? How easy or difficult was this?
INTERVIEWER: explore the reasons for ease/difficulty.
- What did 'minorities' mean to you in this question? Did you think of particular minority groups when answering this question?
- Which rights of the minority groups were you thinking of when you answered the question?
- What did 'majority' mean to you in this question?
- What did 'majority decisions' mean to you in this question?
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

⁸⁶ 'overrule' - to require governments to stop abusing their powers

Aim of Q6: To assess whether respondents think a majoritarian or proportional system is more important for a democracy.

Q6 CARD 2 Some countries have a system for national elections that generally results in one party winning and forming a government on its own. Other countries have an election system that generally results in more than one party forming a government and sharing power.

I now want to ask which system you think is better for a democracy. Use this card where 0 means a system which generally results in one party forming a government and 10 means a system which generally results in more than one party forming a government.

**One party
forms a
government**

**More than
one party
forms a
government**

**(Don't
know)**

00 01 02 03 04 05 06 07 08 09 10 88

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- *What were you thinking when you answered this question?*
- *How did you decide on your answer to this question? How easy or difficult was this to do? INTERVIEWER: explore reasons for ease/difficulty.*
- *What did 'a system for national elections' mean to you when you answered this question?*
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

Aim of Q7: To see whether respondents think it is important for a democracy that governments are responsible to stakeholders other than their own citizens.

INTERVIEWER READ OUT: Once again please answer the next few questions in terms of what you think is important for a democracy.

Q7 CARD 3 Would you say that it is important for democracy that governments in Europe should only serve the interests of their own country or should they also take account of the needs of other countries in Europe? Choose your answer from this card.

Only serve the needs of their own country		Serve the needs of their own country and take into account the needs of other countries	(Don't know)
00	01 02 03 04 05 06 07 08 09	10	88

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- What were you thinking when you answered this question?
- How did you decide on your answer?
- How easy or difficult was it to decide on your answer? *INTERVIEWER: explore reasons for ease/difficulty.*

INTERVIEWER EXPLORE:

- **If code 00** = find out why the respondent thinks the governments should only serve the needs of their own country
- **If code 01-04** = find out why the respondent chose a number more towards the 'serve only the needs of their own country' end of the scale.
- **If code 05** = explore the reasons why the respondent chose the mid-point of the scale.
- **If code 06-09** = find out why the respondent chose a number closer to the 'also considering needs of other countries' end of the scale.
- **If code 10** = find out why the respondent thinks governments should serve the needs of their own countries and consider those of other countries in Europe.
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

Aim of Q8: To see whether respondents has a majoritarian or proportional vision of representative democracy.

Q8 CARD 4 Some people say that government policies should only take account of majority opinion, others say they should also take account of minority opinion. Choose your answer from this card where 0 means the government should only take account of majority opinion and 10 means the government should take account of majority and minority opinion.

Only take account of majority opinion											Take account of majority and minority opinion	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88	

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- *What were you thinking when you answered this question?*
- *What made you choose the number you did? How easy or difficult was this to do? INTERVIEWER: explore the reasons for ease/difficulty.*
- *What did you think 'majority opinion' meant in the question?*
- *What did you think 'minority opinion' meant in the question?*
- *What did you think 'take account of these majority and minority opinions' would mean for a government when you answered this question? INTERVIEWER: ask for examples.*
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

Aim of Q9: To assess to what extent people have a sense of direction in their lives and are able to organise their daily activities and life plans towards the future.

INTERVIEWER READ OUT: Now I want to ask you some questions about how you feel about yourself and your life.

Q9 CARD 5 Using this card, please say how much you agree or disagree with this statement. 'I generally feel that I have a sense of direction⁸⁷ in my life'.

Agree strongly	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Don't know)	8

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- What were you thinking when you answered this question? INTERVIEWER: explore if respondent was thinking about current and future plans.
- How easy or difficult was it to answer this question? INTERVIEWER: explore reasons for ease/difficulty.
- Why did you choose the option you did? Was there any other option that you were thinking about selecting?
- What did 'sense of direction in my life' mean to you in this question?
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

Aim of Q10: To assess personal control over the respondents own life and activities (choosing to take personal control over things that are important to them).

Q10 STILL CARD 5 Using this card, please say how much you agree or disagree with this statement. 'I have little control over many of the important things in my life'.

Agree strongly	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Don't know)	8

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- What were you thinking when you answered this question?
- How did you decide on your answer? How easy or difficult was this to do? INTERVIEWER: explore reasons for ease/difficulty.
- What did you understand by 'having little control' when answering this question?
- What did you understand by 'important things in my life' in this question?
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

⁸⁷ 'sense of direction' – a feeling or awareness of what one wants to do in the future.

Aim of Q11: To see if the respondent feels absorbed in activities that are interesting or challenging.

Q11 CARD 6 To what extent do you do things that you find interesting or challenging?
Please choose your answer from this card where 0 is not at all and 6 is a great deal.

Not at all										A great deal		(Don't know)
00	01	02	03	04	05	06					88	

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- How did you go about answering this question? How easy or difficult was it to answer this question? *INTERVIEWER: explore reasons for ease/difficulty.*
- Was there any other option that you were thinking about selecting? *INTERVIEWER: if yes, explore why?*
- What did you understand by 'things that you find interesting or challenging' when answering this question? *INTERVIEWER: Probe for examples of things respondent finds interesting and for examples of things the respondent finds challenging.*
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

If not already covered in the above probes:

- *INTERVIEWER: Explore if the respondent thought about things which are both interesting and challenging or if they only thought about one of these things. If only one area was thought about – explore why.*

Aim of Q12: To assess how physically active the respondent has been in the last 7 days.

Q12 CARD 7 On how many of the last 7 days did you do at least moderate physical activity? That is activities which require moderate physical effort and make you breathe somewhat harder than normal.

No days	00
One day	01
Two days	02
Three days	03
Four days	04
Five days	05
Six days	06
Seven days	07
(Don't know)	88

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- How did you go about answering this question? *INTERVIEWER: explore if the respondent thought about the last 7 days and if not why not. Also find out if there were any days that the R was unsure about including and find out why.*
- How did you decide on your answer to this question? How easy or difficult was this to do? *INTERVIEWER: explore reasons for ease/difficulty.*
- What kinds of things were you thinking of as 'moderate physical activity' when you answered the question? *INTERVIEWER: Probe for examples*
- Were there any activities that you were thinking about which you weren't sure whether to include? How did you decide whether to include or exclude these activities?
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question? Were they unable to remember?*

Aim of Q13: To assess how often the respondent notices what is happening around them. *Please note that there is no showcard at Q13.*

Q13 People differ in how much notice they take of things around them. Would you say that you take notice⁸⁸ of the things around you...**READ OUT...**

...none of the time	01
...some of the time	02
...most of the time	03
...or, all or almost all of the time?	04
(Don't know)	88

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- How did you go about answering this question?
- How did you decide on your answer to this question? How easy or difficult was this to do? *INTERVIEWER: explore reasons for ease/difficulty.*
- What did you understand by 'take notice of the things around you' when you answered this question? *INTERVIEWER: Probe fully for examples*
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

Aim of Q14: To assess the sources of support that the respondent has. *Please note that there is no showcard at Q14.*

Q14 How many close friends, if any, do you have? Please include members of your family you consider to be close friends.

WRITE IN: _____

(Don't
know)
88

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- Please can you talk me through how you answered this question?
- What does the phrase 'close friends' mean to you? What makes someone a 'close friend'? What makes someone a friend but not a close friend?
- How easy or difficult was it for you to count the number of close friends you have? *INTERVIEWER: explore reasons for ease/difficulty.*
- Was there anyone that you weren't sure whether to include as a 'close friend'? If yes – how did you decide what to do?
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

If not already covered in the above probe

- Did you include any members of your family in the total? If so, please tell me how you decided to include those family members?
- How did you feel about answering this question?

⁸⁸ 'take notice' – be aware of, be distracted from your own thoughts and activities by the environment around you.

Aim of Q15: To assess the respondent's involvement with activities in their local area. *Note that Q15 was asked as E3 in round 3 of the ESS. Austria, Bulgaria and Portugal - please use your translation of question E3 (from round 3) here adapting the showcard number accordingly.*

Q15 CARD 8 In the past 12 months, how often did you help with or attend activities organised in your local area⁸⁹?

INTERVIEWER NOTE: 'activities organised in your local area' should include any the respondent thinks are relevant.

At least once a week	01
At least once a month	02
At least once every three months	03
At least once every six months	04
Less often	05
Never	06
(Don't know)	88

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- How did you go about answering this question?
- How did you decide on your answer to this question? How easy or difficult was this to do? *INTERVIEWER: explore reasons for ease/difficulty.*
- What did you understand by 'local area' in the question? What would you say is the size of your local area (in metres/yards/km/miles)?
- What kinds of activities organised in your local area were you thinking of when you answered this question? *INTERVIEWER: Probe for examples.*
- If I had said 'near to where you live' would that have made the question easier for you? And what would this phrase have meant to you *INTERVIEWER: probe for size e.g. number of houses/km?*
- What time period were you thinking about when you answered this question? From when to when?
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

⁸⁹ Respondent's local area or neighbourhood

Aim of Q16: To assess the respondents subjective socio-economic position

Q16 CARD 9 The ladder on this card represents where people stand in society. At the top of the ladder are the people who are the best off – those who have the most money, most education and best jobs. At the bottom are the people who are the worst off – who have the least money, least education, and the worst jobs or no jobs. The higher up you are on the ladder, the closer you are to the people at the very top and the lower you are, the closer you are to the people at the very bottom. Please choose a point on the ladder to show where you would place yourself.

People who are the best off	10	
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
People who are the worst off	0	

(Don't Know 88)

PROBES:

- *INTERVIEWER: Did the respondent hesitate or ask for the question to be repeated?*
- How did you go about answering this question? How easy or difficult was this to do?
INTERVIEWER: explore reasons for ease/difficulty.
- How did you decide which point on the ladder to select? Were there any other points that you were thinking about selecting?
- Did you find the ladder on the showcard easy or difficult to use?
- How did you understand the phrase 'the worst off' when you answered the question?
- How did you understand the phrase 'the best off' when you answered the question?
- How did you feel about answering this question?
- *If the respondent answered 'Don't know' – explore the reason for this. Did they understand the question?*

Европейско социално изследване Когнитивно интервю за Вълна 6

Протокол за интервюиране

Цели на проекта

Основната цел на този когнитивният проект е оценка на новите въпроси за **разбирането и оценката на демокрацията и личностното и социално благополучие**, които бяха съставени за ЕСС. По-точно, акцентът е върху това как респондентите във всяка държава интерпретират и разбират въпросите. Поради факта, че въпросите са разработени на английски във Великобритания е необходимо да се установи нивото, до което те са подходящи за респондентите във всички европейски страни.

Установяване на комуникация с респондента и събиране на биографични данни за него

Моля, отделете около 5 минути в началото на всяко интервю, за да запознаете респондента с целите на изследването и да го предразположите към разговор.

Следвайте следните препоръки:

- Благодарете на респондента, за това че се е съгласил да участва ;
- Кажете му, че този проект се провежда като част от ЕСС
- Обяснете причините, които налагат подобен тип проекти – да бъдат разработени такива въпроси, които ще бъдат задавани на много хора във всички европейски държави. Ето защо, организаторите трябва да са сигурни, че всички разбират въпросите по един и същ начин
- Обяснете как ще бъде проведено самото интервю – ще бъдат зададени някои въпроси за демокрацията и благополучието по начин, по който ще бъдат зададени и в самото изследване (ЕСС). След това ще се продължи с допълнителни въпроси, целящи да разкрият логиката, която респондента е използвал за своя отговор.
- Информирайте за приблизителната продължителност на цялото интервю (около 1 час), за конфиденциалността при обработката на личните данни, анонимността на отговорите, ограничения достъпът до данните от това интервю и др.
- Искайте съгласието на респондента за това интервюто да бъде записано и не забравяйте да включите записващото устройство
- Помолете и непрестанно окуражавайте респондента да говори свободно, без задръжки. Обяснете, че няма грешни и верни отговори, че единствено се интересувате за това как той/тя разбира основните въпроси и помолете да ни помогне да подобрим самите въпроси, ако е необходимо.
- Информирайте го, че винаги и по всяко време той може да прекрати интервюто, ако пожелае.

Сериен номер:

Въпроси за теста

Прочетете дословно: Хората имат различни мнения какво е важно за демокрацията. Следващите въпроси са за това, доколко важни са някои неща за демокрацията.

Изследователски въпрос Q1: Според Вас, доколко важно за демокрацията е всички да бъдат равни пред закона? Изберете отговора си от картата, където 0 означава „Изобщо не е важно”, а 10 - „Изключително е важно”.

Покажете Шоу Карта 1

Изобщо
не е важно

00

01

02

03

04

05

06

07

08

09

10

Изключително
е важно

(Не мога
да
преценя)
88

Необходимо е да се изясни:

АНКЕТЬОР: Респондентът колебаеше ли се при отговора си, помоли ли въпроса да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 0 до 10)? Беше ли трудно да изберете точно тази цифра? Колебаехте ли се между тази и друга?

АНКЕТЬОР: попитайте за детайли и установете дали Респ. Оценява важноста всеки да бъде третиран еднакво от закона.

- Какво значеше за Вас думата „демокрация” в контекста на този въпрос?

Ако все още не е изяснено:

- За Вас какво означава фразата „всички да бъдат равни пред закона” когато отговаряхте?

(АНКЕТЬОР: Опитайте са да установите дали респондентът има предвид това как е написан закона, как се прилага закона или и двете)

- Ако респондентът отговори „Не мога да преценя” – разберете основните причини за това. Разбран ли е изобщо въпросът?

Изследователски въпрос Q2 Доколко важно за демокрацията е гражданите да имат възможност да решават съществени проблеми като гласуват директно на национални референдуми? Ползвайте същата карта.

Покажете Шоу Карта 1

Изобщо не е важно											Изключително е важно	(Не мога да преценя)
00	01	02	03	04	05	06	07	08	09	10		88

Необходимо е да се изясни:

АНКЕТЪОР: Респондентът колебаеше ли се при отговора си, помоли ли въпроса да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 0 до 10)? Беше ли трудно да изберете точно тази цифра? Колебахте ли се между тази и друга?

АНКЕТЪОР: разберете повече за това колко трудно или лесно е било за респондента.

- Какво значи за Вас фразата „съществени проблеми” в контекста на този въпрос?

АНКЕТЪОР: Попитайте за примери.

- Какво значи за Вас фразата „национални референдуми” в контекста на този въпрос?
- Какво значи за Вас фразата „гражданите” в контекста на този въпрос?
- Ако респондентът отговори „Не мога да преценя” – *разберете основните причини за това. Разбран ли е изобщо въпроса?*

Изследователски въпрос Q3 Доколко важно за демокрацията е да има свободни и честни избори? Ползвайте същата карта.

Покажете Шоу Карта 1

Изобщо не е важно											Изключително е важно	(Не мога да преценя)
00	01	02	03	04	05	06	07	08	09	10		88

Необходимо е да се изясни:

АНКЕТЪОР: Респондентът колебаеше ли се при отговора си, помоли ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 0 до 10)? Беше ли трудно да изберете точно тази цифра? Колебахте ли се между тази и друга?

АНКЕТЪОР: разберете повече за това колко трудно или лесно е било за респондента.

- Когато мислехте за отговора имаште ли предвид определен тип избори? Ако да – за кои?
- Какво значи за Вас фразата „свободни и честни” в контекста на този въпрос? В кои случаи изборите не са „свободни и честни”? Можете ли да дадете примери?
- Ако респондентът отговори „Не мога да преценя” – *разберете основните причини за това. Разбран ли е изобщо въпросът?*

Изследователски въпрос Q4. Според вас, доколко важно за демокрацията е съдилищата да имат възможност да отменят решения на правителства, които злоупотребяват с властта си? Ползвайте същата карта.

Покажете Шоу Карта 1

Изобщо не е важно											Изключително е важно	(Не мога да преценя)
00	01	02	03	04	05	06	07	08	09	10		88

Необходимо е да се изясни:

АНКЕТЬОР: Респондентът колебаеше ли се при отговора си, помоли ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 0 до 10)? Беше ли трудно да изберете точно тази цифра? Колебаехте ли се между тази и друга?

АНКЕТЬОР: разберете повече за това колко трудно или лесно е било за респондента.

- За какви конкретни случаи си мислехте, когато търсехте отговор на този въпрос?
- Какво значи за Вас думата „съдилища“ в контекста на този въпрос?
- Какво значи за Вас фразата „да имат възможност да отменят решения на правителства“ в контекста на този въпрос?
- Как разбирате думата „правителства“ в контекста на този въпрос?
- Какво значи за Вас фразата „злоупотребяват с властта“ в контекста на този въпрос?
- Ако респондентът отговори „Не мога да преценя“ – разберете основните причини за това. Разбран ли е изобщо въпроса?

Изследователски въпрос Q5 Според вас, доколко е важно за демокрацията правата на малцинствата да бъдат защитени от решенията на мнозинството? Ползвайте същата карта.

Покажете Шоу Карта 1

Изобщо не е важно											Изключително е важно	(Не мога да преценя)
00	01	02	03	04	05	06	07	08	09	10		88

Необходимо е да се изясни:

АНКЕТЬОР: Респондентът колебаеше ли се при отговора си, помоли ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 0 до 10)? Беше ли трудно да изберете точно тази цифра? Колебаехте ли се между тази и друга?

АНКЕТЬОР: разберете повече за това колко трудно или лесно е било за респондента.

- Какво значи за Вас фразата „малцинства“ в контекста на този въпрос? Мислихте ли си за специфично малцинство, когато отговаряхте? За кое? Можете ли да посочите други?
- Какво значи за Вас думата „мнозинството“ в контекста на този въпрос?
- Какво значи за Вас фразата „решенията на мнозинството“ в контекста на този въпрос?
- Ако респондентът отговори „Не мога да преценя“ – разберете основните

причини за това. Разбран ли е изобщо въпроса?

Изследователски въпрос Q6. В някои държави избирателната система за парламентарни избори постановява партията, спечелила най-много гласове, да състави правителство сама. В други държави електоралната система позволява правителството да се състави от повече от една партия и така да се „споделя” властта.

Сега искам да ви попитам, коя система според Вас, е по-добра за демокрацията? Ползвайте тази карта, където 0 означава система, според която само една партия съставя правителство, а 10 - система, при която повече от една партия съставят правителство.

Покажете Шоу Карта 2

Една партия съставя правителство											Повече от една партия съставя правителство	(Не мога да преценя)
00	01	02	03	04	05	06	07	08	09	10		88

Необходимо е да се изясни:

АНКЕТЪОР: *Респондентът колебаеше ли се при отговора си, помоли ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?*

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 0 до 10)? Беше ли трудно да изберете точно тази цифра? Колебаехте ли се между тази и друга?

АНКЕТЪОР: *разберете повече за това колко трудно или лесно е било за респондента.*

- Какво значи за Вас фразата „избирателната система за парламентарни избори” в контекста на този въпрос?
- Мислихте ли си за конкретни избори, когато отговаряхте на този въпрос? За кои?
- Ако респондентът отговори „Не мога да преценя” – *разберете основните причини за това. Разбран ли е изобщо въпросът?*

Прочетете дословно: Още веднъж ви моля да отговорите на следващите няколко въпроса какво мислите, че е важно за една демокрация.

Q7 Бихте ли казали, че е важно за демокрацията правителствата в Европа да служат на интересите само на техните собствени държави или трябва да вземат под внимание нуждите и на други страни в Европа? Изберете вашият отговор от тази карта.

Покажете Шоу Карта 3

Служат на интересите само на техните страни											Служат на интересите на техните страни и вземат под внимание нуждите на други страни	(Не мога да преце ня)
00	01	02	03	04	05	06	07	08	09	10	88	

Необходимо е да се изясни:

АНКЕТЪОР: Респондентът колебаеше ли се при отговора си, помоли ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 0 до 10)? Беше ли трудно да изберете точно тази цифра? Колебахте ли се между тази и друга?

АНКЕТЪОР: разберете повече за това колко трудно или лесно е било за респондента.

АНКЕТЪОР попитайте/разберете още:

- **Ако е посочен код 00** – разберете защо респондентът мисли, че правителствата трябва да служат на интересите само на техните страни
- **Ако е посочен код 01-04** = разберете защо респондентът е посочил отговор по близо до мнението „правителствата трябва да служат на интересите само на техните страни” на скалата.
- **Ако е посочен код 05** = разберете защо респондентът е избрал средната точка от скалата.
- **Ако е посочен код 06-09** = разберете защо респондентът е посочил отговор по близо до мнението „...да вземат под внимание нуждите на другите” на скалата
- **Ако е посочен код 10** = разберете защо респондентът мисли, че „Правителствата трябва да служат на интересите на техните страни и да вземат под внимание нуждите на другите”
- Ако респондентът отговори „Не мога да преценя” – *разберете основните причини за това. Разбран ли е изобщо въпросът?*

Изследователски въпрос Q8. Някои хора твърдят, че правителствените политики трябва да са съобразени само с мнозинството, а други, че трябва също да вземат под внимание и мнението на малцинствата.

Кое според Вас е по-добре за демокрацията? Изберете отговора си от тази карта, където 0 означава, че правителството трябва да взема под внимание само мнението на мнозинството, а 10 - че правителството трябва да взема под внимание мнението и на мнозинството, и на малцинствата.

Покажете Шоу Карта 4

Да взема под внимание само мнението на мнозинството											Да взема под внимание мнението и на малцинството, и на малцинствата	(Не мога да преценя)
00	01	02	03	04	05	06	07	08	09	10	88	

Необходимо е да се изясни:

АНКЕТЪОР: Респондентът колебаеше ли се при отговора си, помоли ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 0 до 10)? Беше ли трудно да изберете точно тази цифра? Колебахте ли се между тази и друга?

АНКЕТЪОР: разберете повече за това колко трудно или лесно е било за респондента.

- Какво значи за Вас фразата „мнението на мнозинството” в контекста на този въпрос?
- Какво значи за Вас фразата „мнението на малцинствата” в контекста на този въпрос?
- Какво би означавало според Вас за едно правителство „да взема под внимание мнението и на мнозинството, и на малцинствата” в контекста на този въпрос? Можете ли да дадете примери?
- Ако респондентът отговори „Не мога да преценя” – *разберете основните причини за това. Разбран ли е изобщо въпроса?*

Прочетете дословно: Сега бих искал да ви задам няколко въпроса за вас и за това, как виждате своя живот.

Изследователски въпрос Q9: Като ползвате тази карта, моля кажете доколко сте съгласни или не със следното твърдение: "Чувствам, че общо взето, знам какво да правя с живота си в бъдеще".

Покажете Шоу Карта 5

Напълно съгласен	1
Съгласен	2
Нито съгласен, нито несъгласен	3
Несъгласен	4
Напълно несъгласен	5
(Не мога да преценя)	8

Необходимо е да се изясни:

АНКЕТЪОР: Респондентът колебаеше ли се при отговора си, помоли ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 1 до 5)? Беше ли трудно да изберете точно тази цифра? Колебахте ли се между тази и друга?

АНКЕТЪОР: разберете повече за това колко трудно или лесно е било за респондента.

- Какво значи за Вас фразата „какво да правя с живота си в бъдеще“ в контекста на този въпрос?
- Ако респондентът отговори „Не мога да преценя“ – разберете основните причини за това. Разбран ли е изобщо въпроса?

Изследователски въпрос Q10. Като ползвате тази карта, моля кажете доколко сте съгласни или не със следното твърдение: „Имам слаб контрол върху много от важните неща в живота си.“

Покажете Шоу Карта 5

Напълно съгласен	1
Съгласен	2
Нито съгласен, нито несъгласен	3
Несъгласен	4
Напълно несъгласен	5
(Не мога да преценя)	8

Необходимо е да се изясни:

АНКЕТЪОР: Респондентът колебаеше ли се при отговора си, помоли ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 1 до 5)? Беше ли трудно да изберете точно тази цифра? Колебахте ли се между тази и друга?

АНКЕТЪОР: разберете повече за това колко трудно или лесно е било за респондента.

- Какво значи за Вас фразата „имам слаб контрол“ в контекста на този въпрос?
- Какво значи за Вас фразата „много от важните неща в живота си“ в контекста на този въпрос?
- Ако респондентът отговори „Не мога да преценя“ – разберете основните причини за това. Разбран ли е изобщо въпросът?

Изследователски въпрос Q11: В каква степен вършите неща, които намирате за интересни или предизвикателни? Моля, изберете отговора си от тази карта, където 0 означава „в никаква степен“, а 6 „в голяма степен“.

Покажете Шоу Карта 6

В никаква степен

В голяма степен

(Не мога да преценя)

00

01

02

03

04

05

06

88

Необходимо е да се изясни:

АНКЕТЬОР: *Респондентът колебаеше ли се при отговора си, помоли ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?*

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 0 до 6)? Беше ли трудно да изберете точно тази цифра? Колебахте ли се между тази и друга?

АНКЕТЬОР: *разберете повече за това колко трудно или лесно е било за респондента.*

- Какво значи за Вас фразата „неща, които намирате за интересни или предизвикателни“ в контекста на този въпрос?

АНКЕТЬОР: *Попитайте за примери на неща, които респондентът намира за интересни или такива, които според него са предизвикателни.*

- Ако респондентът отговори „Не мога да преценя“ – *разберете основните причини за това. Разбран ли е изобщо въпросът?*

Ако все още не е изяснено:

- **АНКЕТЬОР:** *Разберете, дали респондента има предвид неща, които са едновременно интересни и предизвикателни, или мисли за тях поотделно. В кои случаи са само интересни/предизвикателни и в кои са и двете едновременно – примери.*

Изследователски въпрос Q12. През колко от последните 7 (седем) дни сте извършвали дейност, изискваща поне умерено физическо натоварване . Умерено физическо натоварване е това, което Ви кара да се задъхате, да дишате малко по-трудно от нормалното.

Покажете Шоу Карта 7

Нито един	00
Един ден	01
Два дни	02
Три дни	03
Четири дни	04
Пет дни	05
Шест дни	06
Седем дни	07
(Не мога да преценя)	88

Необходимо е да се изясни:

АНКЕТЬОР: Респондентът колебаеше ли се при отговора си, помолете ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?

- За какво си мислехте, когато отговаряхте на този въпрос?

АНКЕТЬОР: разберете дали респондентът е мислил непосредствено за последните 7 дена и ако не е защо. Още попитайте дали Р е бил несигурен за някои дни, които да включи в този период и защо?.

- Как стигнахте точно до този отговор ? Беше ли трудно да изберете точно този отговор? Колебаехте ли се между него и друг?

АНКЕТЬОР: разберете повече за това колко трудно или лесно е било за респондента.

- За какво си мислехте когато стана въпрос за „умерено физическо натоварване” в контекста на въпроса?

АНКЕТЬОР: попитайте за конкретни примери и дейности

- Имаше ли някакви дейности, които не бяхте сигурни дали да включите? Как решихте за кои да отговорите и за кои не? Примери?
- Ако респондентът отговори „Не мога да преценя” – *разберете основните причини за това. Разбран ли е изобщо въпросът?*

Изследователски въпрос Q13 Хората се различават по това, доколко обръщат внимание на нещата около себе си. Бихте ли казали за себе си, че обръщате внимание на нещата около Вас през...

ПРОЧЕТЕТЕ ДОСЛОВНО ОТГОВОРИТЕ, НО НЕ ГИ ПОКАЗВАЙТЕ НА РЕСПОНДЕНТА

...никаква част от времето	01
...част от времето	02
...повечето време	03
... или, през цялото или почти през цялото време?	04
(Не мога да преценя)	88

Необходимо е да се изясни:

АНКЕТЬОР: Респондентът колебаваше ли се при отговора си, помоли ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор? Беше ли трудно да изберете точно него? Колебахте ли се между други?

АНКЕТЬОР: разберете повече за това колко трудно или лесно е било за респондента.

- Какво значи за Вас фразата „обръщате внимание на нещата около Вас“ в контекста на този въпрос?

АНКЕТЬОР: Настоявайте за конкретни примери!

- Ако респондентът отговори „Не мога да преценя“ – разберете основните причини за това. Разбран ли е изобщо въпросът?

Изследователски въпрос Q14 Колко близки приятели имате, ако имате такива?
Моля включете и членове на Вашето семейство, които смятате за близки приятели.

БРОЙ БЛИЗКИ ПРИЯТЕЛИ: _____

(Не мога
да преценя)
88

Необходимо е да се изясни:

АНКЕТЬОР: Респондентът колебаеше ли се при отговора си, помолите ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?

- Моля, разкажете ми по подробно за какво конкретно си мислехте, когато отговаряхте.
- Какво значи за Вас фразата „близки приятели” в контекста на този въпрос? Какво прави някого „близък приятел”? А какво прави някого само „приятел”, а не „близък приятел”?
- Как стигнахте точно до този брой? Беше ли трудно да изберете точно него? Колебаехте ли се за друга бройка?

АНКЕТЬОР: разберете повече за това колко трудно или лесно е било за респондента.

- Мислехте ли за някой конкретен човек, когото не бяхте сигурен дали да включите като „близък приятел”? Ако да – как решихте дали да го включите или не?
- Ако респондентът отговори „Не мога да преценя” – *разберете основните причини за това. Разбран ли е изобщо въпросът?*

Ако все още не е изяснено:

- Включихте ли и някой член от Вашето семейство в тази бройка? Ако да – какво ви накара да ги включите?
- За какво си мислехте, когато отговаряхте на този въпрос? Как се чувствахте? Притеснявахте ли се от нещо?

Изследователски въпрос Q15. А колко често през последните 12 месеца сте подпомагали или участвали в дейности или мероприятия, организирани във Вашия квартал? Моля, използвайте картата за вашия отговор.

Покажете шоу карта 8. Само един отговор. Под „дейности или мероприятия“ се разбират всички онези, които респондентът смята за важни.

Поне веднъж седмично	01
Поне веднъж месечно	02
Поне веднъж на всеки 3 месеца	03
Поне веднъж на всеки 6 месеца	04
По-рядко	05
Никога	06
(Не мога да преценя)	88

Необходимо е да се изясни:

АНКЕТЬОР: Респондентът колебаеше ли се при отговора си, помоли ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)?

- За какво си мислехте, когато отговаряхте на този въпрос?
- Как стигнахте точно до този отговор (от 1 до 6)? Беше ли трудно да изберете точно този отговор? Колебаехте ли се между него и друг?

АНКЕТЬОР: разберете повече за това колко трудно или лесно е било за респондента.

- Какво значи за Вас фразата „Вашия квартал“ в контекста на този въпрос? Според Вас колко е голям Вашия квартал в км/метри?
- За какви мероприятия си мислехте организирани от в квартала си мислехте, когато отговаряхте?

АНКЕТЬОР: Попитайте за конкретни примери, дати на последното мероприятие, което респондента си спомня и др.

- Ако вместо тази фраза бях казал „близо до мястото, където живеете“ щеше ли да Ви е по-лесно да отговорите на въпроса? А как щяхте да разбирате фразата „близо до мястото, където живеете“ в контекста на този въпрос?

АНКЕТЬОР: Попитайте за конкретни примери, брой къщи/блокове, разстояние и др.

- За какъв времеви период си мислехте, когато отговаряхте на въпроса? От кога до кога? Конкретни дати, дни, месеци, години?
- Ако респондентът отговори „Не мога да преценя“ – разберете основните причини за това. Разбран ли е изобщо въпросът?

Изследователски въпрос Q16. Стълбата, нарисувана на тази карта, представя схематично къде хората се намират в обществото. На върха са хората, които са „най-добре” – тези, които имат най-много пари, най-добро образование, най-добра работа и др. На дъното са хората, които са „най-зле” т.е. тези, които имат най-малко пари, най-лошо образование, най-лошата работа или такива, които изобщо нямат работа. Колкото по-нагоре на стълбата се намирате, толкова по-близо сте до тези, които са най-добре, колкото сте по-надолу, до хората на дъното. Моля, изберете една позиция на тази стълба, за да посочите къде бихте поставили себе си.

Хора, които са най-добре	10	
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
Хора, които са най-зле	0	

(Не мога да преценя 88)

Необходимо е да се изясни:

АНКЕТЪОР: Респондентът колебаеше ли се при отговора си, помолите ли въпросът да бъде прочетен отново? (особени гримаси, по-дълго замисляне, неволни жестове и коментари)

- Как стигнахте точно до този отговор (от 0 до 10)? Беше ли трудно да изберете точно тази цифра? Колебаехте ли се между тази и друга?
- От какво се ръководехте, когато отговаряхте на този въпрос?
- Използването на „стълба” улесни ли Ви при отговора, или повече Ви обърка?
- Какво значи за Вас фразата „**Хора, които са най-добре**” в контекста на този въпрос?
- Какво значи за Вас фразата „**Хора, които са най-зле**” в контекста на този въпрос?
- За какво си мислехте, когато отговаряхте на този въпрос? Как се чувствахте? Притеснявахте ли се от нещо?
- Ако респондентът отговори „Не мога да преценя” – *разберете основните причини за това. Разбран ли е изобщо въпросът?*

Entrevistas Cognitivas - European Social Survey Round 6

Guião de Entrevista Final

Objectivos do projecto:

O principal objectivo deste projecto consiste em testar as novas questões desenvolvidas no âmbito do European Social Survey, relativamente aos temas ‘**compreensão e avaliação da democracia**’ e ‘**bem-estar pessoal e social**’. Estamos particularmente interessados em perceber como é que os inquiridos de cada país interpretam e compreendem as questões formuladas. Uma vez que as questões foram desenvolvidas em Inglês do Reino Unido, queremos ter a certeza de que estas se adequam aos inquiridos de outros países europeus.

Orientações para os países participantes

- Por favor, traduza as questões e os pontos a aprofundar na(s) língua(s) em que serão conduzidas as entrevistas.
- Ao longo do guião são fornecidas notas (notas de rodapé) no sentido de ajudar no processo de tradução. Estas notas têm como finalidade evitar situações de ambiguidade, uma vez que contêm definições e clarificações relativamente ao conceito subjacente em cada questão, principalmente em relação a situações em que as palavras / expressões utilizadas dificilmente terão um equivalente directo em outras línguas. As notas NÃO devem ser traduzidas, uma vez que estas pretendem apenas ser um apoio à tradução. Em nenhuma circunstância devem fazer parte do guião disponibilizado aos entrevistadores.
- O objectivo de cada questão encontra-se referido na caixa que antecede cada questão. Esta caixa não deve ser incluída no guião a disponibilizar aos entrevistadores.
- As questões devem ser lidas de modo literal aos respondentes como se se tratasse de um inquérito por entrevista
- Algumas questões incluem opções de resposta entre parêntesis. Estas opções permitem codificar as respostas dos entrevistados, mas não devem ser lidas ao entrevistado, bem como não devem constar nos cartões de resposta. O entrevistador não deve ler as opções de resposta nos cartões de resposta aos entrevistados.
- Os pontos gerais e mais específicos a aprofundar em cada questão encontram-se elencados imediatamente a seguir a cada questão – numa caixa com o título “Aprofundar”. De igual forma, os pontos a aprofundar devem ser lidos de modo literal.
- De modo a assegurar que todas as questões têm oportunidade de ser testadas, os entrevistadores devem proceder a uma rotação da ordem das questões. Na primeira entrevista, o entrevistador deve começar por colocar as questões 1-8, seguidas das questões 9-16. Na entrevista seguinte, deve começar primeiro pelas questões 9-16, e seguidamente pelas questões 1-8, e assim sucessivamente.

Aproximar e enquadrar o entrevistado

Por favor, despenda aproximadamente 5 minutos do início da entrevista a apresentar o estudo e a enquadrar o entrevistado

Os seguintes pontos devem ser referidos:

- Comece por agradecer a participação do entrevistado no estudo
- Refira que o projecto está a ser desenvolvido no âmbito do European Social Survey (Inquérito Social Europeu)
- Explique o objectivo do estudo – isto é, para construir questões que irão, eventualmente, ser colocadas a várias pessoas de diferentes países Europeus, é preciso ter a certeza que todas as pessoas compreendem as questões da mesma maneira
- Explique a estrutura da entrevista – isto é, iremos, primeiramente, colocar-lhe algumas questões sobre democracia e bem-estar como se se tratasse de um inquérito por questionário e, seguidamente, vamos colocar-lhe algumas questões adicionais sobre como chegou à sua resposta.
- Refira a duração da entrevista (1 hora); confidencialidade, anonimização, acesso aos dados (restrito)
- Peça autorização para gravar a entrevista e não se esqueça de ligar o gravador
- Incentive o entrevistado a falar livremente – não existem respostas certas ou erradas; estamos apenas interessados no modo como percebeu as questões; queremos a sua ajuda para melhorar as questões onde for necessário
- Refira ao entrevistado que, caso assim o queira, pode ‘saltar’ uma questão

NÚMERO DE SÉRIE:

Questões a Testar

ENTREVISTADOR LER: As pessoas têm diferentes opiniões sobre o que é importante para uma democracia. Vou fazer-lhe, a seguir, algumas perguntas sobre a importância que atribui a determinados aspectos numa democracia.

Q1 CARTÃO 1 Em que medida considera importante para uma democracia que todas as pessoas sejam tratadas de igual forma perante a lei? Dê-me a sua resposta utilizando este cartão, em que 0 significa "nada importante" e 10 significa "extremamente importante".

Nada importante												Extremamente importante	(Não Sabe)
00	01	02	03	04	05	06	07	08	09	10			88

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Em que pensou para responder a esta pergunta?
- Como fez para escolher o número que indicou na sua resposta? Foi fácil ou difícil?
ENTREVISTADOR: Verificar se o entrevistado avaliou a importância de todas as pessoas serem tratadas de igual forma perante a lei.
- O que significa para si a "democracia" a que a pergunta se refere?

Se ainda não foi referido, aprofundar ainda:

- Se não tiver ficado esclarecido, perguntar ainda: Que sentido atribuiu à expressão "que todas as pessoas sejam tratadas de igual forma perante a lei". (ENTREVISTADOR: confirmar que o entrevistado teve em mente aquilo que a lei diz, o modo como ela é aplicada ou ambas as coisas).
- Se o entrevistado respondeu 'Não sabe' – *aprofundar a razão. O entrevistado compreendeu a pergunta?*

Q2 MANTER CARTÃO 1 Em que medida diria que é importante para uma democracia que os cidadãos possam participar em decisões importantes através do voto em referendos nacionais? Utilize o mesmo cartão para responder.

Nada importante											Extremamente importante	(Não sabe)
00	01	02	03	04	05	06	07	08	09	10	88	

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Em que pensou para responder a esta pergunta?
- O que o levou a escolher o número que indicou na sua resposta? Foi fácil ou difícil?
ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.
- O que significa para si "decisões importantes" nesta pergunta. ENTREVISTADOR: pedir ao entrevistado para dar exemplos.
- E o que significa para si "referendos nacionais"?
- O que são para si os "cidadãos" referidos nesta pergunta?
- Se o entrevistado respondeu 'Não sabe' – aprofundar a razão. O entrevistado compreendeu a pergunta?

Q3 MANTER CARTÃO 1 Em que medida considera importante para uma democracia que haja eleições nacionais livres e justas? Utilize o mesmo cartão.

Nada importante											Extremamente importante	(Não sabe)
00	01	02	03	04	05	06	07	08	09	10	88	

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Em que pensou para responder a esta pergunta?
- O que o levou a escolher o número que indicou na sua resposta? Foi fácil ou difícil?
ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.
- Quando respondeu à pergunta, estava a pensar em algumas eleições em particular? Se sim, quais?
- O que são, para si, as "eleições nacionais livres e justas" a que a pergunta se refere? Em que caso diria que uma eleição não é livre e justa?
- Se o entrevistado respondeu "Não sabe" - aprofundar a razão. O entrevistado compreendeu a pergunta?

Q4 MANTER CARTÃO 1 Em que medida considera importante para uma democracia que os tribunais possam sobrepor-se aos governos que abusam dos seus poderes? Utilize, por favor, o mesmo cartão.

Nada importante												Extremamente importante	(Não sabe)
	00	01	02	03	04	05	06	07	08	09	10		88

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Em que pensou para responder a esta pergunta?
- O que o levou a escolher o número que indicou na sua resposta? Foi fácil ou difícil? ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.
- Ao responder à pergunta, pensou em algum tipo de situação em especial?
- O que são, para si, os tribunais a que a pergunta se refere?
- Nesta pergunta, o que entendeu por 'sobrepor-se aos governos'?
- O que entendeu por "governos" quando respondeu à pergunta?
- E o que entendeu por "os governos que abusam dos seus poderes"?
- Se o entrevistado respondeu 'Não sabe' – aprofundar a razão. O entrevistado compreendeu a pergunta?

Q5 MANTER CARTÃO 1 Em que medida considera importante para uma democracia que os direitos das minorias estejam protegidos das decisões tomadas pela maioria? Utilize, por favor, o mesmo cartão.

Nada importante												Extremamente importante	(Não sabe)
	00	01	02	03	04	05	06	07	08	09	10		88

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Em que pensou para responder a esta pergunta?
- O que o levou a escolher o número que indicou na sua resposta? Foi fácil ou difícil? ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.
- Nesta pergunta, o que entendeu por "minorias"? Quando respondeu á pergunta, pensou em particular em alguns grupos minoritários?
- Em que "direitos das minorias" estava a pensar quando respondeu à pergunta?
- Nesta pergunta, o que entendeu por "maiorias"?
- O que significam para si, nesta pergunta, "decisões tomadas pela maioria"?
- Se o entrevistado respondeu 'Não sabe' – aprofundar a razão. O entrevistado compreendeu a pergunta?

Q6 CARTÃO 2 Há países com um sistema eleitoral nacional que resulta habitualmente na vitória de um dos partidos concorrentes, com condições para formar governo sozinho. Outros países têm um sistema que resulta habitualmente num governo formado por mais do que um partido, sendo os poderes partilhados.

Diga-me por favor qual dos sistemas considera ser melhor para uma democracia. Responda, por favor, utilizando este cartão, em que 0 significa um sistema que habitualmente resulta num governo formado por um único partido e 10 significa um sistema que habitualmente resulta num governo formado por mais do que um partido.

Um governo formado por um único partido	00	01	02	03	04	05	06	07	08	09	10	Um governo formado por mais do que um partido	(Não sabe)
													88

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- *Em que pensou para responder a esta pergunta?*
- *O que o levou a escolher o número que indicou na sua resposta? Foi fácil ou difícil? ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.*
- *Quando respondeu à pergunta, o que entendeu por "sistema eleitoral nacional"?*
- *Se o entrevistado respondeu 'Não sabe' – aprofundar a razão. O entrevistado compreendeu a pergunta?*

ENTREVISTADOR LER: Novamente, peço-lhe que ao responder às perguntas seguintes tenha em conta o que pensa ser importante numa democracia.

Q7 CARTÃO 3 Diria que é importante para uma democracia que os governos devam apenas servir os interesses do seu país ou que devam também ter em conta as necessidades de outros países europeus? Utilize por favor este cartão para responder.

											Servir os interesses do seu país e também ter em conta as necessidades de outros países.	(Não sabe)
Servir apenas os interesses do seu país	01	02	03	04	05	06	07	08	09	10		88
00												

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Em que pensou para responder a esta pergunta?
- Como decidiu que resposta a dar a esta pergunta?
- Foi fácil ou difícil responder à pergunta? **ENTREVISTADOR:** aprofundar os motivos de facilidade/dificuldade.

ENTREVISTADOR APROFUNDAR:

- **ENTREVISTADOR APROFUNDAR:**
- **Se código 00** = avaliar por que motivo o entrevistado acha que cada governo deve servir apenas os interesses do seu país;
- **Se código 01-04** = avaliar por que motivo o entrevistado escolheu um número mais próximo de "servir apenas os interesses do seu país";
- **Se código 05** = explorar por que motivo o entrevistado se posicionou no meio da escala;
- **Se código 06-09** = avaliar por que motivo o entrevistado escolheu um número mais próximo de "Servir os interesses do seu país e também ter em conta as necessidades de outros países";
- **Se código 10** = avaliar por que motivo o entrevistado pensa que os governos devem servir os interesses do seu próprio país e ter também em conta as necessidades de outros países.

- Se o entrevistado respondeu 'Não sabe' – aprofundar a razão. O entrevistado compreendeu a pergunta?

Q8 CARTÃO 4 Há quem pense que as políticas governativas devem ter em conta só as opiniões maioritárias, e há quem defenda que devem também tomar em consideração as opiniões minoritárias. Escolha a sua resposta neste cartão, em que 0 significa que o governo deve tomar em conta apenas a opinião maioritária e 10 significa que o governo deve ter em conta a opinião maioritária e opiniões minoritárias.

Ter em conta apenas a opinião maioritária 00	01	02	03	04	05	06	07	08	09	Ter em conta a opinião maioritária e opiniões minoritárias. 10	(Não sabe) 88
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APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- *Em que pensou para responder a esta pergunta?*
- *O que o levou a escolher o número que indicou? Foi fácil ou difícil? ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.*
- *Nesta pergunta, o que entendeu por "opinião maioritária"?*
- *E o que entendeu por "opinião minoritária"?*
- *Quando respondeu à pergunta, o que pensou que significa para um governo ter em conta as opiniões maioritárias e minoritárias. ENTREVISTADOR: peça exemplos.*
- *Se o entrevistado respondeu 'Não sabe' – aprofundar a razão. O entrevistado compreendeu a pergunta?*

ENTREVISTADOR LER: Gostaria agora de lhe fazer algumas perguntas sobre como se sente em relação a si e à sua vida.

Q9 CARTÃO 5 Utilizando este cartão, diga-me, por favor, em que medida concorda ou discorda com a seguinte afirmação: "De um modo geral, sinto que tenho um sentido de rumo na minha vida".

Concorda totalmente	1
Concorda	2
Nem concorda nem discorda	3
Discorda	4
Discorda totalmente	5
(Não sabe)	8

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Em que pensou para responder a esta pergunta? ENTREVISTADOR: verifique se o entrevistado estava a pensar em planos imediatos e em planos de futuro.
- Foi fácil ou difícil responder à pergunta? ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.
- Porque escolheu esta resposta? Chegou a pensar em dar uma resposta diferente?
- Nesta pergunta, o que entendeu por "um sentido de rumo na sua vida"?
- Se o entrevistado respondeu "Não sabe" - aprofundar a razão. O entrevistado compreendeu a pergunta?

Objectivo da Q10: Verificar o controlo do entrevistado sobre a sua própria vida e actividades (escolhendo ter controlo sobre as coisas que são importantes para ele).

Q10 MANTER CARTÃO 5 Utilizando o mesmo cartão, indique por favor em que medida concorda ou discorda com a seguinte afirmação "Tenho pouco controlo sobre muitas das coisas que são importantes na minha vida".

Concorda totalmente	1
Concorda	2
Nem concorda nem discorda	3
Discorda	4
Discorda totalmente	5
(Não sabe)	8

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Em que pensou para responder a esta pergunta?
- Como decidiu que resposta dar? Foi fácil ou difícil? ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.
- Ao responder à pergunta, o que entendeu por 'ter pouco controlo'?
- E o que entendeu por "coisas que são importantes na minha vida"?
- Se o entrevistado respondeu 'Não sabe' – aprofundar a razão. O entrevistado compreendeu a pergunta?

Q11 CARTÃO 6 Em que medida faz coisas que acha interessantes ou desafiantes?
Escolha por favor a sua resposta neste cartão, em que 0 significa "nada" e 6 significa "muito".

Nada							Muito	(Não sabe)
00	01	02	03	04	05	06	88	

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Como fez para responder à pergunta? Foi fácil ou difícil? *ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.*
- Chegou a pensar em dar uma resposta diferente? *ENTREVISTADOR: se sim, aprofundar as razões.*
- Ao responder à pergunta, o que entendeu por "coisas interessantes ou desafiantes"? *ENTREVISTADOR: pedir ao entrevistado que dê exemplos de coisas que para ele são interessantes e de coisas que ele acha desafiantes.*
- Se o entrevistado respondeu 'Não sabe' – *aprofundar a razão. O entrevistado compreendeu a pergunta?*

Se ainda não foi referido, aprofundar:

- *ENTREVISTADOR: esclarecer se o entrevistado pensou em coisas que considera simultaneamente interessantes e desafiantes ou se pensou apenas em coisas interessantes ou apenas em coisas desafiantes. Se só pensou em coisas com uma das duas características, procurar saber porquê.*

Q12 CARTÃO 7 Ao longo dos últimos 7 dias, em quantos dias desenvolveu actividade física pelo menos moderada? Isto é, actividades que exigem algum esforço físico e que tornam a sua respiração um pouco mais acelerada que o normal.

Nenhum	00
Um dia	01
Dois dias	02
Três dias	03
Quatro dias	04
Cinco dias	05
Seis dias	06
Sete dias	07
(Não sabe)	88

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Como fez para responder à pergunta? ENTREVISTADOR: verificar se o entrevistado pensou nos últimos sete dias. Se não o fez, tente saber porquê. Verifique ainda se o entrevistado teve dúvidas em incluir algum dia ou alguns dias - e se sim, porquê.
- Como decidiu que resposta dar? Foi fácil ou difícil? ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.
- Quando respondeu a esta pergunta, em que tipo de coisas pensou como sendo "actividade física moderada"? ENTREVISTADOR: pedir exemplos.
- Houve algumas actividades em que tivesse pensado mas que não teve a certeza se devia incluir? Como decidiu incluir ou excluir essas actividades?
- Se o entrevistado respondeu 'Não sabe' – aprofundar a razão. O entrevistado compreendeu a pergunta? Não conseguiu lembrar-se?

Q13 As pessoas são diferentes no que toca à atenção que prestam às coisas que acontecem à sua volta. No seu caso, diria que presta atenção ao que se passa à sua volta... **LER...**

...nunca	01
...algumas vezes	02
...muitas vezes	03
...ou, sempre ou quase sempre?	04
(Não sabe)	88

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Como fez para responder a esta pergunta?
- Como decidiu que resposta dar? Foi fácil ou difícil? ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.
- Ao responder à pergunta, o que entendeu por "prestar atenção ao que se passa à sua volta"? ENTREVISTADOR: pedir para exemplificar detalhadamente.
- Se o entrevistado respondeu 'Não sabe' – *aprofundar a razão. O entrevistado compreendeu a pergunta?*

Q14 Quantos amigos próximos tem? Por favor, inclua membros da sua família que considera amigos próximos.

(Não sabe)
88

REGISTAR: _____

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Pode, por favor, explicar-me como chegou a esta resposta?
- O que significa para si "amigos próximos"? O que faz com que alguém seja um amigo próximo? E o que faz de alguém um amigo mas não um amigo próximo?
- Quão fácil ou difícil foi contar quantos amigos próximos tem? ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.
- Teve dúvidas se devia considerar alguém como amigo próximo? Se sim, como decidiu o que fazer?
- Se o entrevistado respondeu 'Não sabe' – *aprofundar a razão. O entrevistado compreendeu a pergunta?*

Se ainda não foi referido, aprofundar ainda:

- Se ainda não foi referido, aprofundar: Incluiu algum membro da sua família no número que indicou? Se sim, diga-me, por favor, o que o(a) levou a incluir esses familiares.
- Como se sentiu ao responder a esta pergunta?

Q15 CARTÃO 8 Nos últimos 12 meses, colaborou ou participou em actividades organizadas na sua área de residência?

NOTA AO ENTREVISTADOR: "Actividades organizadas na sua área de residência" devem incluir todas as que o(a) entrevistado(a) considere relevantes.

Pelo menos uma vez por semana	01
Pelo menos uma vez por mês	02
Pelo menos uma vez em cada três meses	03
Pelo menos uma vez em cada seis meses	04
Ainda menos do que isso	05
Nunca	06
(Não sabe)	88

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- Como fez para responder a esta pergunta?
- Como decidiu que resposta dar? Foi fácil ou difícil? ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.
- Nesta pergunta, o que entendeu por "área de residência"? Que dimensão diria que tem a sua área de residência (em metros/km)?
- Em que tipo de actividades organizadas na sua área de residência pensou quando respondeu à pergunta? ENTREVISTADOR: Pedir exemplos.
- Se eu tivesse dito "próximo de onde vive" em vez de "área de residência" acha que seria mais fácil para si responder? E que significado daria a esta expressão? ENTREVISTADOR: aprofundar a dimensão, por exemplo, número de casas/km de extensão).
- Em que período de tempo estava a pensar quando respondeu à pergunta? Desde quando até quando?
- Se o entrevistado respondeu 'Não sabe' – aprofundar a razão. O entrevistado compreendeu a pergunta?

Q16 CARTÃO 9 Esta escala representa a posição que as pessoas ocupam na sociedade. No topo da escala estão as pessoas mais bem-sucedidas - que têm mais dinheiro, mais educação e os melhores empregos. No fim da escala estão as pessoas menos bem-sucedidas - que têm menos dinheiro, menos educação e os piores empregos (ou que não têm emprego).

Quanto mais elevada for a sua posição nesta escala, mais próximo estará das pessoas com maior sucesso, e quanto mais baixa for a sua posição, mais próximo estará das pessoas com menos sucesso. Indique, por favor, o número que melhor representa a posição que considera ocupar nesta escala.

Pessoas mais bem-sucedidas	10	
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
Pessoas menos bem-sucedidas	0	

(Não sabe 88)

APROFUNDAR:

- *ENTREVISTADOR: O entrevistado hesitou ao responder ou pediu para repetir a pergunta?*
- *Como fez para responder a esta pergunta? Foi fácil ou difícil? ENTREVISTADOR: aprofundar os motivos de facilidade/dificuldade.*
- *Como decidiu que ponto da escala escolher? Chegou a pensar em escolher outros pontos?*
- *Na sua opinião, é fácil ou difícil utilizar a escala no cartão?*
- *Ao responder à pergunta, o que entendeu por "menos bem-sucedidas"?*
- *E o que entendeu por "mais bem-sucedidas"?*
- *Como se sentiu ao responder a esta pergunta?*
- *Se o entrevistado respondeu 'Não sabe' – aprofundar a razão. O entrevistado compreendeu a pergunta?*

סקר אירופי

שאלון קוגנטיבי

פרוטוקול לראיון

מטרות הפרויקט

המטרה העיקרית של המבחן הקוגניטיבי היא לבחון שאלות חדשות של **הבנה והערכה של הדמוקרטיה ושל רווחה אישית וחברתית** שנוסחו עבור הסקר החברתי האירופי לקראת הסבב ה-6. אנחנו בעיקר מעוניינים לראות כיצד המשיבים בכל מדינה מפרשים ומבינים את השאלות. מכיוון שהשאלות נוסחו באנגלית בריטית אנחנו מעוניינים לוודא שהן מתאימות למשיבים במדינות אירופיות אחרות.

- המטרה של כל שאלה מופיעה בתיבה לפני כל שאלה בפרוטוקול.
- את שאלות השאלון יש להקריא למשיבים כלשונן כפי שהיו קוראים אותן בראיון רגיל של סקר ה-ESS.
- בכמה משאלות המעקב (probs) מופיעים קודי התשובות במרכאות ("..."). הקודים נותנים תשובות אפשריות שהמשיבים **עשויים לתת** אך אין להקריא אותם למשיבים והם אינם מופיעים בכרטיסיות. אין להקריא למשיב את קודי התשובות המופיעים על הכרטיסיות.
- שאלות המעקב (Probe) מבקשות להתמקד בהיבטים שונים של השאלה, מופיעות מיד אחרי השאלה – בתיבה תחת הכותרת 'שאלות מעקב'. לאחר הקראת השאלה וקבלת התשובה, יש להקריא את שאלות המעקב כלשונן.

יצירת מערכת יחסים ורקע על המשיב

אנא הקדישו כ-5 דקות בתחילת הריאיון להצגת המחקר וליצירת מערכת יחסים עם המשיב.

אנא התייחסו לנקודות הבאות:

- הודו למשיב על שהסכים להשתתף.
- ציינו שהפרויקט מתבצע מטעם הסקר החברתי האירופי, והגישו את הברושור ומכתב התודה.
- **הסבירו את מטרת המחקר** - כלומר לפתח שאלות שבסופו של דבר ישאלו במדינות אירופיות רבות; עלינו לוודא שכולם מבינים את השאלות ומבינים אותן באותו אופן.
- **הסבירו את מבנה הריאיון** - כלומר נשאל אתכם כמה שאלות על דמוקרטיה ורווחה כפי שהיו מופיעים בסקר; ואז נשאל שאלות נוספות על האופן שבו בחרתם לענות על השאלה.
- **ידעו אותם** באורך הריאיון (כשעה); חיסיון; אנונימיות; גישה למידע (מוגבלת)
- קבלו הסכמה להקליט את הריאיון **וזכרו להדליק את מכשיר ההקלטה**
- עודדו את המשיב לדבר בחופשיות - **אין תשובות נכונות או שגויות**; אנו מעוניינים באופן שבו אתם מבינים את השאלות; עזרו לנו לשפר את השאלות היכן שנדרש
- יידעו את המשיב שבאפשרותו לדלג על שאלה אם הוא בוחר בכך.

שאלות הראיון הקוגניטיבי

מטרת שאלה Q1:

לראות האם המשיב חושב שבדמוקרטיה חשוב שכולם יזכו ליחס זהה מחוק בלי קשר למעמדם החברתי, הכלכלי או הפוליטי.

[השתמש בכרטיס 1]

Q1: לאנשים יש עמדות שונות לגבי מה חשוב בדמוקרטיה. השאלות הבאות עוסקות בחשיבותם של דברים מסוימים בדמוקרטיה.

עד כמה חשוב לדעתך בדמוקרטיה שכולם יזכו ליחס זהה מהחוק? דרג את תשובתך על סולם בין 0 ל-10 שבו 0 פירושו כלל לא חשוב ו-10 פירושו חשוב מאוד.

כלל לא חשוב											חשוב מאוד	לא יודע
00	01	02	03	04	05	06	07	08	09	10	88	

שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- על מה חשבת כשהשבת לשאלה זו?
- כיצד החלטת באיזה מספר לבחור? כמה קשה או קל זה היה?
- מראיין: ברר האם המשיב ניסה להעריך את החשיבות שכולם יזכו ליחס זהה מהחוק.
- מה היתה המשמעות של 'דמוקרטיה' עבורך בשאלה זו?

אם לא מוצא כבר בשאלות הקודמות:

- מה היתה המשמעות של 'כולם יזכו ליחס זהה מחוק' עבורך בשאלה זו?
(מראיין: נסה לגלות האם המשיב חשב על האופן שבו כתוב החוק, האופן שבו הוא נאכף או שניהם)
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

מטרת שאלה Q2:

לבחון את עמדוניהם של המשיבים לגבי השתתפות בדמוקרטיה מעבר להצבעה בבחירות הארציות.

[השתמש בכרטיס 1]

Q2: עד כמה חשוב לדעתך בדמוקרטיה שאזרחים יוכלו להחליט בנושאים משמעותיים על ידי הצבעה במשאל עם?

כלל לא חשוב										חשוב מאוד	לא יודע
00	01	02	03	04	05	06	07	08	09	10	88

שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- על מה חשבת כשהשבת לשאלה זו?
- כיצד החלטת באיזה מספר לבחור? כמה קשה או קל זה היה?
מראיין: ברר את הסיבות לקושי/קלות.
- מה היתה המשמעות של 'נושאים משמעותיים' עבורך בשאלה זו?
מראיין: בקש דוגמאות
- מה היתה המשמעות של 'משאלי עם' עבורך בשאלה זו?
- מה היתה המשמעות של 'אזרחים' עבורך בשאלה זו?
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

מטרת שאלה Q3:

מטרת השאלה לברר האם המשיבים חושבים שבחירות 'חופשיות והוגנות' חשובות לדמוקרטיה.
'חופשיות והוגנות' במובן של בחירות שבהן אף אחד אינו מחויב להצביע או מאולץ להצביע עבור מפלגה שהוא/היא אינו חפץ בה.
כל הקולות שקולים האחד לשני.

[השתמש בכרטיס 1]

Q3: עד כמה חשוב לדעתך בדמוקרטיה שיהיו בחירות ארציות חופשיות והוגנות?

כלל לא חשוב											חשוב מאוד	לא יודע
00	01	02	03	04	05	06	07	08	09	10	88	

שאלות העמקה:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- על מה חשבת כשהשבת לשאלה זו?
- כיצד החלטת באיזה מספר לבחור? כמה קשה או קל זה היה?
מראיין: ברר את הסיבות לקושי/קלות.
- כשהשבת לשאלה זו האם חשבת על בחירות מסוימות? אם כן, אילו?
- מה היתה המשמעות של 'חופשיות והוגנות' עבורך בשאלה זו? באיזה מצב בחירות לא תהיינה 'חופשיות והוגנות'?
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

מטרת שאלה Q4:

לראות האם משיבים חושבים שמתן דין וחשבון של הממשלה לגופים אחרים של המדינה, כגון מערכת המשפט, חשוב עבור הדמוקרטיה.

[השתמש בכרטיס 1]

Q4: עד כמה חשוב לדעתך בדמוקרטיה שבתי המשפט יוכלו למנוע מממשלות לנצל את כוחן לרעה?

כלל לא חשוב											חשוב מאוד	לא יודע
00	01	02	03	04	05	06	07	08	09	10	88	

שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- על מה חשבת כשהשבת לשאלה זו?
- כיצד החלטת באיזה מספר לבחור? כמה קשה או קל זה היה?
- מראיין: ברר את הסיבות לקושי/קלות.
- על אילו סוגי מצבים, אם בכלל, חשבת כשהשבת על שאלה זו?
- מה היתה המשמעות של 'בתי המשפט' עבורך בשאלה זו?
- מה היתה המשמעות של 'יוכלו למנוע מממשלות' עבורך בשאלה זו?
- כיצד הבנת את המושג 'ממשלה' כשהשבת על שאלה זו?
- מה היתה המשמעות של 'מנצלות את כוחן לרעה' עבורך בשאלה זו?
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבין את השאלה?

מטרת שאלה Q5:

לאמוד כמה רחב חושבים המשיבים שצריך להיות הייצוג בדמוקרטיה ובייחוד הגנה על זכויות של מיעוטים.

[השתמש בכרטיס 1]

Q5: עד כמה חשוב לדעתך בדמוקרטיה שזכויותיהם של מיעוטים יהיו מוגנות מפני החלטות הרוב?

כלל לא חשוב 00	01	02	03	04	05	06	07	08	09	10	חשוב מאוד	לא יודע 88
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שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- על מה חשבת כשהשבת לשאלה זו?
- כיצד החלטת באיזה מספר לבחור? כמה קשה או קל זה היה?
- מראיין: ברר את הסיבות לקושי/קלות.
- מה היתה המשמעות של 'מיעוטים' עבורך בשאלה זו? האם חשבת על קבוצות מיעוטים מסוימים כשהשבת על השאלה הזאת?
- על אילו זכויות של קבוצות מיעוטים חשבת כשהשבת לשאלה זו?
- מה היתה המשמעות של 'החלטות הרוב' עבורך בשאלה זו?
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

מטרת שאלה Q6:

לאמוד האם המשיבים חושבים ששיטת הרוב או השיטה היחסית חשובה יותר לדמוקרטיה.

[השתמש בכרטיס 2]

Q6: במדינות מסוימות מונהגת שיטת בחירות ארציות שבדרך כלל מובילה לניצחון של מפלגה אחת שמקימה את הממשלה לבדה. במדינות אחרות מונהגת שיטת בחירות שבדרך כלל מובילה לכך שמספר מפלגות מקימות ממשלה וחולקות בשלטון. כעת ברצוני לשאול איזו שיטת בחירות טובה יותר לדמוקרטיה. דרג את תשובתך על סולם בין 0 ל- 10 שבו 0 פירושו שיטה שבדרך כלל מובילה לניצחון של מפלגה אחת שמקימה את הממשלה ו-10 פירושו שיטה שמובילה לכך שיותר ממפלגה אחת מקימות את הממשלה.

מפלגה אחת מקימה את הממשלה	00	01	02	03	04	05	06	07	08	09	מספר מפלגות מקימות את הממשלה	10	לא יודע	88
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שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- על מה חשבת כשהשבת לשאלה זו?
- כיצד החלטת באיזה מספר לבחור? כמה קשה או קל זה היה?
מראיין: ברר את הסיבות לקושי/קלות.
- מה היתה המשמעות של 'שיטת בחירות ארציות' עבורך כשהשבת לשאלה זו?
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

מטרת שאלה Q7:

לבדוק האם המשיבים חושבים שחשוב לדמוקרטיה שממשלות תהיינה אחראיות לבעלי עניין אחרים חוץ מהאזרחים שלהם.

[השתמש בכרטיס 3]

Q7: עד כמה חשוב לדעתך בדמוקרטיה שממשלות באירופה ישרתו רק את האינטרסים של המדינה שלהם או שעליהן לקחת בחשבון גם את הצרכים של מדינות אחרות באירופה?

ישרתו רק את האינטרסים של המדינה שלהם	ישרתו את האינטרסים של המדינה שלהם וייקחו בחשבון גם את הצרכים של מדינות אחרות	לא יודע
00	01 02 03 04 05 06 07 08 09	10 88

שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- על מה חשבת כשהשבת לשאלה זו?
- כיצד בחרת את תשובתך? כמה קשה או קל זה היה לבחור על תשובתך?
מראיין: ברר את הסיבות לקושי/קלות.
- מראיין ברר:
 - אם קוד 00 = ברר מדוע המשיב חושב שממשלות צריכות לשרת את הצרכים של המדינה שלהם בלבד
 - אם קוד 01-04 = ברר מדוע המשיב בחר מספר קרוב יותר לקצה הסולם 'לשרת את הצרכים של המדינה שלהם בלבד'.
 - אם קוד 05 = גלה את הסיבות לכך שהמשיב בחר בנקודת האמצע של הסולם.
 - אם קוד 06-09 = גלה מדוע המשיב בחר מספר קרוב יותר לקצה הסולם 'לקחת בחשבון גם את הצרכים של מדינות אחרות'.
 - אם קוד 10 = ברר מדוע המשיב חושב שממשלות צריכות לשרת את הצרכים של המדינה שלהם ולקחת בחשבון גם את הצרכים של מדינות אחרות באירופה.
 - מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

מטרת שאלה Q8:

לראות האם המשיבים רואים את הדמוקרטיה הייצוגית מנקודת מבט של שיטת הרוב או של השיטה היחסית.

[השתמש בכרטיס 4]

Q8: יש הטוענים שמדיניות ממשלתית צריכה לקחת בחשבון רק את דעת הרוב. אחרים טוענים שעליהם לקחת בחשבון גם את דעת המיעוט. דרג את תשובתך על סולם בין 0 ל-10 שבו 0 פירושו שעל הממשלה לקחת בחשבון רק את דעת הרוב ו-10 פירושו שעל הממשלה לקחת בחשבון את דעת הרוב ואת דעת המיעוט.

על הממשלה לקחת בחשבון רק את דעת הרוב	00	01	02	03	04	05	06	07	08	09	על הממשלה לקחת בחשבון את דעת הרוב ואת דעת המיעוט	10	לא יודע	88
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שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- על מה חשבת כשהשבת לשאלה זו?
- כיצד בחרת את תשובתך? כמה קשה או קל זה היה?
- מראיין: ברר את הסיבות לקושי/קלות.
- מה לדעתך היתה הכוונה ב'דעת הרוב' בשאלה זו?
- מה לדעתך היתה הכוונה ב'דעת המיעוט' בשאלה זו?
- מה לדעתך היתה המשמעות של 'לקחת בחשבון את דעת הרוב ואת דעת המיעוט' עבור הממשלה כשהשבת על שאלה זו?
- מראיין: בקש דוגמאות
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

מטרת שאלה Q9:

לאמוד באיזו מידה יש לאנשים תחושת כיוון בחייהם ובאיזו מידה הם מסוגלים לארגן את פעילויות היומיום שלהם ואת תכניותיהם לחיים לקראת העתיד.

[השתמש בכרטיס 5]

כעת נשאל מספר שאלות לגבי תחושותיך על עצמך ועל החיים שלך.

Q9: באיזו מידה אתה מסכים או לא מסכים למשפט הבא:

'באופן כללי אני מרגיש שיש לי תחושת כיוון בחיי'.

1. מסכים מאוד
2. מסכים
3. לא מסכים ולא לא מסכים
4. לא מסכים
5. מאוד לא מסכים
8. (לא יודע)

שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- על מה חשבת כשהשבת לשאלה זו?
- מראיין: ברר האם המשיב חשב על תכניות נוכחיות או עתידיות.
- כמה קשה או קל זה היה להשיב על שאלה זו?
- מראיין: ברר את הסיבות לקושי/קלות.
- מדוע בחרת באפשרות שבה בחרת? האם היתה אפשרות נוספת ששקלת לבחור?
- מה היתה המשמעות של 'תחושת כיוון בחיי' עבורך כשהשבת לשאלה זו?
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

מטרת שאלה Q10:

לאמוד את השליטה האישית של המשיב על חייו ופעילויותיו (הבחירה לשלוט באופן אישי על דברים שחשובים להם).

[השתמש בכרטיס 5]

Q10: באיזו מידה אתה מסכים או לא מסכים עם המשפט הבא:

יש לי שליטה מועטה על הרבה מהדברים החשובים בחיי.

1. מסכים מאוד
2. מסכים
3. לא מסכים ולא לא מסכים
4. לא מסכים
5. מאוד לא מסכים
8. (לא יודע)

שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- על מה חשבת כשהשבת לשאלה זו?
- כיצד החלטת על תשובתך? כמה קשה או קל זה היה?
- מראיין: ברר את הסיבות לקושי/קלות.
- מה היתה הכוונה להבנתך ב'יש שליטה מועטה' כשהשבת לשאלה זו?
- מה היתה הכוונה להבנתך ב'דברים חשובים בחיי' בשאלה זו?
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

מטרת שאלה Q11:

לראות האם המשיב מרגיש שהוא עסוק בפעילויות מעניינות ומאתגרות.

[השתמש בכרטיס 6]

Q11: באיזו מידה אתה עושה דברים שמעניינים ומאתגרים אותך? דרג את תשובתך על סולם בין 0 ל- 10 שבו 0 פירושו בכלל לא ו-6 פירושו הרבה.

בכלל לא							הרבה	לא יודע
00	01	02	03	04	05	06	88	

שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- כיצד ניגשת להשיב על השאלה? כמה קשה או קל זה היה?
- מראיין: ברר את הסיבות לקושי/קלות.
- האם היתה אפשרות נוספת ששקלת לבחור?
- מראיין: אם כן, ברר מדוע?
- מה היתה הכוונה להבנתך ב' דברים שמעניינים ומאתגרים אותך' כשהשבת לשאלה זו?
- מראיין: בקש דוגמאות לדברים שמעניינים את המשיב ודוגמאות לדברים שמאתגרים את המשיב.
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

אם לא מוצא כבר בשאלות הקודמות:

- מראיין: גלה אם המראיין חשב על דברים שגם מעניינים וגם מאתגרים או שחשב רק על אחד מהם. אם חשב רק על תחום אחד – ברר מדוע.

מטרת שאלה Q12:

לאמוד כמה פעיל גופנית היה המשיב במהלך 7 הימים האחרונים.

[השתמש בכרטיס 7]

Q12: בכמה ימים מתוך 7 הימים האחרונים, בצעת פעילות גופנית, לפחות מתונה?

כלומר פעילות שדורשת מאמץ גופני מתון וגורמת לנשימה מאומצת קצת יותר מהרגיל.

00 אף יום

01 יום אחד

02 יומיים

03 3 ימים

04 4 ימים

05 5 ימים

06 6 ימים

07 7 ימים

88 (לא יודע)

שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- כיצד ניגשת להשיב על השאלה?
- מראיין: ברר האם המשיב חשב על 7 הימים האחרונים ואם לא מדוע. כמו כן ברר האם היו ימים שהמשיב לא היה בטוח אם לכלול או לא וגלה מדוע.
- כיצד החלטת על תשובתך? כמה קשה או קל זה היה?
- מראיין: ברר את הסיבות לקושי/קלות.
- על אילו דברים חשבת כ'פעילות גופנית מתונה' כאשר השבת על השאלה?
- מראיין: בקש דוגמאות
- האם היו פעילויות שחשבת עליהן שלא היית בטוח אם לכלול או לא? כיצד החלטת אם לכלול או לא לכלול את פעילויות אלה?
- אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה? האם התקשו לזכור?

מטרת שאלה Q13:

לאמוד באיזו תדירות המשיב מודע למה שקורה סביבו. שים לב שאין כרטיסיה לשאלה Q13.

Q13 אנשים נבדלים ביניהם במידה שבה הם שמים לב לדברים שסביבם. האם

היית אומר שאתה שם לב לדברים שסביבך... **קרא בקול...**

01 אף פעם

02 חלק מהזמן

03 רוב הזמן

04 כל הזמן או כמעט כל הזמן

88 (לא יודע)

שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- כיצד ניגשת להשיב על השאלה?
- כיצד החלטת על תשובתך? כמה קשה או קל זה היה?
- מראיין: ברר את הסיבות לקושי/קלות.
- מה להבנתך היתה הכוונה ב'מודע לדברים סביבך' כשהשבת לשאלה?
- מראיין: בקש דוגמאות
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה? האם התקשו לזכור?

מטרת שאלה Q14:

לאמוד את מקורות התמיכה שיש למשיב. שים לב שאין כרטיסיה לשאלה Q14.

Q14 כמה חברים קרובים, אם בכלל, יש לך? כולל קרובי משפחה שאתה רואה בהם חברים טובים.

שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- האם תוכל לפרט בבקשה כיצד השבת על השאלה?
- מה משמעות הביטוי 'חבר קרוב' עבורך? מה עושה מישהו ל'חבר קרוב'?
- מה עושה מישהו לחבר שאינו חבר קרוב?
- כמה קשה או קל היה לך לספור את חבריך הקרובים?
- מראיין: ברר את הסיבות לקושי/קלות.
- האם היה מישהו שלא היית בטוח אם להכליל כ'חבר קרוב'? אם כן – כיצד החלטת מה לעשות?
- מראיין: אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

אם לא מוצא כבר בשאלות הקודמות:

- האם כללת בני משפחה בספירה הכוללת? אם כן, ספר לי בבקשה כיצד החלטת לכלול את בני המשפחה האלה?
- כיצד הרגשת כשהתבקשת לענות על שאלה זו?

מטרת שאלה Q15:

לאמוד את מעורבותו של המשיב בפעילויות באזור מגוריו.

[השתמש בכרטיס 8]

Q15 במהלך 12 החודשים האחרונים, באיזו תדירות עזרת או נכחת בפעילות

מאורגנת באזור מגוריך?

הערה למראיין: 'פעילויות מאורגנות באזור מגוריך' כוללים כל פעילות

שהמשיב חושב שהיא רלוונטית.

01 לפחות פעם בשבוע

02 לפחות פעם בחודש

03 לפחות פעם בשלשה חודשים

04 לפחות פעם בחצי שנה

05 לעיתים רחוקות יותר

06 לעולם לא

88 (לא יודע)

שאלות העמקה:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- כיצד ניגשת להשיב על השאלה?
- כיצד החלטת על תשובתך? כמה קשה או קל זה היה?
- מראיין: ברר את הסיבות לקושי/קלות.
- מה להבנתך היתה הכוונה ב'איזור מגוריך' כשהשבת לשאלה?
- מראיין: בקש דוגמאות
- על אילו סוגי פעילויות מאורגנות באזור מגוריך חשבת כשהשבת על שאלה זו?
- מראיין: בקש דוגמאות
- אילו הייתי אומר 'קרוב למקום מגוריך' האם זה היה מקל עליך? מה להבנתך היתה הכוונה בביטוי זה? מראיין: ברר לגבי גודל האזור, לדוגמא מספר הבתים או קילומטרים?
- על איזה טווח זמן חשבת כשהשבת לשאלה זו? ממתני עד מתי?
- אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

מטרת שאלה Q16:

לאמוד את מעמדו הסוציו-אקונומי הסובייקטיבי של המשיב

[השתמש בכרטיס 9]

Q16 הסולם בכרטיס זה מייצג את מקומם של אנשים בחברה. בראש הסולם נמצאים האנשים במצב הטוב ביותר – אנשים עם הכי הרבה כסף, עם ההשכלה הגבוהה ביותר ועם העבודה הטובה ביותר. בתחתית נמצאים האנשים במצב הגרוע ביותר – אנשים עם הכי פחות כסף, עם ההשכלה הנמוכה ביותר, ועם העבודה הגרועה ביותר, או ללא עבודה. ככל שאתה יותר גבוה בסולם אתה קרוב יותר לאנשים בחלקו העליון. וככל שאתה נמוך יותר בסולם אתה קרוב יותר לאלה שבחלקו התחתון. בחר בבקשה שלב בסולם שמראה היכן אתה ממוקם את עצמך.

10 האנשים במצב הטוב ביותר	
9	
8	
7	
6	
5	
4	
3	
2	
1 האנשים במצב הגרוע ביותר	

שאלות מעקב:

- מראיין: האם המשיב היסס או ביקש לחזור על השאלה?
- כיצד ניגשת להשיב לשאלה זו? כמה קשה או קל זה היה?
מראיין: ברר סיבות לקושי/קלות.
- כיצד בחרת באיזו נקודה בסולם לבחור? האם היו נקודות נוספות ששקלת לבחור?
- לדעתך, האם הסולם בכרטיסיה היה קל או קשה לשימוש?
- כיצד הבנת את הביטוי 'בעלי האמצעים המעטים ביותר' כשהשבת לשאלה?
- כיצד הבנת את הביטוי 'בעלי האמצעים הרבים ביותר' כשהשבת לשאלה?
- כיצד הרגשת כשהתבקשת לענות על שאלה זו?
- אם המשיב השיב 'לא יודע' – ברר את הסיבה לכך. האם הבינו את השאלה?

European Social Survey Round 6 Cognitive Testing

FINAL Interview Protocol

Aims of the project

The primary aim of this cognitive testing project is to test new questions on **understanding and evaluation of democracy** and **personal and social well-being** that have been designed for the European Social Survey. We will be particularly interested in how respondents in each country interpret and understand the questions. As the questions have been developed in English in the UK we want to make sure that they are suitable for respondents in other European countries.

Guidance for participating countries

- Please translate the questions and probes into the languages in which the interviews are being conducted.
- Throughout the protocol, annotations (footnotes) are provided to aid translation. These aim to avoid ambiguity by providing definitions and clarification about the concept behind questions, especially where the words themselves are unlikely to have direct equivalents in other languages. Annotations should NOT be translated, they are a translation tool. Under no circumstances should they appear in the protocol given to interviewers.
- The aim of each question is included in a box before each question. This box should not be included in the protocol that is given to interviewers.
- The test questions should be read out to respondents verbatim as they would be in a survey interview.
- At some questions there are answer codes that appear in brackets. These codes allow for answers respondents might give but should not be read out to them and must never appear on the showcard. The answer codes on showcards should not be read out to respondents by the interviewer.
- General and more specific probes for each question are shown immediately after the question – in a box under the heading ‘PROBES’. Following translation, the probes are intended to be read out verbatim.
- To ensure that all of the questions can be tested, interviewers should rotate the order that the questions are asked in. For the first interview ask questions 1-8 followed by questions 9-16. For the next interview ask questions 9-16 followed by 1-8 and so on.

Building rapport and Background about the respondent

Please spend approximately 5 minutes at the beginning of the interview introducing the study and establishing rapport with the respondent.

Please cover the following points:

- Thank the respondent for agreeing to take part
- Tell them the project is being conducted on behalf of the European Social Survey
- Explain the purpose of the study – i.e. to develop questions that will eventually be asked of many people in different European countries; we need to make sure everyone understands the questions and understands them the same way.
- Explain the structure of the interview – i.e. we will ask you some questions on democracy and well-being as they would appear in a survey; then ask additional questions about how you went about answering the question.
- Inform them about interview length (1 hour); confidentiality; anonymity; access to data (restricted)
- Obtain consent to record the interview and remember to switch the recorder on
- Encourage the respondent to speak freely – there are no right or wrong answers; interested in how you understood the questions; help us to improve the questions where necessary
- Inform respondent that they can skip a question if they want to

SERIAL NUMBER:

Testfragen

Zweck von Q1: Um herauszufinden ob Befragte es für wichtig halten, dass in einer Demokratie alle vor dem Gesetz gleich behandelt werden, unabhängig vom sozialen, ökonomischen oder politischen Status.

INTERVIEWER, VORLESEN: Menschen haben verschiedene Meinungen darüber was in einer Demokratie wichtig ist. Die folgenden Fragen behandeln die Wichtigkeit bestimmter Merkmale für eine Demokratie.

Q1 KARTE 1 Was würden Sie sagen, wie wichtig ist es für eine Demokratie, das alle durch das Gesetz gleich behandelt werden. Wählen Sie eine Antwort auf dieser Karte, wobei 0 gar nicht wichtig und 10 äußerst wichtig bedeutet.

gar nicht
wichtig

00

01

02

03

04

05

06

07

08

09

10

äußerst
wichtig

(weiß
nicht)

88

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- Was haben Sie bei der Beantwortung dieser Frage gedacht?
- Wie sind Sie bei der Wahl der Nummer vorgegangen? Wie leicht oder schwer war das? *INTERVIEWER: Falls der/die Befragte nachfragt, erklären Sie die Wichtigkeit der Gleichbehandlung aller vor dem Gesetz.*
- Was bedeutet Demokratie für Sie in dieser Frage?

Falls nicht bereits behandelt:

- Was hat "alle werden durch das Gesetz gleich behandelt" für Sie bei der Beantwortung dieser Frage bedeutet? (*INTERVIEWER: Versuchen Sie herauszufinden ob der/die Befragte an die Erstellung von Gesetzen, wie das Gesetz durchgesetzt wird oder an beides gedacht hat.*)
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Zweck von Q2: Um die Meinung von Befragten an demokratischer Beteiligung, über nationalen Wahlen hinausgehend, teilzunehmen.

Q2 NOCH IMMER KARTE 1 Was würden Sie sagen, wie wichtig ist es für eine Demokratie, dass Staatsbürger/innen wichtige Themen in einem nationalen Volksentscheid direkt bestimmen können? Verwenden Sie dieselbe Karte.

gar nicht wichtig												äußerst wichtig	(weiß nicht)
00	01	02	03	04	05	06	07	08	09	10		88	

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- Was haben Sie bei der Beantwortung dieser Frage gedacht?
- Wie sind Sie auf die Wahl dieser Nummer gekommen? Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.
- Was sind wichtige Themen für Sie in dieser Frage? INTERVIEWER: Nach Beispielen fragen.
- Was bedeutet „nationaler Volksentscheid“ für Sie in dieser Frage?
- Was bedeutet „Staatsbürger/innen“ für Sie in dieser Frage?
- Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?

Zweck von Q3: Die Frage zielt darauf, herauszufinden ob Befragte “freie und faire” Wahlen als wichtig für eine Demokratie erachten. “Frei und fair” bedeutet in Fall von Wahlen, dass niemand gezwungen wird eine Partei zu wählen, die er/sie nicht möchte. Alle Stimmen haben den gleichen Stellenwert.

Q3 NOCH IMMER KARTE 1 Was würden Sie sagen, wie wichtig sind freie und faire nationale Wahlen für eine Demokratie? Verwenden Sie dieselbe Karte.

gar nicht wichtig												äußerst wichtig	(weiß nicht)
00	01	02	03	04	05	06	07	08	09	10		88	

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- Was haben Sie bei der Beantwortung dieser Frage gedacht?
- Wie sind Sie auf die Wahl dieser Nummer gekommen? Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.
- Haben Sie bei der Beantwortung dieser Frage an bestimmte Wahlen gedacht? Falls ja, an welche?
- Was bedeutet “freie und faire” nationale Wahlen für Sie in dieser Frage? Wann würde eine Wahl nicht “frei und fair” und sein?
- Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?

Zweck von Q4: Um herauszufinden ob Befragte es für wichtig halten, dass die Regierung gegenüber anderen staatlichen Institutionen wie dem Rechtssystem verantwortlich ist.

Q4 NOCH IMMER KARTE 1 Was würden Sie sagen, wie wichtig ist es für eine Demokratie, dass Regierungen, die ihre Macht missbrauchen, von Gerichten überstimmt werden können. Verwenden Sie dieselbe Karte.

gar nicht wichtig											äußerst wichtig	(weiß nicht)
00	01	02	03	04	05	06	07	08	09	10	88	

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- Was haben Sie bei der Beantwortung dieser Frage gedacht?
- Wie sind Sie auf die Wahl dieser Nummer gekommen? Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.
- An welche Vorkommnisse, wenn überhaupt, haben Sie bei der Beantwortung dieser Frage gedacht?
- Was bedeutet „Gerichte“ für Sie in dieser Frage?
- Was bedeutet „Regierungen überstimmt werden können“ für Sie in dieser Frage?
- Wie haben Sie den Begriff „Regierungen“ bei der Beantwortung dieser Frage verstanden?
- Was bedeutet „Missbrauch von Macht“ für Sie in dieser Frage?
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Zweck von Q5: Um die Meinung von Befragten zu erfassen, welchen Umfang die Stellvertretungsfunktion in einer Demokratie haben soll, insbesondere zum Schutz von Minderheitenrechte.

Q5 NOCH IMMER KARTE 1 Was würden Sie sagen, wie wichtig ist es für eine Demokratie, die Rechte von Minderheiten gegenüber Entscheidungen der Mehrheit zu schützen?

gar nicht wichtig											äußerst wichtig	(weiß nicht)
00	01	02	03	04	05	06	07	08	09	10	88	

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- Was haben Sie bei der Beantwortung dieser Frage gedacht?
- Wie sind Sie auf die Wahl dieser Nummer gekommen? Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.
- Was bedeutet „Minderheiten“ für Sie in dieser Frage? Haben Sie bei der Beantwortung dieser Frage an bestimmte Minderheiten gedacht?
- An welche Rechte von Minderheitengruppen haben Sie bei der Beantwortung gedacht?
- Was bedeutet „Mehrheit“ für Sie in dieser Frage?
- Was bedeutet „Entscheidungen der Mehrheit“ für Sie in dieser Frage?
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Zweck von Q6: Um die Meinung von Befragten zu erfassen, ob ein Mehrheits- oder ein Verhältniswahlrecht für eine Demokratie wichtiger ist.

Q6 KARTE 2 Einige Länder haben ein nationales Wahlsystem, bei dem normalerweise die siegreiche Partei die Regierung alleine bildet. Andere Länder haben ein nationales Wahlsystem, bei dem normalerweise mehrere Parteien die Regierung bilden und die Macht teilen.

Ich möchte Sie nun fragen, welches System denken Sie ist für eine Demokratie besser. Verwenden Sie diese Karte, wobei 0 für ein System steht, bei dem normalerweise eine Partei die Regierung alleine bildet und 10 für ein System, bei dem normalerweise mehrere Parteien die Regierung bilden.

eine Partei bildet die Regierung											mehrere Parteien bilden die Regierung	(weiß nicht)
00	01	02	03	04	05	06	07	08	09	10	88	

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- *Was haben Sie bei der Beantwortung dieser Frage gedacht?*
- *Wie haben Sie sich bei der Beantwortung dieser Frage entschieden? Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.*
- *Was bedeutet „nationales Wahlsystem“ für Sie bei der Beantwortung dieser Frage?*
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Zweck von Q7: Um herauszufinden ob Befragte es für eine Demokratie wichtig halten, dass Regierungen auch für andere Interessensgruppen zuständig sind, oder nur gegenüber der eigenen Staatsbürger/innen.

INTERVIEWER, VORLESEN: Noch einmal, bitte beantworten Sie die nächsten Fragen, was ist Ihrer Meinung nach wichtig für eine Demokratie.

Q7 KARTE 3 Würden Sie sagen, es ist für eine Demokratie wichtig, dass Regierungen in Europa nur den Interessen des eigenen Landes dienen sollen oder, dass auch die Bedürfnisse von anderen Ländern in Europa berücksichtigt werden sollen? Wählen Sie Ihre Antwort von dieser Karte.

nur den
Interessen
des eigenen
Landes

den Interessen
des eigenen
Landes unter
Berücksichtigung
anderer Länder

(weiß
nicht)

00

01

02

03

04

05

06

07

08

09

10

88

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- Was haben Sie bei der Beantwortung dieser Frage gedacht?
- Wie haben Sie sich bei der Beantwortung entschieden?
- Wie leicht oder schwer war die Entscheidung bei dieser Antwort? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.

INTERVIEWER ERKUNDEN:

- **Falls code 00** = finden Sie heraus warum der/die Befragte denkt, dass die Regierung nur den Interessen des eigenen Landes dienen soll
- **Falls code 01-04** = finden Sie heraus warum der/die Befragte eine Nummer gewählt hat, die näher an „nur den Interessen des eigenen Landes“ liegt
- **Falls code 05** = erkunden Sie die Gründe warum der/die Befragte den Mittelpunkt der Skala gewählt hat
- **Falls code 06-09** = finden Sie heraus warum der/die Befragte eine Nummer gewählt hat, die näher an „den Interessen des eigenen Landes unter Berücksichtigung anderer Länder“ liegt
- **Falls code 10** = finden Sie heraus warum der/die Befragte denkt, dass die Regierung den Interessen des eigenen Landes unter Berücksichtigung anderer Länder dienen soll.
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Zweck von Q8: Um herauszufinden ob Befragte bei einer repräsentativen Demokratie eine Mehrheits- oder Verhältnisvorstellung haben.

Q8 KARTE 4 Manche Menschen sagen, die Regierung soll nur die Meinung der Mehrheit beachten, andere sagen, die Regierung soll auch die Meinung der Minderheit beachten. Wählen Sie Ihre Antwort von dieser Karte, wobei 0 bedeutet, die Regierung soll nur die Meinung der Mehrheit beachten und 10, die Regierung soll die Meinung der Mehrheit und der Minderheit beachten.

nur die Meinung der Mehrheit beachten											die Meinung der Mehrheit und der Minderheit beachten	(weiß nicht)
00	01	02	03	04	05	06	07	08	09	10		88

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- Was haben Sie bei der Beantwortung dieser Frage gedacht?
- Wie sind Sie auf die Wahl dieser Nummer gekommen? Wie leicht oder schwer war das? *INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.*
- Was bedeutet „Meinung der Mehrheit“ für Sie in dieser Frage?
- Was bedeutet „Meinung der Minderheit“ für Sie in dieser Frage?
- Was würde für Sie eine Regierung soll „die Meinung der Mehrheit und der Minderheit beachten“ bedeuten? *INTERVIEWER: Nach Beispielen fragen.*
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Zweck von Q9: Um herauszufinden, in welchem Umfang Menschen ein Gefühl der Orientierung in ihrem Leben haben und in der Lage sind, ihr tägliches Leben zu organisieren und Pläne für die Zukunft zu machen.

INTERVIEWER, VORLESEN: Nun möchte ich Ihnen einige Fragen über Ihr Leben und Sie persönlich stellen.

Q9 KARTE 5 Verwenden Sie diese Karte und sagen Sie mir bitte, wie sehr Sie der folgenden Aussage zustimmen oder sie ablehnen: Im Großen und Ganzen habe ich ein Gefühl der Orientierung in meinem Leben.

stimme stark zu	1
stimme zu	2
weder noch	3
lehne ab	4
lehne stark ab	5
(weiß nicht)	8

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- *Was haben Sie bei der Beantwortung dieser Frage gedacht? INTERVIEWER: Erkunden Sie ob der/die Befragte über gegenwärtige und zukünftige Pläne nachgedacht hat.*
- *Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.*
- *Warum haben Sie diese Wahl getroffen? Haben Sie an eine andere Auswahl gedacht?*
- *Was bedeutet „ein Gefühl der Orientierung in meinem Leben“ für Sie in dieser Frage?*
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Zweck von Q10: Um herauszufinden, ob Befragte die persönliche Kontrolle über das eigene Leben und Aktivitäten haben (um Dinge kontrollieren zu können, die wichtig für Sie sind)

Q10 NOCH IMMER KARTE 5 Verwenden Sie diese Karte und sagen Sie mir bitte, wie sehr Sie der folgenden Aussage zustimmen oder sie ablehnen: Ich habe wenig Kontrolle über viele wichtige Dinge in meinem Leben.

stimme stark zu	1
stimme zu	2
weder noch	3
lehne ab	4
lehne stark ab	5
(weiß nicht)	8

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- Was haben Sie bei der Beantwortung dieser Frage gedacht?
- Wie haben Sie sich bei der Beantwortung entschieden? Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.
- Was bedeutet „wenig Kontrolle zu haben“ für Sie bei der Beantwortung dieser Frage?
- Was bedeutet „wichtige Dinge in meinem Leben“ für Sie in dieser Frage?
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Zweck von Q11: Um herauszufinden, ob Befragte von interessanten oder herausfordernden Aktivitäten in Beschlag genommen werden.

Q11 KARTE 6 In welchem Ausmaß unternehmen Sie Aktivitäten, die Sie interessant oder herausfordernd finden? Bitte wählen Sie eine Antwort auf dieser Karte, wobei 0 nie und 6 sehr häufig bedeutet.

nie						sehr häufig		(weiß nicht)
00	01	02	03	04	05	06		88

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- *Wie sind Sie an die Beantwortung dieser Frage herangegangen? Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.*
- *Haben Sie an eine andere Auswahl gedacht? INTERVIEWER: Falls ja, erkunden Sie warum?*
- *Was bedeutet „Aktivitäten, die Sie interessant oder herausfordernd finden?“ für Sie bei der Beantwortung dieser Frage? INTERVIEWER: Fragen Sie nach Beispielen von Aktivitäten die der/die Befragte interessant findet und nach Aktivitäten die der/die Befragte herausfordernd findet.*
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Falls nicht bereits behandelt:

- *INTERVIEWER: Erkunden Sie ob der/die Befragte an Aktivitäten gedacht hat die sowohl interessant und herausfordernd sind oder nur an Aktivitäten die eines davon sind. Falls nur an ein Merkmal gedacht wurde, erkunden Sie warum.*

Zweck von Q12: Um herauszufinden, wie körperlich aktiv Befragte in den letzten 7 Tagen waren.

Q12 KARTE 7 An wie vielen Tagen der letzten Woche sind Sie einer zumindest leichten körperlichen Aktivität nachgegangen? Hier sind Aktivitäten gemeint, die eine geringe körperliche Anstrengung erfordern und bei denen Sie stärker als normal atmen.

keinen Tag	00
einen Tag	01
zwei Tagen	02
drei Tagen	03
vier Tagen	04
fünf Tagen	05
sechs Tagen	06
sieben Tagen	07
(weiß nicht)	88

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- *Wie sind Sie an die Beantwortung dieser Frage herangegangen? INTERVIEWER: Erkunden Sie ob der/die Befragte an die letzten 7 Tage gedacht hat und falls nicht, warum nicht. Weiters ob es Tage geben hat, wo der/die Befragte nicht sicher war über die Miteinbeziehung und warum.*
- *Wie haben Sie sich bei der Beantwortung dieser Frage entschieden? Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.*
- *An welche Aktivitäten haben Sie bei „leichter körperlicher Aktivität“ bei der Beantwortung dieser Frage gedacht? INTERVIEWER: Fragen Sie nach Beispielen.*
- *Haben Sie dabei an Aktivitäten gedacht, wo Sie nicht sicher waren, ob Sie diese miteinbeziehen sollen? Wie haben Sie sich entschieden, ob Sie diese Aktivität miteinbeziehen sollen oder nicht?*
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Zweck von Q13: Um herauszufinden, wie oft Befragte Vorkommnisse um sie herum wahrnehmen. Bitte beachten Sie, es gibt keine Vorlegekarte bei Q13.

Q13 Menschen unterscheiden sich bei der Wahrnehmung von Dingen um sie herum. Wie häufig nehmen Sie Dinge um Sie herum wahr ...**VORLESEN**...

...nie	01
...manchmal	02
...meistens	03
...oder, immer oder fast immer	04
(weiß nicht)	88

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- Wie sind Sie an die Beantwortung dieser Frage herangegangen?
- Wie haben Sie sich bei der Beantwortung dieser Frage entschieden? Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.
- Was bedeutet „Dinge um Sie herum wahrnehmen“ für Sie bei der Beantwortung dieser Frage? INTERVIEWER: Fragen Sie nach vollständigen Beispielen.
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Zweck von Q14: Um herauszufinden, ob Befragte über Personen verfügen, die Sie unterstützen können.

Q14 Falls Sie enge Freunde haben, wie viele enge Freunde haben Sie? Bitte zählen Sie auch Familienmitglieder bzw. Verwandte dazu, wenn Sie diese als enge Freunde betrachten.

AUSFÜLLEN: _____

(weiß
nicht)
88

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- Können Sie bitte mit mir darüber sprechen, wie Sie diese Frage beantwortet haben?
- Was bedeutet der Ausdruck „enge Freunde“ für Sie? Was macht jemand zu einem/r engen Freund/in? Was macht jemand zu einem/r Freund/in, aber nicht zu einem/r engen Freund/in?
- Wie leicht oder schwierig war es für Sie die Anzahl Ihrer engen Freunde zu zählen? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.
- War jemand dabei, wo Sie sich nicht sicher waren, ob diese Person zu den engen Freunden zählt? Falls ja, wie sind Sie dabei vorgegangen?
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Falls nicht bereits behandelt:

- Haben Sie irgendwelche Familienmitglieder bzw. Verwandte bei der Gesamtanzahl mitgezählt? Falls ja, wie sind Sie dabei vorgegangen?
- Wie haben Sie sich bei der Beantwortung der Frage gefühlt?

Zweck von Q15: Um herauszufinden, ob Befragte an Aktivitäten in Ihrer Wohnumgebung teilnehmen. Q15 wurde mit dem gleichen Wortlaut als Frage E3 in der ESS Runde 3 bereits gefragt.

Q15 KARTE 8 Wie oft haben Sie in den letzten zwölf Monaten Aktivitäten in Ihrer Wohnumgebung unterstützt oder daran teilgenommen?
INTERVIEWER NOTE: „Aktivitäten in Ihrer Wohnumgebung“ umfasst alles, was die befragte Person als relevant erachtet.

mindestens einmal in der Woche	01
mindestens einmal im Monat	02
mindestens einmal alle drei Monate	03
mindestens einmal alle sechs Monate	04
seltener	05
nie	06
(weiß nicht)	88

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- *Wie sind Sie an die Beantwortung dieser Frage herangegangen?*
- *Wie haben Sie sich bei der Beantwortung dieser Frage entschieden? Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.*
- *Was bedeutet „Wohnumgebung“ für Sie in dieser Frage? Wie groß würden Sie sagen ist Ihre Wohnumgebung (in Meter/Kilometer)?*
- *An welche Aktivitäten in Ihrer Wohnumgebung haben Sie bei der Beantwortung dieser Frage gedacht? INTERVIEWER: Fragen Sie nach Beispielen.*
- *Falls ich „in der Nähe wo Sie leben“ gefragt hätte, hätte das die Frage für Sie einfacher gemacht? Was hätte dieser Ausdruck für Sie bedeutet? INTERVIEWER: Erkunden Sie die Größe z.B. Anzahl der Häuser/Kilometer.*
- *An welchen Zeitraum haben Sie bei der Beantwortung der Frage gedacht? Von wann bis wann?*
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*

Zweck von Q16: Um die sozio-ökonomische Position der/die Befragten herauszufinden.

Q16 KARTE 9 Die Leiter auf dieser Karte soll darstellen, welchen Platz Personen in der Gesellschaft einnehmen. Oben stehen die Personen, denen es am besten geht, die mit dem meisten Geld, der höchsten Bildung und den besten Arbeitsplätzen. Unten stehen die Personen, denen es am schlechtesten geht, die mit dem wenigsten Geld, der geringsten Bildung und den schlechtesten oder keinen Arbeitsplätzen. Je höher Sie auf der Leiter stehen, umso näher sind Sie Personen die ganz oben stehen. Je niedriger Sie auf der Leiter stehen, umso näher sind Sie Personen die ganz unten stehen. Bitte wählen Sie eine Position auf der Leiter, wo Sie sich selber platzieren würden.

Personen, denen es am besten geht	10
	9
	8
	7
	6
	5
	4
	3
	2
	1
Personen, denen es am schlechtesten geht	0

(weiß nicht 88)

BEFRAGUNG:

- *INTERVIEWER: Hat der/die Befragte gezögert oder nach der Wiederholung der Frage verlangt?*
- *Wie sind Sie an die Beantwortung dieser Frage herangegangen? Wie leicht oder schwer war das? INTERVIEWER: Erkunden Sie Gründe für leicht/schwierig.*
- *Wie haben Sie sich entschieden, welche Position Sie auf der Leiter wählen? Haben Sie auch an andere Punkte gedacht?*
- *Haben Sie die Verwendung der Leiter auf der Karte als einfach oder schwierig empfunden?*
- *Was bedeutet der Ausdruck „denen es am besten geht“ bei der Beantwortung der Frage für Sie?*
- *Was bedeutet der Ausdruck „denen es am schlechtesten geht“ bei der Beantwortung der Frage für Sie?*
- *Wie haben Sie sich bei der Beantwortung der Frage gefühlt?*
- *Falls der/die Befragte „weiß nicht“ geantwortet hat, versuchen Sie den Grund herauszufinden. Wurde die Frage verstanden?*